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“Leading the development of coaching psychology around the world”

COACHING PSYCHOLOGY INTERNATIONAL

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COACHING PSYCHOLOGY INTERNATIONAL

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Chair's Update

by Siobhain O'Riordan FISCPAccred

**Welcome to the winter 2020 issue of
*Coaching Psychology International***

We are pleased to publish another issue of our journal and I would like to begin by thanking all of the authors and contributors. Inside you will find a range of articles as well as reports from around the world to share the latest news from across the international coaching psychology field.

Given the exceptional experiences for many during the COVID-19 pandemic, this issue focuses on coaching psychology perspectives and experience during this time. We start with a reflective article looking at Transition from the training room, during a coaching psychology one-

week taught programme, to a virtual learning platform, in March 2020. Next, research-based considerations for navigating the Grey space within coaching and therapy are discussed in light of the current COVID-19 context. A third article also invites us to explore the extent to which COVID-19 might be a catalyst for change for coachees.

We are then pleased to include an article looking at Person-centred Therapy and Rational Emotive Behaviour Therapy as two foundational disciplines for coaching and coaching psychology approaches today. Additionally, we include a paper that observes it is timely to open a dialogue on a theory of the coaching relationship. Also, an 'In

Conversation' article talks with Emma Quinn about a journey starting with Karate at 3 years old, to an interest in performance anxiety and sports psychology.

The Annual Report of the ISCP International Research Centre for Coaching Psychology Research (2019-20) tells us about current research projects and future plans for beyond 2020. There are also International updates from Catalonia, Hungary, New Zealand, South Africa and Switzerland. Please do take a moment to review our Member Benefits as well as summary information on how to become accredited/certified as an ISCP coaching psychologist.

This has continued to a busy year for our Society, we were once again a Partner of the Health and Wellbeing at Work Event, in March 2020, Birmingham (UK). We also hosted our successful four-day virtual International Congress of Coaching Psychology Event in October 2020. It was exciting to welcome and meet with so many colleagues from around the world at this global event and bring together the international coaching psychology community.

In other news, we have shared guidance for our members on COVID-19 at <https://www.isfcp.info/isfcp-covid-19-information/> and partnered with Project5, a wellbeing support service for healthcare workers (UK) (<https://www.isfcp.info/isfcp-covid-19-information/project5-covid-19/>).

Additionally, as part of the ISCP Climate Change Response we have joined with six other leading coaching, coaching psychology, mentoring and supervision professional bodies who signed a global statement committing themselves to collaborative action and a collective voice on the climate and biodiversity crisis (<https://www.isfcp.info/isfcp-climate-working-group/>).

The Society has also continued its activities as a professional body sponsor of the peer reviewed publication, the European Journal of Applied Positive Psychology, as well as the International Journal of Coaching Psychology which was launched in 2020 (<https://ijcp.nationalwellbeingsservice.com>).

We continue to highlight that as part of our ongoing commitment to social responsibility and sustainability, that the Society maintains an initiative to include a page on the Society's website about members of the ISCP offering pro bono coaching psychology services.

If this initiative is relevant to your work and you would like to share details about your pro-bono/voluntary coaching psychology activities, please email: office@isfcp.info

On behalf of the ISCP Board, may I finally take this opportunity to wish you and your communities good health, as we now look ahead to 2021.

Citation

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Keep on keeping on: Transitioning from the training room to a virtual learning platform on a one-week coaching programme leading up to the COVID-19 lockdown

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Abstract

This article shares the reflections and experiences of learners, trainers and the administrative team from a psychological coaching/coaching psychology 5-day training programme at the Centre for Coaching (London, UK). Within the COVID-19 context, this cohort transitioned from a more traditional face-to-face training environment to a virtual online training platform within the week of 16th to 20th March.

Key words: *coaching, psychological coaching, coaching psychology, training, COVID-19*

The World Health Organisation (WHO) declared COVID-19 as a pandemic on 11th March 2020, reporting that this situation had not arisen before as a result of a coronavirus (WHO, 2020). Across the globe countries had already begun introducing measures and responses to this growing health crisis.

Some of the earlier initial changes in public health behaviour to tackle the emerging COVID-19 health crisis in the UK, begun from February 2020. This included government guidance to engage in hand washing for 20 seconds (GOV.UK, 2020), leading to a full lockdown on 23rd March 2020 in an effort to minimise the spread of this novel coronavirus. However, during the week of 16th March 2020, the UK had already begun slowing down in response to the emerging global COVID-19 health crisis, which included increases in home-working, reductions in travel/commuting, social withdrawal and the closure of schools, colleges and nurseries.

This article shares the reflections and experiences of some of the learners from a psychological coaching/coaching psychology 5-day training programme at the

Centre for Coaching (London, UK), who transitioned from a more traditional face-to-face training environment to a virtual online training platform within the week of 16th to 20th March.

Setting the scene

In the close run up to the training programme there were a number of learner withdrawals, most of which were related to the COVID-19 situation. It became apparent that the novel coronavirus crisis was already rapidly developing. As such, the training week begun with a reduced cohort of six learners (and the trainer, Siobhain O'Riordan) meeting in person on Monday morning at a training location in London (UK), which was at the time the standard format of this course. Following discussion of various options with the learners and group agreement to go ahead with the training, the structure of the course was re-organised so that assessed elements, most complementary to a face-to-face environment, were covered in the earlier stages of the course. Due to the evolving COVID-19 context, the decision was made to move over to a Zoom® learning environment from midweek. Over Tuesday

lunchtime the training team and learners had a practice Zoom® call so learners had the opportunity (if needed) to become familiar with the basic functions of this platform. This was conducted in the face-to-face training room with two of the training provider team (Stephen Palmer and Peter Ruddell) also joining via video conference link. The next day (Wednesday) the programme began on Zoom® and continued to its close on Friday 20th March 2020.

Learner Reflections

Kim Aitken

It was a surprisingly easy transition. A number of attendees (including myself) were familiar with the Zoom® platform through our coaching work and online learning, which assisted with the transition. The facilitators were also familiar with Zoom® through their own coaching and supervision practices, and conveyed a sense of comfort and confidence in converting the course to online delivery.

It felt like we were part of an experiment. We were all interested in using the Zoom® medium in this way, given it was likely to be a mode we were all going to be using more and more during lockdown (and beyond). The facilitators were upfront about aspects of the Zoom® functionality they were trialling, and their transparency was appreciated.

The facilitators were very experienced with their content, which meant that the conversion to an online forum felt seamless. They also modelled equanimity and resilience, which contained the space for course attendees.

It was nice to see Peter via Zoom® at the

beginning of each online day, as many of us have had a lot to do with him via email and phone regarding course administration. Having a chance to chat with him 'face-to-face' was an unexpected bonus!

Throughout the week, I experienced heightened feelings of solidarity as a member of the cohort – a "we're all in this together" sentiment - which was reflective of what was going on in the broader community as the nation moved towards lockdown.

The first two days in the training room were well-spent, getting the assessed content completed (i.e. peer-observed coaching sessions) before we transitioned to the online medium. Nevertheless, the Zoom® breakout rooms used in the three online days provided the facilitators with an opportunity to 'drop-in' and observe us practising new coaching techniques in dyads and triads, and I still felt that my coaching skills were being appropriately monitored.

I was grateful for the opportunity to transition to online learning, as my commute to the training centre was via train and tube (and I was feeling uncertain of my safety, with the threat of Covid-19). I was particularly grateful to have the opportunity to complete the course, and maintain the momentum of progressing towards my Advanced Accredited Diploma of Coaching.

Jan Kirkpatrick

The coaching psychology course scheduled to run over five days at the Centre for Coaching, London started on time on Monday 16th March, with a significantly reduced class in attendance and with the announcement that we would very likely

have to move to an online teaching platform before the week was out. When the centre for coaching closed on Tuesday evening, we all went home and prepared to be Zoom® taught (does that make the learning faster?) from Wednesday morning on.

I felt relief to not have to travel into the city on Wednesday morning. I realised that I had felt a little stressed when I was there the previous two days – not just during the journey - I walked 85 minutes along the river to get into the city, as I often do, but this time with a underlying fear of finding myself too close to another human being. The city was weirdly empty. It was disturbing and uncomfortable to be there.

So on Wednesday morning I relaxed down to stress level 1 (still worrying about what food we could get to feed us this evening, future safety and generally what will become of us all etc) from stress level 4, on comfy chair in my warm, quiet, study, cat visiting occasionally, listening and joining stimulating discussions and coaching practice for the next three days. I even experienced a small wave of wellbeing. It felt good to find that I am not isolated, I can bring into my home-based world, people and expertise, ideas and concepts that interest and inform me. Probably I am more focused and more receptive, better able to learn when more relaxed too.

There were six of us on the course, plus one - two trainers at any one time. It is nice to be able to see in one glance, all the faces of everyone, so you are continually aware of everyone's demeanour. This adds to the intensity of the experience, I think.

It was a most enjoyable course; a great deal of content was shared. We worked easily in

the breakout rooms which were very effectively managed. You are more aware of time and timings when you are Zooming. I think everything runs much more readily to time.

I think that overall, I probably prefer a Zoom®-based course over a real-world classroom experience, except that you miss out on the lunchtime/coffee machine discussions. I have undertaken a number of online courses (diverse) – including emotional intelligence coaching, history of the art of antiquity and classical guitar tutoring. And now coaching psychology, many thanks to Centre for Coaching, London.

Sebastian Mani

Along with others, I was booked for a five-day at the BPS approved Centre for Coaching course, not knowing how the future was unfolding. For some of us this was the last five-day module for the Association for Coaching Advanced Accredited Coaching requirement. On the very first day of the course, as we come together, our course tutor Dr Siobhain discussed with us how to go forward to complete the course because of the unprecedented emerged situation with COVID-19. We all together agreed with our tutor to hold two days session at the Centre physically face to face as allowed according to the national guidance to keep social distance in order to protect self and others, and then move the rest of the session online to Zoom®.

I personally was a bit apprehensive initially about the online zoom sessions but the very first-day itself I felt at home. Looking back, it was an enhanced experience of virtual and hybrid expanded

sessions with powerful collaboration of tools, including video breakout rooms, multi-sharing experiences, group chats and discussions. Professor Stephan began on the third day, that is the first-day online Zoom®, and continued to the fourth day. He explained well with technical and health and safety details, engaging with all of us on the course.

On the second day Zoom® class I had some technical problem. I have had to use my phone, that was not very convenient. The following day I was able to sort out the technical issues. As far as the learning is concerned, there was no change - we all I believe learned all that has been taught. However, as regarding the interpersonal interaction it is better in the physical class room and I prefer that.

Another noticeable technical issue was that if we don't use same or similar technological devices they produce a lot of echo that will create disturbance. Overall, I enjoyed the Zoom® class and I won't be hesitating to join Zoom® class again. Further I now hold Zoom® meetings two or three times a month and am learning more about modern use of technology.

Dawn Querstret

I attended the Certificate in Coaching Psychology training course from the 16th to the 20th of March, 2020. Having attended other certificate and primary certificate training courses through the Centre for Coaching previously, I was very much looking forward to the training. I guess had some preconceptions as to what to expect in terms of format of the training and the venue having always attended for training in

London in offices at the British Psychological Society (BPS).

I had had a difficult run up to the training with work responsibilities threatening whether or not I would be able to attend due to the COVID-19 pandemic. As a university lecturer responsible for managing an MSc programme I, along with my colleagues, was in the midst of trying to figure out whether or not we would be moving to online learning.

We started the course in the BPS offices in London with six delegates and the trainer. Occupying the first part of the first day was a discussion about how we would attend for the remainder of the course. Whilst 'lockdown' had not been imposed as yet, there was a risk that it was coming and that travelling to the physical location would no longer be possible. Given that there was a requirement for us to each conduct a 'live' coaching session with another delegate as our coachee, the trainer suggested we should try to do those as soon as possible face-to-face in London. Then if travel became difficult, we could continue the remainder of the training remotely using Zoom®.

We went back and forth about different permutations and settled on spending Monday and Tuesday in London so that we could do the live coaching sessions; and we would then complete the remainder of the training online Wednesday through Friday. This seemed a sensible compromise and the group members seemed happy with that. I remember feeling anxious about the change but mostly because our live coaching sessions would be earlier in the training and I lacked confidence. Our trainer then reworked the training for days 1 and 2 to

accommodate the change and that felt pretty seamless from my perspective. On the Tuesday we tested the technology while we were all together to make sure we could all log on. Cue some quite entertaining 'feedback' from lots of devices all logged on in the same room at the same time. It was great to do this though because it helped everyone to see how easy it was to access the online platform and certainly gave me confidence for the following days.

We were sent the link for the Zoom® meeting and agreed when we would all be online the following day and days to follow that. And then we were all at home for the remainder of the training. I was skeptical to start with wondering how we could possibly emulate the benefits of being together in a group when apart and meeting virtually online. And there is no doubt that some of that was lost in translation – and in fact I wonder if it would have been different had we not had the two initial face-to-face days in London to get to know each other. But overall, I found it an effective learning experience and it certainly helped me when we did indeed move all of our teaching online at our university. I advocated for Zoom® given the very positive experience I had and our university bought a licence for us to use – which I am still avidly using now.

Where the massive benefit of Zoom® came into play during the training was the breakout rooms where we could be allocated into pairs or small groups to practice our coaching skills. I thought this worked even better than being together in one big room and breaking off into pairs or small groups. There were no distractions in the 'breakout rooms' – so it was a much more focused way

of practicing our skills and the trainer could visit the breakout rooms with minimal fuss. Whereas when practicing in a large room together, sometimes it would be slightly more difficult to focus due to ambient noise. For me, being at home in my own space was great because I could control the temperature and noise levels of the space I was in very well. But I also had a very stable internet connection, which some others did not. I also wasn't sure some of the other participants actually had the space at home to be on a Zoom® call for the entire day comfortably.

I'm not sure 'group discussions' worked very well online as a few of the delegates seemed to have patchy internet connections. We were lucky because we only had six delegates but with groups large than that, my experience has been that it can be very difficult. But the small group work worked very well in general and the breakout rooms were very effective.

It was great that we all had physical workbooks to work from and copies of worksheets because it meant that we could follow along at home; and that we could all get involved in the skill sessions even though not physically sitting with one another. In fact, I was surprised at how well that worked, especially when coaching each other and completing worksheets which both parties couldn't see at the same time.

While I think overall the training worked well, I was very, very tired at the end of each day and I certainly experienced quite high levels of frustration at times. Now that I have been using Zoom® for work extensively and sharing experiences with others that do the same, I would say it is more cognitively

demanding. Even the very slight delay in people speaking compromises understanding sometimes and when I reflect on that I didn't contribute as much because of this. I also found it more difficult to concentrate for long periods online so having more regular breaks may have helped to reduce tiredness. Although I do recognize that we were working with the same curriculum, just delivering it in a different way, so trying to get it all done; there were times when we were going for 90 minutes between breaks and that was just too much (from my perspective). I found myself becoming a little 'grumpy' and resentful at times which was then a bit of a barrier to me being fully engaged. And that definitely became more prevalent for me as the week progressed. But that might also have been due to me developing food poisoning at the end of the week (from something consumed in London on the Monday or Tuesday) – so my grumpiness and tiredness may have been partially explained by that.

I think the trainers managed the move to online learning very well and I also think they very skillfully worked to keep us engaged; but also didn't push us to be more engaged when we were going through an ebb (which was helpful). As a group, I think we approached the whole experience with good humour and a 'willing' for it to succeed. My experience definitely shaped my approach to online learning with my students at university. I tend to do smaller 'chunks' of teaching – maximum 20 minutes – and supplement those sessions with skill-based learning, either in small groups or pairs (love the breakout rooms in Zoom®!). And I definitely allow for more breaks along the

way. I also record all of the teaching sessions so that anyone who has a patchy internet connection can watch the session back at a later date. And a lot of that I wouldn't have known unless I had attended the online coaching training in March via Zoom®. I would have no hesitation engaging with training online in the future but it definitely requires a slightly different approach to face-to-face teaching.

Matt Rodda

I was initially sceptical about the use of technology and coaching. Initially I was under the impression that the technology would limit my ability to fully immerse and connect with my coachee. I felt that the technology did limit the trust and intimacy I require in building rapport and a personal relationship with my coachee, being in each other's space allows for a deeper connection, witnessing micro-expressions and those bodily cues that come more naturally when face to face. What I did find beneficial was that the technology forced me to develop my active listening skills, rely more heavily on verbal cues and focus on those verbal channels.

Familiarity and competency with technology platforms is a challenge but not necessarily a barrier, in fact some of the features contributed to engagement and support the learning process i.e. sharing screens, breakout rooms, survey/poll options. One issue that technology couldn't support was the free flow of conversation between the delegates, whilst there were tools for wishing to contribute during debate, this still felt clunky and unnatural. This type of training is always constrained by personal hardware

and software of all the delegates, should one person experience issues of connectivity or a slow hard drive, this can have an impact on the rest of the delegates, the flow of the training and any coaching sessions that are due to take place.

Whilst all of these constraints limit the flow of training, they are not barriers to learning and achieving the objectives of coaching training, I would always prefer to be face to face when attending training courses, I want to network during coffee breaks and learn about people during the lunch breaks, I want to make connections that will last beyond the training days – this is limited by technology and not being ‘together’.

Trainer Reflections

Siobhain O’Riordan

In the week prior to this course programme I had spent a day with colleagues at the Health and Wellbeing at Work Conference (NEC Birmingham, 2020) as well as a day delivering a coaching assignment in central London (UK). So, I had already become aware of the rapidly increasing changes in public behaviour; as organisations and individuals were taking more radical steps to reduce activities such as gatherings, commuting and office working - particularly in City centres.

On the morning of day 1 of the course programme, on my journey from rural Oxfordshire to Central London, via Train and Tube services, it was observable that the number of passengers was significantly reduced. I arrived at the training venue early and repositioned tables to enable additional physical space between learners, also to

check that tissues and hand sanitiser was available in the training room. Having welcomed everyone, during the opening stages of the course we discussed together as a group the different variations available if we were to continue with the training programme that week. We found an agreed way forward staying with face-to-face on days 1 to 2 and then moving over to a Zoom® platform on days 3 through to 5. This required some re-structuring of the order of the course content so that assessed coaching sessions could be run whilst we were in the face-face training room. We re-created the timetable together and completed this element as planned by the end of Tuesday (day 2).

A particular highlight for me during the course was spending time over the lunch period on day 2, on a Zoom® call with learners and the training team. Each of us connected via phones, tablets or laptops. There was laughter as we tried to figure out how to reduce feedback loops and who was responsible for sound problems, which were quite loud and high-pitched at times. Also, as a practical task I set up a WhatsApp group with trainers and learners added so that we could all communicate about course-related matters and any IT issues throughout the remainder of the course. I reflected at the end of day 2, as we left the training room, that there had been a sense of ‘all being in it together’ so far, particularly in terms of the pragmatic and flexible approach everyone was taking to undertaking the training programme.

Having spent over a decade working as an Associate Lecturer with the Open University, I have quite a lot of experience teaching

within a correspondence and virtual learning environment. So, I felt confident in how I could apply these professional skills as we continued with the next 3 days of the course using the Zoom® platform. My role over days 3 and 4 was to attend at the start of the day to welcome everyone and also support Stephen Palmer as the lead trainer, particularly to be available to cover if there were any IT or broadband issues. I returned for the whole of day 5 to close the course as the main trainer.

Looking back, it was quite an achievement by everyone who participated in the programme to transition from working together in person to an online and remote setting. Perhaps, even more so, given some of the typical aspects of life and work were also changing in the background as a result of the COVID-19 pandemic.

Stephen Palmer

Over the weekend, immediately before the start of the course, the news about the coronavirus was becoming increasingly pessimistic. However, we were not in a position to contact Learners at this late stage about the course as we were aware that they may be travelling to London over the weekend. By Monday it was becoming clear that it was only the matter of time when lockdown would happen. Also, at the top of our concerns was the health and safety risk for the course learners and trainers contracting COVID-19 whilst training together, travelling in London and possibly staying in overnight accommodation. Although I regularly had used zoom for meetings, using it for skills-based training with participants, some of whom had no

prior experience of using zoom, was possibly going to be a challenge. However, the group were prepared to try out zoom during the Tuesday lunchbreak and apart from some IT issues, I became more confident that we could facilitate this programme using the Zoom® platform.

It was a learning experience, literally transferring a five-day interactive programme over to the Zoom® Meetings platform. However, one of my key reflections was that using the virtual platform made the training more of an immersive experience compared to traditional training facilitation in a physical room, probably due to the video component focusing on each other's faces when we were not looking at the PowerPoint presentation.

I did not observe any aspect of the notion of being 'zoomed out' such as yawning. An interactive virtual workshop can still maintain energy levels. Many people can binge watch hours of television programmes and that is far less interactive.

I now wonder if being 'zoomed out' is just a state of mind or attitude that may be associated with Low Frustration Tolerance from holding Performance Interfering Thoughts (PITs) such as 'I can't stand it' or 'I can't bear the situation any longer' (Palmer, 2009, p 13).

Peter Ruddell

Shortly before the start of this course, as COVID-19 had become the focus of many peoples' lives, we had received some enquiries as to whether we would be cancelling or postponing it. As training director of the Centre for Coaching, I was acutely aware that a number of participants needed to complete the Certificate in

Coaching Psychology/Psychological Coaching course as it is the final taught component for our Accredited Advanced Diploma in Coaching programme and cancelling it would delay their progress. Also, given the rapid pace of development of COVID-19 many learners would already have booked and paid for travel and accommodation. As the pandemic had not yet precipitated lockdown, later to become shielding, we had several vexed meetings and decided to proceed with the course. About half the learners withdrew from the course. Some were key workers whose leave had been cancelled; others had concerns about travelling into London (UK).

However, as the course started, the COVID-19 situation worsened. We proposed to the learners on the course that it be completed using Zoom® and the learners were unanimous in wanting to continue the course without further physical attendance at the training venue in Central London. We were most fortunate in having a skillful trainer (Dr Siobhain O'Riordan) who had previously conducted a considerable body of training for a university using this medium. I nevertheless had several concerns over its successful completion. Would learners' internet connections fail them? Could each learner secure a confidential space in which to work for three successive days while maintaining concentration? How detrimental would be the inability of learners to read others' body language (excluding facial messages) and participate in group discussion due to the remote environment? Fortunately, this had been addressed in terms of coaching others for group coaching supervision as this aspect

had been completed in the first two days of the course which took place in a single physical location at BPS*. Most of these concerns didn't come to fruition and I was so pleased that the course proceeded and completed so positively and I thank the learners and trainers equally for this. A final remaining concern was that the professional bodies would approve or recognize the course in its online iteration. I contacted the professional bodies involved, all of which agreed that the course delivered by Zoom® would continue to meet the aims and objectives they had approved.

A personal positive aspect was to 'meet' the learners via Zoom®: I had e-mailed and often spoken to learners by phone but do not usually meet face to face for each course, so this was an excellent opportunity.

A related and greater challenge would be to rapidly and efficiently organize the transfer of our whole programme of training to the online platform – perhaps another paper!

*We subsequently found the breakout rooms to be an excellent medium for practicing coaching skills and one in which the trainer could 'visit' to supervise.

Summary and conclusion

The transition reflections shared in this article, by learners and the training team, has offered some key insights from this snapshot of time within the COVID-19 pandemic context. Key areas of consideration appear to include: adjusting to learning within a virtual platform, experiences of connectedness with others, comparisons between traditional and online learning preferences, benefits and barriers of a technology based approach, managing

energy levels, the importance of breaks, emotional management and feelings of gratitude for not having to travel/commute within a capital city at this time.

As we emerge from COVID-19, it will be interesting to see what this experience will mean for the landscape of training in the field of coaching and coaching psychology.

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Biographies

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Should 'The Grey Space' be Front of Mind for the Coaching Psychology and Coaching Community more so now due to COVID-19 Pandemic?

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Abstract

This article presents preliminary findings from research exploring the lived experiences of coaches and coaching psychologists navigating the boundaries of coaching and therapy when working with coachees on stress management and resilience; suggesting that these findings may inform and benefit practitioners during these precarious times of COVID-19 as we as practitioners may find ourselves in 'the grey space', where the boundaries between the therapeutic space and the coaching space become blurred. This is particularly the case when considering the levels of distress and functioning our coaches bring to coaching, which may be affected by the undercurrent and impact of the pandemic. This therefore requires coaches to be skilled in boundary management, with the ability to navigate the boundaries of coaching and therapy, suggesting that this is not as clearly defined as theory suggests.

Key Words: Boundaries, stress management, therapy, coaching, coaching psychology, COVID-19 coronavirus.

Introduction

The rationale for this article has evolved from me currently undertaking a Professional Doctorate of Practice in Coaching, where I am investigating "The grey space": How can I and other coaches improve the practice of dealing with ethics and managing boundaries in the grey space when working with coachees experiencing

stress?", and the current context, the impact of the global pandemic COVID-19, and the implication that may have on us as coaching psychologists and coaches. Particularly, the impact of COVID-19 on stress and mental health. I suggest that there may be an increase in coaches navigating the grey space, due to the current global pandemic, and therefore calling for increased acknowledgement, awareness and

consideration of how to navigate these times for coaching psychologists/coaches and supervisors.

Stress: a ‘wicked problem’, like nothing we have seen before!

In my article “The Role of Coaching Psychology and Coaching in ‘The Grey Space’”, where I outline my current PhD research (Cundy, 2019), I present a case for stress being a ‘wicked problem’ (Brown, 2010).

Palmer and Cooper (2013) define stress as “stress occurs when pressure exceeds your perceived ability to cope” (p.7). Moreover, research reveals that stress is at an all-time high (Mental Health Foundation, 2018). As a result “it could be argued that we are faced with an entry point into inquiring into stress as a wicked problem” (Cundy, 2019, p. 60). “An entry point for an inquiry into a wicked problem is usually some wake-up call, crisis event, a new idea, or shift in social expectation” (Brown, 2010, p. 65). Furthermore, research has shown that by tackling stress we would make great strides in dealing with mental health problems, such as anxiety and depression (Mental Health Foundation, 2018).

More than ever, we are aware of the negative implications that chronic stress has on our mental and physical health (Palmer & Cooper, 2013), as well as our relationships, personally, professionally and with ourselves, including our quality of life (Crouter, et al., 2001). Consequently, a case is presented that coaching may be seen as a practice which could support the ‘(re)production’ of society (Gherardi, 2009) in abating and “managing stress, and in the development of resilience”

(Cundy, 2019, p. 61). As Palmer and Cooper (2013) suggest, there may be less perceived stigma surrounding coaching because it is viewed more positively than that of therapy/counselling. Thus, suggesting that individuals may view coaching as more accessible and consequently more open to confronting the concerns pertaining to stress, prior to the difficulties becoming clinical (ibid). However, it is at this juncture that the edges between therapy and coaching may become obscured, “entering a ‘grey space’” (Cundy, 2019, p. 62). This brings with it considerations of ethics and practice, and how we as practitioners navigate this terrain, as this becomes even more relevant in our current climate.

Will we be seeing more grey space due to COVID-19?

In light of the impact of the current pandemic, I suggest – now more than ever – that we as practitioners need to pay attention to the grey space (ibid).

We have hit a new level of stress, due to COVID-19, and so coaching psychologists and coaches must now be aware of the implications for our practices. We are living through unprecedented times, with the full impacts of COVID-19 unknown yet, and with the potential for them to be far reaching. We are already beginning to see some of these impacts from a mental health and resilience perspective. There is no question that the pandemic and, more specifically, lockdown, is going to have a long-term impact on mental health.

Research carried out by Mind (https://www.mind.org.uk/media-a/5929/the-mental-health-emergency_a4_final.pdf) illustrates

the scale of the effects: 65% of adults over 25 and 75% of young people (aged 13–24) with an existing mental health problem have reported worsening mental health. More than 1 in 5 adults with no previous experience of poor mental health now describe their mental health as poor or very poor. Furthermore, factoring in increased anxiety around returning to work, Bupa (<https://www.bupa.co.uk/newsroom/ourviews/return-to-work-anxiety>) found that 65% of British workers are worried about this, as well as the future impact of the end of schemes like furlough and mortgage holidays.

On a global level, the United Nations released a policy, ‘COVID-19 and the Need for Action on Mental Health’ (https://www.un.org/sites/un2.un.org/files/un_policy_brief_COVID-19_and_mental_health_final.pdf), reporting increased levels of symptoms of anxiety and depression than usual, documented in various countries – and it seems likely that the full ongoing psychological impact is yet to be seen. As a result, we may be seeing more and more of our coachees shift into the grey space (Cundy, 2019).

The grey space

The indistinct boundaries between therapeutic and coaching work are depicted in Figure 1 (*right*). The sections of this image represent the two spaces; the therapeutic space as black and the coaching as white. This image illustrates how the boundaries between the two are not clear-cut. Rather, depending on the coach, coachees and context, these boundaries can bleed into each other at times, creating a ‘grey space’, where boundaries become blurred (Cundy, 2019).

Boundaries within the coaching



Figure 1: Image depicting Boundaries between Therapeutic and Coaching Work
Source: <http://dans-le-townhouse.blogspot.ca/2012/02/simple-but-striking-diy-painting.html>

relationship perform several roles for both coach and coachee; offering transparency to the coach regarding appropriate practice, including acting as a benchmark to discern expectations (Popovic & Jinks, 2014).

On reviewing the current literature relating to the boundaries between therapy and coaching, ethical procedures and guidelines, I concluded that there are no clear-cut margins, but more vague, generic guidance, which is at times conflicting (Cundy, 2019, p. 64).

The difference relating to concern within coachee-therapy and coachee-coaching is ambiguous (Bachkirova & Cox, 2004).

Furthermore, there appears to be “discrepancy between the espoused ideas of what coaching ‘should’ be and the reality of what happens in real-life coaching practice” (Grant, 2007, p. 250). Rather, that the boundaries between the practice of coaching and that of the therapeutic terrain can bleed into each other at times (Cundy, 2019). Moreover, Grant (2007) presents questions surrounding coachees who present or experience mental health problems during coaching as “do such issues exclude them from coaching?” (p. 253); creating further questions as to how we as coaches can work ethically with coaches who may have, or may develop, anxiety and depression, taking into consideration the current figures mentioned in Mind’s report (2020) because of the current climate.

Furthermore, Joplin (2007) presents a case that there is a ‘fine line’ and even a ‘fuzzy space’ between what signifies coaching and what starts to become therapeutic territory. Grant (2007) proposes that one key distinction is that of working towards the coachees’ goals, where mental health/mental illness and coaching goal striving can reside alongside each other (Keyes, 2003).

Keeping within the boundaries of coaching, a coaching psychologist’s/coach’s primary focus is not on alleviating psychopathology or concentrating on distress; instead, it relates to the assistance of helping coachees in articulating goals and supporting them in systematically striving for goal attainment (Grant, 2007). “These goals may be developmental or focused on enhancing performance or acquiring a specific set of skills” (p. 250). Such skills may be the development of adaptive coping strategies. It is here that I propose that,

through the development of adaptive coping skills, stress can be managed, affecting the individual’s trajectory towards the clinical population; suggesting that an ameliorative essence occurs when working within the grey space (Cundy, 2019).

We may already be seeing such examples, through the work of Project 5 (<https://www.project5.org/volunteersarea>), where both coaching and counselling interventions are on offer to NHS staff, in a bid to support them during these challenging times resulting from the pandemic. Additionally, psychological coaching may be viewed as a primary or secondary intervention, dependent on what the coaching goal is, where our counselling/therapy may be considered as tertiary interventions (Palmer & Gyllenstein, 2008).

Further supporting my argument that coaching within the grey space contains within its process ameliorative strategies, particularly pertaining to stress and challenging emotions, I believe that coaching can assist those individuals who are “distressed but functioning” (Grant, 2007) as an ethical practice. Cundy (2019) suggests that, rather than coaching impeding the therapeutic/counselling communities, or hindering individuals who suffer with mental health illness to received appropriate support, coaching can “seen to be ‘filling a gap’ and serving an area of the population that may be currently ‘slipping through the cracks’” (Cundy, 2019, p. 66). This may be more poignant than ever, due to the mental health implication because of COVID-19, as discussed earlier.

Consequently, this had led me to my research investigating how coaching can offer a framework for the development of

adaptive coping (Grant, 2007; Palmer & Cooper, 2013; Palmer & Gyllensten, 2008); primarily the ameliorate implications this may hold, in addition exploring a richer understanding of how one may manage this work whilst remaining within the ethical and boundary consideration of coaching, thus safeguarding best practice (Cundy, 2019).

Preliminary research results to aid navigating the grey space, particularly during the pandemic

I am currently undertaking a Doctorate of Professional Studies in Coaching, investigating “‘The grey space’: How can I and other coaches improve the practice of dealing with ethics and managing boundaries in the grey space when working with coachees experiencing stress?” It is fair to say that, on a global level, due to the pandemic, we are experiencing unprecedented times, with increased levels of stress. I suggest that knowing how to navigate our practices as coaches will be even more precarious as a consequence of COVID-19. Therefore, I present my primary findings, as this work may be viewed as timely.

My research aims to investigate 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, and that there are moments when the coaching work enters what I define as ‘the grey space’ (Cundy, 2019).

For this particular paper, the findings from the ‘cross-boundary experts’ appear to be most relevant because they may offer insight

to coaching psychologists/coaches as to what further actions they may like to consider as we may experience more of the grey space as a result of COVID-19. My preliminary research findings from the first cycle of my action research are presented, offering ways in which we as practitioners may bolster our practices when navigating the train of the grey space (ibid).

An action research inquiry was conducted, with the incorporation of a retrospective critical reflection and autoethnographic personal reflexive narrative, and drawing on Constructionist Thematic Analysis (CTA) to draw out themes between action research cycles. CTA (Braun & Clarke, 2013) was used to draw out the themes during the first cycle of the action research workshops (in total there are two cycles of action research), as well as the one-to-one, 60-minute interviews with the cross-boundary experts, which were transcribed and analysed utilising CTA. I define cross-boundary experts as individuals who have had significant influence on progression in the field of coaching psychology and coaching, in addition to having begun their careers as clinical psychologists, counselling psychologists or psychotherapists. They are established experts in the field of coaching/coaching psychology, who have a ‘foot in both camps’; their other foot being in clinical, counselling psychology, psychotherapy and therapy.

Themes:

Bring in your definition of coaching in contracting

This brings the recommendation for practitioners firstly to become clear on their own held definition of coaching. There are many nuanced definitions of coaching,

Table 1: Constructionist Thematic Analysis Findings and Themes

Cross-Boundary Expert Suggestions Navigating the Grey Space
Bring in your definition of coaching in contracting
Increase supervision sessions during periods of grey space
Find a supervisor willing/comfortable to explore grey space
Peer-to-peer support
Clarity on your offering as a coach
Continued learning – not becoming complacent – regardless of experience – does not mean you are an expert on every individual
Signposting is vital where appropriate
CPD – foundations of mental health and emotions
Note: Those who are worried about doing harm are usually less likely than those who feel/ think they know how to navigate every situation

dependent on which board/body you may be associated with, or which area you are coaching in, such as executive, health or life coaching. The following are two such examples. The International Society for Coaching Psychology's definition is: "The practice of coaching psychology may be described as a process for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established adult and child learning or psychological theories and approaches" (<https://www.iscpresearch.org/what-is-coaching-psychology/>). The International Coaching Federation (ICF) defines coaching as "partnering with coachees in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (<https://coachfederation.org/about>).

Furthermore, how one coaches may also depend on the training or ontological view held by the coach. Such an example is coaching from a social constructionist/postmodern position, which is defined as: "third generation coaching views coaching in a societal perspective, and when society changes, coaching as a specific form of interaction has to develop further: the mission of third generation coaching is to develop sustainability by putting stronger emphasis on values and meaning-making – away from a sometimes limiting focus on goals towards a stronger emphasis on aspirations, passions and values" (Stelter, 2014, p. 51).

This theme calls for all coaches to be reflective, reflexive and to know oneself because these held definitions and views will inform the lens through which one works.

Secondly, relating to having clarity on your held definition and ontological positions, this needs to be explicitly defined as well as the type of coaching on offer during initial contracting with a new coachee; thereby providing transparency and offering the coachee an opportunity to discern if this approach resonates.

Through the view of COVID-19 we can consider this theme to be relevant and timely, as many individuals will have been impacted by COVID-19 in one way or another. As a result, some coachees' existential anxieties (Yalom, 1980) may be brought to the fore. By ensuring that we are transparent with our lens and ontological position of our coaching, we will go some way to provide the space to open up conversations surrounding how and where our type of coaching can support, and where it cannot.

Increase supervision sessions during periods of grey space

When working with a coachee in the grey space (Cundy, 2019), 'distressed but functioning' (Grant, 2007) space, as previously mentioned, there is a likelihood of an increase in psychological material surfacing, which practitioners will need to navigate. Therefore, the suggestion of increased supervision to support the practitioner in navigating this period as well as ensuring best practice on behalf of the coachee, is derived. As previously mentioned, when navigating the grey space, "decisions, such as, if, when and how coaching can continue, may not be a 'one size fits all' approach, with much being left to the coach's discernment" (Cundy, 2019, p. 64), including the "willingness and ability of both

coach and coachee to work with personal/ psychological material" (Maxwell, 2009, p. 82). Therefore, increased supervision assists in navigation during these moments.

With the current impact on mental health and well-being due to COVID-19 (Torales, et al., 2020), it is fair to suggest that we may be navigating the grey space even more now as coaches. Therefore, increasing our supervision support may be more helpful than ever.

Find a supervisor willing/ comfortable to explore grey space

In addition to increased supervision when navigating the grey space (Cundy, 2019), the selection of the right supervisor is crucial. Drawing from the interviews, the theme of willingness and comfort became apparent. Ensuring that one has a supervisor who is capable, able (through training), experienced (with psychological knowledge) and willing to act as a guiding light through navigating this space is essential.

Furthermore, due to the impact, both personally and professionally, that COVID-19 may have on us as coaches, ensuring that we have the right supervisor may be especially vital now, not only to facilitate the navigation of this terrain but also to draw on supervision during these times as a space to 'resource' ourselves as practitioners (Henderson & O'Riordan, 2020).

Peer-to-peer support

It is suggested that practitioners form peer-to-peer support networks or groups during times of navigating the grey space (Cundy, 2019). This may perform and have benefit on multi-levels, such as: reducing feelings of isolation that practitioners may experience;

acting as sounding boards; performing as peer-to-peer supervisors; and creating a space for shared learning.

I suggest throughout this paper that we may find ourselves as coaches navigating the terrain of the grey space more so at this current time due to COVID-19. Therefore, the resource of peer-to-peer support may be indispensable as this may create an additional resource of support for us as coaches because we will all be experiencing the impacts of COVID-19 in our work. Maben and Bridges (2020) highlight the importance of peer-to-peer support in order to enable positive recovery after stressful periods. Furthermore, Page (2020), suggests that peer practice groups have four main benefits to coaches 1) learning, 2) networking, 3) continuous professional development and 4) peer to peer supervision.

Clarity on your offering as a coach

Much in the same way that the theme of 'Bring in your definition of coaching in contracting' speaks on which definition of coaching one adheres to, dependent on ontology or the association one seeks membership of, it informs the lens in which one coaches, so one must gain clarity on one's coaching offer. Therefore, defining one's offering and niche are important factors for creating clarity and the ability to explicitly define as well as the type of coaching on offer during initial contracting with a new coachee; thereby providing transparency and offering the coachee an opportunity to discern if this approach resonates because this will inform the lens through which a practitioner works.

When considering COVID-19 in a similar

way to the theme 'Bring in your definition of coaching in contracting', many of the same principles apply. Ensuring transparency with our offering as a coach is particularly important, as coachees may be seeking support that exceeds the remit of coaching or it may not resonate.

Continued learning

I see a call for humility within this theme; a reminder of the importance of continued learning as a practitioner. In addition, compelling caution that one does not become complacent, regardless of the number of years or experience in practice, as well as an acknowledgement, regardless of professional experience, that one is not an expert on every or any individual.

The landscape relating to work, social and family life is constantly shifting at the moment as a result of COVID-19, in addition to the constant background 'current' relating to the unknown that the pandemic brings. It is vital that we as coaches develop our skills and knowledge during this time, particularly any additional skills required, and adapt practice accordingly. There are many such initiatives in place, including from the British Psychological Society (<https://www.bps.org.uk/coronavirus-resources>), the International Society for Coaching Psychology (<https://www.isfcp.info/isfcp-COVID-19-information/>) and the International Coaching Federation (<https://coachfederation.org/COVID-19-resources-for-coaches>).

Signposting is vital where appropriate

The importance of knowing one's capabilities, and capacity, is vital, as well as

knowing when it is appropriate to engage in discussions regarding signposting; always coming from a position of the coachee's best interests.

This may be one of the most relevant themes in light of COVID-19, as we may experience more and more of our coachees experiencing mental ill health due to the pandemic, as presented earlier in this article. Therefore, we as coaches may need to feel comfortable to open up dialogues surrounding signposting our coachees to alternative forms of support, should it become apparent that the support required is beyond the scope of coaching.

CPD – foundations of mental health and emotions

To ensure that one can navigate the grey space, it is fair to suggest that, as practitioners, we should possess a basic understanding of mental health and emotions; not to act as information to diagnose. Rather, as a way of being able to navigate the terrain of the grey space. Within this theme, a view of being informed assists in gaining clarity relating to where one has capacity, and it is coaching work versus that of the therapeutic terrain.

Once again, with so many individuals' mental health being negatively impacted due to the pandemic, it is vital that we as coaches have a basic understanding, so that we can navigate training and coaching in an informed way.

Note regarding harm

This was not so much a theme; rather, a side note from several of the cross-boundary experts in the position of supervisor; suggesting that those

practitioners who were more concerned about doing harm are usually less likely to, in contrast to those practitioners who felt or thought that they knew how to navigate every situation.

Finally, what became apparent from the discussion within the action research groups is a need for coaches to 'normalise' what they are experiencing in their coaching work and to be given the space to acknowledge and discuss this. Coaches hold fear during these moments in the grey space (Cundy, 2019), and having support in navigating it is something they seek. Furthermore, now may be time to bolster our practices as coaching psychologists/coaches. Henderson and O'Riordan (2020) suggest that the utility of the resourcing function of supervision during this time of COVID-19 may be a fundamental element of resilience and self-care as a practitioner.

These are preliminary findings, as I am currently completing the analysis of Cycle 2 of my action research.

Conclusion

The impact of COVID-19 is something many of us are likely to be experiencing at the moment and, undoubtedly, this means that we may find ourselves in the grey space with our coachees. As humans, uncertainty can be very destabilising, and there is much uncertainty around our health and physical safety due to COVID-19. We are all experiencing these underlying tensions to some degree, and no one has been left entirely unaffected by this pandemic. Things will not just return to the way they were. Too much has changed in our world, and the situation is still ongoing. What is needed now is a self-compassionate,

proactive approach that focuses back in on what centres us: our purpose and values.

Furthermore, I believe that, as coaching practitioners, we have a contribution to make. However, we also need to hold a deep awareness and acknowledgement for what we as a collective are currently experiencing because many people are moving further into the grey space (Cundy, 2019): a mental state where they are distressed but functioning (Grant, 2007). These individuals are not yet at the point where they require clinical intervention but they are operating in the area where lines

between coaching and therapy can become blurred. Now, more than ever, we as coaching psychologists/coaches and supervisors need to be aware – informed – as well as ensure that we are taking steps to make sure that we can navigate the grey space. By so doing, I believe that the coaching community has much to offer in support of the impact the world is facing due to COVID-19. My hope is that this article will inform and benefit practitioners during these precarious times.

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Biography

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Could COVID-19 be the push your coachees needed? A catalyst for change

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Abstract

This short article reflects on COVID-19 impacting upon people's lives and that coaches and coaching psychologists may play a pivotal role in coachees capitalizing upon unexpected insights. Possibly COVID-19 has become a catalyst for change.

***Keywords:** COVID-19, redundant behaviours, obsolescence, coaching, coaching psychology*

While stark headlines inspired by the fallout of the global COVID-19 pandemic tell us life as we knew it shall never return, many have spotted in those statements the possibility of making life not only different but better for themselves and are now faced with the opportunity to do so with many of the perceived impediments having been forcibly removed or exposed as inaccurate (Rutter & Bussutil, 2020).

Coaches and coaching psychologists may play a pivotal role in coachees capitalising on these unexpected insights (Williams & Palmer, 2020).

Common barriers to coaching change initiatives may include insufficient impetus to alter behaviour from comfortable, though sub-optimal, habits and a perceived lack of time. COVID-19 has challenged the way many of us work, manage our time and

energy and in general cope, creating the necessary shift for individuals to genuinely “take stock” and re-evaluate what it is they want and how they plan on achieving it. Creating a sense of urgency for change (Kotter, 1996) has keenly presented itself. In addition, our time, previously so carefully allotted to a prescribed routine, has been liberated on many fronts e.g. no longer commuting, limited socialising and in many cases being furloughed or more seriously, laid off. Thus, our response to COVID- 19 has, in many instances, freed up hitherto unavailable time to invest in ourselves.

A further barrier to coachees pursuing a different way of life may be a profound belief that the way they currently do things is fully correct coupled with a belief that they are the best person to do it. This creates an entrenched position of seeming indispensability.

Counter-intuitively, acknowledging procedural and personal obsolescence is a necessary and powerful step on the road to greater capability and opportunity. Indeed, Edger and Heffernan (2020) describe striving for obsolescence in a person’s current role (responsible delegation, succession planning, etc.) as fundamental to ensuring

personal capacity as a leader and advocate its pursuit when seeking leadership excellence and longevity.

The substantial shift in our lives caused by the pandemic has pressed us to reflect that many of our habits may be redundant behaviours and our quest to be indispensable may have made us stagnate. It is possible that we may have forgotten to learn new skills, to strive for betterment and to understand that unless we strive for obsolescence in the current role to pursue the next, we may be limiting our potential. Yet again the pandemic has given us food for thought and the opportunity to reflect. Palmer, Panchal and O’Riordan (2020) have asked the question, could the experience of the COVID-19 pandemic have any positive impact on wellbeing?

The global pandemic of COVID-19 while psychologically negative in a multitude of ways (Qui, Shen, Zhao, Wang, Xie, & Xu, 2020), its seriousness being in no way downplayed by this article, may in time prove the catalyst that prompted some coachees to not only challenge their personal misconceptions but to define what they really want and to commence on the journey to realise it.

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Person-centred Therapy and Rational Emotive Behaviour Therapy: two foundational disciplines for coaching and coaching psychology approaches today

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Abstract

This paper explores historical and conceptual foundations of two therapeutic approaches, Person-Centred Therapy and Rational-Emotive Behavioural Therapy. Both methodologies have contributed to establishing core principles in coaching psychology and this article aims at increasing awareness around them through two core angles: the perception of the self and the role of the therapist in the therapeutic process. Brief descriptions of the founders of both disciplines are included for historical context.

Key terms: *self-perception, coaching practice, coaching psychology, Albert Ellis, Carl Rogers, REBT coaching, Person-Centred Coaching.*

Grant (2016) speaks of coaching psychology as a discipline that strives to organise its frameworks and methodologies on empirically evidenced approaches. But what represents robust evidence in coaching? This question seems to remain largely unanswered, or as it often happens, there is little agreement on what should be considered reliable evidence in the coaching profession (Grant, 2016; Stober, Wildflower & Drake, 2006).

Furthermore, training for coaching does not always require an in-depth understanding of the thinking behind its origins. Thousands of coaches are trained every year without necessarily knowing how certain practices came to be used and communicated across a broad range of coaching interventions and methodologies.

In this article, we look at two foundational theoretical streams for coaching practice: person-centred approaches and cognitive behavioural methods. In comparing and contrasting Person-Centred Therapy (PCT) and Rational Emotive Behaviour Therapy (REBT), mainly through the work of Carl Rogers and Albert Ellis respectively, we navigate two fundamental aspects of these therapeutic approaches: firstly, the role of the self in their theoretical construction, exploring foundational principles behind self-perception and the function it plays in their original understanding. Secondly, the role of the therapist in the context of these approaches, exploring guidelines and advice left by both Rogers and Ellis around the optimal mindset and behaviours to be adopted by the therapist to support the therapeutic process.

Although this investigation spans across readings and resources developed in the context of psychotherapy, a coaching practitioner can benefit enormously from understanding how the theoretical underpinning of the self and the role of the therapist can shape the way coachees are supported in their journey towards autonomy and self-awareness.

The starting point for both approaches: the disenchantment with psychoanalysis

Both Rogers and Ellis were initially trained in psychoanalysis but soon left it to develop their approaches, disillusioned with the results they were getting or the support of the psychoanalytic community around their ideas (Prochaska & Norcross, 2018).

Ellis publicly dismissed the psychoanalytic community and Freud, calling him a person with “a gene for inefficiency” (Epstein, 2001). Rogers distanced himself from Freud in a less confrontational way, to the extent that some would consider aspects of Rogers’ thinking on empathy and self-theory foreshadowed recent developments in psychoanalytic approaches (Kahn & Rachman, 2000). In PCT, the distance from Freud is most evident in Rogers’ focus on the “here and now”, shifting the focus of therapy from self-awareness to self-esteem (Kahn, 1998). In Ellis’ words, the fundamental scission from psychoanalysis is in the declared intent of REBT to resolve challenges swiftly and pragmatically (Epstein, 2001).

People can become what they want to become

Carl Rogers (1902-1987) developed Person-Centred Therapy initially as “client-centred Therapy” (Rogers, 1959). This approach became known as “person-centred” only later, as its core principles and applications found their way in broader contexts than just psychotherapy (Prochaska & Norcross, 2018). After a rather broad study curriculum that spanned from theological studies to agriculture, Rogers found his true calling in clinical psychology, obtaining his PhD from Columbia University in 1931 and working as a therapist in Rochester for the following 12 years (Prochaska & Norcross, 2018). In an article written to commemorate the birth of Rogers, Kirschenbaum (2004) recalls how an

encounter with a mother – whose son was being supported by one of Rogers' programmes in Rochester – prompted him to consider that the role of the client is pivotal in the therapeutic journey. In his understanding of the therapeutic process, clients are the ones who know the direction the conversation should take.

At the base of Roger's approach, and at the heart of Person-Centred Therapy, there is the belief that human beings can become who they are meant to become, fulfilling their potential, through the unconditional positive regard of the therapist (Rogers, 1992).

The theoretical structure behind PCT places a few core variables throughout the therapeutic journey, by making a fundamental assumption that, to date, still influences a large amount of psychotherapeutic, counselling and even coaching approaches: we are the best asset we have to fulfil our potential (Joseph & Bryant-Jefferies, 2019). We find in the therapist a model of unconditional positive regard that allows us to express and own our feelings, ultimately leading to change (Rogers, 1959).

Rationalising distorted beliefs to manage their impact on our emotions

The father of Rational Emotive Therapy, Albert Ellis (1913-2007) followed Rogerian principles in his first years of practice, but soon left them behind because, in his words, "he just didn't buy it" (Epstein, 2001). In an interview with Dryden (1989), he talked about illnesses that affected his childhood and forced him to spend long

periods in bed, having to find ways to support himself throughout the pain and suffering. Ellis identified the birth of his understanding of therapy in those years, considering himself a pioneer in introducing cognition as a core aspect of therapeutic approaches.

Like Rogers, he was also an academic with an eclectic study curriculum (business administration and writing feature among his studies). He graduated in Clinical Psychology at Columbia University a few years after Rogers, in 1947, and started to practise psychoanalysis, albeit soon feeling disenchanted with it (Millon, 2004). If Rogers believed that we all fundamentally strive towards self-actualisation – and we intrinsically possess what we need to achieve it – Ellis' approach is similar in delegating to the individual a decisive role in the foundation of the therapeutic healing journey. However, it does so by presenting a model of cognitive disturbance as a core aspect of the therapeutic model, whereby it is our distorted thinking of an "activating event" that creates "emotional disturbance" (Ellis, 1993). The therapeutic intervention is, therefore, an attempt at rationalising such thoughts to correct or divert the impact they have on our emotions. Ellis changed the name of Rational Emotive Therapy to Rational Emotive Behaviour Therapy (REBT), believing such nomenclature was more appropriate for the type of interventions advocated by his approach (Ellis, 1995).

The perception of self in Person-Centred Therapy

Self-theory is an essential aspect of understanding Rogers' approach to

therapy. For Rogers (1959), our own experience of reality is the only reality. Therefore, what we perceive is the only possible context in which we are aware to live, and our awareness is uniquely valuable: we are the experts of our reality. By making experiences throughout infancy and later in life, we develop a concept of self, an understanding of who we are in the environment in which we live and the people with whom we interact. In addition to that, we naturally develop a need for being regarded positively. This need is universal and it pervades every aspect of our life, sometimes to the point of looking for worth in behaviours or decisions that do not necessarily belong to us or respond to our truth, just to satisfy those “conditions of worth” that people have (purposely or not) imposed on us. Distortions and discrepancies happen when we perceive “incongruence” between what we deem to be worthy of love and what we naturally feel compelled to achieve towards our self-actualisation.

In a Person-Centred approach, the therapist has to take into consideration three aspects of the self in the client:

- a) the ideal self;
- b) the opinion a client has about their actual self;
- c) and what they expect others to think about them.

The perception of self in Rational Emotive Behaviour Therapy

While Rogers’ understanding of our perception of reality is central to the development of the self and consequent possible incongruence, in REBT our

perception plays a crucial role to illustrate how irrational beliefs – of different nature – can create unrealistic standards for ourselves. Ellis (1962) describes irrational beliefs in detail, listing common standards held by patients typically. These include beliefs around our level of control over our happiness, our opinion of others and most prominently our need to be loved and appreciated by everybody. These beliefs are generally characterised by a dogmatic nature and can appear largely unrealistic; therefore, it is the job of the therapist to demonstrate their harmful nature to the client, with the use of techniques that challenge their foundation (Prochaska & Norcross, 2018). In an REBT framework, beliefs and perceptions of the individual are explored and challenged to rationalise events, minimising the impact of such perceptions and devising alternative thinking patterns that can be more helpful to achieve the desired performance (Williams, Palmer, & Edgerton, 2018).

Key differences in the therapeutic approaches

In PCT, wellbeing would be called becoming a “fully functioning person” (Rogers, 1959, p.234), which is an individual who has reached a level of positive self-regard that is unconditional and a congruent vision of their self within the context in which they live. Rogers calls this an “optimal psychological state” (1959, p.235), which is a state of continuous self-actualisation within a positive and unconditional self-perception.

REBT partially moves away from framing self-actualisation as an optimal state and it

does so by introducing the concept of unconditional self-acceptance (Ellis, 1977): setbacks are inevitable even for the best performers in life and self-evaluation is a dangerous habit. For this reason, harmony will be established when an individual will be able to successfully dispute irrational beliefs and accept life events unconditionally. Ellis fiercely attacked the concept of self-esteem that was so instrumental in Rogerian therapy, openly stating that REBT was capable of equipping its clients with the instruments to give themselves self-acceptance, rather than looking for their worth in the unconditional love of a therapist (Ellis, 1992).

It is perhaps in the understanding of the therapist role that PCT and REBT differ the most. If Rogers was a man recognised by many of his peers as a warm and charismatic person (Prochaska & Norcross, 2018), Ellis is often described as a domineering and difficult person, although showing charisma and charm that won him many followers (Millon, 2004). It is curious to notice how both reputations seem to be somehow consistent with the respective role that the two conceived in their construction of a therapeutic approach.

A model of unconditional positive regard:

The Person-Centred Therapist

A session between Rogers and a client recorded in 1983 shows Rogers' approach in action. Within the first few minutes, he can tune in with the young man and signal his acceptance with simple statements, such as "I don't know what you want to talk about

but I am very ready to hear" or with a brief comment reframing what he had just heard, only a few minutes into the session. By briefly introducing "fear" as a word in the conversation, Rogers turns the remaining 25 minutes of the session into a much deeper introspection of the client's world (Carl Rogers meets with Richie, 1983). His style is gentle, delicate, attentive and calm.

In PCT, the therapist is an empathic reflection of the client's feelings, someone who actively listens and patiently rephrases the clients' experience, searching for a catharsis. Rogers wrote extensively about the role of a therapist in the therapeutic journey and he was rather explicit in describing the circumstances in which the relationship with the client should develop. In PCT, the therapist is a congruent being, who is demonstrating and modelling "unconditional positive regard" towards the client and knows how to communicate empathically their understanding of the client's experience (Rogers, 1992). Rogers introduced a novel element in the understanding of the role of the therapist, speaking about their vulnerability and their ability to share their feelings throughout the therapeutic process. The role of the therapist in PCT is that of someone who patiently helps the client reorganise the information by rephrasing what they listen and offering an alternative vision of the client's experience (Prochaska & Norcross, 2018).

An active agent in the therapeutic journey: the REB Therapist

In 1965, Ellis discusses with a woman called Gloria her fears and insecurities

around meeting a man. His pace is fast, his talking time is equal to that of the client, if not more. His rephrasing of Gloria's statements, perhaps even if the tone of his voice, is authoritative. On several occasions he speaks over the client and makes assumptions for her, drawing conclusions and picturing scenarios for her to see the distortion of her beliefs (Three Approaches to Psychotherapy, 1965). His style is assuming, directive and direct. In REBT the therapist almost becomes an educator, someone who helps the client re-evaluate their thinking around certain challenges, or certain beliefs, sometimes to the extent of counterconditioning their experience through in vivo desensitisation, imagery exercises, role-playing and other similar techniques (Di Giuseppe et al., 2014).

In REBT, the "ABCDE model" (Ellis, 1991) is central to the therapist role. The focus of the therapist is therefore placed on dismantling the distorted beliefs of the client. In this framework, the therapist is not necessarily a nurturing, warm and unconditionally loving figure but rather someone who can quite bluntly present the distortion of thoughts to the client (Prochaska & Norcross, 2018). In an interview with Arthur Freeman, Ellis said that followers of Rogers "had a fit" when they realised the way he liked to address clients and tell them what to do (Albert Ellis on REBT, 2012).

Ellis also describes in an interview for Australasian Psychiatry how he introduced homework for his clients in therapy and how passionately he advocates for REBT therapists to give tasks to their clients so that they can effectively develop

throughout the therapeutic journey (Halasz, 2004). Although this is not referred to as empathy, Ellis himself does mention his personal experience and his struggles, using self-disclosure as an additional tool to support the client in challenging their own beliefs (Ellis, 2004).

The empirical evidence behind the two approaches

Observing the two therapists at work, one could see the profound differences in their understanding of a therapist's work. Yet, empirical evidence does not seem to highlight huge differences in the outcome of these methodologies, except for specific mental conditions that have proved difficult to treat with one or the other approach. By Ellis' admission, people presenting psychotic symptoms and clients with severe personality disorders do not respond well to REBT (Epstein, 2001). PCT presents clear inferiority of success compared to Cognitive Behavioural Therapy in treating anxiety (Elliott, 2013). Evidence of robustness of both approaches is now available in different studies conducted concerning specific age groups, occupational sectors or psychopathologies. Rogers participated to several studies documenting empirical evidence for PCT (Prochaska & Norcross, 2018), however, a lot has been done since his death, upon his recommendations to continue to explore empirical evidence (Rogers, 1986). A comprehensive qualitative meta-analysis of studies of the effectiveness of PCT, published in 2010, reported an improved experience of emotions, openness to change and stronger self-compassion,

among others (Timulak, 2011).

David et al. (2017) identified medium and significant impact for REBT on behavioural change and irrational beliefs across 84 studies, spanning across decades, albeit identifying a considerable number of moderators for the results.

An Iranian study published in 2014 explored a direct comparison of effectiveness between REBT, PCT and a control group within a sample of 42 clients going through divorce: it found both approaches to bear positive results on several variables introduced in the study, including perception of self, emotional awareness and intimacy (Naser & Ali Kiani, 2014). These results are in line with a larger study conducted by Stiles et al. (2008) who found similar positive outcomes for both approaches in treating a larger sample of individuals with initial similar levels of distress.

Perspectives for a coach/coaching psychologist

Although coaching maintains a considerable degree of autonomy from psychotherapeutic practices, many coaches may have recognised familiar approaches and concepts in reading this article. The benefit of investigating the birth of some of the major therapeutic approaches lies in the possibility of discovering an unexpected degree of philosophical depth to practices that are taught to coaches in a relatively short amount of time.

Such depth can offer unmeasurable benefits to the self-awareness of a coach, new perspectives on the challenges sometimes encountered in the coach/coachee relationship and opportunities for self-reflection, valid both for professional growth and supervision.

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On opening a dialogue on a theory of the coaching relationship

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Abstract

Coaching relationship research has benefited from contributions from research on broader coaching models, and research on the Working Alliance in coaching. In both areas to date, however, limitations are evident in their respective ability to explicitly formulate the full role and nature of the coaching relationship. Developments in the coaching relationship research of a more interpersonal and contextual approach drawing upon social psychology theories is noted, as well as the timely issue of creating coaching relationships across multiple media. Collectively, the authors suggest that these observations signal a starting point for opening a dialogue on a theory of the coaching relationship.

Keywords: *coaching relationship, coaching relationship theory, working alliance, social psychology theories*

A s contributors to the coaching relationship literature and research base for well over a decade (O’Broin & Palmer, 2006; 2010), the four following observations are offered by the authors as a starting point for initiating a dialogue amongst researchers, theorists and practitioners in the coaching and coaching psychology field on a theory of the coaching relationship.

Models of coaching processes and outcomes

Coaching relationship components have often, although not invariably been addressed as part of coaching research studies using broader models of the coaching process (Zimmermann & Antoni, 2018), although they have not been able to fully address the question of the nature and relation of different relationship and other factors with each

other, or the sequence of influence of factors, over time.

The working alliance in coaching

As a helping relationship argued to be functionally similar to the psychotherapy relationship (McKenna & Davis, 2009), the Working Alliance has been predominantly adopted as a metric of the coaching relationship, and has been shown in multiple coaching studies to be linked with coaching outcomes (Graßmann et al., 2019). Questions about the indirect role of the working alliance in combination with other variables, and over time have surfaced, as well as the possibility of a role for other relationship factors in coaching effectiveness. Together, these findings indicate a need for further and more exacting examination of the role and extent of the working alliance in coaching.

An interpersonal, contextual perspective

Several applications of social psychology theories explaining coachee-coach dynamics have formed the basis of coaching relationship studies, demonstrating a greater recognition of interpersonal, social and cultural diversity perspectives in researching the coaching relationship.

Coaching relationships across media

The recent rapid uplift in the volume of coaches adopting video-mediated delivery of coaching relationships in the wake of the COVID-19 pandemic, requires an explanatory theory of the coaching relationship capable of delivery across multiple media, which may require the coach to adapt their use and emphasis of interpersonal skills and processes when using video-mediated media.

Conclusion

Four observations on the current coaching relationship research and practice context have been marshalled in the first instance as a starting point to call for opening a dialogue on a theory of the coaching relationship, which is argued to be both necessary and timely. A more detailed treatment of these ideas is explored in a forthcoming article (Henderson & Palmer, in press). We call on researchers active in the coaching relationship field to enter into dialogue with us in the interest of creating more effective coaching relationships with our coachees. Hopefully in 2021, there could also be an opportunity to organise a symposium on the possible development of a coaching relationship theory.

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Biographies

Dr Alanna Henderson

Dr Alanna Henderson is a chartered psychologist, and accredited member of International Society for Coaching Psychology. She is a practicing coaching psychologist, and an Honorary Research Fellow, as well Associate Lecturer on the MSc in Career Coaching, at Birkbeck University London.

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Stephen Palmer

Stephen Palmer PhD is an award winning coaching psychologist. He is Professor of Practice at the Wales Academy for Professional Practice and Applied Research, University of Wales Trinity

Saint David and Adjunct Professor of Coaching Psychology at Aalborg University, Denmark. He is President of the International Society for Coaching Psychology (ISCP) and Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research. His other roles include being Director of the Centre for Coaching, London. He is Executive Editor of the *International Journal of Coaching Psychology* and Co-Editor of the *European Journal of Applied Positive Psychology*. He Co-edited *The Handbook of Coaching Psychology: A Guide For Practitioners* (with Whybrow, 2019).

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Citation

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A journey starting with Karate at 3 years old to an interest in performance anxiety and sport psychology: Stephen Palmer in conversation with Emma Quinn

Stephen Palmer and Emma Quinn



Prof Stephen Palmer
PhD is Co-ordinating
Director of the
ISCP International
Centre for
Coaching
Psychology
Research



Emma Quinn,
Sport Psychology
student at
Loughborough
University, UK

Abstract

Stephen Palmer talks to Emma Quinn about her early training in karate. They discuss performance anxiety and how it can be tackled using a range of techniques including cognitive behavioural coaching. Her journey from karate to studying sport psychology at Loughborough University is included.

Keywords: sport psychology, performance anxiety, cognitive behavioural coaching, karate

Stephen Palmer (SP): I'm interested in your journey from you taking up karate when you were 3 to you now taking a sport psychology degree at Loughborough University. How did it all start?

Emma Quinn (EQ): So, I guess it all started with a failed attempt to become a ballerina. My mum took me to a ballet class when I was 3 and I hated it, apparently, I

said it was really boring! Mum decided to go to the polar opposite of ballet and took me to my local karate club and hey presto! I was home. When I was little, I was very energetic and always packed with energy and karate definitely seemed more up my street!

SP: Can you recall having the photo taken of you wearing your karate outfit when you



Emma Quinn, aged 3 years old

were 3 years old, and if you do, what was going through your mind?

EQ: Well I'd just completed one of my gradings, moving from a red belt to a red with black stripe, which would then be followed by a yellow belt. Passing a grading is always a big achievement, because you aren't guaranteed to pass and I felt proud. When I watched older students or sensei's train, they always looked so strong, fierce and determined, and I wanted to be just like that. I wanted to be a black belt. I was determined to be a black belt, and I think I almost knew that I would become a black belt. So, in the photo I pulled the face of what I thought a fierce black belt would look like, because although I was a red belt, I knew I had the attitude and determination of a black belt.

SP: So when did you obtain your black belt?

EQ: I became a black belt when I was 11 in the summer of 2012; that was my 1st dan grading and I became a 2nd dan black belt 4 years later in 2016.

SP: When and why did you decide to study sport psychology?

EQ: I think I made the definitive decision I wanted to be a sport psychologist in 2016. It was in that year that I finished my GCSEs and had to choose my A-Levels. 2016 was also the year that I decided to step back from competitive Karate. When I was 14, despite the fact that I hadn't previously competed before, my Sensei suggested I go to the JKS England Squad Trials for both the

Kumite and Kata teams. JKS is one of the Shotokan styles of Karate and stands for Japan Karate Shotorenmei. I was selected to be on both teams and was immediately thrown into intense training and national and a few international competitions based in the UK. During the 2 years I was on the England Squad I developed cognitive anxiety when competing. I would mentally beat myself up before I'd even stepped onto the mats, I wasn't good enough, I'd let my coaches, team and parents down, I was a failure. I'd never felt anything like that before, and now I realise that I wasn't scared to perform, I was terrified to fail. Soon my anxiety spread from competitions into training. I didn't want to train, I felt sick and panicky at the idea of going to the dojo, of being a failure. My competition experience was a mix of highs and lows; the highs of standing on the podium or completing the intense training sessions, and the brutal mental lows. During this time there was no opportunity for psychological help, sport psychology was not an option.

In 2016, after 2 years of competing I decided to step back from the England Squad and it was one of the hardest decisions I had to make. I decided I wanted to be a sport psychologist shortly after so I could help athletes reach their full potential and manage any psychological issues they may suffer from, like I did. From then on, I had a clear path in mind and I'm so excited to be at Loughborough University working hard to get where I want to be.

SP: Thank you for sharing with us the challenges you experienced whilst in the

England Squad. As performance anxiety is a common issue in sports, assuming you asked for assistance, what help did you receive?

EQ: When I was training with the JKS England Squad I had a series of different coaches, my main Sensei from my local dojo and two Senseis who trained the squad. My Sensei from home was more aware of my anxiety, and I did tell him that I struggled whilst competing and sometimes whilst training. I pushed myself very hard and could be very self-critical and indeed, this was the case in training and competing and was common knowledge between myself and my instructor. I remember he led me through a session on goal setting in an attempt to help, but he wasn't a qualified psychologist and therefore didn't really know the proper theories and models that may have helped. In fact, most of what he said about goal setting I already knew so it wasn't really beneficial.

The squad instructors did not know about my anxiety struggles. Upon reflection, if I'd pulled a muscle or broken a bone, I would have told them, but the mental health side of competing was never talked about. I didn't know what to say, or how to approach them and I didn't want to be seen as a weak link in the team that they would consider to drop at the next trials. Mindset and psychological issues weren't talked about, if anyone else had any difficulties, I have no idea. So, the problem wasn't particularly that they didn't help, it was that, almost the system didn't allow for anyone to ask for help.

Psychological training wasn't a focus and

there were no psychologists or mental health professionals available to help. In short, the necessary help to deal with performance anxiety just didn't seem to exist. I guess now this may be less of an issue, especially with a reduction in stigma surrounding mental health struggles, but often in youth sport and in less mainstream sport teams the resources aren't there to help.

And so, if you have an issue that no one talks about or has stigma surrounding it, you're not going to say anything. You're not going to be perceived as the weak one, which is so wrong, and now I can see this probably made my performance anxiety worse.

SP: In reality, you are not talking about the distant past so I'm glad that you believe that it would be easier to share your anxieties with your squad instructors if in a similar position. However, I'm disappointed that psychological based coaching, training and/or education wasn't being offered at the time to enhance performance and tackle performance anxiety.

What have you studied so far on your sport psychology degree at Loughborough University that may have been a useful intervention to tackle your performance anxiety?

EQ: Honestly, quite a lot! I've really enjoyed studying the Foundations of Sport and Exercise Psychology module last academic year. We've had lectures about different theoretical approaches to motivation, such as Self Determination Theory (Deci & Ryan, 1985, 2000) and the

role of an athlete's self-confidence, esteem and efficacy in their ability to perform.

We've also studied theories and models about stress and anxiety in sport, the different types and how and why they can affect someone, as well as discussing how we can help alleviate stress and anxiety and focus this energy more adaptively. An important set of lectures was also conducted on Psychological Skills Training, including self-talk, goal setting, imagery and relaxation. This was really interesting to learn about, and I was able to relate to all of them and realised that all of these psychological skills would have been a very useful intervention to help tackle performance anxiety.

In reality, I think I used self-talk and goal setting but I didn't know how to use these skills properly, however, once utilised to the best of their ability these skills can be very useful interventions to help people who have performance anxiety.

SP: The skills you describe that can be used to alleviate performance anxiety are integrated within cognitive behavioural coaching (CBC). However, this approach does use a number of models so the application of techniques are not applied on an ad hoc basis. Have you been introduced to CBC on your course?

EQ: We've had an introduction to Cognitive Behavioural Therapy (CBT) but not specifically CBC. However, I've only just completed first year, so there's lots more for me to learn over the next few years!

SP: It's interesting that the sport psychology field is still lecturing about CBT

whereas over the past two decades, evidence based CBC has been developed which is probably more appropriate for non-clinical settings such as sport. Perhaps you will get onto CBC later. Putting aside coaching, over the past couple of decades I'm aware that regularly sport and exercise psychologists have attended the Rational Emotive Behavioural Therapy (REBT) courses I've run in London in preference to the CBT courses. REBT is seen to 'cut to the chase' more readily than CBT so hence the interest.

Reflecting on our conversation, over the past three decades I've interviewed quite a number of well-known psychologists and practitioners. However, this is the first time I've interviewed somebody at the start of their career journey whilst I am probably nearing the end of my career journey. Do you have anything you wish to say or ask me?

EQ: Yes, that's an interesting thought. Since I've only completed 1st year it might be more of an introduction to methods that have been used so all students have a solid framework before moving on to the more recent techniques used within settings such as sport psychology.

With this conversation in mind, and our joint interest in performance anxiety, I wanted to ask, in your opinion what measures or psychological techniques would have more of an effect on young athletes meaning they are less likely to drop out of competitive sport, and do you have any experience working with athletes who have faced such issues.

SP: Each young athlete will present with a

different range of strengths and needs and the techniques and interventions should be matched with their requirements. So although your question seems straight forward, in reality, similar to a personal physical training programme, an individual assessment is required in order to develop a personal psychological training programme for the athlete. Most people have psychological strengths and blocks and athletes are no different. So after the assessment, a suitably trained cognitive behavioural coach could facilitate the athlete in increasing the strength of their existing Performance Enhancing Thoughts (PETs) and challenge and modify any Performance Interfering Thoughts (PITs).

So returning to your question, if the young athlete holds PITs that are likely to lead to them dropping out of competitive sport, then they could be the target for change. A common demotivating PIT is linking behaviour and/or performance to illogically labelling and defining the self. For example, 'I should win the race, and if I don't then I'm a total loser'. This PIT can increase performance anxiety prior and during an event and after an event, trigger a reduced mood or even depression if the athlete has not performed as well as they demanded of themselves. The cognitive behavioural coach would discuss with the athlete if the PIT is logical, empirically correct and helpful. In this example, a PET alternative could be, 'I strongly prefer to win the race, but if I don't then I can still accept myself'.

I've cut a long story short here because if an athlete labels themselves as a 'total loser' or 'complete failure' when they lose

or underperform, then some time is spent on challenging the PIT. I've been focusing on beliefs in my examples. However, I can recall a case where there was an element of skill involved, and the intervention focused less on cognitions but focused on imagery.

The person's performance anxiety was triggered when under pressure and once an error was made, then their performance deteriorated. The assessment highlighted that they would have catastrophic imagery associated with their performance anxiety. The intervention was coping, not mastery imagery. In the sports field often mastery imagery is used where the person sees themselves performing perfectly. However, in a skills related activity, this maybe unrealistic whereas with coping imagery the person practises in their mind's eye a number of strategies on how they will cope with adversity, and recover quickly. Thus coping imagery is another skill to enable a young person to build up self-efficacy and confidence and not drop out of their field of sport prematurely.

EQ: Thank you very much for your explanation about different psychological

theories and demonstrating the difficulties generalising a single psychological theory to all athletes. It was interesting to hear the process a cognitive behavioural coach would go through to help an athlete who faces problems with PITs and the range of techniques such as coping imagery that can be used to help athletes with performance anxiety.

I look forward to furthering my knowledge of such practices in my studies and applying them to future clients and athletes.

SP: Thank you for sharing your journey with us, from you taking up karate when you were 3, up until now, attending a sport psychology degree at Loughborough University. I wish you every success with your studies and future career. Perhaps we will catch up later in this decade and see how you are getting on as a sport psychologist.

Endnote

This interview was undertaken during the period 24/8/20 to 21/10/20 with questions and answers left on a Microsoft Word file in a dropbox folder.

Biographies

Emma Quinn

My name is Emma Quinn. I'm 19 years old and a 2nd year Sport Psychology student at Loughborough University. I'm a keen martial artist, having trained in Karate, Jeet Kune Do, Brazilian Jiu Jitsu and Muay Thai, as well as a dancer, with my favourite styles being Latin and Ballroom. Academically, I have a growing interest in psychiatry in sport and women in sport and hope to study these areas in more depth as I continue on my sport psychology journey.

Stephen Palmer

Stephen Palmer PhD is an award winning coaching psychologist. He is Professor of Practice at the Wales Academy for Professional

Practice and Applied Research, University of Wales Trinity Saint David and Adjunct Professor of Coaching Psychology at Aalborg University, Denmark. He is President of the International Society for Coaching Psychology (ISCP) and Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research. His other roles include being Director of the Centre for Coaching, London. He is Executive Editor of the International Journal of Coaching Psychology and Co-Editor of the European Journal of Applied Positive Psychology. He Co-edited The Handbook of Coaching Psychology: A Guide For Practitioners (with Whybrow, 2019).

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Citation

Palmer, S., & Quinn, E. (2020). 'A journey starting with Karate at 3 years old to an interest in performance anxiety and sport psychology: Stephen Palmer in conversation with Emma Quinn.' *Coaching Psychology International*, 13, 1, 45-51.

Annual Report: ISCP International Centre for Coaching Psychology Research, 2019-20

Stephen Palmer



*Prof Stephen Palmer
PhD FISCP, Co-ordinating
Director, ISCP International
Centre for Coaching
Psychology Research*

Abstract

This annual report will focus on the developments at the ISCP International Centre for Coaching Psychology Research including the current research. It also includes the plans to set up new ISCP Research Hubs in 2021 and becoming a signatory to Research Organization Registry identifier project.

Keywords: *Research Centre, coaching psychology practice, climate change, CPD, Research Organization Registry*

The ISCP International Centre for Coaching Psychology Research was launched in August 2016. It is the research Faculty of the International Society for Coaching Psychology (ISCP) and was set up to support international collaboration on different aspects of coaching psychology research. This includes the dissemination of research through meetings, conferences and journals including *Coaching Psychology International*.

A key annual research event for the centre is the International Congress of Coaching Psychology. This year it was a 4-day congress held virtually using the

zoom platform. This was a significant event for the development of the theory, research and practice of the field of coaching psychology.

International Advisory Board and Centre Development Team

The centre has an International Advisory Board. It has members from four key areas:

- Representatives nominated by the professional bodies that the International Society for Coaching Psychology (ISCP) has an Memorandum of Understanding.
- Representatives nominated by the professional bodies that the ISCP International Centre for Coaching Psychology Research has an Memorandum of Understanding.
- Experts or specialists in coaching psychology or an allied field, affiliated to an accredited university.
- Experts or specialists from ISCP Approved Centres.

For the duration of their post, International Advisory Board members become Honorary Research Fellows of International Centre.

Resources

The centre has a Development Team focusing on building up resources on the website. The team welcome recommendations from ISCP members for useful publications and videos that we can include on the website. The resources provide information for researchers through various methods and mediums:

- Assessment measures
- Audio recordings of relevant lectures/ conference papers
- Coaching Psychology International (relevant journal articles)
- International list of doctorate students undertaking coaching psychology and allied research including contact details
- Journals
- PowerPoint presentations
- Publications
- Research methodology
- Research Protocols
- Videos

The website already has 125 pages and many posts which can assist researchers in their work.

ISCP Research Hubs

The ISCP International Centre for Coaching Psychology Research is planning on launching more ISCP Research Hubs in 2021 in order to bring together our members interested in coaching psychology related research.

We are currently in discussions with colleagues at the Society for Coaching Psychology Italy to launch a research hub based in Italy. This is an exciting development.

Research Organization Registry (ROR) Signatories

ROR is the Research Organization Registry. It is a community-led project which is developing an open, sustainable, usable, and unique identifier for every research organization around the world. ROR

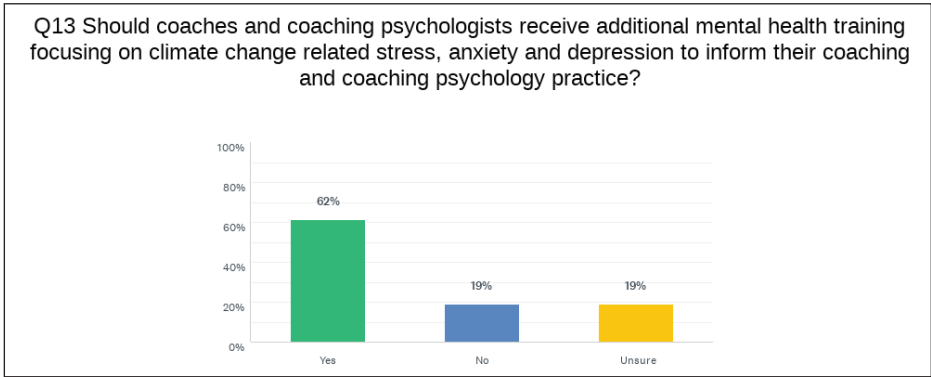
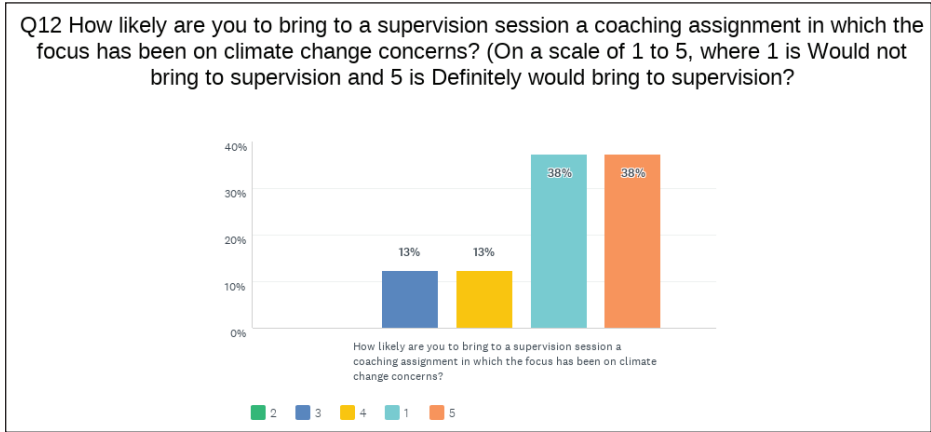
records include basic metadata about an organization (including name, alternate names, and location).

The ISCP International Centre for Coaching Psychology Research has become a ROR Signatory. Signatories include research organizations, librarians, platform providers, metadata services, publishers, funders, and more.

Current research

Research has focused on different aspects of coaching and coaching psychology practice using online surveys:

- 1. The supervisee-supervisor relationship. (2017)
- 2. What do Coaching Psychologists and Coaches really do? (2017)
- 3. Mental Health in Coaching and Coaching Psychology Practice. (2019)



4. Tackling Climate Change Issues Raised Within Coaching & Coaching Psychology Practice. (2020)

The Centre's Research is initially disseminated at conferences and International Congress of Coaching Psychology events (e.g. O'Riordan & Palmer, 2019; Palmer, 2017; Palmer & Whybrow, 2017; Palmer, 2019, 2020).

The climate change survey (Palmer, 2020) was a small pilot study. The responses to question 12 highlighted that coaches and coaching psychologists would generally bring issues relating to coachee climate change concerns to supervision. Responses to question 13 underlined the importance of relevant continuing professional development (CPD) in mental health training focusing on climate change related stress, anxiety and depression. CPD can inform coaching and coaching psychology practice and is considered important by the ISCP for members.

The Anthony Grant Lecture, 2020

The Anthony Grant Lecture will be an annual keynote paper given at the ISCP sponsored International Congress of

Coaching Psychology. The lecture is in commemoration of Anthony Grant's life and outstanding contribution to the field of positive and coaching psychology. This year, the inaugural lecture was held on the 9th October, and was given by Prof Suzy Green, CEO of The Positivity Institute, Australia, at the 10th International Congress of Coaching Psychology, 2020. Her paper was titled: The Positivity Prescription: The role of positive psychology psychoeducation in an evidence-based coaching context. Due to COVID-19 restrictions, the congress was held virtually and had speakers and attendees from around the world. The keynote was well received. The ISCP thanks Suzy Green for giving the inaugural lecture.

The future

The team are focusing on the development of the Research Hubs. The team will continue to add resources to the Centre's website. The team thank the International Advisory Board, the ISCP Board of Directors and the professional bodies for their ongoing support.

References

O'Riordan, S., & Palmer, S. (2019). Beyond the Coaching Room into Blue Space: Ecopsychology informed coaching psychology practice. *Coaching Psychology Review*, 12(1), 8-18.

Palmer, S. (2017). *Beyond the coaching and therapeutic relationship: the supervisee-supervisor relationship*. Keynote given on 15

September at the 7th International Congress of Coaching Psychology, 2017, Aalborg University, Aalborg, Denmark.

Palmer, S. (2019). *Tackling mental health issues within a coaching context*. Paper given on 5th March, at the Health and Wellbeing at Work Conference, NEC Birmingham, UK.

Palmer, S. (2020). *Can coaching assist in tackling climate change worries and ecoanxiety?* Paper given on 10th March, at the Health and Wellbeing at Work Conference, NEC Birmingham, UK.

Palmer, S., & Whybrow, A. (2017). *What do Coaching Psychologists and Coaches really do?*

Results from two international surveys. Invited paper at the 7th International Congress of Coaching Psychology 2017. Theme: Positive and Coaching Psychology: Enhancing Performance, Resilience, and Well-being. Presented on 18th October, 2017, in London.

Websites

- 10th International Congress of Coaching Psychology, 2020 event programme: <https://iscp.nswvirtualevents.com/programme>
- ISCP International Centre for Coaching Psychology Research: www.iscpresearch.org
- International Congress of Coaching Psychology: www.coachingpsychologycongress.net

- ISCP International Centre for Coaching Psychology Research Facebook page: www.facebook.com/ISCPResearch
- ISCP International Centre for Coaching Psychology Research LinkedIn group: www.linkedin.com/groups/2156043
- Research Organization Registry (ROR): <https://ror.org/supporters>

Biography

Stephen Palmer

Stephen Palmer PhD is an award winning coaching psychologist. He is Professor of Practice at the Wales Academy for Professional Practice and Applied Research, University of Wales Trinity Saint David and Adjunct Professor of Coaching Psychology at Aalborg University, Denmark. He is President of the International Society for Coaching Psychology (ISCP) and Co-ordinating

Director of the ISCP International Centre for Coaching Psychology Research. His other roles include being Director of the Centre for Coaching, London. He is Executive Editor of the *International Journal of Coaching Psychology* and Co-Editor of the *European Journal of Applied Positive Psychology*. He Co-edited *The Handbook of Coaching Psychology: A Guide For Practitioners* (with Whybrow, 2019).

Email: president@isfcp.net

Citation

Palmer, S. (2020). 'Annual Report: ISCP International Centre for Coaching Psychology Research, 2019-20.' *Coaching Psychology International*, 13, 1, 52-56.

Notes

Would you like to become an accredited/certified ISCP coaching psychologist?

Then this is what you need to know:

- There are two routes towards Accreditation/Certification with ISCP: as a full ISCP member via the grandparenting route, or as an Associate Member via the portfolio route
- Straight-forward email application process
- Responses to applications received in 8 weeks

Route 1: Qualified Psychologist

- Full member of ISCP for 3 months
- Evidence of two years post-qualification coaching psychology practice
- Demonstrate evidence of continued professional development (CPD) during last 2 year period (minimum 40 hours each year)
- Supervised by qualified psychologist
- Professional Indemnity Insurance

Route 2: Recognised psychology degree (Graduate Member status)

- Associate Member of ISCP for 3 months
- Evidence of 3 years Initial Professional Development (IPD):
 - Two years six months as psychology graduate (100 hours)
 - Six months demonstration of IPD learning and competencies as an
 - AssocMISCP (20 hours)
- Achieved MISCP status (Qualified Psychologist)
- Fulfilled criteria for Route 1: Qualified Psychologist

Being an ISCP accredited/certified coaching psychologist is beneficial for coaching clients, for you the practitioner, client organisations and the profession:

- Assurance that the practitioner meets quality standards of best practice
- Promotion of the practitioner's ongoing self-evaluation, continuous improvement, and supervised practice

So, click on ISCP accreditation webpage: <https://www.isfcp.info/accreditation/> for details and to download an application form and application guidelines



International Updates

The International Society for Coaching Psychology has reciprocal agreements with other professional bodies. Currently it has Memorandum of Understandings (MOU) with the Society for Industrial & Organisational Psychology South Africa (SIOPSA), SIOPSA Interest Group in Coaching and Consulting Psychology (IGCCG), Society for Coaching Psychology Italy (SCPI), Israel Association for Coaching Psychology (IACP)*, Col·legi Oficial de Psicòlegs de Catalunya (COPC), Coachande Psykologer (Sweden), Hungarian Association for Coaching Psychology (HACP), Hungarian Psychological Association (HPA), New Zealand Psychological Society Coaching Psychology Special Interest Group (NZPsS CPSIG, New Zealand), the American Psychological Association, Society of Consulting Psychology (Division 13, APA), the Society for Evidence Based Coaching of the Danish Psychological Society (SEBC DPS), the Swiss Society for Coaching Psychology (SSCP), the Singapore Psychological Society Coaching Psychology Special Interest Group (SPS Coaching Psychology SIG).

2019-2020 Update from Spain: Official Psychology Society of Catalonia (Col·legi Oficial de Psicologia de Catalunya)

Carmen Santos Chocán



*Carmen Santos
Chocán,
President of
COPC's Coaching
Psychology Section*

In Spain, the psychology profession is regulated by the official psychology societies, which is where the activities and development of coaching psychology take place.

Since 2009, Spain has been linked with the International Coaching Psychology Movement through the Official Psychology Society of Catalonia (COPC). This society signed a MoU with the International Society for Coaching Psychology in 2011, which was revised and approved by both organisations in May 2019, so as to include a specific item on the ISCP's recognition of the accreditation system for coaching psychologists of the COPC.

In this way, considering that the indiscriminate use of the term of “coaching” is creating a great deal of confusion in its usage and the

professional qualifications of those who supposedly apply for it, finally, in April 2019, the General Psychology Council of Spain (COP) approved a document, agreed upon by all Official Psychology Societies of Spain, through an “Institutionalized Manifesto on Coaching Psychology”.

Currently, this manifesto is being disseminated among the group of coaching psychologists, coaches, diverse organisations, media and the society in general.

At the same time, the psychology societies of Spain continue to programme and carry out cycles of conferences, organize courses and workshops for the diffusion or training in coaching psychology, study and supervise processes, sign collaboration agreements with academic institutions, public administration, etc.



At the IV National Congress of Psychology-Spain. Left to right: Domingo González (COP Murcia), Carmen Santos and Teresa Rodeja (COP Catalunya) and Isabel Aranda (COP Madrid)

The most relevant actions during this period in reference to coaching psychology in Catalonia are described as follows:

- 2nd edition of the “Training and experienced-based programme for Coaching Psychology” (125 hours) linked to Expertise Accreditation in Coaching Psychology, with a total of 18 students. (October 2019-May 2020)
- Following the 2017 pilot project, a new agreement between the COPC and BCN Activa (Job Training Centers) was made to improve the professionalism of occupational technicians through coaching psychology processes (January-July).
- Request by 26 members of the Coaching Psychology Section to become Affiliate Members of ISCP (July).
- Support for field research for a PhD

thesis on “Impact of coaching on business results”, from the Barcelona University, Faculty of Psychology.

- Attendance at the “IV National Congress of Psychology-Spain and International Symposium on Psychological Prevention” (Vitoria-Gasteiz, 21st-24th July 2019). Participation in a round table on “Coaching Psychology: opportunity versus threat”, with other coaching psychologists from COP Murcia and COP Madrid (*see photo, left*).

- Attendance at the “9th International Congress of Coaching Psychology, Positive and Coaching Psychology: Wellbeing, Sustainability and Achieving Balance” (London, 10th-11th October 2019).

– Finalize and close the terms of agreement for the ISCP to recognise coaching psychologists accredited by COPC as MISCP Accredited (*see photo, below*).



At the MoU update signing. Left to right: Carmen Santos (President COP Catalunya, Coaching Psychology Section), Victòria Conesa (COP Catalunya), Siobhain O’Riordan (Chair, ISCP) and Stephen Palmer (President, ISCP)



Maite Sánchez-Mora and Prof Stephen Palmer

– Present a poster on “Coaching Psychology: Enhancing Work Performance and Health for the best Return to Work” (see photo, top left).

– Receive an award as a FISCIP (Fellowship) (see photo, top right).

- Conferences and round tables on coaching psychology supervision, coaching psychology alliance, coaching psychologist personal brand, mindfulness, ROI, etc.
- Talks cycle about coaching psychology and healthy relationships.
- Film cycle forum on coaching psychology and social processes.



Prof Stephen Palmer, Maite Sánchez-Mora and Dr Siobhain O’Riordan

Goals for 2020

- Implement the procedure to finally validate the accreditation of COPC Expertise in Coaching Psychology by the ISCP.
- Continue to consolidate the personal brand of the coaching psychologist.
- Continue to promote research and supervision in coaching psychology.
- Continue to foster work groups to increase the number and their specialisation.
- Continue to be actively present at national and international congresses.

Carmen Santos, the President of COPC’s Coaching Psychology Section, she is a Chartered Psychologist at the Col·legi Oficial de Psicologia de Catalunya (COPC). She holds the EuroPsy Specialist Certificate in Work and Organisational Psychology, from the European Federation of Psychologists’ Associations (EFPA). She is an advisor to the Division of Work, Organisations

and Human Resources Psychology, of the General Psychology Council of Spain. She is a member of the ICCP’s Steering Committee, and a member of the Specialist National (Spain) Award Committee of the EuroPsy Specialist Certificate in WOP. She was working at a multinational as a internal consultant in Human Resources.

Contact: csantos-coaching@copc.cat

Citation

Santos Chocán, C. (2020). ‘2019 Update from Spain: Official Psychology Society of Catalonia (Col·legi Oficial de Psicologia de Catalunya).’ *Coaching Psychology International*, 13, 1, 60-62.

Update from Hungary: Still on the Road

Vince Szekely and Zsófia Anna Utry



Vince Szekely, PhD, is a coaching psychologist and executive coach in Hungary



Zsófia Anna Utry is a coaching psychologist and career development coach in Aberdeen, UK

We reported about the state of coaching psychology in Hungary in 2016 the last time (Szekely & Utry, 2016).

In the last five years the number of qualified/certified Coaching Psychologists grew from 30 to 145 (coaching professionals with a masters level degree in psychology who satisfied the Hungarian Association for Coaching Psychology's training criteria). Unfortunately, we do not have data on the increase of the number of coachees who turned to coaching psychologists over this period, although in a non-representative, country level survey (Viniczai, 2018) those coachees who found the coach's training background important, sought psychologist coaches. In the last few years the coach training courses specifically for psychologists has multiplied. Beside the solution-focused approach, one can find courses focusing on ICF competencies'

development, Transaction Analysis, or training based on Gerald Egan's counselling psychology method. Psychological knowledge has become the part of the business coach trainings for non-psychologists. It would be hard to sell a coach training these days without a 'coaching psychology' element, even if this means popular psychology in most cases.

Overall, these are positive trends. However, at the same time, there are a number of hindering external/environmental factors which can potentially hijack the further development of coaching psychology in Hungary.

The factor that threatens coaching psychology is the legal and regulatory environment's underdevelopment and particularity. In Hungary, the work of mental health professionals, psychotherapist, or psychotherapeutic service providers is under regulated. At the end of 2019, as a result of the lobbying

activity of chartered psychiatrists and clinical psychologists, the Hungarian Parliament voted for a new legal act which only allowed chartered psychiatrist and clinical psychologist to practice psychotherapy. The act broadly and vaguely defined psychotherapy which led to serious unease in the circles of coaches and coaching psychologists.

In our understanding, the goal of coaching psychology practice to support and facilitate the coachee's intentional positive change, for which the coaching psychologist applies the tools and models of behaviour change from the field of psychotherapy. The clients of coaches and coaching psychologists are from the non-clinical population. At the same time, we know that there is an overlap between clients who hold a clinical diagnosis and who do not. Coaching Psychologists are capable of working with a wider range of clients, and clients with higher levels of stress in comparison to the coaches who may not possess general psychological knowledge and counselling skills. Companies who are buyers of coaching services often seek psychologist coaches because their employees are interested in stress management, relationship management, or other challenges with a strong psychological component. In order to practice coaching psychology professionally and ethically, it is necessary to clearly determine and within the given professional limitations of competences. However it could be argued that it is unethical to expect coaching psychologist under limitations which are impossible to manage in practice. In the past few years in the individual and group supervision

sessions' most frequent topic was working with coachee with mental health issues and high levels of stress. These coachees would like to work on both positive and personal goals, but also on areas where they feel emotionally overwhelmed by workplace stress, uncertainties, due to the lack of positive coping strategies in their repertoire. Coaching psychologists need to be able to work as counselling psychologists as well within their professional boundaries (Grant & Palmer, 2015).

It is another limiting factor still in the development of coaching psychology that there is no standalone masters level or postgraduate level education in Hungary. The Hungarian Association for Coaching Psychology and the Hungarian Psychological Association's Coaching Psychology Section created a training program and competence model which offers the opportunity to psychologists to study this in the form of adult education, and by submitting a portfolio they can become coaching psychologist recognised by these organisations. However, this training route does not provide wider professional recognition to them and there is no research module in it. Thus the coaching psychologists in Hungary become competent practitioners, but not evidence based practitioners. However, while Passmore, Stophort and Lai (2018) argue that research and development in coaching can potentially give a professional identity to coaching psychologists, in Hungary, this cannot be realised because of the lack of academic institution.

Last but not least, COVID19 has had an impact on coaching psychology practice in

Hungary too. As a response to the quarantine situation there has been a significant increase in the number of online/digital coaching sessions. Earlier in Hungary there was only low number of coaching being carried out online so the increased demand found the coaches and coaching psychologists unprepared. But in the end a number of coaching psychologists offered pro-bono services to people who were heavily affected emotionally by the pandemic, and also supported people to adapt to the home

working environment effectively.

To sum up our brief review there are still significant external challenges which must be addressed but it is safe to say that coaching psychology as an applied field of psychology and as a professional identity has been established in Hungary. We learned that being agile and resilient are important to coaching psychologist as well as our clients. We must be flexible and multiskilled in order to adapt to the coachee's expectations and to cope with legal, political and technical difficulties.

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Biographies

Vince Székely, PhD, is a coaching psychologist and executive coach in Hungary. He is the President of Hungarian Association for Coaching Psychology, Member of the ISCP. He trains and supervises coaching psychologists and leadership coaches.

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Zsófia Anna Utry is a coaching psychologist and career development coach in Aberdeen, UK. Member of the ISCP, BPS Special Group in Coaching Psychology, and the Hungarian Association for Coaching Psychology, currently working towards accreditation with the ISCP.

Contact: zsofiaannautry@gmail.com

Citation

Székely, V., & Utry, Z. A. (2020). 'Update from Hungary: Still on the road'. *Coaching Psychology International*, 13, 1, 63-65.

Update: New Zealand Coaching Psychology Special Interest (September 2020)

Barbara Kennedy and Jonathan Black



Barbara Kennedy
Chartered
Organisational
Psychologist and
Co-Chair, CPSIG
New Zealand
Psychological
Society



Jonathan Black
Chartered
Organisational
Psychologist and
Co-Chair, CPSIG
New Zealand
Psychological
Society

Kia ora!

In common with many of our Coaching Psychology colleagues in other parts of the world, through 2020 so far, our practice, academic and research activity have been significantly impacted by the mitigation responses to the Covid-19 pandemic. For many engaging in practice and teaching this has necessitated a steep learning curve on technology platforms to deliver tele-psychology services; to understand new protocols and forms of etiquette and to maximize their utility and usability for clients (and coaches) with variable levels of confidence in using digital platforms.

For many, it has generated a bit of a love-hate relationship with platforms like Zoom, exacerbated in some areas by the limitations of rural broadband. However, it has been a good learning opportunity for all and even though here in New Zealand it is possible to travel in most of the country

and have face to face engagement with clients almost as if normal with little risk of community inflection, the use of remote connectivity has yielded some real benefits. For many coaches, when suitable to their clients, remote delivery will likely continue in some form as a significant part of practice.

Lockdowns here and internationally have provided additional opportunities for some Coaching Psychologists in Aotearoa NZ to take advantage of international webinars. It is often difficult to take part in excellent EU/US webinars as the time difference means burning the midnight oil or rising several hours pre-dawn; habits which are more sustainable during lockdown than with commuting and regular work hours.

The lack of community spread of the virus here has also meant opportunity to catch up with coaching colleagues and

engage in face to face professional development. Again, almost as if pre-Covid-19 but including some minor and easy to implement public health steps; we are fortunate indeed.

Training-wise we had intended as a Special Interest Group to have an active involvement at New Zealand's annual conference. Like many, that was replaced with a remote conference and a Covid-19 focus late August. However, as a profession our Level 4 Lockdown provided opportunity for webinars and remote discussion among colleagues and from a coaching psychology perspective this was a chance to keep up our learning. We had

excellent content presentations regarding use of Liberating Structures in a team coaching context, and exploring the challenges both professionally and legally – including with internationally-based clients – of remote delivery, privacy, and security. More recently on November 9, Dr. Iain McCormick chaired an interactive Zoom PD. Jonathan and Barbara presented brief case studies which challenged members to grapple with professional boundaries in coaching; specifically of contracting and personal competence at the intersections of organisational and clinical spheres of knowledge and practice.

Nga mihi (acknowledgements)

Biographies

Barbara Kennedy

Barbara Kennedy is a Chartered Organisational Psychologist and Co-Chair CPSIG, of the New Zealand Psychological Society

Jonathan Black

Jonathan Black is a Chartered Organisational Psychologist and Co-Chair CPSIG, of the New Zealand Psychological Society

Citation

Kennedy, B., & Black, J. (2020). 'Update: New Zealand Coaching Psychology Special Interest (September 2020)'. *Coaching Psychology International*, 13, 1, 66-67.

Update: Interest Group in Coaching and Consulting Psychology, South Africa (September 2020)

Gail Wrogemann



Gail Wrogemann

Chair: Interest Group in Coaching and Consulting Psychology

● Our focus for these last few months has been in developing the Community of Practice (COP) that we launched in April 2020. The COP began initially from the existing List of Coaching Practitioners, and will be expanded as we continue to create more forums and initiatives. One of these is the Professional Peer Group initiative, which we will be launching during September. The PPG creates opportunities for small discussion groups to be initiated on various topics of interest, research or project areas or peer supervision – as related to the field of coaching or consulting.

● Our mentor coach initiative at universities continues to grow, with alliances created with SIOPSA regional branches. Universities we are working with include University of Johannesburg, Witwatersrand and North West University. Currently we are offering online small group mentor coach sessions to undergraduate level, Honours and

Masters. We aim to include the emerging psychologists as well.

The mentor coach initiative aligns with key SIOPSA goals of growing and developing young and upcoming IOP's, providing support through undergraduate studies, and the long term goal of building and growing relevance of IOP as a profession.

● Building and establishing our international MOU's relationships remains a priority, with our affiliation with the ISCP (International Society for Coaching Psychology) allowing us a significant discount for SIOPSA members to attend the online conference: Congress Theme: "2020 Vision: Navigating adversity with coaching psychology and positive psychology" taking place in early October. We hope to be able to offer similar discounts for ISCP members for our virtual SIOPSA annual conference in early December.

● Following up on our June Consulting Psychology webinar entitled “Navigating forced, unplanned change processes in a sustainable way”, we hosted an August webinar and discussion on “Unlocking the value of Consulting Psychology” Both webinars were well received – and brings to the fore the relevance and value of Consulting Psychology. The idea is to offer a follow on from this webinar in November 2020.

● In October we hosted a webinar presentation on the Busting Myth series: Busting Myths in Coaching Psychology – a follow on to the successful presentation hosted last year by the Johannesburg Branch.

Further information

SIOPSA (Society for Industrial and Organisational Psychology of South Africa) formed the Interest Group in Coaching and Consulting Psychology during the annual conference in June 2006. Dr Aletta Odendaal and Dr Anna-Rosa Le Roux launched the interest group and created a strong foundation for innovative thinking and professional development. The current chair is Gail Wrogemann, an IO Psychologist specialising in team coaching and systems consulting.

The IGCCP can be contacted on:

- IGCCPSA@siopsa.org.za
- <https://www.siopsa.org.za/interestgroups/>

Citation

Wrogemann, G. (2020). ‘Update: Interest Group in Coaching and Consulting Psychology, South Africa (September 2020)’. *Coaching Psychology International*, 13, 1, 68-69.

Update: The professional Coaching Psychology title in Switzerland – A journey

Flooris van der Walt



Flooris van der Walt, Board Member SSCP and Clinical Psychologist.

The road to establishing a professional “Coaching Psychology” title in Switzerland was steep with a lot of courage and hard work to reach the end.

Switzerland has a history of developing Coaching Psychologists, almost since the foundation of the Swiss Society for Coaching Psychology (SSCP) in 2006. Establishing a curriculum and academy, which led to the title “Coach SSCP” in 2010, as well as a grand process to acquire a specialized title as “Certified Coaching Psychologist” started in 2016. At this time an expert group from the Federation of Swiss Psychologists (FSP) decided that federally recognized professional titles and all other professional titles will have the same regulations. This had a direct effect on the SSCP, as they had to revise their training regulations by the end of 2019.

There were major changes concerning

the providers of continuing education (that must be approved by the FSP). The consideration was that the entire continuing education course or individual modules could be “purchased” from a corresponding institution, though the SSCP decided to take the ‘bull by the horns’.

The first revision of the professional title curriculum considered:

- *Coaching psychology specific content also provided through SSCP seminars*
- *More general coaching content*
- *FSP quality standards*

A competence model for ‘Coaching Psychology’ was commissioned, which clarified key issues, e.g.:

- *Curriculum areas*
- *Fields of application*
- *Modules*
- *Continuing education provider*

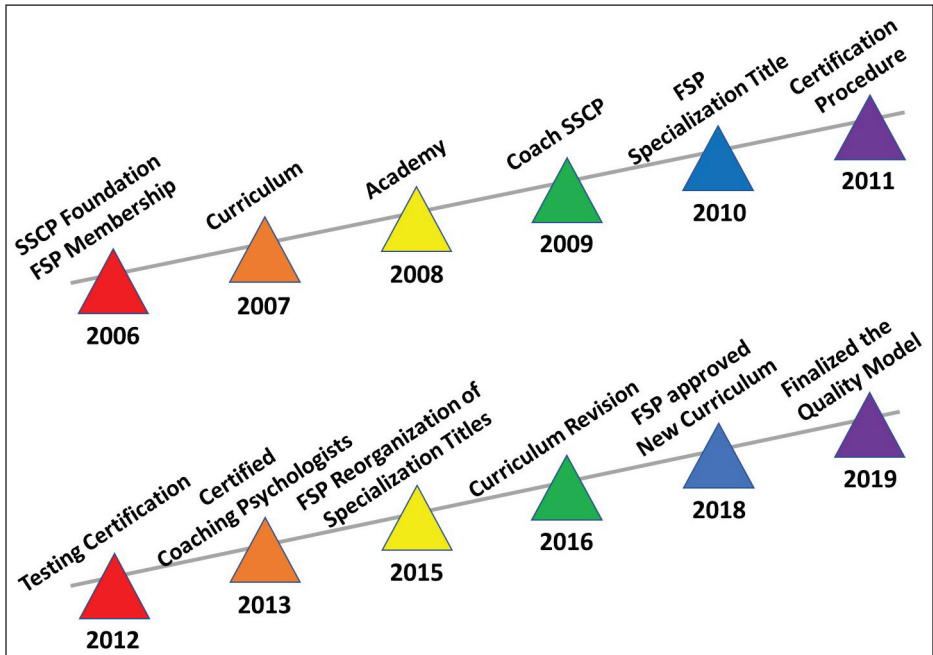


Figure 1: SSCP's journey to professionalize coaching in Switzerland.

A major advantage was that the guidelines and curriculum could be done on a template from the FSP. Soon the development of the learning content and modules started as well as the selection of training partners. The new curriculum was submitted to the FSP office in the beginning of 2019 and it took about 3 months from the FSP Commission for Continuing Education to the FSP Executive Board for the approval.

The re-evaluation of the curriculum was not the end, neither the finalization of the competence model (although this is Switzerland-wide in a "rethinking process" that applies to schools and other continuing

education organizations), because SSCP had to define and develop a quality control system and a mission statement.

The main challenges here were the:

- Coherence between competences and learning content
- Central, theoretical coaching model, and delimitation

The change-over was decided and the new professional title process on its way:

- Until the end of 2019, interested members could start the professional title of Coaching Psychologist (FSP) according to the current curriculum and complete it within a maximum

of 4 years.

— *As of 2020, the new curriculum will be the only way to start with the specialist professional title in Coaching Psychology*

A Commission for Further Education at SSCP was founded and is responsible for further education offers, for the implementation of the curriculum, and also for quality development. The quality concept of the SSCP provides guidelines and controls, though self-responsibility/ autonomy guides keeping up the standards.

Mentoring for the specialized professional title acquisition was tackled. Mentors were made available, upon request, to accompany the preparation for the specialist title application.

As of March 2019, all FSP requirements for the re-evaluated curriculum were fulfilled.

The next step is to revamp the title of “Coach SSCP”, through which we want to enable the experienced members, who do not (anymore) strive for the professional title, a qualification designation.

Biography

Flooris van der Walt is a clinical psychologist and a board member of the SSCP. He has studied Gifted Child Education, and completed an MBA. He gained 30 years' experience in multinational industries, before starting his own business: www.vanderwalt.ch. His present focus is on “how to build courage to face uncertainty and change” and his book: “Attentive Leadership: Leading with a healthy self-image” is published. **Contact:** <https://www.coaching-psychologie.ch/en/home/info@sscp.ch>

Citation

Van der Walt, F. (2020). ‘Update: The professional Coaching Psychology title in Switzerland – A journey’. *Coaching Psychology International*, 13, 1, 70-72.

Notes

Obituary

Vale Professor Anthony Grant
28 May 1954 – 3 Feb 2020

It is with great sadness we report that Professor Anthony (Tony) Grant passed away on 3rd February, 2020. His family were by his side.

Tony was a pioneering coaching psychologist and researcher who was instrumental in the development of evidence based coaching. In 2000 he launched the world's first Coaching Psychology Unit at the University of Sydney, Australia.

With his numerous publications, his outstanding research did not go unnoticed. He received awards from the British Psychological Society, Harvard University, and more recently, in 2016 from the Australian Psychological Society. In addition to being Director of the Coaching Psychology Unit, Tony held a number of external roles including Visiting Professor at Oxford Brookes University.

He was also an Honorary Research Fellow on the Advisory Board of the ISCP International Centre for Coaching Psychology Research. In 2019 at the University of Sydney in recognition of his exceptional contribution, Tony became a full professor and then Emeritus Professor in January, 2020.

Although many coaches and coaching psychologists may remember Tony for his insightful and inspirational lectures, conference papers and masterclasses, he will be remembered with great fondness by his colleagues and students for his wonderful sense of humour. Our thoughts are with his family, friends, colleagues and students.

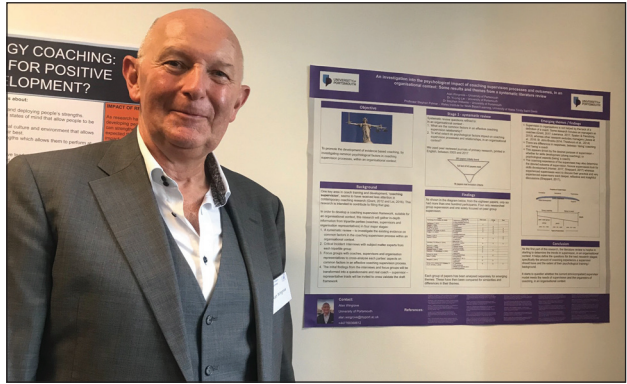
Professor Stephen Palmer



Obituary

Alan Warren Wingrove
20 January 1957 – 30 October 2020

On the 30th October, one of our ISCP members, Alan Warren Wingrove, very sadly passed away. His family were by his side. Alan had been in intensive care at Eastbourne District General Hospital for a period of 4 weeks with COVID-19.



Alan was a Chartered Manager with master's degree in education, a Postgraduate Diploma in strategic management and a Level 7 Certificate from ILM. He became an executive leadership coach in 2007 and qualified as a coaching supervisor in 2017. His company, Blue Lion Coaching provided a range of coaching, supervision and leadership services.

Alan was undertaking a PhD focusing on what value and meaning key stakeholders give to coaching supervision for internal coaches. Many of our ISCP members will have met Alan at our events. In recent years he presented research posters and papers at the annual ISCP Congress in London.

Our deepest condolences go to his wife Suzanne, family, friends and colleagues.

Professor Stephen Palmer

ISCP Approved Centres & Recognised Courses

Details are provided below of organisations currently entitled to state that they have achieved the 'International Society for Coaching Psychology Approved Centre Status', providing initial and continuing professional development/education for its Members. All courses provided by Approved Centres and their Faculties are recognised by the ISCP.

Approved Centres:

- Faculty of Coaching Psychology, Centre for Coaching
- Centre for Stress Management
- International Academy for Professional Development Ltd and affiliated centres

Websites:

- www.iafpd.com
- www.managingstress.com
- www.centreforcoaching.com
- Email:** peter.ruddell@iafpd.com
- Telephone:** UK: +44 (0) 20 8318 4448
- Address:** 156 Westcombe Hill, London SE3 7DH, UK

Details below are of organisations currently entitled to state that a course[s] are 'Recognised by the International Society for Coaching Psychology as providing CPD/CPE for its Members'.

Recognised Courses:

1. Dynamic Positive Coaching Psychology Institute and Bar Ilan University, Israel
 - *Dynamic Positive Coaching Psychology Certificate*
2. Leading Change, ICP (Institute for Coaching Psychology), Madrid
 - *Programa de Certificación en Coaching Ejecutivo y Corporativo* (Certification Program in Executive and Corporate Coaching)
 - *Programa de Certificación en Coaching Organizativo-Ejecutivo* (Certification Program in Organizational-Executive Coaching)
3. Faculty of Psychology, Complutense University of Madrid, Spain
 - *Programa Superior de Coaching Psychology y Coaching Psicológico* (Coaching Psychology and Psychological Coaching)
4. Westminster Business School, London, UK
 - *The Psychology of Coaching and Mentoring*
5. Koucing Centar, Belgrade, Serbia
 - *Certificate in Coaching Skills and Advanced Certificate in Coaching Skills*
6. Coaching Center, Synergy, Serbia
 - *Certificate in Cognitive Behavioral Coaching and Advanced Level in Cognitive Behavioral Coaching*
7. It works for you, Serbia
 - *Manager as an Emotional Coach*
8. Buckinghamshire New University, UK
 - *Positive Psychology in Coaching*
9. REBT, Affiliated Training Centre of Albert Ellis Institute, Serbia
 - *Certificate in Organisational Cognitive-behavioural coaching*
10. Università Europea di Roma and SCP Italy
 - *The Organizational Coaching Psychologist*
11. Work, Education and Research, Berlin
 - *Training in result-oriented coaching*
12. 7M consulting Private Ltd (Singapore)
 - *The Enterprise Coach Trainer Programme*

Member benefits

If you are interested in the developing field and profession of coaching psychology do explore our website (www.isfcp.info) and consider joining the International Society for Coaching Psychology. If you are a graduate psychologist, state or country licensed psychologist you will be able to work towards our international ISCP certification or accreditation as a coaching psychologist. As a professional body, the Society encourages members to undertake Continuing Professional Development or Education and receive supervision. This will be an essential part of the accreditation and certification process.

Current ISCP Membership Benefits include:

- An issue of the society's on-line publication *Coaching Psychology International* per year
- Pathway towards ISCP accreditation/certification as a coaching psychologist
- Code of Ethics and Practice
- Dependent upon current membership status, entitlement to make use of classes of ISCP membership logos
- Guidance on courses/workshops and training centres approved by the society as offering CPD/CPE to ISCP members
- MISCPs can apply for advertising/sponsorship opportunities
- ISCP members on-line discussion forums
- All members have the opportunity to be part of an international community of coaching psychologists
- There is currently no joining fee for undergraduate psychology students wishing to join ISCP as an affiliate member
- Delegates attending ISCP Approved Centres or providers of ISCP Recognised Courses/ Workshops can apply for one years free ISCP affiliate membership
- Pathway towards ISCP accreditation/certification as a coaching psychology supervisor
- Automatic subscription to the Society's e-newsletter

The International Society for Coaching Psychology (ISCP) currently has Memorandum of Understandings with professional bodies from around the world. The Honorary President of the Society is Prof Stephen Palmer PISCPAccred FAC (Hon). Honorary Vice Presidents of the ISCP include other leading experts in coaching psychology.

ISCP International Centre for Coaching Psychology Research

To support international research collaboration, in 2016 the Society launched an International Research Centre alongside an initiative to enable our members to establish regional ISCP Research Hubs. Please visit www.iscpresearch.org

Membership & International Accreditation for Coaching Psychologists

The Society was established to offer routes to international accreditation/certification as a coaching psychologist. The first stage was launched in September 2008 to provide a route for qualified psychologists. Stage two was introduced in Spring 2009 and offers a portfolio system toward accreditation/certification for graduate members. Coaches, managers and anyone interested in the field of coaching psychology can also apply to join this International Society as an Affiliate Member. In 2011 we introduced a Accreditation/ Certification system for coaching psychology Supervisors.

Course and Workshop Recognition

The ISCP offers a *Course and Workshop Recognition* system, which confers ISCP recognition for education and training in the field of coaching psychology. In 2010 we also launched our *Approved Centre* system. Training and workshop providers can find further information and download an application form at: www.isfcp.info

Membership benefits also include:

- Opportunity to work towards accreditation as a coaching psychologist
- Access our on-line community of international coaching psychologists
- Make use of appropriate ISCP logos on your website and in your business

The Society's on-line publication 'Coaching Psychology International' can also be downloaded from our website.

International Society for Coaching Psychology Registered office:
2nd Floor, 2 Walsworth Road, Hertfordshire, SG4 9SP



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Courses run in association with
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2 Stress Management and Performance Coaching Modular (6 days)

3 Coaching Psychology 3-5 & 8-9 Feb; **12-14 & 17-18 May**; (psychologists only) 28-30 & 2-3 Aug; **10-12 & 15-16 Nov**

OR
Psychological Coaching 3-5 & 8-9 Feb; **12-14 & 17-18 May**; 28-30 & 2-3 Aug; **10-12 & 15-16 Nov**

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Tel: +44 (0) 208 853 4171 Email: admin@iafpd.com
www.centreforcoaching.com

Two-day and other Courses

Performance Coaching 12-13 Jan; 9-10 Mar; 6-7 May; 17-18 Jun; 5-6 Aug; 30 Sep-1 Oct; 6-7 Dec

Stress Management 18-19 Jan; 18-19 Mar; 24-25 May; 5-6 Jul; 2-3 Sep; 26-27 Oct; 13-14 Dec

Assertion and Communication Skills Training

15-16 Feb; 14-15 Jun; 18-19 Oct

Problem Focused Counselling, Coaching and Training

12-13 Apr; 16-17 Aug; 18-19 Nov

Health and Wellbeing Coaching 26-27 Jan; 15-16 Apr; 15-16 Jul; 21-22 Oct

Coaching Supervision and Coaching Psychology Supervision 14-15 Oct

Developmental and Transitions Coaching 16-17 Feb 20-21 Jul

Positive Psychology 29-30 Mar; 4-5 Nov

Developing Psychological Resilience – a Coaching Perspective

22-23 Mar 9-10 Sep

Distance Learning Courses

Life Coaching: A cognitive behavioural approach

Stress Management

Trainers

Our experienced trainers have published books, chapters or articles on coaching. Most have presented at major coaching conferences and include the following:

- Professor Stephen Palmer
- Nick Edgerton
- Michael Neenan
- Dr Siobhain O'Riordan
- Kasia Szymanska
- Sheila Panchal

The Centre for Coaching is an ILM Recognised Provider. As a recognised provider, the Centre runs a wide range of coaching and management development programmes which are suitable for Continuing Professional Development. Membership of The Institute of Leadership and Management: our 5-day programmes can lead to Associate grade and two of our 5-day programmes to full Member grade. Centre Approved by the International Society for Coaching Psychology which recognises all of our courses. We are an organisational member of the Association for Coaching. Centre for Coaching, 156 Westcombe Hill, London SE3 7DH. Part of the International Academy for Professional Development Ltd. www.iafpd.com



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The next chapter at *Coaching at Work*

Working closely with professional bodies: we work closely with all the bodies on initiatives including

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Anne Fulton
(CEO of Fuel 50 –
voted most innovative
HR technology 2019)



Andrew Thatcher (Chair of
Industrial Psychology;
Wits University)



Busi Sizani
(Global Diversity
Chair: Uber)



Prof. Steven Rogelberg (Author;
SIOP President-Elect ; Professor
University of North Carolina)

About the ISCP

The International Society for Coaching Psychology (ISCP) was launched in April 2008 and is an international professional membership body established to further the discipline and profession of coaching psychology. With the growing interest in coaching psychology around the world, the Society hopes to encourage the development of the theory, research and practice in coaching psychology and support coaching psychologists in their work. The international aspect of the Society is reflected in our Honorary Vice Presidents who are based around the world.

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