

IGCP Third National Coaching Symposium Abstracts

Day 1

Open and Welcome

The founding of the APS Interest Group in Coaching Psychology.

Session 1

Keynote

Coaching Psychology: Coming of Age?

Dr. Alison Whybrow

What does it mean to be a 'coaching psychologist'? At the turn of this century, the phrases 'coaching psychology' and 'coaching psychologist' had rarely been conceived and infrequently used. Here, in 2008, we find a fully fledged profession of Coaching Psychology and many thousands of practitioners spread across the globe, characterised by the diversity of their contribution and the energy that they bring to this area of practice. What has enabled Coaching Psychology to progress to this point, apparently so quickly?

What do coaching psychologists do? How do psychologists and coaches become coaching psychologists? These fundamental questions require us to make explicit our framework of practice as well the standards required to practice as a coaching psychologist. In the UK, the Special Group in Coaching Psychology (SGCP) has made a start to articulating a set of standards that are linked to the UK's National Occupational Standards in Psychology. However the question of how psychologists might be accredited in this area of practice remains unclear.

What is the scientific basis for coaching psychology? The research base informing Coaching Psychology has started to shift. Rather than relying on findings from other applications of psychology, underpinning evidence to support the application of psychological theories, frameworks and concepts specifically in the practise of coaching is strengthening.

What do Coaching Psychologists offer? It is interesting to understand how coaching psychology differs, yet builds on developments in other areas of applied psychology. However, more interesting still is to understand how well coaching psychologists serve their clients and how this is differentiated from those that coach using psychological techniques.

In this presentation, I look forward to exploring a number of dimensions of coaching psychology and what that means for the emerging area of the profession.

Session 2:

Out of the dark and into the light:

Making the transition from clinical to coaching psychology

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213/08/2008

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Observers of the coaching movement have noted unprecedented growth in recent years. Along with this has come the movement of many traditionally trained health professionals (such as clinical and counselling psychologists) into coaching. Many more, no doubt, are planning to make this move in the near future.

As such, this conference provides a timely opportunity to reflect on the similarities and differences between the more traditional applications of psychology (such as those primarily interested in psychopathology) to more contemporary domains (now being seen in the coaching movement).

Having practiced as a clinical psychologist, built a successful clinical psychology practise, and most recently having spent the last 5 years developing and growing a positive psychology coaching organisation (The Happiness Institute) Dr. Sharp is well positioned to share his experiences and to facilitate a discussion about how to navigate the challenges one might face while making this transition.

The workshop will be conducted in a collaborative, interactive style and it will be focused on ensuring participants leave with a greater understanding of the differences between clinical and coaching psychology models; strategies for utilising their clinical skills within a coaching context; new coaching skills to add to their repertoire; ideas for marketing themselves and their practices to a different, coaching clientele; and a clear vision of what a coaching practice would look like.

Session 3:

Executive coaching across cultures

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Executive coaching is differentiated from other forms of coaching usually by the strategic importance of the individual being coached, in terms of both knowledge/skills and potential difficulties in replacing the executive. In 2006 a quarter of the Australian population had been born overseas and in the last twenty years there has been a major increase in migrants from Asia. This change in composition of the Australian requires a greater understanding of cultural differences. In addition for companies operating across regional areas the ability to interact with different cultures is critical to success.

Specific issues that differentiate *Executives* as a group will be outlined, and using case examples, approaches to coaching those from different cultural backgrounds will be examined. Research by Trompenaars, Gardenschwartz, Rowe and recent work by Rosinski will be used to describe differences between cultures. Specific tools to support coaches in understanding different cultural perspectives will be discussed, and the importance of recognising the challenges for multinational companies dealing with diverse cultures highlighted.

The format for the session will be a mix of lecture and small group activities.

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Session 4:

Averting the march of folly: coaching for wisdom in leadership

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More than at any other time in history poor leadership decisions have the potential for global impact on institutions, nations, and the sustainability of our species. The American Historian, Barbara Tuchman (1984) laments the “march of folly” in leadership - a litany of errors of judgment that seems destined to continue without concerted intervention. The opposite of folly is wisdom. Wisdom is a meta-heuristic (pragmatic) framework for exercising judgment about important, difficult and uncertain questions associated with the meaning and conduct of life (Baltes & Staudinger, 2000). Wise decisions are a property of the person (Ardelt, 2004), available knowledge (Glück, & Baltes, 2006), and the situational context (Sternberg, 2004). The psychology of wisdom suggests way in which “wisdom-related performance” might be enhanced. Two models are presented which coaches can use to bring forth greater wisdom in their clients and prevent folly in leadership.

Session 5:

Is Coaching Psychology flourishing? What’s the evidence?

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Contemporary coaching psychology emerged in Australia as an academic and practice sub-discipline of mainstream psychology in the late 1990’s. The notion of an applied psychology that was directed at enhancing the well being, personal development and goal attainment of the general (non-clinical) population caught the attention and enthusiasm of many psychologists globally. Many of these psychologists felt that psychology (as an academic discipline) had not sufficiently engaged with the public’s demand for such services, leaving the way open for other possibly less qualified individuals to engage with this market. The research and practice of coaching psychology has developed significantly over the past eight to ten years, and there have been considerable efforts worldwide to develop a solid research base and an evidence-based approach to the practice of coaching psychology. This paper gives an overview of the developmental trends in coaching psychology, highlighting the role of research-informed practice, and asks the question “is coaching psychology flourishing?” An overview of recent global and Australian coaching research is presented. In addition to the coaching-related research being generated by a number of different universities, the Australian Research Council (a government research funding body) has recently awarded at least three large government grants for research into coaching. Arguably, some of this Australian research is genuinely cutting edge and world leading. Implications for coaching practice flowing from this research are discussed. It is argued that coaching in Australia has become mainstream and shows important signs of being an significant contributor to the global coaching movement.

Session 6:

Coaching High Potentials: Identifying and Developing them.

DAVID, A.

In this interactive workshop, YSC will take you through their model of potential, how to assess against it and then talk through some ideas of how to develop high potential individuals using their model of creating meaning in the workplace. They will talk through 2 case studies, one involving the assessment of potential and one looking at ways to stretch high potential people. Both of these will consider the development of authentic leadership

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as well as Meaning in the 21st Century. A range of the tools and techniques used will be discussed with participants and time will be allocated to encourage practice and debate during the session.

Session 7:

Working out the approach: Non-clinical assessment of executives for coaching

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Only limited discussion exists in the literature about applied methods for assessment of executives for coaching. Those discussions concern the coach/executive fit, the executive's suitability for coaching, identification of clinical issues and the methods to determine desirable goals for the work. Given that executive coaching is touted as a flexible and tailored approach to executive development, there exists a need for a thoughtful, structured and evidence-based approach to determining which of the myriad options for intervention and focus will be the most appropriate for each executive. The proposed assessment method draws on factors related to the working alliance, solution-focused and problem-solving approaches to counselling, motivational interviewing, the transtheoretical model of behaviour change, theory of human adaptation to transitions and client assessment for therapy. The resulting tool assesses executives' commitment and readiness for the work and openness to a coaching approach, along with their understandings of the coaching tasks. Such analysis allows coaches to better understand the areas that might most usefully be the focus of the coaching, and determine the most effective intervention approaches. Participants will leave the workshop with a practical method for the non-clinical assessment of executives for immediate application in their professional practices.

Session 8:

Integral approach to coaching – using the AQAL model (Ken Wilber)

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The aim of this workshop is to provide a brief introduction to integral theory and to introduce the AQAL* (All Quadrants, Levels and Lines) model or framework as an aid to coaching.

Integral theory is based on more than thirty years of research by hundreds of researchers across many disciplines and incorporates wisdom from east and west. The AQAL model assists the coach and client to take into account the whole system and systematically provides a map of systems, culture, psychology and behaviour. It allows the organisation of large amounts of knowledge into a useful frame.

The life and work context of the coaching engagement is understood to be highly relevant and includes the organisational environment and culture, the personal psychology and family history of the individual and the social and political environment.

The AQAL model provides a systematic way to identify and analyse the four fundamental perspectives on reality which are the actual perspectives from which we view the world around us: Intrapersonal (experiences), Behavioural, Interpersonal (cultural/worldview) and Social Systems (rules, institutions and environment).

*Wilber, K. "Sex, Ecology and Spirituality", 1995

Session 9:

Putting the horse before the cart: Executive coaching as an integral and integrating component of an organisational leadership development and change initiative.

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This session will present a case study of a leadership development initiative. The initiative incorporated the planning, leadership training workshops and initial development phase for some 22 Partners in one large office of a major professional services firm. The context of the intervention is as follows. With the rapid growth of the business, the executive recognised a great need to ensure effective leadership to both manage and provide future direction of the growing organisation.

From a methodological perspective, a number of components were identified that were considered important to maximise the likelihood of a successful intervention. This included strong executive support and commitment of the business, the identification of a contextually appropriate and empirically- based leadership framework (which incorporated a 360- based leadership evaluation measure), individualised learning action plans and goals, as well as an appropriate “downstream” learning mechanism to ensure effective embedding and implementation of the leadership learnings and goals. Coaching was considered to be an integral component of this part of the process. It was reasoned that coaching would provide not only enhance participants’ capacity to “make better meaning” of the learnings, but also, via a solution- based approach, enhance the likelihood of achievement of participant plans. The effectiveness of the learning process is to be tracked by means of an evaluation process, broadly based on the Kirkpatrick learning evaluation model.

In this case study, the authors will report on methodological considerations in the design of the process, the impact of the leadership workshop as well as the initial stages of the learning process in terms of its perceived effectiveness from both a personal and organisational perspective. Thereafter, limitations of the approach adopted are discussed and implications, both theoretical and practical are presented.

Session 10:

Mental imagery applied to coaching

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Mental imagery is a commonly applied technique in the practice of sport and performance psychology. It is relatively underutilized, however, in coaching psychology settings. This presentation seeks to bridge this gap by demonstrating mental imagery applications across a variety of human endeavours and goals providing case examples. Mental imagery also features as a central mechanism in the efficacy for key Positive Psychology tenets, e.g., gratitude, savouring, hope, quality reflection, etc., further highlighting the need for increased uptake of imagery practice for enhanced wellbeing outcomes.

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Session 11

Presentation of the outcomes of the global convention on Coaching

Michael Cavanagh

IGCP AGM Facilitated by National Convenor Peter Zarris

Session 12

Executive Coaching: The art of blending the psychological with the practical.

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Coaching as an approach to executive development offers the executive a unique opportunity to gain increased insight to the person behind the role and how this is played out in the organisational context. The skilled coach will bring to their client a unique blend of business know-how, political savvy and knowledge of how people can behave in complex organisational systems, along with a deep understanding of what shapes both the interpersonal and intrapersonal aspects of the individual. This presentation shows how coaching can have a powerful effect on the executive's effectiveness in their role, and experience deep personal change that impacts more broadly on their general well-being. A range of psychological approaches to the facilitation of the executive's development is discussed using a small sample of case studies, demonstrating also how the coach can artfully manage the dual agendas of both the individual and the organisation.

Session 13:

The who, what and why of marketing yourself as a coach

MCEWAN, A & PEARS, J. (Lee Hecht Harrison)

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Psychologists are not generally renowned for their expertise in marketing themselves and their practices to potential clients and customers. With psychology's traditional emphasis on helping and the general lack of training in the areas of marketing and general business development, it is no wonder that many coaching psychologists become uncomfortable when the concept of marketing themselves is mentioned. However, it could be argued that an understanding of effective marketing techniques is essential in an industry where successful practices are built on referrals, word of mouth and having a strong profile and market presence. Particularly when we consider that coaching psychologists are often competing with coaches from business backgrounds who are well versed and experienced marketing techniques and strategy. During this highly interactive workshop, Aaron McEwan and Judi Pears will draw on their respective experiences as a marketing manager and owner of a private practice to guide participants through the formation of a simple marketing plan designed to answer the "who, what and why of marketing yourself as a coach". By the end of this workshop, participants will be able to clearly define who their target market is, what value and benefits they provide to their clients, what makes them unique in the marketplace and be able to articulate this in an authentic and effective "elevator speech". The workshop will be delivered utilising a state of the art career coaching methodology and will be of particular benefit to practitioners in private practice and consulting and anyone who would like to build their professional profile and grow their client base.

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Session 14

Advanced leader as coach accredited program.

MANSELL, V., & BICKERSTAFF, A. (Stephenson Mansell Group)

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Virginia Mansell and Amanda Bickerstaff of the Stephenson Mansell Group (SMG), one of Australia's foremost Executive Coaching and Leadership Development firms, present the *Advanced Leader As Coach Accredited Program*. Set within a business context, this program demonstrates the contextual coaching model, which can be utilised in a practical structured coaching program. This coaching model may also draw upon underlying frameworks to form the agenda to address the coachee's development priorities at that point in time.

The approach addresses the following phases:

Understanding the context; Understanding what occurs when the coachee is under pressure; Understanding and penetrating the psychodynamics and systemic patterns of behaviour to enhance the practice of leadership; Learning to recognize stress reactions and triggers; Understanding meaning and purpose; Working with transference.

Many executives, managers and staff find it challenging in these times of ambiguity, with human-resource lean enterprises and sudden bouts of change, to apply and live within 360° collaborative frameworks. Progressive organisations now know they have to do something significant to maximise the return on investment in people. Just like the professional golfer or basketball team, this can be achieved by stepping up the internal coaching, and at the same time, putting leadership well and truly into action.

Session 15

Keynote: Coaching psychology in executive education.

Rosemary Howard

Session 16

Developing the coaching alliance: Illuminating the centrality of the coaching relationship and the coach/client dynamic to achieving effective client outcomes.

KEMP, T. (The Teleran Group)

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This workshop will explore a human factors framework as a structured foundation for coach self management within the coaching relationship. To enable sufficient exploration and practice time, the workshop is proposed be conducted over a 90 minute session.

Participants will systematically explore their own unique perceptual and cognitive-behavioural perspective of the coaching task and process this understanding through a series of facilitated experiential activities.

A series of reflective tools will be provided for participants to utilise in both their coaching practice and within their professional supervision.

Participants will develop a personal developmental action plan for their coaching practice and a specific supervision plan for key developmental areas within their own unique self management framework.

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The workshop will include the presentation of informing and emergent evidence-based literature highlighting the importance of the coaching alliance in coaching practice and will explore self management theory broadly. Further, it will provide participants with the opportunity to apply this directly within an experiential laboratory environment.

Session 17

An integrated approach to coaching supervision within a guild of executive coaches.

ZELCER, J. & Whyte, A.

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Colleague participants:

Mr Mark Grant

Mr Ian MacDonald

This workshop is based on a successful and highly effective model of supervision that has been used for some time within a national group of executive coaches. It incorporates peer review, traditional supervision and group work as components of the approach. It also provides a forum for learning and professional development for the participating coaches

Session 18:

The practice of coaching for executive leadership development: A micro-level analysis and examination, using case study audio replay techniques and peer review, of enacted professional knowledge and skills.

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This experiential workshop demonstrates and reviews the enactment of parts of a conceptual framework entitled 'Coaching for Leadership Development: The Zone of Professional Practice' which was presented as one of two Posters at the recent ANZAM Conference in Sydney (December 2007).

Workshop objectives include –

The utilisation of practitioner knowledge and skills in the development of *coaching psychology* as a domain within psychology, and especially for leadership development at the senior executive level

Engagement with micro-level review and evaluation methods enabled by audio-replay techniques to critically examine the nature of coaching for individual leadership development within complex organisational contexts.

Consideration of how innovation in knowledge and skills for coaching psychology occurs through professional practice as distinct from more traditional academic research about professional practice and development

Opportunities to consider relevant knowledge and skills transfer for the professional practice of psychologists and others.

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Session 19

Lessons from the frontline: Performance psychology at the Olympic Games.

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Performance psychology in elite sport competitions such as the Olympic Games requires an elusive combination of art and science. Theoretically, it is a world where evidence-based interventions are applied systematically to benefit the performance and psychological well-being of athletes. In reality, there may be so little time for analysis and planning that a more innovative and intuitive approach is demanded. Elite performance environments are time-pressured, outcome-driven, and can be surprisingly chaotic. A common challenge for a practitioner, therefore, is to ameliorate the effects of performance-threatening issues by addressing a wide range of daily stressors, some of them unique to the Olympic Games, rather than the more relaxed, considered approach advocated in textbooks. This presentation for applied practitioners blends underlying theory and empirical evidence with a liberal sprinkling of personal anecdotes to offer insights into the nature of the elite sport environment, the demands upon athletes (and their performance psychologists), and interventions that have proven effective for me over the past 25 years. Such interventions, which are underpinned by a solution-focused, cognitive-behavioural approach, include mood profiling and mood management strategies, music interventions, self-presentation strategies (sometimes referred to as *iconics*), and performance routines combining attentional, behavioural and psycho-physiological strategies.

Session 20

IGCP: Setting the Agenda for the next 12 months

Peter Zarris
