

4th International Congress on Coaching Psychology Nov 13-15th 2014 - Congress Program

(note that 2 final workshops and 2 final panels are expected to be on the program within a week from 11/4/14)

Thursday 13 November 2014

		Optional Pre-Congress half-day workshops
		09:00 - 12:30
		Morning workshops
3.5hrs	Core Competency	Session 1: <u>Dr Lindsay Oades: “Our organisation can’t waste money on coaching”: Ways to respond with reference.</u>
3.5hrs	CC	Session 2: <u>Dr Sven Hansen: Resilience Assessment, Diagnosis and Intervention.</u>
3.5hrs	CC	Session 3: <u>Rachel Collis: Coaching the Alpha Executive.</u>
		13:30 - 17:00
		Afternoon workshops
3.5hrs	CC	Session 4: <u>Prof David Lane: Internal Coaching - how to add real value to your organisation.</u>
3.5hrs	CC	Session 5: <u>Dr Sven Hansen: Body, Emotion, Mind and the Coach.</u>
3.5hrs	CC	Session 6: <u>Prof Reinhard Stelter: The Coach as a Fellow-human Companion - Coaching expertise between hypercomplexity challenges and a trustful relationship.</u>

Friday 14 November 2014

08:50		Welcome
		Opening remarks by Congress co-Chair Nic Eddy , National Convener, APS Coaching Psychology Interest Group.
09:00		Opening Keynote
0.75	CC	Prof David Lane Masters and Doctorate programme, Professional Development Foundation and Middlesex University. <u>Understanding client needs in a world of uncertainty.</u>
09:45		Keynote 2
0.75hrs	CC	Prof Sharon Parker Winthrop Professor, Business School, University of Western

		Australia; Honorary Professor, University of Sheffield. <u>Helping people to 'make things happen': A framework for proactivity at work.</u>
	10:30	Morning tea
	10:50	Workshops - Friday Morning
2hrs	CC	Workshop 1 Frances Feenstra and Prof Helen De Cieri: <u>Coaching for Gender Equity: Evidence, Ideas and Strategies.</u>
2hrs	CC	Workshop 2 Vicki V. Vandaveer: <u>Excellence in Professional Practice of Coaching Psychology: Competency Models, Reductionism and Emergence</u>
2hrs	CC	Workshop 3 Prof Reinhard Stelter: <u>Third generation coaching – reconstructing dialogues through collaborative practice and a focus on values.</u>
	12:50	Lunch
	13:45	Keynote 3
0.75hrs	CC	Dr Sven Hansen Founder, the Resilience Institute. <u>7 Keys to Professional Resilience</u>
	14:30	Keynote 4
0.75hrs	CC	Prof Michael Platow Professor of Psychology, the Australian National University. <u>There is no leadership if no one follows: Why leadership is necessarily a group process.</u>
	15:15	Afternoon tea
	15:35	Workshops - Friday Afternoon
2hrs	CC	Workshop 1 Rachel Collis: <u>Coaching for meaning and purpose.</u>
2hrs	CC	Workshop 2 Prof Stephen Palmer: <u>A rational cognitive behavioural coaching approach to tackling procrastination</u>
2hrs	CC	Workshop 3 Prof Sandy Gordon: <u>Strength based approach to skills and performance coaching.</u>
	17:35	Sessions End
	18:00	Cocktail reception

Saturday 15 November 2014

	08:50	Panel
1.8hrs	RD	Emergent trends in coaching programs – a purchaser’s perspective. Exploring their evolving contribution to leadership development and what is changing in the purchaser’s expectations of coaches. [Panel members from different industry sectors and facilitator to be announced shortly.]
	10:40	Morning Tea
	11:00	Workshops - Saturday morning
2hrs	CC	Workshop 1 Prof Sarah Corrie: <u>Tackling the prison of perfectionism: How to help coaching clients modify excessively high standards.</u>
2hrs	CC	Workshop 2 Michael Collins: <u>Understanding neurocognitive leadership.</u>
2hrs	CC	Workshop 3 Dr Tony Grant: <u>Psychological foundations for evidence-based coaching practice: What research says about coaching and how can this make you a better coach.</u>
	13:00	Lunch
	13:45	Workshops - Saturday Afternoon
2hrs	CC	Workshop 1 Dr Steven Segal: <u>Hermeneutic circle of coaching.</u>
2hrs	CC	Workshop 2 Dr Gordon Spence: <u>Coaching for employee engagement: The role of basic psychological need, support and satisfaction.</u>
2hrs	CC	Workshop 3 Randal Tame: <u>The Social Identity Approach to Leadership</u>
2hrs	CC	Workshop 4 Dr Suzy Green and Prof Stephen Palmer: <u>Positive Psychology Coaching: Enhancing Resilience, Achievement & Well-Being.</u>
	15:45	Afternoon Tea
	16:00	Closing Keynote
0.8hrs	CC	Dr Michael Cavanagh Deputy Director, Coaching Psychology Unit, School of Psychology, University of Sydney. <u>Coaching the future and the future of coaching: Courage to go where angels fear to tread (and growing the wings we need to get there)</u>
	16:50	Closing Comments.
	17:00	Close.

PreCongress Workshops (Thurs 13th Nov)

Morning workshops:

Session 1:

Dr Lindsay Oades - Assoc Professor, Masters of Business Coaching, Sydney Business School, University of Wollongong.

- [View bio](#)

"Our organisation can't waste money on coaching": Ways to respond with reference to research and evaluation.

Many practising coaches have developed innovative approaches to their work and many more would benefit if they were to communicate their work to the broader coaching community/profession. However, in a profession based on evidence based practice, authors need to present more than just a description of their approach for it to gain wide credence and adoption - it needs to have been validated using accepted scientific techniques. Evaluation of the efficacy, return on investment (ROI) and business impact of coaching will become standard practice and a necessary skill for human resource practitioners.

This collaborative workshop will assist practising coaches and human resource practitioners develop skills to propose, justify and evaluate spending on coaching and coaching related programs. This will enable participants to better respond to claims and questions such as:

- *Coaching is a fad.*
- *What is the evidence for coaching?*
- *How will you know the coaching has been effective?*
- *Why is coaching a good investment?*

Session 2:

Dr Sven Hansen - Founder of the Resilience Institute.

- [View bio](#)

Resilience Assessment, Diagnosis and Intervention.

Resilience, defined as bounce, courage, creativity and connection, embraces physical vitality, stress mastery, emotional intelligence and cognitive training, building practical skills to enhance life and leadership.

Based on case studies from 10,000 assessments, the workshop will give participants insight into how coaching can change the resilience profile at physical, emotional and cognitive levels to help people achieve at work.

Participants will be given the opportunity to assess and rate their own resilience within an evidence-based, integral and practical framework. The workshop is designed to provide a deep personal experience to demonstrate how the principles learnt in the workshop can be directly applied to any level of coaching.

The Resilience Assessment will be completed online prior to the workshop. Participants will be guided through how to read a Resilience Diagnostic Report and how to take action to build resilience.

This workshop is tailored to professional audiences seeking practical and evidence-based solutions to transform life and work through learning how to assess, rate and build Resilience. The workshop will cover:

- *Assessing and developing resilience.*
- *Understanding how the multiple facets of resilience come together.*
- *Applying a diagnostic and development framework for coaching.*
- *Balancing assets and liabilities as imperfect people in an imperfect world.*
- *Practical tips and a process to improve a Resilience Ratio.*

The Resilience Diagnostic is used by hundreds of organisations and thousands of individuals worldwide. Completed on a secure server in 10 minutes, a personal report is immediately available to the user. The Resilience Diagnostic:

- Is a secure and holistic assessment of resilience.
- Provides specific insights into patterns of resilience strength and fragility.
- Provides a diagnostic and development framework for resilience in life, work and leadership.

Session 3:

Rachel Collis – Former consultant psychiatrist, now MBA lecturer and executive coach in private practice.

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Coaching the Alpha Executive.

Alpha executives can be described as confident, competitive and impatient. Their aggressive approach often gets results in the short term, but can lead to poor relationships with colleagues and even accusations of bullying from subordinates.

They are rarely comfortable admitting their shortcomings as leaders and tend to dismiss others opinions and feelings. They can waste a lot of energy trying to prove that they are in charge and can approach coaching encounters as if it is a competition.

Yet alpha executives make up 70% of senior executives (Ludeman and Erlandson, 2004). So how can the coach have a positive impact in these challenging coaching assignments?

In this practical, skills-based session, Rachel will draw on contextual behavioural science to explore how to:

- Build a coaching alliance with an alpha executive.
- Respond effectively to dominance behaviours and defensiveness.
- Uncover and respond to internal blocks to change.
- Build self-awareness in alpha executives.
- Create commitment to behaviour change when the current behaviours are achieving the results that the coachee values (e.g. delivering projects on time and within budget).
- Manage your own response to unhelpful alpha behaviours.

Note: this workshop will be a more comprehensive version of the popular shorter workshop of the same title presented by Rachel in Melbourne in March this year.

Afternoon workshops:

Session 4:

Prof David Lane - Masters and Doctorate programme, Professional Development Foundation and Middlesex University.

- [View bio](#)
Internal Coaching - how to add real value to your organisation.

Internal coaching is a rapidly growing form of coaching yet it suffers from credibility and trust issues which limit effectiveness. This workshop will show you how to overcome those issues and what needs to be in place to create internal coaching that adds real value to your organisation.

Initially, this was seen as a cheap alternative to employing external coaches (except of course for senior managers!). However, that time has gone and increasingly it is seen as a way to build internal expertise, control costs, and deliver coaching to more people.

However, problems with its adoption remain. These include issues of:

- **Credibility**
- **Trust and confidentiality**
- **Conflicts of interest - ethics**
- **Fuzzy boundaries around power and diversity**
- **Corporate blind spots**
- **High demand over capacity to supply.**

However – these issues are increasingly being addressed. In this workshop, we will briefly consider the evidence base for internal coaching and draw upon case studies from research to indicate the impacts from coaching across a wide range of corporates.

We will look at what you have to do to set up an effective programme, manage, evaluate and supervise it and address the problems around trust and credibility.

This is a practical workshop, which will give you the questions you need to ask in order to achieve results.

Session 5:

Dr Sven Hansen - Founder of the Resilience Institute.

- [View bio](#)
Body, Emotion, Mind and the Coach

Insight, empathy, positivity and attention are trainable competencies in dynamic, testing and overloaded workplaces. 360° assessment shows how developing these skills transform executive and leadership ability. Just as athletes train the body and mind, executives must learn to train their minds.

With concrete studies showing how faculties of the mind can be trained to perform better in dynamic environments, the challenge for coaches and organisations is to build such a program.

Our understanding of neurobiology has reached a point where it is possible to define and measure what can be changed in the brain, mind and consciousness. Participants will learn how to make this credible, relevant and practical for an executive coaching client. **The workshop will include:**

- Building a coaching plan from the cognitive aspects of a resilience assessment.
- **Defining and clarifying the trainable elements of brain, mind and consciousness.**
- **Understanding and coaching the physical and emotional foundations of mind.**
- **Learning how to introduce mind training to an executive or organization.**

Starting with the Resilience Diagnostic and an overview of some of the assessments available, participants will learn how to frame up six well defined and published aspects of brain training, how to introduce feedback, and define how each skill applies in leadership and professional service. They will work through how to help an executive see their natural aptitudes and define where they need to develop cognitive skills. Finally, participants will learn how to coach executive clients in the development of each skill, defining the key practices, time required, supporting tools and resources.

Note: This is a standalone workshop. Attending Sven's morning workshop on the Resilience Diagnostic, although useful, is not a pre-requisite for this session.

Session 6:

Prof Reinhard Stelter - Professor, Sport and Coaching Psychology, University of Copenhagen, and Visiting Professor, Copenhagen Business School (Master of Public Governance).

- [View bio](#)
The Coach as a Fellow-human Companion - Coaching expertise between hypercomplexity challenges and a trustful relationship.

The coach-coachee relationship is the essential factor for change and development in coaching. However, in times of hypercomplexity, the relational issue gets a new twist. As coach, it is no longer enough to *facilitate* through questions but requires becoming *more involved in a dialogue* where both sides are willing to change.

In the workshop, the concrete ingredients necessary to establish a trustful and collaborative relationship will be explored including experiential, existential, relational and narrative aspects.

Participants will get the opportunity to deepen their understanding of the key factors that strengthen and intensify the coach-coachee relationship: a relationship that from time to time will have a symmetrical character. Furthermore, participants will explore how to implement these factors in their own practice.

The workshop leader has a strong interest to create a lively interaction between participants and between participants and himself. The objective is to create a learning environment for reflective practitioners.

Keynote Sessions (Fri 14th and Sat 15th Nov)

Prof David Lane

Masters and Doctorate programme, Professional Development Foundation and Middlesex University.

- [View bio](#)
Understanding client needs in a world of uncertainty.

In recent decades professions have increasingly looked to competencies as a way to define and develop standards for practice. Critics of this approach argue that this undermines practitioners' ability to develop a meaningful knowledge base for practice. How can we build from competencies as a foundational basis for our work when dealing with a world of uncertainty?

This paper will use defining client needs as an example of how to address issues of competence and performance in complex situations.

Prof Sharon Parker

Winthrop Professor, Business School, University of Western Australia;
Honorary Professor, University of Sheffield.

- [View bio](#)
Helping people to 'make things happen': A framework for proactivity at work.

Why is it that some people do not 'step up' and make things happen, either in their careers or in their jobs? Why is it that some people are proactive outside of work but not in work? This presentation will outline an evidence-based model of proactivity in the work place including identifying three broad types of proactivity (proactive work behavior, proactive strategic behavior, and proactive person-environment fit behavior). A 'can do', 'reason to', 'energised to' model of proactive motivation will be explored to identify the most important personality and contextual determinants of proactivity. Some suggestions of ways these models might be used in a coaching relationship will be discussed.

Prof Michael Platow

Professor of Psychology, the Australian National University.

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There is no leadership if no one follows: Why leadership is necessarily a group process.

This presentation will review a tradition of research in social psychology which the self-concept is understood to be inherently social. In this tradition, the personal self has no special status in defining who we are above and beyond the social self. This simple, but fundamental, assumption about the self allows researchers and practitioners to re-evaluate how they approach analyses of group membership, trust, influence, and leadership. The implications for practitioners of going beyond personal identity and individual differences will be explored.

Dr Sven Hansen

Founder, the Resilience Institute.

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7 Keys to Professional Resilience.

Resilience, defined as bounce, courage, creativity and connection, is a foundation for human productivity, leadership and organizational success. Building on the increasing evidence for the ROI of investing in wellbeing, stress mastery and emotional intelligence leads to the next step, how can we train the brain to be more effective in a modern workplace? With resilience featuring in leading business literature, organisations are challenged to develop evidence-based, practical skills to integrate biology into work and leadership.

Sport and combat excellence have institutionalised resilience into recruitment, training and leadership. Organisations such as Google and Rolls Royce are applying resilience into business and leadership.

Current thought leadership and practice on how to embed resilience into professional practice as coach or human capital specialist will be discussed.

Topics covered include:

1. Understand resilience: bounce, courage, creativity and connection.
2. Get brilliant at bounce back – post traumatic growth.
3. Master rejuvenation – the vagal break and calm performance.
4. Sleep very well – mastering a good night's sleep and beating fatigue.
5. Nail down your non-negotiables – how rituals cultivate success.
6. Master emotion – how EQ transforms performance.
7. Train your mind – build focused attention.

Dr Michael Cavanagh

Deputy Director, Coaching Psychology Unit, School of Psychology, University of Sydney.

- [View bio](#)

Coaching the future and the future of coaching: Courage to go where angels fear to tread (and growing the wings we need to get there).

The world of business is changing and so the world of coaching is changing. This keynote explores the current trends in coaching in Australia and internationally, and the implications these have for coaching practice, training and development, and for coaching research. How do we lead the field in times that are both uncertain and high stakes?

This keynote will help purchasers of coaching think about how to match coaching offerings to organisational needs, and understand the benefits organisations can (and cannot) expect from different types of coaching offerings. The keynote hopes to stimulate coaches' thinking as they assess the trajectory of their practice in the market and identify their developmental agenda.

Finally, the keynote hopes to provoke some different thinking in those involved in coach training, development and research.

Congress Workshops (Friday and Sat 14th & 15th November)

Michael Collins

Director, Hipotential, Sydney.

- [View bio](#)

Understanding neurocognitive leadership.

Organisational cognitive neuroscience (OCN) promises to fundamentally change the way we select and develop leaders. However, this rapidly evolving field of research is fragmented and complex, and has yet to fully inform organisational practice. This interactive workshop examines the neurocognitive basis of leadership and how this applies to organisational coaching. This session will cover:

- Evidence for a neurocognitive model of leadership
- How psychological resource depletion predicts destructive leadership
- Techniques for assessing and coaching affected leaders

Rachel Collis

Former consultant psychiatrist, now MBA lecturer and executive coach in private practice.

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Coaching for Meaning and Purpose.

Employees who see their work as meaningful tend to be more engaged (Rich, Lepine & Crawford, 2010) and people who have a sense of meaning in their life have greater wellbeing and better psychological adjustment (Steger, Kashdan, Sullivan, & Lorentz, 2008).

However, changes in the workplace, such as increasing mobility and decreasing job security, mean that many of the traditional approaches to connecting employees to a sense of meaning in work may be problematic (Harter, Schmidt, & Hayes, 2002). It may be that employees need to develop their own sense of meaning in their work.

How can coaches help their clients to connect with this individual sense of meaning and purpose?

This experiential workshop will draw on a range of research and theory to suggest practical strategies and will include exercises where participants will practise advanced coaching skills and explore their own sense of meaning and purpose in their work, and include exploring how to apply Acceptance and Commitment Therapy (ACT) and Relational Frame Theory (RFT, the theory underpinning ACT) to coaching for meaning and purpose. In this workshop, Rachel will explore:

- the skills, from a behavioural science perspective, that are involved in choosing and then acting on meaning and purpose, and
- the approaches that are likely to help coaching clients to connect with meaning and purpose at work.

References

- Steger, Michael F., Kashdan, Todd B., Sullivan, Brandon A., & Lorentz, Danielle. (2008). Understanding the search for meaning in life: personality, cognitive style, and the dynamic between seeking and experiencing meaning. *Journal of personality, 76*(2), 199-228. doi: 10.1111/j.1467-6494.2007.00484.x
- Rich, B. L., & Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal, 53*, 617-635.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*, 268-279. doi:10.1037//0021-9010.87.2.268

Prof Sarah Corrie

Professional Development Foundation, Middlesex University and Chair, British Psychological Society's Special Group in Coaching Psychology (SGCP).

- [View bio](#)

Tackling the prison of perfectionism: How to help coaching clients modify excessively high standards.

Perfectionism is a common presentation in coaching practice, appearing as both a distinct area of concern, and as a feature that interferes with the accomplishment of the coachee's goals. As a result, coaches need to understand what perfectionism is, how perfectionistic tendencies can exert a negative influence and be equipped with methods that can transform unhelpful forms of perfectionism into a healthier striving for excellence.

This workshop draws upon a cognitive behavioural approach to understanding and working with perfectionism, and provides practical approaches that can easily be built into the coaching contract. This workshop will be ideal for those who are relatively new to working with perfectionism, as well as those who would like to consider new ways for tackling what can sometimes be a complex presentation.

Frances Feenstra

Organisational psychologist.

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and

Prof Helen De Cieri

Professor, Department of Management, Monash University..

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Coaching for Gender Equity: Evidence, Ideas and Strategies.

In the past decade there has been almost no progress in the participation of women in senior corporate roles. Less than 10% of senior executives are women, the majority of ASX500 companies have no women board members, women CEOs are rare and the gender pay gap is increasing.

While this is clearly an issue of equity, the lack of gender balanced leadership is also an active barrier to Australia's economic performance and our collective bottom line.^{1,2}

The 2 big questions are:

Why aren't there more women in senior leadership roles?

and

Could [or does??] executive coaching make a difference for gender equity at the top?

This workshop will bring together research evidence and practical experience focused on helping women attain senior leadership roles. The workshop will address two key benefits from executive coaching, namely:

1. What is the benefit of coaching for women in attaining senior leadership roles?
2. What is the benefit of coaching for men who work with, and lead, the women who want to attain senior leadership roles?

The workshop aims to:

- Raise awareness of the benefits, and potential pitfalls, of coaching for gender equity
- Identify warning signs and roadblocks of inequity
- Discuss case studies of the benefits of coaching for gender equity
- Discuss ways to design and implement coaching to build gender equity in senior leadership roles
- Demonstrate practical strategies that could be applied by coaches, individuals, managers and their employing organisations.
- Provide tools to evaluate coaching: Does your coaching build or block gender equity?

¹ The Bottom Line: Connecting Corporate Performance and Gender Diversity. Catalyst, 2004.

² Australia's Hidden Resource: The economic case for increasing female participation. Goldman Sachs, 2009.

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Prof Sandy Gordon

Professor, Sport & Exercise Psychology, School of Sport Science, Exercise and Health, University of Western Australia.

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A strengths-based approach to skills and performance coaching.

This workshop will use exercises and activities designed to enhance both individual performance and well-being. Participants will use conversation frameworks and discussion processes, informed by both appreciative inquiry coaching and the Realise2 4M model, to identify and exploit personal strengths and to improve capacity at team/group as well as individual levels.

There will also be a focus on enhancing personal engagement using exercises that focus on autonomy, mastery, purpose, and resilience.

Dr Tony Grant

Director, Coaching Psychology Unit, School of Psychology, University of Sydney.

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Psychological foundations for evidence-based coaching practice: What research says about coaching and how can this make you a better coach.

Coaching has rapidly become an accepted methodology for creating purposeful positive change in a wide range of individual and organizational settings worldwide. Despite its popularity and anecdotal reports of its effectiveness, compared to other branches of applied psychology, there has been little empirical research exploring the psychological mechanisms by which coaching works.

This session presents key points from 18 years of research from the Coaching Psychology Unit at The University of Sydney. This research addresses fundamental questions regarding the effectiveness of coaching, including the results of randomized controlled trials in personal, organizational and educational settings; comparative studies of the effectiveness of peer vs trained coaches; the impact of coaching on psychological constructs such as anxiety, stress and depression, well-being, insight and resilience; the relative effectiveness of problem-focused and solution-focused approaches to coaching; and the nature of effective coach-coachee relationships.

All of these findings have important implications for those wishing to engage in psychologically-grounded, evidence-based coaching practice and can help you become a more effective coach.

Dr Suzy Green Clinical and Coaching Psychologist (MAPS) and the Founder of The Positivity Institute. and Prof Stephen Palmer

Director, Coaching Psychology Unit, City University, and Director, Centre for Coaching, International Academy for Professional Development Ltd., London, and President, International Society for Coaching Psychology (ISCP).

Positive Psychology Coaching: Enhancing Resilience, Achievement & Well-Being.

Positive Psychology is now 15 years old with many theories, models and interventions that are utilised primarily for the enhancement of individual, group, organisational and community well-being. During this time there has been

increasing calls for the integration of positive psychology with coaching psychology at both the individual level (Kauffman & Scouler, 2004) and at the organisational level (Green, 2014). Evidence-based coaching whilst being previously defined as "an applied positive psychology" (IGCP) can also be described as a "facilitator of felicitation" meaning it can act as an enabler of positive psychology research into practice to promote higher levels of well-being. In this workshop, Suzy and Stephen will present a new model of flourishing (RAW) which combines the science of Positive Psychology and Coaching Psychology which can be utilised to enhance individual resilience, achievement and well-being. The model can be applied across different life stages and transitions. The workshop will have a focus on experiential coaching practice and assume a base knowledge of key Positive and Coaching Psychology theories and research.

Prof Stephen Palmer

Director, Coaching Psychology Unit, City University, and Director, Centre for Coaching, International Academy for Professional Development Ltd., London, and President, International Society for Coaching Psychology (ISCP).

- [View bio](#)

'Dreamer, you know you are a dreamer'* A rational cognitive behavioural coaching approach to tackling procrastination

The objectives of this workshop are to:

- Become knowledgeable about procrastination and understand the fundamental procrastination paradox
- Using the procrastination chart to briefly educate, assess and highlight the key cognitions and emotions that largely cause procrastinating behaviours
- Recognise six key procrastination styles in yourself and your coachees
- Understand the cognitive link between procrastination, perfectionism, ego disturbance and discomfort disturbance beliefs
- Become knowledgeable about the rational and cognitive behavioural coaching approach and its application to tackling procrastination today and not tomorrow
- Recognise key Task Interfering Cognitions (TICs) and developing Task Oriented Cognitions (TOCs)
- Using TIC-TOC 2 and 5 column coaching worksheets forms based on the ABCDEF rational and cognitive behavioural model to enhance motivation and overcome procrastination
- Become knowledgeable about Cognitive Based Task Focused Imagery to overcome procrastination
- Become knowledgeable about Staying Focused Plans

**Acknowledgement and thanks to Roger Hodgson*

Dr Steven Segal

Senior Lecturer, Management, Macquarie Graduate School of Management.

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Hermeneutic Circle of Coaching.

Hermeneutic coaching focuses on the way in which our being as managers and leaders is formed and transformed by the ways in which we immerse ourselves in managerial and leadership experiences. While we are performing the functions of either a leader or manager, our habits of practice are being formed frequently in the background rather than the foreground of our awareness. If we leave them in the background of our awareness, they govern and control us. If, on the other hand, we become explicitly attuned to how our habits of practice formed through the lived experiences of leading and managing, we can intervene by either affirming or transforming them.

Hermeneutic coaching consists of methods for intervening in the circular process through which our habits are formed through lived experience. Hermeneutic coaching has its origins in Aristotle and culminates in the hermeneutic philosophy of Martin Heidegger.

This workshop will look at both the theory and practice of hermeneutic coaching.

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Dr Gordon Spence

Program Director, Master of Business Coaching, Sydney Business School, University of Wollongong.

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Coaching for employee engagement: The role of basic psychological need support and satisfaction.

Coaching is fundamentally concerned with assisting people to generate motivation for purposive action. Yet, surprisingly, theories of motivation have not been prominent in coaching research to date. In this talk, Dr Gordon Spence will provide an overview of self-determination theory (SDT; Deci & Ryan, 1985) and discuss its relevance to both coaching practice and research. He will also outline preliminary findings from a quasi-experimental coaching trial conducted within a large Australian organisation (n=100). The discussion of these findings will focus on three hypothesised antecedents of employee engagement (psychological need support, psychological need satisfaction, autonomous motivation) and the impact of coaching on these core SDT variables.

Prof Reinhard Stelter

Professor, Sport and Coaching Psychology, University of Copenhagen, and Visiting Professor, Copenhagen Business School (Master of Public Governance).

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Third generation coaching – reconstructing dialogues through collaborative practice and a focus on values.

As a consequence of rapid societal changes third generation coaching goes beyond earlier coaching practices by emphasizing a focus on identity, values and ethical reflections and by integrating the experiential and subjective-existential dimension with the relational, narrative and discursive.

Third generation coaching is - beside others - inspired by narrative-collaborative practice, positive psychology, philosophy and ethics. Intertwined with the social and cultural conditions of late modern society, problematic experiences or events are reframed by unfolding alternative narratives, on ethical reflections and on the process of co-creation between coach and coachee(s).

This workshop will provide an excellent opportunity to explore this new approach to coaching psychology in theory and practice. Participants will also experience Third Generation Coaching in small exercises, group work and through a demonstration session. Finally, participants are invited to reflect on practical applications for their own coaching practice.

Main objectives of the workshop:

- Integrate coaching practice as part of changes in society.
 - Become aware of the three generations or fundamental perspectives of coaching.
 - Become familiar with the basic principles of Third Generation Coaching.
 - Apply these principles to one's own coaching practice.
-

Randal Tame

Adjunct lecturer in management, Macquarie Graduate School of Management and Doctoral student, University of Queensland.

- [View bio](#)

The Social Identity Approach to Leadership

Following from Prof Michael Platow's keynote, this session discusses the practical implications of social identity and self categorisation for leadership, intergroup relations, intergroup conflict, influence, negotiation, social change, motivation and stereotyping. In addition to explaining the leadership process, the social identity approach describes when and what social identities will become self defining. It provides a model of the interaction between the environment and the perceiver. Because of this, the new psychology of leadership provides insight into who in any particular situation is likely be in a position of leadership, and how people can position themselves as a leader.

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Vicki V. Vandaveer

- [View bio](#)

Excellence in Professional Practice of Coaching Psychology: Competency Models, Reductionism and Emergence

As we strive to build a strong practice and science of Coaching Psychology, and as we who practice coaching psychology seek to continually improve our skills and outcomes, it is natural to study and try to determine what "excellence" in the practice of coaching psychology is and how we can achieve it.

Over the past decade a number of coaching competency studies have been conducted and subsequent coaching competency models have been developed. In fact, The Society of Consulting Psychology and the Society of Industrial and Organizational Psychology - divisions of the American Psychological Association, have just completed such a (rigorous) study, and we are in the process of developing a competency model of the core (fundamental) knowledges, skills, and personal characteristics that are foundational for beginning to prepare for doing executive coaching.

As we have diligently applied our well-honed scientific skills to this effort, we are very much aware of the limitations of such reductionism in trying to really understand such a complex and dynamic process -- every case of which is unique (coach, coachee, context, demand characteristics and all of the various interactions - just to name a few key variables).

Nevertheless, when a graduate student who wishes to know how to begin to prepare him- or her-self for practicing executive coaching -- or a psychologist who wishes to migrate their practice to doing coaching -- asks what is required, it seems that a foundational model of *basic* knowledge and skills is a useful (admittedly insufficient, but useful).

In this highly interactive workshop, Dr. Vandaveer will

- share the results of the SCP and SIOP study - and compare the results with similar studies conducted elsewhere;
- discuss with participants some of the effects of reductionism on the phenomena being studied; and
- suggest the possibility that application of some aspects of complexity theory (including the concept of "emergence") may help with furthering our understanding of "excellence" in coaching psychology

(i.e., without experiencing the effect of our study of the phenomena actually changing the nature of the thing we are studying - and certainly falling short of explaining "excellence").

A case example will be provided for workshop participants to analyze in light of our discussion and insights from Prof David Lane's keynote presentation.