



SIOPSA



Busting myths in coaching psychology

By Gail Wrogemann, Ingra DuBuisson-Narsai, Stefan Botes, Steven Breger, Talia Fisher, and Xander van Lill

An IGCCP & SIOPSA KZN & JHB Branch Workshop



Schedule for today

Program		
Time	Item	Party Responsible
11:15 – 11:30	Join webinar	Marissa Barnard
11:30 – 11:35	Welcome & Introduction to speakers	Spencer-Rae Kerr
11:35 – 11:40	Introduction to IGCCP	Gail Wrogemann
11:40 – 11:50	Introduction to Myth Series and Current Myths	Xander van Lill & Gail Wrogemann
11:50 – 12:50	Coaching Psychology as a field of practice: definitions	Steven Breger
	Myth 1	Xander van Lill
	Myth 2	Gail Wrogemann
	Myth 3	Stefan Botes
	Myth 4	Talia Fisher
	Myth 5	Ingra DuBuisson-Narsai
12:50 – 13:05	Small group discussions and reflections	Spencer-Rae Kerr
13:05 – 13:15	Feedback and reflections	Spencer-Rae Kerr
13:15 – 13:30	Overview and summary	Stefan Botes
13:30	Close	Spencer-Rae Kerr



What is SIOPSA

SIOPSA is:

1. a member-based, non-profit organization
2. established to enhance the Industrial and Organisational Psychology profession in South Africa.



What is SIOPSA

SIOPSA exists strives to:

1. create conditions in which IO psychologists will be able to deliver efficient and effective services to the benefit of all in South Africa.



Why join SIOPSA

DISCOUNT ON CONFERENCE

INTERNATIONAL PARTNERSHIPS

PROFESSIONAL INDEMNITY

BENEFITS OF BEING A SIOPSA MEMBER

CONTINUOUS PROFESSIONAL DEVELOPMENT

INTEREST GROUPS

RENEW MEMBERSHIP



SIOPSA



22nd Annual SIOPSA Conference –

Leading through innovation: Navigating the new world of work



SIOPSA 2020 conference themes (1-3 December)

- Teams and culture
- Neuroscience of innovation
- Medico-legal innovation
- Wellness and health
- Employee experience and engagement
- Talent attraction, development and mobility
- Innovative leadership



Join us

Remember to sign-up as a volunteer.

To enquire about or discuss,
please contact
082 453 8123

or

Lome@siopsa.org.za



About Gail Wrogemann

Chairperson of IGCCP

1. Industrial Psychologist
2. Director of GCW Consulting
3. Specialises in intergroup relations
4. Magister Artium from UNISA
5. PhD in process: Teams in complexity





About Ingra du Buisson-Narsai

Chairperson of IGAONS

1. Industrial Psychologist
2. Director of NeuroCapital Consulting
3. Specialises in organisational neuroscience
4. PhD in organizational neuroscience (in progress)





About Stefan Botes

Member of IGCCP

1. Counselling Psychologist
2. Founder of TalentConnection and TheCCC
3. Specialises in Strategy development and leadership coaching
4. Magister Artium from UJ





About Steven Breger

Member of IGCCP

1. Industrial Psychologist
2. Founder of DynamicDIALOGUE
3. Specialises in leadership coaching
4. Magister Artium from UJ





About Talia Fisher

Chairperson of JHB Branch

1. Industrial Psychologist
2. PhD student at UJ
3. Specialises in the impostor phenomenon
4. Magister Artium from UJ





About Xander van Lill

Member of JHB Branch and SIOPSA Academy

1. Industrial Psychologist
2. Product specialist at JVR Africa Group
3. Specialises in psychometrics
4. Philosophae Doctor from UJ



Focus of the Interest group



SIOPSA
SOCIETY FOR INDUSTRIAL &
ORGANISATIONAL PSYCHOLOGY OF SA





Our meeting today

Zoom orientation – points to note



What are myths

1. Myths could be perceived as the publics', or a professional community's, commonly held and mistaken beliefs about facts in psychology (Lilienfeld et al., 2010)
2. Myths are stable, go against established scientific evidence, and are strongly influenced by how people make sense of the world (Hammer, 1996)



Our professional vulnerability

Common ways in which we fall prey to mistaken beliefs about facts in psychology (Lilienfeld et al. 2010).

F

Fake news

B

Biased sample

R

Representativeness

S

Simple answers

E

Exaggeration

S

Selective perception

H

Heresy



What is evidence-based practice?

Briner & Rossouw (2011) defines evidence-based practice as follow:

1. Integrates practical expertise and academic rigour,
2. rely on best available evidence even if at the end rejected as irrelevant, and
3. rely on systematic reviews rather than one-shot correlational studies.



The timeline of myths

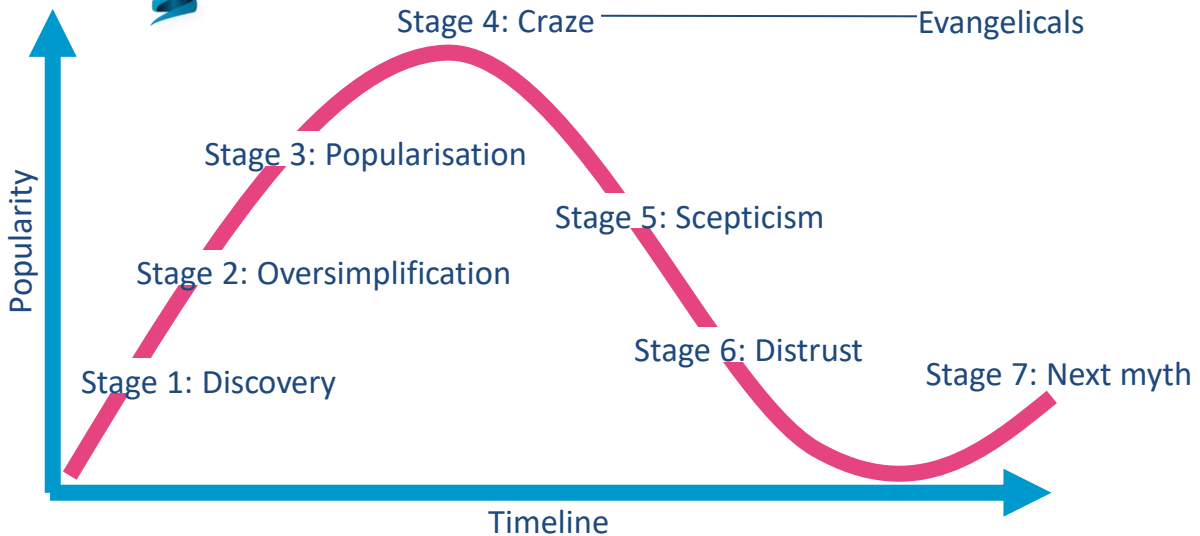


Figure 2. Timeline of myths. Based on “Management and myths: Challenging business fads, fallacies and fashions.” by A. Furnham (2004), p. 3.



A practical example

- Burgoyne, A. P., Hambrick, D. Z., & Macnamara, B. N. (2020). How firm are the foundations of mind-set theory? The claims appear stronger than the evidence. *Psychological Science*, 1-10. <https://doi.org/10.1177/0956797619897588>
- Li, Y. & Bates, T.C. (2020). Testing the association of growth mindset and grades across a challenging transition: Is growth mindset associated with grades? *Intelligence*, 81, 1-8. <https://doi.org/10.1016/j.intell.2020.101471>



Ethical implications of myths

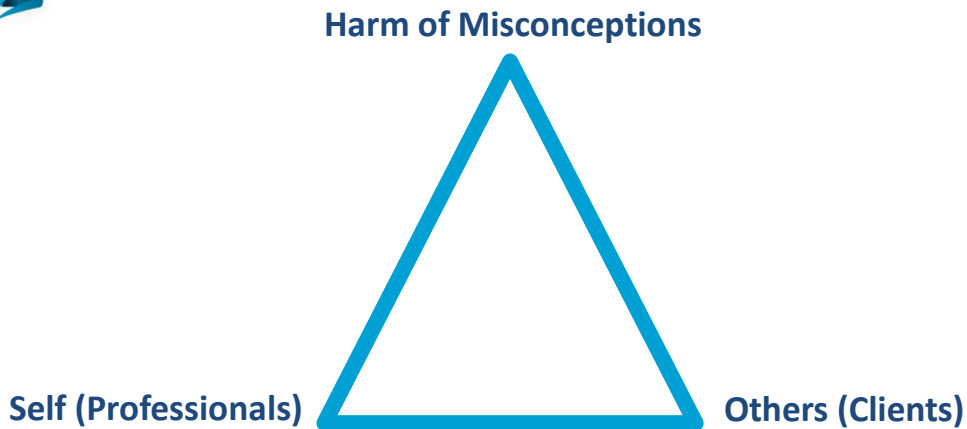


Figure 1. Defining ethics. Adapted from “Industrial psychology: Goodness of fit. Fit for goodness” by L.J. Van Vuuren (2010), South African Journal of Industrial Psychology, 36, p. 7.



It takes a community to practice

Briner and Rousseau (2011) asks the question:

1. Is the term evidence-based known?
2. Are the latest research findings accessible?
3. Are seminal literature and meta-analyses considered?
4. Are fashionable ideas treated with healthy skepticism?
5. Do clients demand evidence-based practice?
6. Are the observations of practitioners respected?
7. Are continuous development based on evidence?



The contribution of coaching psychology to debunk claims and misunderstandings about coaching

Presented by SIOPSA's Interest Group in Coaching and Consulting Psychology (IGCCP)

Gail Wrogemann, Ingra Du Buisson-Narsai,
Steven Breger, Stefan Botes



Why do myths surround coaching?

- Small research and isolated samples
- Lack of experimental research
- Emerging nature of the discipline
- Mainstream contemporary coaching solutions offer quick-fix modalities
- Evidenced-based approaches can be seen as reductionist
- Coaching Psychology as a profession not geared towards marketing – created vacuum
- Historical development where non-marketing of coaches perpetuates and drives misunderstandings.



Outcome

- Providing a science-practitioner understanding of what coaching psychology is and what it is not.
- Equipping the IOP with a body of knowledge to deliver on the scope of coaching psychology.
- Bridging the ‘knowing’ versus ‘doing’ gap with our coaching clients.
- Creating practitioner awareness of the complexities without solving them.
- Increasing the repertoire of coaching psychologist offerings.
- Realizing that the myths are shackles, which limit us when we buy into them.

Seminal Resource: International Coaching Psychology Review, Volume 1, No. 1, April 2006. Taking Stock. Move away from dichotomy of thinking but rather the continuum not about the noun but the verb of coaching



Discussion framework – Part 1

1. Position Argument preamble about misunderstandings
2. Definitions are evolving and role of IGCCP
3. Misunderstandings
 - Intro
 - The nature of a myth
 - Panel discussion
4. Redesigning coaching psychology – the ‘de-mythed’ way
5. Ethical imperatives – enact the myths with vulnerability and with ethical responsibility



What constitutes evidence-based coaching?

- “Adapted from medical contexts, the term “evidence-based” means more than simply producing evidence that a specific intervention is effective, or being able to demonstrate return on investment.
- It refers to the intelligent and conscientious use of the best current knowledge in making decisions about how to deliver coaching to clients, and in designing and teaching coach-training programs (Sackett, Haynes, Guyatt, & Tugwell, 1996).
- Best current knowledge is up-to-date information from relevant, valid research, theory and practice. Because the existing academic coach-specific literature is limited, best current knowledge can be drawn from the established literature in related fields.
- Key knowledge domains underpinning evidence-based coaching directly related to the research and practice of executive, workplace and life coaching:
 - a) behavioural sciences;
 - b) business and economic science;
 - c) adult education, including workplace learning and development; and
 - d) philosophy.”



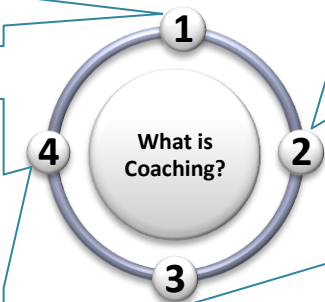
Points of Departure



What is coaching?

- Building **awareness** and **responsibility** is the essence of good coaching. (Whitmore, 2009, p. 33)

- Coaching a **developmental** conversation and **dialogue**.
- **Co-creative process** between coach and coachee.
- Purpose of giving (especially) the coachee a space and an opportunity for immersing self in **reflection** on **new understandings** of experiences, interactions, relations, negotiations.
- Conversation should enable **new possible ways of acting** in the specific contexts.” (Stelter, 2012, p. 8)



- A professional, **collaborative** and **outcomes-driven method** of learning that seeks to develop an individual and raise **self-awareness** so that he or she might **achieve** specific goals and perform at a more **effective** level. (Comensa)

- Partnering with clients in a thought-provoking and creative **process** that inspires them to **maximize** their personal and professional **potential**. (ICF)

- A Socratic based **dialogue** between a facilitator (coach) and a participant (Client)

- Majority of interventions used by the facilitator are **open questions**.
- Aimed at stimulating the **self awareness** and **personal responsibility** of the participant. (Fillery-Travis and Passmore, 2011, p. 74)

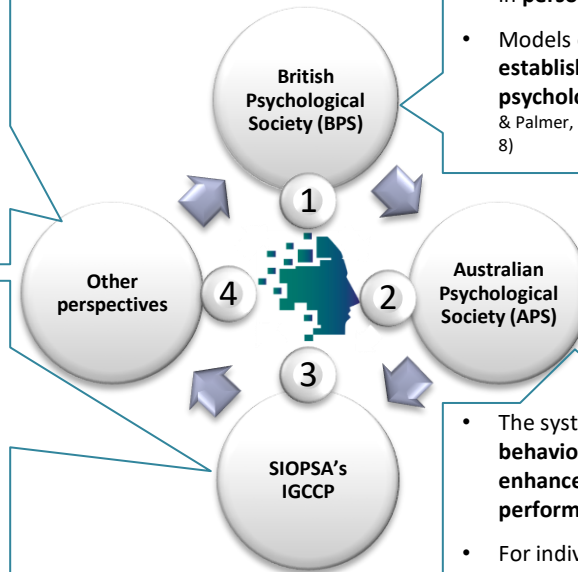


What is coaching psychology?

- For enhancing **well-being and performance** in **personal** life and **work** domains... underpinned by models of coaching **grounded in established psychological approaches**. (Law, 2013, p. 60)
- Scientific study of behaviour, cognition, emotion** to deepen our understanding, enhance our coaching practice (Passmore and Theeboom, 2016, p. 30)
- Trend moved away from definitions towards practice and impact**. (Passmore and Theeboom, 2016, p. 30)

- A **conversational process** of facilitating positive development and change **towards optimal functioning, well-being and increased performance**.
- Application of a wide **range of psychological theories and principles**.
- Action orientated** with **measurable outcomes**, but also reflective towards creating **greater self-awareness and meaning**.
- Directed at individuals, groups, organisations and communities **within a culturally specific context**." (Odendaal and le Roux, 2016, p. 18)

- Enhancing **well-being and performance** in **personal** life and **work** domains.
- Models of coaching **grounded in established adult learning or psychological approaches** (adapted Grant & Palmer, 2002)." (Palmer and Whybrow 2006, p. 8)



- The systematic **application of behavioural science** to the **enhancement of life experience, work performance and well-being**
- For individuals, groups and organisations who **do not have clinically significant mental health issues or abnormal levels of distress** (Grant, 2006, p. 16)



Evolution of coaching psychology

- **The definition of coaching psychology has evolved in accordance with the collaborative inputs** within and amongst various international professional-body interest groups that represent psychologists.
- British Psychological Society's (BPS) SGCP
- Australian Psychological Society's (APS) IGCP.
- South Africa's (SIOPSA) Interest Group for Coaching and Consulting Psychology (IGCCP).



- We bring **more than just a framework** (e.g., GROW model).
- Bring a host of **psychological theories and models** that underpin and **bring depth** to the coaching relationship.
- Understand **mental health, motivation, systems theory, personal and organisational growth**... research into **effectiveness, resilience** and **positive psychology** (Palmer and Cavanagh, 2006, p. 1)

- Psychologists have long acted as coaches.
- Coaching psychology has only recently emerged as **an applied and academic sub-discipline**. (Grant, 2006, p. 12)



What's the difference?

What is the difference is between coaching and coaching psychology?

"Most definitions highlight a distinction, with coaching psychology said to involve the application of psychological approaches, interventions and processes to coaching practice....

- However, Passmore (2010) has countered this academic perspective... many coaches draw upon psychological models in their practice... coach training... has shifted from less evidenced based approaches, such as NLP, to more evidenced based approaches, such as cognitive behavioural coaching.
- ... coaching practice appears to be little different between registered psychologists and non-psychologist coaches in terms of their behaviours..., or in the coaching models they use with their coachees....
- In contrast to focussing on psychological approaches, Passmore sought to recast coaching psychology as a separate domain of study, parallel to occupational, health or forensic psychology. He defined coaching psychology as ***'the scientific study of behaviour, cognitive and emotion within coaching practice to deepen our understanding and enhance our practice within coaching.'***
- ... while there are few observable differences between coaching and coaching psychology, the study of psychology can enhance practice, and may lead to materially different outcomes."

(Passmore, Stopforth, & Lai, 2018)



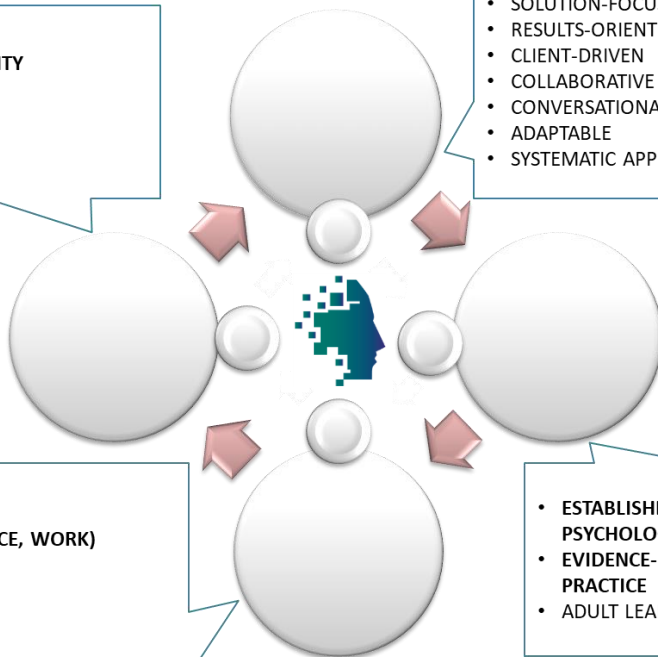
Coaching psychology definition - Themes

- **SELF-AWARENESS**
- **PERSONAL RESPONSIBILITY**
- **MEANING**
- REFLECTIVE
- MINDFUL
- RESPONSIVE (REACTIVE)

- **POSITIVE DEVELOPMENT/CHANGE**
- SOLUTION-FOCUSED
- RESULTS-ORIENTED
- CLIENT-DRIVEN
- COLLABORATIVE
- CONVERSATIONAL DIALOGUE
- ADAPTABLE
- SYSTEMATIC APPLICATION

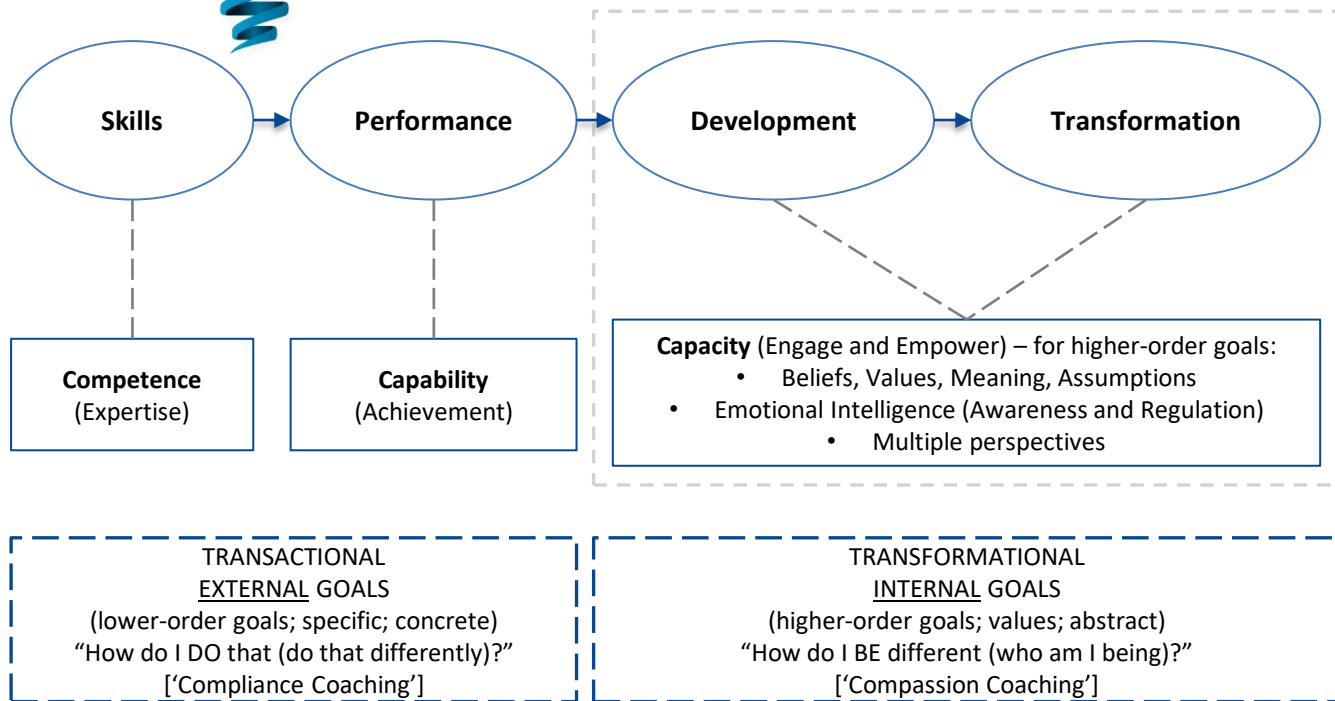
- **WELL-BEING**
- **ENHANCING (LIFE EXPERIENCE, WORK)**
- WELLNESS MODEL
- OPTIMAL FUNCTIONING
- INCREASED PERFORMANCE
- DEVELOPMENTAL
- NEW WAY OF ACTING/BEING

- **ESTABLISHED THEORIES, PRINCIPLES of PSYCHOLOGICAL/BEHAVIOURAL SCIENCE**
- **EVIDENCE-BASED: THEORY & APPLIED PRACTICE**
- ADULT LEARNING





Types of coaching



FOUR GENERATIONS OF COACHING

	Perspective	Focus	Intention	Comments
1st	Problem-, goal-oriented - Closed/limited system (based on coach's talent, personality) - Proprietary models	Coach as ultimate 'truth': 'Guru/saviour', expert, authority, visionary, fixer... - Non-neutral coach [asymmetry between coach and coachee]	Objective- and goal-oriented: - Narrow goals - To develop action strategies - Doing	[Some] psychodynamic, cognitive-behavioural coaching; GROW model - skills, sports - established basic/'intuitive' coaching models - got coaching ball rolling
2nd	Solution-, systemic, future-oriented - Open, complex system - Positive Psychology and strengths-based approaches emerged as being appropriate	Coachee as ultimate 'truth': 'Neutral' coach - Coachee as expert [asymmetry between coach and coachee]	Coach (assumes) Coachee has implicit knowledge, strengths, solutions: - Less-narrow goals - Coachee generates positive, possible, preferred future scenarios using existing strengths and resources - Avoids focusing on past problems	- Positive Psychology, Appreciative Inquiry coaching - psychological principles, empirical research, re-examined theoretical bases of coaching being done
3rd	Reflective - Open system - Approaches from second-generation theories and models expanded further	Coach and Coachee: 'Truth' and meaning are co-created and generated collaboratively (socially constructed, via narrative/dialogue) - Coach as participant, 'witness', co-creator [symmetry between coach and coachee]	Less goal-oriented: - Focus on process - Values-oriented, meaning-making - Emergent truths - Identity shifts - Being	Narrative, narrative-collaborative, philosophical, existential, transpersonal coaching
4th	Social process - Political system - Social psychology - Social identity theory integrated into power negotiation process	Coach, Coachee, and Organisational Stakeholders (HR, line manager, organisation): - Coaching as an influential – triangular political space - Coaching not longer instrumental 3-way joint alliance – power relationships	Multiple viewpoints: To facilitate a shared coaching identity among all related collaborators	- Transparent contracting process - Encourages communication flow and psychological exchanges

(Adapted: Kauffman & Scoular, 2004; Stelter 2012, 2014; Lai & Smith, 2019)



Typical Misunderstandings



Why do myths surround coaching?

- Misunderstanding 1: SMART goals always sensible
- Misunderstanding 2: Coaching is about the future, Therapy about the past.
- Misunderstanding 3: Coaching works with the conscious mind, Therapy with the unconscious.
- Misunderstanding 4: Coaching is only about building strengths and Positive Psychology.
- Misunderstanding 5: Neuroscience provides the scientific foundation for coaching.



1: SMART goals are always sensible





1: SMART goals are always sensible

- Empirical support for high-performance cycle
- Blind spots associated with high-performance goals:
 1. Neglecting learning goals
 2. Creating unhealthy competition
 3. Enhancing unwarranted risk-taking
 4. Overreliance on past successes
 5. Inappropriate goal-reward linkages
 6. Self-esteem and defensiveness
 7. Ignoring other performance areas
 8. Increased stress
 9. Unrealistic expectations of future



1: SMART goals are always sensible

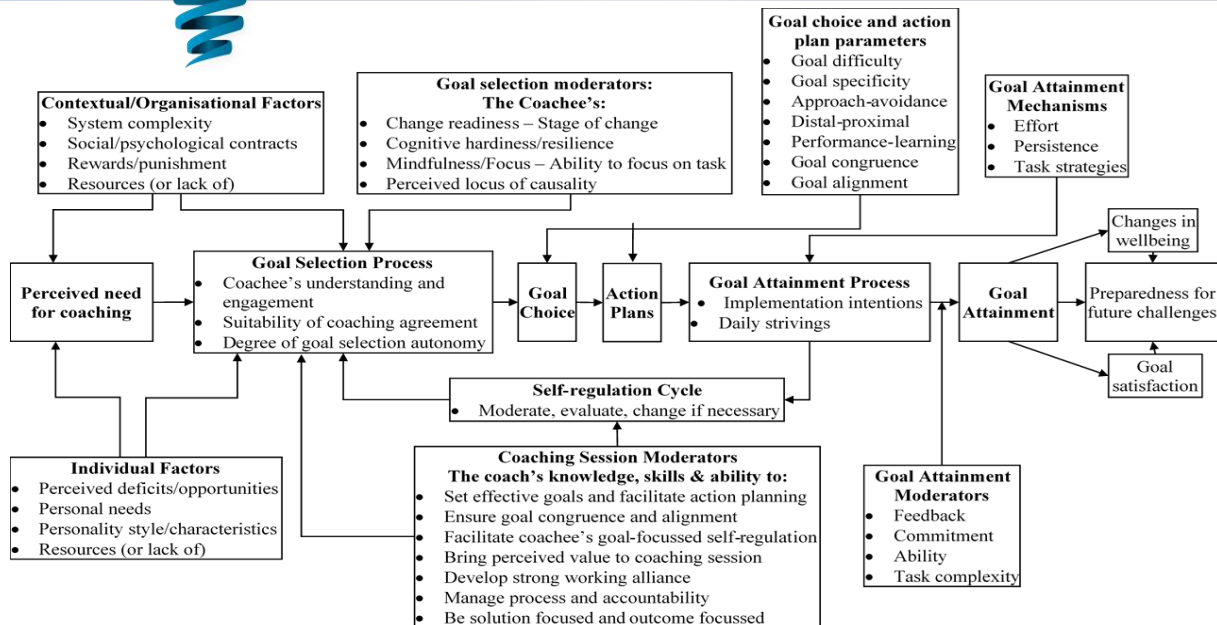


Figure 3. Integrative model of coach-facilitated goal attainment. Adapted from “An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice” by A.M. Grant (2012), International Coaching Psychology Review, 7(2), p. 157.



1: SMART goals are always sensible

- The importance of social influence
- Being deliberate at the individual level
- Deliberating at the interpersonal level



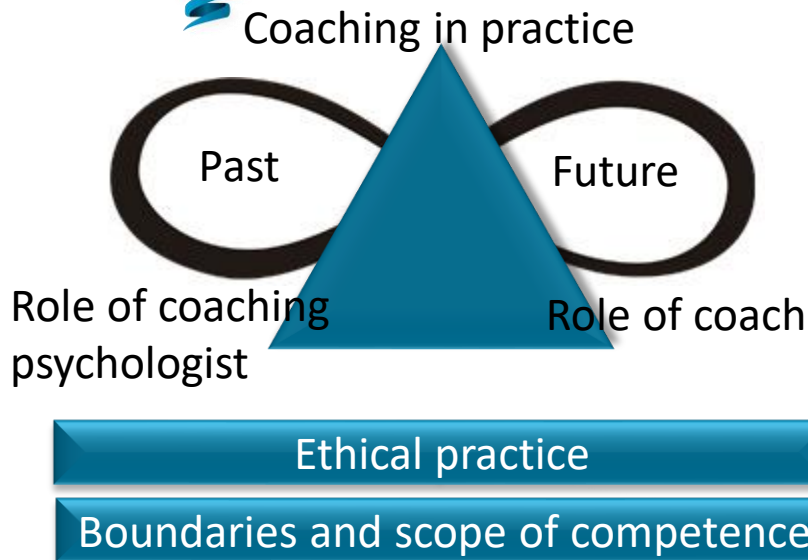
2: Coaching is about the future, therapy about the past



Trying to fix that one bug that's
holding you back



2: Coaching is about the future, therapy about the past



- We tend to get caught in a dichotomous distinctions, absolutes and mutually exclusive categories.
- This was useful as coaching and coaching psychology adapted to the new business client base.
- Distinctions were necessary to position what clients could expect.
- Both Coaching and Coaching Psychology draw on independent knowledge bases, different training timelines, however both are psychological endeavours



2: Coaching is about the future, therapy about the past

Points of consideration

- Depth of experience and training differs – theoretical and practical knowledge of impact of personality development, anxieties and defences on behaviour, training to identify impact of inner process.
- Different skill set required to work in the areas of personality structure, drives and motives, managing the emergence of unconscious issues, and impact of identity, core beliefs.
- Understanding past of client useful in connecting to future trends and actions; and creating space for emergent actions

- Unconscious and past not necessarily ‘negative’ and ‘dark’ – drives and defences against anxieties - sometimes defined as such. A psychoanalytic approach. Existential or humanism sees these more in a positive light. Intergenerational coaching takes a multiperson and broader systemic view in understanding human development
- A perception that working with the past or the unconscious in psychodynamics terms, sometimes seen as ‘better’ coaching.
- Defining a distinction between Coaching Psychology and Coaching in the terms of past or future is thus inaccurate.



2: Coaching is about the future, therapy about the past

CP and C would thus
work in both spaces
from different
perspectives and with
different strategies
and reasoning.

Understand single,
double and triple loop
learning theories.
What will sustain
action and what
aligns to the whole.

Ethically, work in your
area of competence,
and in your client's
contract of
engagement.



3: Coaching works with the conscious mind, therapy with the unconscious





3: Coaching works with the conscious mind, therapy with the unconscious

Coaching and the unconscious

- Plato
- Freud
- Jung
- Depth psychology
- Every day speak "ice berg"

- Working with blind spots and Johari window
- Psycho-systems approach, Tavistock school, ORA and CIBART
- Psychodynamic coaching through dealing with concepts such as transference, projection, defence mechanisms etc.
- Lacan's symbolic projection



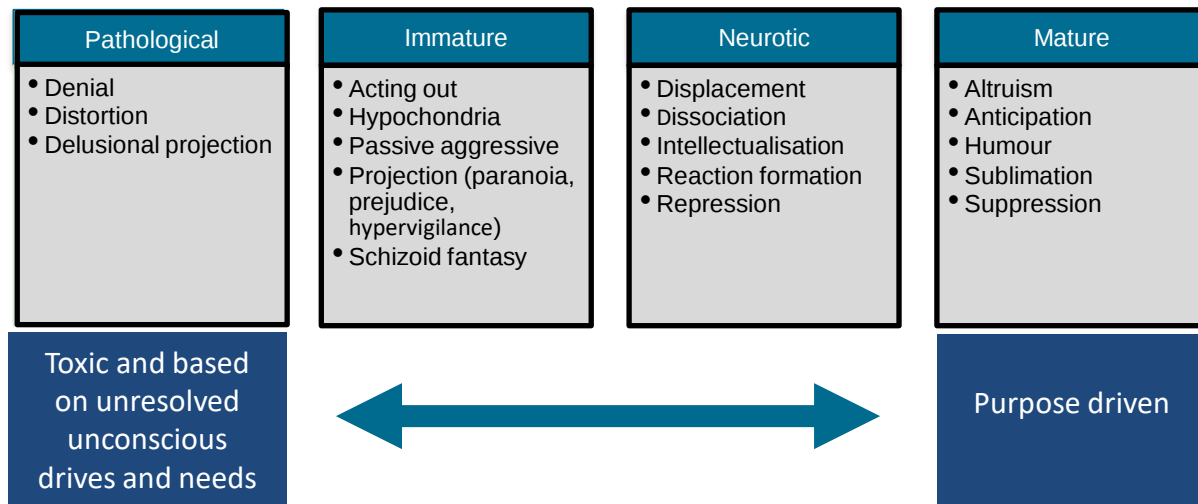
- Neuropsychology research
- The sub-brain provides the energy for higher forms of cognitive processes
- Social research and research in moral blindness

- Thorough training in approaches that deal with unconscious
- Self-insight and development
- Coaching for coaches
- Supervision
- CPD



3: Coaching works with the conscious mind, therapy with the unconscious

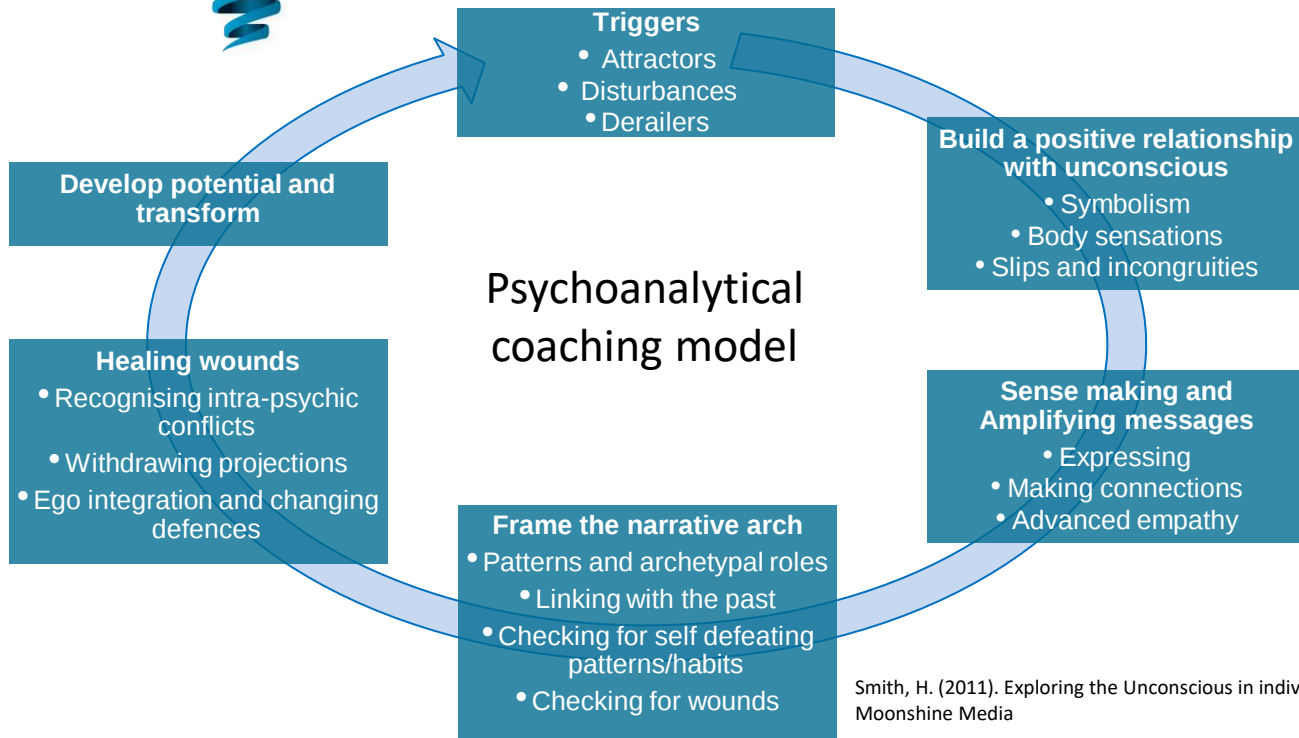
Classical categorisation of defence mechanisms
Vaillant, George Eman (1992)



Relevance in terms of leadership development



3: Coaching works with the conscious mind, therapy with the unconscious





4: Coaching is only about strengths and positive psychology





4: Coaching is only about strengths and positive psychology

Coaching Psychology definitions:

Reference	Definition
Grant and Palmer (2002)	Coaching psychology is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches
Grant (2006)	Coaching psychology can be understood as being the systematic application of behavioural science to the enhancement of life experiences, work performance, and well-being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress
Law (2013)	Coaching psychology is for enhancing well-being and performance in personal life and work domains , being underpinned by models of coaching grounded in established psychological approaches
Odendaal and Le Roux (2016)	Coaching psychology, as practiced by a 'coaching' psychologist is a conversational process of facilitating positive development and change towards optimal functioning, well-being and increased performance within work and personal life domains , in the absence of clinically significant mental health issues, and through the application of a wide range of psychological theories and principles



4: Coaching is only about strengths and positive psychology

Positive Psychology:

Launched by Seligman and Csikszentmihalyi in 1998

- The “scientific study of optimal functioning, focusing on aspects of the human condition that lead to human happiness, fulfilment and flourishing” (Linley & Harrington, 2005, p. 13).
- Both positive psychology and coaching psychology explicitly concerned with enhancement of individual well-being and performance. Consequently, coaching psychology becoming increasingly understood from the positive psychological perspective (Kauffman & Scoular, 2004; Linley & Joseph, 2004).



Positive Psychology Coaching (PPC)

- An “evidence-based coaching practice informed by the theories and research of positive psychology for the enhancement of resilience, achievement, and well-being” (Green & Palmer, 2019, p. 10)



4: Coaching is only about strengths and positive psychology

However:

- PPC only focuses on strengths and positive aspects in order to bring about a positive outcome – it does not focus on the challenging or ‘negative’ emotions, experiences, or personality traits which may be influences the individual’s achievement.
- A PPC or strength-based coaching intervention might not always be appropriate.
- By not addressing the root of the problem, or by providing a short-term/ quick fix, the coaching psychologist could be preventing the client from understanding the deeper underlying reasons to their emotions and behaviours.

COVID-19 has exposed the inadequacies of PPC which was born in times of peace and prosperity. It has shown that clearly no matter how much one pursues happiness, our mental health is not immune from the adverse effects of the pandemic. Instead, it is normal for us to feel anxious about our health, economic downturn, and uncertain future (Wong & Mayer, 2020).



4: Coaching is only about strengths and positive psychology

Dangers of ignoring the 'negative'	Beneficial effects of 'negative'
Findings	Findings
• May not develop the skills to learn how to become resilient in the face of adversity (Wong, 2011) • Creates the impression that negative emotions are not beneficial for optimal human functioning (Norem & Chang, 2002) • Failure to understand the reasons and implications of negative emotional states (Wegner, 1997) • Character strengths may have negative outcomes (Freidlin et al., 2017) • Results in unintentional conflict or cause unnecessary emotional and psychological distress • Long-term distress (Wong, 2011)	• Improve memory performance (Forgas et al., 2009) • Improved judgmental accuracy (halo effect) (Forgas, 2011) • Reduce gullibility (Forgas & East, 2008) • Reduced stereotyping (Bodenhausen et al., 2011) • Improve motivation (Goldenberg & Forgas, 2012) • More effective interpersonal strategies (Forgas, 2002) • Increased fairness (Tan & Forgas, 2010) • More effective persuasion (Forgas, 2007) • Gain understanding and mastery over stressful and traumatic experiences • Enhances their distress tolerance • Increases self-awareness and self-insight



4: Coaching is only about strengths and positive psychology

Overall:

There is growing research supporting the idea that the dark side of human existence is essential to complete the circle of wholeness (Fowers et al., 2017; Wong, 2019; Wong, 2020).

Optimal well-being and happiness can be achieved through learning how to make the best use of the dynamic and dialectic interplay between positive and negative life experiences in each context.

Our joy grows out of our suffering and our strengths grow out of our weaknesses (Wong, 2011).



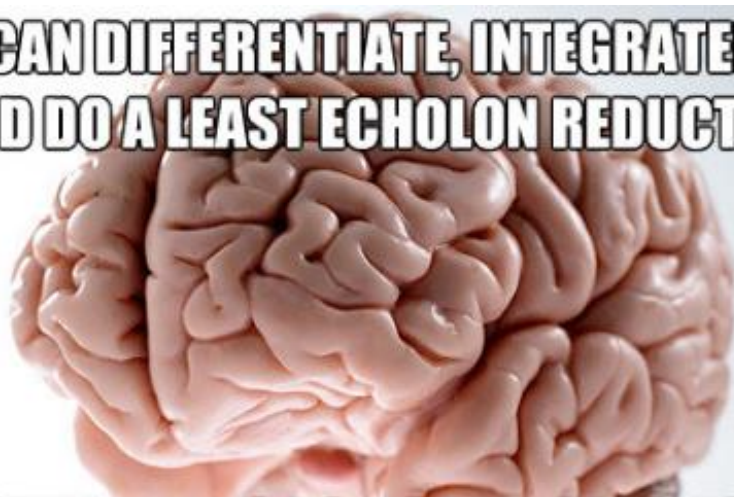
yin yang

The ancient symbol of harmony reminds us that life is a balancing act and most fulfilling when we learn to embrace its dualities:
the ups & downs
good times & bad
joys & challenges



5: Neuroscience provides the scientific foundation for coaching

**CAN DIFFERENTIATE, INTEGRATED,
AND DO A LEAST ECHOLON REDUCTION**

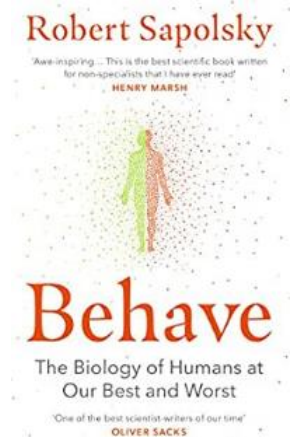


**STILL NEEDS TO USE FINGERS FOR
BASIC MATH**



5: Neuroscience provides the scientific foundation for coaching

- Scanning has its **limits**: fMRI and qEEG technologies are only **surface markers** of underlying complex brain processes that themselves are a response to a broad range of external stimuli and internal psychological and biological processes (Sapolsky, 2017)
- There is sparse empirical data that links neuroscience research to **coaching outcomes** (Cunningham, 2017; Boyatzis & Jack, 2018).
- The **“hard proof”** of explaining all human behaviour via neuroscience technologies like fMRI imaging is a misconception or reductionism.

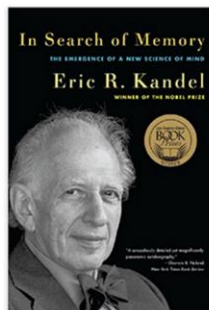




5: Neuroscience provides the scientific foundation for coaching

Shedding Light on some underlying mechanisms of coaching

A Neuroscience Perspective



Memory has always fascinated me. Think of it. You can recall at will your first day in high school, your first date, your first love.

Eric Kandel

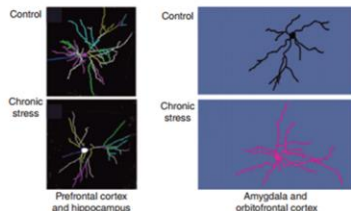
Neural Integration



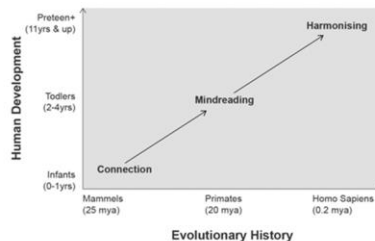
Neomammalian Complex
Executive Activity

“Down regulating distress and facilitating enriched environments enhances neural proliferation”
(Kandel et al, 2013)

Chronic elevated stress (SOCIAL DEPRIVATION) changes the form and function of the brain



Social Cognition





5: Neuroscience provides the scientific foundation for coaching

Ethical Conduct



Buyer Beware!

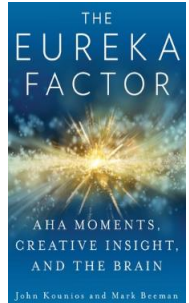
- Research findings are often preliminary, a lack of replication studies exist, and research samples are typically **too small to generalize findings** (Grant, 2015).
- **Neo-liberal** (i.e. new and faddish) approaches to studying human behaviour, lack scientific rigor, replication studies, and are driven by populist **anecdotal interpretations –buyer beware**
- Broad **generalisations** and anecdotal theory on how the brain works are used in coaching, **compromises the integrity** of the process and often doing more harm than good.



5: Neuroscience provides the scientific foundation for coaching

Implications for practice

- It is imperative that appropriate training and skills in organisational neuroscience be undertaken prior to using brain-based approaches
- Multiple levels of analysis - the combination of both **behavioural and brain** data allows researchers to converge on **theoretical explanations** that are robust and malleable and are not tied to a single explicit experimental methodology.
- Don't throw the baby out with the bath water (Domenico and Ryan (2017))
 - 1. Experience and behaviour are mediated by the brain.
 - 2. Neuroscience methods enable examination of internal processes that are not accessible by self-reports of experience or behavioral observations
 - 3. Neuroscience enables a level of sophistication and resolution rather than only experiential and behavioral methods.
- QEEG holds promise – neurofeedback (also biofeedback)





The Ethical Imperative



Reflection time

1. What was impactful and how will this influence your coaching going forward?
2. What was the main theme that emerged from your breakaway room?





Contextual factors influencing the discussion on controversial claims

- The definition of coaching and coaching psychology is not watertight and differential yet
 - Attempts to differentiate between therapy, business coaching, and executive coaching not that successful. No differential definition.
- Coaching not a fully-fledged profession, maybe still in the incubator phase
 - No legal definition of coaching
 - Regulation of practice is not yet fully dealt with or finalized.
- The commercial context in which coaching often takes place propels the creation of misunderstandings. Marketing and positioning drive the use and misuse fundamentals.
- Attempts to create proprietary IP within the commercial context stifle large scale and cross validation empirical research and in turn this limits the growth of evidence-based coaching
- Various actors in the field have various agendas that restrict the professionalization of the practice.



What constitutes a profession?

Universal themes/criteria emerge in literature:

1. Body of knowledge that is shared rather than proprietary systems.
2. Formal qualifications at advanced university level.
3. Significant barriers to entry.
4. Regulatory bodies with the power to admit, discipline and meaningfully sanction members – State-sanctioned licensing or regulation.
5. Code of ethics that is enforceable.
6. Community impact and are accepted by the public as possessing special knowledge and skills.
7. Professionals have control over and, correspondingly, ultimate responsibility for their own work.
8. Merit-based generation of work, rather than strong advertising such as with products.



The grand summary

- A primary need in people is to have a sense of well-being and personal meaning in this world.
- Coaching Psychology provides a value-add in this regard.
- However, Coaching psychology needs to continue to work on
 - an operational definition of Coaching Psychology and
 - professionalizing in the truest sense of the word.
- We need to reinvent Coaching Psychology on an ongoing basis to ensure that it is inclusive and relies on the full body of knowledge that is available to us in the fields of psychology and behavioural sciences in general.
- We have an ethical responsibility to work to the benefit of our clients using evidence-based models.
- Evidence-Base is important with case contextualising.
- IOP is a gateway to a wealth of theories, models, ideas, that could be put to good use for the benefit of our clients.
- Our stance is that there are many ways to practise and human behaviour is complex and nuanced.



Further reading

SIOPSA's Interest Group in Coaching & Consulting Psychology (IGCCP)

IGCCP

www.siopsa.org.za/about-us-2

List of Coaching Practitioners

www.siopsa.org.za/coaches

Knowledge Hub

www.siopsa.org.za/igccp-knowledge-hub/

Coaching Knowledge

www.iscpresearch.org/resources/journals

www.coachingknowledgeportal.org

Journals (open access)

ijebcm.brookes.ac.uk/

philosophyofcoaching.org

Professional Coaching Bodies

comensa.org.za

coachfederation.org (ICF)

RESOURCE DOWNLOADS:

- The LoCP Application Form
- The Code of Practice
- FAQ
- List of Coaching Practitioners
- Knowledge Hub



To be a psychologist that coaches

- Ethical Responsibilities
- Code of Practice (7 proficiencies) & FAQ
- List of Coaching Practitioners
- Coaching psychologists are not just IO psychologists
- Being a Coaching Psychologist is distinct from IOP
- Coaching should have its own home?

- IGCCP
- www.siopsa.org.za/about-us-2
- List of Coaching Practitioners
- Code of Practice & FAQ for Registered Psychology Practitioners in Coaching



SIOPSA

**HPCSA-REGISTERED
PSYCHOLOGIST &
COACHING PRACTITIONER**





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Code of practice – 7 proficiencies

Proficiency in the following is required by registered practitioners who practise coaching:

1. Knowledge of applicable psychological theories appropriate to the particular application domain/area of specialisation.
2. Knowledge and understanding of a range of coaching psychology models and frameworks (informed by evidence-based practice), and the knowledge to guide the analysis, case conceptualisation, planning, contracting and delivering of the coaching intervention.
3. Knowledge of current legislation and ethical standards relating to psychology as a profession, and complying with national and international laws in which coaching is provided for.
4. Well informed on the latest subject developments, theories and peer-reviewed research findings and psychological methodologies applicable to coaching.
5. Ability to provide a clearly defined offering including the scope, purpose and the achievable outcomes of the coaching intervention that will serve a useful personal and social purpose, and is grounded in a theoretical framework.
6. Understanding of the context in which the coaching is conducted, including understanding of any social, economic, political, educational, linguistic, gender, cultural, business and industrial-relations influences on ethical coaching, and the consequences thereof.
7. Ensuring that the emotional, mental and physical state of the registered practitioner does not impair his or her ability to provide competent psychological services.