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“Leading the development of coaching psychology around the world”

## COACHING PSYCHOLOGY INTERNATIONAL

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# **COACHING PSYCHOLOGY INTERNATIONAL**

Volume 12, Issue 1



## **Chair's Update**

by Siobhain O'Riordan FISCPAccred

**Welcome to the autumn 2019 issue of  
*Coaching Psychology International***

**W**e are pleased to publish yet another bumper issue of our journal. So, before I write any further, I would like to start by saying a big thank you to all of the authors and contributors!

Inside you will find a range of articles, papers and reports to share the latest insights and news from across the international coaching psychology field.

For this issue, we are also introducing a new Special Section on Ecopsychology informed coaching psychology practice looking at research exploring Walk and Talk coaching, followed by articles on Ecoanxiety and working with female survivors of domestic abuse.

Looking forward, we hope to cover a range of coaching psychology topics within Special Sections for future volumes so do share your ideas with us.

This issue also includes papers looking at three coaching psychology approaches: Schematherapy as a model for Schema-Coaching; and the  $E=mc^2$  and Step and Train models. Other contributions include a Viewpoint Article on navigating the Gray space in coaching psychology and a Book Review in the literature area of Coaching supervision.

There are also International updates from Catalonia and Singapore. Please do take a moment to review our Member Benefits as well as summary information on how to become

accredited/certified as an ISCP coaching psychologist.

This has been a busy year for our Society, we were once again a Partner of the Health and Wellbeing at Work Event, in March 2019, Birmingham (UK). Other ISCP Study Events were hosted in Australia in May 2019 during the Workplace Coaching and in July 2019 in Scotland (UK) on Ecopsychology informed coaching and counselling practice. Further updates will soon follow about next year's plans.

We have also hosted two Research Hub events with a conversation on the Coaching Alliance with Dr Alanna O'Broin and on Health Coaching with Dr Megan Arroll. These online events were both very positively received by attendees. I would like to take this opportunity to thank both our excellent speakers and our Research Hub Co-ordinator, Sarah Jagers, for their hard work in contributing to the success and smooth running of these Hub meetings. More details will follow soon about future events at:

**<https://www.isfcp.info/isfcp-research-centre/isfcp-research-hubs>**

You will see a Brief Report on the activities of the ISCP International Centre for Coaching Psychology Research by the Co-ordinating Director, Prof Stephen Palmer later in this issue.

We have launched a new website in 2019 which can be found at **[www.isfcp.info](http://www.isfcp.info)** and

we continue to develop upon our ideas and plans for this initiative. The ISCP has also continued to be a professional body sponsor of the peer reviewed publication, the *European Journal of Applied Positive Psychology*. To find out more please visit **<http://www.nationalwellbeingsservice.org/about>**

In October 2019, the Society will be hosting a conference in London (UK) as part of the 9th International Congress of Coaching Psychology focusing upon 'Positive and Coaching Psychology'. We have a very exciting line up of masterclass facilitators, keynote speakers and presenters across the two-day programme – please also see the advert inside this journal for more information.

The ISCP will also be supporting a free one-day conference at Aalborg University in September 2019 on 'Tackling Challenges in Coaching and Coaching Psychology'.

We have previously shared that as part of our ongoing commitment to social responsibility and sustainability, the Society has announced an initiative to include a page on the Society's website about members of the ISCP offering pro bono coaching psychology services. If this initiative is relevant to your work and you would like to share details about your pro-bono/voluntary coaching psychology activities, please email: **[office@isfcp.net](mailto:office@isfcp.net)**

**For now, happy reading!**

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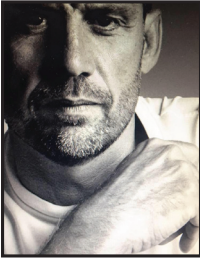
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# Using Albert Einstein's Equation, $E = mc^2$ as a Cognitive Behavioural Coaching model to enhance motivation



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## Abstract

Many people are probably familiar with one of the world's most famous equations, Einstein's  $E = mc^2$ , and one aspect that makes it genial is its apparent simplicity. It is simple on the surface, but says something fundamental about our universe. Over one hundred years later, this equation is being applied as a Cognitive Behavioural Coaching (CBC) model, highlighting the relationship between Emotion and Motivation within a coachee's thinking.

*Keywords: cognitive behavioural coaching, CBC models, emotion, energy level, motivation, performance, change, Einstein.*

In Einstein's equation, the increased relativistic mass ( $m$ ) of a body multiplied by the speed of light squared ( $c^2$ ) is equal to the kinetic energy ( $E$ ) of that body ie  $E = mc^2$  (Einstein, 1905, see endnote).

In theory, this represents the energy and mass of a moving body and in a way similar to our life in moving through our daily lives and doing so with varying emotions and energy levels.

For coaching purposes the equation represents:

**E = Emotion**

**m = Motivation**

**c = Cognition**

**2 = Process through acronym is repeated backwards and hence done twice.**

So whilst there is a positive existential connection of a 'moving body', the background to applying this equation as a Cognitive Behavioural Coaching (CBC)

model is informed by three key issues, briefly discussed in the following section.

### **A. Motivational Interviewing**

When using Motivational Interviewing (MI) (Miller & Rollnick, 1991; 2009) as an approach the coach resists the righting reflex and the coachee's goal blocking thinking is not directly challenged or reframed. Whilst MI is specifically suited to be used with coachees who are ambivalent about change, there are instances where a coachee sits somewhere in-between a reluctant coachee (suitable for MI) and a coachee who is keen to achieve their goals (suitable for the GROW conversational model and/or solution focused coaching).

### **B. Emotion and Motivation**

Emotion and Motivation are closely interlinked (see Berridge, 2018) and they even share the same Latin root, 'movere' which means 'to move'. At face value, the way a person feels also dictates the way they act, hence the emotion does have a direct relation to our motivation to act or not act toward something. For example, an anxious person may avoid a feared situation whilst a depressed person may withdraw from social interactions. Whilst Emotion and Motivation are key elements in a person's psychological state, there are not many coaching models that put the spotlight on these two elements within the same framework whereas the  $E = mc^2$  model does attempt to address them explicitly.

### **C. Downplaying the Goal**

Most CBC models (see Neenan, & Palmer, 2012) start with identifying and setting the

goal(s) and desired outcome(s). In  $E = mc^2$  the goal is not given that much of a priority as the focus is on the Emotion, Motivation and Cognitions. It will be indirectly discussed in the motivation part but more as an integrative part of the de-motivation and motivation rather than as a primary focus as it does in some other models.

### **Using the model**

$E = mc^2$  is undertaken in 2 stages following the sequence of the equation first forward and then in reverse order as indicated in the 6 steps in Table 1 (page 53).

### **Conclusion**

There are times when a coachee is not clear about their goal and desired future outcomes and may find it easier to describe their emotion, motivation or de-motivation (the barriers) and the associated thinking and beliefs. When the thinking is examined, challenged and reframed then more clarity can often be achieved. Once the clarity has been attained, motivation usually increases and their emotion changes.

Used as a CBC model,  $E = mc^2$  can potentially help coachees and provide a tangible benefit and outcome with the coachee experiencing a shift in emotion, either in type, scaling, or both and in doing so will leave the coaching session feeling uplifted, and potentially with a new sense of discovery and energy. Research needs to be undertaken to ascertain the effectiveness of the model.

The next step would be to publish case studies to illustrate the model in action.

## Steps

- 1 **E** Defining and measuring current Emotion.
- 2 **m** Discussing and measuring current motivation and/or de-motivation and the behaviour associated with it.
- 3 **c** Discussing the current thinking and/or unhelpful thinking associated with this behaviour/action or inaction.
- 4 **c** Challenging and reframing the thinking to shift de-motivating thinking to self-motivating thinking
- 5 **m** Discussing and measuring the new behaviour and actions in relation to this reframing. Then measuring the new motivation level.
- 6 **E** Defining and measuring the new emotion.

## Notes for Coach – Using the model

- E** Ask coachee to describe their emotion in relation to the issue they want to tackle and rate the intensity on a 1-10 scale (10 highest).
- m** Ask the coachee to rank their level of motivation on a scale of 1 to 10 in relation to the situation or presenting issue. Discussing and measuring current motivation and/or de-motivation and describing the behaviour associated with it. At this stage the coach is not challenging but just scaling, listening and understanding.
- c** Address the thinking behind this (motivating inhibiting thoughts [MITs]) and similar to the step above, capture any unhelpful thinking or beliefs without challenging.
- 2** The squared means that the exercise is done twice. After summarising suggest that it is beneficial to backtrack, hence starting from c.
- c** Now help the coachee challenge the thinking and reframe. Modify the thinking to motivating enhancing thoughts using Socratic Challenging. Cut to the chase so it's high paced maintaining a good flow.
- m** Ask the coachee to now discuss what they can do to kick-start the journey by talking about how motivated they now feel and describe their new potential behavior(s) and action(s). The idea is not to get a full list of detailed actions but just to kick-start and tap into a new higher motivation level. Ask coachee to rate their motivation level on a 1 to 10 scale. Ask the coachee to describe why they ranked that score.
- E** Ask coachee to define their new emotion and scale its intensity on a scale of 1-10 where 10 is very high. Ask the coachee to describe the emotion.

**Table 1: E=mc<sup>2</sup> model – the 6 steps**

## Endnote

*In Einstein's (1905) original paper, the letters used were different: 'L' instead of E for energy,*

*and 'V' instead of 'c' for the speed of light. Surprisingly, it was not written as a formula but as a sentence (in German).*



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## Biographies

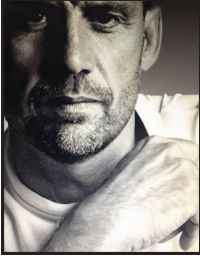
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# Modelling the Coachee's Journey in Coaching Psychology: Introducing STEP and TRAIN models



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## Abstract

Coachees can use cognitive behavioural coaching to achieve a path of self-discovery which is facilitated by their coach. Whilst having a free-flowing coaching conversation is important to enhance the outcome of the session, the various CBC models provide a useful framework for both the coach and coachee. In this article the STEP and TRAIN models are introduced as two new models which in their own way, ride on the wave of change through the coachee's journey with the coach or coaching psychologist.

*Keywords: STEP, TRAIN, cognitive behavioural coaching, performance, emotion, thinking, actions, inner personal, reality, power of now.*

‘A journey of a thousand miles starts with one single step’ (Lao Tzu, n.d.) and this can also represent the journey of self-discovery for coaches and coachees. The STEP and TRAIN frameworks discussed in this paper aim to enable the change process and assist the coachee to step into action through the various modalities discussed through a present and future focus. Both STEP and TRAIN can be envisaged as part of the journey. They are described below.

## STEP (acronym)

- Situation
- Thinking
- Emotion
- Performance

From then on, it is a constant train of thought that in a person's capacity to self-

reflect, also known as the voice in our head, can evidently dictate how a person feels, acts and behaves.

**TRAIN (acronym)**

- Thinking
- Reality
- Actions
- Inner personal
- Now

STEP and TRAIN models present an alternative approach and build on existing Cognitive Behavioural Coaching (CBC) models (eg Edgerton & Palmer, 2005; Palmer, 2007; 2009).

**Using the STEP Model**

The STEP model has a particular sequence which does not precisely follow the acronym order. First and foremost a 2-column table (see below), is drawn with a present and future focus. The subscript numbers under each letter of the acronym denotes the order to be followed. The objective is to have a logical to and fro

	PRESENT		FUTURE
S <sub>1</sub>		S <sub>2</sub>	
T <sub>5</sub>		T <sub>6</sub>	
E <sub>3</sub>		E <sub>8</sub>	
P <sub>4</sub>		P <sub>7</sub>	

STEPS	Notes for Coach
S <sub>1</sub>	Guide the coachee to define the current situation or problem as concisely as possible. Probe and dig deep to understand the issue/situation and avoid a generic one.
S <sub>2</sub>	Guide the coachee to define the desired outcome or future change.
E <sub>3</sub>	Ask the coachee to define in one word their emotion about the presenting issue/situation and ask them to rate its intensity on a scale of 1 to 10 where 10 is very intense.
P <sub>4</sub>	Ask the coachee to describe their current performance and actions or inaction. Ideally have a number of these in list format.
T <sub>5</sub>	Following the listing of the present performance ask about the present thinking linked to this situation and performance.
T <sub>6</sub>	Now challenge the thinking in T <sub>4</sub> through Socratic challenges or by changing performance interfering thoughts (PITs) into Performance Enhancing Thoughts (PETs). List the new thinking.
P <sub>7</sub>	Following the reframing in T <sub>6</sub> move on to a solution focus conversation and guide the coachee to list options and steps that they can do in order to move forward and towards the desired outcome or situation.
E <sub>8</sub>	Summarise the steps on T <sub>6</sub> and P <sub>7</sub> and ask the coachee how they feel about this and the session. Finally ask the coachee to define in one word their current emotion and rate it on a scale from 1 to 10 where 10 is very intense.

between present and future whilst at the same time going through the various stages of the model.

### Notes on STEP

Capturing the type of Emotion and the rating of its intensity on a 1 to 10 scale before and after the session can demonstrate tangible and immediate results to the coachee. They can leave the coaching session with more motivation and confidence. At T6, coachees can be helped to distinguish between performance interfering thoughts (PITs) and performance enhancing thoughts (PETs) (see Neenan & Palmer, 2001)

STEP can be likened to other CBC models but using a different approach and system (Edgerton & Palmer, 2005).

### Using the TRAIN Model

A train represents forward movement. It also represents the engine (mind) pulling

its weight behind it (wagons or carriages), denoting that the quality of the thinking can increase the load and variety of thoughts that we pull behind us.

One key aspect of this framework is to place an immediate focus on the thinking pattern and cognitions without immediately developing a goal. Even if the coachee has a goal in mind, this is not necessarily addressed right at the start of the session. The aim of the model is to facilitate the discussion around the coachee's thoughts and ideas and then focus on the reality and possible actions. In order to touch base with the inner personal aspect of coaching, the coachee is asked to do a personal internal assessment (*see below*). Finally the coachee shortlists some actions which they can start and do now.

### Notes on TRAIN

At times it is advantageous to take a free-flowing approach and not focus on the goal

<b>TRAIN</b>	<b>Notes for Coach</b>
T	Tell me about your thinking. What thoughts and ideas do you have when experiencing the issue/situation you want to discuss? Describe the thinking about this issue afterwards or even now.
R	Let's do a reality test. Let's revisit some of your thinking. How realistic is this?
A	What actions can you do to mitigate and address this? Is there something that worked before?
I	Focusing on the Inner Personal Now that you came up with these options, how do you feel about this? How ready are you for this change? How is your confidence? What's your commitment?
N	From the actions you listed what are you comfortable to do now?

immediately, just listening to the thoughts, beliefs and ideas the coachee shares about their situation and attempt to understand why the coachee is at a session with us.

Not having to develop goals at the start also removes any potential pressure of having to go in a particular direction until there is greater clarification of what the coachee wants to achieve. This is especially important if the coachee has very 'fuzzy' longer-term distal goals (see Grant, 2012). The goal(s) is developed in conversation with the coachee when discussing the other areas of the model. The focus on the 'inner personal' is one area that not many models give attention to.

### Conclusion

CBC uses a wide range of models and frameworks to facilitate the coaching process. STEP and TRAIN are two additional models and frameworks that maybe useful depending upon the presenting issues or problems that the coachee is bringing to the coaching session.

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### Biographies

**Jonathan Shaw** B.Com (Hons), MBA has over the years set-up a number of start-ups ranging from event management, online travel portals to high-street fashion retail. After turning forty, Jonathan decided to move on from his current business interests, take a long sabbatical, write a book and develop one of his earlier passions – cognitive behaviour. During 2018 he enrolled on the Advanced Diploma in Coaching programme at the Centre for Coaching, London and is now an Associate with international leadership and talent advisory firm Baton&Baton.

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# About the ISCP

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

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