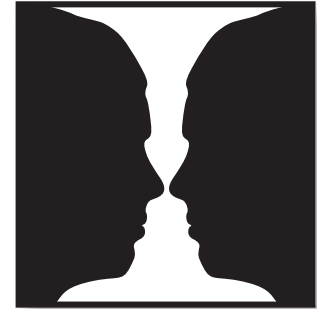


Coaching psykologi

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Abstracts

Af Ole Michael Spaten

De blinde pletter • Kristian Dahl

This article demonstrates how the executive coaching field is characterised by blank spots in the form of limited knowledge on: 1) the importance of different organisational leadership levels to the coach's task and practice in executive coaching and 2) what characterises coaching that involves leaders at different levels who coach subordinate leaders on their leadership tasks. The prevailing definitions of executive coaching seem to implicitly assume that:

- A Leaders only coach employees without leadership responsibility, or
- B It makes no difference whether the subordinate coached by the leader is an employee with leadership responsibility.

Meanwhile, much of the literature on leaders' motives for seeking coaching indicates that they frequently work on issues directly related to transitions between different organisational levels and the development of new leadership behaviour that is suitable to the given organisational level. There are many things to suggest that executive coaching often addresses precisely what the literature and research have largely left unexamined. The Leader-

Denne artikel demonstrerer at executive coaching feltet er præget af blinde pletter i form af begrænset viden om: 1) Betydningen af forskellige organisatoriske ledelsesniveauer for coachens opgave og praksis i executive coaching. 2) Hvad der kendetegner coaching hvor ledere på forskellige niveauer coacher underordnede ledere på disses ledelsesopgave. De fremherskende definitioner af executive coaching synes implicit at antage:

- A Ledere kun coacher medarbejdere uden ledelsesansvar eller
- B Det ikke gør nogen forskel om den underordnede der coaches af lederen er medarbejder uden ledelsesansvar (en fagperson) eller er en leder med ledelsesansvar.

Samtidig peger megen af litteraturen om lederens bevæggrunde for at vælge coaching at pege på at der ofte netop arbejdes med emner der er direkte relateret til bevægelse mellem forskellige organisatoriske niveauer samt udvikling af ny ledelsesadfærd der passer til det aktuelle organisatoriske niveau. Eller sagt med andre ord: Meget tyder på at executive coaching ofte handler om lige præcist

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ship Pipeline theory is proposed as a professional supplement. The Leadership Pipeline perspective cannot stand alone, but appears to offer a framework of understanding that can strengthen the organisational perspective in coaching and supplement the established perspectives on coaching.

Keywords: Leadership Pipeline coaching, executive coaching, leadership derailment, leading leaders, leaders coaching subordinate leaders

Når coaching swinger • Line Fredens

This article describes and analyzes the improvisational and innovative process that takes place between professional musicians during the extraordinary concert. The aim is to draw parallels to the professional coaching conversation in order to examine what new angles this analogy can contribute in proportion to coaching as a practice. In other words, how can an analysis of the musician's communication during a successful concert shed light on what is happening in a successful professional dialogue.

The article contains both empirical data and theory. The empirical data comes to results from a qualitative study undertaken in connection with my thesis within the Master of Learning Processes Specializing in Organizational Coaching at Aalborg University, and is based on interviews with five professional orchestra musicians from the Royal Danish Orchestra, the Copenhagen Phil and the Danish National Symphony Orchestra

Keywords: Coaching, dialogue, communication, musicality, improvisation, interaction, cognition, questions, attention.

det som litteraturen og forskningen er allermost tynd på. Leadership Pipeline perspektivet præsenteres som et muligt afsæt for videreudvikling af executive coaching feltet. Dette perspektiv kan selvsagt ikke stå alene men tilbyder et organisatorisk perspektiv der kan supplere de etablerede perspektiver på coaching.

Keywords: Leadership Pipeline coaching, executive coaching, leadership derailment, ledelse af ledere, ledelses coaching, ledere der coacher underordnede ledere

Artiklen belyser den improviserende og nyskabende proces, der finder sted imellem professionelle orkestermusikere, når de i fællesskab formår at løfte det ordinære til det ekstraordinære. Jeg vil med denne analyse, drage paralleller til den professionelle coachingsamtale, med henblik på at bidrage med nye vinkler i forhold til coaching som praksis. Med andre ord hvordan kan musikernes fælles kommunikation under en vellykket koncert kaste lys over, hvad det er, der sker i en vellykket professionel dialog.

Artiklen tager udgangspunkt i interviews med 5 professionelle orkestermusikere fra Det Kongelige Kapel, Sjællands Symfoniorkester og Radio Symfoniorkestret.

Keywords: Dialog, coaching, kommunikation, musikalitet, improvisation, innovation, samspil, cognition.

Coaching i mange læringsrum • Helle Alrø, Camilla Nilles

Coaching in many learning environments. Coaching and coaching skills can be acquired in various ways and in more or less formalized educational settings. This article focuses on a training course at Aalborg University, where students are trained in coaching and in facilitation of coaching. The aim is to shed light on how coaching skills can be acquired through a series of theoretical, analytical and practical learning activities in and between different learning environments. The article reflects these learning activities from the lecturer's as well as from the student's perspective.

Keywords: Coaching training, coaching learning, dialogue, learning environments

Coaching og opøvelse af coaching-kompetencer kan foregå på mangfoldige måder og i mere eller mindre formaliserede uddannelseskontekster. Denne artikel sætter fokus på et uddannelsesforløb på Kommunikationsuddannelsen på Aalborg Universitet, hvor de studerende undervises i coaching og facilitering af coaching. Formålet er at kaste lys over, hvordan coaching-kompetencer kan opøves gennem en række teoretiske, analytiske og praktiske læringsaktiviteter i og imellem forskellige læringsrum. Det særlige ved artiklen er, at den reflekterer disse læringsaktiviteter gennem underviserens såvel som den studerendes optik.

Keywords: Coaching træning, coaching læring, dialog, læringsrum

Motivation til studie gennemførelse • Liselotte Paaske Nielsen, Reinhard Stelter

This article describes how coaching can be utilized as a tool for development of necessary study competencies and how students can obtain self-esteem, motivation and joy of studying. Thus, the students' capability to be retained in their field of study and finalize the education will be optimized.

It is today a relevant topic, how students can finalize their education within the nominated timeframe, due to the Propulsion reform and The Danish students' Grants and Loans Scheme Reform (SU Reformen). Why, it is being investigated how coaching can help student finalize their education through three areas of student counselling: The individual counseling, the group counseling and the theme based counseling.

The research is based on a qualitative approach, based on three real life cases from the student counselling. The analysis, based on the three cases, will be able to point out "how" coaching can be utilized in the counselling of the students to retain them in the environment and help them finalize their studies. Further research will need to be conducted to evaluate whether this approach meets the qualitative requirements for student retention.

This article reveals how to help student through their education, by illustrating that their educational challenges are not something that they deal with exclusively and need to handle all by themselves. By

Artiklen beskriver, hvordan coaching kan anvendes som motivation, udvikling af studiekompetence, selvværd, selvtillid, sammenhold, studieglæde/studiestemthed og godt studiemiljø, så den studerendes mulighed for fastholdelse og gennemførelse af uddannelsen optimeres og den studerende mestrer study-life balance.

Gennemførelse af studiet på normeret tid er aktuelt på grund af fremdriftsreform og SU-reform. I de tre arenaer i studievejledningen: Den individuelle vejledning, i gruppevejledning og temavejledning for en større gruppe studerende, undersøges coachingens anvendelsesmulighed. Til belæsnin-gen bruges en kvalitativ tilgang på basis af tre selvoplevede cases fra studievejledningen, og case-analysen giver kun mulighed for svar på "Hvordan" coaching kan anvendes og ikke "om coaching fungerer". Cases illustrerer hvordan studerende profiterer af, at de indser, at deres udfordringer ikke er unikke, at de ikke er alene og dermed opnå at problemerne opleves mindre og gør dem nemmere at takle og at i netop fællesskabet findes en styrke, som de ikke er i besiddelse af individuelt. Cases er fremstillet som narrativer, under inddragelse af teorier fra socialkonstruktivismen og systemisk teori, coaching psykologi, positiv psykologi, community psykologi, Appreciative Inquiry (AI) og narrativ psykologi.

creating awareness of this, the experience with the problems seems smaller for the individual student - insight which makes it easier for students to handle their challenges, especially if they are handled within a group setting and not individually.

The cases are being illustrated as narratives, building upon theories from social constructivism and systemic theory, coaching, positive psychology, community psychology, Appreciative Inquiry (AI) and narrative psychology.

Keywords: Student retention, Finalization of Education, Student Success, Motivation, Student Counseling, Coaching, Positive Psychology, Appreciative Inquiry.

Keywords: Fastholdelse, gennemførelse, uddannelse, studievejledning, anerkendende coaching, positiv psykologi

Grænsefeltet mellem psykoterapi og coachingpsykologi • Ole Michael Spaten

This article marks boundaries between psychotherapy and coaching-psychology by discussing the prevailing arguments and definitions in the scientific community, which in different - but also comprehensive way - shows commonalities in relation to daily coaching-psychology practice. The article adds a short excursion to related concepts such as counseling, consultation, mentoring and supervision; finally the concepts are offered in four-sided boxes for a bid of distinctions and interfaces

Keywords: psychotherapy, coaching, counseling, consultation, mentoring, supervision, boundaries

Artiklen fremstiller grænsefeltet mellem psykoterapi og coachingpsykologi ved at diskutere fremherskende definitioner i forskersamfundet, som på forskellig - men også samlet vej - viser fællestræk i forhold til den coachingpsykologiske praksis. Herefter tilføjes en kort ekskursion til beslægtede begreber som counseling, konsultation, mentoring og supervision, hvorefter de fremstillede begreber opstilles i firkantede kasser til et bud på distinktioner og grænseflader

Keywords: psykoterapi, coaching, counseling, konsultation, mentoring, supervision, grænsefelter

How is evidence to be understood in modern coaching psychology? • Ole Michael Spaten, Lillith Olesen Løkken

The hunt for evidence in modern coaching psychology could be counter-productive, and possibly lead to a simplified approach to research, practice, searching for “definitive truths”. The article discuss a critical approach to evidence hierarchies, and the prevalent (medical) understanding of evidence, and in an overall sense the purpose of evidence in coaching psychological practice. Concepts such as “practice-based evidence” and “experienced evidence” will be argued and put in relation to the classic concept of evidence. Will it be useful to suggest a practitioner’s perspective as a wider concept of evidence applied to psychological practice? Limitations and challenges in relation to this suggestion are pinpointed in the end.

Keywords: Evidence based practice, hierarchies, coaching, experienced evidence, practice-based evidence, and reflective practice.

Jagten på at føre bevis for effekten i moderne coaching psykologi kan give bagslag, og muligvis føre til en forenklet tilgang til forskning, praksis i en søgen efter “endelige sandheder”. Artiklen diskuterer en kritisk tilgang til spørgsmålet om ‘beviser’, evidens-hierarkier, og den fremherskende (medicinske) forståelse af evidens, samt en generel fremstilling af formålet med evidens i coaching psykologisk praksis. Begreber som “praksis-baseret evidens” og “erfaringsbaseret-evidens” vil blive fremstillet og sat i forhold til det klassiske evidens begreb. Vil det være nyttigt at foreslå et praksis baseret evidens perspektiv som et bredere begreb i forhold til coaching psykologisk praksis? Begrænsninger og udfordringer påpeges til sidst i artiklen.

Keywords: Evidensbaseret praksis, evidenshierarkier, coaching, praksisbaseret evidens, oplevet evidens, refleksiv praksis.

