Coaching psykologi

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Coaching psykologi

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Preface

By Ole Michael Spaten

It is a pleasure to present for the Danish and International community of practitioner this present Volume 8 of the Danish Journal of Coaching Psychology. The volume contains more articles in English than in Danish as a continuing trend in Danish research papers. We present both new horizons as the emerging field of Eco-Psychology, and on the other hand more classical discussions on the boundaries between psychotherapy, coaching psychology and coaching. We present several articles based on methodological foundations as the Case Study and Action Research continuing the purpose of the Journal and the field of Coaching Psychology: As a scientific discipline, it is among other exemplary by its use of rich excerpts and transcriptions from interventions, interviews or diaries.

In this Volume of the Journal articles on e.g. Hypnosis, Dialectical Questioning or Relationship have a foundation in the field of both psychotherapy and coaching psychology. It is then worth to mention shortly that some of the main differences between psychotherapy, coaching psychology and coaching are the non-clinical/clinical perspective; how the three disciplines operate on different intervention levels; the educational differences and the scientific research, which underpins them. Some of the similarities between psychotherapy, coaching psychology and coaching is primarily the relationship, which is of great importance whether it be the therapeutic alliance/the therapist-client bond or coach-coachee bond. Another similarity is the goal and task oriented focus, which is to be found to some extent in all three intervention forms. To understand more about the similarities and differences please download an earlier paper in this journal, which expands upon this. Apart from a Happy New Year, we wish the readers to have a good time by downloading the papers and read further into the still expanding field of Coaching Psychology.

When reading the articles questions about the profession or the intervention might be raised and readers are very welcome to address them to the Editor as well as the scholars and writers of the articles. As usual, a full bio and contact information about the scholars can be found in a separate section in this Journal.

Ole Michael Spaten
Editor-in-Chief

Coaching at Work Series of Masterclasses 2020

Executive Coaching: A Psychodynamic Approach
Dr Catherine Sandler

Date: Tuesday 25th Feb 2020
Venue: The BPS London Offices
Timings: 10.00am – 5.00pm

MASTERCLASS OUTLINE: As the executive coaching profession matures, interest is growing in models that enable deeper, psychology-based approaches to working with clients. The psychodynamic model emphasises the need to understand the hidden thoughts and feelings that are often the invisible drivers of human behaviour. These insights enable interventions that help the coachee play to their strengths while addressing deep-rooted but unhelpful patterns. Sensitivity, insight and self-awareness on the part of the coach are needed to work in this way but the results are often transformational.

Early bird date until 16th Jan 2020

Systemic Coaching – delivering value beyond the individual
Prof Peter Hawkins & Eve Turner

Date: Monday 9th March 2020
Venue: The BPS London Offices
Timings: 10.00am – 5.00pm

MASTERCLASS OUTLINE: This session will first describe how systemic coaching and systemic team coaching is different from other forms of coaching and team development and then present models and approaches which will immediately increase the ripple effect of your coaching work.

We will examine how we can serve wider stakeholders beyond our clients and including the more-than-human-world of the wider ecology in our work. How do we move coaching beyond "delivering very expensive personal development for the already highly privileged" and deliver beneficial impact to all stakeholders including the ecology? Together we will consider: what is our role as coaches and supervisors, what could it be and what should it be?

Early bird date until 26th Jan 2020

Mastering Self-Awareness: A Neuroscience Approach
Professor Patricia Riddell

Date: Wednesday 8th Apr 2020
Venue: The BPS London Offices
Timings: 10.00am – 5.00pm

MASTERCLASS OUTLINE: One of the major benefits of coaching is that it provides a space in which individuals can become more self-aware. This often leads to insights and breakthroughs in personal development. However, building and maintaining self-awareness can sometimes feel difficult. What is happening in the brain as we become more self-aware? And, given that this can sometimes feel like hard work, what are the benefits of greater self-awareness?

Anyone who wants to lead, coach, collaborate or generally interact effectively with other human beings would be well advised to start by paying attention to themselves. Why? Because only through becoming more self-aware can we gain the feedback we need to master our own behaviour. Often what is missing is our understanding of 'How To' do this.

Early bird date until 25th Feb 2020

How to be a Brilliant Leadership Coach
Steve Radcliffe

Date: Monday 8th Jun 2020
Venue: The BPS London Offices
Timings: 10.00am – 5.00pm

MASTERCLASS OUTLINE: For over 25 years, Steve has been helping people make a bigger difference somewhere in their lives. This has included over 50 chief executives and heads of the Civil Service, the National College of School Leadership, the NHS and other government departments and thousands in their organisations. He now wants to pass on anything he's learned to other coaches and advisors.

Along the way, he has distilled down the very best he's found about leadership into his simple approach, Future - Engage - Deliver or FED, that The Times describes as *"the no-nonsense approach shaking up the world of leadership"*. He has summarised this approach in the UK's top leadership book, *Leadership Plain and Simple*.

Early bird date until 27th Apr 2020
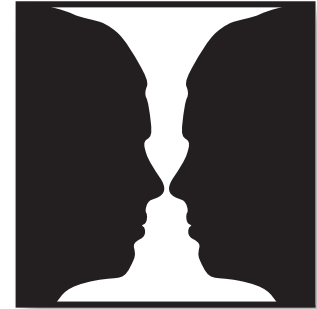
VENUE These events are held at various London locations – see above • **FEES (INCL VAT) Subscribers:** Early bird fee (dates vary – see above) £99.00, Standard fee £169.99 **Non-subscribers:** Early bird fee (dates vary – see above) £149.00, Standard fee £199.99 • **BOOKING PROCEDURE** Please fill in an application form on-line at: www.coaching-at-work.com/masterclasses • **CATERING** Tea and coffee is provided throughout the day. Lunch will also be provided. Please advise of any special dietary requirements when booking

Coaching at Work

"Jeg ved godt, hvad jeg burde gøre, jeg kan bare ikke"

Sundere livsstil gennem narrativ-samskabende coaching

Af Therese Hansen, Celine Sofie Jensen, Amalie Sofie Nielsen & Reinhard Stelter

Abstract

The aim of this case study based on action research was to show how the usage of a narrative-collaborative coaching approach, in a group setting of women aged 40-55, could help women to bridge the gap between action and knowledge concerning lifestyle changes. Furthermore, physical activity was utilized to create and strengthen group dynamics. The dominant narratives associated with lifestyle changes are presented as results of this study. The case study sheds light on important aspects to consider when wanting to change people's way of living. The group setting has central impact in the process. Confronting and co-creating old and new realities in a group setting with like-minded individuals proved to enhance the understanding of oneself and possible ways of dealing with the experienced barriers. Given the short duration of the action research based case study period, more research is needed in order to investigate how sustainable the new co-created realities and lifestyle changes are.

Keywords: *Narrative-collaborative practice, third generation coaching, lifestyle changes, social capital, community of practice, training community, action research, interaction process*

Fra viden til handling

"Altså jeg er rigtig god til at dunke mig selv oveni hovedet... Men jo så ikke nok til, at jeg så ligesom laver ændringen, (...) Fordi det er jo nok dér min rygrad som vingummibamse kommer ind, tænker jeg. (...) ligesom man siger, "ej okay nu tager jeg mig sammen", for nu har jeg det bare så skidt, og ser mig i spejlet, men så sker der bare ikke noget. Jeg ved godt, hvad jeg burde gøre, jeg kan bare ikke."
(Petra i indledende interview)

Citatet er et udtryk for kompleksiteten og udfordringerne, individer møder, når de ønsker at ændre livsstil. Citatet er en af mange fortællinger, der danner rammen for dette casestudie. I citatet italesætter Petra, hvordan gode intentioner ikke nødvendigvis leder til handling i arbejdet med livsstilsændringer, hvilket kan pege i retning af, at der er en kløft mellem viden og handling.

Måden hvorpå individet oftest går fra viden til handling, når en livsstilsændring ønskes, er ved at søge rådgivning gennem sundhedsfaglige eksperter (Britt et al. 2004). Retningslinjer, gode råd, anbefalinger og ekspertudtalelser findes overalt, hvorfor vi aldrig har haft mere information omkring den sunde livsførelse end nu. Det paradoksale er, at vi samtidig aldrig har været flere overvægtige og fysisk inaktive i samfundet, hvilket er en dyr belastning for samfundet (Sundhedsstyrelsen, 2018). Den stadigt stigende andel af overvægtige, kan tyde på, at udfordringerne håndteres på en uhensigtsmæssig måde i relation til at hjælpe individet til en ændret livsstil. Vores vestlige samfundsstruktur gør det let for individet at leve en fysisk inaktiv hverdag med let adgang til kalorierig mad (Sundhedsstyrelsen, 2018). En usund livsstil bør derfor ikke ses som et udtryk for manglende selvkontrol hos individet (Stelter, 2015), da både de sociale strukturer, som individet er indlejret i, og dets refleksive processer, har betydning for valg og handlinger (Gergen, 2009). Med udgangspunkt i Petras indledende citat ligger udfordringen altså ikke i at øge befolkningens viden omkring sund livsstil. Udfordringen er derimod at mindske den oplevede kløft mellem viden og handling hos individet, så der opnås større forståelse og refleksion omkring de barrierer individet oplever i forbindelse med livsstilsændringer.

Konsekvenser af samfundsudviklingen - behovet for fællesskab

Vi lever i dag i et globaliseret samfund, som præges af en hyperkompleksitet, hvor det globale influerer det lokale (Beck, 2000). Som et resultat heraf ses det, at individet har ændret måden, hvorpå der skabes viden og mening i livet, samt måden hvorpå vi konstruerer selvet og vores identitet (Giddens, 1996). Tidligere blev individets valg omkring livsførelse og identitet truffet på baggrund af traditioner, men nu skal disse valg træffes på baggrund af hurtig foranderlig viden og øget information (ibid.). Dette gælder blandt andet viden om sundhed, mad, træning og lignende, som kun findes relevant indtil ny information erstatter den. Det enkelte individ placeres derfor overfor en række valg, som øger dets refleksivitet, hvilket kan skabe usikkerhed hos individet om at foretage de rigtige valg (ibid.). Det har medført en opblomstring af selvudviklings-, og selvrealiseringsforløb, der kan tolkes som et symptom på en hverdag, hvori

individet føler sig usikker og efterladt. De mange valgmuligheder gør det svært for individet at navigere og finde fodfæste, hvorfor individet kan savne fællesskab, sikkerhed og støtte, som de mere traditionelle rammer repræsenterede (Giddens, 1996).

Coachingens indflydelse på øget refleksivitet

Det er med udgangspunkt i ovenstående gennemgang, at 3. Generationscoaching (3GC), og især gruppecoaching i form af en narrativ-samskabende praksis, har sin berettigelse.

Det essentielle for coachingdialogen er, at støtte individet i dets udvikling og læring til at navigere i samfundets kompleksitet, hvorfor 3GC er rettet mod selve processen, samt dét der sker mellem mennesker, når man aktivt tager del i en samskabende proces (Stelter, 2012). Læring bygger på refleksionsprocesser, hvor individet undersøger tidligere erfaringer og fortællinger, for derigennem at skabe nye forståelser og meninger i tilværelsen. Denne læringsproces kan ligeledes tage udgangspunkt i andres fortællinger, hvorfor læring både kan foregå gennem individets subjektive erfaringer, samt i en social og samskabende praksis (Stelter, 2012). Dette perspektiv ligger derfor til grund for anvendelsen af gruppecoaching i dette casestudie. På baggrund af ovenstående gennemgang, er artiklens formål således at tydeliggøre, hvordan en narrativ-samskabende praksis kan mindske kvindernes oplevede barrierer for livsstilsændringer og derigennem bygge bro mellem viden og handling, så individet kan leve et meningsfuldt liv.

Casestudiet placerer sig videnskabsteoretisk i det deltagende paradigme (Reason & Bradbury, 2011). Studiet er bygget op som en del af et aktionsforskningsprojekt fra Københavns Universitet, hvor 6 kvinder (40-55 år) deltog i en otte ugers interaktionsproces. Aktionsforskning er valgt som metodologi, da dets formål, ifølge Reason & Bradbury (2011), er at mindske distancen mellem teori og praksis ved at inddrage aktørerne som medforskere, og dermed gøre forskningen mere anvendelig i praksis. Coachingen blev udført som en narrativ-samskabende praksis, hvis fokus var at skabe meningsfulde og værdiorienterede forandringer i individets livsverden. Gennem kvindernes løbende fortællinger og oplevelser i interaktionsprocessen, argumenterer artiklen for gruppens, fællesskabets og coachingens essentielle indflydelse på kvindernes meningsskabelse og handlinger.

Praktisk-teoretisk springbræt - 3. generations coaching

3GC bygger videre på teorier og modeller fra 2. Generations coaching. Videreudviklingen er funderet i relationen mellem coach og coachee; tidligere agerede coachen ud fra en neutral position, der ikke var direkte involveret i coacheens problemstillinger, men i 3GC er relationen symmetrisk, hvor coachen indtager rollen som med-menneske (Stelter, 2012). Dette indebærer genuine faser i coachingdialogen, hvor begge deler erfaringer, refleksioner og overvejelser, for dermed at tage del i en sanselig relation til hinandens livsverdene (Stelter, 2012). I den symmetriske relation anses både coach og coachee som værende eksperter i hver deres livsverden, hvor den viden, der opstår i processen, har betydning for begge parters værdier og meningsdannelse (Stelter, 2012).

Interaktionsprocessens coachingdialoger centrerede sig om tre essentielle principper:

1. Det narrativ-samskabende perspektiv
2. Fokus på værdidrevne dialoger
3. Mulighed for meningsskabelse

Det narrativ-samskabende perspektiv

Den narrativ-samskabende praksis har rødder i den narrative terapi, hvor individer i fællesskab konstruerer nye narrativer (White, 2007). Narrativer hjælper individet med at italesætte, det vi tænker på, måder vi handler på, og hvorledes vi ønsker at være, hvorfor narrativer danner grobund for, at selvopfattelsen kan forandres (Stelter, 2012).

Det narrative udgangspunkt i coachingdialogen relaterer sig til konstruktionen af individets selvopfattelse (Stelter, 2012). Gennem et fokus på alternative og mere opmuntrende narrativer fra individets liv, får individet mulighed for at skabe nye forbindelser mellem selvforståelse, værdier, intentioner og mål på den ene side, samt parathed og mulighed for handling på den anden side (Stelter et al., 2011). Den narrativ-samskabende praksis skaber mulighed for at lære om os selv gennem andres fortællinger (Stelter, 2012). Gennem bevidning deler individer erfaringer, oplevelser og sociale virkeligheder, hvorigennem der inviteres til refleksionsprocesser (Stelter, 2012). Individer "kobler sig på" den fortalte historie, herunder forstået, at de beskriver, hvordan historien ræsonnerer med deres livsverden og hvilke nye indsigter, fortællingen giver dem (Stelter, 2012).

Fokus på værdidrevne dialoger

Den narrativ-samskabende praksis har, med udgangspunkt i protreptikken, fokus på værdier (Kirkeby, 2009). Protreptikken er en filosofisk og genuin dialogform, hvor der ikke reflekteres over tidligere, nuværende eller fremtidige handlinger, men alene fokuseres på overvejelser og refleksioner omkring værdier (Kirkeby, 2009). Værdier kommer til syne, når vi fordyber os i det, der er meningsfuldt og vigtigt i vores liv, hvorfor det hele-menneske med aspirationer, drømme og håb fremtræder (Stelter, 2012). Den værdibaserede dialog medfører, at fremtidige handlingsperspektiver bliver belyst, og dialogpartnerne skaber grundlaget for at kunne handle i overensstemmelse med, hvad der findes vigtigt for dem (Stelter, 2012). Italesættelsen af værdier ruster dermed individet til at handle med engagement og tillid til egne evner (Kirkeby, 2009; Stelter, 2012).

Mulighed for meningsskabelse

At skabe mening er en essentiel del af coachingdialogen (Stelter, 2012). Fænomener bliver meningsfulde, når vi forstår egne måder at tænke og handle på (Stelter, 2012). Meningsskabelse sker gennem tidligere og nuværende erfaringer, sansninger, refleksioner og sprog på den ene side samt gennem sociale relationer på den anden. Mening og virkelighed skabes altså i overensstemmelse mellem de handlinger, individet foretager, og de værdier, overbevisninger, aspirationer og drømme, individet har (Stelter, 2012).

Interaktionsprocessens design

Interaktionsprocessen blev bygget op omkring et aktionsforskningsprojekt fra Københavns Universitet. At definere, hvad et aktionsforskningsprojekt bør indbefatte, og hvordan forskningstraditionen efterleves, kan være en omfattende opgave, da traditionen har rødder i flere forskellige forskningsretninger (Brydon-Miller et al. 2003; Duus et al. 2014). Grundpræmissen i aktionsforskning er: hvis et individ skal ændre sig, er sandsynligheden for forandring størst, hvis individet har et medansvar i beslutningsprocesserne (Duus et al., 2014). Med denne præmis som fundament, inviterede indeværende aktionsforskningsprojekt kvinderne (medforskerne) til handling, involvering og refleksion, som ledte til en fælles udvikling af meninger, viden og i sidste ende interaktionsprocessens udform-

ning. Kvinderne blev inkluderet i interaktionsprocessen gennem nedenstående punkter:

1. Som medforskere i udviklingsprocesserne af træningssessioner og coachingdialoger
2. Løbende udveksling af viden om interaktionsprocessens fremgang og udvikling
3. Løbende evaluering af træningssessionernes og coachingdialogernes værdi
4. Ideudveksling omkring interaktionsprocessens videreudvikling

Gennem den samskabende proces blev interaktionsprocessen løbende skabt, som yderligere udfoldes i det nedenstående.

Deltagere
Målgruppen var kvinder i alderen 40-55 år, der blev rekrutteret ud fra en udsendt flyer, hvor interaktionsprocessens inklusionskriterier stod beskrevet. Herefter blev 6 kvinder inviteret til deltagelse i interaktionsprocessen. Alle kvinderne havde børn og var bosat i Københavnsområdet. 3 af kvinderne var selvstændigt erhvervsdrivende, 2 var ansat inden for undervisning og ledelse, mens én lige var påbegyndt nyt studie efter flere års arbejde. Kvinderne havde alle tidligere været regelmæssigt fysisk aktive og havde forskellige erfaringer med fysisk aktivitet; bl.a. løb, karate, boldspil, styrketræning, svømning osv.

Indledende og afsluttende interviews
Det empiriske fundament i interaktionsprocessen bestod blandt andet af indledende og afsluttende interviews. Disse interviews blev udført som semistrukturerede interviews. De indledende interviews havde til formål, at skabe indsigt i kvindernes ønske om livsstilsændringer, samt hvilke udfordringer, der kunne have betydning for deres selvopfattelse og identitet. Dernæst fulgte åbne spørgsmål omkring kvindernes hverdag, forståelser af sundhed og fysisk aktivitet, samt deres drømmescenarier. Det afsluttende interview ønskede at forstå kvindernes oplevelse af interaktionsprocessen, samt undersøge eventuelle perspektivskift hos kvinderne.

Dagbøger
Kvinderne fik tildelt en dagbog, som de, efter hver træningssession og coachingdialog, blev bedt om at nedfælde oplevelsesbeskrivelser i. Dette blev gjort af flere årsager: (1) for at fordre kvinderne til

refleksion, (2) for at indsamle empiri løbende igennem interaktionsprocessen, der eksplicit skildrede kvindernes tankeprocesser i forhold artiklens formål og (3) for at få indsigt i kvindernes refleksioner over interaktionsprocessen, således at deres meninger, tanker og erfaringer blev taget med i udvikling af denne.

Træningssessioner
Træningssessionerne foregik udendørs hver tirsdag morgen fra 6.30-7.30. Træningens eksplicitte formål var ikke at afholde den mest hensigtsmæssige træning for vægttab eller øget sundhed, men derimod som mulighed for at skabe af en god og tillidsfuld dynamik blandt kvinderne. Dernæst søgte træningen, at give kvinderne nye kropslige- og sanselige oplevelser med fysisk aktivitet, som kunne give kvinderne en oplevelse af forbindelse mellem krop og sind. Dette begrundet i, at bevægelse ifølge Stern (2004) og Sørensen og kolleger (2014) bidrager, ligesom dialog, til intersubjektivitet og resonans mellem mennesker. Gennem tilrettelæggelsen af træningen, hvor kvinderne havde lege i deres opvarmning, lavede samme bevægelser, var sammen i grupper eller konkurrerede på hold, var målet at skabe samhørighed. Gennem resonans og intersubjektivitet mellem kvinderne, søgtes der at opnå en tættere og tillidsfuld relation blandt kvinderne.

Coachingdialoger
Hovedessensen i coachingdialogerne var, at kvinderne deltog ud fra deres eget liv og egne erfaringer. Dette blev tydeliggjort til første coachingdialog, hvor kvinderne og coaches i fællesskab nedskrev et værdisæt for etableringen af "Det trygge rum". På den måde fik kvinderne først og fremmest medejerskab og indflydelse på coachingsdialogernes værdisæt, samt et indblik i hvorfor det var centralt, at dette blev efterlevet.

Grundformen for 7 ud af 8 coachingdialoger fulgte tre indholdsmæssige elementer; (1) kvinderne fik mulighed til at fortælle, hvordan det var gået siden sidste coachingdialog, deres arbejde med "ugens opgave", deres succeshistorier eller udfordringer fra ugens løb, eller hvad end de måtte have på hjertet, (2) 15 minutter psykoedukation, hvor en coach præsenterede ugens emne, (3) den egentlige coachingdialog.

Temaerne til psykoedukationen blev identificeret i de indledende interviews samt løbende udvalgt

sammen med kvinderne. De syv emner var: adfærd (1. coachingdialog), self-determination theory (2. coachingdialog), self-efficacy (3. coachingdialog), mindfulness (4. coachingdialog), mental robusthed (5. coachingdialog), learned optimism (6. coachingdialog) og stages of changes (8. coachingdialog). Ved den 7. coachingdialog fik kvinderne mulighed for at styre samtalen og italesætte ønskede problematikker.

Empirianalyse

De indledende og afsluttende interviews samt coachingdialogerne blev audio optaget og derefter transskriberet ud fra en modificeret udgave af verbatimmetoden. Transskriptionerne og dagbøgerne blev omhyggeligt gennemlæst inden den tematiske analyse, hvorefter de blev diskuteret og revideret gennem en kontinuerlig bearbejdningsproces.

Oplevelser og fortællinger fra interaktionsprocessen

I følgende afsnit præsenteres kvindernes fortællinger, erfaringer og udfordringer med at være i en livsstilsændrende proces. Læseren vil igennem 4 delafsnit blive introduceret til forskellige tematikker og oplevelser, der løbende bliver underbygget af kvindernes egne udsagn.

"Min bevidsthed om mig selv, er ikke fulgt med min alder."

(Henriette i 2. coachingdialog)

Som ovenstående overskrift indikerer, havde flere af kvinderne tidligere i livet identificeret dem selv som værende slanke, stærke, sporty og attraktive. Men kroppens naturlige foranderlighed, der fulgte med alderen, havde for mange af kvinderne udfordret den forestilling, de havde omkring deres identitet. I coachingdialogerne blev det tydeligt for kvinderne, at de ikke kunne genkende dem selv i deres kroppe:

> "Jeg har sådan et billede af mig selv, som ligger 20 år tilbage. Hold kæft, hvor er jeg pisse stærk og kan så mange ting, så det tager jeg lidt som en selvfølge, selvom det overhovedet ikke er en selvfølge i dag, fordi jeg er så slasket, ikke. Jeg har ikke rigtig… min bevidsthed om mig selv, er ikke fulgt med min alder."
> (Henriette i 2. coachingdialog)

Henriettes historie skabte resonans hos Mette, og gennem bevidning forholdt Mette sig medtænkende til Henriettes fortælling, hvor hun delte sine oplevelser om at være blevet ældre:

> "Jeg synes egentlig jeg har holdt mig godt indtil nu, og så sker der bare noget, når man rammer de 50. Så tænker man bare "wow, hvad gik der lige galt der". Altså, jeg føler, at jeg er blevet puttet ned i en anden krop, der ikke er min - og det er lidt underligt, for jeg kan ikke kende mig selv."
> (Uddrag 2. coachingdialog, Mette)

Kroppens udseende og formbarhed spiller kulturelt set en stor rolle, da individet skaber sin identitet gennem kroppen (Lundin & Åkesson, 1996). Kroppens udseende udtrykker både til omverdenen og til individet selv, hvilket liv vi lever, hvad der er vigtigt for os, og hvem vi i bund og grund er (Lundin & Åkesson, 1996). Ifølge Price (1990) skabes en ubalance i individets identitet, hvis kropsopfattelsen ikke stemmer overens med realiteten. Kvinderne oplevede en uoverensstemmelse mellem deres værdier og overbevisninger om deres udseende og fysiske formåen. Kvinderne havde et dualistisk syn på krop og psyke, hvor kroppen blev opfattet som et objekt - et "hylster" de havde, men ikke kunne identificere sig med. Dette medførte, at de distancerede sig fra deres kroppe. Gennem coachingdialogerne blev kvinderne opmærksomme på, at andre oplevede den samme uigenkendelighed af dem selv i deres kroppe. Fortællingerne fra Mette og Henriette om opfattelserne af deres egne kroppe skabte efterfølgende refleksioner, der blev nedskrevet i dagbøgerne:

> "Men jeg synes ikke jeg ligner mig selv - jeg vil gerne føle mig mere hjemme og jeg ser mig selv som stærk, naturlig, smuk, slank, super glad, energisk og modig."
> (Uddrag, Dagbog 20/4-19, Geraldine)

Indledende interviews og coachingdialoger gav hver enkelt mulighed for at reflektere over egne overbevisninger, og denne videns- og erfaringsdeling frembragte nye muligheder for handling og meningsskabelse:

"(...) og når vi så taler identitet, så i virkeligheden har det jo nok altid været min identitet at være sådan lidt sporty, og se lidt godt ud, og det synes jeg faktisk ikke jeg gør mere."

(Geraldine i indledende interview)

Et af de centrale elementer i den narrativ-samskabende praksis bygger på samspillet mellem identitetslandskab og handlingslandskab, hvor deltagerne rustes til at skabe mening i måden, de ser sig selv, og måden hvorpå de handler (Stelter, 2012). Gennem coachingdialogerne udforskede kvinderne deres identitetslandskab med fokus på, hvilke værdier og overbevisninger de havde, for efterfølgende at reflektere over, hvordan dette stemte overens med deres handlingslandskab:

"Det (red: værdigrundlag) er en ting jeg synes vi har snakket meget om her, ikke. Hvad er det egentlig vi vil? Er det den perfekte kvindekrop? Nej, det er sgu ikke det, det handler om. I hvert fald ikke for mig. Det er det der med, at jeg bare gerne være "fysiske og glade Geraldine.""

(Geraldine i 8. coachingdialog)

Den øgede bevidsthed omkring værdier og overbevisninger gav mulighed for at nyfortolke, og dermed forandre narrativet om kvindernes kropsopfattelse. Dette sås hos Geraldine, da hun skrev, at hun trænede for *at se godt ud - ikke bare ok* (uddrag af dagbog d. 24/4-19, Geraldine) til et perspektivskifte om at træne for at identificere sig som *"fysiske og glade Geraldine"*. Henriette ytrede, at hun var "pisse ringe" (5. coachingdialog) og "stinkende dårlig" (ibid), fordi hendes krop ikke levede op til hendes 20 år yngre forestilling omkring sig selv. Igennem interaktionsprocessen oplevede Henriette et perspektivskifte mod en accept af kroppens nuværende tilstand:

"Jamen altså, for mig har den store ting været, at jeg har givet mig selv tid til at tænke over mig selv og mit liv. Og hvad er det der virker for mig, og det synes jeg sådan set, at jeg er lidt godt på vej mod."

(Henriette i 7. coachingdialog)

Gennem coachingdialogerne, hvor kvinderne indtog en samskabende position, opstod muligheden

for refleksion og meningsdannelse i fællesskab. Meningsdannelse bidrog med anerkendelse, styrke og inspiration til kvinderne i deres udvikling af nye, og mere hensigtsmæssige, narrativer omkring deres kroppe, liv og identitet. I næste afsnit præsenteres, hvorledes interaktionsprocessen skabte grundlaget for at kvinderne kunne handle i overensstemmelse med en ønsket livsstil.

"Jeg har haft den information, jeg burde have, for at kunne omsætte det til noget"

(Henriette i 8. coachingdialog)

Alle kvinderne deltog i interaktionsprocessen med forhåbningen om at bygge bro mellem viden og handling, for at bringe dem nærmere det liv, de hver især ønskede at leve. Som artiklens titel og indledende citat antyder, var det ikke mangel på viden, som forhindrede kvinderne i at leve et sundere liv, men ifølge dem selv var det derimod en manglende motivation, selvkontrol eller "rygrad":

"Det er jo meget sjovt, ikk? For jeg synes, jeg har haft den information, jeg burde have for at kunne omsætte (red: det) til noget, den har jeg haft i ualmindeligt mange år, ikke."

(Henriette i 8. coachingdialog)

Gennem coachingdialogerne fik kvinderne indsigt i, hvilke barrierer de hver især oplevede i forhold til livsstilsændringer. Fælles for kvinderne var en travl hverdag, hvor de på den ene side jonglerede et familieliv, socialt liv og arbejde, mens de på den anden side forsøgte at finde plads til deres egne behov - som oftest blev nedprioriteret:

"Så har jeg de der drenge, som jeg har fået sent, som er 10 år nu, og jeg har jo haft samme undskyldning med, at det har været dem hele tiden (...) Men der kan jeg jo mærke, at når man så melder sig til noget, som det her... jamen de opdager jo dårligt, at man er væk."

(Mette i 1. coachingdialog)

"Jeg bliver ved med at bruge mine børn som undskyldning. De er 19 og 20, ikke."

(Henriette i 1. coachingdialog)

Som det fremgår af begge citater, oplevedes familieliv som en barriere for den ønskede livsstil. Dog

bærer citaterne ligeledes præg af *striking moments* (Shotter and Katz, 1996), idet det går op for Mette og Henriette, at de har skabt en personlig myte (McAdams, 1993) om, at familien er afhængige af dem. At familielivet eller arbejde blev prioriteret over kvindernes egne behov, blev forklaret ud fra et ønske om at ville præstere godt og være ambitiøse på mange parametre. Disse ambitioner og forvent-ninger resulterede i en hård behandling af dem selv og en modløshed over deres livssituation:

> "Nej, altså det er jo ikke dig der gør mig ked af det. Det er jo mig selv. Jeg er me-get meget hård ved mig selv… Og en af de ting jeg øver mig på er ikke at blive så vred på mig selv, når det ligesom kø-rer lidt af sporet."
> (Geraldine i indledende interview)

Disse erkendelser førte til en dialog om, hvordan kvindernes liv så ud nu, og hvordan de ønskede livet skulle se ud (deres drømmescenarie). Foran-dringer sker ikke blot på baggrund af en kognitiv beslutning, men forandringer skal derimod tilpas-ses de omstændigheder, individet indgår i, hvor-for forandringer skabes i en refleksiv proces over ens oplevede udfordringer (Stelter, 2015). Gennem den narrativ-samskabende praksis blev kvinderne konfronteret med deres oplevede barrierer, og hvordan disse ikke stemte overens med måden, de ønskede at leve livet på:

> "Altså ja, ja selvfølgelig er det (red: dét at sige "ja" til for mange arbejdsopgaver") anerkendelse. Helt klart. Det er derfor mange gør det, og det er også derfor, jeg gør det."
> (Laila i indledende interview)

Dette igangsatte en refleksion Laila, der i sin dag-bog d. 18/4 beskrev, hvad der lå til grunde for det manglende overskud, samt hvordan hun kunne ændre situationen. Lailas refleksioner ledte til øn-sket om, at skrue ned for ambitionerne og behovet for anerkendelse fra andre, hvilket ses i dagbogs-noterne:

Følelsen af forpligtelse over for familie og ar-bejde var bagvedliggende grunde til negligeringen af kvindernes egne behov. På trods af kulturelle og individuelle forskelle hos kvinderne bar deres nar-rativer præg af fællestræk; de var alle standhaftige,
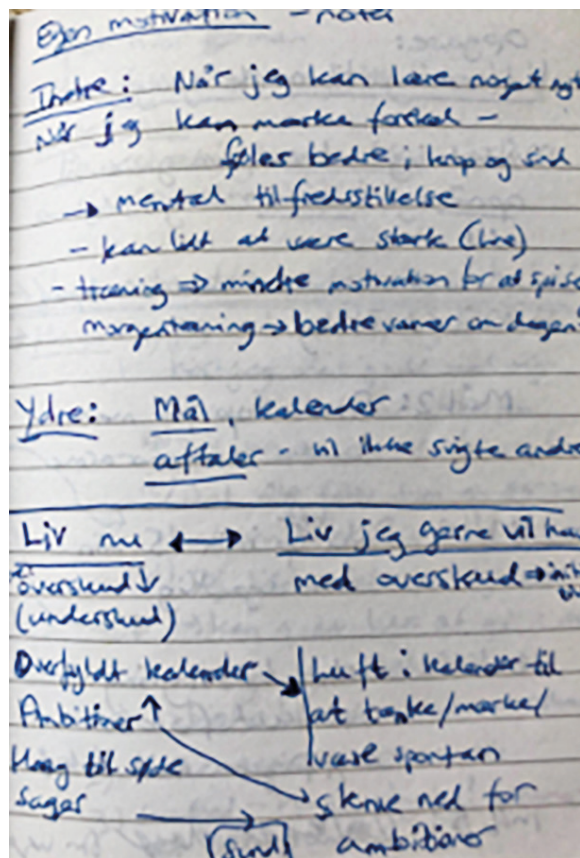
Fig. 1. Uddrag af Lailas dagbog

ambitiøse, dygtige og perfektionistiske i hver deres felt, men manglede indsigt i hvorfor de ikke kunne overføre disse kompetencer, "den motivation" og "den rygrad" til også at være gældende i den livs-stilsændrende proces.

> "Jeg er lidt flov over, at når nu jeg er så god til at skabe udvikling i en organi-sation, hvorfor fanden kan jeg så ikke skabe det for mig selv?"
> (Geraldine i 8. coachingdialog)

Når kvinderne følte de præsterede og gjorde noget for andre, formåede de ikke samtidig at forholde sig til sig selv. Anerkendelse fra arbejde, familie og venner, som kvinderne søgte gennem et ambitiøst og hårdt hverdagsliv, gjorde muligvis, at kvinderne ikke behøvede at forholde sig til, hvordan de så ud, men mere hvad deres handlinger fortalte om dem. Når kvinderne ikke formåede at leve op til deres egne høje forventninger og krav, kunne de blive

destruktive i deres tanker og adfærd. Dette udfoldes i nedenstående afsnit.

"Altså jeg er rigtig god til at hakke mig selv oven i hovedet"
(Petra i 3. coachingdialog)

Som beskrevet tidligere hersker der en dominerende diskurs i samfundet om, at overvægt og usund livsstil er et spørgsmål om manglende selvkontrol. Denne fortælling om "bare at tage mig sammen" gik igen hos flere af kvinderne:

> "Jeg har aldrig været så stor, som jeg er nu, og jeg er simpelthen så god til at dunke mig selv oven i hovedet. Men det der helt klart er sket, det er trøstespisning - når jeg først spiser noget forkert, så kan jeg ikke stoppe. Altså jeg er rigtig god til at hakke mig selv oven i hovedet og sige - "ej Petra for fanden det var ikke i orden" og så får jeg ondt af mig selv, og så kører det bare indenbords, og så har jeg det lidt bedre i 5 minutter, men er ked af det efterfølgende."
> (Petra i 3. coachingdialog)

Petras fortælling om overspisning omhandlede tabet af selvkontrol, når hun ikke kunne leve op til hendes egne forventninger. Hun havde en klar forestilling om, hvad hun ikke burde spise, men når hun kom til at spise noget "forkert", endte hun med at overspise. Hun følte derfor situationen, og sig selv, som en fiasko, da hun ikke kunne opretholde en "ordentligt" kontrol af sig selv. Overspisning blev derfor en ventil for at slippe for hendes restriktive selvkontrol, og hun oplevede en kortvarig ro - indtil virkeligheden ramte hende igen. Gennem transformative dialoger begyndte Petra at forstå hendes spisevaner som mere komplekse og resultatet af hendes behov for kontrol. Efter denne indsigt skiftede hendes fokus fra målsætningen omkring vægttab, men over mod en meningsfuld livsførelse:

> "(...) altså ligesom faktisk, at tænke på det der, og ligesom sige, prøv at høre her, det er okay, og hvorfor skete det, og hvad kan jeg bruge det til, og hvorfor skal det egentlig ødelægge det hele? Og så op på hesten igen. Og det har jeg faktisk ikke

kunnet de andre gange. Der har jeg bare fået sådan lidt ondt af mig selv (...)."
> (Petra i afsluttende interview)

Ligesom Petra, havde alle kvinderne høje forventninger til hvordan de burde spise, samt hvordan, hvor meget og hvor hårdt, de burde træne. Denne "burde"-problematik oplevede Louise i forhold til hendes træning:

> "Jeg har svært ved at træne derhjemme, men det bliver jeg nødt til, hvis jeg skal træne kontinuerligt (...) Jeg kan finde 100 undskyldninger på ikke at træne, selvom jeg har et program til at træne derhjemme. Det er mærkeligt, for jeg tror ligesom ikke, at jeg behøver at træne derhjemme, men det gør jeg jo. Men det er som om, det ikke er rigtig træning, for det er jo ikke særlig hårdt."
> (Louise i 2. coachingdialog)

Gennem træningssessionerne blev kvindernes forståelse af "rigtig" træning udfordret. Fokus fjernede sig fra, at træning skulle være hårdt og ubehageligt, som mange af kvinderne forbandt med en effektiv træning, mod et fokus på øget kropsbevidsthed, leg og nydelse, hvor kvinderne fik erfaringer med at fysisk aktivitet også kunne være sjovt, anderledes og behageligt. Gennem dagbøgerne rettede kvinderne fokus på, hvad træningen gjorde for deres krop og sind, og de blev derigennem mere opmærksomme på dem selv og deres sansninger:

> "Jeg er nok den der afleverer den dårligste bog, for det har været svært for mig. Men det har været godt for mig, at den var der, for så blev jeg opmærksom på, at jeg også burde tænke mere over motion og mig selv. Så jeg har arbejdet med, at tænke mere over tingene. Så dagbogen er et fysisk bevis på, at fysisk aktivitet, ikke kun er en fysisk ting, men at det sætter gang i andre følelser."
> (Henriette i afsluttende interview)

Tilrettelæggelsen af træningssessionerne var med til at rykke på kvinderens opfattelse af, hvad træning også kunne være og hvor meget de "burde" gøre:

"Så var jeg f.eks. på legepladsen og tumle rundt og løbe med drengene. Så bliver jeg glad og så tænker jeg; "Nå men fedt, så har jeg også fået gjort noget dér". Og det er jo ikke det samme som at træne, men jeg er begyndt mere at se at det hele har en berettigelse."
(Louise i afsluttende interview)

At kvinderne bebrejdede dem selv for manglende motivation og "rygrad" bekræftede diskursen om, at individet selv er ansvarlig for egen sundhed. Hvis kvinderne besad viljestyrken, så kunne de være "bikinifitness anno 50", som Henriette ironisk nævnte i sit afsluttende interview, men at navigere i sundhedssamfundet er en kompleks proces. Samfundets hyperkompleksitet, som tidligere nævnt, medfører, at vi konstruerer selvet og vores identitet ud fra hurtig foranderlig viden og information (Stelter, 2012). Kvinderne definerede deres identitet ud fra deres kroppe og udseende, og i et forsøg på at efterleve kravene fra samfundet, navigerede kvinderne ud fra deres egne, og samfundets, høje forventninger. Som et resultat af dette levede kvinderne under et konstant pres fra samfundet, og dem selv, om at de skulle være perfekte på alle aspekter i livet; både når det kom til mad, træning, arbejdsliv, familieliv og dem selv. Dette udmøntede sig i en negligering af egne behov og en uro i egen krop. En uro, der kunne dulmes kortvarigt med psykologiske flugtveje som overspisning, men som på længere sigt ville bibringe endnu mere uro. Hvis kvinderne ikke kunne mærke sig selv og deres behov, ville det være utopisk at tro, at de ville kunne agere hensigtsmæssigt i et hyperkomplekst samfund i forhold til deres sundhed, grundværdier og livssyn. I nedenstående afsnit vil betydningen af fællesskabet i forbindelse med at agere hensigtsmæssigt i det komplekse blive tydeliggjort.

"Mine vigtigste redskaber hedder Louise, Laila, Petra, Mette og Henriette"
(Geraldine i afsluttende interview)

Et gennemgående fællestræk fra interaktionsprocessen var kvindernes positive oplevelse af at indgå i et fællesskab. Et fællesskab, som centrerede sig omkring den oplevede bevægelsesglæde og tryghed under træningssessionerne, men også støtte og opmuntring i de narrativer, der blev udfordret og opbygget under coachingdialogerne:

"Jeg er meget motiveret i at være i gruppen og høre at der er andre der har det nøjagtig som mig - faktisk nøjagtig de samme tanker. Her har jeg gået og troet, at jeg var den eneste som tænker sådan og har det sådan. Det er enormt opmuntrende og motiverende at være i samme båd og få tingene sagt højt."
(Uddrag fra dagbog d. 18/4-19, Petra)

Erkendelsen af ikke at være alene bidrog til en stærkere narrativ-samskabende proces, idet kvinderne koblede sig på hinandens erfaringer og relaterede sig til dem, men samtidig udfordrede hinandens overbevisninger. Kvindernes forskellige liv og erfaringer med livsstilsændringer bidrog med muligheden for at undersøge nye tanker og perspektiver. Dette åbnede op for meningsskabelse og udfoldelse af nye og opløftende narrativer:

"Så der har været nogle forskellige vinkler fra os forskellige kvinder i coachingen. Der har været intellektet, mismodet, troen på livet. Jeg synes de repræsenterer nogle forskellige tanker som tilsammen er i mit hoved."
(Geraldine i afsluttende interview)

Den narrativ-samskabende praksis var værdifuld for kvinderne i forhold til deres egen refleksionsproces, da det var gennem de andres fortællinger, at de blev i stand til at fortolke og skabe nye meninger. Gennem bevidning fik kvinderne mulighed for at opleve sig selv på ny gennem de andre kvinders narrativer og selvforståelser:

"Jeg har bare så meget brug for at høre på, hvad de andre siger. Det der med, at man ikke selv kan tænke alle tankerne. Det er der ingen der kan."
(Geraldine i afsluttende interview)

Gennem den narrativ-samskabende praksis knyttede kvinderne bånd og øgede deres selvforståelse og erkendelser omkring deres livsførelse. Herigennem blev kvinderne bundet sammen i den livsstilsændrende proces, og havde, ifølge dem selv, ikke opnået sammen refleksionsniveau eller udvidet selvforståelse uden fællesskabet.

Det fremgår tydeligt, hvor stor betydning fællesskabet har haft for kvindernes udvikling. Herunder

hvordan en øget sansning, refleksion og fællesskab kan øge evnen til at forstå og skabe mening i sine egne og andres følelser og handlinger, samt skabe handlekraft til at håndtere egne indre konflikter og barrierer på en hensigtsmæssig måde. Fællesskabet bidrager dermed til, at den enkelte kvinde forstår sig selv på ny, lærer om sig selv, sine følelser, tanker og adfærd.

Diskussion

Diskussionen centrerer sig om betydningen af fællesskabet og dernæst interaktionsprocessens muligheder i forhold til vedvarende fastholdelse af de ændringer, kvinderne har skabt.

Følelsen af fællesskab

Vigtigheden af fællesskabet, støtten og gensidig responsivitet i interaktionsprocessen underbygger følelsen af sikkerhed. Når vi ser, at individet, grundet det større fokus på selvrealisering i samfundet, har ændret måden, hvorpå der skabes viden og mening i livet, mister fællesskabet sin værdi (Giddens, 1996). Det betyder i højere grad, at vi må iværksætte flere tiltag, der prioriterer fællesskabsfølelsen højt, hvor individer føler støtte, tilknytning og anerkendelse. Derfor findes det relevant, at diskutere fællesskabet og dets betydning for at skabe meningsfulde livsstilsændringer hos kvinderne.

Et af hovedargumenterne for at gennemføre gruppecoachingen ligger i udviklingen af et ærings- og samskabende praksisfællesskab (Lave & Wenger, 1991). Interaktionsprocessen skabes, udvikles og ændres gennem fælles handlinger. På den måde skaber alle kvinderne i praksisfællesskabet en social virkelighed, hvor der udvikles et fælles grundlag for meningsskabelse. Ifølge Lave & Wenger (1991) kan alle deltagere i et praksisfællesskab betegnes som "legitime perifere deltagere". Dette indbefatter, at deltagerne accepteres som retmæssige deltagere i fællesskabet (Lave & Wenger, 1991). Det perifere relaterer sig til, at den viden, der produceres i praksisfællesskabet, er et produkt af en fælles praksis, som alle deltagere bidrager til (ibid.). På trods af coachens faglige ekspertise, kan hverken coachen eller deltagerne indtage en særlig rolle i forhold til viden og læring (Stelter, 2012). Der er derfor intet vidensmonopol, og alle kvinderne kan lære noget, uanset udgangspunktet. Den relationelle stemthed og bevidningen, der er en forudsætning for den narrativ-samskabende proces, gør, at det individuelt meningsfulde kan ræsonnere med

de andre dialogpartnere (Stelter, 2012). Gennem en anerkendende coachingtilgang kan hver enkelt kvinde relatere narrativerne til deres egen verden. Med udgangspunkt i de reflekterende og samskabende processer i praksisfællesskabet, kan kvinderne udvikle nye ressourcer, der åbner op for nye måder at tænke og handle på. Den narrativ-samskabende praksis kan derfor anskues som en fællesskabsdannende praksis, hvorigennem kvinderne kan opbygge empowerment. Empowerment kan anskues som et centralt element, når interaktionsprocessen slutter og kvinderne skal stå på egne ben. Ifølge Stelter (2012) understreges empowerment som værende individets evne til at modstå magtesløshed for dermed fortsat at være i stand til at gøre noget ved dets livssituation. At kvinderne føler sig kompetente til at handle på en meningsfuld og selvsikker måde i forhold til deres udfordringer og barrierer, kan øge mulighederne for, at deres livsstilsændringer bliver bæredygtige i fremtiden - dette vil yderligere blive berørt senere.

Foruden dannelsen af et praksisfællesskab og empowerment, kan udfaldet af interaktionsprocessen ligeledes kobles på begrebet social kapital (Putnam, 2000). Social kapital henviser, ifølge Putnam (2000), til en sammenhængskraft i en social forbindelse, i form af tillid, gensidighed og samarbejde. Social kapital er et begreb, der anses for at være essentiel i sociale relationer, da social kapital kan være medskabende til en øget forandringsparathed, når det enkelte individ erfarer, at de ikke står alene med deres udfordringer (Stelter & Andersen, 2018).

Interaktionsprocessen kan dermed være med til at begrænse kvindernes følelse af at stå alene med deres udfordringer. Interaktionsprocessen kan være med til at efterkomme det behov for fællesskab, der ses i samfundet. Meget tyder på, at den narrativ-samskabende praksis kan danne empowerment og anskues som et fundament for udviklingen af social kapital.

Hvad så nu? - små skridt til en bæredygtig fremtid

Interaktionsprocessen var andet end symptombehandling og ekspertrådgivning. Der blev skabt et rum, hvor kvinderne havde mulighed for refleksion, meningsskabelse og en tydeliggørelse af deres værdisæt. Dette blev gjort ud fra tesen om, at meningsfulde og værdibaserede ændringerne vil være mere bæredygtige modsat kure og quick fixes, der

baseres på objektive anbefalingerne og råd (Britt et al., 2004). Dette skal ses i lyset af, at livsstilsændringer, og ændringer generelt, ikke blot er en kognitiv beslutningsproces (Heimlich & Ardoin, 2008). Ændringerne skal give mening i deltagernes verden og livsførelse samt udfoldes på baggrund af en reflekterende proces omkring kvindernes oplevede barrierer og udfordringer.

Som nævnt, skete der et perspektivskifte hos kvinderne mod en mindre striks tilgang til mad, træning og sundhed. Gennem interaktionsprocessen anerkendes det, at livsstilsændringer ikke er noget, der kan opnås på otte uger, men skal foregå som en konstant udviklende meningsfuld proces. Dette sås ligeledes i Andersen og kollegers (2014) studie, hvor en "small step" tilgang ledte til deltagernes accept af, at en vellykket og bæredygtig livsstilsændring opnås gennem små ændringer i hverdagen. For kvinderne i indeværende interaktionsproces kan accepten af netop "små skridt", muligvis være medvirkende til, at kvinderne oplever færre "fejl skridt", og at deres forhenværende tendens til bebrejdelse, opgivelse og manglende tiltro til selvet minimeres. Da interaktionsprocessen blot havde en varighed på otte uger, kan der ikke siges noget valid om interaktionsprocessens betydning for vedvarende livsstilsændringer. Nedenstående citat tydeliggør dog, at kvinderne oplevede interaktionsprocessen som værdifuld, men ligeledes en bevidsthed om, at deres udvikling og arbejde mod deres ønskede livsstil ikke er slut:

> "Jeg synes, det (red: interaktionsprocessen) har været rigtig godt. Altså det kommer til at tage længere tid end 8 uger, så jeg har brug for noget mere støtte endnu."
> (Geraldine i afsluttende samtale)

En afslutning på et hvilket som helst forløb vil altid medføre en vis usikkerhed omkring fremtiden og tiltroen til at kunne fortsætte i samme spor på egen hånd (Andersen et al. 2014). Ifølge Andersen og kolleger (2014) bunder dette blandt andet i den forpligtelse, som deltagerne naturligt vil føle over for deres coach. En forpligtelse som deltagerne oftest ser som en drivkraft mod livsstilsændringen (Andersen et al., 2014). Denne usikkerhed ses ligeledes for kvinderne i interaktionsprocessen. Gennem skalaspørgsmål (1-10) ved det afsluttende interview blev der spurgt til troen på at kunne

efterleve den ønskede livsstil, hvor der eksempelvis besvares:

> "7 - fordi det er så nyt, så det er stadig skrøbeligt, specielt her når sommerferien kommer, så det er nu det slår sin prøve."
> (Henriette i afsluttende interview)

I denne forbindelse kan gruppens fællesskab, samt andre fra kvindernes sociale omgangskreds, spille en central rolle for den enkeltes mulighed for at fortsætte ned ad den ønskede vej. Gruppecoaching kan have en positiv indflydelse på den sociale samhørighed og den sociale kohæsion (Stelter, 2005). Dette sås allerede inden interaktionsprocessens afslutning, hvor kvinderne på egen hånd begyndte at gøre brug af hinanden som dialog- og træningspartnere. Hvis kvinderne formår at bevare den sociale kohæsion til hinanden, og dermed opretholder relationerne, der bærer præg af en fremtidig interesse for vedvarende meningsfulde livsstilsændringer, kan de fortsat drage nytte af de medmenneskelige ressourcer den narrativ-samskabende praksis har frembragt. Duncan og kolleger (2010) understreger klientens (i psykoterapien) sociale miljø, som en afgørende faktor i forandringsprocesser. Overført til coaching kunne Duncan og kollegers (2010) forskning fremhæve to centrale faktorer, der indvirker på coachingens udfald: Behandlingsfaktorer og coachee-faktorer. Behandlingsfaktorer indbefatter tre dele (1) den anvendte teori, (2) relationen mellem coach og coachee, samt (3) coachens personlige egenskaber. I deres forskning udgør behandlingsfaktorerne kun 13% af udfaldet til en succesfuld intervention (ibid.). Coachee-faktorerne omfatter, udover coachees forandringsparathed og motivation til at ændre sig, den støtte coacheen oplever fra sit sociale miljø. Derfor kan det anses som en essentiel faktor, at kvinderne formår at inddrage deres sociale miljø i deres forandringsproces, hvis denne fortsat skal opretholdes og udvikles.

Fremtidige anbefalinger
Det skal tydeliggøres, at gruppens seks kvinder og involverede coaches i samskabelse har frembragt den viden, som artiklen kunne fremlægge. Alle mennesker er forskellige, hvorfor andre måske ikke nødvendigvis vil fremhæve det samme, og ej heller ende med at lægge vægt på de samme per-

spektiver, som var essentielt i indeværende interaktionsproces. Ønsket med casestudiet var derfor ikke, at fremlægge en fast skitse til andre sundhedsprofessionelle, der ønsker at udføre samme arbejde. Ønsket var nærmere at åbne op for nye perspektiver, der kan inddrages i arbejdet mod en essentiel samfundsudfordring, som en usund levevis er. På baggrund af casestudiets fund er der især to perspektiver, der er værd at overveje i forhold til egen praksis:

1. *Den meningsskabende dialogpraksis*: Den reflekterende, meningsskabende og værdidrevne dialogpraksis kan lede til, at coachee kan skabe sammenhæng omkring sin identitet og handlekraft. Coacheen bliver dermed bevidst om, hvordan værdier og overbevisninger har indflydelse på adfærd, identitet og livsanskuelser.
2. *Fællesskabsperspektivet*: Gruppecoaching kan være med til at danne et fællesskab, hvor det enkelte individ kan udvikle empowerment, og gennem reflekterende og samskabende processer i praksisfællesskabet, skabe nye ressourcer og handlingsmuligheder.

Konklusion
Som nævnt i begyndelsen af artiklen var formålet at tydeliggøre, hvordan en narrativ-samskabende praksis potentielt kan mindske kløften mellem viden og handling, således at individet kan skabe meningsfulde livsstilsændringer. Indeværende coachingdialoger var funderet i grundpræmisser fra 3GC, og især fokuseret på essentielle principper fra den narrativ-samskabende praksis; narrativer, fokus på værdier og meningsskabelse. Målet var at inddrage kvinderne i gruppedialoger, hvor den enkelte kvinde var i fokus, og hvor alle kunne skabe mening og reflektere over værdien af deres handlinger gennem den fællesskabsorienterede og samskabende lærings- og udviklingsproces. Narrativer, centreret om begivenheder, udfordringer og barrierer, blev belyst, erkendt og genfortolket i et nyt og mere opløftende lys, således at nye handlingsmuligheder kom til syne. Den narrativ-samskabende coachingdialog har dermed gjort kvinderne bevidste om, hvilke barrierer der forhindrede dem i at bygge bro mellem viden og handling, samt skabe handlingsmuligheder til at håndtere udfordringerne.

Derudover har kvinderne opnået indsigt i, hvad det betyder, at indgå i en gruppe, når man ønsker en livsstilsændring. Gennem mødet med kvinder, som er samme sted i livet og ønsker det samme, kan kvinderne spejle sig i hinanden og opnå en bedre forståelse af sig selv. Det udviklede praksisfællesskab har fremmet kvindernes følelse af empowerment samt skabt social kapital. Empowerment øger kvindernes evne til at modstå magtesløshed, og dermed fortsat være i stand til at gøre noget ved deres livssituation, mens social kapital kan være medskabende i øgningen af kvindernes forandringsparathed.

Retrospektive samskabte indsigter fra workshop
Fire måneder efter endt interaktionsproces blev kvinderne inviteret til en workshop, der blev faciliteret af forskergruppen. Workshoppen havde til formål at undersøge, om interaktionsprocessen havde formået at efterlade feltet med en omstrukturering/forandring, da dette er et kvalitetskriterium inden for aktionsforskning (Bradbury og Reason, 2001). Workshoppen bestod derfor i at klarlægge interaktionsprocessens tilførte værdi, eller mangel på samme, for dermed at åbne op for forbedringspunkter til lignende tilgange i det sundhedsfremmende arbejde.

Under workshoppen fremgik det, at interaktionsprocessen havde haft stor betydning for kvindernes refleksionsniveau vedrørende adfærdsændringer: alle kvinderne ytrede, at deres syn på adfærdsændringer havde ændret sig til det bedre i løbet af interaktionsprocessen. Dog fremgik det også, at nogle af kvindernes handlingsorientering/kompetence var påvirket af, at forskergruppen havde forladt feltet: nogle syntes, det var svært at opretholde "gejsten", når forskergruppen og fællesskabet var brudt op, mens andre, anså interaktionsprocessen for at have været et springbræt - et springbræt der havde ændret deres livsførelse markant.

Workshoppen gjorde det klart, at praksisfællesskabet, som havde gjort gruppen handlingsorienterede/handlingskompetente, var blevet splittet, da forskergruppen forlod feltet. Det er derfor værd at overvejer, om et fremtidigt lignende forløb bør indtænke en "exitplan" for forskergruppen og deltagerne, således at kvinderne/deltagerne i større grad kan være selvkørende. Til workshoppen blev der derfor idégenereret på, hvorledes en sådan exitplan kunne udformes, hvorunder en vigtig erkendelse opstod; forskergruppen må ikke være knudepunktet for praksisfællesskabet. Hvis forløbet skulle gen-

tages, skulle de fysiske rammer være fast forankret og faciliteret i en lokal klub eller forening. Således ville der stadig være et samlingssted for kvinderne, når forskerne skulle trække sig ud af feltet.

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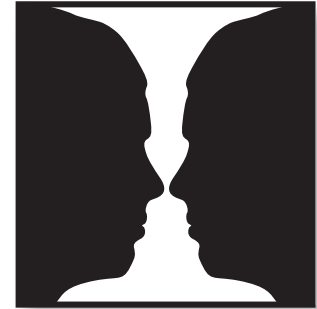E-mail: asn@science.ku.dk

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Ecopsychology informed coaching psychology practice.

Beyond the Coaching Room into Blue Space

By Stephen Palmer & Siobhain O'Riordan

Abstract

Ecopsychology interventions may offer creative and helpful ways of supporting coachees with wellbeing, stress management and psychological restoration. There is growing evidence to suggest that being with nature can positively influence our wellbeing and health. In light of this, coaching psychologists, coaches and healthcare professionals have begun to place more emphasis upon understanding the ways in which ecopsychology can inform our practice. This paper reports the findings from two studies based on outdoor coaching formats. Drawing on insights from an ecopsychology informed coaching psychology approach, participants were encouraged to undertake a short 'walkand talk' coaching session involving blue space outdoor-based activity. The findings from both studies showed that participants self-reported wellbeing and vitality scores improved following coaching in a natural setting. This has implications for the work of coaching psychologists and coaches and suggests there may be a possible over-reliance on more traditional coaching formats based on seated and indoor face-to-face or online coaching.

Keywords: coaching, coaching psychology, positive psychology, ecopsychology, bluespace, blue exercise

There has been an increasing focus within psychology and the allied professions seeking to understand the range of possible positive health benefits thatcan be drawn from spending time in our natural environment. Palmer (2014, p.12) asserted that "Ecopsychology applies ecological and psychological theories and research methodology to study the relationship between people and the natural world". In parallel, the Society for Environmental Population and Conversation Psychology states that ecopsychology "... explores humans' psychological interdependence with the rest of nature and the implications for identity, health and well-being" (American Psychological Association, 2019).

The broader literature highlights that spending time in the natural environment enhances wellbeing (e.g. Pretty et al, 2006) and this is an important insight for coaching psychologists, coaches and the allied professions. Indeed, a nature-based approach could be beneficial in improving cognitive resourcefulness and supporting coachees to develop 'self-coaching'

strategies focused on outdoor activities (e.g. Palmer, 2015). Within therapy, outdoor work has been described as a multidirectional "tripartite therapeutic partnership between the client, therapist and beneficent nature" (Hegarty, 2010, p.66), this nation can be applied within an ecopsychology coaching psychology context.

Ecopsychology informed practice can introduce people to interventions such as 'walk and talk' coaching, seeking out opportunities to spend more time outdoors to engage with the natural world, participating in green or blue exercise and even some types of Animal Assisted Activities (AAAs). Green activity or exercise refers to being outdoors with nature generally in green environments and engaging in physical action such as walking, rambling, jogging, boarding, AAAs (e.g. horse-riding, dog walking).

Blue activity or exercise refers to being in outdoor water environments such as the sea, coast, canals, lakes and rivers and being active which can include walking by the water, swimming, canoeing, and AAAs (e.g. fish, marine life).

Evidence is now gathering to support the case for nature-based interventions.

A systematic review concluded that '... natural environments may have direct and positive impacts on well-being' (Bowler, Buyung-Ali, Knight and Pullin, 2010, p.1). Further to this, a multi-study analysis looking at short-term experiences of facilitated green exercise concluded that five minutes exposure showed most change in both self-esteem and mood (Barton and Pretty, 2010). A large-scale study also found that group walks in nature were associated with enhanced positive affect and mental wellbeing (Marselle, Irvine and Warber, 2014). More recently, a pilot study on executive ecopsychology coaching examining the effects of 'sit and talk' verses 'walk and talk' coaching sessions in 'managers-ascoaches', found coaching significantly decreased negative affect and increased self-esteem (Di Blasi, McCall, Twomey and Palmer, 2018). There were also large effect sizes reported for coaching and perceived management care, self-efficacy, positive affect and stress. This was the first study to explore the effects of walking with sitting coaching in an organisational setting. In a systematic review of blue space interventions for health and wellbeing, Britton, Kindermann, Domegan and Carlin (2018) found that the studies suggested that blue care can benefit health, in particular, psycho-social wellbeing and mental health. In a study focusing on recreational nature contact, White et al., (2019, p.6) found that individuals who reported spending ≥120 mins in nature in the last seven day period had consistently higher levels of both wellbeing and health than those who reported no exposure.

Based on the existing literature, there appears to be a rationale for further exploring the extent to which an ecopsychology approach can inform coaching practice. This paper reports the findings of two studies in which the researchers predicted that engaging in a 'walk and talk' blue space coaching activity would lead to an increase in participants self-reported wellbeing and vitality scores.

Study One - England (UK)
Method
Design
This research design tested the same participant twice, on self-reported scores for 'vitality' and 'wellbeing', using 5-point Likert scales. These measures were taken at pre and post timepoints to explore the effects of a 'walk and talk' blue space coaching activity. Due to the real-world and naturalistic setting of this study it was not possible to control against possible confounding variables and no control group was included. A possible extraneous variable was the warm and dry weather during the outdoor activity. Ethical considerations included right to withdraw, informed consent and anonymity prior to participants submitting their score sheets at the end of the study.

Participants
Participants were drawn from an opportunity sample of delegates attending an Ecopsychology and Coaching Psychology workshop as part of an International Coaching Psychology conference in England (UK), held during October 2018. Delegates were invited to participate in blue space coaching exercises 'on the move' during this conference session.

In total, 45 delegates submitted their responses to the Likert scales at the end of the session rating their levels of vitality and wellbeing. Based on the themes

Figure 1 is a photograph of the Regent's Canal, London, which was taken during the Study 1 coaching exercise, and highlights the weather and blue space environment.

of the conference, participants were a mix of psychologists, psychology students and those with an interest in coaching psychology and positive psychology. No participant details were collected.

Materials

Participants were asked to complete Likert scales (where 1 is low and 5 is high) at two stages of the study, pre and post the coaching activity. This information was recorded by each participant on a sheet of paper given out at the start of the session.

The researchers also used timing devices to navigate the outdoor activity.

Procedure

To orientate those wishing to attend this conference session, the abstract outlined the following details:"... this interactive session aims to offer insights and experiences on key themes relating to help-

ing coachees through Ecopsychology and Positive Psychology. To illustrate the approach in practice, delegates will be invited to participate in Green and Blue Coaching Exercises 'on the move' during this conference session (weather dependent). So, if you are planning on joining us please do bring appropriate footwear/clothing for a short outdoor walking-based activity and perhaps an umbrella!"

The two researchers were the facilitators of this conference session and article authors. The planned outdoor route was rehearsed the day before by the researchers and scoped out for considerations such as health and safety, timings and the tasks involved in navigating the walk and group.

At the start of the conference session, participants were told about key themes relating to helping coachees through Ecopsychology and Positive Psychology. The group was then briefed that they would be walking along a Canal for 30 min-

utes and the activity involved working in pairs as coach/coachee.

They were asked to:

- Agree to confidentiality between them
- Choose a real coaching issue/topic to discuss
- Listen to the session leads (researchers) who would inform them when it was time to swap roles at the mid-point (e.g. the return journey)
- That the choice of coaching framework was theirs
- To check their timings
- Come back to the room on return
- Health & safety points included:
  - Look where you are going
  - Avoid looking at each other when walking and talking unless it is safe to do so
  - As there may be other coaching pairs behind you, don't stop without warning!

Before commencing the exercise, participants were asked to rate their wellbeing and vitality using a 5-point Likert scale. Participants were then asked to find a pair-work partner and meet outside at the front of the building where the group would gather before being asked to start the walk by following the first researcher, who led the group. The second researcher waited behind and stayed at the tail of the group. At the 15-minute mark, the researchers communicated via mobile telephone and it was indicated to the group to turn around, swapping coach/ coachee roles. Returning to the room, participants were asked once again to rate their wellbeing and vitality using the same 5-point Likert scale.

A short debrief was undertaken with participants sharing reflections with the group. Participants were then asked to hand in their anonymous rating sheets if they wished to participate in the study. In total 45 sheets were handed in at the end of the session.
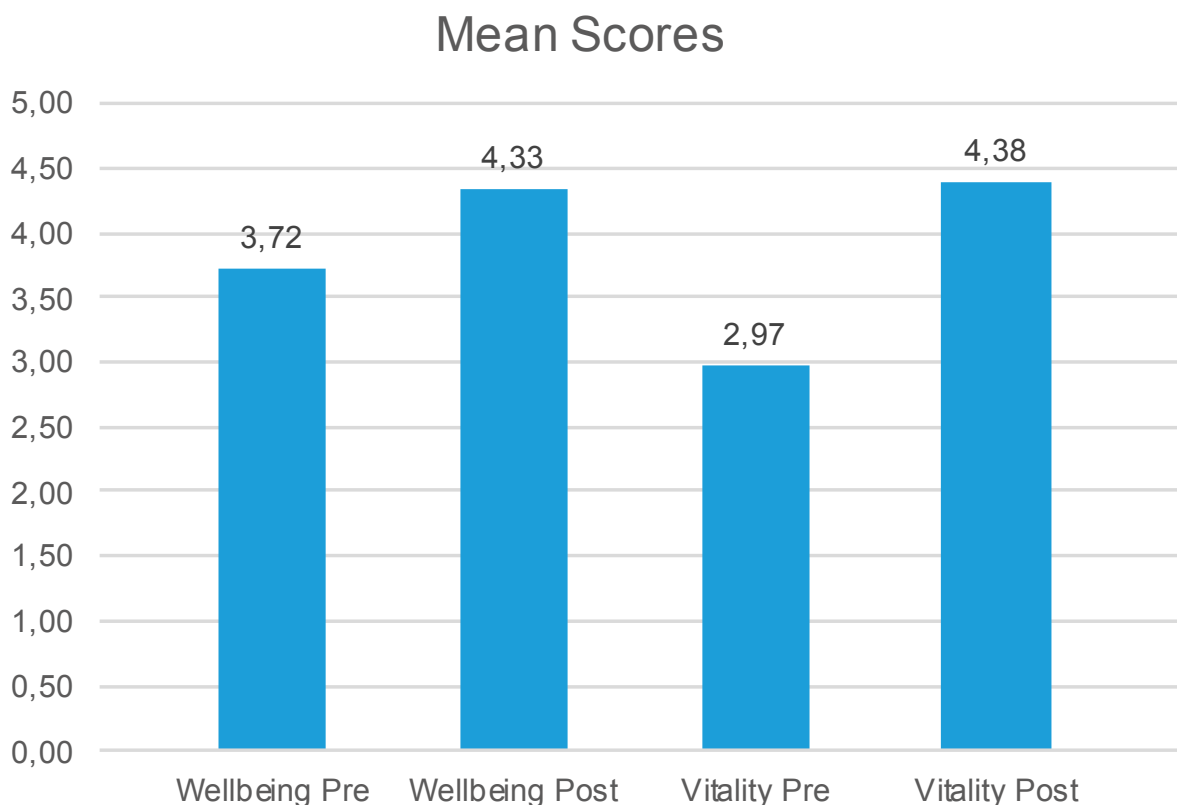
Mean Scores

Figure 2: Mean scores pre and post time points for Wellbeing and Vitality

Results

The prediction of this study was that engaging in a 'walk and talk' blue space coaching activity would lead to an increase in participants (n=45) perceived wellbeing and vitality scores using a 5-point Likert scale[1].

Some participants also included qualitative comments on their sheets, providing some interesting additional insights including:

> "Given the choice I will always prefer to be outside than indoors, although I did feel there were many distractions"
>
> "As a coachee I found it relaxing; I was not distracted by anything around me. I loved the sun and fresh air on my face. Really enjoyed looking at the river/canal, would have preferred the sea if possible. My mood lifted and I feel more positive. If the weather was not as good though, I would have struggled to have gone out in the cold"
>
> "As coach: Better active listening, really focused on client. As coachee: really enjoyed the flow of the conversation"

As shown in Figure 2 (previous page), the descriptive statistics suggest that the mean scores for wellbeing increased between the time points of the pre (3.72) and post (4.33) 'walk and talk' activity. A similar direction of mean scores was reported for vitality pre (2.97) and post (4.38). To see if these differences in pre and post scores are likely be significant, paired two sample t-tests for means were conducted for wellbeing

$(t (44)= 5.787, p=<.01, \text{one-tailed})$ and vitality $(t(44)= 12.445, p=<.01, \text{one-tailed})$.

Thus, supporting the prediction of the study that wellbeing and vitality scores would increase between the time-points pre and post the 'walk and talk' activity.

Discussion: Study One

There are a number of possible limitations of this research approach. There is a lack of evidence regarding the influence of outdoor activity on the therapeutic relationship (Harris, 2018) or coaching alliance. However, it is not possible to discriminate between the effects on wellbeing or vitality of being in the coach or coachee role here as participants spent 15 minutes in each role and completed the Likert ratings represent this combined activity. The pleasant weather could in itself also have contributed to the reported scores. It might also be argued that the study would benefit from a control group so an independent variable of coaching environment could be included in the study, although this would be difficult to include within the conference environment of this research study.

Study Two - Wales (UK)
Method
Design

This was a follow on from study one, drawing upon the same methodological approach and ethical considerations.

However, during this study, participants only undertook one role as either coach or coachee and did not swap at the mid-point of the coaching activity. A possible extraneous variable was the windier and wetter weather during the outdoor activity.

Materials

The same materials were used as in study one, other than participants were asked to note if they had completed the activity as the coach or coachee on the participant form handed in at the end of the session.

Participants

Participants were drawn from an opportunity sample of delegates attending a Coaching and Mentoring conference as part of a University-based conference in Wales (UK), held during November 2018. Delegates were invited to participate in blue space coaching exercises 'on the move' during this conference session.

In total, 20 delegates submitted their responses to Likert scales at the end of the session, rating their levels of vitality and wellbeing. Based on the nature of the conference,

participants were a mix of coaches, mentors, psychologists, students and those with an interest in coaching, mentoring and psychology. No participant details were collected.

Procedure

The same procedure was followed here as in study one, other than following steps:

* the group was briefed that they would be walking along a Waterfront for 30 minutes

Figure 3 is a photograph of the waterfront in Swansea, Wales, which was taken during the study two coaching exercise, and highlights the weather and bluespace environment.

Sample Mean Scores
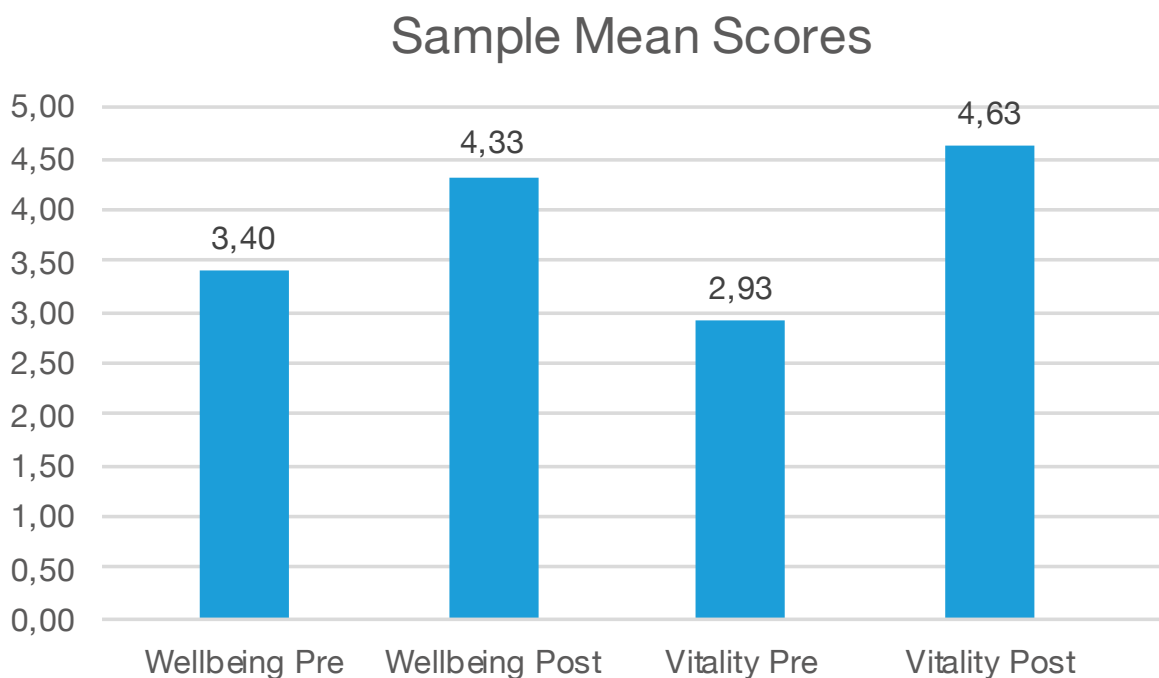
Figure 4: Mean scores pre and post time points for Wellbeing and Vitality

- the activity involved working in pairs as coach or coachee. At the 15-minute mark, the researchers communicated via mobile telephone and the group was asked to turn around.
- Participants were not asked to swap roles at this turning midpoint.

Results

The prediction of this study was that engaging in a 'walk and talk' blue space coaching activity would lead to an increase in participants (n=20) perceived wellbeing and vitality scores using a 5-point Likert scale.

As shown in Figure 4, the descriptive statistics suggest that the mean scores for wellbeing increased between the time points of the pre (3.40) and post (4.33) 'walk and talk' activity. A similar direction of mean scores was reported for vitality pre (2.93) and post(4.63).

To see if these differences in pre and post scores are likely be significant, paired two sample t-tests for means were run for wellbeing (t(18)=3.155, p=<.01, one-tailed) and vitality (t(18)=7.65, p=<.01, one-tailed). These findings supported the prediction that wellbeing and vitality scores would increase between the timepoints pre and post the 'walk and talk' activity.

As participants were not asked to swap roles during this study, the mean scores by role (coach (n=8), or coachee (n=l0) can be examined as shown in Figure 5 and 6 (p.16). There were two participant sheets where the participants did not indicate their role, so these scores are excluded for this aspect of the analysis.

For the coaches the mean wellbeing scores increased between pre (3.75) and post (4.25) also for vitality pre (3.31) and post (4.81).

A similar direction of findings was shown for the mean scores for coachees on wellbeing pre (3.10) and post (4.45) also for vitality pre (2.80) and post (4.70).

Due to the smaller sample sizes further analysis is not reported on this data.

Discussion: Study Two

General limitations of this study remain consistent with study one. However, on this occasion it was possible to discriminate between the effects on being in the coach or coachee role. A review of the mean scores suggests that wellbeing and vitality scores increased in both roles across the two timepoints of the study, although this observation is reported tentatively given the lack of controls and small sample size. This paper was
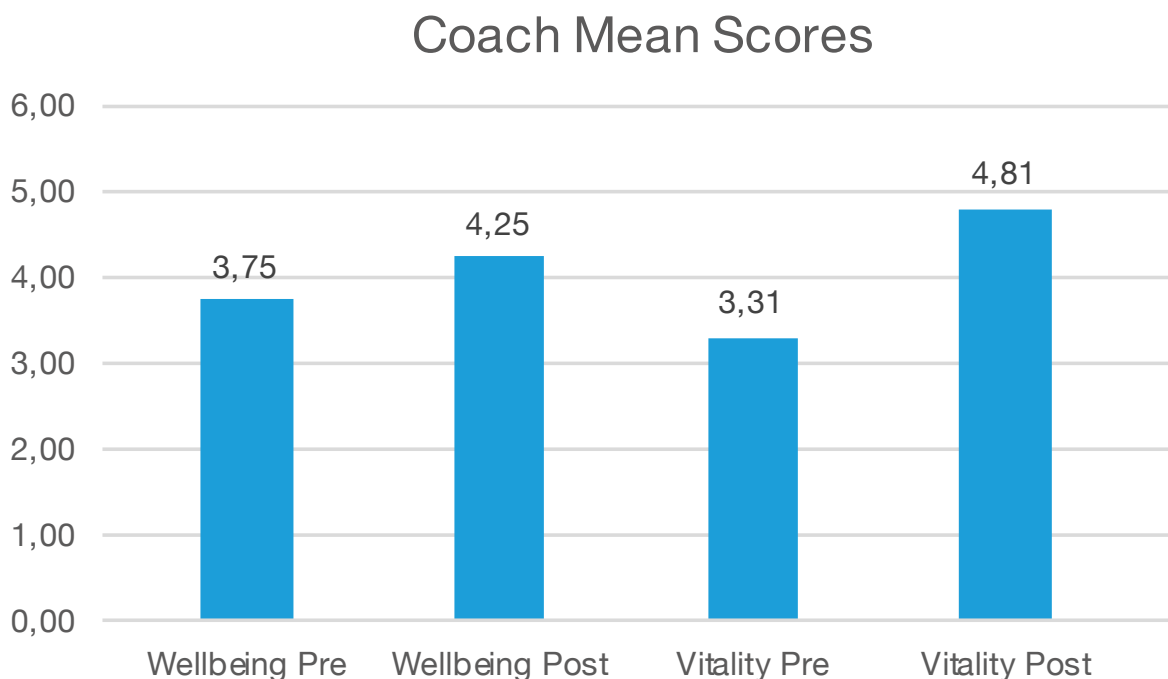
Figure 5 Mean scores pre and post time points for Wellbeing and Vitality by Coach role

Coachee Mean Scores
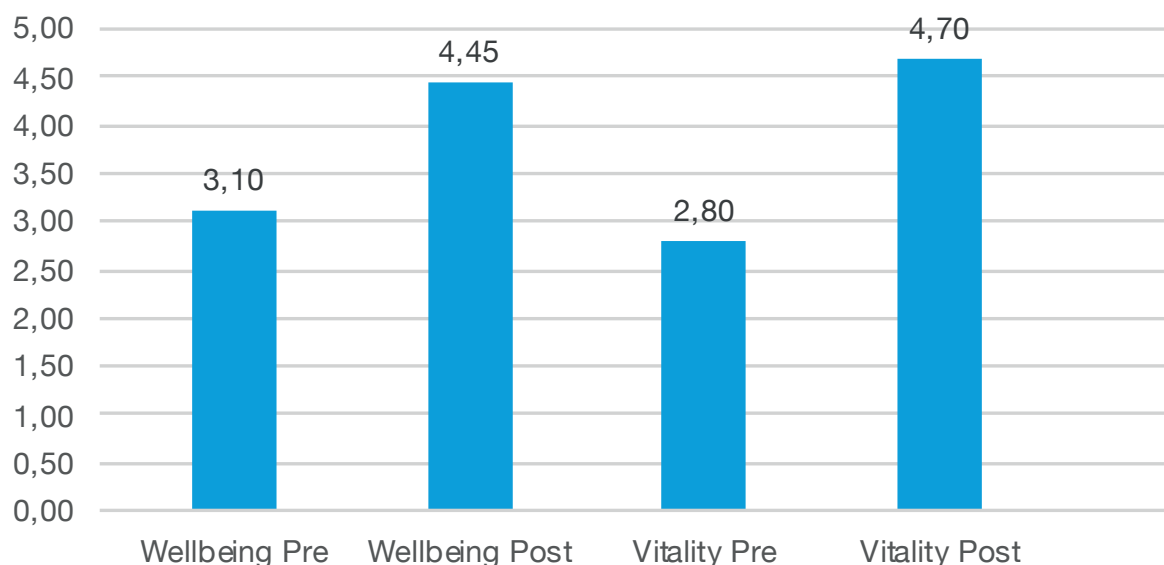
Figure 6 Mean scores pre and post time points for Wellbeing and Vitality by Coachee role

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Conclusions

The two studies reported here support existing observations in the literature that a 'walk and talk' outdoor coaching activity can positively influence wellbeing and vitality. The findings also support the view that there may be a three-way alliance between the coach, coachee and naturebased activity. More research is required into the dynamics of this tripartite relationship, which was beyond the scope of the current research studies particularly given that this was an opportunity sample drawn from conference delegates.

Whilst statistical analysis of the data gathered was not undertaken to examine differences between the two studies, there were two additional points of note in the weather and length of coaching session.

At a glance, the varying weather conditions across the two studies do not appear to have impacted upon the reported scores.

This is in support of research reporting the effects of weather on daily mood as minimal (Den-issen, Butalid, Penke, & van Aken, 2008). As participants did not swap roles in study two, a longer coaching session was possible (e.g. 15 minutes) longer than in study one), although again this did not seem to have made a difference to the direction of the scores reported between the studies.

The inclusion of a 'walking only' control group, without the accompanying coaching conversation would be a useful improvement to the design for a future study. Also, a possible issue with this sampling method is that the participants were drawn from delegates already interested in the topic of ecopsychology, which might perhaps have led to a self-selecting sample.

The findings reported here should be interpreted tentatively as it is not possible to state the extent that the coaching conversations contributed to the self-reported increase in scores, or whether factors such as being outside, engaging in physical activity (movement) or the weather are in themselves more significant influences.

[1.] Two participants reported a score greater than 5 on the sheet, therefore these were adjusted to a 5 rating to fit the Likert scale measure.

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Relationship quality

Exploring its potential impact on negative effects of coaching

By Alanna Henderson O'Broin

Abstract

Early research on negative effects of coaching proposes a role for relationship quality as a possible protective factor against negative effects. This article begins by briefly contextualising and outlining the relationship quality findings in relation to negative effects of coaching. Then, taking the question raised in the research of whether negative effects of coaching can change to positive effects, the role that the coaching relationship may play in this question is examined further, drawing from the negative effects research database, relationship science and positive psychology, psychotherapy research, and the critical moments coaching research literature. The definition of negative effects, types and categories of negative effects are then discussed in relation to the question of changes in negative and positive effects, after which a second wave Positive Psychology approach to the coaching relationship, and findings from the Critical Moments in coaching research are offered as areas providing opportunities for expanding perspectives on research and practice in this area.

Keywords: Negative Effects of coaching; relationship quality, Positive effects of coaching; working alliance in coaching; 2nd wave Positive Psychology approach

Introduction

Notwithstanding the multifarious positive effects of coaching relationship quality on coaching processes and coaching outcomes, the advent of emerging research on negative effects of coaching is discussing and exploring the further potential of the relationship as a protective factor against negative effects.

Positive effects of coaching relationships

So, why do we seek to foster effective coaching relationships? The most obvious answer according to coaching research outcome literature is because of the positive effect of the coaching relationship (usually measured as the working alliance) on outcomes (Baron & Morin, 2009; De Haan et al., 2016; Graßmann et al., 2019). The implications of this link in coaching practice being that fostering effective coaching relationships with our coachees

is likely to result in positive and desired coaching outcomes. The coaching relationship also impacts the process of coaching, through the need for development of trust (Alvey & Barclay, 2007; Gray et al., 2015) for instance. Forging a strong and effective coaching relationship is likely to be helpful when resolving any disagreements in coaching (Day et al, 2008), and in assisting in helping the coachee stay committed through challenge or adversity in coaching (Audet & Couteret, 2012).

Positive *and* negative effects of coaching

We are perhaps, used to demonstrations in the coaching literature that coaching 'works', with several meta-analyses of research studies, (Jones et al., 2015; Sonesh et al., 2015; Theeboom et al., 2014) confirming the positive effects of coaching on coaching outcomes. These meta-analyses confirm the positive effects of coaching on coaching outcomes, however we discover little about the incidence, development, possible improvement or deterioration of positive effects during the course of coaching.

Harmful or negative effects of coaching on the other hand have received little coverage, Berglas (2002), or have been treated as a taboo subject (see Kilburg, 2002) until recently, when the small extant research on negative effects received scrutiny in a literature review (Schermuly & Graßmann. 2019).

The negative effects research informs us that negative as well as positive effects of coaching do exist, even in successful coaching engagements; that negative effects tend to occur frequently (usually more so for coaches than coachees), and are largely of low to medium intensity. Most of the negative effects, for both coachees and coaches, fall into the Psychological well-being category which broadly corresponds to the 'affective' category identified by Jones et al., 2015 in their meta-analytic framework for positive effects of coaching (Schermuly & Graßmann, 2019). Although few studies have measured negative effects over more than one time period, it seems important to do so, as there were changes in negative effects in those that have; for instance most negative effects did not last for more than four weeks (Schermuly et al., 2014) and in another study, relationship quality was a predictor associated with number of negative effects at two time periods; eight weeks later with a larger effect (Graßmann & Schermuly, 2016).

Relationship quality and negative effects in coaching

These recent studies include findings of a link between relationship quality and negative effects in coaching. In a meta-analytic study exploring working alliance and its relationship with client outcomes in coaching, Graßmann et al., 2019 found that working alliance was moderately and robustly linked to all coaching outcomes, (affective, cognitive, results or goal attainment) however related most strongly to positive affective and cognitive outcomes. Working alliance was also found in the study to be negatively related to unintended negative effects. Low relationship quality was also linked with a higher number of negative effects in a study testing different constructs as antecedents of negative effects in coaching (Graßmann & Schermuly, 2016). Whilst further studies are needed to corroborate and expand our understanding of these early findings, implications are that the coaching relationship may play a role (directly or as a mediator or moderator) in promoting positive, and protecting against, or reducing, negative effects in coaching.

Interesting in themselves, these emergent research studies in this literature linking high relationship quality with fewer negative effects of coaching, and tentatively suggesting that relationship quality may play a protective role against negative effects in coaching (Bozer & Jones, 2018; Graßmann & Schermuly, 2016), may prove a further, compelling incentive for seeking to establish effective coaching relationships.

Furthermore, these findings on negative effects raise an important question raised by Schermuly & Graßmann, (2019), namely, *can negative effects become positive effects*? An affirmative answer to this question has obvious implications for coaching outcomes and begs the question of which variables enable such changes. The extant research cannot provide an answer; however, this article develops further the discussion on the role that the coaching relationship may play over and above its broad link with negative effects, at a more detailed level of examination. How we might explore its role further in this question is argued to be usefully pursued through drawing from the negative effects research database, allied domains of relationship science and positive psychology, psychotherapy research, and the critical moments coaching research literature.

Defining Negative effects

For the purposes of this discussion, examining the definition of negative effects is a useful starting point. As the authors of the recent literature review on negative effects in coaching state in relation to negative effects, "*Clarification of the concept and its background has not been conducted in detail so far*" (Schermuly & Graßmann. 2019). The few early discussions of negative effects emphasised coaches overplaying their influence with coachees and organisations, and underestimating psychological problems of their coachees (Berglas, 2002); what can go wrong in coaching (Hodgetts, 2002) and the severe yet unproven nature of negative effects, (Kilburg, 2002).

More recently, negative effects in coaching have been defined as side effects (Graßmann & Schermuly, 2016; Schermuly, 2018), akin to those of drugs in medical science. This latter conceptualisation defines negative effects as:

> "harmful and unwanted results for [clients/coaches/organisations] directly caused by coaching that occur parallel to, or after, coaching."
> (Schermuly, et al., 2014, p. 19, p. 169; Oellerich, 2016)

Whilst this latter definition has been helpful in seeking to include perspectives of the respective participants in coaching (recognising the possibility of different evaluations of even the same effects of coaching for coachee, coach, organisation), and in excluding unwanted events that may happen by coincidence rather than the causal effect of coaching, it is firmly situated in a medical model framework which is arguably less apposite for a coaching than for a psychotherapy context.

Types, and categories, of Positive and Negative effects

Examining the categories and types of negative (and positive) effects of coaching is also valuable here (Schermuly & Graßmann, 2019). If we look in more detail at the types of negative effects for the three groups of participants – coachees, coaches, organisations, we notice differences. Although four of the categories of negative effects for coachees and coaches are the same, even in the same categories (Psychological health/well-being) the content of the negative effects differs. For coachees

for instance, triggering of in-depth problems that could not be dealt with in coaching was the most frequently reported negative effect (Schermuly & Graßmann, 2016), whilst for coaches, being personally affected by coaching topics, and being scared to not fulfil the role as coach were the most frequent in their last completed coaching process (Schermuly, 2016). For the coachee, many of the negative effects experienced were of decreases – in life satisfaction, relationship quality with supervisor, job motivation, experience of meaningfulness of their job, job satisfaction, whilst for coaches, many were negative affective responses – usually of anxiety and doubt (e.g. insecurity, scared of doing something wrong, feeling over-challenged, and also disappointment (about not observing the long-term influences of coaching, and frustration (that the coachee's problems could not be resolved, or about ineffective coaching).

It is interesting to compare the nature of these types of coach negative effects with the critical moments research in coaching where critical moments are defined as the *'moments of exceptional tension experienced by the coach, verging on 'ruptures' within the coaching relationship'* De Haan et al., 2010). Implied parallels with these two areas are explored further in the section on Critical moments in coaching below.

In the research literature, negative effects have been classified into six categories, or types, for coachees: Psychological health (or well-being – the largest category), as well as categories of Social Integration, Performance, Evaluation of work role, Material losses, and Other (Schermuly & Graßmann, 2016). These categories roughly parallel those of Jones et al., (2015) whose meta-analysis described a framework for positive effects of coaching, comprising affective, cognitive, skill-based and results-oriented coaching outcomes. Social Integration was a category considered unique to negative effects of coaching by Schermuly & Graßmann, (2016). For coaches there are seven categories of negative effects, four of which are the same as for coachees – Psychological health, Social Integration, Material losses, Other, as well as three specifically related to the coach's perspective – Unpleasant feelings toward the client, Unpleasant behaviour towards the coach, and Results-related disappointment (Schermuly, 2016). Negative effects for organisations have received little coverage, with only one study listing types: Client development not fitting the organi-

sational conditions, Client questioning too much after the coaching process, Problems with supervisors, Loss of reputation, Layoff, and Colleague's jealousy (Oellerich, 2016).

Whilst some of these types of negative effects appear more obviously negative (such as job loss for the coachee, being threatened or stalked for the coach), such severe negative effects occur rarely. Others could be classified as neutral or positive if perceived differently, for instance from another party's perspective or by the participants at a later time period, or if the situation or circumstances changes. Examples are given below in Table 1 of negative effects that could be categorised as positive or neutral.

These negative effects findings plausibly suggest that throughout the process of coaching, both positive and negative effects occur; it is possible that whilst negative effects may occur, develop further and remain negative for the duration of coaching, some negative effects may *change* during the coaching process, ie after initial categorisation, may be evaluated later as positive (and vice versa for initial positive effects). It is also the case that negative effects (and by implication positive effects) can be *perceived differently* by the various stakeholders. Taken together, these findings feasibly imply that, not only may some negative effects of coaching become positive effects, however also that

the opposite may be true, ie that in certain cases positive effects may become or be construed as negative effects. Of course, these are tentative assertions which require exploration in research studies. Both these sets of possibilities could have critical implications for coaching process, outcomes, and training. They also argue for the need to identify those variables such as possibly the coaching relationship, which have been shown to influence negative effects for the better.

A dialectical approach to positive and negative effects

Having proposed that the existing definition of negative effects in coaching may not fully capture the breadth of its scope, or its relation to positive effects, a dialectical approach underpinned by a second wave Positive Psychology (SWPP) framework (Lomas & Ivtzan, 2016) incorporating Positive approaches to optimal relationships (Knee & Reis, 2016) is now suggested to add to the discussion.

Rather than a binary view classifying phenomena as either positive or negative, this SWPP 'dual-systems model' (Wong, 2011) takes a more nuanced, synthesised, and contextual approach to the complex state of well-being. This model discusses well-being as the 'positive plus negative', or the negative as an additional transformative source of well-being to the existing positively-based component.

Negative effects for:	Example of Type of negative effect*	Alternative possible impact of negative effect	Alternative perceptions of specific negative effect
Coachees	Decreased life satisfaction	Motivator for coachee to change life circumstances?	Could change to a positive effect if the coachee makes positive work/life changes
Coaches	Difficulties to be an effective communicator	Motivator for coach to improve communication skills/reflect on experience/make changes?	Coach can use their experience here as a basis for professional development in these areas/be a more reflective practitioner. Potentially a positive effect later
Organisations	Client questioned too much after the coaching process	An example of coachee empowerment, assertiveness, or change in attitude.	May have resulted in a positive outcome from the coachee's perspective, if not the organisation's

Table 1. *Examples of Negative Effects and possible alternative perceptions*
(*Negative effects for coachees, coaches Schermuly, 2016; organisations (Oellerich, 2016).*

In the negative effects literature, Schermuly & Graßmann, 2019 cite social psychology research demonstrating the complexity of close dyadic relationships (Duck & Wood, 1995). They also argue that the theoretical framework of Social Exchange Theory (SET; Thibaut & Kelley, 1959) can be applied to close relationships such as coaching, and in particular assist our understanding of negative effects. SET describes the helping relationship in coaching as a source of resource exchange, and confirms that both positive and negative effects are incurred for parties involved in close relationships.

More specifically, on the topic of close relationships, the familiar characterisation of affective ratings and using the Osgood semantic differential (Osgood et al., 1957) evaluation of good-bad, evidence has shown that assessment of an entity is better represented by a bivariate approach denoting the presence or absence of favourable attributes, and unfavourable attributes. In other words, a good coaching relationship is not simply the absence of a bad coaching relationship.

Gable & Reis, (2001) describe these attributes as the *appetitive* and *aversive* systems, suggesting that the favourable and unfavourable attributes are assessed via mechanisms which are separate, then an overall attitude results which combines these assessments. In affect research too, both causes and mechanisms of positive affects and negative affects have been distinguished from each other (Watson & Tellegen, 1985).

In the dialectical tension between the opposing, or interacting elements of positive and negative effects of coaching, the dynamic evolves and interplays during the coaching process. As has been described above, psychological health (or well-being) is a primary category of negative effects identified for both coachees and coaches in the negative effects in coaching literature. Well-being is also a central dialectical process in SWPP, described in terms of three principles.

- *Principle of appraisal* – the difficulty of categorising phenomena (such as emotions) as positive or negative
- *Principle of co-valence* – emotional states may involve complex, interwoven light and dark shades
- *Principle of complementarity* – involves 'dynamic harmonization' of the dual continua of well-being and ill-being.

If we apply these SWPP principles to positive and negative effects in coaching, we find that there may be difficulties in defining or appraising some negative effects (especially in the psychological health category of an affective nature) by all parties, in all situations, or at all times as negative, as they are situation and context-dependent. Some negative effects may also include conflicting feelings, as described in the coaching context where there may be growth opportunities from combining light and dark (Sims, 2017; Green & Palmer, 2019), or how complementary emotional states may be employed in handling life challenges, (Wong, 2011). This latter discussion of negative effects within a SWPP approach adds a further dimension to the question of whether negative effects may change to positive effects. This is by recognising (most notably in the context of negative effects defined as affective Psychological Health effects), in certain situations negative effects may be not only unavoidable and unwanted, however may be justified, and even necessary intrinsic components of a later positive effect and positive coaching outcome (see Schermuly-Haupt et al., 2018 for discussion of this point in the context of cognitive behavioural therapy).

Critical Moments in coaching

The research literature on critical moments in coaching (see De Haan, 2019) may provide an additional illustration of dialectical tensions at work in the coaching relationship. Critical moments are defined as *'an exciting, tense, or significant moment with your [coach/client]'* (De Haan & Nielß, 2015), hence they include events across the spectrum of positive/negative effects, and are concerned with what is happening in the coaching process, or the sub-outcomes, or momentary changes, rather than on coaching outcomes.

In the critical moment research, coaches and coachees most frequently both reported *new insights* and *moments of realisation* (De Haan et al., 2010) whilst sponsors of coaching reported *changes in the coachees' behaviour* such as communication or interpersonal skills, as critical moments of their coaching (De Haan & Nielß, 2015). What is perhaps most interesting in the present discussion is that critical moments fell into two types:

(i)   *run-of-the-mill*, to be expected relatively frequently in coaching, generally part of successful coaching, and tending to be described by

participants as largely positive and constructive

(ii) moments of exceptional tension experienced by the coach, verging on 'ruptures' in the coaching relationship, characterised by struggle and strong emotion. These critical moments were expressed as doubts, anxieties or struggles of the coach, or misunderstandings, anger, re-contracting and referral, withdrawal or termination of the coaching relationship. Although essentially these latter critical moments could be described as 'negatives' they were also viewed as important resources of information; and sometimes offered potential breakthrough moments. The key determinant of the outcome of the critical moment appeared to be whether reflection was shared and continued after the critical moment (De Haan et al., 2010).

Again, on the topic of affect, we see that moments of high emotion in coaching can be coupled with positive or negative outcomes, which is determined by how both the coachee and coach perceive, and handle, critical moments as they develop, as described above. There are it is suggested, parallels, for instance with the intensity and frequency of negative effects and critical moments, with the different perspectives of organisations or sponsors, and with the findings that there may be a sub-set of more severe effects alongside the more 'everyday' negative effects which accompany successful coaching.

Discussion

This discussion will focus on the two areas introduced in this article, which are proposed to add an alternative perspective and ideas for future research and practice directions for exploring further and in greater depth, the role of coaching relationship quality in negative effects.

First, moving back to discussion of the link between relationship quality and negative effects, a number of aspects of relationship science and positive psychology relationship findings are cited and briefly outlined below in the context of negative effect and relationship quality findings. These are Situational and Contextual considerations in negative and positive effects; Self-disclosure promoting partner responsiveness; and Mutual Cyclical growth.

1. Situational and Contextual considerations

'…it does not seem constructive to define processes, positive or negative, purely on the basis of whether they are beneficial or harmful to the individual or relationship. Virtually any relationship activity… can result in negative or positive outcomes depending on context and how the transaction transpires.' (Maniaci & Reis, 2010)

If we consider the examples of types of negative effects found by Graßmann & Schermuly, 2019 and listed above in Table 1, we can see that these 'negative' effects could be manifested as negative or positive effects in different circumstances, or by other participants in the same situation.

2. Self-disclosure promoting partner responsiveness

Close relationships facilitate disclosure of both positive and negative events. Self-disclosure is considered important not so much in its own right, however for its facility for creating the conditions for partners in a close relationship to display responsiveness. *Perceived partner responsiveness* subsumes the general idea situated within several close relationship theories

'…that when partners are responding supportively to important needs, goals, values, or preferences in the self-concept, emotional well-being and effective emotional self-regulation is facilitated. On the other hand, when partners are seen to be responding critically or when their response is perceived to be controlling or acontingent, emotional well-being suffers and emotional self-regulation is impaired.' (Reis et al, 2004; Reis, 2012).

We can see here the relevance of this concept to the coaching relationship. Supportive partner responses to self-disclosure are argued to promote intimacy and closeness in relationships (Reis et al., 2016). Where this concept becomes particularly relevant to the coaching outcome context is the further observation regarding responsiveness and goal attainment. Whilst also studied in aver-

sive contexts of conflict resolution and social support, an appetitive side to responsiveness, the Michelangelo phenomenon, suggests that a partner's responsive support of personal goals facilitates movement towards these goals and facilitates relationship well-being (Drigotas et al., 1999). Fitzsimons and Fishbach (2010) also demonstrated that people feel closer to those instrumental in assisting them in attaining their desired goals.

3. Mutual cyclical growth

Interdependence theory (Thibaut & Kelley, 1959) states that the actions of each partner influence the other partner's thoughts, feelings and behaviours. The theory can be applied to those situations where one partner's needs, goals or preferences contradict their partner's (Rusbult & Van Lange, 1996) as well as those where interdependence can be employed in a mutual cycle to promote development of intimacy in a relationship (Rusbult et al. 2001). Promoting virtuous cycles involves a partner's perception of the other partner's behaviour to benefit their relationship (pro-relational behaviour) in turn fostering his or her own pro-relational behaviour in a cyclical pattern. The concept of mutual cyclical growth has potential applications in the coaching relationship, in which the coach may engender feelings in the coachee encouraging reciprocal behaviours.

Second, turning to address the coaching critical moment research literature, this is argued to be synergistic with the assertion of Safran et al., 2011 that managing working alliance fluctuations is the core of therapeutic practice. The defining feature of the alliance is therefore seen as the process of negotiation, in which both participants of the dyad's contribution to the interaction are enacted and collaboratively explored. This rupture-repair cycle may hold relevance for at least some coaching relationship situations where negative effects happen. We need to remember of course that coaching differs from psychotherapy, and that this line of research on rupture-repairs was conducted with psychotherapy clients in some cases with severe issues, however as McKenna & Davis, 2010; O'Broin & Palmer, 2019 assert, there is potentially benefit from drawing from domains such as counselling and psychotherapy in promising areas. Such areas could be explored further in relation to coaching,

with a view to shedding light on the more rare misunderstandings, strains, or ruptures in the coaching relationship, which often lead to derailing or premature ending of coaching programmes. These explorations may also provide possible avenues for addressing and improving ruptures and strains, as has been pursued in the psychotherapy domain (Safran & Kraus, 2014).

Horvath (2018) for instance highlights research programmes researching repairing alliance strains (or ruptures); as well as investigating links between specific critical events in therapy (insight, innovative moments, confrontation) and the alliance at the moment-to-moment level (Rosa et al., 2017). This approach could also accord with findings where a strong coaching Working Alliance (particularly agreement on tasks and goals aspects) was shown to lead to greater goal attainment (Carter et al., 2017).

Conclusion

The link between relationship quality and negative effects increasingly appears to be an important one. More research studies are needed to corroborate this link, however where we focus our attention on exploring the role of relationship quality, and the possible protective factor which the coaching relationship might provide against negative effects of coaching is also an important question. How we define negative effects themselves, and in relation to positive effects, is a further consideration that has been addressed here, and is germane to the question of whether negative and positive

effects can change over the process of coaching. Drawing from other domains, in this case employing an SWPP approach, and from parallels with Critical Moment research literature, also appear to offer fruitful avenues for taking a situational and context-dependent perspective to examining in greater detail, the role of relationship quality in the the complex, multifactorial, ongoing, evolving coaching process that produces positive and negative effects of coaching.

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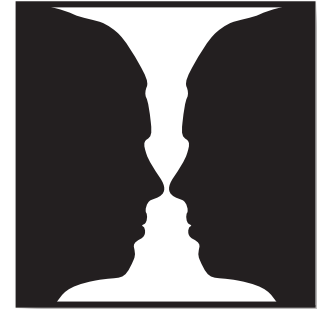https://orcid.org/0000-0002-4612-6958

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Dialectic Questions in Coaching Psychology

An Invitation to Guided Discovery

By Ole Michael Spaten

Abstract

The article discusses the practice of dialectical questions in coaching and the associated basic methodological approaches that can be applied during coaching psychology work. The investigation concentrates on a description of three basic elements: 1) how to collect knowledge through questions 2) the importance of viewing knowledge from different angles in collaboration with the coachee, 3) to encourage the coachee to create a plan for future actions. Through a case study, a number of considerations related to dialectical questions are illustrated.

Keywords: Dialectical questions, dialogue, guided discovery, third-person perspective and coaching psychology

Coaching psychology can apply a fundamental method originally developed in cognitive behavioural therapy, which is referred to as a form of guided discovery (Padesky, 2012). The basic point of the method is to assume that the client already possesses the necessary resources and knowledge. When this is the circumstance, the coachee is thus able - in collaboration and through guided participation - to develop insight into their own thinking and behavioural patterns. The method is that the coach asks clarifying questions, both for understanding of a possible event or situation and for the benefit of the client, so that key aspects of the problem appear more visible to both parties. In the history of psychology, the method derives from the early work implemented by, among others, Padesky, and which has been referred to as Socratic Questioning in a text written with Greenberger, (Padesky & Greenberger, 1995).

The Socratic dialogue takes place in a mood of mutual exploration and takes place in a space of openness and honesty between coach and coachee, as a necessary prerequisite for client development (eg Rogers, 1995; Berge, T., & Repål, 2004).

Padesky (1995) also calls this approach "guided discovery", as the questions guide the client's discovery of new clarifying aspects in a situation. After discovering their patterns of thinking and behaviour –change might be more possible. Thus, the key to guided discovery (and participation)

is not to convince the client, but to guide the client to discover new insights and associations in a given situation.

The dialectical questions – also derived and known from Socrates – are primarily about: 1) collecting knowledge (data) 2) looking at this knowledge (data) from different angles with the client and 3) encouraging the client to devise their own plan for what must be done with the new information. The idea is that the interview is a discovery made by the client during a collaborative and participatory process. Thus, the problem is not solved by others or alone, but the client learns how to find solutions to future similar problems - in collaboration with the coaching psychologist.

The interviewer's tasks (e.g. the coach's) consists of maintaining focus and guide the client to a discovery of dynamics that link the problem together. Therefore, as with Socrates, the dialectical questions are open, exploratory, and neutral. The coach takes on the role of the interviewer and questions are asked in great detail and specifically, as illustrated in the example below.

The following fundamental areas illustrate the method used in a given coaching session with a client, where the coachee is supposed to describe the situation so clearly that both the coach and client can visualize the situation just as they viewed the same movie.

Fundamental areas for dialectical questions during coaching interviews:
* Where were you when it happened? (The coach makes sure that an actual situation is taken into account and that the client describes it as lively as if relived).
"I was in a hotel room, the light wasn't on, I was standing in the middle of the room, there was a buzzing sound, it must be from air conditioning, but it was very hot and…"
* Who was present? (The coach must gain insight into the meaning the person(s) present has for the coachee).
"I was alone in the room, but then 'Y' came and that meant I suddenly had to ..."
* What happened? (The coach focuses on generating a precise and specific description of the actual episode).
"I was very tired after a very long day, first at work and then I spent time in several stores ..."

* What do you do in the situation? (A precise and clear description of what exactly the person does is necessary. Then a clarifying insight could be achieved).
"When I had been standing still for a while, I took a very small step towards her, and at the same time she turned on the light ..."
* What do you think during this episode? (It is aimed to get a detailed and accurate description of cognitions, supplied by clarifying elaborate questions when needed or when something is unclear).
"I thought, 'She looks angry, is she angry with me?'
* What do you feel in the situation? (Description should be detailed, accurate, etc.)
"It was a little difficult to understand exactly what it meant and I felt a little uncertain. It was something I could feel in my stomach, like a slight uneasiness or something that was not completely at ease".
* What is the consequence of the investigated episode? (The coach must gain insight into the behavioural, emotional etc. consequences of the circumstances).
"I hesitated to go closer to her and therefore ..."

The fundamental areas presented above can all be part of a coaching session with unfolding application of dialectical and Socratic questions - with an approach of guided discovery. However, the areas of questions should not be applied and mastered in a particular order or should be understood as a manual in which all questions should be used in any and every coaching session.

The following case example seeks to illustrate the practice of dialectical questions - guided discovery, expending the above elements. During the coaching sessions, the coach has a conversation with Karen, who has (too) high expectations for her own performance - in this situation concerning the written assignments that Karen hands in at the University.

CASE study with Karen seeking to be a top student:
K: My work at university simply has to be top notch.
Coach: So, you think your work should be top notch.

K: Yeah, it is important to me so people know that what I am doing is top notch

Coach: What happens if your assignment does not become so?

K: Then people think I am not good at my study and that I am lazy.

Coach: Can you think of a situation where you had an experience like that?

K: Yeah, the last time we graduated.

Coach: Would you tell me about how it was there?

K: I did not get a good grade for my assignment, we had a week to deliver it and it simply did not become a good enough grade.

Coach: What happened?

K: I got sick so I could not work as much on the task as I would have done otherwise.

Coach: So what did you do in the situation?

K: I worked as much as I could in the last days when I had recovered.

Coach: What was the consequence, what did it mean?

K: That meant I got a an average grade instead of the highest one and I was not happy with the result at all.

Coach: Could you have done something to make the result different?

K: I could have worked more, so I just did not want to get sick

Coach: Do you have any influence on yourself if you get sick or not?

K: No, but I got a mean character that I am not happy with.

Coach: What would you say to a good friend if he told you that he was very unhappy with his grade and that he had been ill while writing the assignment?

K: Then I would say it was nice he finished even though he was sick.

Coach: What if I told you it was nice you finished your assignment, even if you were sick?

K: That is something else, because it was me.

Coach: What is the consequence of you saying, well, "that was me"?

K: That ... that, there is a difference between him and me.

Coach: What is the difference?

K: It might not be that much either

Coach: Why is it not so nice that you were finished even if you were ill?

K: It might actually be

Discussion of the case and the dialectical questions approach

The case example shows a number of factors to keep in mind for the coach. For example, patience and timing are central - it is furthermore important to follow the client through the guided discovery and not push on with (too) quick questions. The case above points to a range of other basic questions: The coach asks clarifying questions, uses active listening, summarizes, synthesizes, and asks ongoing analytical questions, all of which primes Karen to discover her own role and attitude in the high performance setting. In the case example, the coach also uses the downward arrow technique that will elaborated in another journal article.

Additional and central dialectic and reflective questions in the coaching session are:

Have you tried something similar before? What did you do?

What do you know by now; you did not know back then?

What would you recommend to a friend who is in a similar situation?

Concluding comments

It is important to emphasize once again that the coach should look at the individual coachee / client in its own right and use a suitable dialogue. The above description just does not have to be trailed as a manual: Staying in contact with the client in the present moment is the central point of departure for the session and vital for the client's discovery and development during sessions. Furthermore, it is important to emphasize that the dialogue is not about verifying the irrational thinking and behaviour of the client, but on the other hand, to allow the client to become aware of alternative thinking and behavioural patterns and options in relation to the problem in question. Thanks to Padesky (2012) for permission to use her framework and ideas regarding the case and the overall use of the concept of guided discovery and participation throughout this article and long-time inspiration for my coaching psychology work.

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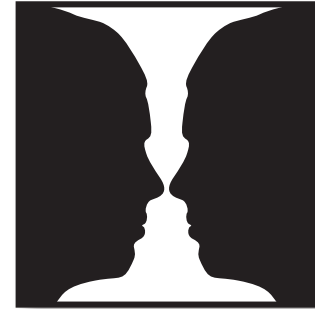Orchid: https://orcid.org/0000-0003-3402-9963

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An Investigation into the Psychometric Properties and Validation of the Danish Self-Perception Profile

Psychometric Tools in a Coaching Context

By Ole Michael Spaten

Abstract

The Harter Self-Perception Profiles are anchored to a clear and validated theoretical framework and one of the most widespread used instruments. The purpose of this research was to conduct reliability studies of the Self-Perception Profile. The research assessed the psychometric properties of the instrument on a Danish sample from Copenhagen collecting scores on self-concept measures through five years. The results showed that the Danish version of this instrument is appropriate for individual assessments and in studies of self-concept. The research provided evidence of validity and reliability for this population. Furthermore it is discussed how psychometric tools might be used in coaching contexts

Keywords: *self-concept; coaching context; self-perception profiles; validation; psychometric*

Introduction

Before Harter's seminal work on Self-Concept and the Self-Perception Profiles for Children (SPPC), Adolescents (SPPA) and Adults, (Harter, 1982, 1983, 1985, 2012), there hardly existed any studies anchored to a clear and validated theoretical framework (Byrne, 1984). In the solid work on theoretical and methodological issues in self-concept Wylie furthermore recorded (Wylie, 1974, 1979, 1989) that most early self-concept instruments were entirely lacking any evidence of reliability and/or validity. Wylie later specified that the SPPC is the only "self-concept scale, which applies factor analysis to verify a priori item selection for allegedly distinct domains and to include both domain-specific and general self-esteem scales" ((Wylie, 1989) p. 111) in United States of America.

Previous to Harter's work on Self-Concept and SPPC, former approaches generally presumed self-concept to be a one-dimensional construct and therefore erroneously missed its differentiation with age (Shavelson, Hubner, & Stanton, 1976). But children's self-concept changes accordingly to their development and experiences (Pons & Harris, 2001), and a lot of knowledge will therefore be lost if the scores on many different questions covering many different self-concept domains is summed up in just one general self-scale score (Spaten, 2007; Spaten et al., 2015). Harter's initial work enclosed a specification of unambiguous dif-

ferent facets of the self-concept: "Our preference, to date, has been to isolate specific domains or dimensions, each of which is tapped by its own set of items, and to assess general self-worth independent of these specific judgments (Harter, 1982). Following this notion also more current advances have typically taken a multidimensional approach to the study of self-concept (Harter, 1985, 1990, 1999, 2012; Hattie & Marsh, 1996; Heatherton & Polivy, 1991; Linh et al., 2017; Marsh, 1989; Marsh, Byrne, & Shavelson, 1992).

Since the mid-eighties the SPPC has been translated and used in research in several other studies and countries besides US including e.g. South Africa, the Netherlands, Spain, Korea, France, Norway, Northern Ireland and Taiwan (Akande, 1999; Gavin & Herry, 1996; Granleese & Joseph, 1993; Grønfeldt et al., 2003; Pereda & Forns, 2004; Schumann et al., 1999; Shevlin, Adamson, & Collins, 2003; Skaalvik & Valas, 1999; Van Dongen-Melman, Hoor, & Verhulst, 1993; Wu & Smith, 1997). Although the instrument has been translated into many different languages, there is still an apparent call to discover more knowledge about its generalizing ability. This study will discuss this topic into further details.

Data was drawn from a longitudinal study on children's self-concept development living in different part of an urban city (Spaten, 2007) and aimed to investigate the psychometric properties of the Danish Self-Perception Profile for Children.

Before proceeding with the procedure of this study there will be a brief introduction to psychometric properties and factor analysis in the following paragraph.

Psychometric properties

Psychometrics is the construction of measurement instruments and the assessment of these instruments reliability and validity. In the psychological field psychometrics are concerned with measuring and quantifying psychological constructs such as, abilities, character and skills. Psychometric tests such as attitude scales, ability tests, measures of intellectual reasoning, personality or self-perception are intended to be more permanent measures and are perceived as scientific tools in the psychological field. These types of measurements must be evaluated extensively in order to state their psychometric properties, meaning their reliability and validity. Factor analysis is often used as a statistical procedure in order to support the psychological constructs that psychometric tests measure. The aim with factor analysis is in general terms to reveal hidden or intervening variables which might explain an observed relationship between peoples scores on several tests or sub-tests (Coolican, 2014; Ginty, 2013).

Procedural issues

Initially Susan Harter gave her permission for SPPC to be used for research purpose. Subsequently the test was translated to Danish and thereafter a bilingual colleague translated the test back to English.

The Danish version has five sub-scales measuring the children's self-perception in relation to how competent and adequate they perceive themselves in relation to school (Scholastic Competence), how they perceive themselves accepted by peers (Social Acceptance), how good they are at play and sports (Athletic Competence), how good they think they look (Physical Appearance) and how they think they behave (Behavioural Conduct). As predicted there is also a sixth independent sub-scale measuring a global judgement of the child's perceived worth as a person (Global Self-Worth) – this sub-scale is not domain specific.

In the Danish version of SPPC, the scores are approximately normally distributed, but with some accumulation at the middle (Skewness = -.0.14; Kurtis = -.030). Below, the factor analysis on SPPC will be expounded first, followed by an analysis of inter-correlations between the sample's subscales and finally an analysis of internal consistency reliability for SPPC.

Factorial patterns

After data had been gathered, typed in and cleaned, the first step was to screen the data – and investigate if the sample was adequate for further analysis and factorial analysis. The preliminary examination of the data – before PCA (Principal Components Analysis) was ran – showed a correlation matrix with coefficients at .3 and above. The Kaiser-Meyer-Olkin coefficient was .687, exceeding the recommended minimum value of .5 (Kaiser, 1974) and Bartlett's Test of Sphericity (Bartlett, 1954) obtained statistical significance, which supports correlation matrix and thereby a foundation was found for the assumption that factor analysis could be carried out on the existing data set.

Figure 1. Scree Plot
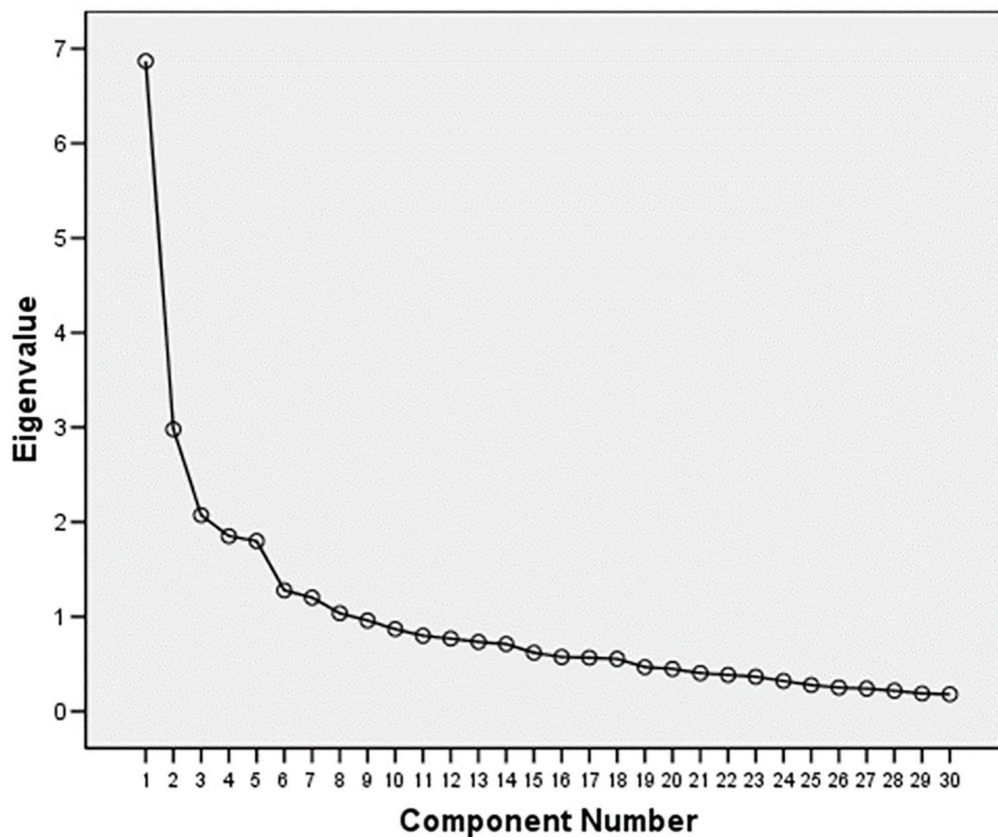
Subsequently, a PC explorative factor analysis was conducted with Oblimin rotation. The choice of oblique rotation was due to an expectation of the factors being related and to the expectation that a relation between dimensions of self-perception would be found (Hair, Tatham, Anderson, & Black, 1998). In addition, this approach has been employed by the author of SPPC in earlier work (Harter, 1985). A minimum factor loading for each item was sat at .30 after a suggestion of a higher limit at .40 had been scrutinized ((Field, 2005) p. 647). This higher limit would result in an omission of two items from the analysis. One item from the subscale "Athletic Competence" and one item from the subscale "Behavioural Conduct" (see Figure 2 next page). The subscale "Global Self-Worth" is never included in such an analysis in the international research literature concerning Self-Perception Profile for Children (e.g.(Pereda & Forns, 2004; Van Dongen-Melman et al., 1993; Wu & Smith, 1997)). Just as the author propound that "Global Self-Worth" is partly shaped by the persons perception of being competent and sufficient in those domains that are important to the individual. According to Harter (1985), it is unlikely that "Global Self-Worth" should appear as a distinct factor, because the different domains vary in importance among individuals and as a consequence of this, they carry different relations to "Global Self-Worth" among different individuals (Van Dongen-Melman et al., 1993).

In the first free run, nine factors appeared which altogether accounted for 74 pct. of the variance (24,9 %, 11,2 %, 7,9 %, 6,9 %, 6,5 %, 5,3 %, 4,5 %, 3,9 % and 3,5 %).

However, the loadings at a nine-factor solution were widely spread with some factors only having two items and it was difficult to create psychological substantial consistency and meaning from this solution. An examination of the analysis' screen plot (see Figure 1) showed a break after the fifth component. With the use of Catell's scree test (Catell, 1966), it was decided that five components should be tested in the continuing analysis.

It was, in line with Harter's scale structure that the next run – explorative hypothetical – operated with an adjusted five factor solution. The PC analysis showed all five components with an "Eigenvalue" over 1, and this analysis accounted for 57,4 pct. of the variance. The first factor explains 24,9 pct. of the variance and contains the six items form the subscale "Physical Appearance" (see Figure 2). Factor II explains 11,2 pct. of the variance and contains the six items from the subscale "Behavioural Conduct". The third factor explains 7,9 pct. of the variance and contains six items from the subscale "Athletic Competence". Factor IV ex-

pounded for 6,9 pct. of the variance and refers to the subscale "Scholastic Competence". The fifth factor explains 6,5 pct. of the variance and contains six items from the subscale "Social Acceptance". The five factors supported almost 60 pct. of the variance (57,4 pct.), which is considered fully gratifying by a number of authors (Harter, 1982; Ogden, 1993; Pereda & Forns, 2004; Pons, Harris, & de Rosnay, 2004). The factor pattern is satisfactorily distinct with very few cross loadings above .18 (Harter, 1985). One item (no. 26) cross-loaded on factor III and IV, but was included in factor III, where it belonged thematically. There were also

Figure 2.

Principal Components Analysis with Oblimin rotation for five factor structure on 36 items of the Danish version of Self-Perception Profile for Children (N=174)

Item		I	II	III	IV	V
4.	Like their body as it is	.85				
10.	Like their physical appearance	.83				
16.	Like face and hair as it is	.77				
22.	Happy with height and weight	.69				
28.	Satisfied with their appearance	.62				
34.	Think they look good	.43				
1.	Don't do things that might cause trouble		.74			
7.	Never do anything they should not do		.68			
13.	Almost always does the right thing		.62			
19.	Is really good at being good		.58		.31	
25.	Like the way they behave		.55			.44
31.	Act the way supposed		.31			
2.	Good at all kinds of sports			.83		
8.	Does good in new kinds of sports			.78		
14.	Is good at new plays and games			.70		
20.	Think they are better than others at sports			.68		
26.	Do good in sports			.66	.37	
32.	Play rather than watch			.33		
5.	Just as good as other children				.73	
11.	Good at schoolwork				.71	
17.	Can almost always figure out the answers				.70	
23.	Is doing okay with homework				.68	
29.	Can do schoolwork fast				.64	
35.	Easily remember what they learn				.52	
3.	Easily gain new friends					.65
9.	Have as many friends as they would like					.60
15.	Most peers like me					.57
21.	Has lots of friends					.55
27.	Does things together with many children					.54
33.	Is popular among other children					.46
	Eigenvalue	6.9	3.1	2.2	1.9	1.8
	Varians explained	24,9	11,2	7,9	6,9	6,5

*** I = Physical Appearance II = Behavioural Conduct III = Athletic Competence; IV =Scholastic Competence
V = Social Acceptance**

Table 1. Correlations between subscales

Correlations between subscales over five years, SPPC

		Social Accept.	Athletic Comp.	Physical Appearance	Behav. Conduct	Global Self-Worth
Scholastic Comp.	3. gr.	.46	.55	.31	.44	.44
	5. gr.	.34	.28	.27	.44	.39
	7. gr.	.07	.11	.13	.34	.25
Social Acceptance			.50	.44	.43	.53
			.46	.42	.29	.66
			.32	.31	.09	.32
Athletic Competence				.31	.30	.36
				.35	.17	.31
				.44	.09	.24
Physical Appearance					.35	.72
					.26	.67
					.03	.62
Behavioral Conduct						.56
						.46
						.34

cross loadings on item 19 and item 25, but mostly they loaded on factors, which they primary belonged to thematically. Item (no. 19) from the subscale "Behavioural Conduct" was also grouped under the subscale "Scholastic Competence" and the explanation is, presumably, that the wording could point at schoolwork as reference point. In outline, the analysis gave the same factor structure as found in the original version of the scale (Harter, 1985). In conclusion, the study showed a substantial factor loading (Van Dongen-Melman, et. al., 1993) on each subscale. No item had a factor loading lower than .31.

For an overview of factor loadings on all items in the Danish version of Harter's Self-Perception Profile for Children (See Figure 2, previous page).

The factors were – as expected – correlated in the area .19 - .45 - these inter-correlations will be further elaborated in the following section. One can state, that the identified factor structure is very consistent with earlier studies that concerns Self-Perception Profile for Children while comparative analyses was carried out (Harter, 1985; Rhee, 1993; Van Dongen-Melman et al., 1993; Wu & Smith, 1997).

Correlations between sub-scales on Danish Self-Perception Profile for Children

The relation between the six sub-scales or inter correlations between sub-scales will be presented in Table 1, as a result of a Pearson correlational analysis. For the sake of clearness, it was chosen to present the results from every second year over a period of five years.

In general, the study showed a mixed picture from weak, over moderate to moderately high correlations between subscales.

The correlations are generally in the same magnitude as in Harter's (1985) research, but a number of facts call upon attention. The most theoretically interesting to see is, that there is a clear tendency towards the scores being highly correlated when the children are younger. Values under .3 are not apparent while the children are younger, but are more frequent as the children become older. The tendency becomes even clearer if the material is divided up into school classes, but this gives very few cases to the test, and these analyses were omitted.

No negative values was found in table 1, but in general, the inter correlations were moderate but significant at 3rd and 5th grade. A closer look at the

Table 2.

Internal consistency for subscales, SPPC

Scholastic Competence	Social Acceptance	Athletic Competence	Physical Appearance	Behavioral Conduct	Global Self-Worth
.85	.76	.76	.80	.71	.79

domain specific subscales displayed a kind of isolated cluster with opposite increasing tendency: there is a weak increasing correlation between the subscales "Athletic Competence" and "Physical Appearance".

The correlations between each specific domain, and "Global Self-Worth" are of separate interest. Across all the correlations, "Physical Appearance" is the subscale that is most consistently related to "Global Self-Worth" at a moderate high level (r is in the span of .62 - .72). One could imagine that physical appearance is one of those factors, which affects the child and adolescent's conception of "Global Self-Worth" in a dominant way. However, this is about correlations – and there cannot be pointed towards causality between these factors; in order to draw further conclusions, more studies must be conducted. Anyway, this research ascertains, seen generally over time, that "Global Self-Worth" is that subscale which correlates strongest also with all other subscales: "Social Acceptance", "Athletic Competence", "Scholastic Competence" and "Behavioural Conduct" with moderate correlations (incidentally as expected (Harter, 1985)). There are only moderately high correlations (r .62 and above) between the subscales "Physical Appearance" and "Global Self-Worth" – not between "Physical Appearance" and the other scales.

In continuation of the discussion of correlations between schoolchildren's global self-worth and physical appearance (see e.g. literature review in (Aloise-Young, 1993; Harter, 2012)), the data material was divided into school classes, where a distinct picture was revealed: in five school classes, there was a moderate to high correlation between "Global Self-Worth" and "Physical Appearance" (r .62 to .83). The correlation was moderate (r .52 to .60) in the last three school classes. The conclusion that can be drawn from this is that one of the most crucial factors concerning the children's Global Self-Worth, already in the 3rd grade, is their understanding of their physical appearance. Schoolchildren's feeling of being physically attractive plays a major role in relation to their general self-image. It is underscored that the only inter-correlation, which is identified along with the children's ageing, is the relationship between the subscales Physical Appearance and Athletic Competence.

In general the analysis of the inter-correlations for the six subscales shows that the score correlates higher the younger the children are. Correlations below .3 are more and more frequently seen the older the children get. Global Self-Worth is the only subscale with generally high correlations across time and high correlations with the other subscales.

The final point will discuss the considerations concerning "if it is psychometrically sound": The Danish Self-Perception Profile for Children. It concerns the reliability, the internal consistency of the subscales.

Internal consistency reliability

The internal consistency between the different items in the sample is based on Cronbach's Alpha. The distribution of the items in the factor analysis showed five factors which were exactly equal to Harter's original distribution of items on the subscales and one could therefore comply with Harter's six subscale division. The result of this analysis of the Self-Perception Profile for Children's six subscales is presented in Table 2.

The results of the internal consistency reliability analysis show that the reliability in general is quite acceptable. In a report of her own findings, Harter (1982) expressed that the reliability was positioned moderately high between .71 - . 85.

The subscale Social Acceptance concerns relationship to friends and the perception of how well

liked and popular one is among others. In the present study, this subscale has the lowest reliability (.57) at the first measure point in 3rd grade. In her work (Harter, 1985) replaced a couple of items, among others, one at the subscale Social Acceptance, which might have improved the correlation. However, the following data collection and analysis showed that also the subscale Social Acceptance was at level with the other subscales.

In this manner, one can claim that SPPC, in this study, reached an acceptable internal reliability: the inner consistency between the different items turned out to be moderately high between .71 - .85. This result was incidentally corresponding with other international studies, where Harter's instrument has been applied (e.g. (Hagborg, 1993; Skaalvik, 1986; Trusty, Peck, & Mathews, 1994; Wu & Smith, 1997)).

Discussion
A cultural perspective on psychometric properties

As self-perception is no longer a new concept in the psychological field there is a rich diversity of measurement tools for the concept, which has been devised and further developed during the years. The psychometric properties of these measurement tools have therefore been a topic of discussion not only in Denmark, but also in a range of countries (Spaten, 2015).

In Vietnam it has been discussed whether researchers should use original measurement tools without adapting them to the specific cultural-social context. An overview of previous research on self-perception shows that a wide range of measurement tools such as SPSS have been translated and applied in the psychological field in Vietnam. However according to Linh et al., (2017) some aspects of the self can be different according to the culture referred to and therefore the psychometric properties of SPPC and other measurement tools, must be considered in the given cultural context. In continuation of the multidimensional approach to self-perception (Harter, 1985; Linh et al., 2017) suggests adapting the measurement tools of self-esteem to the social-cultural context and therefore proposes an extra dimension (familial self) when addressing self-esteem among Vietnamese adolescents as this is a significant self-esteem area in the given culture (Linh et al., 2017).

Psychometric properties in a coaching context

During recent years, the coaching psychology field has garnered significant attention. The increase in coaching related literature and publications coincides with the growth and demand for coaching in the psychological and organizational field. Grant (2006) found an increase in academic publications by 266 pct. in the period 2001-2005 compared with the period 1996-2000.

Based on this extensive growth a comprehensive review of the current available measurement instruments in the coaching field was carried out by Ellinger & Kim (2014). It was proposed by the authors that the increase in academic publications on coaching called for a wider understanding of the psychometric properties of available instruments. The review therefore included a comprehensive assessment of existing measurement instruments in the coaching field. One of the articles included in the review set out a structural analysis of coaching engagement and presented an overview of the theoretical traditions of coaching (Cox, Bachkirova & Clutterbuck, 2014), while another applied a systematic approach suggesting different core coach competencies (Maltbia, Marsick & Ghosh (2014). One did a systematic review on coaching scales and provided relevant psychometric information regarding validity measures, reliability procedures and testing (Hagen & Peterson, 2014). This systematic review found that not all the available scales applied in a coaching context had the same psychometric properties. They found that only a few scales provided sound psychometric properties and it was concluded that further work had to be done in the coaching scale development – in particularly for executive and peer coaching. There were however several limitations to the review which only included one international scale. Studies that address the psychometric properties of coaching scales from an international perspective could therefore be of future interest. Future studies will be carried out to analyse how self-perception profiles could be useful in a coaching context.

The review by Ellinger & Kim (2014) was intended to increase further research on various types of coaching by examining the psychometric properties of instruments that had been applied in different studies and may continue to be used in prospective research.

Discussion and concluding remarks on the analysis of psychometric properties

The development of the SPPC was a step forward in measuring self-concept as it addressed many methodological and theoretical issues, e.g. that global and domain specific perceptions, although contemporaneous within the children's phenomenological field, should be studied as disconnect constructs (Byrne & Schneider, 1988; Marsh & Holmes, 1990).

The mentioned demand to further assess factor structure and internal consistency has in this study proved to show promising results.

The Danish Self Perception Profile for Children is, as a test instrument, a translation of an international approved, validated test, which in different versions, only partly, has found employment in Denmark in a short number of years (Grønfeldt et al., 2003; Jensen, 1998; Schultz Jørgensen & Ertman, 1995). SPPC was before its use translated by this article's author, and the translation was crosschecked with former translations, and a pilot was conducted on two school classes. The data work, quality of data and the work with the results suggest that the instrument has satisfying psychometric qualities.

The instrument's internal consistency reliability has been tested with Cronbach's Alpha. When the quality of SPPC was examined (without including the one year where the subscale Social Acceptance was at .57), the reliability is predominantly in the area .71 to .85, which is a satisfying moderate to moderately high reliability.

Factor analysis was conducted on all the years the instrument has been used and the result is generally consistent with the presentation which was brought in this article (Spaten, 2007). The analysis of the psychometric properties shows a satisfying result – that it is possible to trust studies which use this instrument.

It could also be added that there, in the first phase of the data analysis, was conducted a number of frequency analysis, analysis of the material's distribution, analysis on item level and screening with the purpose of making a general view of the material and in general to test the quality of the data. The main result of these analyses was that the material was suitable for statistical analysis. These, rather comprehensive analyses, will not be expounded in this context, partly because they are very voluminous and partly because relatively few of the analyses are statistically significant. As documentation for these statistical analyses, cross tables and more see Spaten (2007; 2014). The results showed that this could be an appropriate instrument to use for individual assessments and in studies of self-concept. Results provide evidence of validity and reliability for this population.

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Coaching psykologi

Using hypnosis in coaching psychology practice to enhance performance, reduce anxiety and increase self-efficacy

By Stephen Palmer

Abstract

Traditionally, hypnosis techniques have been applied within hypnotherapy and psychotherapy as a therapeutic intervention. This paper focuses on using hypnosis as a technique to enhance performance, reduce anxiety and increase self-efficacy in coaching and coaching psychology settings. A hypnosis script is included that can be adapted by practitioners to tackle presenting performance-related problems.

Keywords: *Hypnosis, coaching, coaching psychology, sport psychology, special state theory, non-state theory, self-efficacy, performance*

Imagery and relaxation techniques are often used within business, executive, health, life, performance, personal and sport coaching in assisting coachees to enhance performance, increase confidence and self-efficacy, reduce stress and anxiety, anger reduction and to decrease physiological arousal (Anshel, 1991; McMorris & Hale, 2006; Palmer, 2008a,b; Palmer & Szymanska, 2019; Williams & Thomas, 2005). In addition, there has been an increase of the use of mindfulness based techniques used within coaching (Irons, Palmer & Hall, 2019; Passmore & Marianetti, 2007; Spence, 2019).

Traditionally, hypnosis has been a form of psychotherapy i.e. hypnotherapy or applied as a therapeutic intervention, technique or adjunct to therapy (Chapman, 2006; Curwen, Palmer & Ruddell, 2018; Palmer, & Dryden, 1995). However, it was been noted that in contrast to relaxation techniques, hypnosis is mentioned far less in the coaching and coaching psychology theory, research and practice literature (see Palmer, 2008; Armatas, 2009). A decade later, this situation has not changed. Perhaps this is due to the concerns about the potential boundary issues relating to the application of hypnosis within a facilitative professional coaching framework (Berger, 2002) and/or a lack of interest by academics to undertake relevant research.

O'Broin and Palmer (2006) highlight that there is learning from parallels and differences between coaching psychology and sport psychology. In sport and exercise coaching, coachees are more familiar with instructional interventions to enhance performance and confidence. The application of hypnosis within sport coaching has highlighted

the potential for enhanced self-efficacy and this is likely to lead to an increase in its use within the field (see Barker & Jones, 2005, 2006, 2008; Barker, Jones & Greenless, 2010, 2013). In sport psychology, self-efficacy is considered an important psychological variable as it is associated with optimal levels of performance (Bandura, 1997; Barker, Jones & Greenless, 2013). Increases in performance and self-efficacy can also be expected in hypnosis applied within professional and personal coaching although more research is necessary.

What is hypnosis: special state, non-state and integration?

There are a number of contradictory explanations of what exactly is hypnosis. The two main theories that explain the nature of hypnosis are special-state and non-state. 'Special-state' theorists assert that the participant's appearance and self-reports strongly suggest that they are experiencing a trance-like state or disassociation (eg. Hilgard, 1977; Kirsch & Lynn, 1995; 1998). This is in contrast to 'non-state' theorists who associate hypnosis behaviour with the participant's expectancy, motivation and the interface between the practitioner and participant (see Chapman, 2006; Heap & Aravind 2002). Heap and Aravind describe the non-state theory as (2002:55):

> The term 'hypnosis' is used to denote an interaction between two people (or one person and a group) in which one of them, the hypnotist, by means of verbal communication, encourages the other, the subject or subjects, to focus their attention away from their immediate realities and concerns and on inner experiences such as thoughts, feelings and imagery. The hypnotist further attempts to create alterations in the subjects' sensations, perceptions, feelings, thoughts and behaviour by directing them to imagine various events or situations that, were they to occur in reality, would evoke the intended changes. (p. 55)

Lazarus (1973) found that client expectancy played a key role in whether or not participants found hypnosis or relaxation helpful. When the participants who wanted hypnosis believed they were receiving relaxation and not hypnosis, the outcome was not

so effective, even though the interventions were identical. This finding would support the non-state theory. Cognitive behavioural therapy and coaching practice would normally be informed by non-state theory (Palmer, 2008c).

An alternative explanation which describes the nature of hypnosis could be a theory that integrates both state and non-state theories. Barker, Jones and Greenlees (2013) have provided a definition combining dissociation and non-state theories. This definition may be a useful explanation to use with coachees (2013: 237):

> Hypnosis is an induced temporary condition of being, a state of dissociation (divided consciousness) differing mentally and physiologically from a person's normal state of being. This state can be influenced by attitudes, motivations, beliefs, and expectancies, by participants and hypnotherapist, and procedures in which a person in a usually relaxed state responds to suggestions for making alterations in perceptions, feelings, thoughts, actions, behavior, and or emotions. (p. 237)

Stages of the hypnosis technique

In this paper, a six-stage hypnosis script will be described. The British Psychological Society (2001) highlighted three key areas where hypnosis involving mental and physical relaxation induction and deepening methods are used in addition to one or more of the following (2001:9):

(i)   Suggestions to encourage desired changes in perception, feelings, thinking and behaviour;
(ii) Suggestions and guided imagery techniques to explore possible problems and conflicts that underlie the presenting complaints;
(iii) The use of self-hypnosis by the client or patient to rehearse relaxation and other self-control methods.

The above can be used for to performance related issues, stress and increasing confidence and self-efficacy. There are a number of different stages of hypnosis, which vary depending upon which method is being used. The example provided in this paper has six stages:

1. Preparation (explanation)
2. Preliminary induction
3. Deepening
4. Cognitive restructuring (sometimes known as ego-strengthening)
5. Termination
6. Debrief

Stages 1, 2, 3, 5 and 6 are briefly described in the hypnosis script below and elsewhere (e.g. Curwen, Palmer & Ruddell, 2018; Dowd, 2000; Hartland, 1971; Heap & Aravind, 2002; Palmer, 1993, 1997).

Stage 4 is the cognitive restructuring and modification phase. In coaching or more specifically, rational emotive and cognitive behavioural coaching (Palmer, 1997), the coach will have previously elicited during the coaching session, relevant Stress Inducing Thoughts (SITs) and/or Performance Interfering Thoughts (PITs) and then helped the coachee to develop Stress Alleviating Thoughts (SATs) and/or Performance Enhancing Thoughts (PETs) (Neenan & Palmer, 2001; Palmer & Cooper, 2013). The SATs and/or PITs are then incorporated into the hypnosis script at stage 4. The standard script below should be revised to take account of the situation the coachee wants to tackle. Reiterating the positive effects of hypnosis outside the coaching session can be beneficial and can have a useful post-hypnotic effect (Palmer, 1993). Imagery techniques such as Coping Imagery (see Lazarus, 1984; Palmer 2008d; Palmer & Cooper, 2013) can be included in the cognitive restructuring stage to help the coachee rehearse strategies to tackle stress and/or performance related situations they wish to address such as job interviews or giving presentations or dealing with difficult situations such as chairing meetings.

Introduction to hypnosis script

The 'pauses' in the hypnosis script assist in underscoring the cognitive restructuring in order to enhance their effect (Palmer, 1993). A pause may be 2 to 3 seconds, and a long pause from 5 to 15 seconds. The practitioner varies the pause depending upon how relaxed the coachee appears to be. A longer pause can assist relaxation. Coachee feedback during the debrief stage can help to revise the script for the following meeting.

The script below is focuses on both general stress reduction and performance anxiety. Depending upon the presenting issue, sections can be left out.

A COMBINED HYPNOSIS SCRIPT FOR PERFORMANCE ANXIETY AND STRESS

Preparation explanation stage: *Important to explain to the coachee about hypnosis and answer any questions. Providing a definition combining dissociation special state and non-state theories is recommended. In order to prepare the coachee, each stage of hypnosis and the prepared script can be explained and shared with the coachee.*

Preliminary induction (adapted Palmer, 1993:33-6)

(*NB. Preliminary induction acclimatises the coachee to their environment and prepares them for the Deepening Stage*)

Can you make yourself as comfortable as possible in your chair

Pause

And if you would just like to close your eyes

Pause

If you would like to listen to the noises outside the room

Pause

And now listen to the noises inside the room

Pause

These noises will come and go probably throughout this session and you can choose to let them just drift over your mind and choose to ignore them if you so wish

Pause

You will probably notice how these noises and the sound of my voice will become softer and louder and softer again during this session. This is quite normal and will indicate that you are in a state of hypnosis

Pause

Let your whole body go limp and slack

Pause

Now keeping your eyelids closed and without moving your head, I would like you to look upwards, keep your eyes closed, just look upwards

Pause

Notice the feeling of tiredness, sleepiness

Pause

And relaxation

Pause

In your eye muscles

Pause

And when your eyes feel so tired, so very, very, tired, just let your eyes drop back DOWN

Pause

Notice the feeling of tiredness, sleepiness and relaxation in your eyes

Pause

Let this travel DOWN your face to your jaw

Pause

Now just relax your jaw

Pause

If your teeth are clenched, then unclench them

Pause

Now relax your tongue. If it's touching the roof of your mouth then just let it fall down

Pause

Let the feeling of relaxation slowly travel up over your face to your forehead

Pause

To the top of your head

Pause

To the back of your head

Long pause

Then slowly DOWN through the neck muscles

Pause

and DOWN to your shoulders

Long pause

Now concentrate on relaxing your shoulders, just let them drop DOWN

Pause

Now let that feeling of relaxation in your shoulders slowly travel DOWN your right arm, DOWN through the muscles, DOWN through your elbow, DOWN through your wrist, DOWN to your hand, right DOWN to your finger tips

Long pause

Now let that feeling of relaxation in your shoulders slowly travel DOWN your left arm, DOWN through the muscles, DOWN through your elbow, DOWN through your wrist, DOWN to your hand, right DOWN to your finger tips

Long pause

And let that feeling of relaxation in your shoulders slowly travel DOWN your chest right DOWN to your stomach

Pause

Notice that every time you breathe out, you feel more and more relaxed.

Pause

Let that feeling of relaxation and tiredness travel DOWN from your shoulders DOWN your back, right DOWN through your back muscles

Long pause

Right DOWN your right leg, DOWN through the muscles, DOWN through your knee, DOWN through your ankle

Pause

To your foot, right DOWN to your toes

Long pause

Let the feeling of relaxation and tiredness now travel DOWN your left leg

Pause

DOWN through the muscles, DOWN through your knee, DOWN through your ankle

Pause

To your foot, right DOWN to your toes

Long pause

I'll give you a few moments now

Pause

To allow you to concentrate on any part of your body that you would like to relax even further

15 second pause or longer if necessary

Deepening (adapted Palmer, 1993:36-8)

(NB. Deepening assists the coachee in becoming more relaxed and prepared for the cognitive restructuring stage)

I want you now to concentrate on your breathing

Pause

Notice how every time you breathe out, you feel more, and more, relaxed

Pause

With each breath you take you feel so relaxed, so very, very relaxed

Pause

Breathe in slowly through your nose and slowly out through your mouth

Pause

With each breath you take

Pause

Every time you take a new breath of air

Pause

You are becoming more and more relaxed

Pause

Gradually you are drifting away as you become more,

Pause

On every out-breath you are becoming more, and more, sleepy

Pause

More and more deeply relaxed

Pause

Notice how, as you relax, you are breathing more, and more, slowly

Pause

And more, and more, steadily, as you become more, and more, deeply,
very deeply, relaxed

Pause

You are drifting DOWN into a deep state of relaxation

Pause

Your whole body is becoming more, and more, relaxed, every time, you breathe out

Pause

I'm slowly going to count to five, and as I do, you will feel even more relaxed
than you do now

Pause

One

Pause

NOW you are feeling more and more relaxed than you did a few minutes ago.
More and more relaxed than you did a few seconds ago

Pause

Two

Pause

Notice how you are feeling so relaxed, that you are finding it so difficult to
concentrate on my voice all the time

Pause

Three

Pause

NOW every time I say a number, every time you breathe out, you feel more and more deeply, very, very deeply relaxed. An overwhelming feeling of tiredness and relaxation is descending upon you as you listen to my voice

Pause

Four

You are feeling even more relaxed NOW than you did a few minutes, a few seconds ago. In a moment when I say the number five, but not quite yet, you are going to feel so very deeply relaxed...

Pause

Five

Pause

NOW you feel even more relaxed than you did a moment ago, more relaxed than a few seconds ago, much more relaxed than you did a few minutes ago, and very much more relaxed than you did a few hours ago.

Pause

Cognitive restructuring (adapted Palmer, 1993: 38-41)

(NB. Cognitive restructuring to assist the coachee in strengthening performance enhancing and/or stress reducing cognitions.)

You are now so relaxed, so very relaxed, that you are becoming very aware of what I am saying to you

Pause

You are so aware that your mind is open to any positive and helpful suggestions I may make for your benefit

Pause

You are feeling so relaxed that when I make positive suggestions about your wellbeing and performance, you will accept these suggestions, and gradually over a period of time you will feel better and better, even though you will not be here with me

Pause

My suggestions will just drift over your mind and you will be able to remember all the relevant ones that will influence your feelings

Pause

Your thoughts

Pause

And your behaviour

Pause

As you feel more and more deeply relaxed during this session, you will find new energy to help you cope with any issues you may have had recently

Pause

New energy to tackle future challenges

Pause

New energy to lessen any fatigue

Pause

New energy to help you concentrate on your goals

Pause

A new strength of mind and body to deal with internal and external pressures

Pause

And as every day goes by, you will become more relaxed, and much calmer than you have been for some time

Pause

And each day, you will feel far less tense, and far less concerned with unimportant matters

Pause

And as this happens, your confidence will grow as your old concerns become a distant memory

Pause

Week by week, day by day, hour by hour, minute by minute, second by second, your independence will grow

Pause

Any stress or anxiety will fade away as you learn to cope with life
(*NB Target relevant emotion according to the coachee's presenting problem.*)

Pause

You will be able to stand difficult situations much more easily

Pause

You will no longer hear yourself saying 'I can't stand it', but instead you will realistically say to yourself, 'It's unpleasant but I CAN STAND IT'

Pause

As you learn that you can stand challenging situations, you will procrastinate less often and you will be able to start and continue your tasks more easily

Pause

You can now see yourself coping with difficult situations
(*NB Target the presenting problem such as attending a job interview, giving a presentation at work, or being assertive with work colleague and describe how the coachee will tackle possible challenges as they arise. This strategy is discussed and developed prior to the hypnosis session. Coping imagery or other appropriate imagery techniques to enhance self-efficacy and mastery could be inserted in this section.*)

Pause

You will question whether things are really awful. They may be bad but are they really awful?

Pause

As you realise that you can stand situations, and that things are seldom awful, you will be able to face challenges much more easily

Pause

If you fail at a task, you will not condemn yourself as a total failure

Pause

All it means is that you did not achieve your target

Pause

No more, no less

Pause

You will learn to accept yourself more for the person you are and not just for your achievements

Pause

Your internal demands, many of those unnecessary, inflexible musts and shoulds

Pause

Will change to preferences and coulds and subsequently your stress and anxieties will lesson
(*Target relevant emotion according to the coachee's presenting problem e.g. anxiety.*)

Pause

Gradually, as time goes by, you will feel better and better and your life will improve

Pause

And your recent concerns will be a thing of the past

Pause

And you will be able to put them behind you

Pause

Termination (adapted Palmer, 1993: 43-4)

(NB. Termination stage re-enforces post-hypnotic suggestions and increases the level of consciousness so the coachee can 'wake up' and feel in control.)

In a few moments' time, but not quite yet, I am going to count to three, and when I do, you will open your eyes and wake up, and feel relaxed and refreshed

Pause

You will be able to remember or forget whatever you want to of this hypnosis session
And you will be in full control of your body and mind

Pause

And wake up today on (insert here: day, time, location)

Pause

As I count to three, you will wake up
(*NB Practitioner starts to speak louder with each subsequent number*)

Pause

One

Pause

TWO

Pause

THREE

Pause

Open your eyes in your own time

Debrief

Obtain feedback from the coachee about their experience of hypnosis. Were the pauses too long, short or just right? Deal with any concerns that may be raised. Ask for suggestions how the script could be improved for their particular presenting problem(s).

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Discussion

Hypnosis has been used for a wide range of presenting problems and clinical disorders. However, in the field of coaching and coaching psychology its use has been rather limited. Similar to sport psychology, it could be used to enhance performance, reduce performance anxiety and increase self-efficacy. However, when considering the possibility of using hypnosis, the coach-coachee relationship needs to be carefully considered. Practice, ethical and boundary issues will need to be taken into account (Bachkirova & Baker, 2019; Berger, 2002; Law, 2005; O'Broin, & Palmer, 2019). Self-hypnosis is a possible alternative. For example, the coachee could use self-help material to record their own self-hypnosis session (see Palmer & Puri, 2006).

There are a number of guidelines for the use of hypnosis (eg Walker, W-L., 2016). The Nature of Hypnosis (BPS, 2001) publication provided some guidelines. Barker and associates (2013) developed short Guidance for Hypnosis Education in Sport Guidelines for the use of hypnosis. However, developing guidelines for the application of hypnosis to the field of coaching psychology practice is necessary.

Appropriate training in hypnosis is important and regular on-going supervision of coaching/coaching psychology practice is always recommended, and sometimes mandatory, depending upon the professional body that the practitioner belongs to. It is worth noting that in some countries using any psychological technique or intervention may require national or state licensing.

Conclusion

Palmer (2008: 261) recommends that hypnosis is used judiciously as an adjunct to coaching and coaching psychology practice to enhance performance, reduce stress and increase relaxation. This current paper has been informed by sport psychology coaching research relating to enhancing self-efficacy. However, the field of coaching and coaching psychology needs further research into the application of hypnosis.

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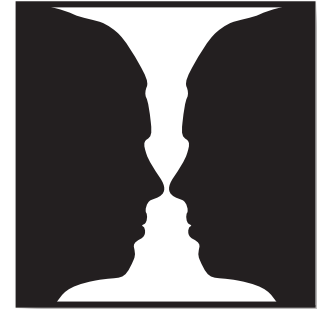Carmarthen,
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