



These slides can be downloaded from
www.positivepsychology.dk/ecpp.html



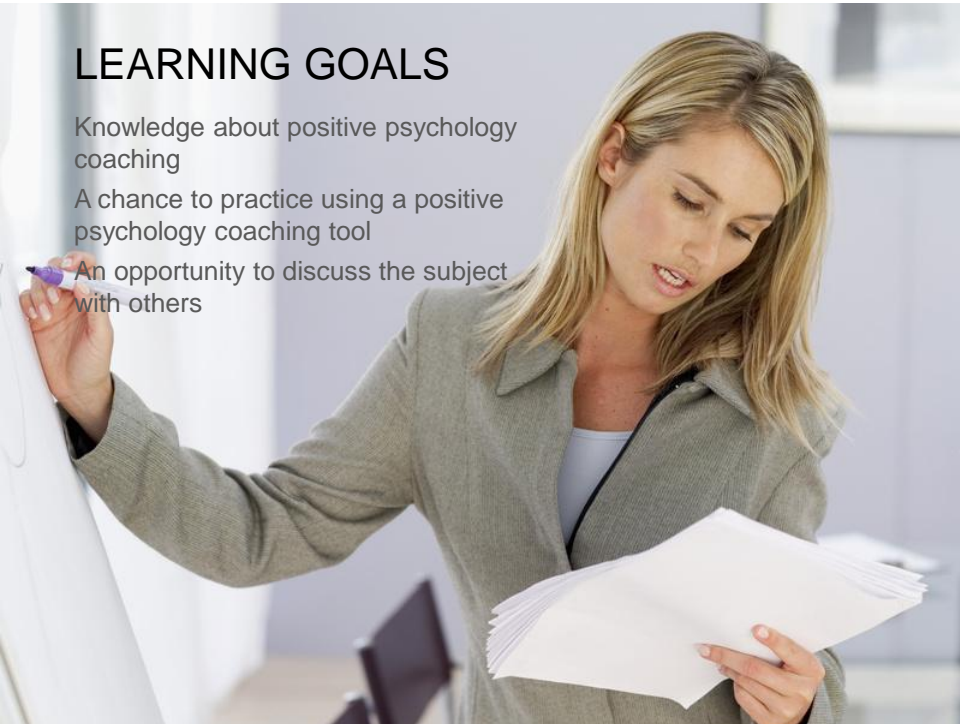
POSITIVE PSYCHOLOGY COACHING

- USING RESEARCH IN
COACHING PRACTICE

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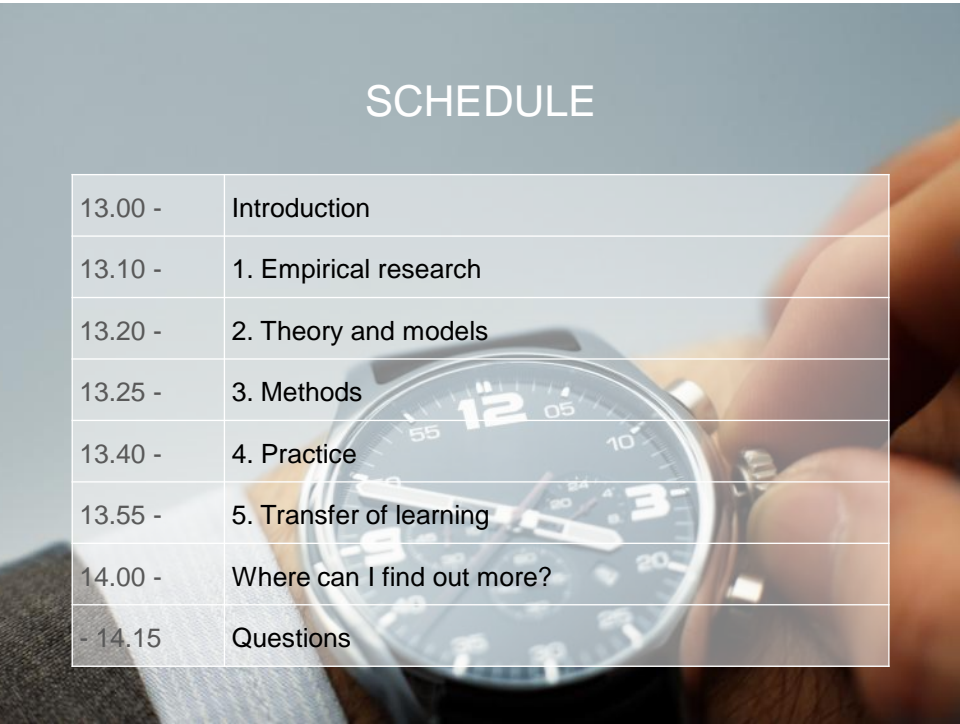
LEARNING GOALS

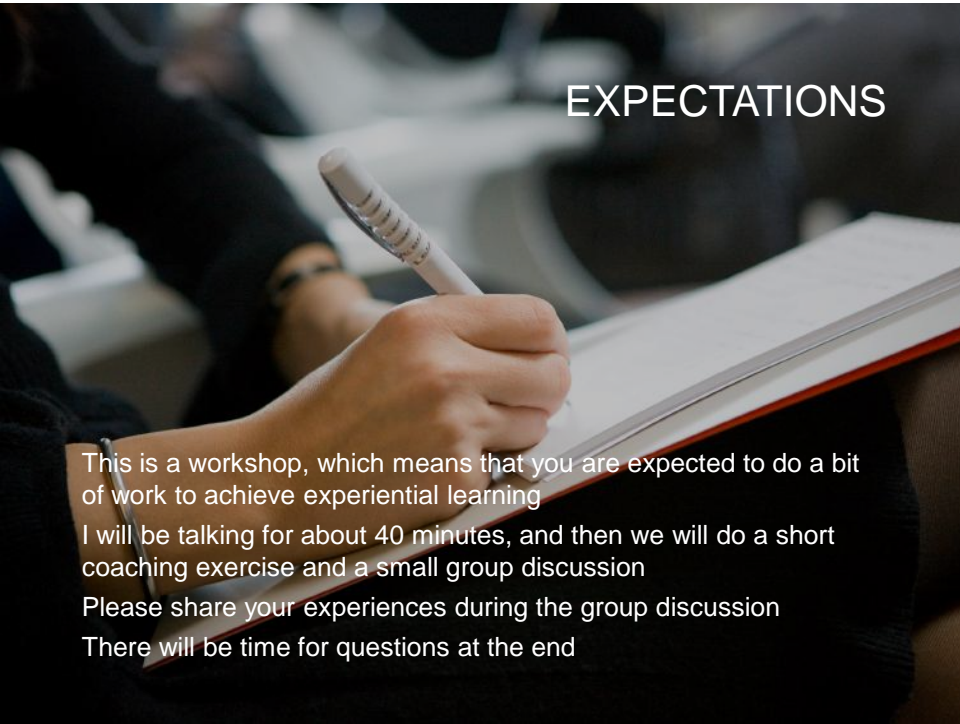
- Knowledge about positive psychology coaching
- A chance to practice using a positive psychology coaching tool
- An opportunity to discuss the subject with others



SCHEDULE

13.00 -	Introduction
13.10 -	1. Empirical research
13.20 -	2. Theory and models
13.25 -	3. Methods
13.40 -	4. Practice
13.55 -	5. Transfer of learning
14.00 -	Where can I find out more?
- 14.15	Questions





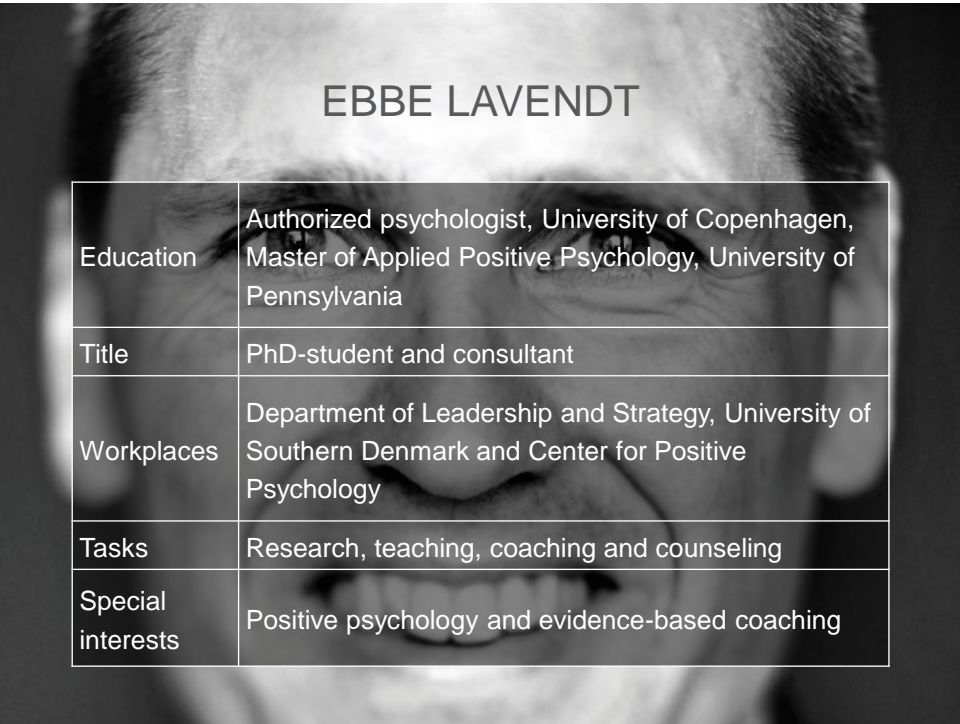
EXPECTATIONS

This is a workshop, which means that you are expected to do a bit of work to achieve experiential learning

I will be talking for about 40 minutes, and then we will do a short coaching exercise and a small group discussion

Please share your experiences during the group discussion

There will be time for questions at the end



EBBE LAVENDT

Education	Authorized psychologist, University of Copenhagen, Master of Applied Positive Psychology, University of Pennsylvania
Title	PhD-student and consultant
Workplaces	Department of Leadership and Strategy, University of Southern Denmark and Center for Positive Psychology
Tasks	Research, teaching, coaching and counseling
Special interests	Positive psychology and evidence-based coaching



BACKGROUND

This workshop is based on:

- My knowledge about research on positive psychology and evidence-based coaching
- My experiences as a consultant and as a coach
- Preliminary work on a review of the literature as part of my PhD-project



PHD-PROJECT ON POSITIVE PSYCHOLOGY COACHING

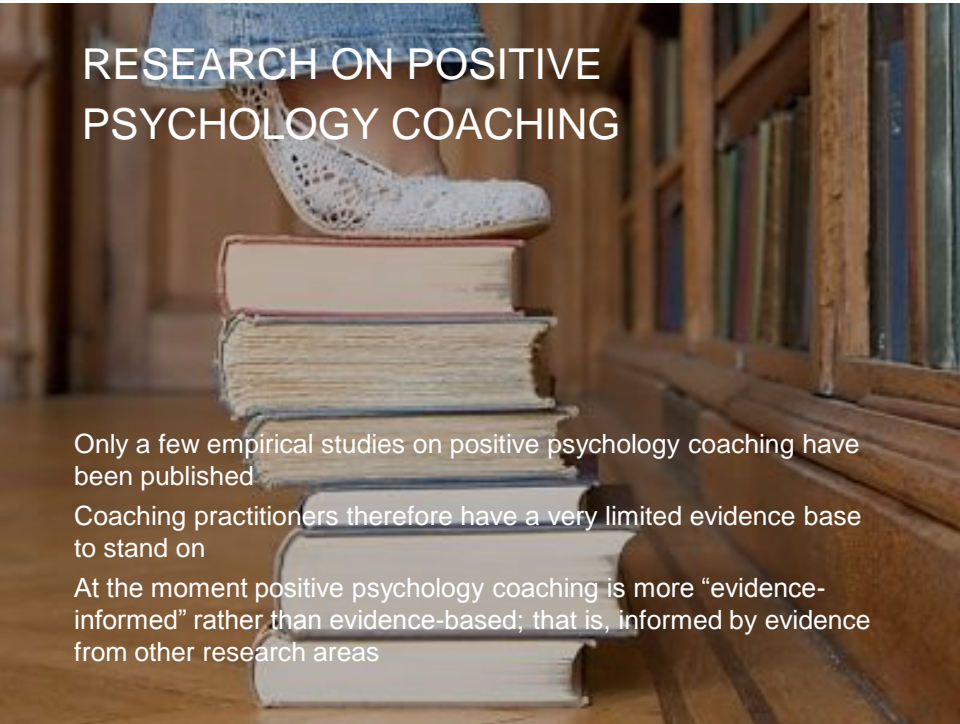
1. A review of the existing literature on positive psychology coaching
2. Interviews with experienced positive psychology coaches on how they apply theoretical principles and interventions from positive psychology in coaching
3. Development of a theory on positive psychology coaching and guidelines for practice

1. EMPIRICAL RESEARCH

- RESEARCH ON POSITIVE PSYCHOLOGY COACHING, EVIDENCE-BASED COACHING, AND POSITIVE INTERVENTIONS

DEFINITION OF POSITIVE PSYCHOLOGY COACHING

Activity	Individual positive psychology coaching is a conversation
Practitioner	where a coach
Method	via theoretical principles and interventions from positive psychology intentionally helps explore and/or handle
Target group	a coachee's
Issue	problems and/or challenges
Change	in an attempt to develop
Goal	optimal performance and/or well-being – physically, mentally and/or socially -
Context	in a private and/or professional context.



RESEARCH ON POSITIVE PSYCHOLOGY COACHING

Only a few empirical studies on positive psychology coaching have been published

Coaching practitioners therefore have a very limited evidence base to stand on

At the moment positive psychology coaching is more “evidence-informed” rather than evidence-based; that is, informed by evidence from other research areas



RESEARCH ON POSITIVE PSYCHOLOGY COACHING

	Positive psychology coaching	Positive psychology AND coaching	Cognitive behavioral therapy
Title	2	11	1233
Key concepts	1	29	3490
Abstracts	4	45	4206

There are approximately 100-1000 times more references on cognitive behavioral therapy



RESEARCH ON POSITIVE PSYCHOLOGY COACHING

The search came up with 53 unique references on positive psychology (and) coaching

The list of references can be downloaded from www.positivepsychology.dk/ecpp.html

The list however, includes some reference of less relevance

The list does not include references on coaching AND quality of life, coaching AND flow, coaching AND appreciative inquiry, etc.


My upcoming review will include these references

Should you know of any relevant articles not already on the list please email me (el@positivepsychology.dk)

Evidence-based coaching is:

"the intelligent and conscientious use of best available knowledge [from valid research and practice] in making decisions about how to design, implement and deliver coaching interventions to clients, and in designing and teaching coach training programs."

GRANT & CAVANAGH, 2003



Only 12 randomized controlled trials on coaching have been published
For scholarly coaching publications see Grant's (2009) annotated
bibliography on Workplace, Executive and Life Coaching
The bibliography can be downloaded from
<http://www.psych.usyd.edu.au/coach/Coach-Bio-MAY-2009.pdf>

RESEARCH ON EVIDENCE-BASED COACHING

Positive interventions are:

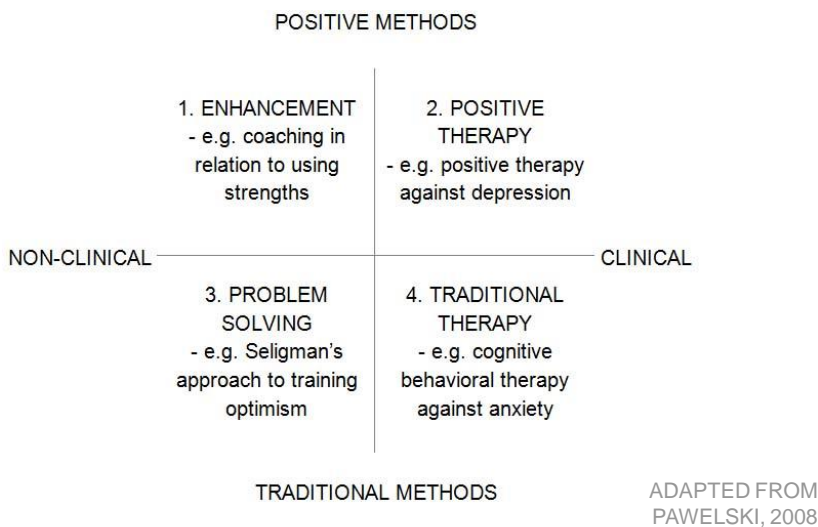
“treatment methods or
intentional activities that
aim to cultivate positive
feelings, behaviors, and/or
cognitions”

SIN & LYUBOMIRSKY, 2009

THREE TYPES OF POSITIVE INTERVENTIONS



THREE TYPES OF POSITIVE INTERVENTIONS



A close-up photograph of a young woman with dark hair, smiling broadly and holding a black pen in her mouth. The image is used as a background for a text overlay.

RESEARCH
ON POSITIVE
INTERVENTIONS

For research on positive interventions see Sin & Lyubomirsky's (2009) meta-analysis

The authors conclude that positive psychology interventions significantly enhance well-being and decrease depressive symptoms

Several factors impact the effectiveness of positive psychology interventions: depression status, self-selection, age of participants, format and the duration of the interventions

The authors recommend delivering positive psychology interventions as individual (versus group) therapy and for relatively longer periods of time

2. THEORY AND MODELS

- THEORETICAL PRINCIPLES FROM
POSITIVE PSYCHOLOGY AND
EVIDENCE-BASED COACHING

A FEW THEORETICAL PRINCIPLES FROM POSITIVE PSYCHOLOGY

- Focusing on the positive
- Aiming for optimal functioning – not just normal functioning
- Increasing positive emotions, engagement, meaning and good relationships
- Increasing agency and efficacy
- Describing traits and resources as strengths
- Drawing on strengths for solutions
- Ensuring a peak and a good ending
- Etc.

Positive psychology and coaching share the endeavor of improving performance and well-being through focusing on the positive

THREE THEORETICAL PRINCIPLES FROM EVIDENCE-BASED PRACTICE



Using the best available knowledge
from the field

Integrating this knowledge with the
practitioner's own expertise

Adapting it to fit the individual client
and the context

STOBER, WILDFLOWER & DRAKE, 2006

“When these three variables
are taken into account,
interventions will be uniquely
customized for each client
using a comprehensive and
practical framework.”

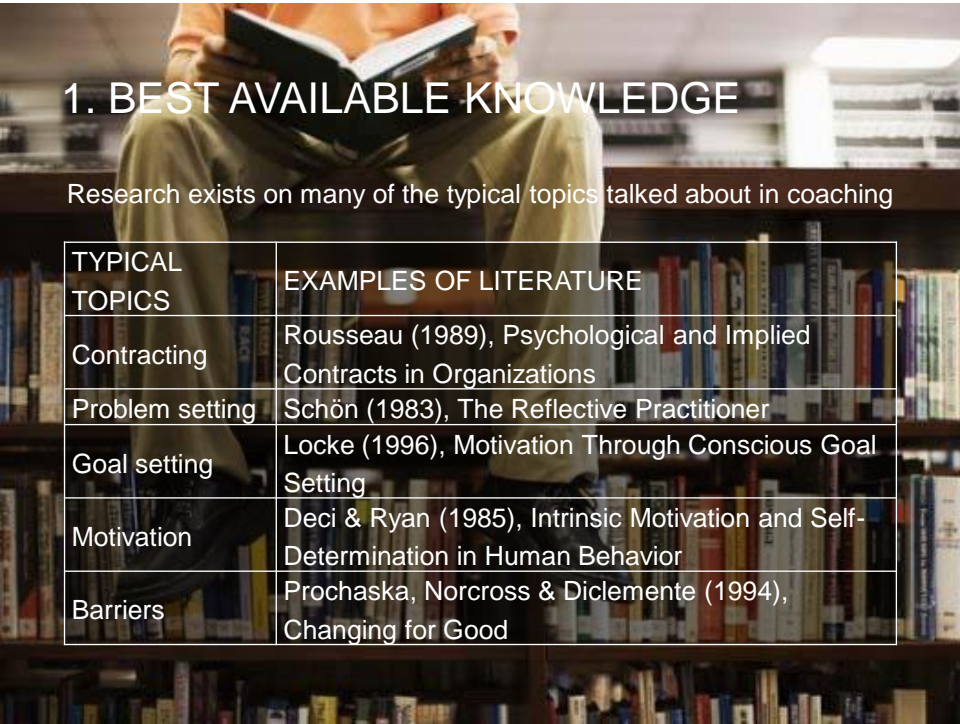
STOBER, WILDFLOWER, & DRAKE, 2005

“[...] positive psychology-based techniques can be woven into the ongoing coaching process as necessary to serve the client's agenda. This approach has yet to be studied scientifically, but experience suggests that these tools can inform coaching questions, reflections, inquiries, or requests. Each coach can use his or her own best practices and determine how to integrate these tools into their coaching approach.”

KAUFFMAN, 2008

3. METHODS

- HOW TO USE THEORETICAL PRINCIPLES AND INTERVENTIONS FROM POSITIVE PSYCHOLOGY IN EVIDENCE-INFORMED COACHING



1. BEST AVAILABLE KNOWLEDGE

Research exists on many of the typical topics talked about in coaching

TYPICAL TOPICS	EXAMPLES OF LITERATURE
Contracting	Rousseau (1989), Psychological and Implied Contracts in Organizations
Problem setting	Schön (1983), The Reflective Practitioner
Goal setting	Locke (1996), Motivation Through Conscious Goal Setting
Motivation	Deci & Ryan (1985), Intrinsic Motivation and Self-Determination in Human Behavior
Barriers	Prochaska, Norcross & Diclemente (1994), Changing for Good



1. BEST AVAILABLE KNOWLEDGE

TYPICAL TOPICS	EXAMPLES OF LITERATURE
Reappraisal	Sin & Lyubomirsky (2009), Enhancing Well-Being and Alleviating Depressive Symptoms with Positive Psychology Interventions
Choice	Schwartz (2003), The Paradox of Choice
Planning	?
Evaluation	Miller, Duncan et al. (2005), Using Formal Client Feedback to Improve Retention and Outcome
Action	Kazantzis & L'Abate (Eds) (2007), Handbook of Homework Assignments in Psychotherapy: Research, Practice, and Prevention



USE OF BEST AVAILABLE KNOWLEDGE

Practitioners can draw on the best available knowledge to:

- Understand the coaches's problems / challenges
- Know what to be aware of
- Get a vocabulary
- Get ideas for questions to ask
- Analyze the situation
- See things from different perspectives
- Get ideas for possible solutions
- Etc.

In short, positive psychology contributes with knowledge and interventions that can increase the quality of the coaching conversation

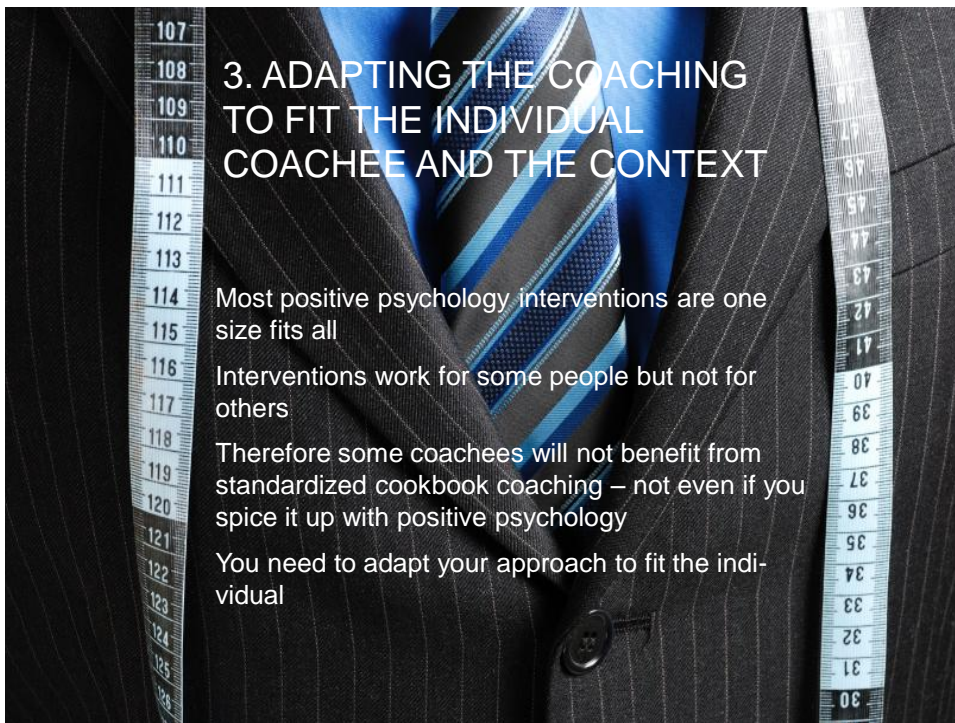


2. INTEGRATING THE BEST AVAILABLE KNOWLEDGE WITH THE PRACTITIONER'S OWN EXPERTISE

Integrating the research with your expertise means:

- Evaluating what counts as relevant research (being a critical consumer of research)
- Forming a working alliance
- Knowing what evidence-based tools and techniques work for you
- Applying theoretical principles and interventions from positive psychology
- Practicing in a way that allows you to use your own strengths
- Monitoring progress
- Etc.

CF. LEVANT, 2005



3. ADAPTING THE COACHING TO FIT THE INDIVIDUAL COACHEE AND THE CONTEXT

Most positive psychology interventions are one size fits all

Interventions work for some people but not for others

Therefore some coachees will not benefit from standardized cookbook coaching – not even if you spice it up with positive psychology

You need to adapt your approach to fit the individual



MATCHING PERSON AND ACTIVITY

Matching person and activity is supported by much recent research

Find out what strategies suit your coachee best

There are three ways that strategies can fit:

- A strategy can fit the coachee's specific problems and/or challenges
- A strategy can fit the coachee's strengths
- A strategy can fit the coachee's needs and lifestyle

The coachee should preferably experience the strategy as natural, enjoyable and valuable

CF. LYUBOMIRSKY, 2007

RESPONSE TO POSITIVE PSYCHOLOGY COACHING

Start asking about the coachee's prior experience with coaching and positive psychology - especially what has worked for them before

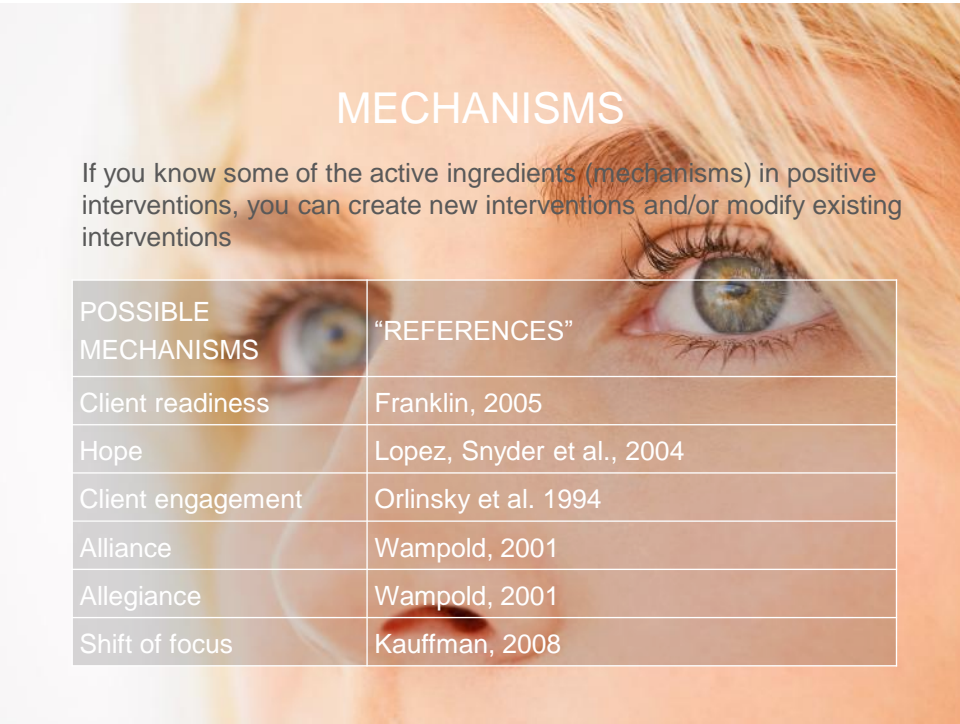
Try something and monitor the effectiveness (trial and error)

Ask the client for direct feedback

Measure the effectiveness and the alliance – for instance with ORS and SRS

“What I have found is that my coaching clients, both in private practice and in team leader roles as mental health professional in a public health service, all found the scales an acceptable way of keeping track of how they were doing and how we were doing as a partnership in our sessions together. [...] They also seemed interested that I was trying to evaluate my practice in this way. [...] They are so quick and easy to use and provide a valuable source of information for your practice and for the client too.”

NABKE-HATTON, 2010



MECHANISMS

If you know some of the active ingredients (mechanisms) in positive interventions, you can create new interventions and/or modify existing interventions

POSSIBLE MECHANISMS	"REFERENCES"
Client readiness	Franklin, 2005
Hope	Lopez, Snyder et al., 2004
Client engagement	Orlinsky et al. 1994
Alliance	Wampold, 2001
Allegiance	Wampold, 2001
Shift of focus	Kauffman, 2008



MECHANISMS

POSSIBLE MECHANISMS	"REFERENCES"
Focus on the positive	Kauffman, 2008
Reflection	Roskos, Vukelich & Risko, 2001
Change talk	Miller & Rollnick, 2002
Writing	Vella-Brodrick, 2010
Action	Kazantzis & L'Abate, 2007
Early positive emotions	Colin & Fredrickson, in press

We need much more research on the active ingredients in positive interventions

EASY AND ENJOYABLE STRATEGIES

	EASY	DIFFICULT
ENJOYABLE	<i>Strenghts-based strategy</i>	<i>Up hill-strategy</i>
NOT ENJOYABLE	<i>Draining strategy</i>	<i>Weakness-based strategy</i>



4. PRACTICE

- EXERCISE IN POSITIVE
PSYCHOLOGY COACHING

In the article "Positive Psychology & Coaching: Moving from Theory to Intervention", Carol Kauffman describes several ideas for character strengths-based coaching conversations

The tool for the next exercise is based on her ideas





SET A MEANINGFUL GOAL

AREA	GOAL
Overall	Optimal functioning
Cognition	New realization
Affect	Feeling better (improved ratio)
Behavior	Better performance / results
Body	Greater physical well-being
Relationships	Better relationships
Context	Improved conditions



EXERCISE IN POSITIVE PSYCHOLOGY COACHING

Roles	Decide who is helping (coach) and who is being helped (coachee). The coachee needs to know his or her own strengths
Challenge / Goal	Identify a challenge and/or set a meaningful goal
Topic	Use some of the ideas from the tool in your conversation
Techniques	Asking questions is the dominating technique in coaching, but it is not the only technique with empirical documentation. You are welcome to have the conversation any way you like

5. TRANSFER OF LEARNING

TRANSFER OF LEARNING

Please discuss some of the following questions with the people next to you:

- What is the most important thing that you have just learned?
- How can you use what you have just learned in your work and/or in your private life?
- Will you commit yourself to using it?
- If so, what would be your first step?

WHERE CAN I FIND OUT MORE?

Review on positive psychology coaching

Article on experienced coaches' application of positive psychology in coaching

Positive psychology portal, www.positivepsychology.dk,
www.positivpsykologi.dk

(The Danish) Positive Psychology Network,
el@positivepsychology.dk

Upcoming Danish master's programs:

- Master in Positive Psychology, The Danish School of Education, Aarhus University
- And possibly Master in Positive Psychology and Leadership, Department of Leadership and Strategy, University of Southern Denmark

QUESTIONS?





THANK YOU FOR LISTENING!

These slides can be downloaded from
www.positivepsychology.dk/ecpp.html

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