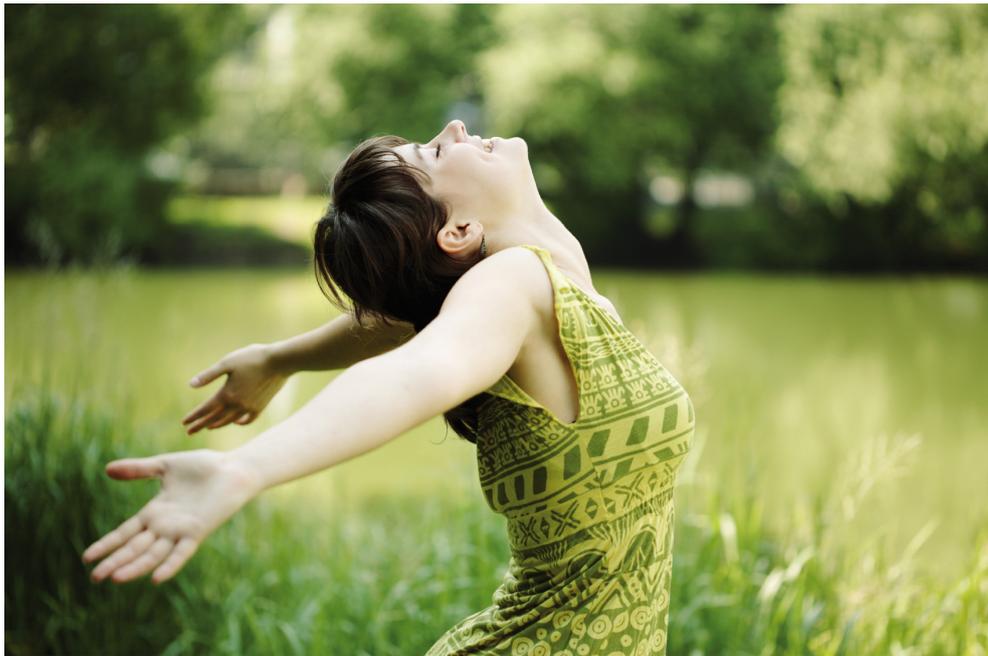


Coaching FOR Wellbeing

inspiring health,
creating wellbeing

Research Report



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Date: 16 August 2014



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EXECUTIVE SUMMARY

Achieving wellbeing has been the concern of philosophers since Aristotle, and is, in many respects the essence of human existence. In recent years, wellbeing has moved from the realm of philosophy to that of science. There has been a growing body of research into what contributes to the quality of people's experiences of their lives. This has enabled a new understanding of the factors that both influence and constitute wellbeing.

In March 2008 Dame Carol Black conducted a review of the health of Britain's working age population, her report titled "Working for a healthier tomorrow" discusses the critical importance placed on improving the health of the working population in order to secure higher economic growth and increased social justice. *"Life expectancy and numbers in employment are higher than ever before, yet around 175 million working days were lost to illness in 2006. This represents a significant cost, not only economically, but also in terms of social exclusion."* (Black, C, *Working for a healthier tomorrow*, 2008)

The review sought to establish the foundations for a broad consensus around a new vision for health and work in Britain.

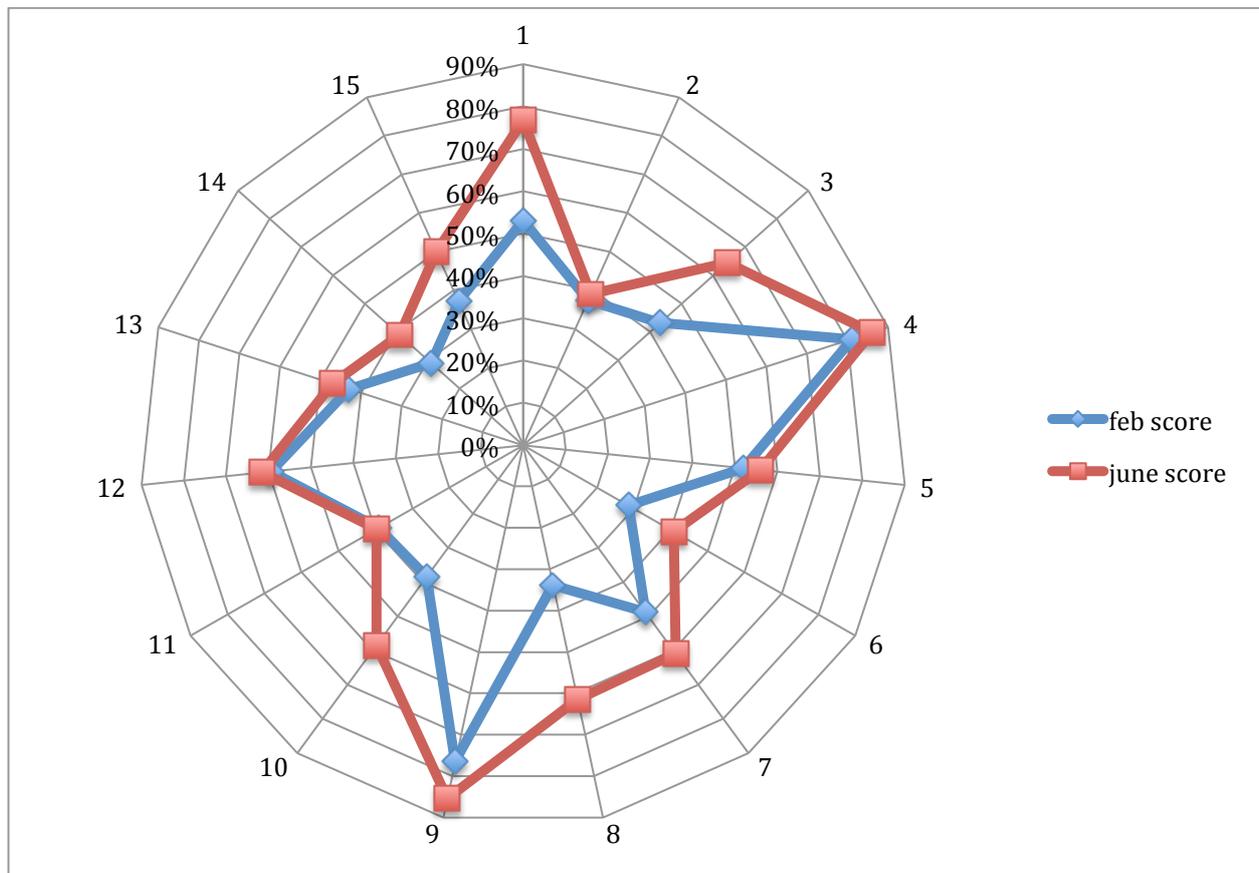
Interest in Wellbeing has continued to grow since 2008 and the New Economics Foundation (nef) has set out a radical proposal to guide the direction of modern societies and the lives of people who live in them. In contrast to the research carried out previously focusing narrowly on economic indicators, the nef has called for Governments to directly and regularly measure people's subjective wellbeing ie their experiences, feelings and perceptions of how their lives are going, as a new way of assessing societal progress.

During the period January - July 2014, 16 people took part in a structured research trial to assess the Coaching for Wellbeing Model© as an effective route for improving wellbeing. The programme involved one training day, two coaching sessions and weekly

online coaching modules according to the 5 Core Areas of Coaching for Wellbeing according to the model:

- Values
- Beliefs
- Emotional Intelligence
- Goals/Life Purpose
- Emotional Wellbeing

These results provide an illustration of how personal wellbeing is impacted on by the components of the model with measurements detailed according to the components and subcomponents of Wellbeing as laid out in the National Accounts Framework.





The results above demonstrate the overall change in wellbeing scores for the participants at the beginning and end of the programme. There was a 27% average improvement per participant, with individual improvement up to 82%. In particular, they show:

- 3/15 gained a 50% or more improvement overall
- 5/15 experienced a 25%-49% improvement
- 1/15 experienced a 10-24% improvement
- 6/15 experienced less than 10% improvement
- 10 were below European average of 50% at the start of programme
- 5 were below EU average at the end
- the biggest improvements came from those that scored well below EU average at start of programme

The results were broken down into eight components according to the National Accounts of Wellbeing framework:

- *Positive feelings*
- *Absence of negative feelings*
- Satisfying life
- Vitality
- Resilience and self-esteem
- Positive functioning.
- Supportive relationships
- Trust and belonging

The biggest improvements were seen in the area of Emotional Wellbeing, made up from Positive Feelings and Absence of negative feelings.

The results are a positive start to demonstrate the difference that Coaching for Wellbeing can make and the influence we have over our own wellbeing.



INTRODUCTION

Achieving wellbeing has been the concern of philosophers since Aristotle, and is, in many respects the essence of human existence. In recent years, wellbeing has moved from the realm of philosophy to that of science. There has been a growing body of research into what contributes to the quality of people's experiences of their lives. This has enabled a new understanding of the factors that both influence and constitute wellbeing.

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The review sought to establish the foundations for a broad consensus around a new vision for health and work in Britain. Subsequently, in their report "No Health without Mental Health" 2010 the Coalition Government outlined their overall approach to improving mental health:

- Improve the mental health and wellbeing of the population and keep people well; and,
- Improve outcomes for people with mental health problems through high-quality services that are equally accessible to all.

...we can no longer have a health service that treat people physically but leaves them struggling mentally" (DoH, 2011).



Interest in Wellbeing has continued to grow since 2008 and the New Economics Foundation (nef) has set out a radical proposal to guide the direction of modern societies and the lives of people who live in them. In contrast to the research carried out previously focusing narrowly on economic indicators, the nef has called for Governments to directly and regularly measure people's subjective wellbeing ie their experiences, feelings and perceptions of how their lives are going, as a new way of assessing societal progress.

The science of 'subjective wellbeing' suggests that as well as experiencing good feelings, people need:

- a sense of individual vitality;
- to undertake activities which are meaningful, engaging, and which make them feel competent and autonomous; and
- a stock of inner resources to help them cope when things go wrong and be resilient to changes beyond their immediate control.
- It is also crucial that people feel a sense of relatedness to other people, so that in addition to the personal, internally focused elements, people's social experiences – the degree to which they have supportive relationships and a sense of connection with others – form a vital aspect of wellbeing.

Wellbeing is best thought of as a dynamic process, emerging from the way in which people interact with the world around them. Because of this dynamic nature, high levels of wellbeing mean that we are more able to respond to difficult circumstances, to innovate and constructively engage with other people and the world around us. As well as representing a highly effective way of bringing about good outcomes in many different areas of our lives, there is also a strong case for regarding wellbeing as an ultimate goal of human endeavour. By its very goal-orientated nature, Coaching is therefore ideal to support people in achieving a high sense of wellbeing.



During the period January - July 2014, 16 people took part in a structured research trial to assess the Coaching for Wellbeing Model© as an effective route for improving wellbeing. This report lays out some results from analysis of the data. These results provide an illustration of how personal wellbeing is impacted on by the components of the model with measurements detailed according to the components and subcomponents of Wellbeing as laid out in the National Accounts Framework. The framework, indicators and data of the framework can be explored in-depth on the interactive website: www.nationalaccountsofwellbeing.org



AIMS and AMBITIONS OF THIS PROJECT

The aim of this project was to put a sample group through a pilot research programme, educating them about the nature of stress and personal wellbeing and then through the value of coaching, to demonstrate an improvement in their wellbeing as measured through the National Account of Wellbeing measurement tool. Ultimately, this will enable us to show how important it is to recognise and improve the mental wellbeing of the Nation in order to lead and live healthier lives and how we can create this through the results of coaching.



COACHING and MENTAL WELLBEING EXPLAINED

DEFINITION OF COACHING AND HOW IT WORKS

There is much debate about the exact definition of a coach, what his or her role should be and how it differs from other techniques such as counselling and mentoring. However all coaches agree that coaching is about achieving results and the untapped potential of each client and his or her own ability to unleash it during the coaching process.

John Whitmore, a British expert in the field of Psychosynthesis' definition is that *coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.* (Whitmore, J, 1992).

Most definitions stress the supportive and helping nature of the profession. For example, *“Coaching encourages you to move positively towards achieving your goals by focusing your energy and your potential on positive solutions.”* (<http://www.inspirecoaching.co.uk>, 2007).

Although there is a lack of agreement among coaching professionals about precise definitions, if someone acknowledges the following to be true after a conversation, they would probably accept that it was coaching:

- the focus of the conversation was primarily about themselves and their circumstances;
- their thinking, actions and learning benefitted significantly from the conversation;
- they were unlikely to have had those benefits in thinking or learning within that time frame if the conversation hadn't happened. (Starr, J, 2002).



Personal coaching is increasingly viewed as an acceptable form of support to anyone seeking to improve specific areas of their life. Personal fulfilment, health, fitness, relationships, and financial freedom are all common subjects for this type of coaching.

“Coaching is quickly becoming one of the leading tools that successful people use to live extraordinary lives” (www.mylifecoach.com, 2005).

How does coaching work?

Typically, a coaching process will involve coaching tools such as the GROW framework (Whitmore 2002) which is one of the most commonly used coaching tools to help clients focus on positive solutions, additionally tools such as reframing the issue, values elicitation and belief change processes are used to help the client move to a more resourceful place. Whitmore states that the goal of a life coach is to ‘build awareness, responsibility and self-belief’. A conversational style of listening to the client whilst probing, pausing, reflection, and a general focus on the present and looking forward is adopted.

Why use Coaching?

Coaching can be an excellent way to help a client to be at their best and improve aspects of their life and/or work, which are not as they would like them to be. It can help to overcome conflict and improve personal relationships or help the client to achieve something that is important to them. Coaching deals on a personal level and can therefore be a powerful way to really get to the heart of an issue and find the solution that is right for the client.

“Coaching makes a valuable contribution to the process of helping people to experience life the way they want to experience it. For some people coaching can literally change their lives for the better. With the support of a coach, people can make clearer judgements about situations, learn more from experiences, make better choice and take more effective decisions or actions.” (Starr, J, 2002).



Coaching is clearly very useful and a fantastic technique to help someone move forward but is it appropriate for mental wellbeing?

WHAT IS MENTAL WELLBEING AND WHY IS IT SO IMPORTANT?

The Public Health White Paper “No Health without Mental Health” (2011) says that mental wellbeing relates to the absence of mental ill health *“the ability to cope with life’s problems and make the most of life’s opportunities. It is about feeling good and functioning well, both as individuals and collectively.”*

Firstly, it must be pointed out that, although this report will take into account mental ill-health, the primary focus here is in taking a more proactive approach to mental ill-health through the preliminary stage of encouraging mental wellbeing. A report by Foresight entitled *Wellbeing and Work* says mental wellbeing can be defined as: *“a dynamic state in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfil their personal and social goals and achieve a sense of purpose in society.”* (Foresight 2008).

MIND (13-1-11) describes the following: Good mental health isn't something you have, but something you do. To be mentally healthy you must value and accept yourself. This means that:

- You care about yourself and you care for yourself. You love yourself, not hate yourself. You look after your physical health – eat well, sleep well, exercise and enjoy yourself.
- You see yourself as being a valuable person in your own right. You don't have to earn the right to exist. You exist, so you have the right to exist.



- You judge yourself on reasonable standards. You don't set yourself impossible goals, such as 'I have to be perfect in everything I do', and then punish yourself when you don't reach those goals.

Good mental wellbeing is the cornerstone of every life and just as important as good physical health. **At least one in four people will experience a mental health problem at some point in their life and one in six adults has a mental health problem at any one time.** (McManus s, Meltzer h, Brugha T et al. (2009) *Adult Psychiatric Morbidity in England, 2007: Results of a household survey*. Leeds: nhs Information centre for health and social care).

Health and wellbeing is influenced by a wide range of factors – social cultural, economic, psychological and environmental. These factors change as we progress through key transition points in our life and even from before we are born social, biological and genetic factors accumulate to influence the health of the baby. The HM Government report “Healthy Lives, Healthy People”, 2010 sets out a strategy for public health in England. What is interesting is the importance placed in prevention and continuous interventions for living a healthy life:

- **Starting well**, with early intervention and prevention;
- **Developing well**, delivering better health outcomes for children and young people;
- **Living well**, sustained behaviour change;
- **Working well**, enabling more people to work, safeguarding and improving their health at work, and supporting disabled people or people who have health conditions to enter, stay in or return to work.
- **Ageing well**, enabling active ageing, preventing and tackling inequalities.



What Prevention/Treatments are currently used to improve Mental Wellbeing?

Very little attention has been given to what can be done before someone becomes mentally ill. The Coalition Government started work on this with plans to measure overall “national wellbeing” and clearly, the National Accounts of Wellbeing Framework has made strong headway into developing a system which measures Wellbeing.

The report “No Health without Mental Health” takes us through the stages of *starting well* through to *ageing well* and suggests local interventions that support mental wellbeing. Examples such as encouraging volunteering; providing debt advice services; promoting social networks, and community activities to increase a sense of connectedness and improved wellbeing have been implemented on a local level.

What Prevention/Treatments are currently used to improve Mental Ill-health?

Although mental wellbeing implies the absence of mental ill-health, it is worth noting the difference in available treatments and preventions compared to that for mental wellbeing: The accompanying Dept. Of Health document to “No Health without Mental Health” is “Talking therapies: A four-year plan of action”. The Coalition Government’s commitment to this is clear with a confirmed £70 million budget set in June 2010 for improving access to psychological therapies. Talking therapies are a major element of the cross-government mental health strategy. This is backed by an investment of around £400 million over the four years to 2014/15. “*By then, every adult that requires it should have access to psychological therapies to treat anxiety disorders or depression...we can no longer have a health service that treat people physically but leaves them struggling mentally*” (DoH, 2011). The aim is to develop talking therapies services that offer treatments for depression and anxiety disorders approved by the National Institute for Health and Clinical Excellence (NICE) across England by March 2015.

Traditionally, medication was the only treatment available for people with depression and anxiety disorders. In 2008 the Improving Access to Psychological therapies (IAPT) programme began which was created to offer patients a realistic and routine first-line Coaching for Wellbeing



treatment for depression and anxiety disorders consisting of much Cognitive behavioural therapy (CBT) combined where appropriate with medication. *“The economic case on which it was based showed that providing therapy could benefit not only the individual but also the nation, by helping people come off sick pay and benefits and stay in or return to work”* (DoH, 2011).

NICE trials evidence proved that CBT was as effective as medication in helping people with depression and anxiety disorders. Not only was CBT as effective in helping the disorders, it was better at preventing relapse, and thus funding was secured for a further three years, key to this was the economic case that effective therapeutic interventions combined with employment support could reduce the numbers of people on sick pay and benefits. The data indicate that by September 2010 the programme has helped more than 72,000 people to recover from depression and anxiety disorders in the previous two years and very nearly 14,000 people had moved off sick pay and benefits and started or returned to work following their treatment (DoH, 2011)



WHY THE PROJECT WAS UNDERTAKEN

It has become evident that, in spite of the research, up until now, very little has been carried out in the way of preventative work for mental wellbeing and the focus has been on recovery for mental ill-health. Coaching as was explained earlier can help people find, balance, enjoyment and meaning in their lives, as well as improving performance, skills and effectiveness.

With at least one in four people forecasted to experience a mental health problem at some point in their life, paying attending to wellbeing is hugely important not only in living healthier, happier lives, but in reducing the prevalence of illness.

The health and wellbeing of the working age population is a particular key area, being in work is in general, good for health and psychological wellbeing, while being out of work can lead to poorer physical health and an increased risk of developing mental health problems (Black, C, 2008). Taking a preventative approach to mental health presents a significant opportunity for reducing absence from work: 9.8 million working days were lost in Britain in 2009/10 due to work-related stress, depression or anxiety alone (HSE statistics 2009/10).

These figures show the prevalence of mental health conditions and the impact this has not only on the working population but on the population as a whole. This project was undertaken because stress is the number one reason for sickness absence and equally it is generated by the way we interpret “stressors” and how we react to them. The benefit of coaching is that it works on our wellbeing proactively in order to understand what causes negative pressure that leads to stress, and how to increase our own sense of wellbeing, thus decreasing the likelihood of it developing into a mental health illness.



HOW THE PROJECT ADDS VALUE

It has become evident that, in spite of the research into mental ill-health, up until now, very little has been carried out in the way of proactive work for mental wellbeing and the focus has been on recovery for mental ill-health. However, interest from the Government in recent years has begun to change this. There are several Government reports into wellbeing however the most influential of these is the Foresight report which recommended five ways to mental wellbeing:

- CONNECT – with the people around you, family, friends, colleagues and neighbours;
- BE ACTIVE – go for a walk or a run, garden, play a game;
- TAKE NOTICE – be curious and aware of the world around you;
- KEEP LEARNING – try a new recipe, learn a new language, set yourself a challenge; and
- GIVE – do something nice for somebody, volunteer, join a community group.

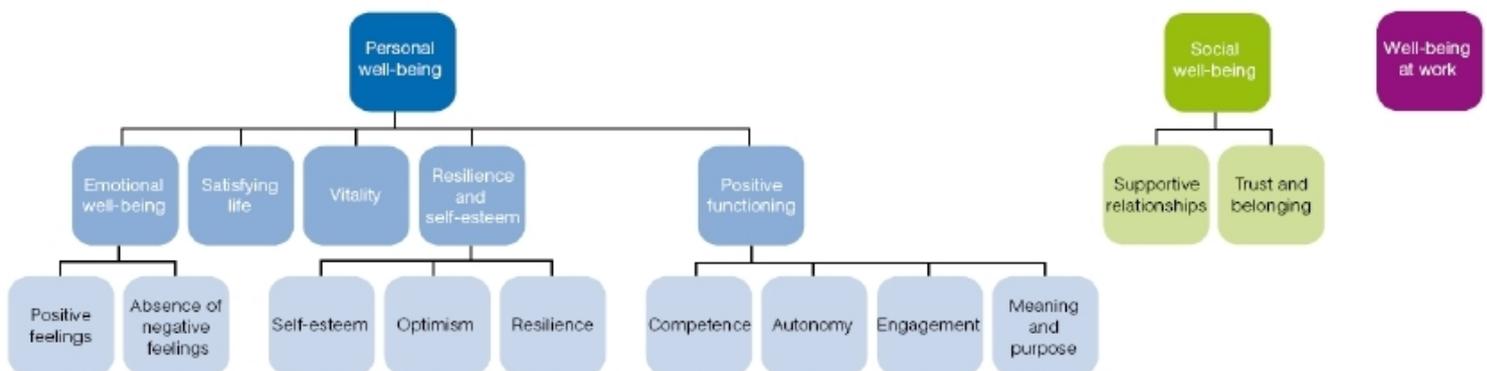
This Coaching for a Healthier tomorrow Research report collaborates information from Primary data, and review of the literature and previous research including: the National Accounts of Wellbeing, Foresight report along and Ryff's scales of Psychological Wellbeing (Ryff 1989) which covers the dimensions of autonomy; environmental mastery; personal growth; personal relations with others; purpose in life; and, self acceptance.

What this research has done is to suggest that by going further than the previous research and encompassing a 5 step-coaching process, clients can begin to form the foundations for their own mental wellbeing. This brings together the components of mental wellbeing in order to start being proactive about our own health and educating each other about the steps we can take to make ourselves more resilient in light of the pressures of modern society and increasingly stressful workplaces.

THE RESEARCH MEASUREMENTS

In order to measure the improvement in personal wellbeing of the participants attending the coaching for wellbeing programme, it was decided to utilise the measurement tool created by nef for the National accounts of Wellbeing.

National Accounts of Wellbeing Overview



According to the National Accounts of Wellbeing, Personal wellbeing is made up of five main components, some of which are broken down further into subcomponents. These are:

- **Emotional well-being.** The overall balance between the frequency of experiencing positive and negative emotions, with higher scores showing that positive emotions are felt more often than negative ones. This is comprised of the subcomponents:
Positive feelings– How often positive emotions are felt.
Absence of negative feelings– The frequency with which negative emotions are felt, with higher scores representing less frequent negative emotions.
- **Satisfying life.** Having positive evaluation of your life overall, representing the

results of four questions about satisfaction and life evaluations.

- **Vitality.** Having energy, feeling well-rested and healthy, and being physically active.
- **Resilience and self-esteem.** A measure of individuals' psychological resources. It comprises the subcomponents:
 - Self-esteem**– Feeling good about yourself.
 - Optimism**– Feeling optimistic about your future.
 - Resilience**– Being able to deal with life's difficulties.
- **Positive functioning.** This can be summed up as 'doing well'. It includes four subcomponents:
 - Autonomy** – Feeling free to do what you want and having the time to do it.
 - Competence** – Feeling accomplishment from what you do and being able to make use of your abilities.
 - Engagement** – Feeling absorbed in what you are doing and that you have opportunities to learn.
 - Meaning and purpose** – Feeling that what you do in life is valuable, worthwhile and valued by others.

Social well-being is made up of two main components:

Supportive relationships. The extent and quality of interactions in close relationships with family, friends and others who provide support.

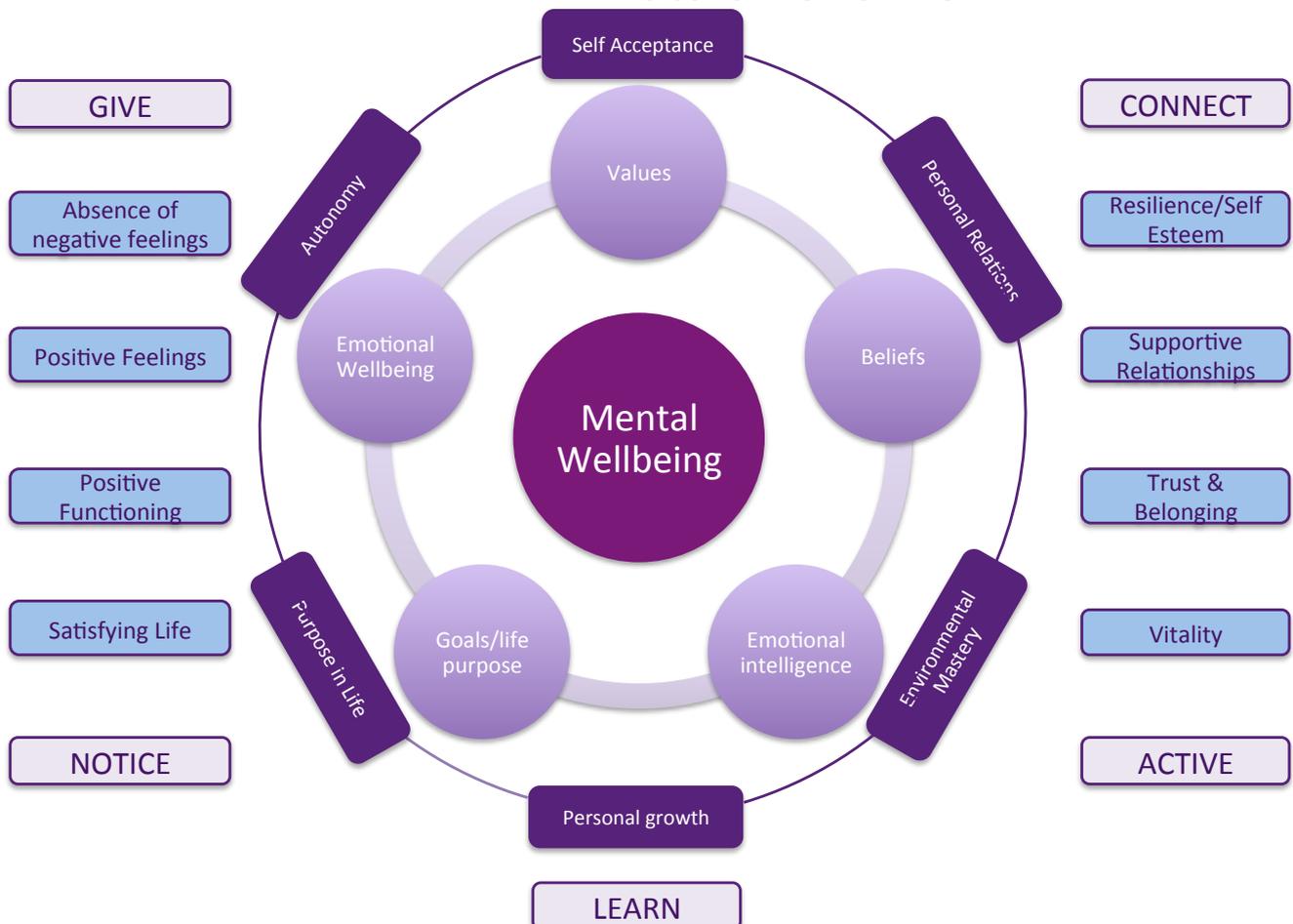
Trust and belonging. Trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people where you live.

THE MENTAL WELLBEING COACHING MODEL©

Stress is the result of a response to a stressor, and which can lead to long term stress effects. If the opposite of stress is wellbeing, then the natural assumption is that if stress is man-made, then so is wellbeing. Therefore, if we create our own wellbeing, there must be something we can do to improve our mental wellbeing.

Combining current and new research, what the Mental Wellbeing Coaching Model does, is use the practice of coaching for unveiling which aspects of how we live our lives impact on our wellbeing, and therefore what we can work on to improve our wellbeing.

MENTAL WELLBEING COACHING MODEL ©





The Core 5 Areas of Coaching for wellbeing are:

- Values
- Beliefs
- Emotional Intelligence
- Goals/Life Purpose
- Emotional Wellbeing

VALUES: Lyubomirsky and her colleagues suggest that activities over which we have control are also very important drivers of psychological wellbeing and that these activities break down into three broad groups (a) behaviours i.e. taking regular exercise; (b) cognitions i.e. feeling gratitude, and (c) motivations – *“such as striving towards goals that reflect deeply-held values rather than being driven by external rewards”*. (Foresight, 2008).

When you understand and accept your values you can begin to work in alignment with what is truly important to you. You will achieve your goals more readily, you can understand where your values prioritise and align your choices appropriately. Values will help you to understand who you are and how to connect with people who share or complement your own values.

Values are the bedrock of one’s life and wellbeing. *“...identifying and clarifying your governing values can be a tremendously liberating experience. It can expand your horizons and help you to see new possibilities in life. When you discover what really matters most, you don’t need to pretend or compare yourself with anyone else. You can start being yourself in the truest sense of the phrase”*. Smith, H (2001).

GOALS/LIFE PURPOSE: *“Extensive research, both experimental and observational, on goal pursuit shows that enhanced subjective wellbeing is associated with: goals being intrinsic, i.e. self generated; progress towards a valued goal; the pursuit of approach*



goals rather than avoidance goals; and the pursuit of goals congruent with personal values...The concept of functioning effectively (in a psychological sense) involves the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships" (Foresight, 2008).

Someone who lives their life purpose will have their values, beliefs, and goals aligned, and be living in accordance with their true purpose. Where someone knows what their life purpose is but for some reason or another is unable to live that life, that may cause problems in achieving wellbeing and it would be the job of the coach to help the client recognise where they want to be in life and understand the stages of the journey.

Ryff, 1989 stated that Purpose in Life was one of the cornerstones of mental wellbeing. It should be acknowledged that living a life purpose is not always the easy decision. For some, it will make their lives very hard indeed. However, the client who truly lives to their life purpose will not question their decision because their every being will know that it is the right choice for them. *"Living a life of purpose, a life based on one's values, is a rare accomplishment indeed."* Whitworth et al. (2007).

BELIEFS: *"Belief is the psychological state in which an individual holds a proposition or premise to be true"* Schwitzgebel, Eric (2006), in other words beliefs are *"judgements and evaluations about ourselves, others and the world around us"* Dilts, R (2003). Beliefs form an important part of our lives and often affect what we do and how we do it. That is because beliefs underpin all decisions that we make even if we are not aware of our own beliefs.

Beliefs are very powerful. When it comes to health and wellbeing, a positive belief system can be useful in a path of recovery. A positive state of mind can contribute to a positive physical state and positive wellbeing. When you change your limiting beliefs to empowering beliefs, more becomes possible and it impacts on every area of your life.



Before May 6, 1954, there was a belief commonly held that a human being could not run a mile in less than 4 minutes, unsurprisingly, no runner had even come close to beating the 4 minute barrier. Roger Bannister broke the record and within six weeks following his feat, John Lundy, the Australian runner lowered the record by another second and within the following nine years, nearly two hundred people had broken what had previously been seen as an unbreakable barrier.

It can immediately be seen from the above example that beliefs can effect, shape and even determine our degree of health, intelligence, creativity, relationships and even our personal success and happiness (Dilts, R 2003).

EMOTIONAL INTELLIGENCE: Emotional maturity, more commonly referred to as Emotional Intelligence helps us cope with life: *“our emotional maturity will have a major impact on our ability to create the conditions of success, happiness and fulfilment over time.”* (Starr, J, 2008).

Emotional intelligence refers to our ability to recognise and manage our emotions and to cope with life. If we want to live a life of mental wellbeing, including our emotions is essential. Emotions impact on all areas of our life. They affect our ability to stay resourceful, build and improve successful relationships, manage ourselves and to create the conditions of happiness, success and fulfilment in our lives.

It has long been known that negative emotions are related to a higher prevalence of disease, but there is also evidence to suggest that a positive emotional style has a beneficial effect on physical health and survival (Danner et. al. 2001). This stage of the Coaching model shows how is it equally important for the client to understand and manage the emotions of themselves and others.

The concept of Emotional intelligence was formulated by two psychologists, John Mayer and Peter Salovey. Similarly with Intelligence Quotient (IQ), emotional intelligence can



also be measured in terms of emotional quotient (EQ). *“Emotional maturity relates to our ability to process our experiences, our emotions and our learning. When we have this maturity we are able to distinguish our emotions and express them appropriately.”* (Starr, J, 2008). Emotions enrich our life experience and when handled appropriately, can help us lead a healthier, happier life. There is increasing acceptance of the links between our emotional states and our physical health: *“Over time, the “storing up” of negative emotions will impact our physical wellbeing. For example, conditions such as acute stress, depression, chronic fatigue, etc, all take time to evolve. The denial or suppression of emotions can contribute to such conditions over time.”* (Starr, J, 2008).

EMOTIONAL WELLBEING: *“External circumstances affect our wellbeing, but our actions and attitudes may have a greater influence. Interventions that encourage positive actions and attitudes have an important role of play in enhancing wellbeing.”* (Foresight, 2008).

Cognitive Behavioural Therapy is a popular intervention that changes our behaviours, cognitions and motivations as a method for improving psychological wellbeing. And, thus far, it has been very successful to reduce symptoms in individuals with mental health problems. Emotional Wellbeing in the context of the model is about utilising remedial techniques to enhance wellbeing ie a client may struggle with a negative framework that isn't serving them well. Through tools such as Neurolinguistic Programming and the Three Principles, Clients can begin to understand that their thoughts are not their reality and you can retrain the way you think about something in order to turn your reaction from negative to positive. Positive mood has also been shown to influence the cardiovascular response to stress (Fredrickson et al. 2000). *“Happier people tend to have healthier lifestyles (Watson, 1988), more friends, and also more positive interpersonal experiences”* (Diener et al., 1999).

All aspects of the coaching for wellbeing model are essential in achieving personal wellbeing and they work in alignment with each other in order to help you fully



understand what contributes to your wellbeing and areas of your life you may want to improve upon.

This mental wellbeing coaching model demonstrates the link between mental wellbeing and those aspects which either impact or result from positive mental wellbeing as well as taking into account relevant research.

As can be seen, with mental wellbeing in the middle, the five core coaching areas, which underpin and really impact directly onto the mental wellbeing are values, beliefs, life purpose, emotional wellbeing and emotional intelligence. If we then look to the next level, it can be seen how the measures by C. Ryff are affected as a result of the coaching. For instance, when a client understands and acts according to his or her life purpose, values, beliefs, emotional wellbeing and has emotional intelligence this will improve the measures of personal growth, environmental mastery, personal relations and self acceptance. This then leads to the final layer, that of the 5 Ways to Mental wellbeing and National Accounts of Wellbeing, that once we fulfil the positive measures, we then feel able to connect to others, to give, to be active, to learn and to notice and this is evident in our results measured through the National Accounts of Wellbeing.

The whole process is circular, however, the model shows the link and the results of combining all four theories for mental wellbeing. Although the evidence is less compelling, there is an argument none-the-less that positive emotions impact on our health directly, but the argument here is more pertinent, that with all the aspects of the mental wellbeing model in place, the client will improve their mental wellbeing through living a healthy, happy and fulfilled life.



SURVEY DATA

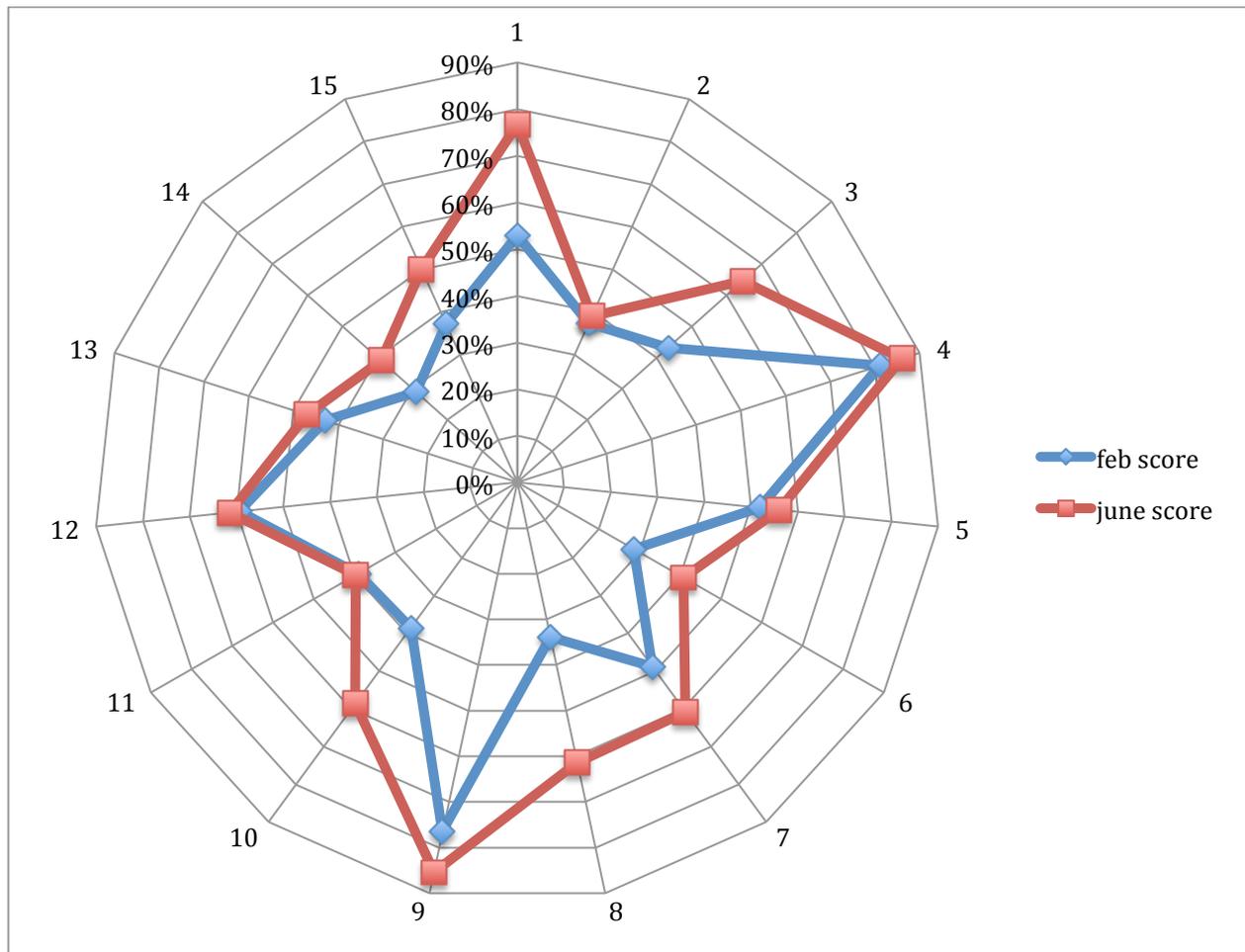
In January 2014, the Coaching for Wellbeing programme trial was advertised and attracted 16 people onto two separate programmes. The first was run as an open course and attracted 6 participants from a variety of backgrounds including education, private, public and third sector. There were 4 females, 2 males and the majority were in paid employment, although, unlike with the second group, most of the Open course participants paid for the course themselves.

The second group was an In-house course run for a large manufacturing company in Devon. There were 10 people elected to come onto the course and unfortunately, one participant was unable to continue, therefore there were 9 that completed the full programme.

Each of the participants was asked to complete the National Accounts of Wellbeing survey questionnaire at the beginning of the programme and then again following completion of the programme. They all attended one training day (see appendices for content), two coaching sessions (the In-house course participants benefited from an additional training day for the purpose of relating their development back into their roles as managers within the workplace, however they were asked to complete the follow up survey before the second training day) and were given access to 12 weekly online modules to assist their learning.

The Coaching sessions were 1hr in duration and organised in the first and second months of the programme. They followed a TGROW structure (Topic, Goal, Reality, Options, Way forward) but were based around the requirements of the Client, therefore, the nature of the content of that Coaching session varied depending on what the Client felt they would most benefit from being coached on.

OVERALL RESULTS

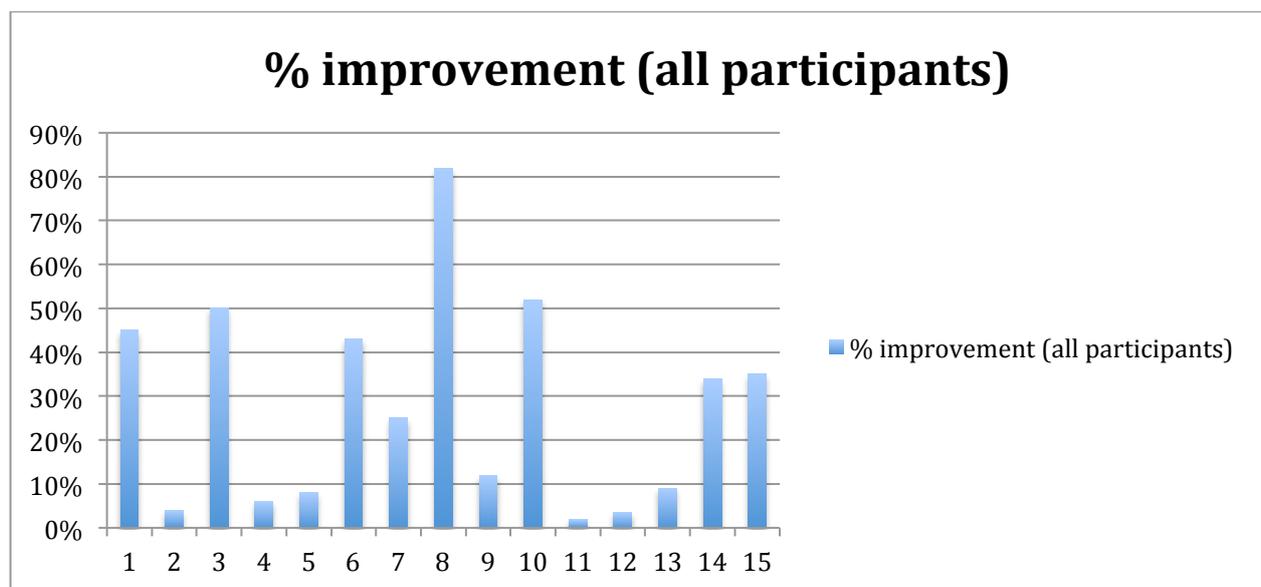


The above chart shows the overall results from the research, displaying the score for each of the participants and comparing the results for the survey carried out at the start and the finish of the programme.

The results for the first survey completed in February 2014 are shown by the blue line, with the red line representing the new wellbeing score as at June 2014.

The higher the score above that of the previous score, the more improved the state of wellbeing. As can be seen above, although some participants only showed a very small

improvement in their wellbeing, the overall results are very encouraging and, everyone who completed the programme improved their wellbeing during the duration of the programme.

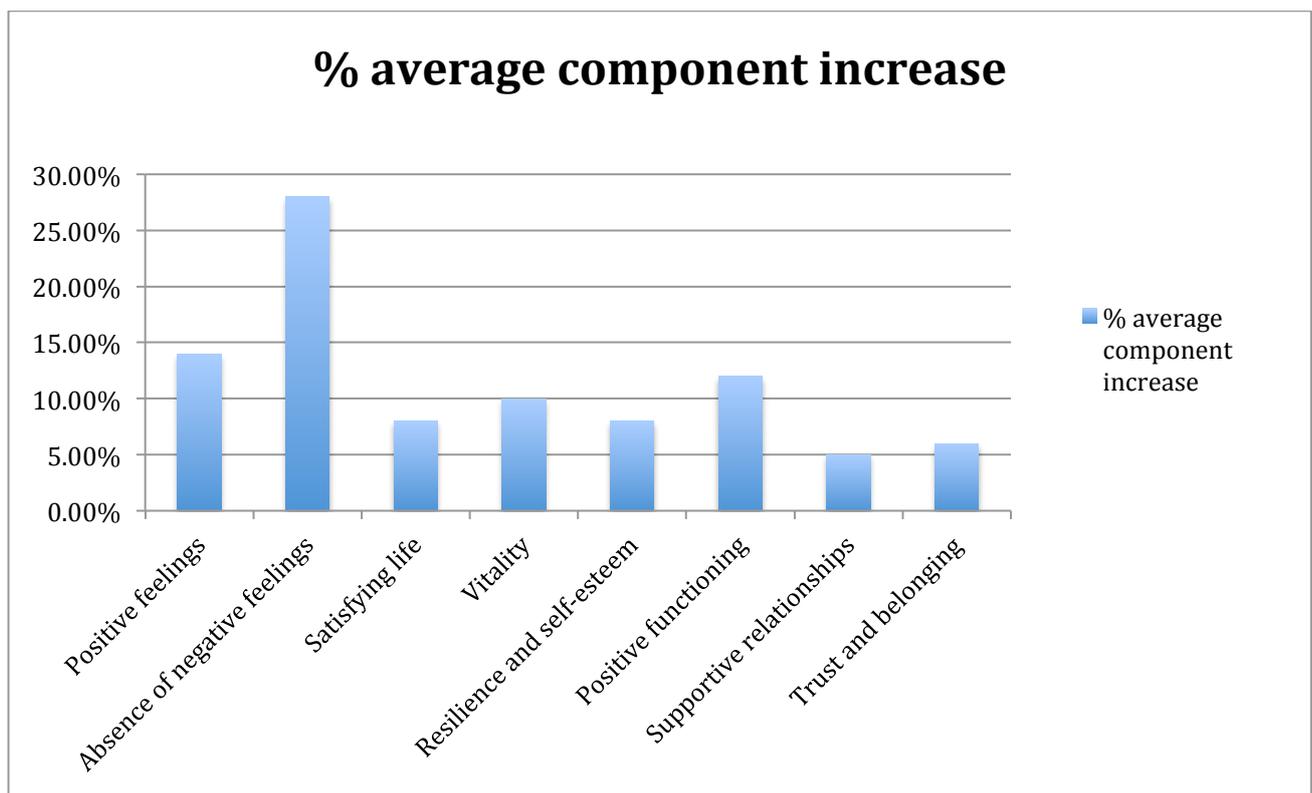


The results have been demonstrated to clearly show what difference has been noted from the start to finish of the programme. The results have been calculated to display percentage improvement, or to display the percentage increase ie their results at the start of the programme and at the end.

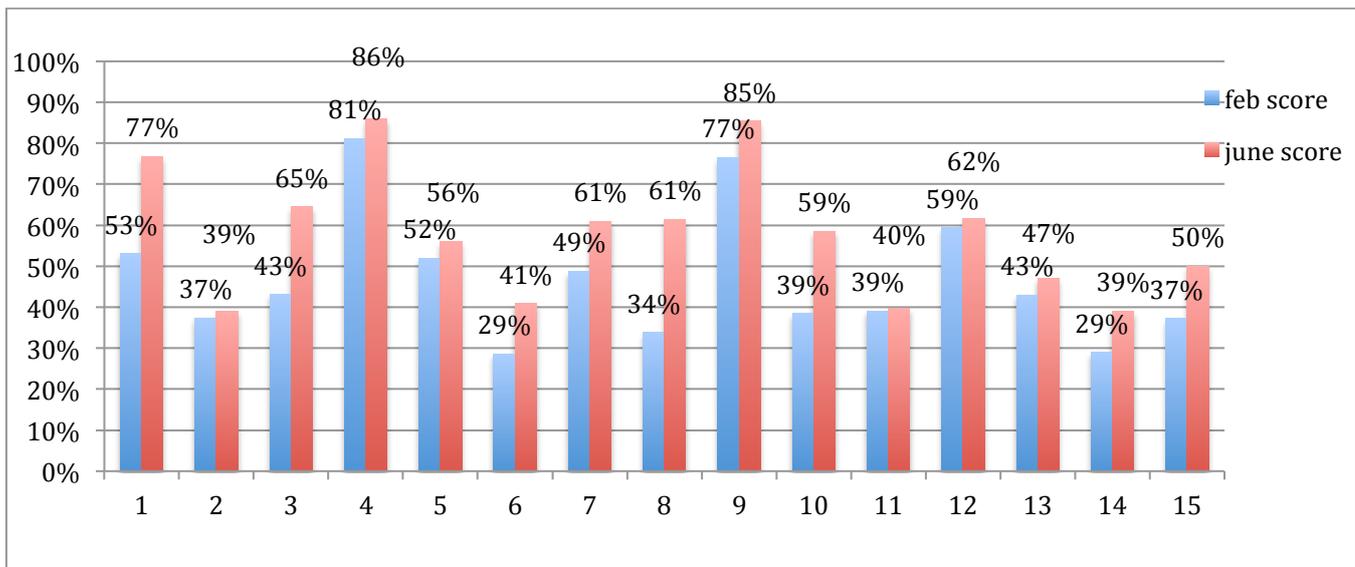
Anyone who answered “Don’t know” to all the survey questions which make up a particular component, the score was automatically set to the European average of 5 for that indicator.

The bar chart above shows the overall improvement with some participants experiencing over 40% improvement to their wellbeing and with one participant in particular benefitting from an 82% increase in wellbeing. This is balanced by the fact that six out of the 15 participants experienced 10% or less improvement in their wellbeing.

Within each of the overall scores, results were then broken down into 8 components as set out by the National Accounts of Wellbeing. The largest improvement in wellbeing came from the “Absence of negative feelings”. This showed an average of 27% increase from their first measurement through to their second measurement at the end of the programme. The least increase came under “supportive relationships” which is difficult due to the nature of Coaching being centred around the Client and not a third party person. Therefore, the influence of Coaching on supportive relationships would be through any proactive steps the client may take to improve such relations.



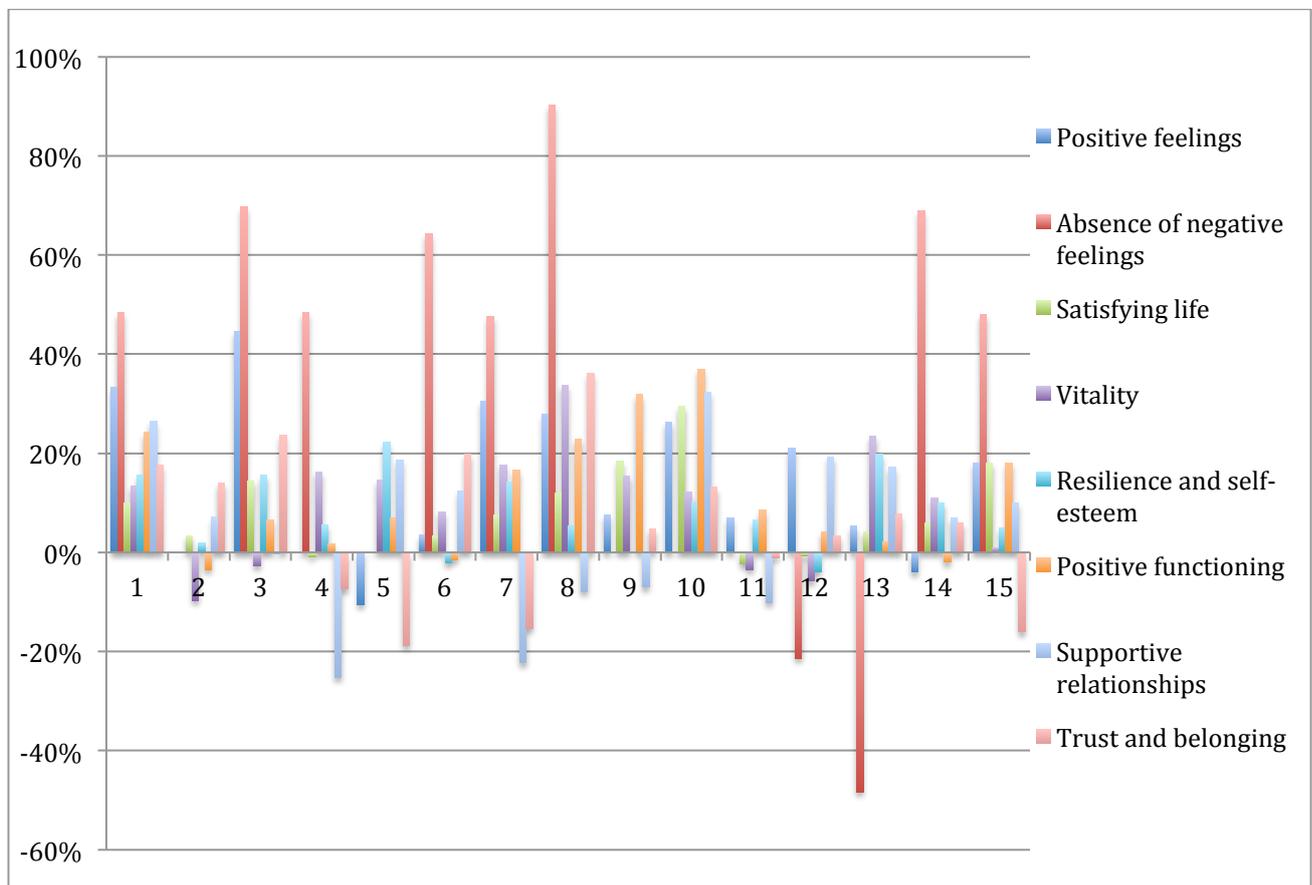
Results of each participant for the programme for beginning and end of the programme



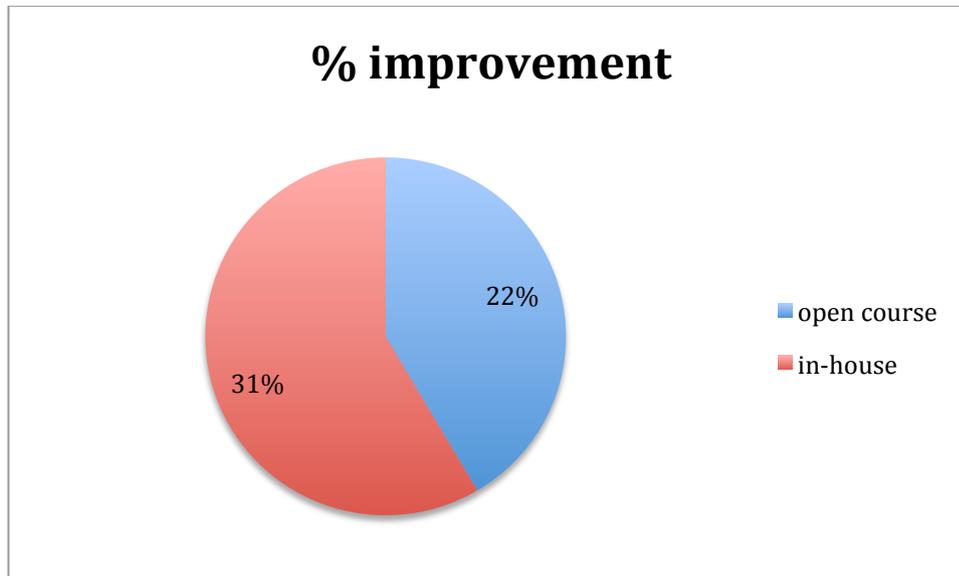
The Bar chart above again demonstrated the results from the beginning to end of the programme. What is interesting and can be seen more clearly is that 10/15 participants were below the EU average for wellbeing (50%) at the start of the programme. Of this, half improved to 50% or above during the course of the programme, meaning that 5/15 ended the programme with a wellbeing score of less than 50%. Just under half of the participants (7/15) improved their wellbeing by more than 25%. The biggest improvement came from a participant who was in the lowest quartile at the start of the programme.

Percentage Change (each component)

The chart below displays the results for each participant according to the 8 components of the National Accounts of Wellbeing. Again, the largest improvements are shown for “absence of negative feelings”, followed by an improvement in “positive feelings”. The two combine to make up the component of “Emotional Wellbeing”. For other participants, where there was a recorded decrease in components of wellbeing, this was within the same area.

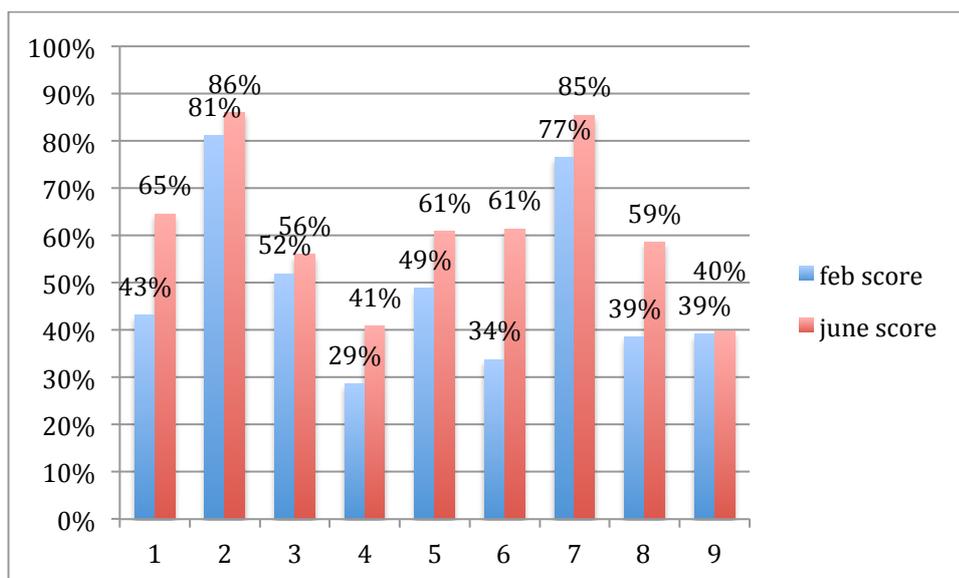


COMPARISON BETWEEN THE TWO GROUPS

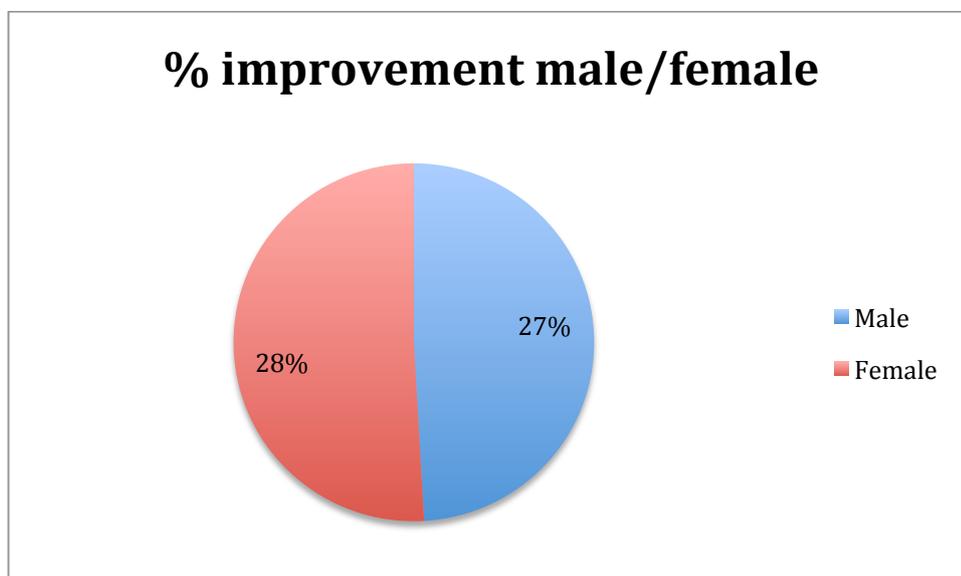
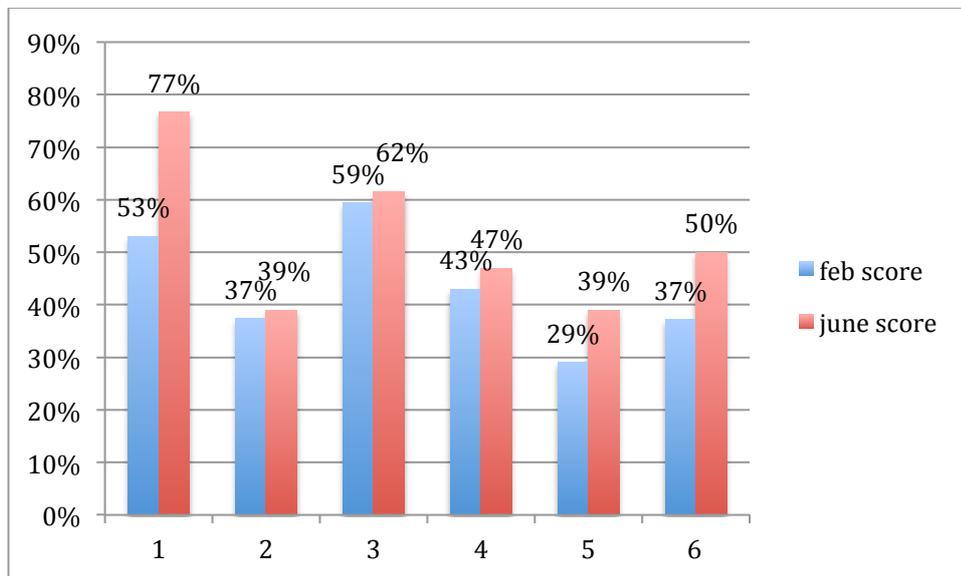


Interestingly, the In-house course recorded a higher percentage improvement in wellbeing overall. This may have been due to a higher number of men on the In-House group, support from the Organisation or colleagues, or even peer pressure to be seen to improve.

In-House Group



Open Course



There was a fairly even split of males to females on the programme, although there were more male participants on the In-house course. When compared together, there is an almost equal balance in the wellbeing improvement at around 27%.



CONCLUSION

The area of mental health has long been debated and is not a simple field to understand, there is not only the impact of mental wellbeing but also ill-being. Vast amounts of research has been undertaken within the field of mental ill-health however things are really just beginning for mental wellbeing, as they are also for the field of coaching in proper terms.

Wellbeing is about alignment and that is exactly what coaching does, it takes account of the whole life and bases goals on this. Through improved intelligence around their emotions, beliefs and values, they can set meaningful goals, align themselves to their life purpose and as a result, they will then achieve resilience and the ways to wellbeing: they will know how to connect with others and benefit from the exchange, they can achieve their physical wellbeing goals, they will be more aware of themselves and others around them, they will be better placed to learn from their experiences and take on additional learning should they choose, and they will be more accepting of themselves and able to give to others as a result.

The results from this research are just a start, but they begin to demonstrate the value of Coaching in improving mental wellbeing, and more importantly, the difference that we ourselves can do to improve our own wellbeing. It will be a long and challenging journey but rewarding in its achievement – someone living with mental wellbeing will be a positive influence on society, less likely to be costing the state in terms of mental ill-health and subsequently we can coach for a healthier nation and tomorrow for all of us.

Enjoy the journey ☺



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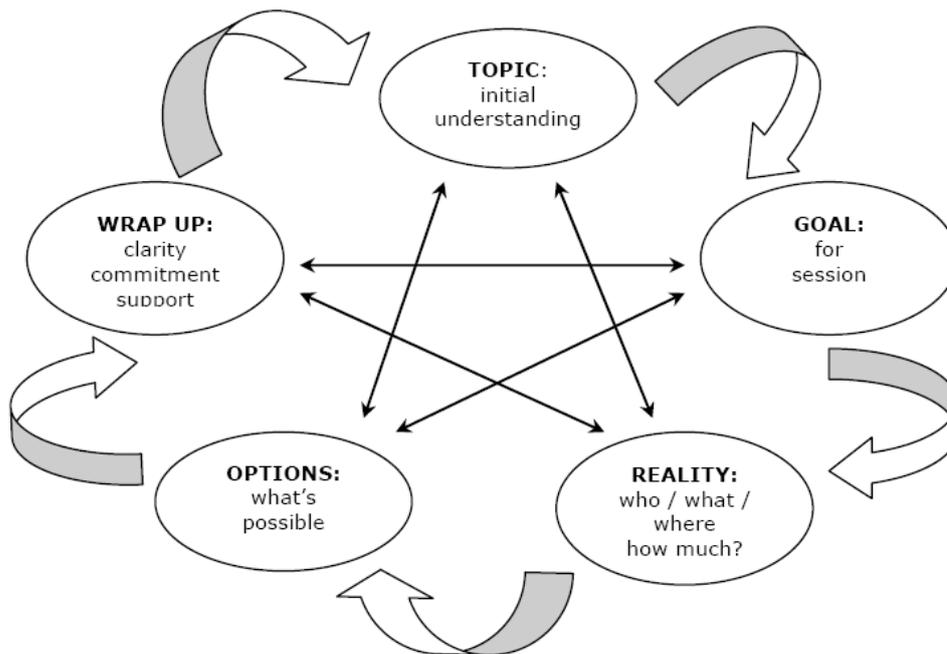
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APPENDIX 1 T-GROW MODEL



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APPENDIX 2

TRAINING DAY COURSE - Content

9am	Arrival
9:30-10am	Welcome, introductions and outline of the day
10-10:30am	Recognising and understanding stress and how it impacts on our health and productivity (including physical reactions)
1030-10:50am	BREAK
10:50-11:20am	What is wellbeing and how we can take responsibility for our own wellbeing
11:20 – 12:30am	Understanding Coaching and its role in enhancing wellbeing
12:30-1:30pm	LUNCH
1:30-3:15pm	The Wellbeing Coaching Model
3:15-3:30pm	BREAK
3:30-4pm	Understanding our stress triggers and how to overcome them
4-4:30pm	Wellbeing Action Plan





APPENDIX 3

ON-LINE MODULES – Content

Module 1 Coaching for wellbeing introductory exercises

Module 2 - What is Stress and Wellbeing

Module 3 - What is coaching

Module 4 - Valuing ourselves and what is important to us

Module 5 - Understanding our beliefs and living without fear

Module 6 - Goal achievement

Module 7 - Understanding our emotions and those of others

Module 8 - Understanding how we think and directing the subconscious

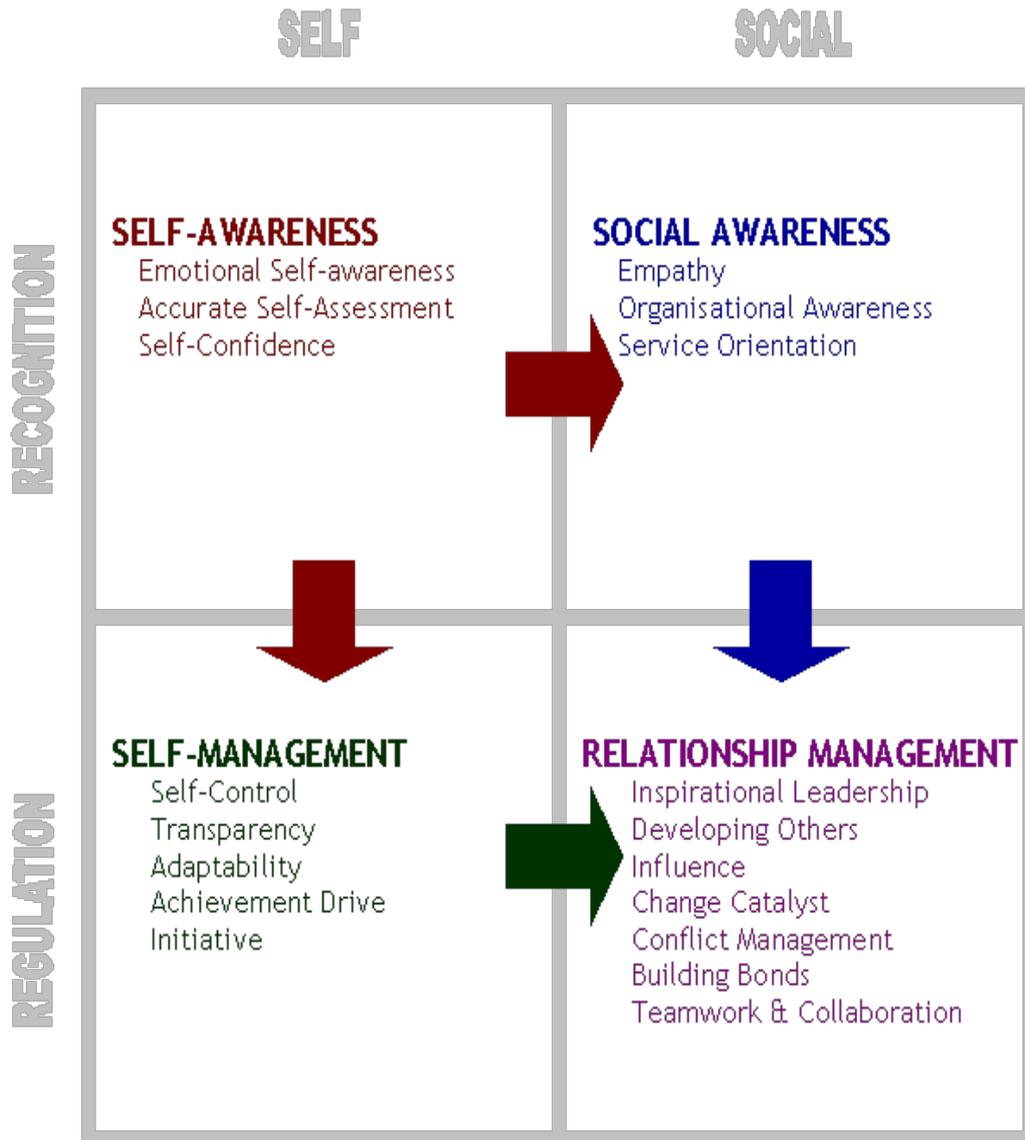
Module 9 - An introduction to mental health

Module 10 - Managing Stress in the Workplace

Module 11 - Living healthily with vitality

Module 12 - Personal commitment to wellbeing

APPENDIX 4 Emotional Intelligence model





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