

# Coached UPDATE

## MAY 2022

Enhancing the quality of conversations in education communities

### TIME TO READ: 4MINS

## PSYCHOLOGICAL CAPITAL (PSYCAP) AND EDUCATORS' WELL-BEING

Last month's Short Read about '[Leading, Teaching, Emotional Labour, and How We Manage It Well](#)' explored emotional labour – managing our true feelings to interact with others in a certain way as part of our job – and some useful things that can help educators manage its challenges and stresses, for example providing social support for one another, and growing emotional intelligence. This month's Short Read goes a little further by exploring the construct of Psychological Capital (PsyCap), and how it can be developed to support well-being throughout the challenges of work.

#### What is Psychological Capital?

Nelson Mandela demonstrated high levels of PsyCap. But what is it? In 2004 the scholar Fred Luthans from the University of Nebraska-Lincoln defined Psychological Capital (PsyCap) as a higher-order positive construct that can be measured and developed using the 'HERO within' model. High levels of PsyCap are characterised by high levels of:

- Hope
- Efficacy (self-efficacy and confidence)
- Resilience
- Optimism

Luthans and his colleagues selected these components because studies published in the scientific literature using valid measurement, show that they have a positive impact on well-being, health and performance, and studies also show that it is possible to develop them further. Interestingly, the concept of PsyCap is greater than the sum of its HERO parts, because increasing one component tends to boost the others too.

Research into PsyCap has expanded globally and across many contexts, for example for-profit and non-profit organisations, education, healthcare, military, sports, refugees and international aid. The website [www.pobi.org](http://www.pobi.org) is a central hub for PsyCap.

#### Why might we want to increase our PsyCap?

[Extensive studies and meta-analyses](#) have shown high levels of PsyCap being associated with high levels of well-being, satisfaction, commitment and hardiness; and low levels of depression, burnout, stress, emotional labour and absenteeism. One example is [Tøsten & Toprak's 2017 study of teachers in Turkey](#) which found a significant link between psychological capital and the ability to display appropriate emotions and behaviours – the higher the teachers' Hope, Efficacy, Resilience and Optimism, the greater their ability to cope with the emotional labour needed in their role. Fortunately, PsyCap is 'state-like', not a permanent trait, so it is possible to develop it by taking action, and thus increase well-being and performance. So it would seem that if people are more hopeful, efficacious, resilient and optimistic, they are more likely to cope well with challenges - a bit like keeping the batteries topped up to give energy for the challenges.

#### How could we develop our PsyCap?

- An interesting [blog post by Birgit Ohlin \(2021\)](#) includes a wide range of suggestions and tools for developing Hope, Efficacy, Resilience and Optimism.
- Coaching is a suitable vehicle for many of the interventions, and indeed coaching itself has been shown to increase PsyCap. For example, a [research study by van Nieuwerburgh et al \(2020\)](#) of aspiring school principals who received coaching as part of a leadership development programme found that the participants experienced increasing hope and optimism, thus reinforcing their PsyCap.
- Some simple tools include: following 'Pay It Forward' actions every day, making gratitude a habit (eg keep a gratitude journal), giving recognition to others, exercising every day.
- Recently, gamification tools – positive video games, inspirational YouTube videos, and Apps – are being tested to explore their impact on PsyCap development.

Finally, the GCI website has many complimentary resources that can help, for example these interesting articles about Hope:

- [Hope and its impact: Tips on the What, Why and How](#)
- [The Agency of Hope](#)

Happy Reading.

#### Reference

Luthans, F., Luthans, K. W., & Luthans, B. C. (2004). Positive psychological capital: Beyond human and social capital. *Business Horizons*, 47(1), 45-50. <http://digitalcommons.unl.edu/managementfacpub/145>

Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological Capital: An evidence-based positive approach. *Annual Review of Organizational Behavior and Organizational Behavior*, 4, 339-366. <https://www.annualreviews.org/doi/full/10.1146/annurev-orgpsych-032516-113324>

Ohlin, B. (2021). PsyCap 101: Your guide to increasing psychological capital. Retrieved from <https://positivepsychology.com/psychological-capital-psy-cap/>

Positive Organizational Behavior Institute – [www.pobi.org](http://www.pobi.org)

Tøsten, R. and Toprak, M. (2017). Positive psychological capital and emotional labor: A study in educational organizations. *Cogent Education*, 4(1): 1301012. <http://dx.doi.org/10.1080/2331186X.2017.1301012>



### Coaching in Education Podcast

Our featured resources are latest episodes of the GCI Coaching in Education podcast.

#### PART 1

In this first of two episodes based at Brighton Grammar School in Melbourne, GCI is in conversation with Dr Mark Dowley Associate Head of Staff Development and Instruction. Join us as Mark shares the incredible journey of how his school has developed and established a complex and highly effective coaching culture. With a team of fourteen coaches and a healthy mix of coach training from both Growth Coaching International and the Instructional Coaching Group, Brighton Grammar is an excellent example of what can be achieved when theory and good intentions meet reality. Student coaching, peer coaching, training days for parents, coaching in action days for visiting schools. This first of two episodes is a must listen.

[Listen to Part 1 of the Podcast here.](#)

#### PART 2

This is GCI's second virtual visit to Brighton Grammar School in Melbourne Australia in a 'double header' episode of our Coaching in Education podcast series. Join us in conversation with the director of instructional coaching Raelene Plozza as we hear more about their well-established coaching culture but this time with a specific focus on Literacy. Listen in as Raelene shares why she considers Instructional Coaching to be the highest impact role of her career in education. This is an episode you'll not want to miss.

[Listen to Part 2 of the Podcast here.](#)

### HOPE AND ITS IMPACT: TIPS ON THE WHAT, WHY AND HOW

Hope is a lofty concept - a bit elusive and hard to measure. It is something nice to aspire to and enjoy but not something to think about all that much perhaps. There is too much to do in the present to hope about the future so we just get on with it.

Well it seems that there may be more to hope than just 'wishful thinking'...

[Read the full article here.](#)

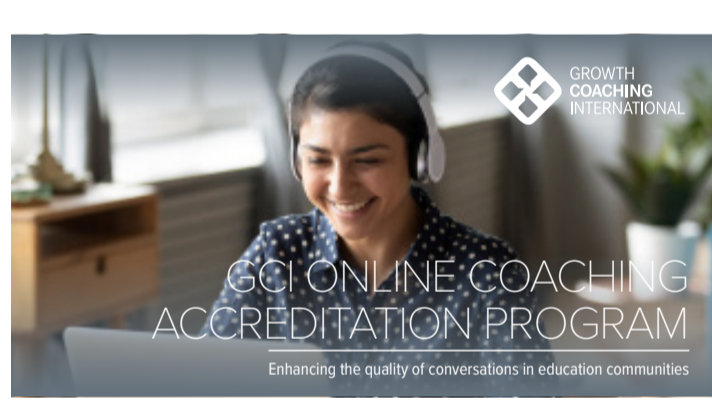
### EXPERIENCES OF ASPIRING SCHOOL PRINCIPALS RECEIVING COACHING AS PART OF A LEADERSHIP DEVELOPMENT PROGRAMME

This research article by Christian van Nieuwerburgh, Margaret Barr, Chris Munro, Heather Noon and Daniel Arifin expands the understanding of how coaching works by exploring the experiences of aspiring school principals who received one-to-one leadership coaching as part of a leadership development programme.

[Read the full article here.](#)



### REGISTRATION FOR THE FOLLOWING ONLINE AND FACE-TO-FACE COURSES IS CLOSING SOON:



#### • Online Coaching Accreditation Program

Our flagship coach training course with Prof. Christian van Nieuwerburgh, delivered fully ONLINE over 6 months with a GLOBAL cohort and a pathway to individual European Mentoring and Coaching Council (EMCC) credentials. Our next cohort commences in September. For more information and to register visit the link [here](#)

#### • Advanced Coaching Practice with Prof. Christian van Nieuwerburgh

Want to know more about GCI's Advanced Coaching Practice program? Prof. Christian van Nieuwerburgh has made the following short [video](#) explaining the program.

This course is for experienced coaches who are interested in taking their practice to the next level. It is designed to support active reflection on your current coaching practice leading to new insight and awareness. The course, based on the book *Advanced Coaching Practice* co-authored by Professor Christian van Nieuwerburgh and David Love, will support you to address the question "how can I be of even better service to those around me?"

For more information and to register visit the link [here](#)

#### Online:

##### Introduction to Leadership Coaching

NT, SA & WA - 16 & 30 May 2022

##### A Coaching Approach to Managing Challenging Conversations

NT, SA & WA - 24 June 2022

##### Introduction to Leadership Coaching Intensive

6 x 2hr workshops 8am to 10am and 11am - 1pm daily  
Online Intensive AEST Commencing 13 - 15 July 2022

##### Coaching and Supervision

Scheduled to suit you

[Click here for NZ courses](#)

#### In-person:

##### Coaching Accreditation Program Phase 1-3 (4-days)

Perth - Commencing Thursday 19 May 2022

Brisbane - Commencing Thursday 19 May 2022

Sydney - Commencing Thursday 23 June 2022

##### Introduction to Leadership Coaching 2-day

May 24/25 Sydney **FULL** May 24/25 Geelong **FULL**

May 24/25 Melbourne **FULL** May 26/27 Brisbane

##### The Impact Cycle Program 2-day

Melbourne - Commencing Wednesday 1 June 2022

Sydney - Commencing Wednesday 1 June 2022

Perth - Commencing Thursday 2 June 2022

##### A Coaching Approach to Managing Challenging Conversations

Perth - Commencing Monday 23 May 2022

Be sure to [click on the dates](#) to visit the registration pages!



### Sustaining Growth as a Coach

**Date & time:** Wed 25th May 7pm-8pm AEST

The process of becoming a coach, or 'coach-like' leader, is a journey. Our colleague Prof. Christian van Nieuwerburgh has written about 'becoming' a coach as opposed to just doing coaching (van Nieuwerburgh & Love, 2019) and there is a body of literature that describes the developmental stages that we see people go through as they grow into this new way of acting and being in conversations. This Curious Convos webinar will explore what we know about how coaches develop and what helps to sustain this growth towards becoming advanced practitioners over time.

#### Confirmed panellists:

Di Henning is GCI's expert in this area, with a particular responsibility for supporting the development of our coaches. Di has a deep knowledge and understanding of coach development gained over almost two decades of work in educational leadership and coaching. Di is an EMCC Accredited Coaching Supervisor and Senior Practitioner.

Chris Munro, GCI Executive Director, will host this conversation.

[Click here to register](#)



Planning for [#CoachED2023](#) is underway! The 8th Coaching in Education Conference will return ONLINE in March 2023.

Stay tuned for further details and announcements.