



16th EAOHP CONFERENCE | 2024

Contributions of OHP to Social Justice

BOOK OF PROCEEDINGS

Editors

Fiona Frost, Kevin Teoh, France St-Hilaire, Alice Denman,
Caleb Leduc, Miguel Muñoz



GRANADA 2024

16TH CONFERENCE OF THE EUROPEAN ACADEMY
OF OCCUPATIONAL HEALTH PSYCHOLOGY

BOOK OF PROCEEDINGS

16th Conference of the European Academy of Occupational Health Psychology

'Contributions of OHP to Social Justice'

Edited by:

**Fiona Frost
Kevin Teoh
France St-Hilaire
Alice Denman
Caleb Leduc
Miguel Muñoz**



European Academy of Occupational Health Psychology

European Academy of Occupational Health Psychology
Level B, Yang Fujia Building, Jubilee Campus, Wollaton Road
Nottingham, NG8 1BB, United Kingdom

NOTTINGHAM

First published 2024
© EAOHP

All rights reserved. No part of this publication may be reproduced in any material form (including photocopying or storing in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright holder except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for the copyright holder's written permission to reproduce any part of this publication should be addressed to the publishers.

British Library Cataloguing in Publication Data

Proceedings of the 16th European Academy of Occupational Health Psychology
Conference: *'Contributions of OHP to Social Justice'*

Editors: I. Frost, F. II. Teoh, K. III. St-Hilaire, F. IV. Denman, A. V. Leduc, C. VI. Muñoz, M.

ISBN (Electronic version): 978-0-9928786-7-2

Disclaimer

Every reasonable effort has been made to ensure that the material in this book is true, correct, complete and appropriate at the time of writing. Nevertheless, the publishers, the editors and the authors do not accept responsibility for any omission or error, or for any injury, damage, loss or financial consequences arising from the use of the book. The views expressed by contributors do not necessarily reflect those of the European Academy of Occupational Health Psychology.

O57

Applying Neuroscience in Career Coaching to assess the Coach-Coachee relationship

Alessandro Fici^{1,2}, Riccardo Valesi³, Chiara Casiraghi^{1,2}, Marco Bilucaglia^{1,2}, Margherita Zito^{1,2}, Mara Bellati¹, Vincenzo Russo^{1,2}

¹Behaviour and BrainLab IULM - IULM University, Milan, Italy. ²Department of Business, Law, Economics and Consumer Behaviour "Carlo A. Ricciardi" - IULM University, Milan, Italy.

³Department of Management - University of Bergamo, Bergamo, Italy

Background: Life transitions represent significant moments in a person's life that are marked by substantial and transformative changes that influence an individual's life trajectory and profoundly affect subjective well-being. These transitions encompass a wide range of experiences, from educational achievement to career changes, and play a key role in shaping the overall life experience. Navigating these periods of change involves facing challenges and adjustments that become integral to personal well-being. Recently, career coaching has emerged as an important tool to help people navigate these complex life transitions. This specialized form of coaching goes beyond career counseling and offers a holistic approach to personal development and self-awareness. Transitioning from an academic environment to the dynamic professional world requires a support system that goes beyond traditional counseling, and career coaching, with its emphasis on individual growth, provides people with the tools and insights they need to manage this journey successfully. While the importance of the coach-coachee relationship to the effectiveness of coaching programs has been widely recognized, the challenge has been to objectively quantify the quality of this relationship.

Method: Our pilot study addressed this gap by taking a neuroscientific approach, using electroencephalography (EEG) to measure and analyse brain activity during coaching sessions. Therefore, 14 university students and one professional coach trained in the Core Coaching approach participated in coaching sessions characterized by three sequential phases, while the neurophysiological activity of both the coach and the coachee was continuously and simultaneously recorded (by means of EEG). In the first phase, the coach and coachee establish contact, build a relationship, and identify the main theme of the coaching intervention. In the second phase, with the help of the coach, the coachee gains greater and deeper self-awareness by focusing more on him/herself than on the relationship with the coach. In the final stage, the coachee reaches a level of self-awareness that leads to a state of well-being. The use of neuroscientific tools allowed the observation of neurophysiological patterns associated with different mental states, providing insight into the affective states of both the coach and the coachee during the three different phases of the coaching session.

Results: Distinct variations in electroencephalographic indicators emerged across different phases of the coaching session. Specifically, the first and third phases were associated with higher levels of emotional valence (Approach-Withdrawal Index), arousal (BAR index), and cognitive engagement (BATR index) than the second phase.

Conclusions: The implications of our research extend beyond academia and provide practical insights for coaching interventions. The introduction of objective metrics to evaluate the coach-coachee relationship helps to refine coaching practices, thereby facilitating smoother transitions from academic to professional life. By shedding light on neural activity in the coach-coachee relationship, our study is at the forefront of the intersection of neuroscience and career coaching. In doing so, we deepen our understanding of the coaching process and provide a pathway for fostering resilience and success across life transitions.