



# Post-Graduate Certificate in Psychosynthesis Leadership Coaching

September 2017





# Unit 2: Agendas in Leadership Coaching

October 2017



<b>Unit 2 Overview</b>	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
<i>Check-in/review</i>	Check-in. Introduction to coaching within an organisational context	Check-in and reflection.	Check-in and reflection.
<i>Session 1</i>	Exploring client agendas - practice	The Leadership Context - small group task	Change theories, models and tools (e.g. Kubler-Ross)
<i>Break</i>			
<i>Session 2</i>	Exploring client agendas - plenary and model of leadership agendas	The Leadership Context - plenary. Wilber's integral framework	Engagement with change client agendas - triads practice
<i>Lunch</i>			
<i>Session 3</i>	Laloux's developmental perspective - small group exercise: The Development Game	Working with organisational systems - Oshry group experience	Engagement with change client agendas - group debrief on learning
<i>Break</i>			
<i>Session 4</i>	Laloux's developmental perspective - seminar and role play	Working with organisational systems - fishbowl clinic	Psychosynthesis perspectives on change and crisis
<i>Break</i>			
<i>Session 5</i>	Introduction to Professional Bodies: ICF, EMCC, AC and APECS	Perspectives on leadership (including Bushe, Jaworski, Evans)	Homework
<i>Check-out/ completion</i>	Check-out	Check-out	Check-out

# Unit 2: Agendas in Leadership Coaching: Key topics

## ***Leadership and Organisational Context and Content***

- ❖ Introduction to coaching within an organisational context
- ❖ Laloux's developmental perspective
- ❖ Leadership context and perspectives on leadership
- ❖ Wilber's integral framework
- ❖ Working with organisational systems (e.g. Oshry, Shaw)
- ❖ Change theories, models and tools (e.g. Kubler-Ross, Bridges)

## ***Coaching profession***

- ❖ Introduction to Professional Bodies: ICF, AC, EMCC and APECS

## ***Working with agendas in leadership coaching***

- ❖ PCL model of leadership agendas
- ❖ Working with and inner agendas and forming goals
- ❖ Psychosynthesis perspectives on change and crisis

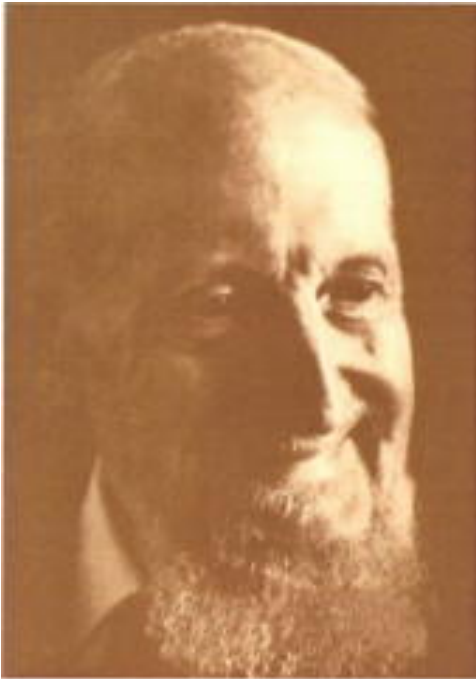
## ***Coaching Competencies***

- ❖ Building the coaching alliance
- ❖ Creating awareness
- ❖ Agenda forming and goal setting

# Day One

- ❖ Check-in, reflecting on learning since the last workshop
- ❖ Overview of the 3 days

# Roberto Assagioli



*“Its not my fault if the universe is so complicated”*

As recalled by Piero Ferrucci in ‘What We May Be’

# Introduction to coaching within an organisational context

Perspectives on the organisational client landscape

- ❖ Laloux's developmental perspective
- ❖ Leadership perspectives
- ❖ Wilber's integral framework
- ❖ Organisations as complex adaptive systems
- ❖ Working with change

# Exploring client agendas – practice

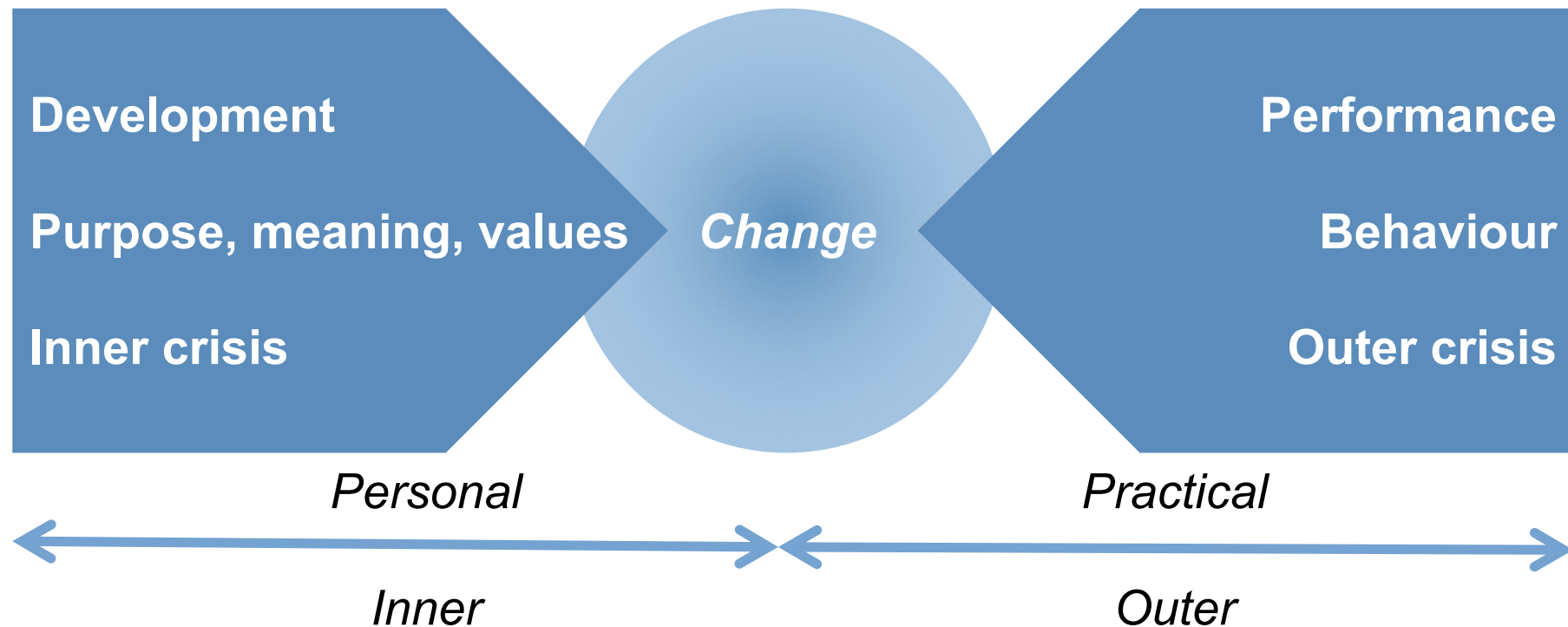
- ❖ Working with client agendas brought to a coaching relationship
- ❖ Triads practice session
- ❖ Feedback and discussion within the group
- ❖ Introduction of Agendas in Leadership Coaching Model



# Exploring client agendas – practice session in triads

- ❖ Forms groups of three - 30 mins per segment
  - 20 mins session
  - 10 mins debrief
- ❖ Coach
  - Hold Trifocal Vision
  - Exploring the client agenda
- ❖ Coachee
  - Bring your current set of agendas, issues or needs that you want help with, preferably in relation to your role as a leader
- ❖ Observer
  - Hold Trifocal Vision
  - Reflect upon the types of agenda that emerge and how well the coach draws out all aspects of the agendas

# Agendas in leadership coaching

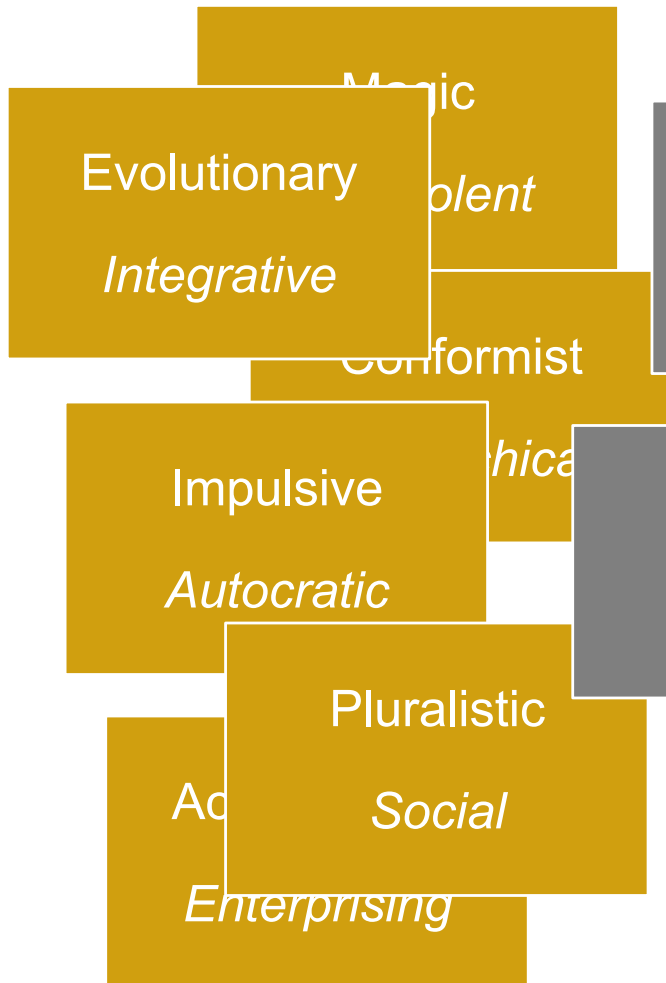


# Ken Wilber

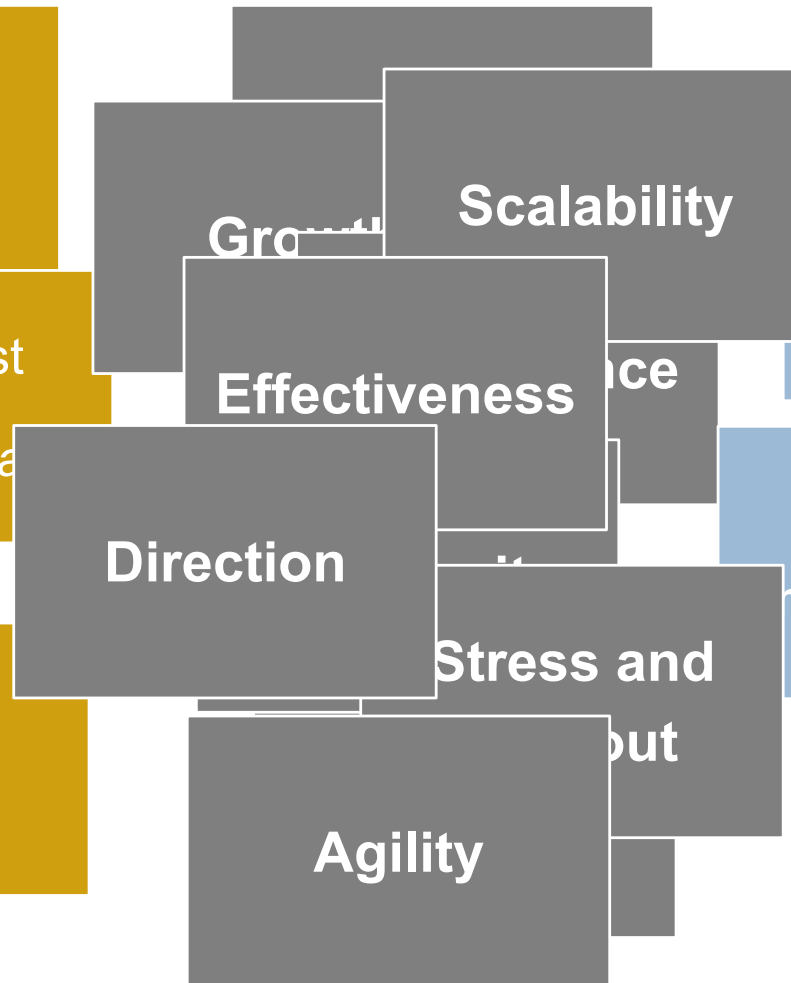
Without some sort of worldview, we remain lost in the blooming buzzing confusion of experience, as William James put it. In other words, all of our individual perceptions are, to some extent, embedded in particular worldviews. Within these worldviews, we still possess abundant freedom of choice, but worldviews generally constrain what we are even considering choosing.

# The Development Game

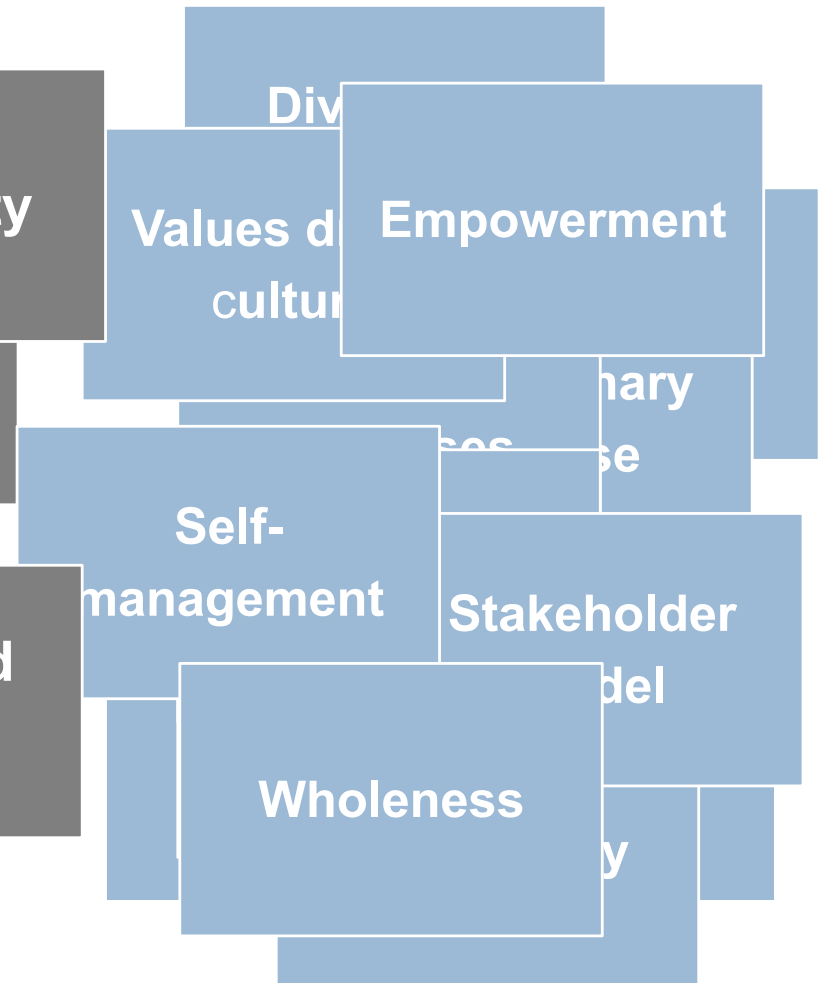
## Paradigms and styles



## Crises and crunches



## Breakthroughs



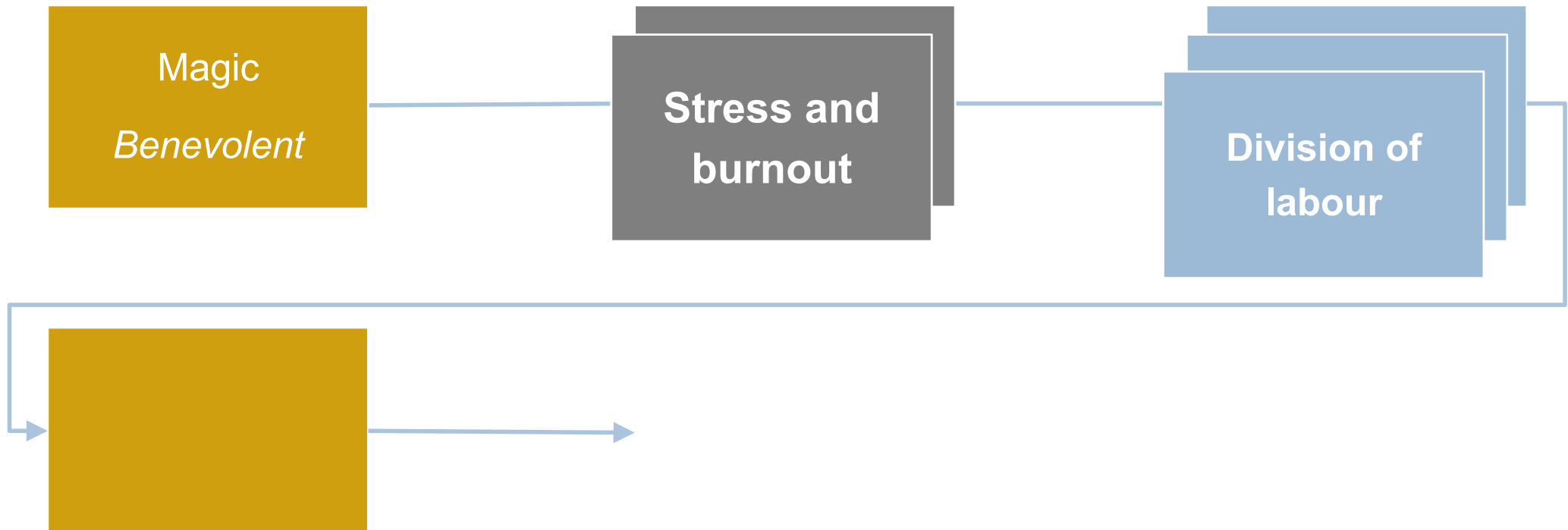
# The Development Game

45 minutes to determine the sequence and be ready to narrate

Paradigms and styles

Crises and crunches

Breakthroughs



# Laloux's developmental perspective

- ❖ Model of leadership paradigms described by Frederic Laloux in his recently published work 'Reinventing Organizations'
- ❖ Based upon Ken Wilber's and Jenny Wade's meta-analyses of the various models that focus on different aspects of human development (e.g. ego-identity, cognitive, moral, value systems, etc.)
- ❖ Draws upon research work by Clare Graves on the emergence of value systems (probing people's conception of adult full maturity) and that of Jane Loevinger on stages of development of ego-identity
- ❖ Laloux describes seven organisational paradigms that follow the emergence of human consciousness and societal worldviews over thousands of years of human history, but also mirror the developmental stages that individuals follow as they grow up and mature in adulthood

# Organisational paradigms: Impulsive

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Constant exercise of power by chief to keep troops in line. Fear is the glue of the organization. Highly reactive, short term focus. Thrives in chaotic environments.</p>	<ul style="list-style-type: none"> <li>• Mafia</li> <li>• Street gangs</li> <li>• Tribal militias</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Division of labour</b></li> <li>• <b>Command authority</b></li> <li>• <b><i>Rewards</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wolf pack</b></li> </ul>

# Organisational paradigms: Conformist

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Highly formal roles within a hierarchical pyramid. Top down command and control (what and how). Stability valued above all through rigorous processes. Future is repetition of the past.</p>	<ul style="list-style-type: none"> <li>• Catholic Church</li> <li>• Military</li> <li>• Most Government Agencies</li> <li>• Public school systems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formal roles</b> <i>(stable and scalable hierarchies)</i></li> <li>• <b>Processes</b> <i>(longer term perspectives)</i></li> <li>• <b>Rules</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Army</b></li> </ul>



# Organisational paradigms: Achievement

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Goal is to beat competition; achieve profit and growth. Innovation is the key to staying ahead. Management by objectives (command and control on what; freedom on the how).</p>	<ul style="list-style-type: none"> <li>• Multinational companies</li> <li>• Charter Schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Innovation</b></li> <li>• <b>Accountability</b></li> <li>• <b>Meritocracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Machine</b></li> </ul>

# Organisational paradigms: Pluralistic

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Within the classic pyramid structure, focus on culture and empowerment to achieve extraordinary employee motivation.</p>	<p>Culture driven organizaons (e.g., Southwest Airlines, Ben &amp; Jerry's, ...)</p>	<ul style="list-style-type: none"> <li>• <b>Empowerment</b></li> <li>• <b>Values driven culture</b></li> <li>• <b>Stakeholder model</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Family</b></li> </ul>

# Organisational paradigms: Evolutionary

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Imagine what organizations would be like if we stopped designing them like soulless, clunky machines. What could organizations achieve, and what would work feel like, if we treated them like living beings?</p>	<ul style="list-style-type: none"> <li>• Buurtzorg</li> <li>• FAVI</li> <li>• Holacracy</li> <li>• ESBZ</li> <li>• Patagonia</li> <li>• etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-management</b></li> <li>• <b>Wholeness</b></li> <li>• <b>Evolutionary purpose</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Living systems</b></li> </ul>

# Clare Graves

The psychology of the adult human being is an unfolding, ever-emergent process marked by subordination of older behavior systems to newer, higher order systems. The mature person tends to change his psychology continuously as the conditions of his existence change. Each successive stage or level of existence is a state through which people may pass on the way to other states of equilibrium. When a person is centralized in one of the states of equilibrium, he has a psychology which is particular to that state. His emotions, ethics and values, biochemistry, state of neurological activation, learning systems, preference for education, management and psychotherapy are all appropriate to that state.

According to this conception we do ourselves a disservice by arguing whether man's nature is good or bad, active or reactive, mechanical or teleological. Man's nature is emergent. What man is cannot be seen before. We can see it only insofar as it has been revealed to us by his movement through the levels of human existence. And, what has been revealed to us, so far, is that in some way or another man's nature is all of these and more. Our very conception envisages that new aspects of man are now before us which were not seen before, and that the man that man now is will go on proliferating into new forms if the conditions for human existence continue to improve

# Roberto Assagioli

*“Life is movement, and the superconscious realms are in continuous renewal. In this adventure we move from revelation to revelation, from joy to joy. I hope you do not reach any ‘stable state’. A ‘stable state’ is death.”*

# Introduction to Professional Bodies: ICF, EMCC, AC and APECS

- ❖ ICF, AC, EMCC
- ❖ The APECS alternative
- ❖ Professional governance, standards, quality and development
- ❖ Accreditation, certification and qualification
- ❖ Future directions of the profession
- ❖ Where do you fit in?

# Reflection process and check-out

- ❖ Brief inner reflection
- ❖ Check-out

# Day Two

❖ Check-in and reflection



# Laloux's developmental perspective – applications to coaching

- ❖ Recognising the paradigms in play
- ❖ Engaging with each one effectively
- ❖ Diagnosing organisational dynamics
- ❖ Profiling leaders in their development
- ❖ Matching coaches with leaders
- ❖ Crises of transition between stages

# Laloux's developmental perspective

- ❖ Magic
- ❖ Impulsive
- ❖ Conformist
- ❖ Achievement
- ❖ Pluralistic
- ❖ Evolutionary

# From Organisational paradigms to Leadership styles

- ❖ **Benevolent** – they lead as the guardian of a community. They tell stories, maintain traditions, honour rituals and seek to preserve the wisdom of the past.
- ❖ **Autocratic** – they lead decisively and from the front, they are in charge. They control power and reward loyalty in relationships. Their way is the right way.
- ❖ **Hierarchical** – they lead by passing judgement according to a system of well defined roles and responsibilities. They follow the established right way to do things.
- ❖ **Enterprising** – they lead by example and by creating opportunities for the team to succeed. They are driven to achieve goals. They constantly look for better ways to do things.
- ❖ **Social** – they lead by building consensus and providing opportunities for people to grow and develop. They know there is no universally right ways to do things.
- ❖ **Integrative** – they lead by responding to situations in whatever style is needed, seeking to create synergy within the wider system. The right way is the way that works.
- ❖ **Holistic** – they lead by guiding others to be leaders and by creating the context for growth within a healthy system. They are constantly evolving a new way or path.

# Coaching conversations through the paradigms and styles

- ❖ Magic - **Benevolent**
- ❖ Impulsive - **Autocratic**
- ❖ Conformist - **Hierarchical**
- ❖ Achievement - **Enterprising**
- ❖ Pluralistic - **Social**
- ❖ Evolutionary – **Integrative/Holistic**

# The Leadership context

## Perspectives on leadership

- ❖ Concepts of good leadership
- ❖ Leadership paradigms and styles
- ❖ Being versus doing of leadership

# The Leadership context

- ❖ What does leadership mean to you?
- ❖ Why is it important now?
- ❖ Why leadership coaching?
- ❖ What is our 'calling'?

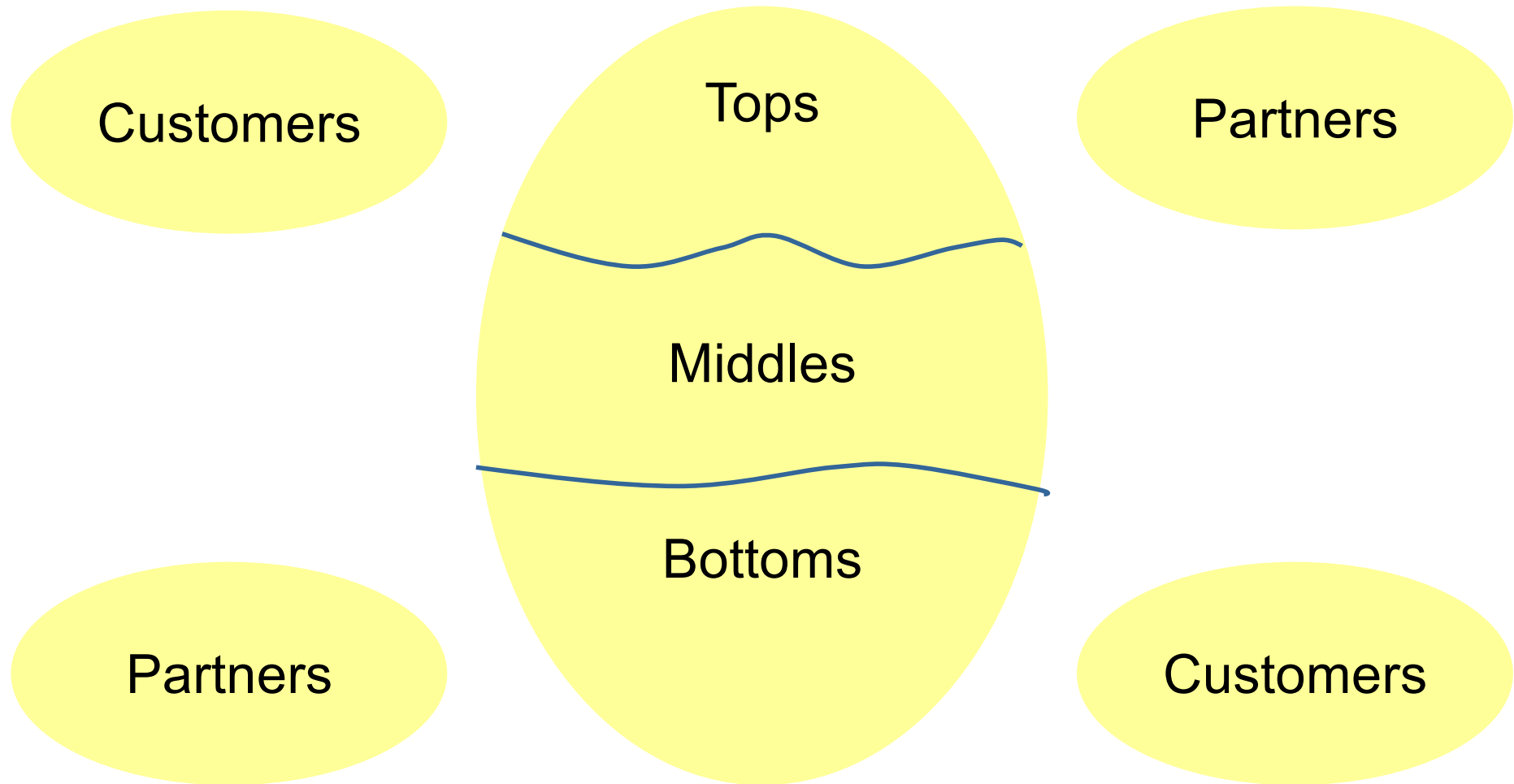
*Dialogue in groups of three or four*

*Prepare an output to present back*

# Working with organisational systems

- ❖ How can we understand organisations as complex adaptive systems, as psychological, cultural and social systems?
- ❖ Observe and reflect upon the habitual ways of behaving in organisations that may be displayed by our clients, and by us. How much choice and freedom do we really have?
- ❖ Understand the impact of the wider organisation on our coaching clients (when we coach a leader we may be actually coaching the organisation)
- ❖ How does this group function as an ‘organisation’? What are your roles and identities within it? What mirrors of the past are activated? What patterns of behaviour are emerging?

# Working with organisational systems – Oshry group experience





# Working with organisational systems

## – Group fishbowl clinic

Who has a current issue that involves dealing with strong systems forces and dynamics in relationship to their internal or external clients, that they would like to explore?

# Working with organisational systems

## – Group fishbowl clinic

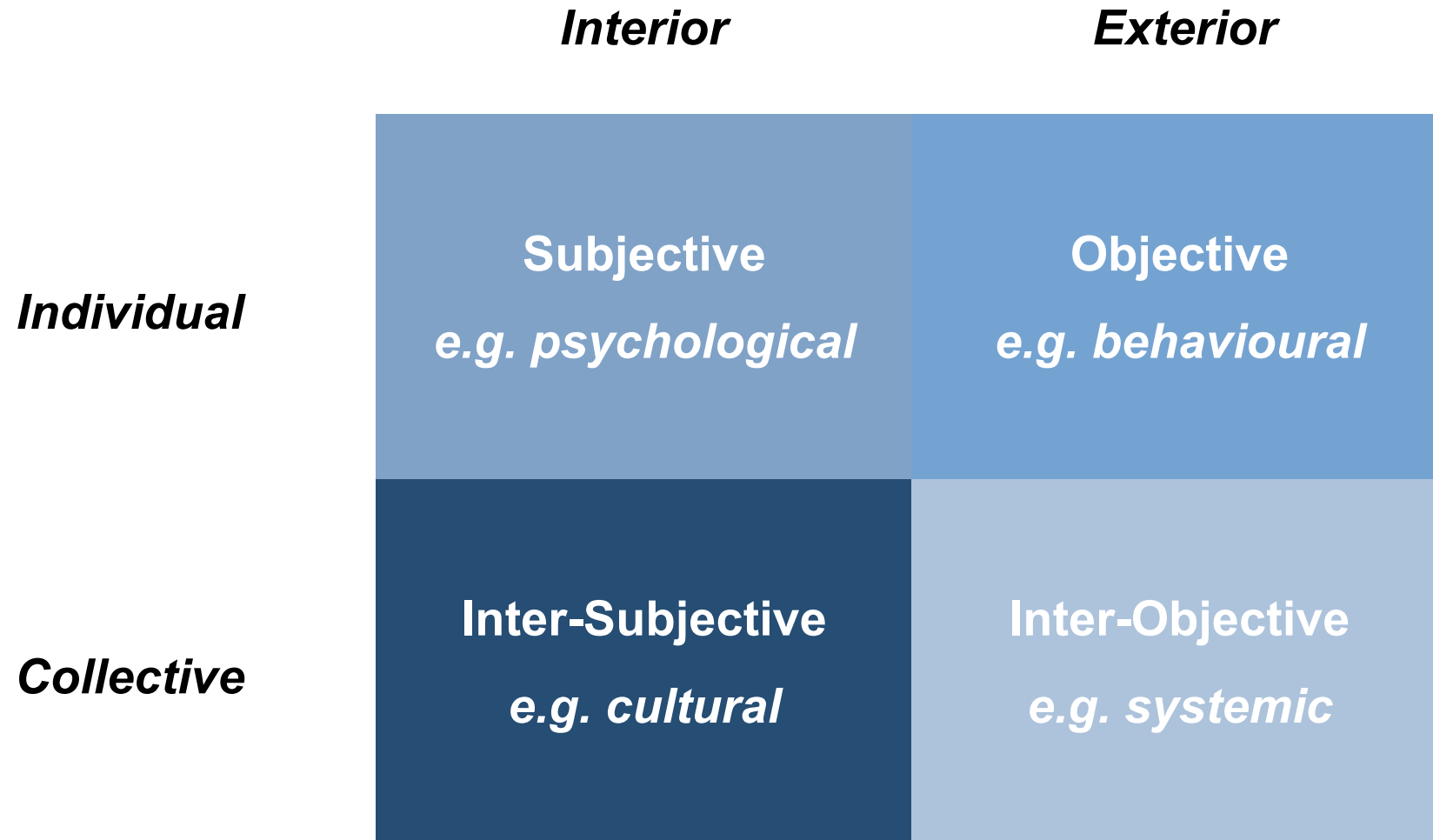
Whole group exercise to allow individuals to explore an issue, using group awareness and intelligence:

- a) One person presents their issue, sitting in the centre of the room (5 mins)
- b) The group discuss while the person listens, saying nothing (10 mins)
- c) The issue-holder responds (thinks out loud), not addressing anyone individually, while the group listen (5 mins)
- d) The group responds considering why the person is responding as they are, what are the themes, and what issue is emerging (5 mins)
- e) The issue-holder responds to summarise where they are now in their thinking and what has shifted (2 mins)

# Perspectives and dimensions: navigating and making sense of the organisational domain

- ❖ **Perspectives...** where we are looking *from*
- ❖ **Dimensions...** what we are looking *at*
- ❖ To paraphrase Ken Wilber...in order to get any kind of universe going at all, we need to make some basic distinctions...

# Taking multiple perspectives



# Asking questions from each perspective...

	<i>Interior</i>	<i>Exterior</i>
<i>Individual</i>	<b>Subjective</b> <i>e.g. inner inquiry</i>	<b>Objective</b> <i>e.g. observation</i>
<i>Collective</i>	<b>Inter-Subjective</b> <i>e.g. shared meaning</i>	<b>Inter-Objective</b> <i>e.g. big picture</i>

# Asking questions about each dimension...

	<i>Interior</i>	<i>Exterior</i>
<i>Individual</i>	Subjective <i>e.g. motivations</i>	Objective <i>e.g. behaviours</i>
<i>Collective</i>	Inter-Subjective <i>e.g. values</i>	Inter-Objective <i>e.g. relationships</i>

# Ken Wilber's integral framework

- ❖ Four essential perspectives
- ❖ Two key distinctions
  - Inner – outer
  - Individual – collective
- ❖ Can be applied to any field of human activity or interest
- ❖ AQAL
  - Quadrants
  - Levels
  - Lines
  - States

# Asking questions from each perspective...

	<i>Interior</i>	<i>Exterior</i>
<i>Individual</i>	<b>Subjective</b> <i>e.g. how did that feel...</i>	<b>Objective</b> <i>e.g. tell me what happened...</i>
<i>Collective</i>	<b>Inter-Subjective</b> <i>e.g. why do we value...</i>	<b>Inter-Objective</b> <i>e.g. what impact did that have...</i>



# Perspectives on leadership

Jaworski

Maslow

Collins

Kotter

Evans

Bushe

Blanchard  
and Hersey

Kouzes  
and Posner

Schein

Greenleaf

Shaw and  
Stacey

Oshry

Handy

Laloux

Senge

Wheatley

# Reflection process and check-out

- ❖ Brief inner reflection
- ❖ Check-out with a word or phrase

# Day Three

❖ Check-in and reflection

# Right Relations – Listening with the Being

## ***Listening from the being***

Find a partner, choose A & B

*A shares about a current or previous experience of change in their lives, personal or organisational*

*B actively listens, with minimal encouragers, but not summarising*

*After 5 minutes, time is called*

*B responds*

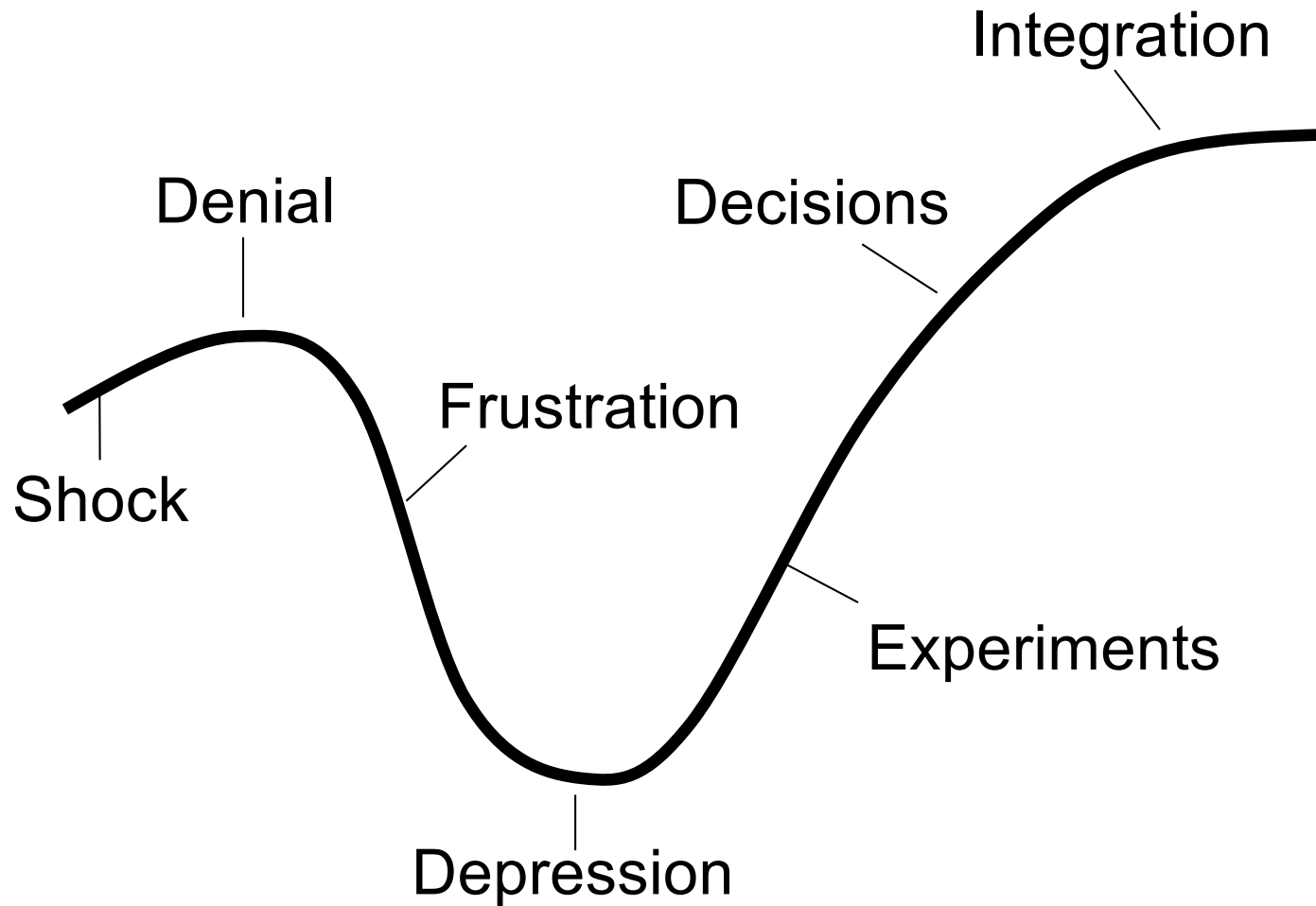
1. Through my eyes I see...
2. With my ears I hear...
3. With my mind I think...
4. In my body I feel...
5. And using all these, my *message* to you is...

Reverse the process

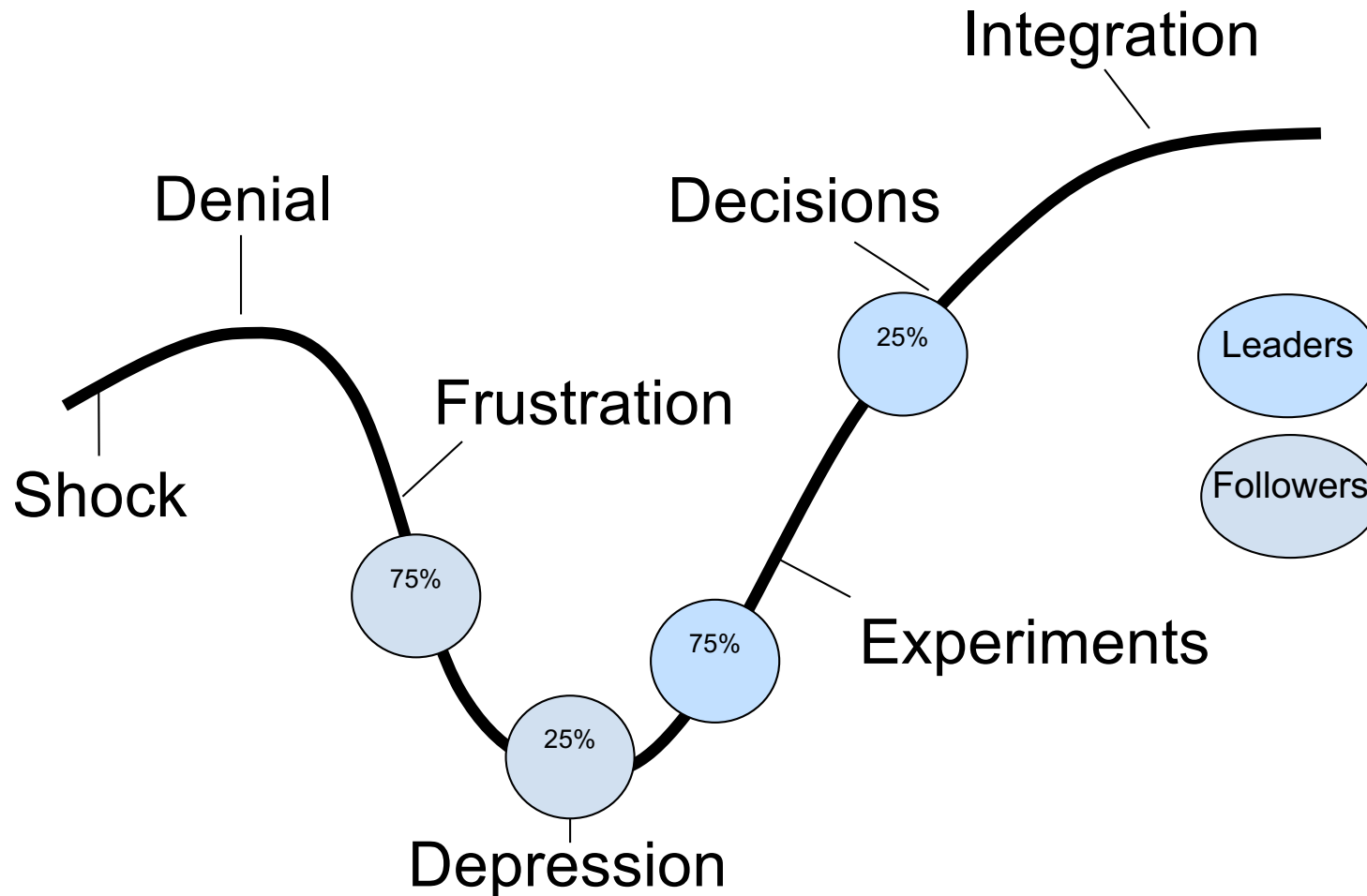
# Change theories, models and tools

- ❖ Change theories, models and tools to inform and support change leadership coaching agendas
- ❖ Which change theories, models and tools do you use? Which do you find most useful?
- ❖ Focus on the human process of change, rather than change management or leadership of change projects per se, e.g. Kubler-Ross

# The Kübler-Ross Change Curve Personal Transitions



# The Kübler-Ross Change Curve Personal Transitions



# Engagement with change client agendas – practice

- ❖ Forms groups of three - 30 mins for one segment
  - 20 mins session
  - 10 mins debrief
- ❖ Coach
  - Hold Trifocal Vision
  - Working with change
- ❖ Coachee
  - Explore an area in which you are going through personal change in your life
- ❖ Observer
  - Also hold Trifocal Vision
  - Observe what happens



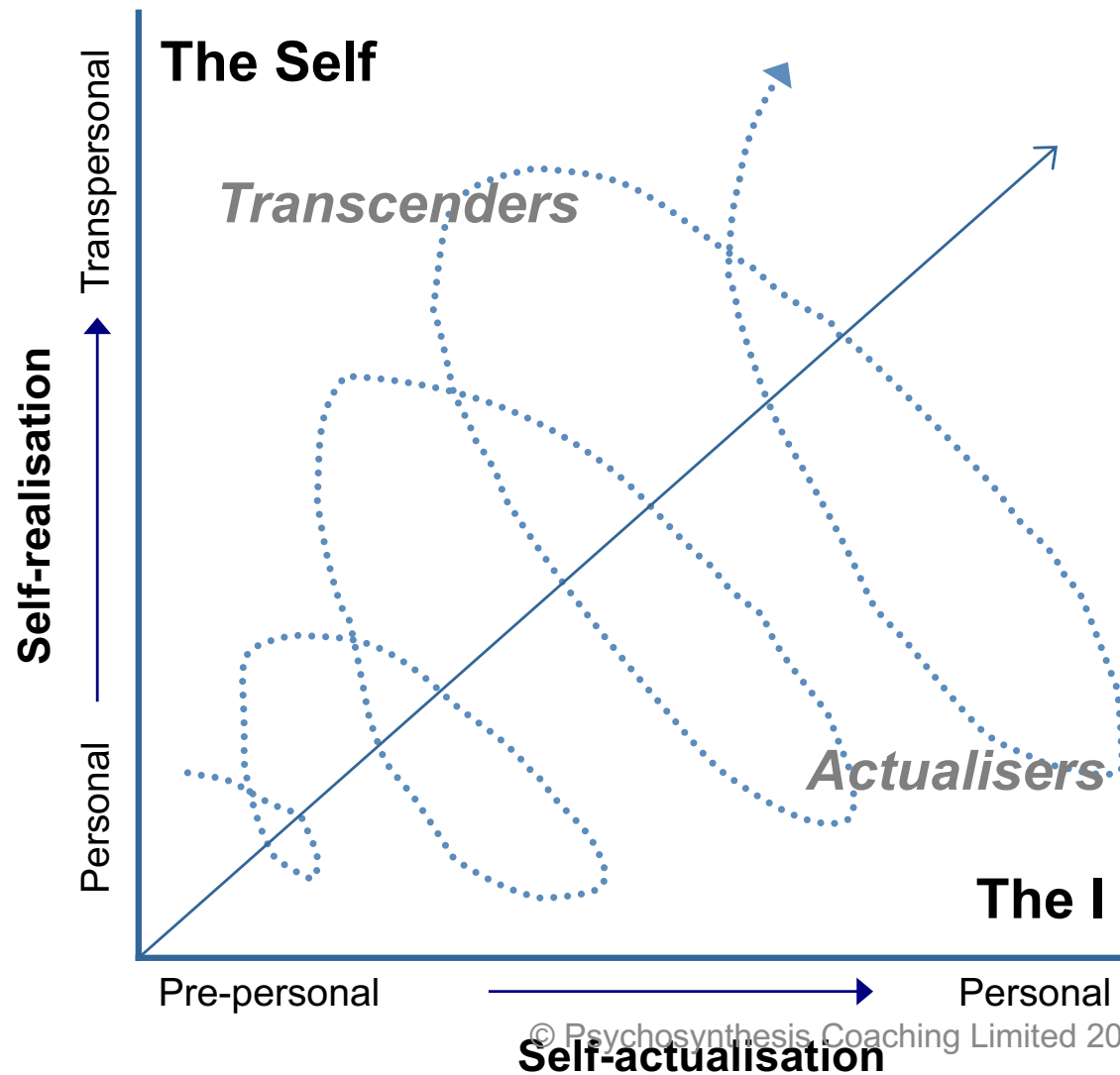
## Engagement with change client agendas – group debrief on learning

- ❖ What did you learn about coaching leaders in change?
- ❖ What have you learned from your own experience of change?
- ❖ How can we approach change as coaches?

# Psychosynthesis perspectives on change and crisis

- ❖ Self-realisation and self-actualisation: crises of duality and meaning
- ❖ Spiritual awakening through peak experiences or crisis
- ❖ Assagioli's four stage model of spiritual awakening
- ❖ Crises of transition between developmental stages
- ❖ How Crisis manifests in organisations – inner and outer

# Self-realisation and self-actualisation







# Assagioli's four stages of spiritual awakening

1. **Crisis preceding awakening** (life lacks meaning)
2. **Crisis of awakening** (things may never be the same again, you can't hold things in the same way)
3. **Reactions to awakening** (e.g. inflation and mystic flight or denial and suppression)
4. **Integration** (grounding, bringing energies down into the personal from the transpersonal)

# Homework

- ❖ Journal keeping
- ❖ Study guide
- ❖ Student area
- ❖ Peer coaching
- ❖ Supervision session

# Check-out

- ❖ Experience of the weekend
- ❖ Take away from this weekend



# Completion

