Post-Graduate Certificate in Psychosynthesis Leadership Coaching

February 2018

Unit 3: Coaching Psychology

April 2018

Day One

❖ Check-in, reflecting on learning since the last workshop

❖ Overview of the 3 days

Unit 3 Overview	Day One	Day Two	Day Three
Check-in/review	Check-in and reflection.	Check-in and reflection.	Check-in and reflection.
Session 1	The coaching psychology landscape and the evolution of coaching	Academic brief: PGCPLC requirements and procedures	Overview of psychospiritual and transpersonal psychologies
Break			
Session 2	Model of psychospiritual development; pre-personal, personal and transpersonal levels. The pre-trans fallacy.	Personal: Introduction to Humanistic Psychology: Gestalt, TA, NLP, etc.	Transpersonal: working Self and crisis in coaching – triads practical work
Lunch			
Session 3	Prepersonal dynamics: Attachment theory, anxiety and neurosis; Transference and counter-transference; Projection and introjection; Trauma and splitting	Personal: Gestalt – group session practical work	Working with Self in coaching – practical work plenary
Break			
Session 4	Prepersonal: – triads practical work	Personal: Positive Psychology and Neuro-psychology	Transpersonal: The Will Working with Will in coaching; group fishbowl exercise and plenary
Break			
Session 5	Prepersonal: –practical work plenary	Personal: Integration within the psychosynthesis context of trifocal vision	Homework
Check-out/ completion	Check-out	Check-out	Check-out

Unit 3: Coaching Psychology: key topics

Coaching psychology

❖ The evolution of coaching

❖ The coaching psychology landscape

Model of psychospiritual development

❖ Pre-personal, personal and transpersonal levels

❖ The pre-trans fallacy

Prepersonal psychology

❖ Anxiety and neurosis

❖ Attachment theory

❖ Transference and counter-transference

❖ Projection and introjection

❖ Trauma and splitting

Personal psychology

❖ Introduction to Humanistic psychology

❖ Positive Psychology

❖ Neuro-psychology

Psychospiritual/transpersonal psychology

❖ Overview of psychospiritual and transpersonal psychology

❖ Working with Self and crisis in coaching

❖ Working with Will in coaching

Additional downloads

❖ Gestalt Psychology

❖ Transactional analysis

❖ NLP

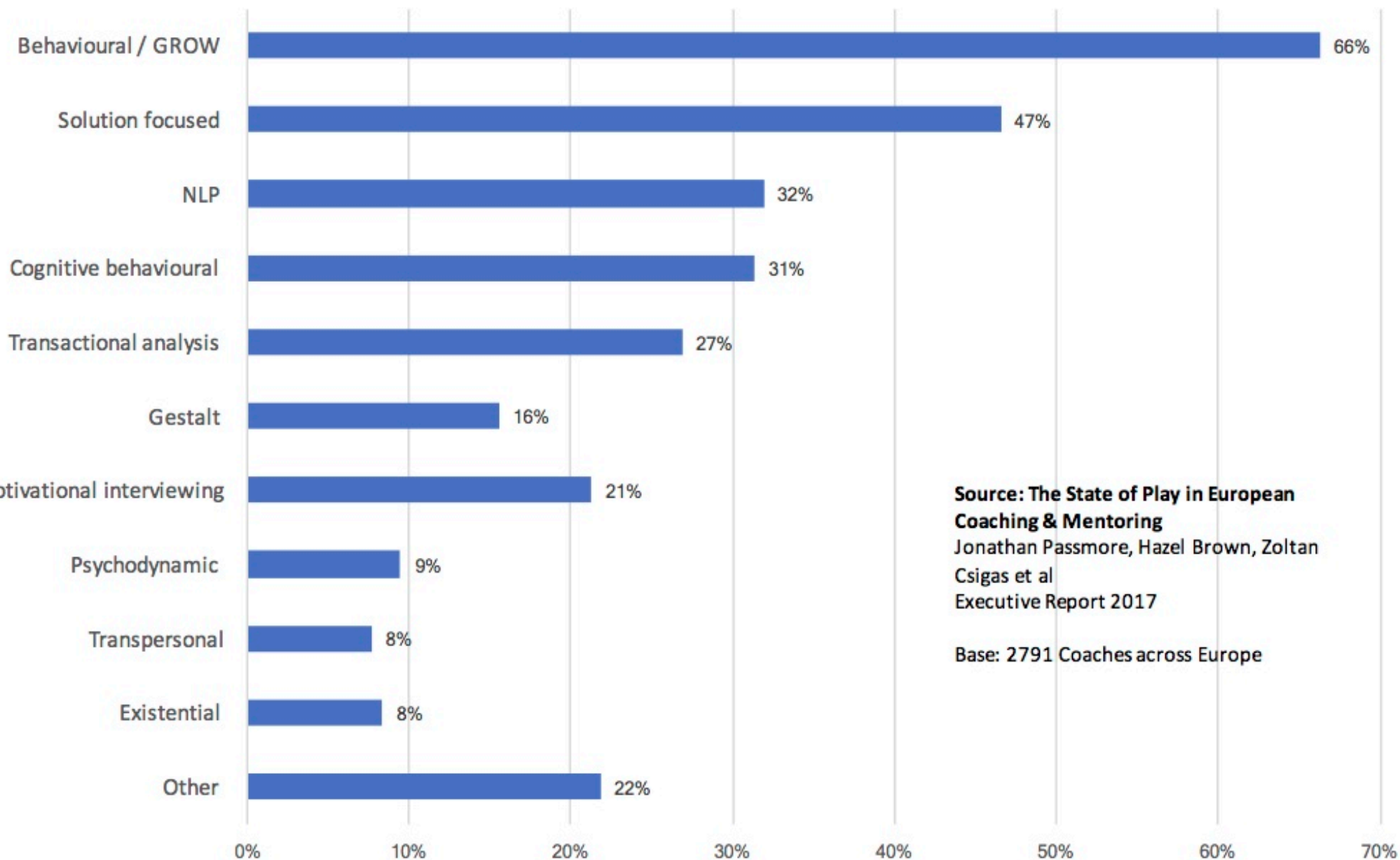# The evolution of coaching

❖ Origins

❖ Growth and change

❖ Establishment and professionalisation

❖ Maturing and developing market

❖ The wider context and marketplace

❖ Key issues and possible future evolution

The coaching psychology landscape

❖ Coaching psychology, psychological coaching and psycho-spiritual coaching

❖ British Psychological Society – special interest group in coaching psychology

❖ Most prevalent coaching psychologies?

❖ Coaching psychology options?

❖ Conventional psychology *vs* psycho-spiritual psychology

% of coaches using different approaches in their practice

Approach	Percentage
Behavioural / GROW	66%
Solution focused	47%
NLP	32%
Cognitive behavioural	31%
Transactional analysis	27%
Gestalt	16%
Motivational interviewing	21%
Psychodynamic	9%
Transpersonal	8%
Existential	8%
Other	22%

Source: The State of Play in European Coaching & Mentoring
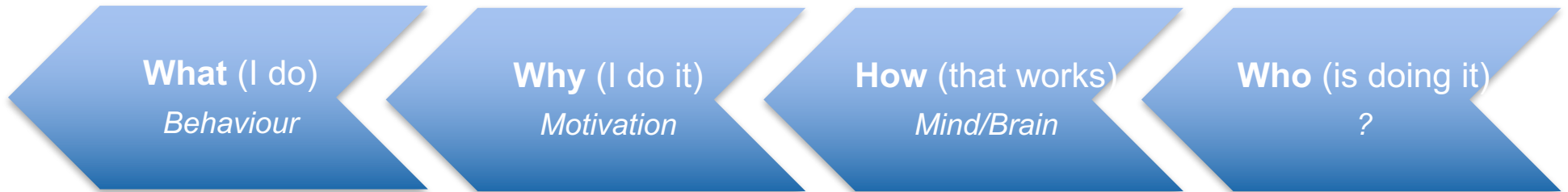Jonathan Passmore, Hazel Brown, Zoltan Csigas et al
Executive Report 2017

Base: 2791 Coaches across Europe

Psychosynthesis

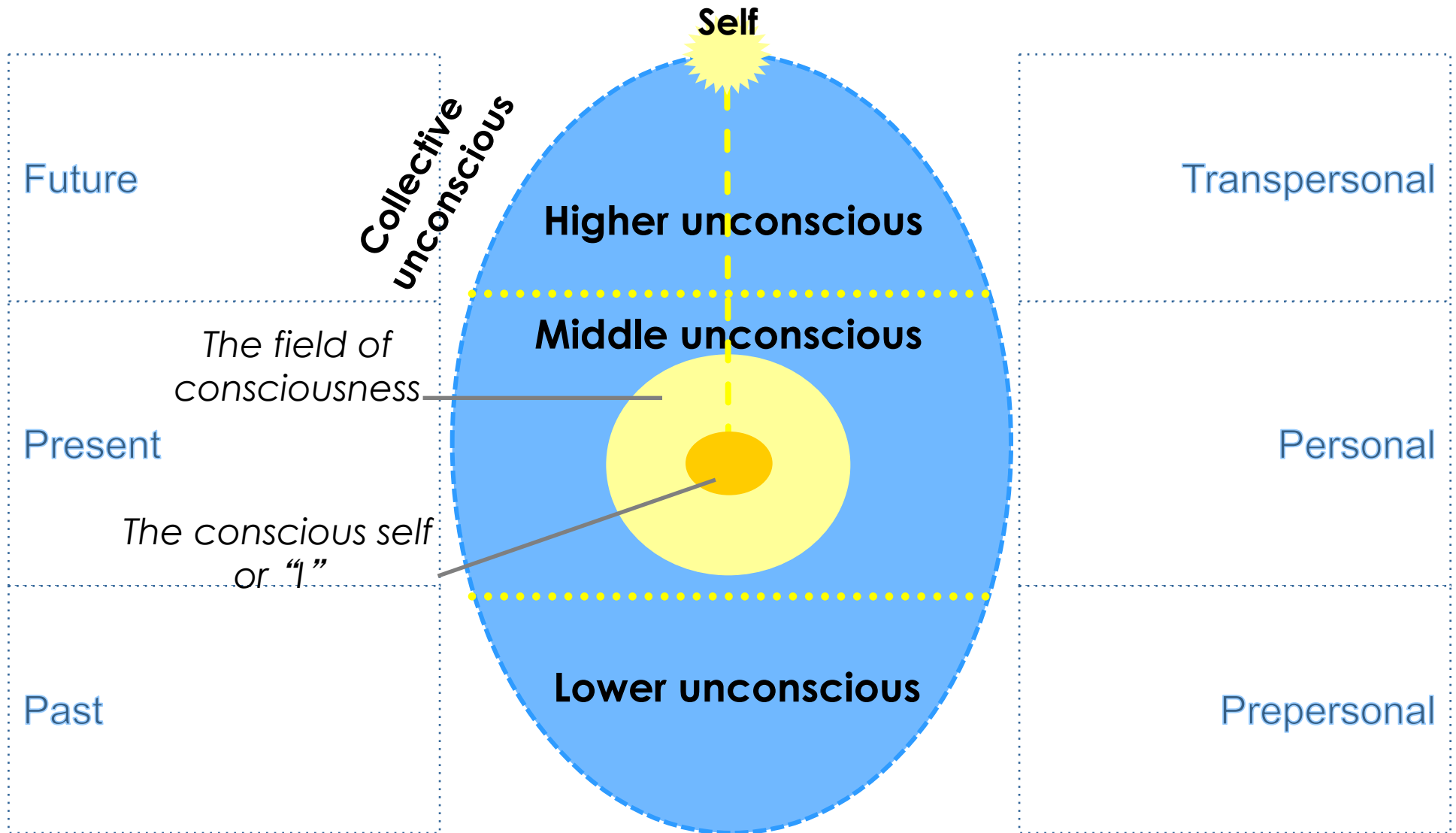# Psychological inquiry

Psycho-spiritual psychology

Who (I am) *Self, Being*	**Why** (I am) *Will*	**How** (I work) *Body/Feelings/Mind*	**What** (I do) *Behaviour*

Conventional psychology

What (I do) *Behaviour*	**Why** (I do it) *Motivation*	**How** (that works) *Mind/Brain*	**Who** (is doing it) *?*

Structure of the psyche – Roberto Assagioli

Self

Future

Transpersonal

Collective unconscious

Higher unconscious

The field of consciousness

Middle unconscious

Present

Personal

The conscious self or "I"

Lower unconscious

Past

Prepersonal

Adapted from Roberto Assagioli, Act of Will (1974)

Context for working with clients on the path to Self-realisation

Roberto Assagioli from Psychosynthesis (1965, p21)

The stages for the attainment of this goal (of Self-realisation)…

1. Thorough knowledge of one's personality

2. Control of its various elements

3. Realisation of one's true Self – the discovery or creation of a unifying centre

4. Psychosynthesis – the formation or reconstruction of the personality around the new centre

Context for working with clients on the path to Self-realisation

Roberto Assagioli from Psychosynthesis (1965, p21-22)

❖ We have recognised that in order really to know ourselves…

❖ it is not enough to make an inventory of the elements that form our conscious being..

❖ an extensive exploration of the vast regions of our unconscious must also be undertaken…

❖ We have first to penetrate courageously into the pit of our **lower unconscious** in order to discover the dark forces that ensnare and menace us… (e.g. by the use of the methods of psychoanalysis… and this is accomplished more easily with the help of another)

❖ Psychoanalysis generally stops here, but this limitation is not justified. The regions of the **middle** and **higher unconscious** should also be explored. In that way we will discover in ourselves hitherto unknown abilities, our true vocations, our higher potentialities which seek to express themselves… etc.

Working at different levels with psychosynthesis

Coach

Applied to your own personal and professional development, your awareness and the context you hold, your reflections about the client and the coaching space
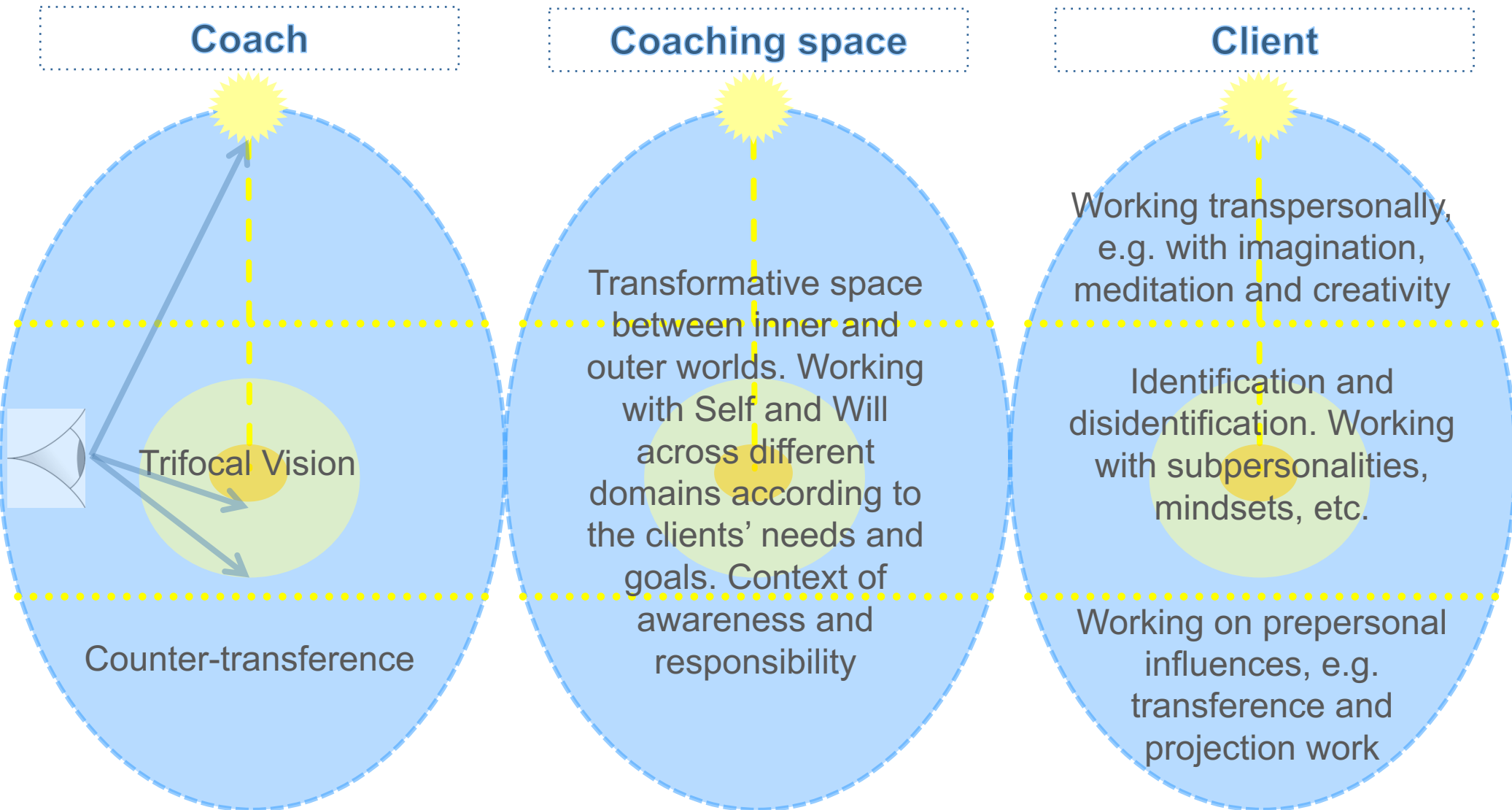
Coaching space

Informing your coaching methods and interventions with the client, the development of the coaching space and relationship, and working what is in play in the coaching space

Client

Applied directly to working with the personal process or development of the client, as well as the explicit use of material, models or techniques

Adapted from Roberto Assagioli, Act of Will (1974)

Working at different levels with psychosynthesis

Coach

Trifocal Vision

Counter-transference

Coaching space

Transformative space between inner and outer worlds. Working with Self and Will across different domains according to the clients' needs and goals. Context of awareness and responsibility

Client

Working transpersonally, e.g. with imagination, meditation and creativity

Identification and disidentification. Working with subpersonalities, mindsets, etc.

Working on prepersonal influences, e.g. transference and projection work

Psychosynthesis Coaching

Working at different levels with psychosynthesis

Level space	Coach	Coaching Space	Client
Transpersonal	Trifocal Vision: asking yourself, who is this being most essentially?	Working with Self and Will across different domains according to the clients' needs and goals.	Working transpersonally, e.g. with imagination, meditation and creativity
Personal	Trifocal Vision: asking yourself, where is the will most available?	Transformative space between inner and outer worlds. Working with available will. Holding context of awareness and responsibility.	Disidentification and identification. Working with subpersonalities, mindsets, etc.
Prepersonal	Awareness of counter-transference, somatic awareness	Awareness of mirrors of the past. Where are they caught or limited by their history?	Working on prepersonal influences, e.g. transference and projection work

Model of psychospiritual development

Pre-personal, personal and transpersonal levels

❖ **Prepersonal** – *psychoanalytic and psychodynamic psychology*

❖ **Personal** – *humanistic psychology and personality theory*

❖ **Transpersonal** – *transpersonal and psychospiritual psychology*

Basic developmental stages

Transpersonal

Post-conventional

Personal

Trans-rational

Conventional

Pre-personal

Rational

Pre-conventional

Pre-rational
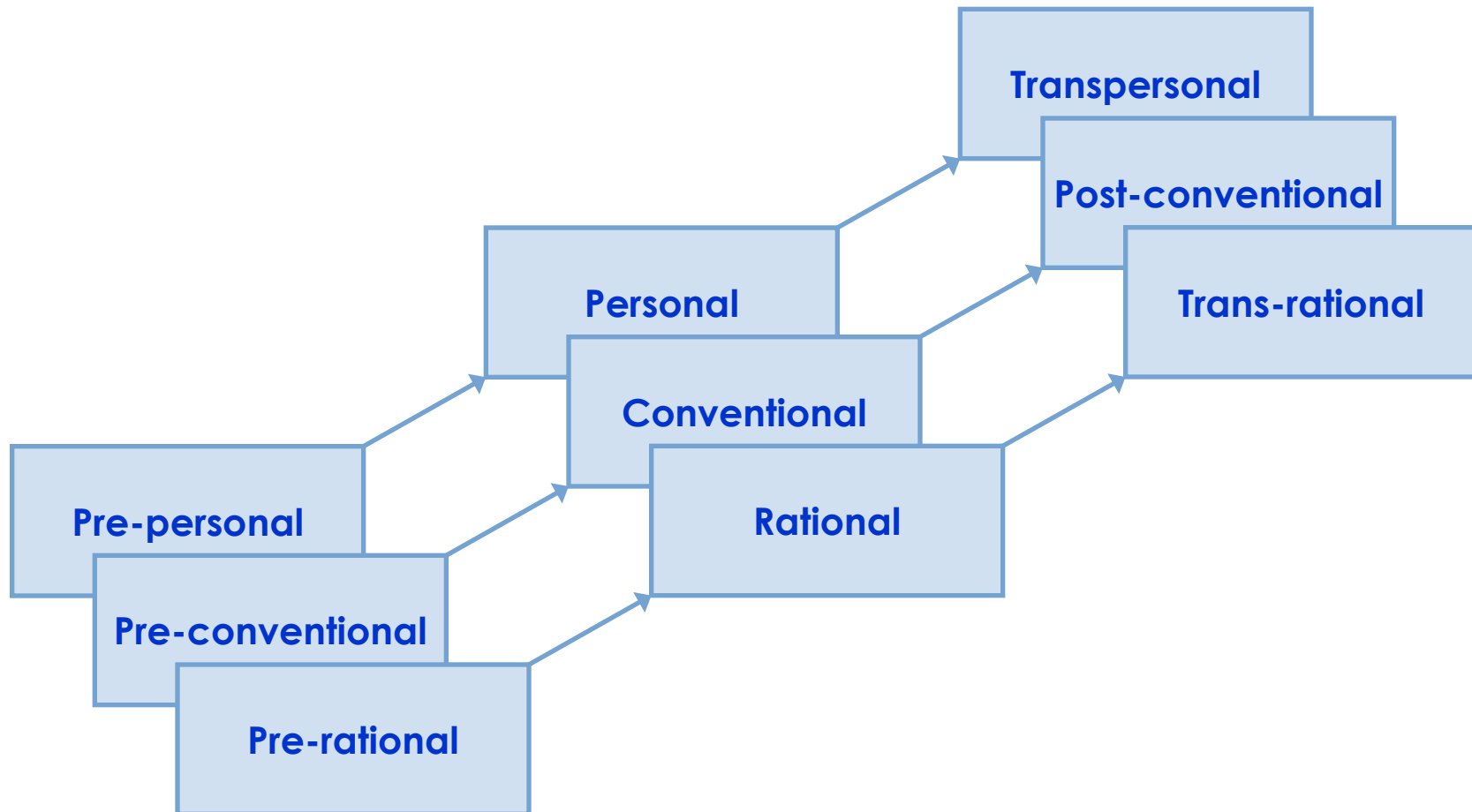
Right Relations – Mirrors of the past

5 Step Process

Find a partner, choose A & B

A Starts

1. What I receive from you is…

2. In my body I sense…

3. The feeling I have is…

4. My mind is thinking…

5. The message I want to send you is…

B responds

1. What I receive from you is…

2. In my body I sense…

3. The feeling I have is…

4. My mind is thinking…

5. The message I want to send you is…

A responds in the same way, and the process continues (allow 10 minutes)

Debrief – stepping back and reflecting upon the exercise, in what ways do you notice transference and projection playing a part in your experience of and relationship with the other?

Prepersonal dynamics

❖ Anxiety and neurosis

❖ Attachment behaviour patterns

❖ Transference and counter-transference

❖ Projection and introjection

❖ Trauma and splitting

Prepersonal dynamics reflection questions

➢ What are these psychological concepts?

➢ Why are they important in coaching?

➢ How do we recognise them in play?

➢ How do we work with them as coaches?

➢ How do we deepen our awareness of them?

Anxiety and neurosis

❖ Anxiety is derived from the Latin word angere – to choke or strangle. It is probably the most important unpleasant feeling that human beings experience. Anxiety is a response to a perceived external danger and produces physiological effects such as pounding of the heart, sweating palms, butterflies in the stomach, rapid breathing etc. Primitive man successfully dealt with anxiety by utilising fight-flight responses.

❖ Anxiety can also derive from internal sources within the psyche in the form of subjective, frequently unconscious feelings, fantasies and memories. This 'neurotic' anxiety requires more than fight-flight responses so consequently the individual ego develops additional ways to protect itself from these internal threats. The most important of these ego-defences are repression, regression, sublimation and projection.
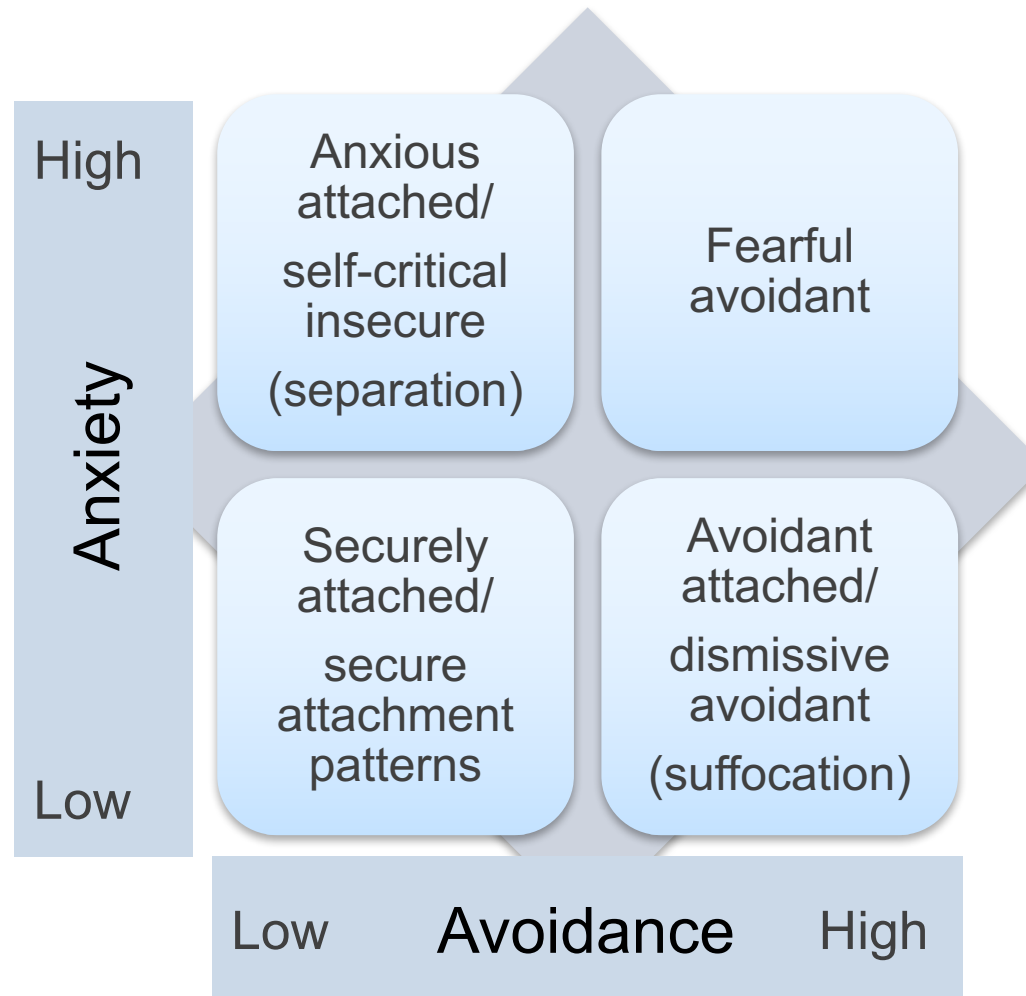
Attachment behaviour patterns

- ❖ Anxiety, avoidance and attachment patterns of behaviour

- ❖ Personal and professional relationships

- ❖ EQ and emotional regulation

- ❖ Relevance to coaching

  - ➢ Self-reflection and psychological mindedness

  - ➢ Transference and counter-transference

  - ➢ Coaching alliance and positive transference

  - ➢ Secure relationship and safe haven

Attachment behaviour patterns

❖ Many people, even highly successful professionals, are encumbered with dysfunctional attachment patterns formed in early childhood, which in later life lead to repetitive patterns of unhealthy thoughts and conflictive relationships.

❖ These attachment disorders can manifest through dysfunctional behaviour such as the constant seeking of approval from others, excessive irritation towards clingy or needy colleagues, or the temptation to pull away and create a distance in personal and professional exchanges.

❖ Depending on the type and severity, attachment disorders can lead to problems with self-esteem; impulsiveness; discomfort with anger; jealousy; isolation; trust and intimacy issues; compulsive self-reliance; an inability to support others; lack of empathy; and difficulties creating and maintaining friendships.

❖ Recent works on attachment behaviour propose four attachment styles based on two dimensions; the *anxiety* dimension - which focuses on the anxiety we may feel about rejection and abandonment – and the *avoidance* dimension - which reflects the discomfort associated with closeness and dependency.

Self-Secure Leaders and the Role of Attachment: Manfred Kets de Vries

Attachment behaviour patterns

Attachment behaviour patterns

❖ People with low anxiety and low avoidance issues are likely to have secure attachment patterns in adulthood, a relatively high sense of self-esteem and good social skills.

❖ Those with low avoidance but high anxiety are likely to be very self-critical and insecure. The lives of these anxious-ambivalent, pre-occupied, often "clingy" adults are usually not balanced. These people are very high maintenance, constantly want to be heard and will often provoke conflict to test others.

❖ Meanwhile, adults with high avoidance patterns, either dismissive avoidant (those with low anxiety) or fearful avoidant (those with high anxiety) find relating to others extremely difficult.

❖ Fearful avoidant people want human interaction and contact but are afraid of rejection while dismissive avoidant people seem to be completely unable to form personal relationships. They are uncomfortable being and interacting with others and prefer being by themselves.

Self-Secure Leaders and the Role of Attachment: Manfred Kets de Vries

Transference and countertransference

❖ Transference manifests as 'unfinished business' from the client's past life which causes the client to distort the present and either misperceive, or behave inappropriately to the coach. Most clients will eventually do this as neurosis indicates that attitudes formed in childhood are inappropriately carried over into adulthood. The coach's neutrality and relative passivity facilitates transference distortions.

❖ Countertransference, on the other hand was first used by Freud in discussing the future prospects of psychoanalysis (1910), and he saw countertransference as a sort of 'resistance' in the analyst (in our terms here coach) towards his patient, due to the arousal of unconscious conflicts by what the patient says, does or represents to the analyst.

TRANSFERENCE

"A transferral of sentiments, drives and conflicts experienced in the past, to current situations and people" (Bellak and Faithorn 1981)

TRANSFERENCE

What client projects onto the coach

COUNTERTRANSFERENCE

Everything the coach experiences in the room, including their projections onto the client:

• what the coach experiences as a result of client's projections: "useful countertransference"

• what is evoked in coach's unconscious as a result of client's projections: "obstructive countertransference": or "my stuff"

RECOGNISING THE NEGATIVE TRANSFERENCE

PROJECTION	NEGATIVE TRANSFERENCE
MEAN, HARSH STRICT, CRITICAL	CRITICAL OR DEMANDING PARENT
USELESS, FAILING DISAPPOINTING, NOT GOOD ENOUGH	ABANDONING OR NEGLECTFUL PARENT
BAD, PUNITIVE, CRUEL	SELF-HATING, INADEQUATE PARENT

GOLDEN RULE!!
- TAKE THE PROJECTION
- DON'T TRY TO JUSTIFY YOURSELF OR MAKE YOURSELF LOOK BETTER IN COACHEE'S EYES

TAKING THE PROJECTION

PROJECTION	TAKING THE PROJECTION
MEAN, HARSH, STRICT, CRITICAL	"I FEEL AS IF I'M BEING UNDULY HARD ON YOU"
USELESS, FAILING, DISAPPOINTING, NOT GOOD ENOUGH	"I FEEL AS IF I'VE FAILED YOU/ DISAPPOINTED YOU/ NOT MEASURED U TO YOUR EXPECTATIONS"

POSITIVE TRANSFERENCE

Projections from client create good, positive, proactive feelings in the coach: this indicates POSITIVE TRANSFERENCE: it can be left alone.

NEGATIVE TRANSFERENCE

Client projections create extreme, difficult or unwanted feelings in coach: these call for conscious attention from the coach.

IMPLICATIONS FOR THE COACH

• COACH MUST PRACTISE SELF-AWARENESS

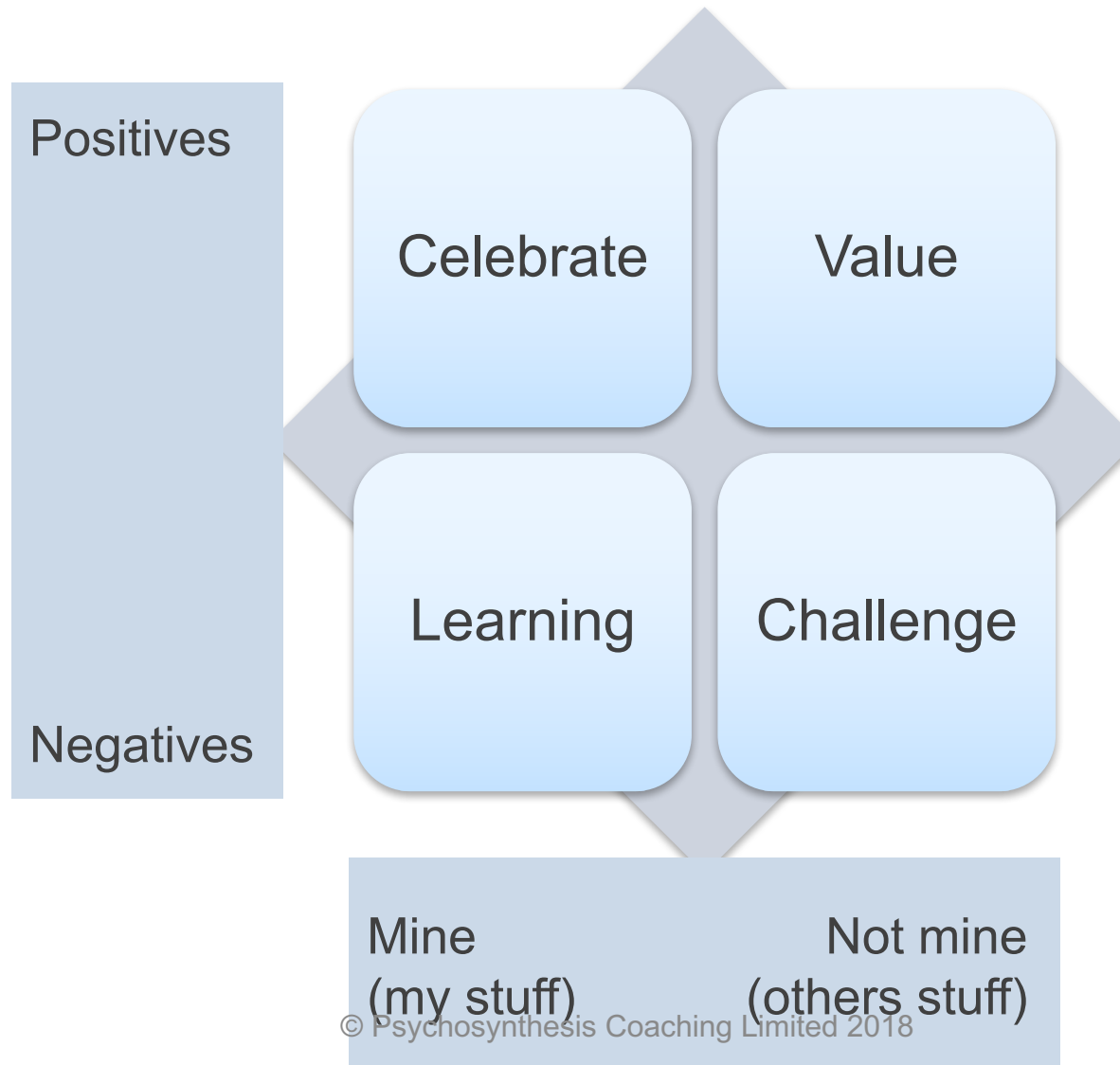• COACH SHOULD BE FAMILIAR WITH 'HER STUFF (HER OWN TYPICAL 'OBSTRUCTIVE COUNTERTRANSFE

TWO GOLDEN RULES!

• DON'T TAKE IT PERSONALLY

• DON'T GET DEFENSIVE

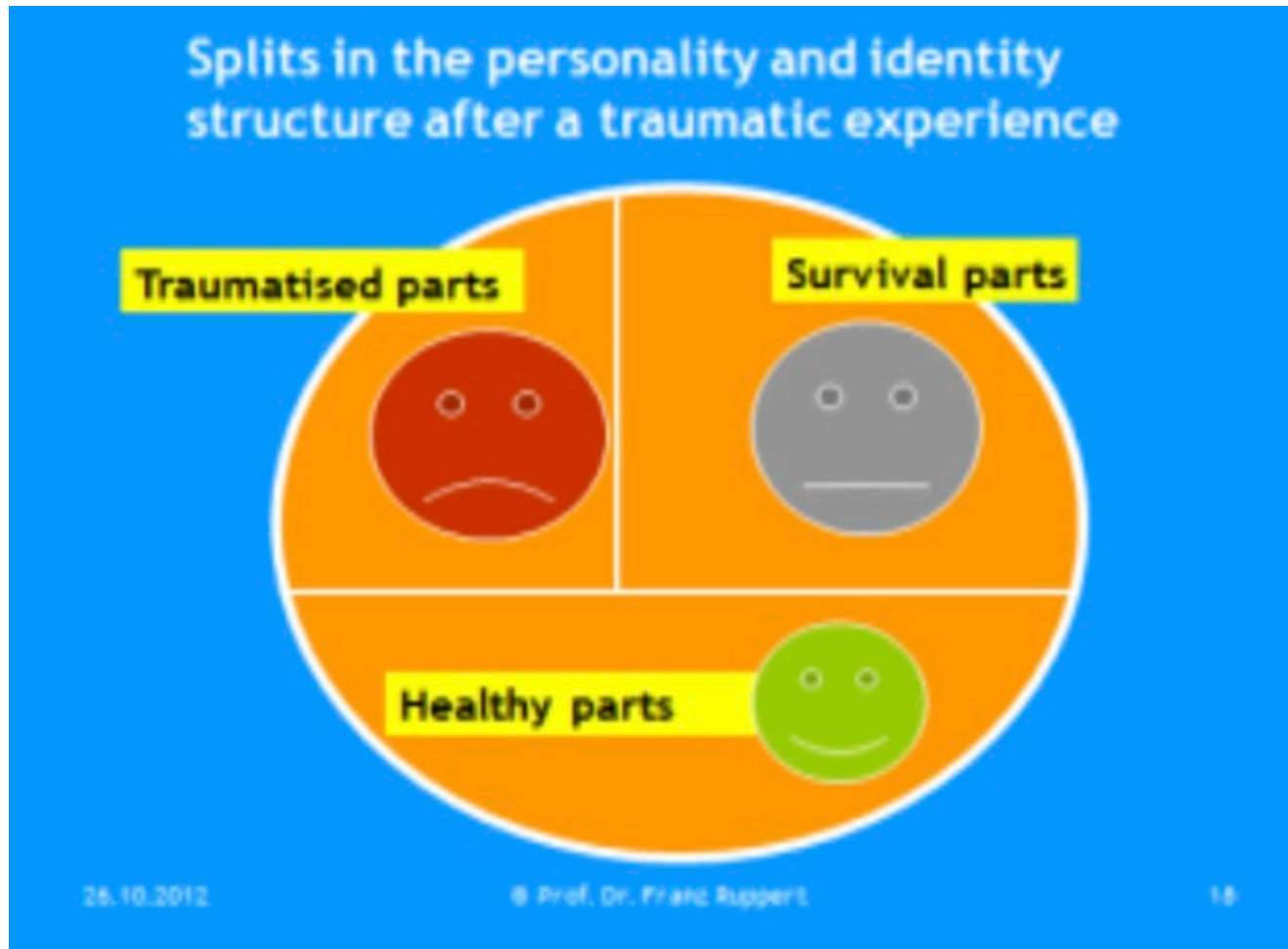• STAY CONNECTED TO YOUR SENSE OF PURPOSE

Projection and introjection

❖ **Projection** (German: *Projektion*) was conceptualised by Freud in his letters to Wilhelm Fliess,[9] and further refined by Karl Abraham and Anna Freud. Freud considered that in projection thoughts, motivations, desires, and feelings that cannot be accepted as one's own are dealt with by being placed in the outside world and attributed to someone else.[10] What the ego repudiates is split off and placed in another.[11]

❖ Freud would later come to believe that projection did not take place arbitrarily, but rather seized on and exaggerated an element that already existed on a small scale in the other person.[12]

❖ Melanie Klein saw the projection of good parts of the self as leading potentially to over-idealisation of the object.[15] Equally, it may be one's conscience that is projected, in an attempt to escape its control: a more benign version of this allows one to come to terms with outside authority.[16]

From Wikipedia, the free encyclopedia

Trauma and splitting

Splits in the personality and identity structure after a traumatic experience

Traumatised parts

Survival parts

Healthy parts

26.10.2012   © Prof. Dr. Franz Ruppert   18

(Based upon the work of Professor Doctor Franz Ruppert, as described in paper by Julia Vaughan Smith: "What has trauma got to do with coaching? Or coaching got to do with trauma?)

Trauma and splitting and coaching

Practitioner / Client	Healthy Self (**HS**)	Survival Self (**SS**)	Trauma Self(**TS**)
Healthy Self (**HS**)	Non-entangled; each have healthy autonomy. **HS:HS**	The practitioner can see the client clearly from their healthy self but contact will be limited. The client in survival self is likely to want to control what happens and/or the practitioner. **HS:SS**	Some productive relationship is possible as the practitioner from their healthy self can see the client clearly. Empathy from the practitioner will emanate from HS **HS:TS**
Survival Self(**SS**)	The practitioner is entangled and may try to 'rescue' the client or create a dependence. **SS:HS**	Both are entangled the relationship has the potential to become highly dysfunctional with victim/perpetrator dynamics. **SS:SS**	Communication will miss the mark and be unhelpful to the client. The practitioner may become overly directive or critical in order to control outcomes. The client is likely to be 'shut down'. **SS:TS**
Trauma Self (**TS**)	The client will see the state of the practitioner clearly who may not be able to 'hold the space' for the client's work. The client is likely to pull away and disengage. **TS:HS**	This is an entangled relationship in which the practitioner is likely impotent to the control/survival states of the client. There is a potential for the practitioner to experience victimisation. **TS:SS**	Neither can be available to the other. **TS:TS**

(Based upon the work of Professor Doctor Franz Ruppert, as described in paper by Julia Vaughan Smith: "What has trauma got to do with coaching? Or coaching got to do with trauma?")

Working with prepersonal material – practice session in triads

- ❖ Forms groups of three - 25 mins per segment
    - ➢ 15 mins session
    - ➢ 10 mins debrief
- ❖ Coach
    - ➢ Hold Trifocal Vision
    - ➢ Work with the coachee on a <u>relationship</u> issue of their choosing
- ❖ Coachee
    - ➢ Bring a real current relationship issue that you would like to work on (not a family member)
- ❖ Observer
    - ➢ Also hold Trifocal Vision -Wonder about the Being of the coachee a
    - ➢ Reflect upon the pre-personal dynamics within the relationship issue, as well as on secondary process – the dynamics playing out between coach and coachee
    - ➢ Invite the coachee to say how the session impacted on her and then ask the coach for their experience
    - ➢ Give feedback of what you saw –with particular emphasis on where you saw Self

Check-out

❖ Brief inner reflection

❖ Check-out

Day Two

❖ Check-in and reflection

Academic briefing

❖ PGCPCL requirements and procedures

❖ Certification – Institute of Psychosynthesis

❖ Qualification – Middlesex University
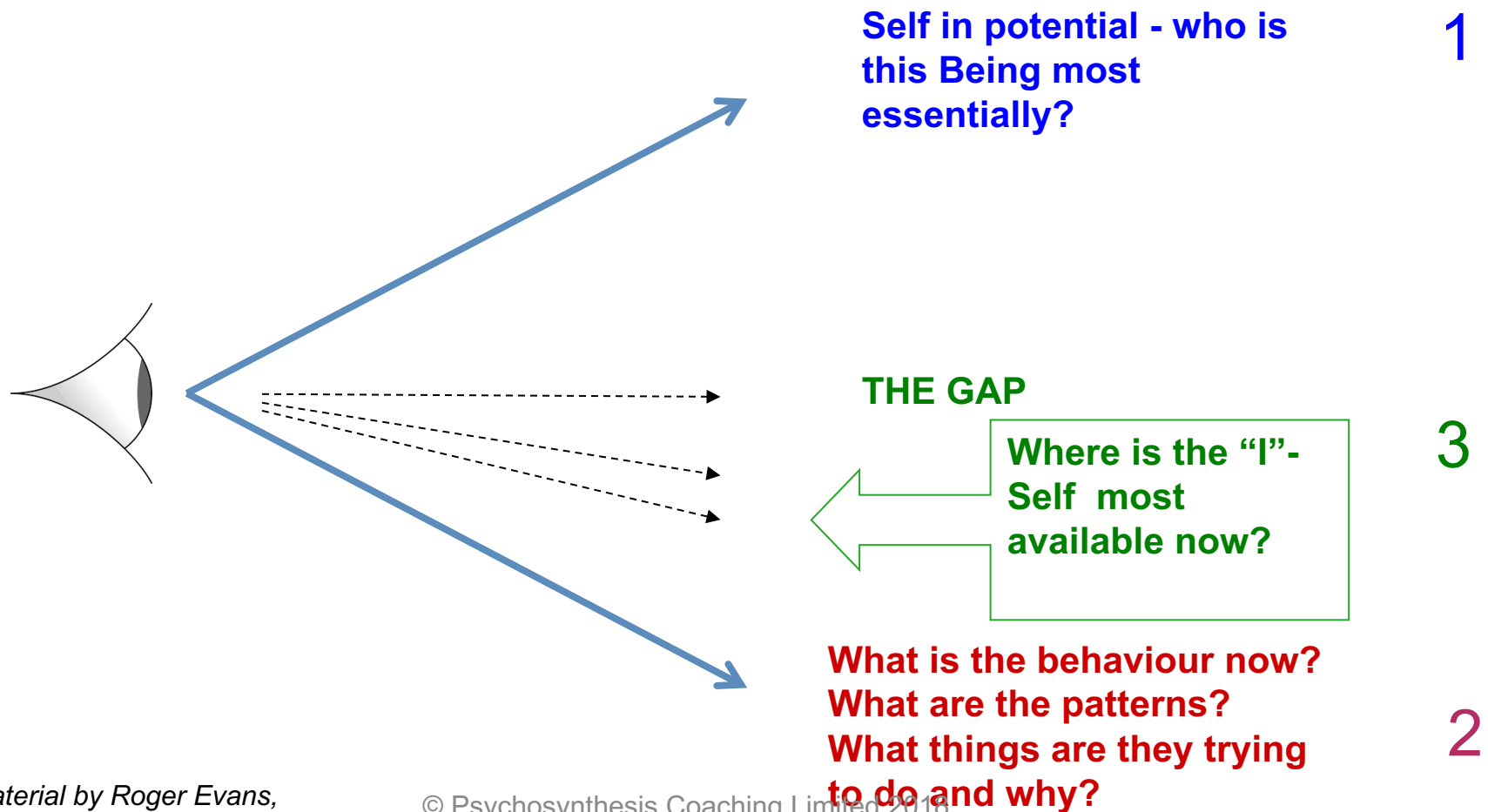
❖ Accreditation – APECS (Fast Track)

Paper titles

Learning reflection

❖ *With reference to your reflective journal and to the core psychosynthesis coaching model of trifocal vision, reflect upon your personal learning and coaching practice during this course.*

❖ *What have been your learning edges? How does your learning about yourself inform your understanding of others? What has been the relationship between your personal development and your practice as a coach? Please include one or two case stories.*

❖ 2,500 Words

Written paper

❖ *How does psychosynthesis coaching address the emerging challenges of leadership within today's organisations? In what ways do psycho-spiritual, developmental and systemic perspectives enhance the leadership coach's ability to support the development of leaders?*

❖ 5,000 Words

Trifocal Vision:
Context for all Psychospiritual Coaching

Self in potential - who is this Being most essentially?

1

THE GAP

Where is the "I"- Self most available now?

3

What is the behaviour now? What are the patterns? What things are they trying to do and why?

2

From material by Roger Evans, Institute of Psychosynthesis (2015)

Psychospiritual Coaching Model

❖ Six Session Model

❖ Overall Goal For The Six Sessions

❖ Individual Goals For Each Session

SIX SESSION →　　　　　　　　　　　　　　　　　GOAL →

SESSION 1
INITIAL
INTERVIEW
AND OVERALL
GOAL

SESSION 2
AND
GOAL

SESSION 3
AND
GOAL

SESSION 4
AND
GOAL

SESSION 5
AND
GOAL

SESSION 6
REVIEW OVERALL
GOAL

CONTINUE?
NEW GOAL

From material by Roger Evans,
Institute of Psychosynthesis (2015)

Personal/humanistic

❖ The personal level of consciousness

❖ Jung and personality type

❖ The emergence of humanistic psychology

❖ Carl Rogers and person-centred approaches

❖ Abraham Maslow – humanistic and transpersonal psychology

❖ TA, Gestalt Psychology and NLP

❖ Positive Psychology and Neuro-psychology

❖ Integration within the Psychosynthesis context

Gestalt – fundamental propositions

❖ That awareness leads to change

❖ That the aim of the coach is to help clients to become more aware of their own process

❖ That this heightened awareness will produce a greater understanding of what is needed, what choice are open, and will ultimately produce more effective decision making and action

❖ That the awareness raising process produces greater personal ownership and responsibility

❖ That our emerging dominant needs organise our field of perception

❖ That we perceive in wholes and seek to gain closure around issues

❖ That we need to give meaning to our perceptions and experiences

❖ That learning occurs through the examination of here and now experiences

Peter Bluckert – Psychological Dimensions of Executive Coaching

Gestalt cycle of experience
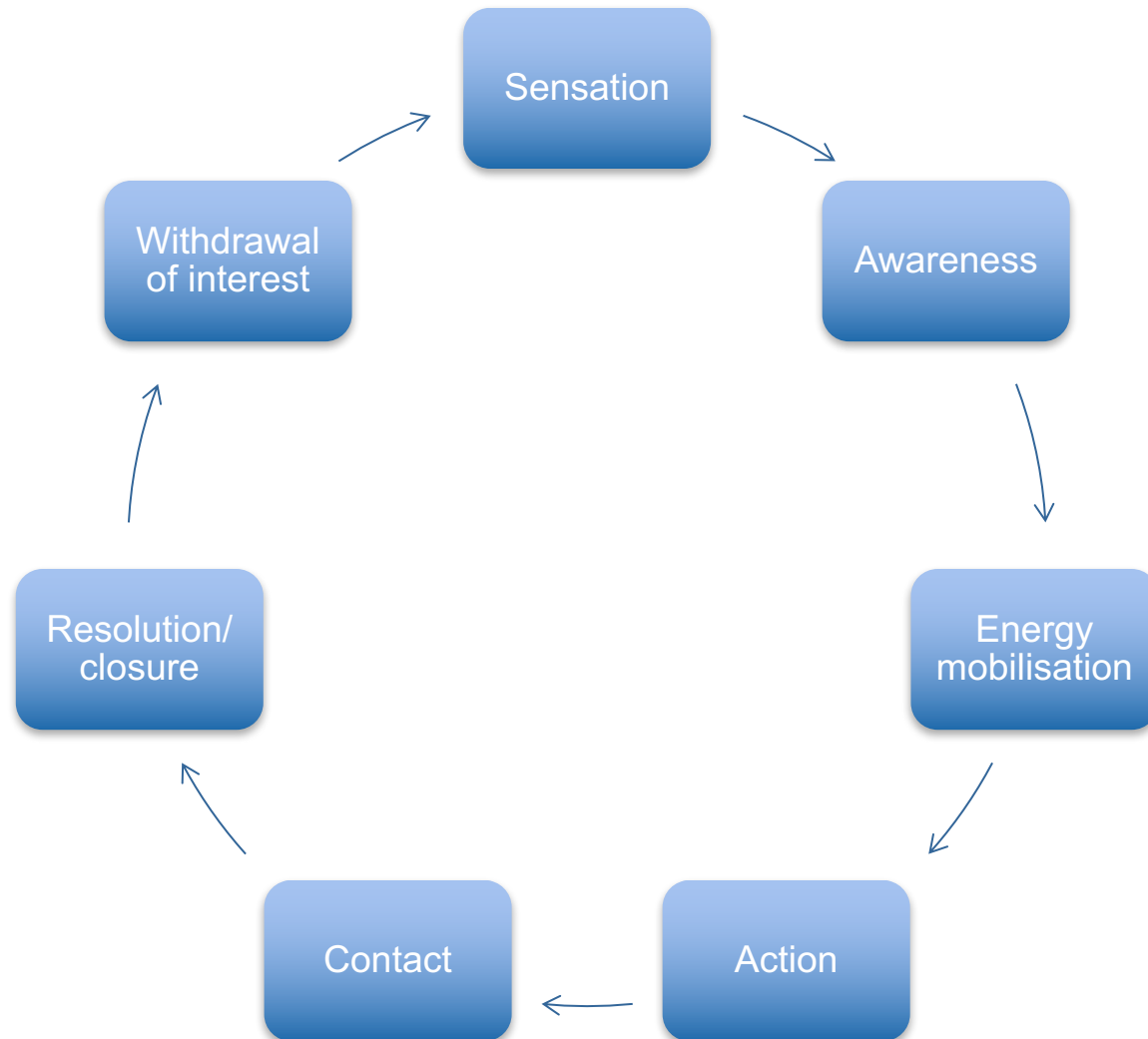
Coaching skills review and development

Human skills

❖ Active listening

❖ Powerful questioning

❖ Dynamic communication

❖ Building trust in the coaching alliance

❖ Impact and influence

❖ Right relationships

Process skills

❖ Engagement and contracting

❖ Creating awareness

❖ Agenda forming and goal setting

❖ Planning interventions

❖ Coaching cycle delivery

❖ Managing and reviewing progress

Coaching skills review and development

Meta skills

❖ Self-reflection, as the foundation
for reflective practice

❖ Presence and being authentic

❖ Psycho-spiritual mindedness

❖ Mastery of the psychological
functions, including imagination
and intuition

❖ Using Self/self as an instrument
of change

❖ Systemic thinking, holding
multiple perspectives, working
at different levels

Strength vs Weaknesses

❖ According to One World 10th Annual Coaching Survey (2015) there are two schools of thought in coaching:

➢ One involves identifying and working on strengths

  – Work on increasing positive emotions and positive traits building a body of coaching materials to enhance people's happiness

➢ The other involves identifying and correcting weaknesses

  – Assumes your strengths have got you where you are. Dealing with weakness in behaviour is the only way to get to the next level

Which approach is most widely used?

Global Uses of Coaching Approaches

- ■ Strengths
- ■ Weaknesses

32%   68%
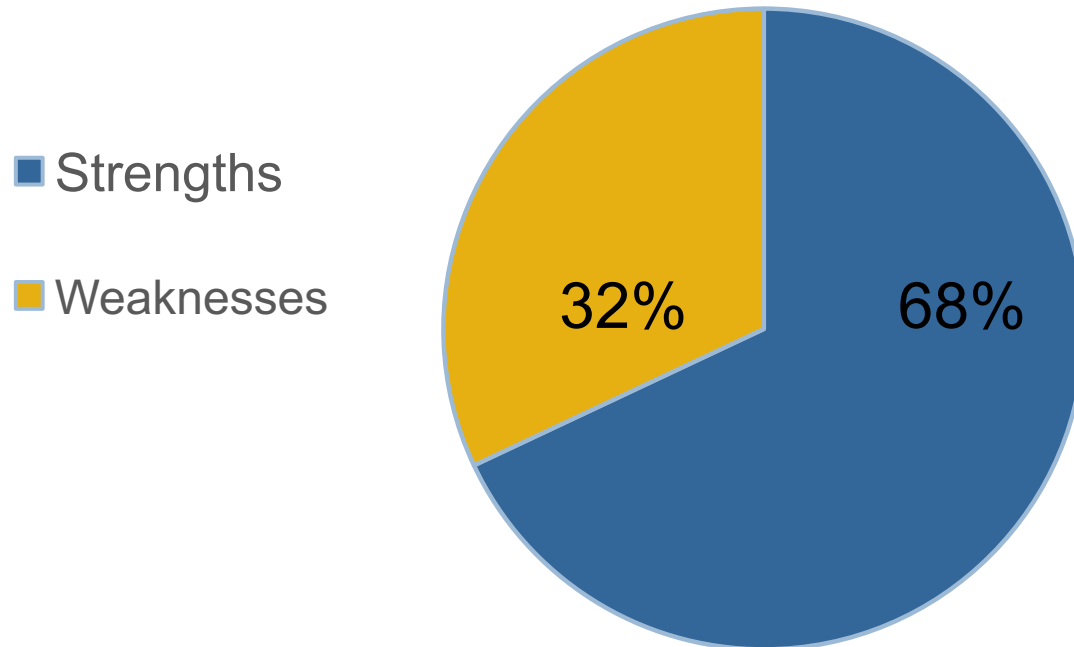
One World 10th Annual Coaching Survey

The Foundation of Positive Psychology Coaching

❖ Strength-Based Coaching –focusing on individuals signature characteristic strengths and operating at peak performance

  ➢ Seligman and Csikszentmihalyi

Strength Based Coaching

❖ Strength based coaching is about finding the coachee's top Signal characteristic strengths (SCS) and working with the coachee to build on those strengths

❖ A strength profile can be done on line www.viacharacter.org and was established to advance the science and practice of character strengths.

❖ There are 6 SCS dimensions and 24 SCS elements (hand out)

❖ According to Positive Psychology: " these signature strengths represent your sweet spot for growth and engagement. They are the *best of the best* in you and you own them!" (VIA Institute on Character)

Exercise: What are your Signature Characteristic Strengths (SCS) ?

❖ Remember the last time you felt extremely happy and engaged in an activity

➢ What were you doing

➢ How did it feel?

➢ Who else was involved?

❖ Looking at the list of SCS domains and elements, which would you consider to be the top 5 elements for you?

Strengths Finder - the 34 'talent' themes

- ❖ Achiever
- ❖ Activator
- ❖ Adaptability
- ❖ Analytical
- ❖ Arranger
- ❖ Belief
- ❖ Command
- ❖ Communication
- ❖ Competition
- ❖ Connectedness
- ❖ Context
- ❖ Deliberative
- ❖ Developer
- ❖ Discipline
- ❖ Empathy
- ❖ Fairness
- ❖ Focus

- ❖ Futuristic
- ❖ Harmony
- ❖ Ideation
- ❖ Inclusiveness
- ❖ Individualisation
- ❖ Input
- ❖ Intellection
- ❖ Learner
- ❖ Maximizer
- ❖ Positivity
- ❖ Relator
- ❖ Responsibility
- ❖ Restorative
- ❖ Self-assurance
- ❖ Significance
- ❖ Strategic
- ❖ Woo

Application of personal psychology to psychosynthesis coaching - group task

❖ Two groups

❖ Sense making

❖ From what we've covered and your own experience, which aspects of humanistic/personal psychology…

  ➢ …do you find most useful in coaching?

  ➢ How do these fit within or alongside the psychosynthesis coaching context – e.g. with Trifocal Vision?

❖ Plenary presentations

Check-out

❖ Brief inner reflection

❖ Check-out

Day Three

❖ Check-in and reflection

What is the Transpersonal?

- Purpose
- Meaning
- Values
- Identity
- Being
- Presence
- Potential
- Emergent
- Heart and Soul
- Transpersonal Will
- Imagination
- Intuition
- Spirit
- Evolutionary

- *Meta-needs*
- *Ultimate values*
- *Unitive consciousness*
- *Peak experiences*
- *Ecstasy*
- *Mystical experience*
- *Being values*
- *Essence*
- *Bliss*
- *Awe*
- *Wonder*
- *Self-actualisation*
- *Ultimate meaning*
- *Transcendence of the self*
- *Spirit*

Overview of psychospiritual and transpersonal psychologies

❖ Jung

❖ Maslow

❖ Assagioli

❖ Journal of Transpersonal Psychology

❖ Groff

❖ Heron

❖ Wilber

❖ Ferrer

Roberto Assagioli
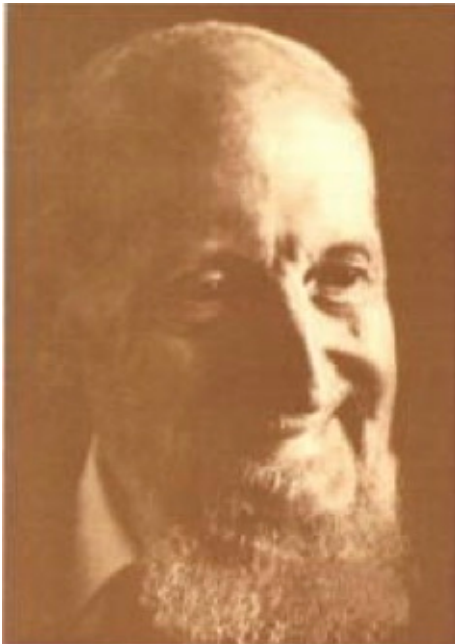
"We pay far more attention to the higher unconscious and to the development of the transpersonal self. In one of his letters Freud said, "I am interested only in the basement of the human being." Psychosynthesis is interested in the whole building. We try to build an elevator which will allow a person access to every level of his personality. After all, a building with only a basement is very limited. We want to open up the terrace where you can sun-bathe or look at the stars. Our concern is the synthesis of all areas of the personality. That means psychosynthesis is holistic, global and inclusive"

Transpersonal – working with the Self in coaching

❖ Self calls

❖ Peak experiences

❖ Crisis of meaning

❖ Crisis of duality

❖ Breakdown and breakthrough

❖ Emergence

❖ Emergency

❖ Symptoms

❖ Developmental journey

The Superconscious and the Self
Extracts from a paper by Roberto Assagioli

❖ Perhaps the greatest confusion in dealing with the higher realms of human nature is the lack of a clear understanding of the distinction between the superconscious (or the transpersonal level of consciousness) and the Self

❖ Transpersonal Self is basically "ontological". Onthos means *being* - which *is not process*, which is something standing in itself. Self is the unchanging, enduring reality; a stable center of life on its own level, which has functions but *is not a function*

❖ Identification with higher and higher aspects of the superconscious is useful, as it can constitute a ladder toward the Self, and thus it represents for many people, the path of least resistance and the most appropriate path

❖ But to have a true experience, even a beginning one, of the Self, it is necessary to disidentify *also from the superconscious*. And that is very difficult, for transpersonal states of awareness are so joyous, so alluring that one may become attached to them and enmeshed in them

❖ I would like to stress the validity of a basic principle of psychosynthesis, that "we can benefit from, and utilize every function and element of our psyche, *provided we understand its nature and purpose, and place it in its right relation with the greater whole*

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."

Psychosynthesis perspectives on 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
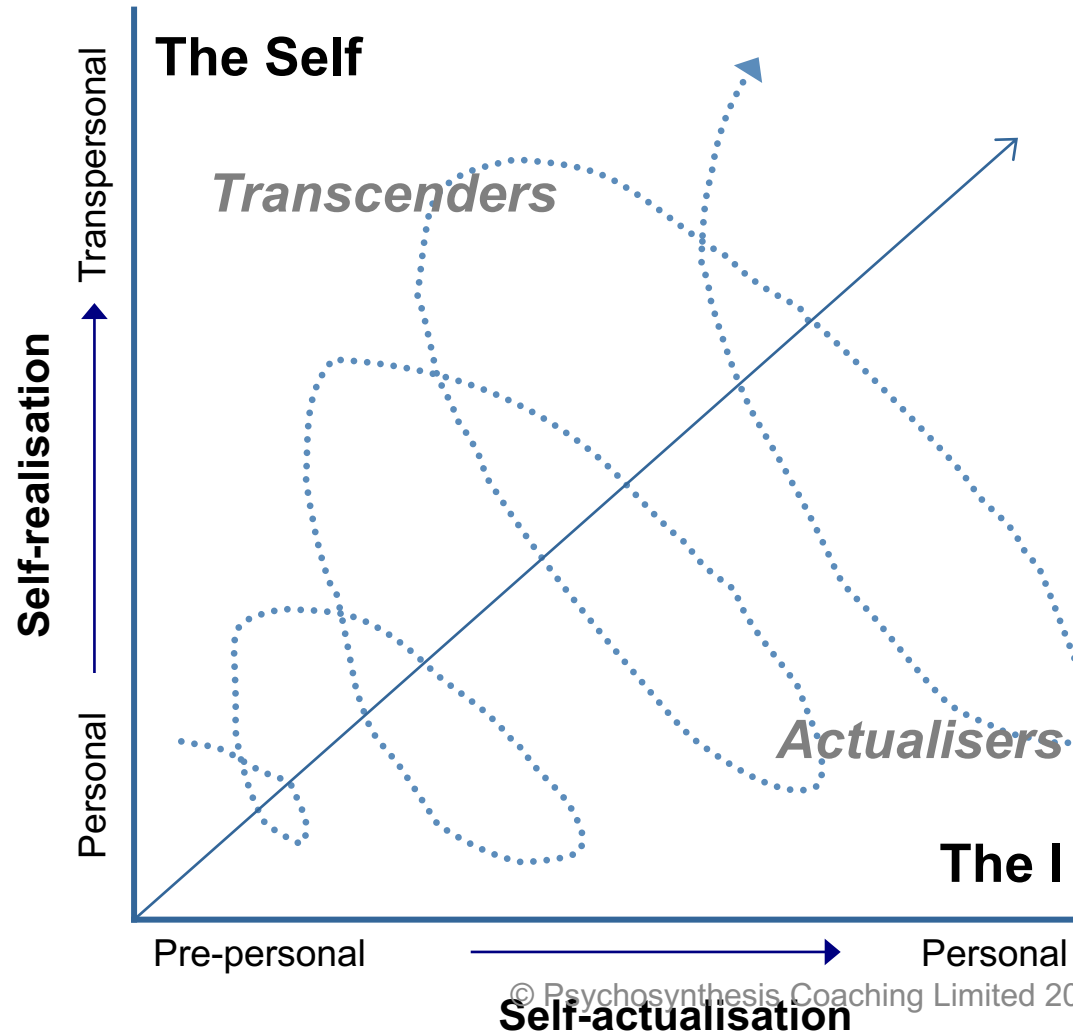
Assagioli's four stages of spiritual awakening

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)

Working with Self in coaching

- ❖ Holding a psycho-spiritual context beyond the mind
- ❖ Learning how to use your heart as the resonator of Self
- ❖ Self being witnessed – evoking the Self
- ❖ Enabling the Will of the Self of the coachee to be expressed, to start acting
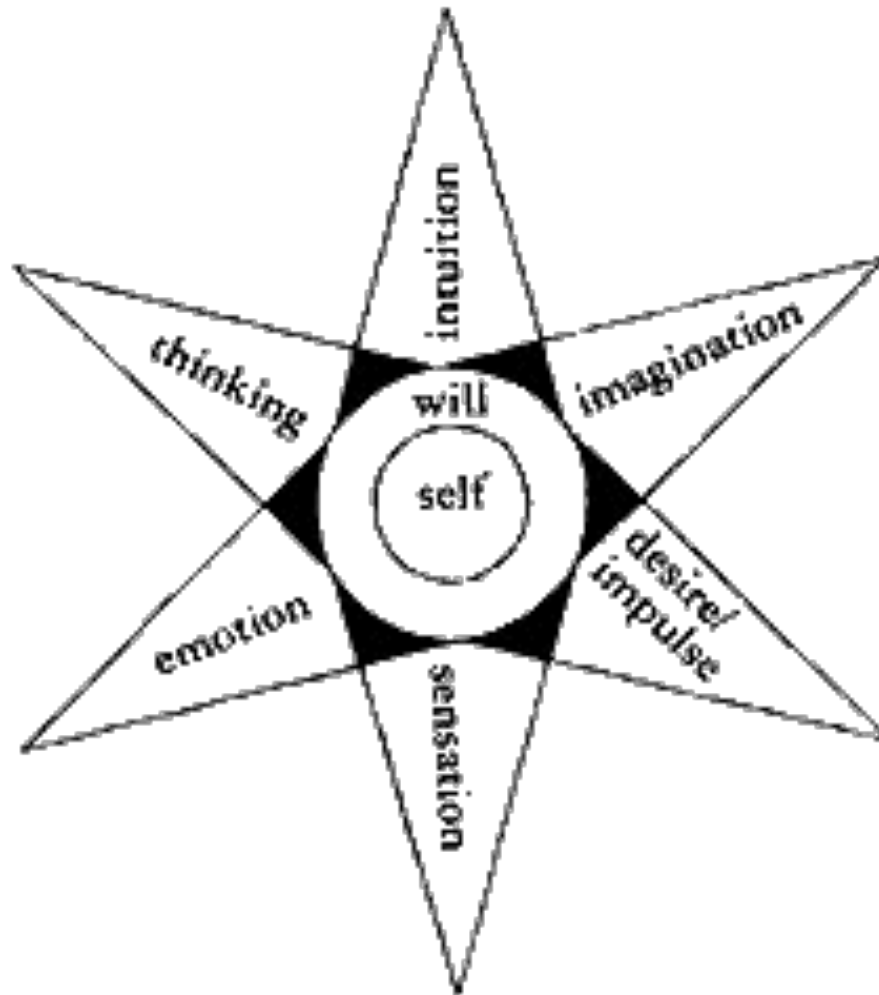- ❖ …using Trifocal Vision and the six-session model

Roger Evans

Transpersonal – working with the Will in coaching

❖ Aspects and qualities of Will

❖ Will and the psychological functions

❖ The act of Will

❖ Working with Will in coaching – Trifocal Vision

Aspects of Will
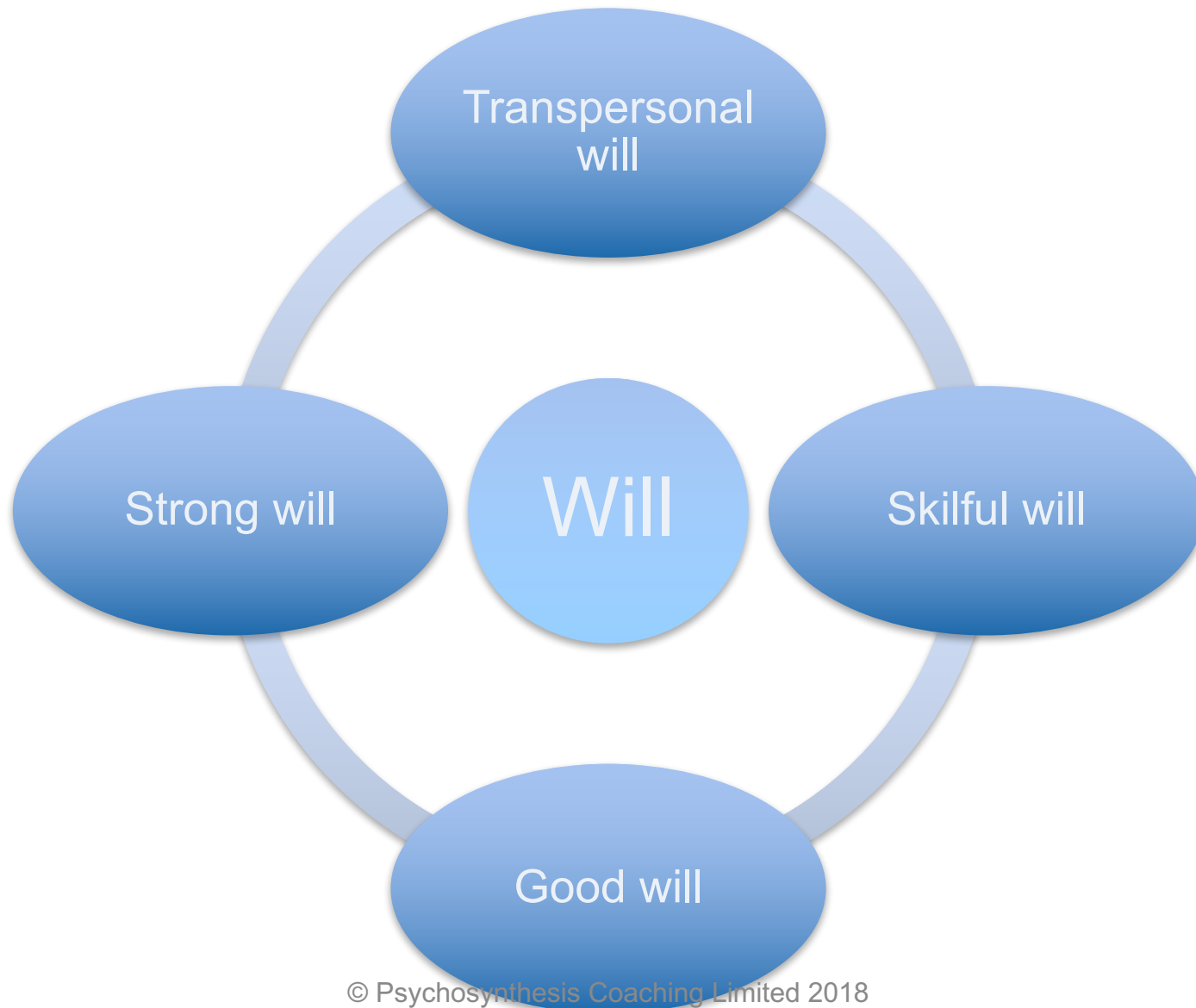
Will and the psychological functions

Qualities of Will

Energy/ intensity	**Mastery**/ discipline	**Focus**/ attention
Determination/ resoluteness	**Persistence**/ patience	**Initiative**/ courage
	Integration/ synthesis	

Creative Expression – The Act of Will

Purpose

Deliberation

Choice

Affirmation

Planning

Action
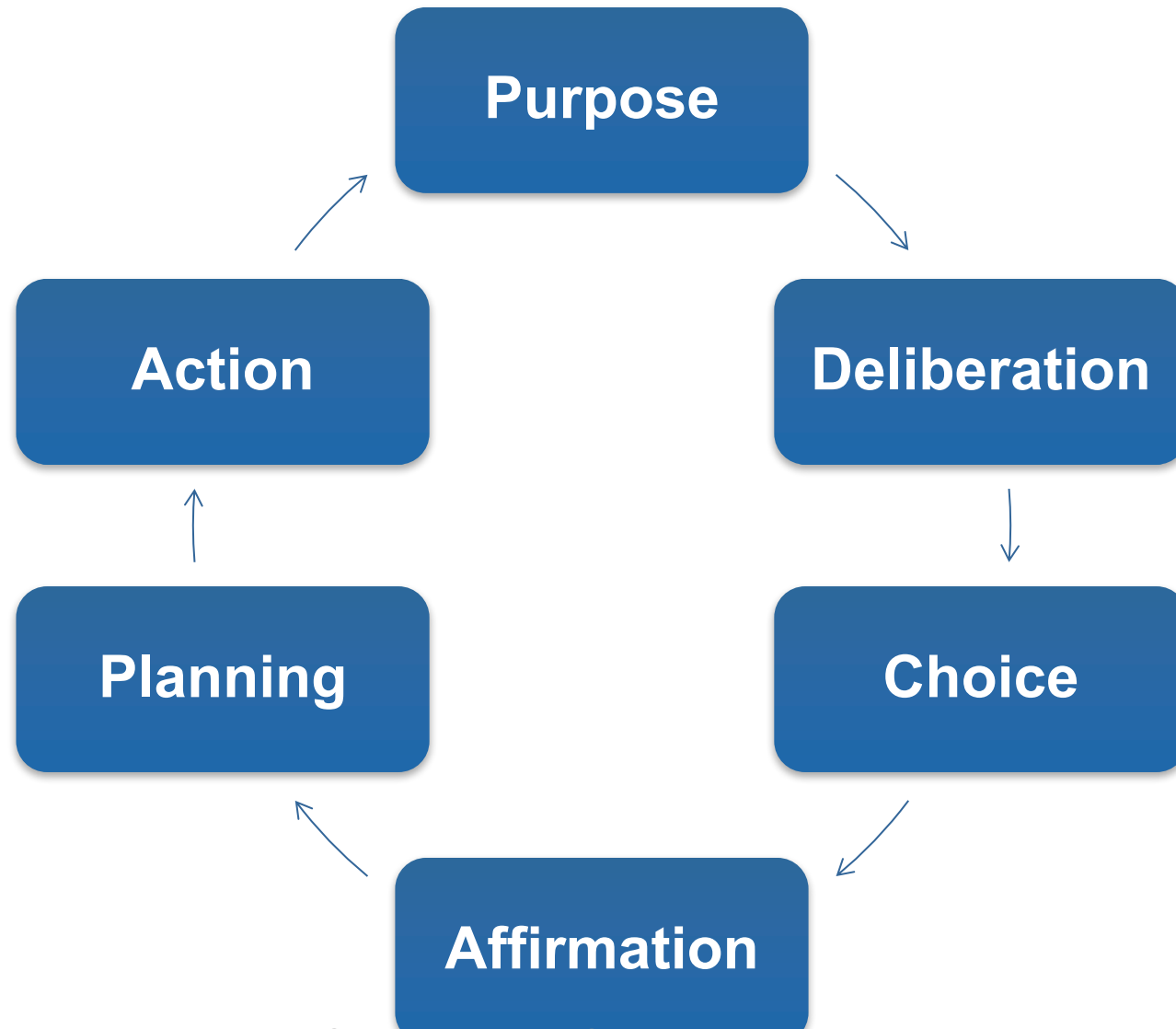
Working with Self in coaching – practice session in triads

❖ Form groups of two or three - 30 mins for one segment
  ➢ 25 mins session
  ➢ 5 mins debrief
❖ Coach
  ➢ Hold Trifocal Vision
  ➢ Working with crisis, helping the client with sense making
❖ Coachee
  ➢ Explore an experience of Self calling in your life – perhaps a crisis of meaning or duality, or a peak experience of some kind – either current or from the past, with a view to making sense of it in terms of your personal journey or awakening
❖ Observer
  ➢ Hold Trifocal Vision -Wonder about the Being of the coachee a
  ➢ Invite the coachee to say how the session impacted on her and then ask the coach for their experience
  ➢ Give feedback of what you saw –with particular emphasis on where you saw Self

Creative Expression – The Act of Will

	Will	*Consciousness*	*Matter*
	Spirit	*Soul*	*Body*
Self/ Transpersonal Will	**Purpose**	**Meaning**	**Values**
I/ Personal Will	**Intention**	**Deliberation**	**Choice**
Ego/ Pre-personal Will (desires, impulses)	**Affirmation**	**Planning**	**Action**

Working with Will – practice

Fishbowl coaching session

❖ Client

❖ Plus three chairs

Coaches

❖ Helping the client to find and release available will in relation to their issue

❖ Stepping in and stepping out

Client

❖ Bring an area of your life where you are stuck and want to make something happen

Observers

❖ Reflect upon what works to find and release available will

❖ Reflect upon use of coaching skills

❖ Reflect upon any secondary process

Homework

❖ Learning journal

  ➢ write a paragraph after each unit workshop and after each coaching session (for one or two existing clients or pro-bono work or peer coaching)

❖ Study guide and articles

❖ Peer coaching

❖ Tutor coaching session

Check-out

❖ Experience of the weekend

❖ Take away from this weekend

Completion