

# **Post-Graduate Certificate in Psychosynthesis Leadership Coaching**

September 2015



# Unit 3: Coaching Psychology

November 2015



# Day One

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

Unit 3 Overview	Day One	Day Two	Day Three
Check-in/review	Check-in	Check-in and reflection.	Check-in and reflection.
Session 1	The coaching psychology landscape and the evolution of coaching	Academic upgrade: PGCPCL requirements and procedures	Overview of psychospiritual and transpersonal psychologies
Break			
Session 2	Model of psychospiritual development; pre-personal, personal and transpersonal levels	Personal: Introduction to Humanistic Psychology: Gestalt, TA, NLP, etc.	Transpersonal: working with the I-Self and Crisis in coaching – triads practical work
Lunch			
Session 3	Prepersonal: Anxiety and neurosis, transference and counter-transference, projection and introjection	Personal: Gestalt – group session practical work	Crisis 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 exercise
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
- ❖ Transference and counter-transference, projection and introjection

## ***Personal psychology***

- ❖ Introduction to Humanistic psychology
- ❖ Gestalt Psychology
- ❖ Transactional Analysis
- ❖ Positive Psychology
- ❖ Neuro-psychology

## ***Psychospiritual/transpersonal psychology***

- ❖ Overview of psychospiritual and transpersonal psychologies
- ❖ Working with the Self/self and Crisis in coaching
- ❖ Act of Will
- ❖ Working with Will in coaching

## ***Coaching Competencies***

- ❖ Impact and influence

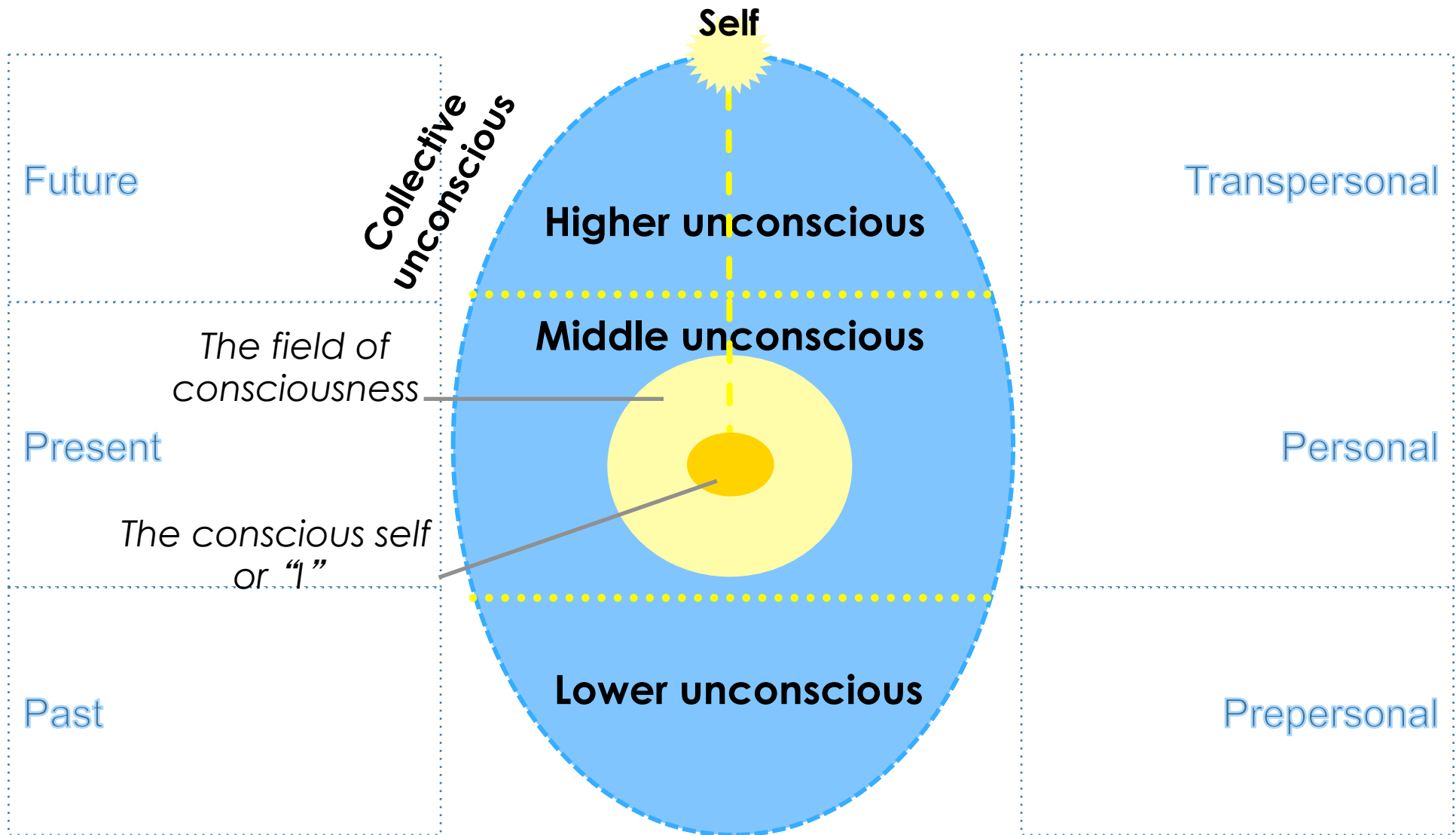
# The evolution of coaching

- ❖ 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 and psychological coaching
- ❖ Conventional/established/partial vs post-conventional/emerging/holistic
- ❖ British Psychological Society – special group in coaching psychology
- ❖ Most prevalent coaching psychologies?
- ❖ Coaching psychology options?

# Structure of the psyche – Roberto Assagioli



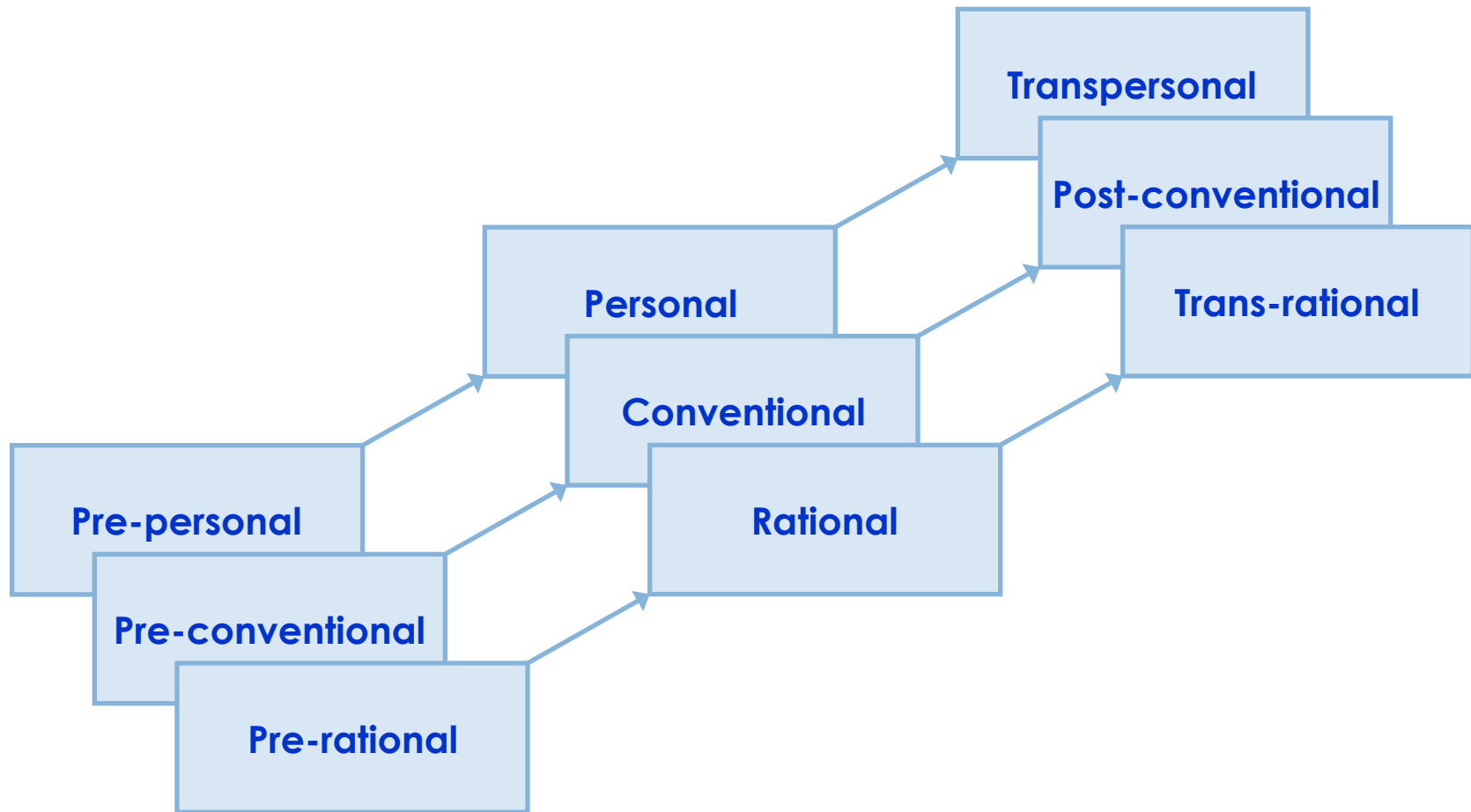


# Model of psychospiritual development

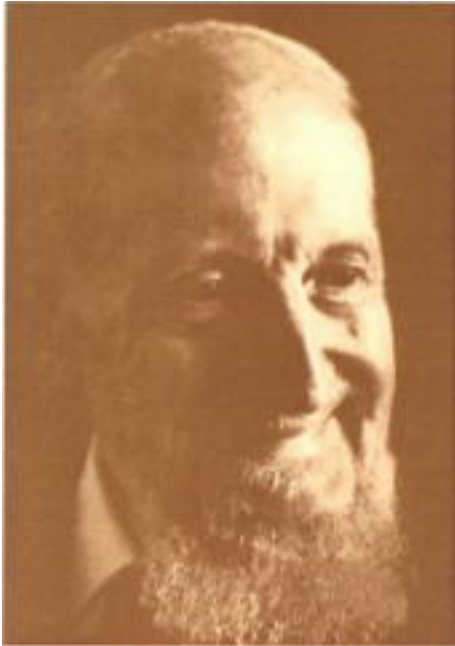
Pre-personal, personal and transpersonal levels

- ❖ Prepersonal – psychoanalytic/psychodynamic psychology
- ❖ Personal – humanistic psychology
- ❖ Transpersonal – psychospiritual psychology

# Basic developmental stages



# Roberto Assagioli



*“The basic purpose of psychosynthesis is to release, or let us say, help to release, the energies of the Self. Prior to this the purpose is to help integrate, to synthesize, the individual around the personal self, and then later to effect the synthesis between the personal ego and the Self”*

# Pre/Trans Fallacy

Paul Elliott

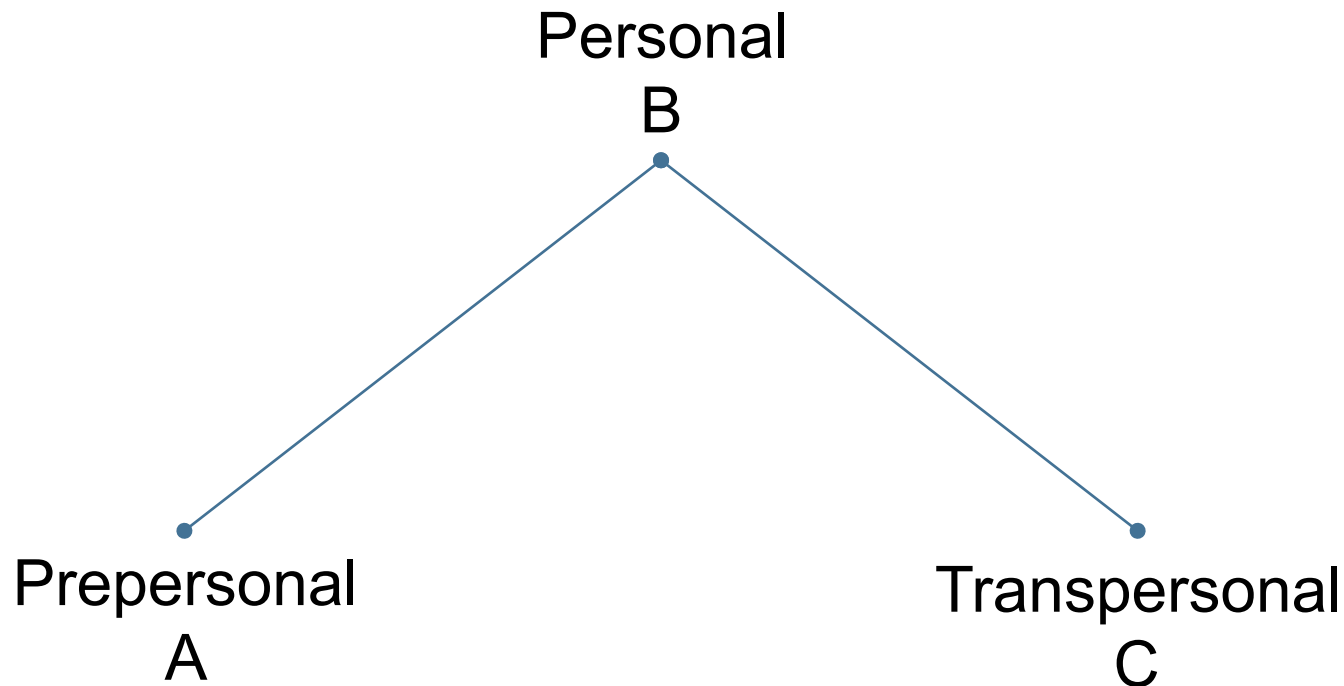


# Sequence of Development

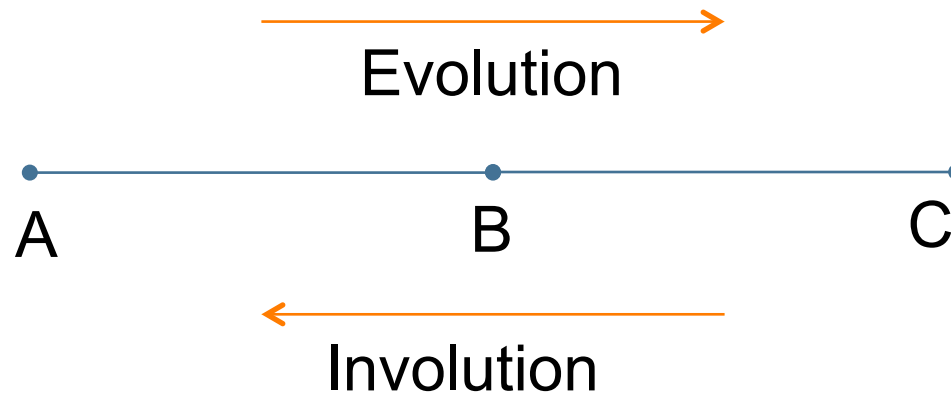
From nature to humanity to divine

From subconscious to self-conscious to superconscious

From prepersonal to personal to transpersonal



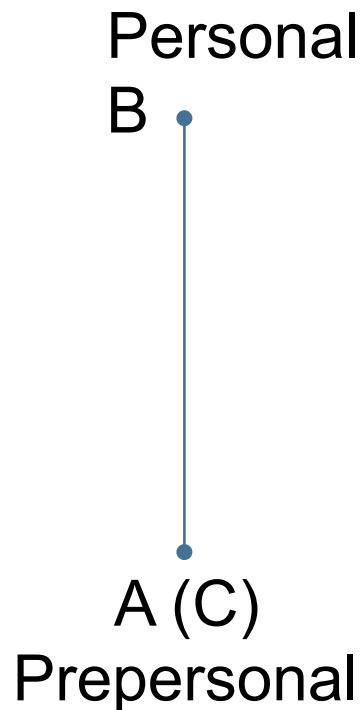
# Evolution and Involution (regression)



# Pre/Trans Fallacy

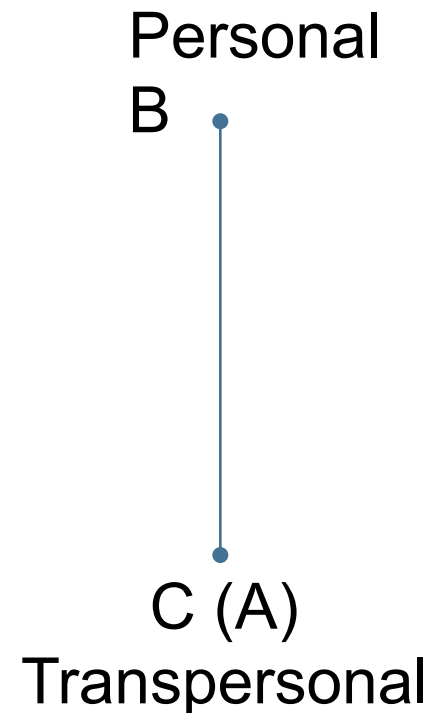
## Ptf 1

- ❖ The transpersonal (C) is collapsed to the prepersonal (A)



## Ptf 2

- ❖ The prepersonal (A) is elevated to the transpersonal (C)



# World views from the two pre/trans fallacies

## The world view of Ptf 1 (WV-1)

- ❖ The high point of evolution is human rationality
- ❖ Man is a rational being and rationality is all that it needed to comprehend and order the cosmos – orthodox science

## The world view of Ptf 2 (WV-2)

- ❖ Development moves from a spiritual source (“in heaven”) to a culmination in a “low point”) of alienation to that of sinful humanity or the individual personal ego
- ❖ History is the history of falling down and not of moving up – orthodox religion



# Human Psychological Development and the Pre/trans Fallacy

## Ptf 1

- ❖ Freud correctly recognised the prepersonal id (A) and the personal ego (B) but reduced all spiritual and transpersonal experience to ( C ) the prepersonal level

## Ptf 2

- ❖ Jung correctly and explicitly recognises the transpersonal but often fuses it or confuses it with the prepersonal structures
- ❖ For Jung there are only two major realms – ego and Self

# Prepersonal

- ❖ Anxiety and neurosis
  - ❖ Transference and counter-transference
  - ❖ Projection and introjection
- 
- What are these psychological concepts?
  - Why are they important?
  - How do we recognise them in play?
  - How do we work with them as coaches?
  - practical work

# 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.

# 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.

# Projection and introjection

- ❖ **Projection** (German: *Projektion*) was conceptualised by Freud in his letters to Wilhelm Fliess,<sup>[9]</sup> 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.<sup>[10]</sup> What the ego repudiates is split off and placed in another.<sup>[11]</sup>
- ❖ 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.<sup>[12]</sup>
- ❖ Melanie Klein saw the projection of good parts of the self as leading potentially to over-idealisation of the object.<sup>[15]</sup> 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.<sup>[16]</sup>

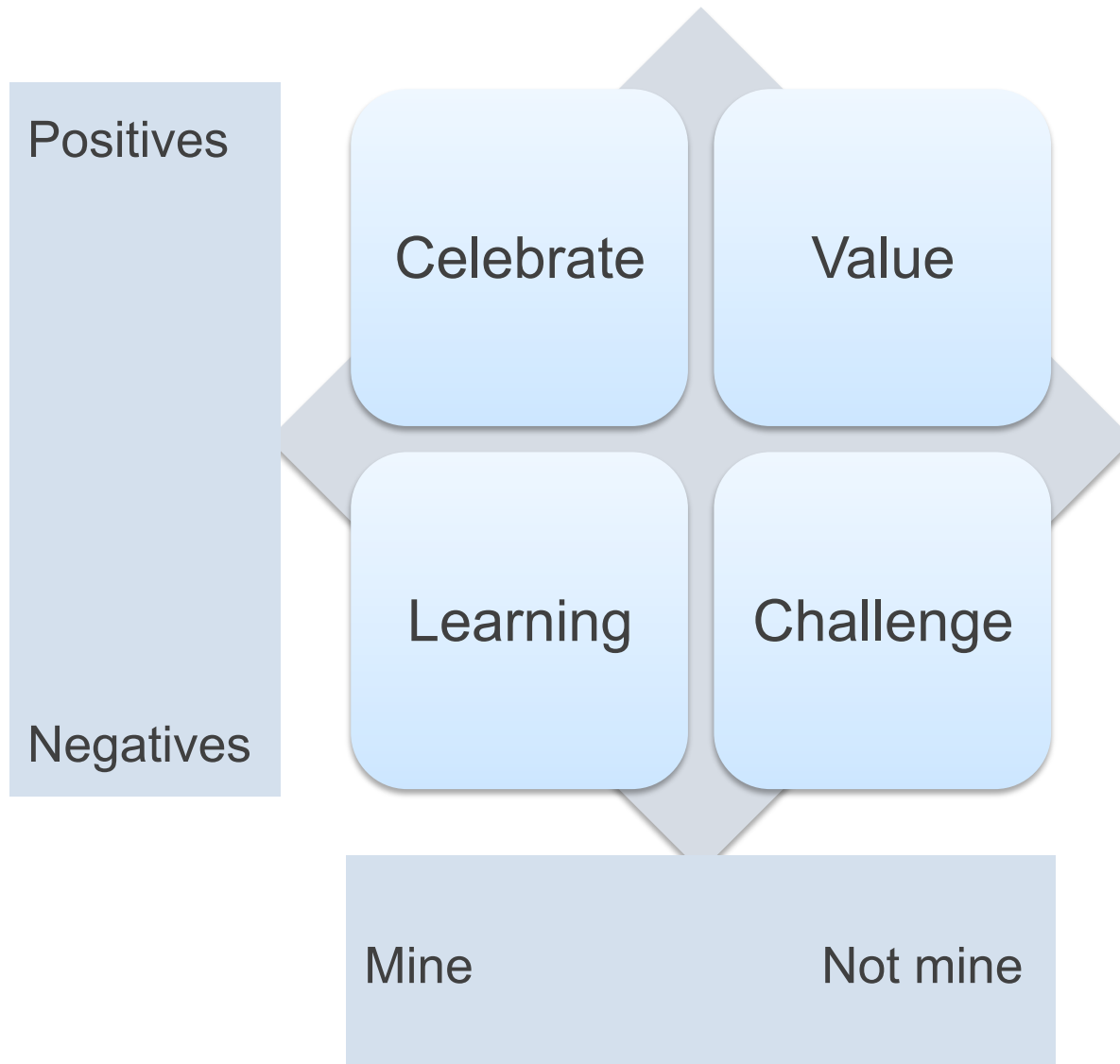
*From Wikipedia, the free encyclopedia*

# Projective identification

- ❖ **Projective identification** is a term introduced by Melanie Klein to describe the process whereby in a close relationship, as between mother and child, lovers, or therapist and patient, parts of the self may in unconscious fantasy be thought of as being forced into the other person.<sup>[1]</sup>
- ❖ While based on Freud's concept of psychological projection,<sup>[2]</sup> projective identification represents a step beyond. In R.D. Laing's words, “The one person does not use the other merely as a hook to hang projections on. He/she strives to find in the other, or to induce the other to become, the very embodiment of projection”.<sup>[3]</sup> Feelings which can not be consciously accessed are defensively projected into another person in order to evoke the thoughts or feelings projected.<sup>[4]</sup>
- ❖ As with transference and countertransference, projective identification can be a potential key to therapeutic understanding, especially where the therapist is able to tolerate and contain the unwanted, negative aspects of the patient's self over time.<sup>[25]</sup>

*From Wikipedia, the free encyclopedia*

# Projection and ownership



# Working with prepersonal material – practice session in triads

- ❖ Forms groups of three - 30 mins per segment
  - 20 mins session
  - 10 mins debrief
- ❖ Coach
  - Hold Trifocal Vision
  - Work with the coachee on a relationship issue of their choosing
- ❖ Coachee
  - Bring a real current relationship issue that you would like to work on
- ❖ Observer
  - Also hold Trifocal Vision
  - Reflect upon the pre-personal dynamics within the relationship issue, as well as on secondary process – the dynamics playing out between coach and coachee



# Check-out

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

# Day Two

## ❖ Check-in and reflection

# Academic Upgrade

- ❖ PGCPCL requirements and procedures
- ❖ Certification – Institute of Psychosynthesis
- ❖ Qualification – Middlesex University
- ❖ Accreditation – APECS (Fast Track)

# Course validation by MU with commendations!

- ❖ **Com1.** *The seriousness in which the Institute addressed a difficult subject against challenging and rigorous programme criteria*
- ❖ **Com2.** *Providing a unique programme in terms of integrating coaching and psychosynthesis*
- ❖ **Com3.** *Meeting professional qualification standards and going beyond them*
- ❖ **Com4.** *Presenting a cohesive team and openly engaging in the process*

# Paper titles

## Journal reflection

- ❖ *With reference to your reflective journal completed during the first three months of study for the Post Graduate Certificate in Psychosynthesis leadership coaching, describe your experience of self-exploration and developing self-awareness during this time. How can this serve your current and future coaching clients and how does your learning about yourself inform your understanding of others?*
- ❖ 2,500 Words

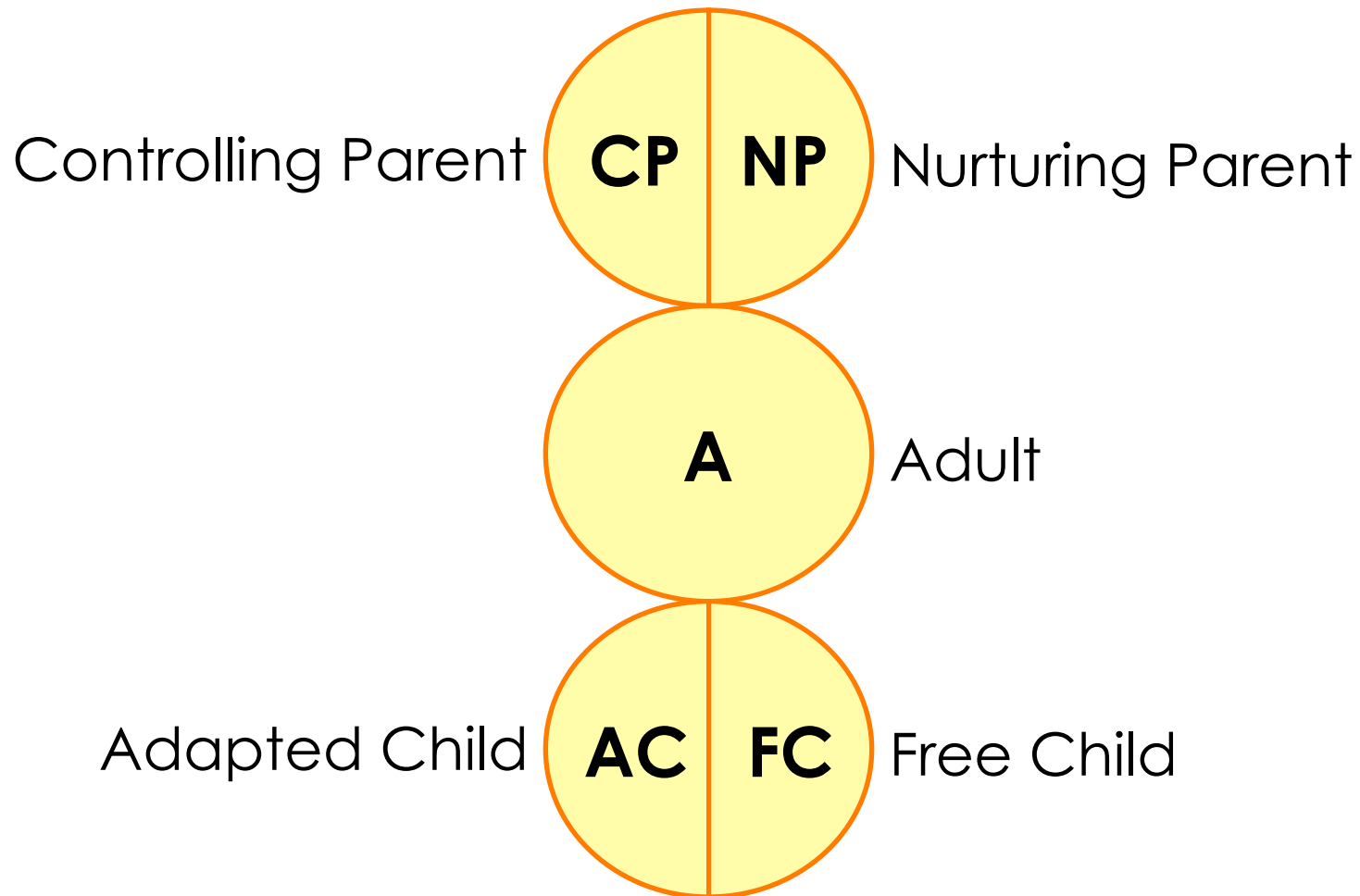
## Written paper

- ❖ *How does the Psychosynthesis Coaching context and method address the emerging needs and challenges of leadership within today's organisations? In what ways does a psychological and psycho-spiritual perspective enhance the leadership coach's ability to support the development of leaders?*
- ❖ 5,000 Words

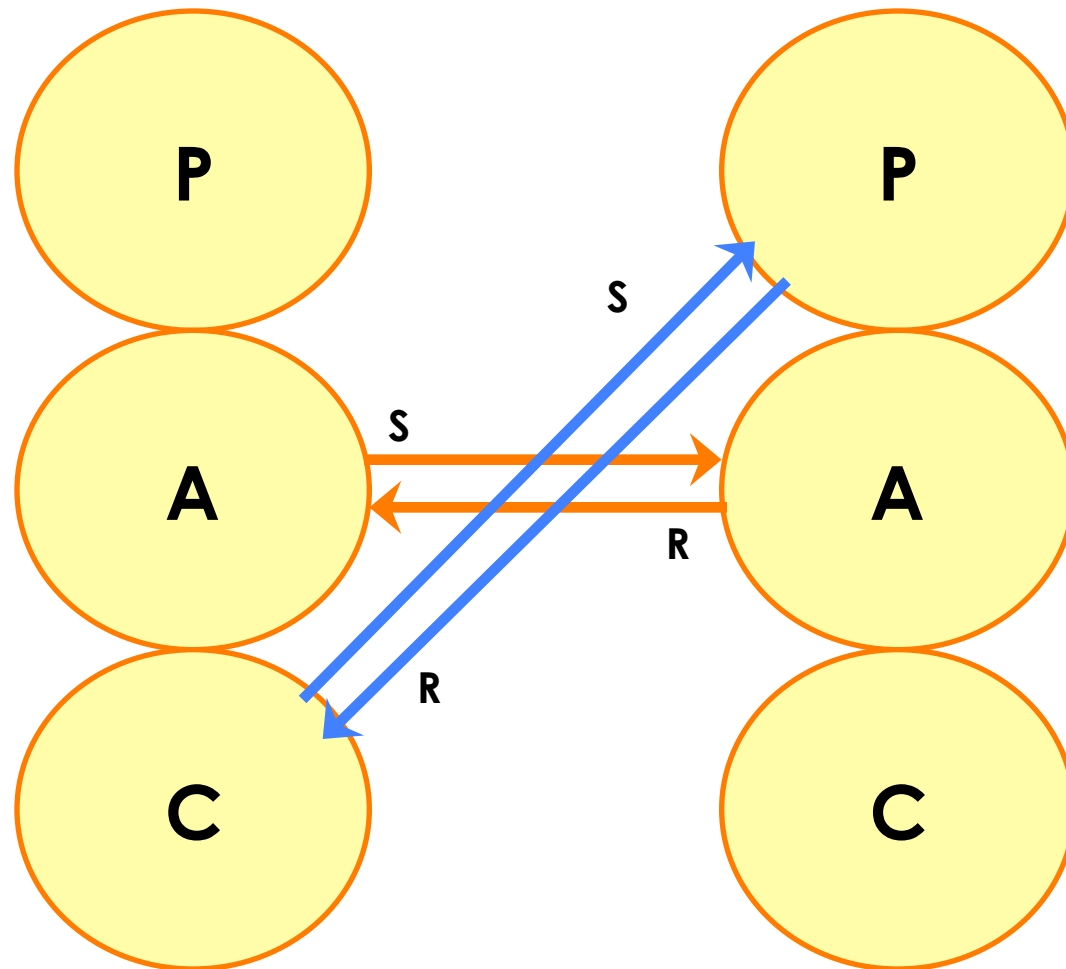
# Personal/humanistic

- ❖ 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
- ❖ Introduction to TA, Gestalt Psychology and NLP
- ❖ Positive Psychology and Neuro-psychology
- ❖ Integration within the Psychosynthesis context

# TA Ego-states model

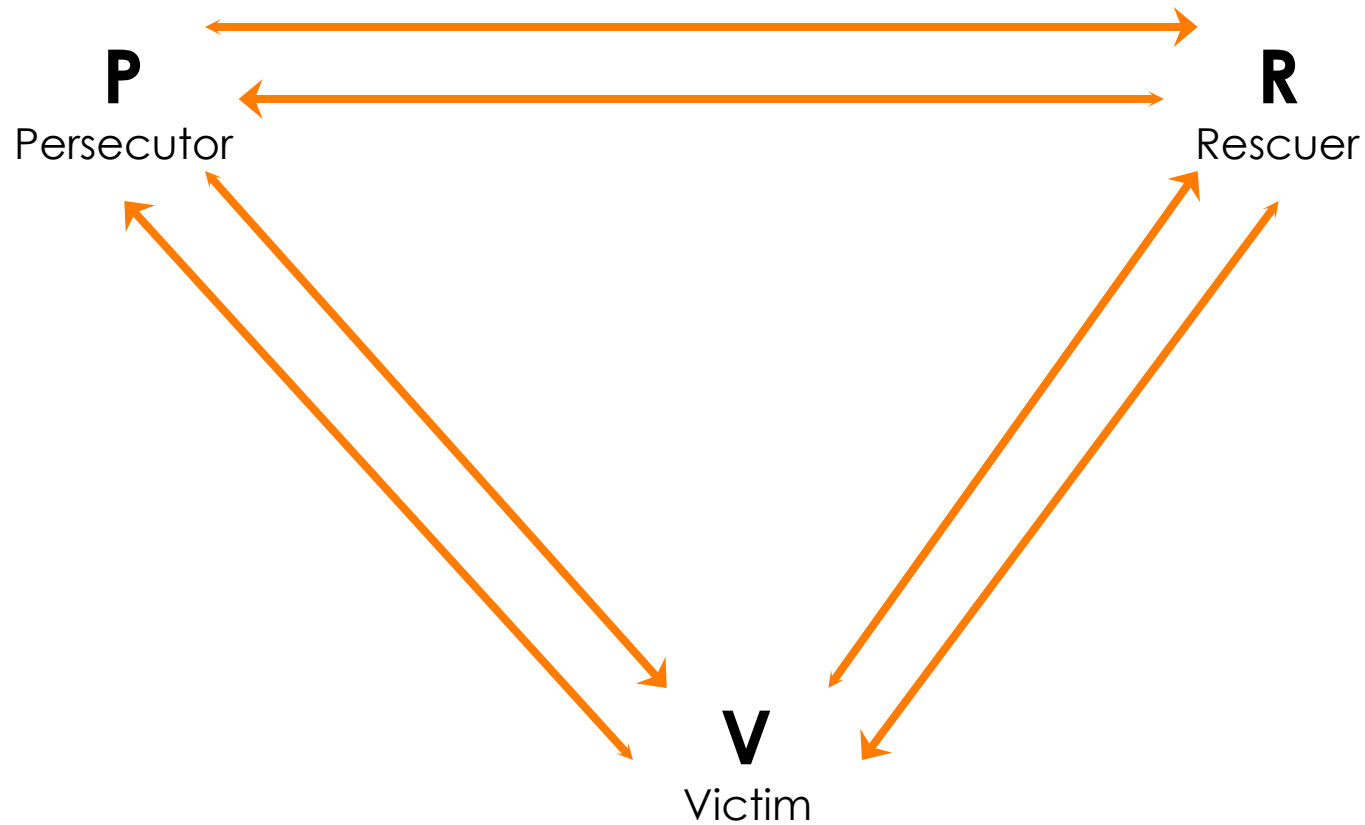


# TA Ego-states model and Transaction





# TA - The Drama Triangle



# TA - Drivers

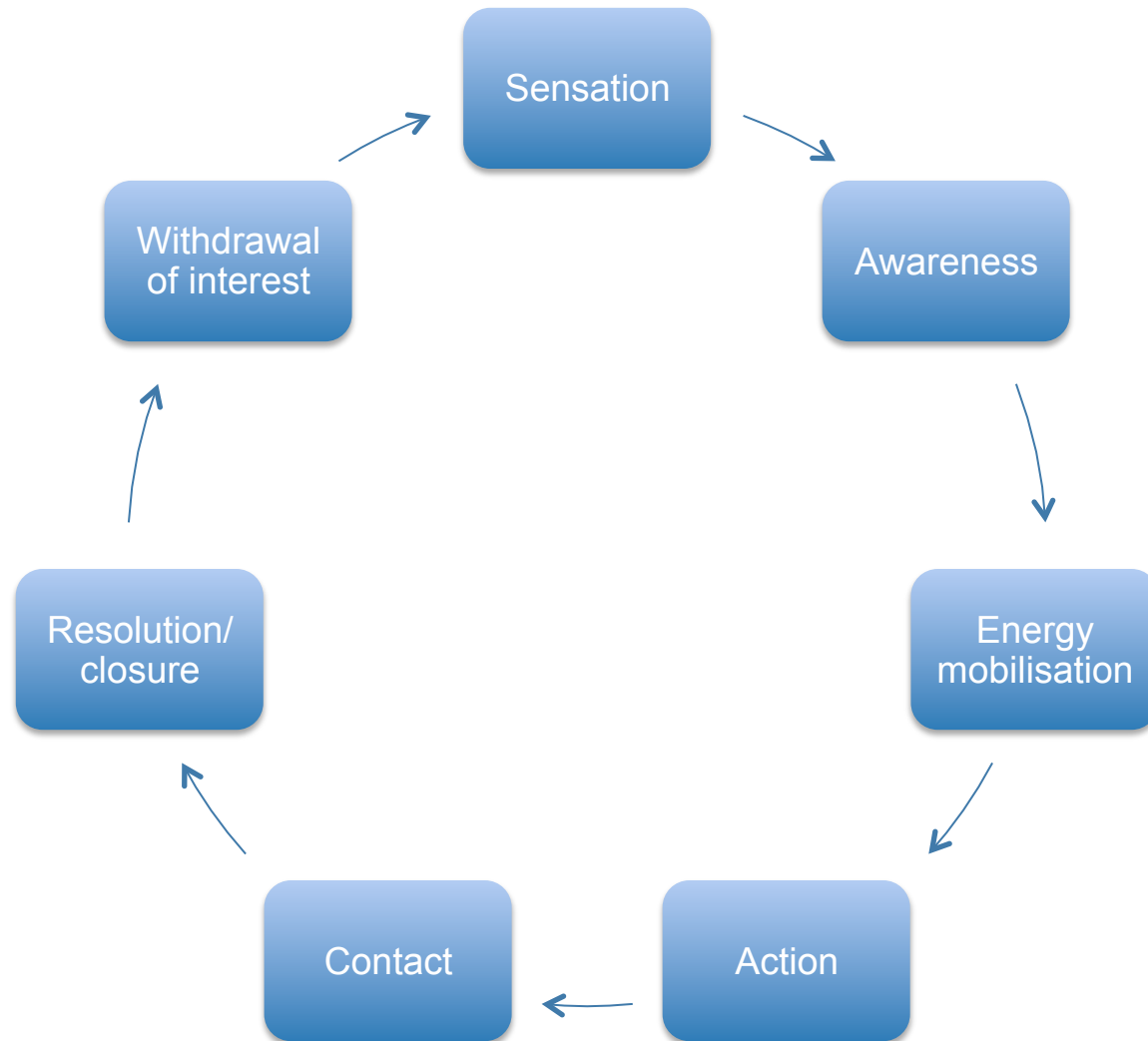
- ❖ Be perfect
- ❖ Please (others)
- ❖ Try Hard
- ❖ Be Strong
- ❖ Hurry Up

# Gestalt – fundamental propositions

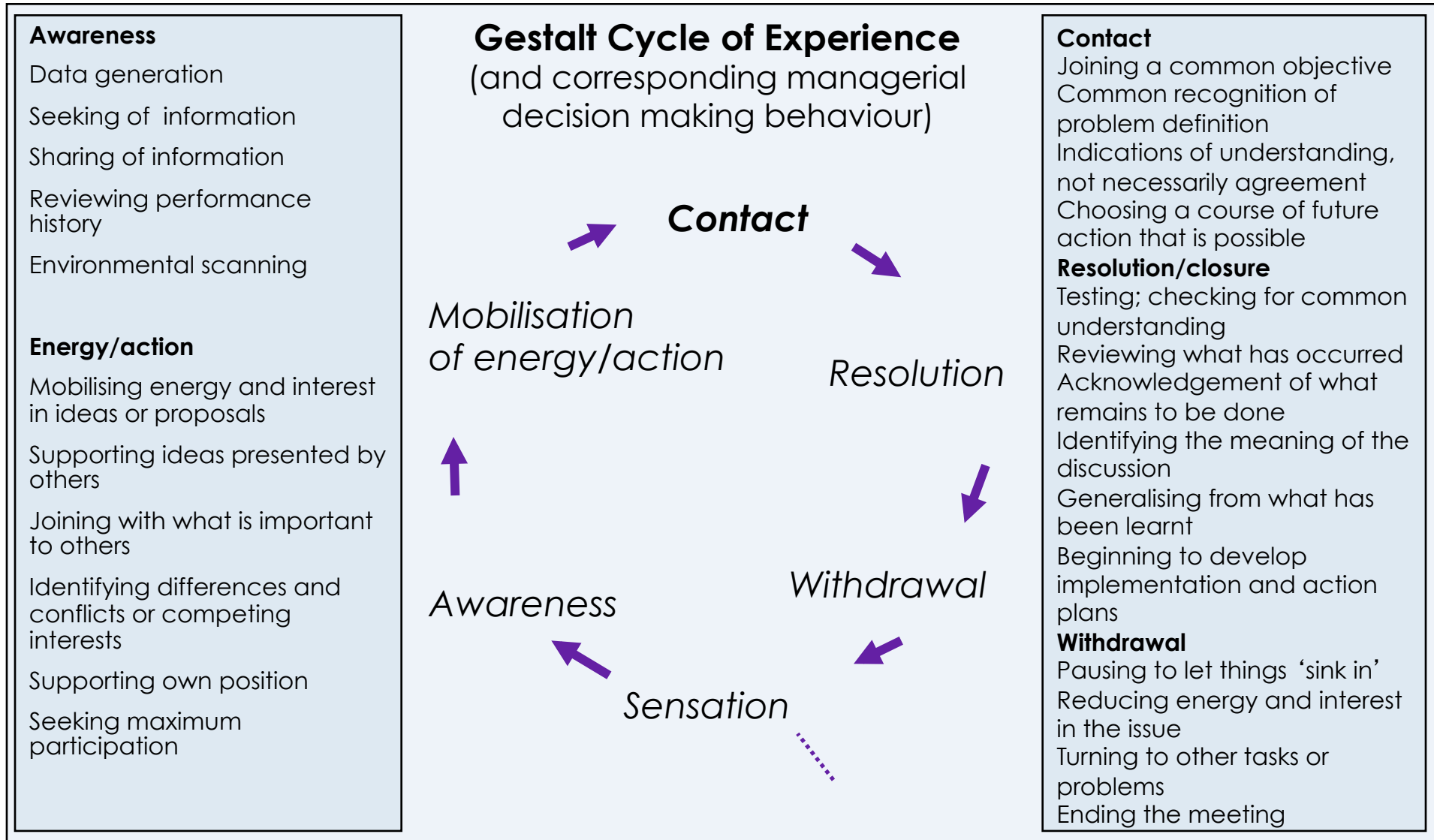
- ❖ That awareness leads to change
- ❖ That the aim of the coach is to help clients to become more aware of their own process
- ❖ That this heightened awareness will produce a greater understanding of what is needed, what choice are open, and will ultimately produce more effective decision making and 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 whole 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



# Gestalt cycle of experience



# Gestalt cycle – neurosis analysis

Stage	Neurosis	Remedy
Sensation	<i>Desensitisation</i>	Feel
Awareness	<i>Deflection</i>	Listen
Energy mobilisation	<i>Introjection</i>	Communicate
Action	<i>Projection</i>	Own
Contact	<i>Retroflection</i>	Engage
Resolution	<i>Egotism</i>	Acknowledge
Withdrawal	<i>Confluence</i>	Reflect

# Group Session – Gestalt facilitation

- ❖ Awareness
- ❖ Here and now
- ❖ Group process
- ❖ Emerging needs
- ❖ Cycle of experience

# Positive Psychology and Coaching

Paul Elliott



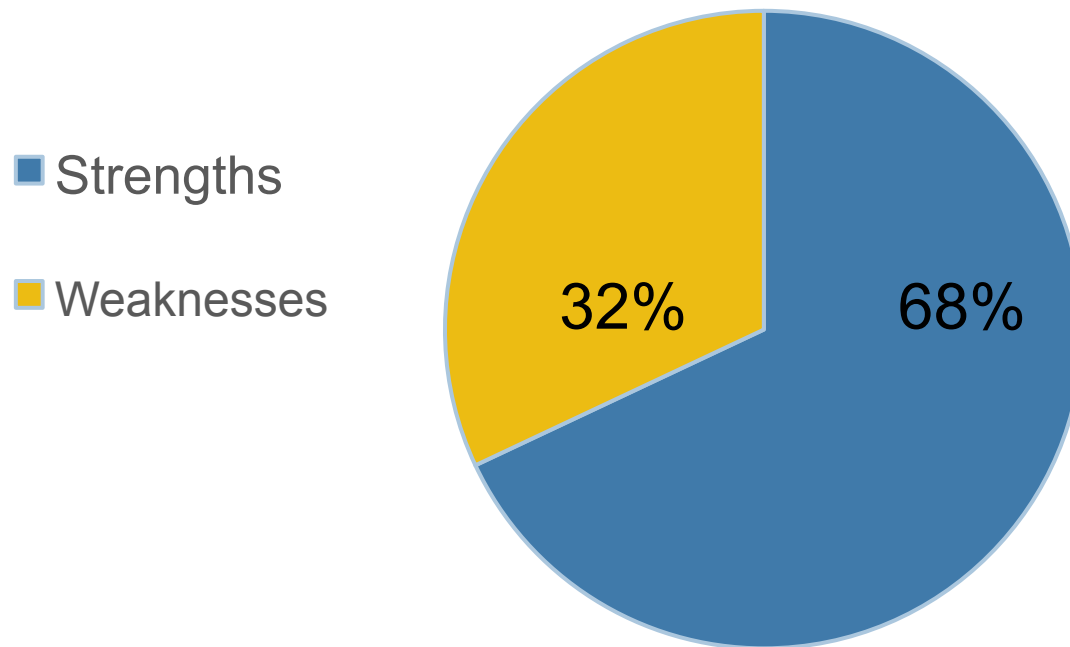


# Strength vs Weaknesses

- ❖ According to One World 10<sup>th</sup> 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



*One World 10<sup>th</sup> 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](http://www.viacharacter.org) and was established to advance the science and practice of character strengths.
- ❖ There are 6 SCS dimensions and 24 SCS dimensions (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?

# Positive Psychology coaching in Psychosynthesis context

- ❖ What does this add to Psychosynthesis Leadership Coaching?
- ❖ How does this help with holding Trifocal vision?
- ❖ What is missing?

# What is the new neuro-psychology telling us?



# Always learning and changing... by building new neural networks

- ❖ Brain development does not stop – it carries on developing all our lives
- ❖ Patterns of thinking (and ability to act) are embedded through repetitive use
- ❖ New pathways can be developed through different ways of thinking
- ❖ Nothing is created that we have not imagined first! The same neurons fire as if we are actually doing it
- ❖ Research on piano playing and sports. Micro muscle memory



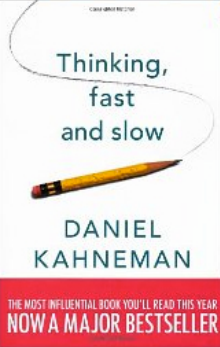
# Our understanding of human behaviour is changing...

- Two cognitive systems – unconscious and conscious
- Two selves – the power of narratives
- Collective versus individual – social animals
- Habit and normalisation – hard to change
- Decision making – emotions, risk and optimism
- Influence – not as free as we think
- Halo effect – cognitive dissonance
- Complexity – how it really works
- Reality – what we make it
- Self – managing the multitude

# Neuroscience and psychology

## – some sources





# Kahneman – Thinking Fast and Slow

- ❖ When you think, your mind uses two cognitive systems
  - "System 1" works easily and automatically and doesn't take much effort; it makes quick judgments based on familiar patterns
  - System 2" takes more effort; it requires intense focus and operates methodically. These two systems interact continually, but not always smoothly.
- ❖ People prefer to make simple stories out of complex reality. They seek causes in random events, consider rare occurrences likely and overweight the import of their experiences.
- ❖ "I-hindsight bias" causes you to distort reality by realigning your memories of events to jibe with new information.
- ❖ "Loss aversion" and the "endowment effect" influence how you estimate value and risk
- ❖ Your "two selves" appraise your life experiences differently.
  - Your "experiencing self" lives your life;
  - Your "remembering self" evaluates your experiences, draws lessons from them and decides your future.
- ❖ These two contrasting systems and selves disprove economic theories that say that people act rationally

# 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 with a word or phrase

# Day Three

## ❖ Check-in and reflection

# What is the Transpersonal?

- ❖ Purpose
- ❖ Presence
- ❖ Potential
- ❖ Emergent
- ❖ Being
- ❖ Heart and Soul
- ❖ Will
- ❖ Self
- ❖ 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



# What is psychosynthesis?

- ❖ Psychosynthesis was developed by **Roberto Assagioli** (1888 – 1974).  
Some of the things he said:
- ❖ “The basic purpose of psychosynthesis is to release, or let us say, help to release, the energies of the Self. Prior to this the purpose is to help integrate, to synthesize, the individual around the personal self, and then later to effect the synthesis between the personal ego and the Self”
- ❖ “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”

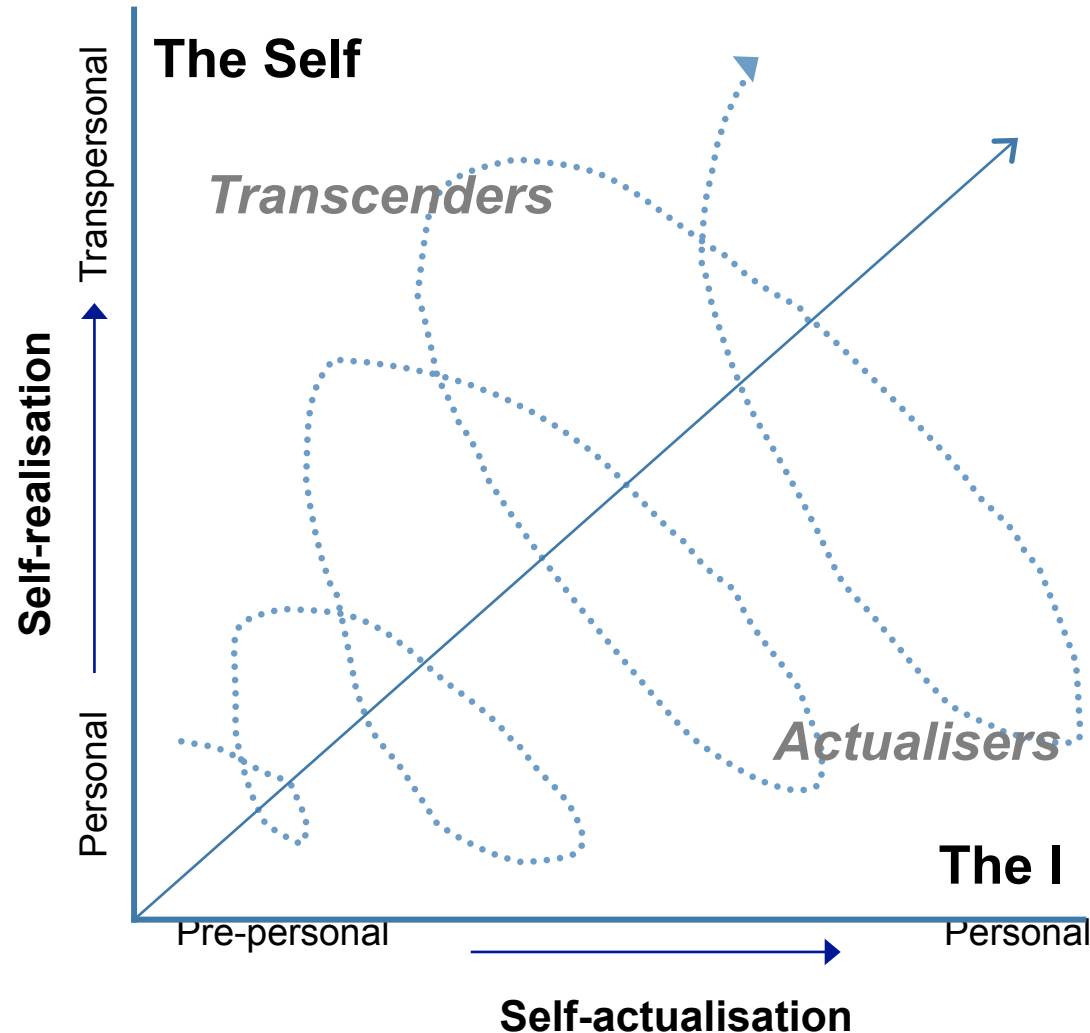
# Transpersonal – working with the Self in coaching

- ❖ Self calls
- ❖ Peak experiences
- ❖ Crisis of meaning
- ❖ Crisis of duality
- ❖ Breakdown and breakthrough
- ❖ Emergence
- ❖ Emergency
- ❖ Symptoms
- ❖ Developmental journey

# Psychosynthesis perspectives on crisis

- ❖ Spiritual awakening through peak experiences or crisis
- ❖ Self-realisation and self-actualisation: crises of duality and meaning
- ❖ Assagioli's four stage model of spiritual awakening
- ❖ How Crisis manifests in organisations – inner and outer
- ❖ Examples in the group of crisis and awakening?

# 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)

# Symptoms of Psychological disturbance

## Crisis Preceding Awakening

- ❖ Boredom
- ❖ Depression
- ❖ Mania
- ❖ Change
- ❖ Aridity
- ❖ Meaninglessness
- ❖ Meaning of suffering
- ❖ Crisis of meaning
- ❖ Repression of sublime

# Symptoms of Psychological disturbance

## Crisis of Awakening

- ❖ Dissociation
- ❖ Disconnect
- ❖ Terror
- ❖ Fear of letting go
- ❖ Overwhelm
- ❖ Repression of sublime
- ❖ Transcendance
- ❖ Intense shyness
- ❖ Fear of death
- ❖ Extreme emotion
- ❖ Pre-trans fallacy
- ❖ Psychosis
- ❖ Bliss
- ❖ Union
- ❖ Annihilation

# Symptoms of Psychological disturbance

## Reaction to Awakening

- ❖ Dark night of soul
- ❖ Crisis of duality
- ❖ Enormity
- ❖ Overwhelm
- ❖ Responsibility
- ❖ Seriousness
- ❖ Fanaticism
- ❖ Fundamentalism
- ❖ Splitting
- ❖ Schizoid
- ❖ Arrogance
- ❖ Inflation
- ❖ Unreality
- ❖ Psychic phenomena
- ❖ Depression
- ❖ Immanence
- ❖ Idealisation



# Symptoms of Psychological disturbance

## Integration

- ❖ Working through
- ❖ Pain of reality
- ❖ Suffering aspiration/  
reality
- ❖ Suffering meaning
- ❖ Ordinariness
- ❖ Holding/embracing  
difference
- ❖ Dealing with past  
obstacles
- ❖ Humility
- ❖ Down to earth
- ❖ Manic/depression
- ❖ Frustration

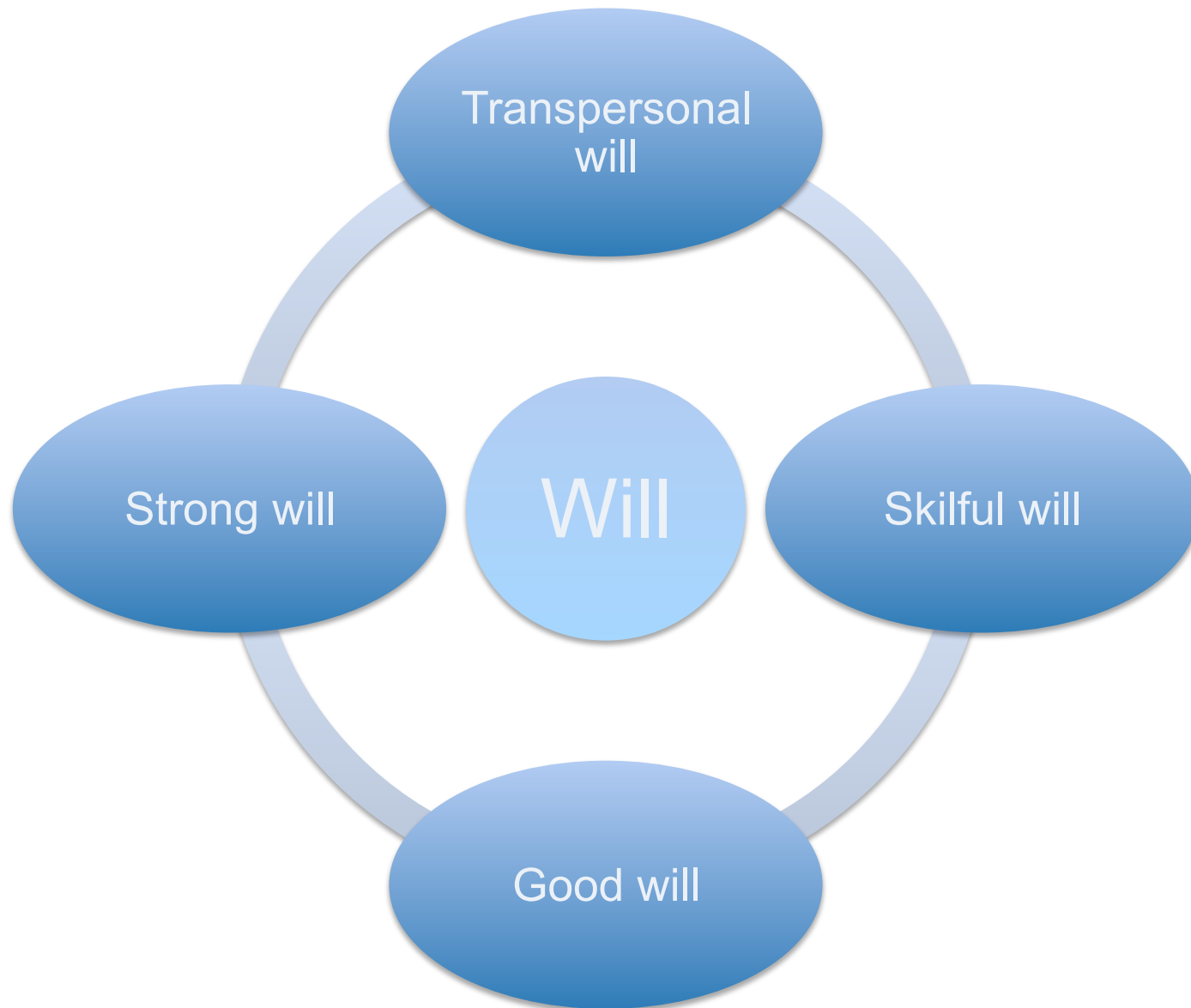
# Working with Self and crisis in coaching – practice session in triads

- ❖ Forms groups of 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
  - Also hold Trifocal Vision
  - Observe what happens, reflect upon how crisis informs us, notice any secondary process

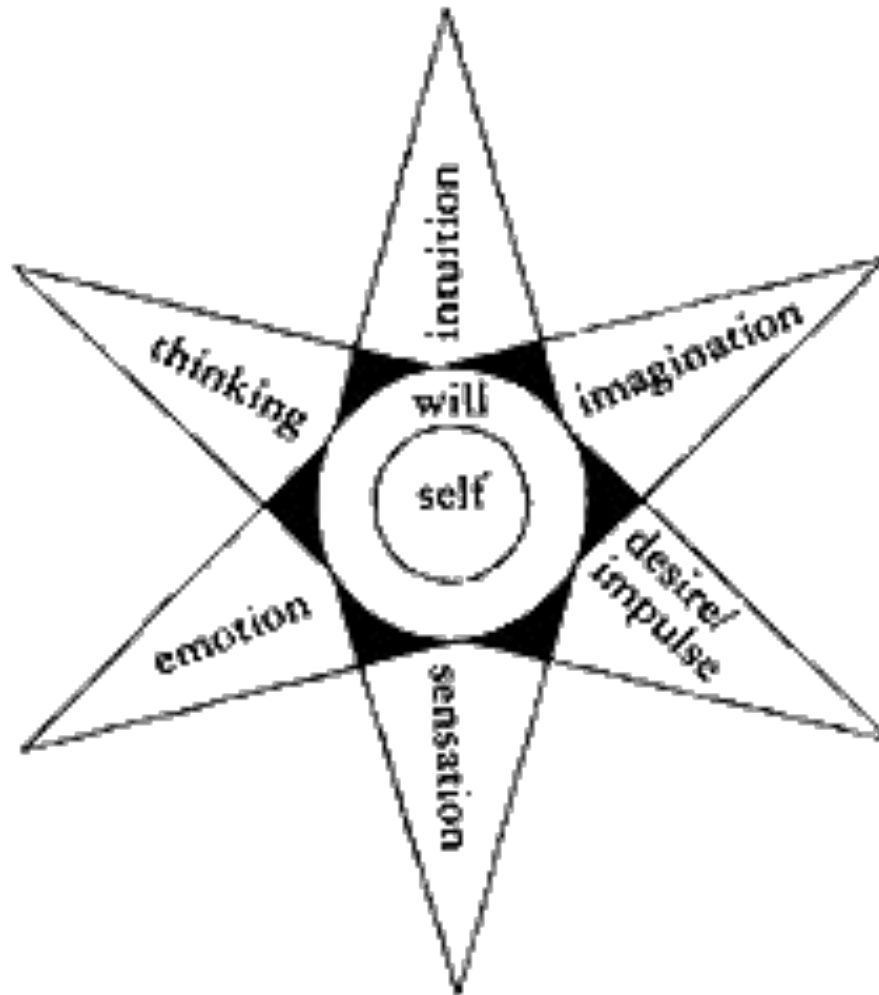
# Transpersonal – working with the Will in coaching

- ❖ Act of Will
- ❖ Working with Will in coaching

# Aspects of Will



# Will and the psychological functions



# Qualities of Will

**Energy/  
intensity**

**Mastery/  
discipline**

**Focus/  
attention**

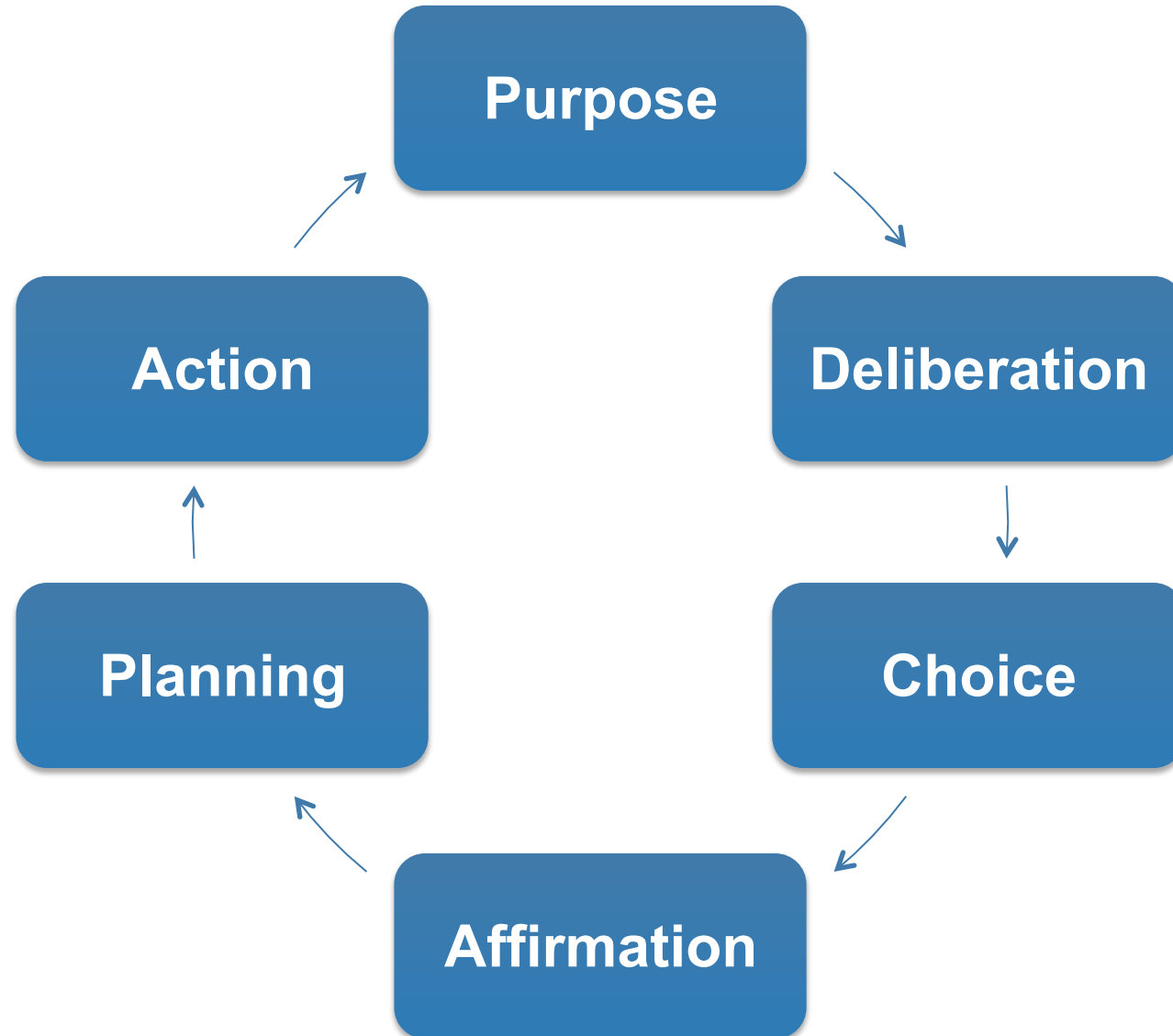
**Determination/  
resoluteness**

**Persistence/  
patience**

**Initiative/  
courage**


**Integration/  
synthesis**

# Creative Expression – The Act of Will



# Creative Expression – The Act of Will

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





# 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

- ❖ Journal – reflective essay
- ❖ Study guide
- ❖ Peer coaching contracting
- ❖ Supervision session

# Check-out

- ❖ Experience of the weekend
- ❖ Take away from this weekend
- ❖ A goal for the next month

# Completion

