



The Post-Graduate Certificate in Psychosynthesis Leadership Coaching Course Handbook

Prepared by Aubyn Howard and Paul Elliott

Draft v3-6, 1st September 2016

Psychosynthesis Coaching Limited

Course Directors:

Aubyn Howard: aubyn@psychosynthesiscoaching.co.uk

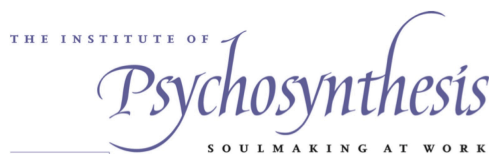
Paul Elliott: paul@psychosynthesiscoaching.co.uk

The Institute of Psychosynthesis

Institute Director: Roger Evans

The Institute of Psychosynthesis, 65A Watford Way, Hendon, London, NW4 3AQ

Partnerships, validations and accreditations



The CPD Standards Office
CPD PROVIDER: 21290
2015 - 2017
www.cpdstandards.com



Contents

Section 1: Introduction	3
Context.....	3
Background.....	4
Course outcomes.....	8
Overview of course structure and methodology.....	9
Educational philosophy.....	10
How to use this guide.....	12
Section 2: Course Information	13
Course dates.....	13
Course elements.....	14
Core requirements.....	16
Unit Workshop Overview.....	17
Paper titles.....	18
Course reading.....	19
Section 3: Contextual Material	21
Psychosynthesis.....	21
Leadership.....	23
Coaching.....	26
Key concepts summary.....	30
Leadership Coaching Competencies Framework.....	34
Section 4: Course Unit Overviews	35
Unit One: Foundations of Psychosynthesis Leadership Coaching.....	36
Unit Two: Agendas in Leadership Coaching.....	39
Unit Three: Coaching Psychology.....	42
Unit Four: Leadership Development.....	45
Unit Five: Challenges of Leadership Coaching.....	48
Section 5: Appendices	51
Programme Handbook 2016-17.....	51
Psychosynthesis Coaching Limited information.....	51
APECS code of Ethics.....	51
Additional resources.....	52
Faculty profiles (Tutors, Facilitators, Supervisors).....	57
Section 6: Course Unit Study Guides	
Unit One Study Guide: Foundations of Psychosynthesis Leadership Coaching.....	
Unit Two Study Guide: Agendas in Leadership Coaching.....	
Unit Three Study Guide: Coaching Psychology.....	
Unit Four Study Guide: Leadership Development.....	
Unit Five Study Guide: Challenges of Leadership Coaching.....	

Section 1: Introduction

Context

Background

Course outcomes

Course methodology

Educational philosophy

How to use this guide

Context

The primary purpose of the Post-Graduate Certificate in Psychosynthesis Leadership Coaching course is to provide you with the professional underpinning that will enable you to successfully practise as a Psychosynthesis Leadership Coach. At the same time, this may represent the beginning of (or one step along) a continuing personal learning and development journey that leads you to working more powerfully and effectively with your clients.

The overriding context of our approach is that leadership coaching is as much concerned with the domain of *being* as it is with *doing*; with the nature and nurture of the self as well as the development of professional practice in terms of awareness, understanding and skills; and with the coach's personal development as well as their professional development.

The course develops core coaching competences and at the same time, starts to develop higher level or meta-skills (such as self-reflection, psychological mindedness, developmental awareness, being in authentic relationship, using self as an instrument of change, etc.) that will set you apart as a psychosynthesis coach. You will build an understanding of the leadership coaching world and establish a critical perspective on the variety of approaches and models available. You will gain an overview of the psychological landscape and its relationship to the coaching world. The course will also show you how to set up or further develop your coaching practice and manage the practical, personal and organisational challenges of leadership coaching.

Leadership coaching has a crucial role to play in developing and supporting today's leaders to be able to meet the challenges they'll face in tomorrow's organisations. This leadership coach training establishes the basic foundations for successful coaching and enables you to work at the deeper psychological level that makes a fundamental difference to people's lives within the wider context of societal change and evolution.

This course will represent different things to different people, at different stages of their personal and professional development. It may impact you at different levels of consciousness and unconsciousness and engage different aspects of your being. Our psychosynthesis context is one of working towards greater wholeness and the activation of will in alignment with purpose. Within this spirit, we invite you to bring your whole self to this learning experience and engage fully with us on the course.

Background

How did this course come about?

This course came into existence as a result of the confluence of a number of personal and collective journeys. This is a brief summary from our perspective, so will necessarily be selective. However, we want to acknowledge the role many others have played, past and present, known to us or not, in bringing psychosynthesis to the coaching profession in some way. In particular, we want to acknowledge the personal support and guidance of Roger Evans and Anne Welsh of us in this venture.

We (Aubyn and Paul) established the course as part of a wider vision to develop and promote Psychosynthesis as a powerful leadership coaching psychology in service to the evolving needs of the coaching profession and organisational leadership.

The Institute of Psychosynthesis has provided professional training options for coaches as part of its MA programme for several years, but this pathway to a coaching qualification takes at least two years. In collaboration with the Institute we set out to create a shorter and more accessible programme that could provide both new and experienced coaches with a Coaching Certificate backed by academic and professional accreditation which stands alone as a professional qualification and could be the start of a longer learning journey.

As well as running this course in partnership with the Institute, Psychosynthesis Coaching Limited provides a range of courses and services, including internal coach development programmes for large organisations and supervision services for coaches. It also plays a role in promoting psychosynthesis coaching to organisations and leaders on behalf of the community of psychosynthesis coaches.

Psychosynthesis, as developed by Roberto Assagioli, has always been a psychology that can richly inform and support coaching but has primarily been developed within a therapeutic context since Assagioli's death in 1974. Although psychosynthesis has been used within a coaching context by the Institute and others, including most prominently Sir John Whitmore who draws upon psychosynthesis in his seminal 'Coaching for Performance', we feel that there is now both a great opportunity and a compelling need to further develop and adapt psychosynthesis as a coaching psychology in service of the evolving needs of organisational leaders*.

Psychosynthesis Coaching is therefore a work in progress, something that is growing and evolving in response to societal, organisational and individual needs and challenges, something which will be co-evolved by the engagement of students and facilitators alike on this Post-Graduate Certificate Course.

Aubyn Howard and Paul Elliott

September 2015

June 2016

*More of our thinking behind this statement is contained in the extract below from a recent blog post.

What is the wider context for this course? – posted by Aubyn Howard

The organisational and leadership landscape has changed significantly since coaching first started to become accepted and even commonplace in our organisations. As we all know and are frequently reminded, organisations are being increasingly impacted by change, uncertainty and complexity and need to become more innovative, collaborative and adaptive. What isn't talked about so much is how the fundamental relationship between the individual and the organisation is changing and what this means for both leaders and coaches. The typical individual leader is facing mounting organisational challenges and performance pressures that bring corresponding personal stress and psychological pressures. The boundaries between *business* and *personal* are becoming blurred and harder to manage. More to the point, being a leader these days has a very personal dimension that needs to be recognised and supported.

What does this mean for coaching? Most coaching books and training courses are primarily focused on performance improvement, modifying behaviours or managing change, with a secondary focus on personal development that may support the leader achieve their objectives in these areas. To the extent that psychology or psychological approaches have become part of the coach's context, method or toolkit, the emphasis has been on behaviourally oriented psychologies, such as CBT and NLP or the newer positive- or neuro- psychologies that can also be highly effective at supporting performance improvement. There is a place for all of this and performance improvement is not a bad place for a coach to begin their practice, particularly when working with Achievement-centred leaders (see below for more on this). At the same time, many leaders need a more balanced approach, which places equal emphasis on the inner and outer dimensions of their lives as leaders, that can support them in dealing with the business and the personal, with the light and the dark, with depth and height, with higher purpose and meaning as well as the murkier shadows of the psyche.

To be capable and comfortable working in this broader territory, the coach needs to be grounded in a psychological approach (whether we call it coaching psychology or psychological coaching). We would go further and say that in order to work with leaders in the inner domain of personality and self, of mindsets, attitudes and emotions, coaches need to be grounded in an holistic or expansive psychology that is concerned with the whole human being; with the inner dimension of feelings, motivations, meaning, purpose, values and identity as well as with the outer realm of behaviour; with all levels of consciousness including post-rational or spiritual levels of self-experience. Basically we are describing a psycho-spiritual psychology such as Psychosynthesis.

Of course there are other psychologies and approaches that might describe themselves as concerned with the Transpersonal or with Being, and many excellent leadership coaches draw from these too. In fact it is important to say that most experienced coaches working successfully at the level I am describing (and I have met many who are members of APECS over the last year) have arrived at their current state of personal and professional development through their own unique learning journey, in which they have brought together different eclectic experiences (e.g. as leaders as well as coaches), approaches (e.g. leadership, OD and coaching models) or disciplines (e.g. backgrounds in psychology, counselling or therapy) – in effect they internally create their own holistic or integrative approach. By offering a leadership coach training and development course that is grounded in the context and method of Psychosynthesis, we are providing a more direct path to internalising an holistic psychology. There are currently no other Psychosynthesis leadership or executive coach training programmes that we are aware of, and although there are Psychosynthesis coaching programmes in the US, these are aimed at the life coaching market.

To explain another important aspect of how our course is positioned differently, we need to return to the evolving landscape of organisational leadership, from a developmental point of view. Readers of this blog will be familiar with how the developmental psychology perspective provides a map of how individuals, teams and organisations evolve and develop over times, as described in terms of organisational paradigms and leadership styles (e.g. see post on Frederic Laloux or the leadership profiling tools for more background) In a nutshell, Laloux describes seven organisational paradigms that broadly 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 (at least in potentiality). These are; Reactive, Magic, Impulsive, Conformist, Achievement, Pluralistic and Evolutionary. It may help to think of these as ways of thinking and operating in the world, which are more or less activated within an individual, group, organisational or society depending upon history, circumstance and situational factors. With his book “Reinventing organisations’ Laloux explores examples of the emerging Evolutionary paradigm and examines the three common principles of self-organisation, wholeness and evolutionary purpose that he finds help activate this paradigm.

Without getting too drawn into the whole developmental narrative here, how does this relate to coaching and the choice of coach training courses on offer? In three very important ways. Firstly, most coaching books and courses are more or less blind to the organisational paradigms they operate out of. The great majority are grounded in the Achievement paradigm (naturally mirroring the dominance of this paradigm in most types of organisation) and correspondingly emphasise the performance improvement role of coaching. As mentioned earlier, this is OK, particularly for middle management coaching where this is often what is needed, but many senior managers are transitioning either to Pluralistic (*Individualist* in the Leadership Development Framework) or Evolutionary (*Strategist/Alchemist*) and need support from a developmentally aware coach who understands the personal development challenges of these stage transitions (e.g. crises of meaning). Our course fully explores the Evolutionary perspective and seeks to help you establish or enhance your own developmental awareness of your clients. Secondly, if you are lucky enough to have a client who is activating the Evolutionary paradigm, you may well benefit from the context and methodology of a psycho-spiritual perspective when working with issues of self-organisation, wholeness and evolutionary purpose. Thirdly, as your developmental awareness increases, you may start to see the need and opportunity to help leaders in their vertical development (towards an evolutionary perspective in many cases), for which the context, methodology and tools of psychosynthesis as a psycho-spiritual psychology will be invaluable.

Finally, I want to touch upon an important aspect of the context for our course – that coaching is as much about *Being* as *Doing*, as much about working with the mysteries of the self as with the realities of actions and consequences. The cognitive bias and intellectual complexity of the developmental perspective (as discussed above) needs to be held in balance by the simplicity of being, the power of presence. Coach training and education isn’t only about skills, models and tools, but can also be about learning to be present, to listen at different levels, to bring who we are to what we do. Psychosynthesis provides the psychological context, methods and tools to help us to explore working at this level, and although I know from my own experience that any experiential group can activate learning at this level of *Being*, it also helps to have the grammar of a psycho-spiritual psychology to explore it more deeply.

Who is this course for?

- ❖ **External and internal** coaches, working within all types of organisation; corporate, large, medium or small; commercial businesses, public services such as local authorities, health and education, as well as charities and not-for-profit.
- ❖ Coaches who have hit up against the limitations of their existing training and experience, and want to learn **how to work psychologically** to deal with emotional issues and spiritual challenges (e.g. of identity, purpose, meaning, values, crisis)
- ❖ Experienced **professionals** looking to make a major career move into **leadership coaching**
- ❖ Organisational leaders or professionals who are **starting out on a coaching career** and want a coach training programme that builds upon their existing level of experience and development
- ❖ Counsellors and therapists who are looking for a **coach conversion** training that enables them to work at depth with leaders in organisations

What is different about Psychosynthesis Leadership Coaching?

Psychosynthesis is an **integrative and psychospiritual psychology** that is concerned with the whole human being, with all levels of consciousness and unconsciousness, higher as well as lower. It is therefore both a *depth* as well as a *height* psychology.

It encompasses and explores the **nature of self, will and being**, which equips the coach to tackle core existential issues of identity, purpose, meaning and values, as well as to deal with the significant crises that can arise for their clients

The course integrates the latest learning in psychology and related fields, especially **neuroscience**, neuropsychology and **developmental psychology**

You will build your **developmental awareness** of yourself and the leaders you are coaching – as well as **situational awareness** of organisations, so that you can adapt your coaching approach according to the context and needs of your clients

And from our promotional material:

This evolutionary programme goes beyond conventional performance and behaviourally oriented approaches. Aimed at internal and external coaches, both experienced and those new to the role. Psychosynthesis provides a psycho-spiritual context and method that will help you work with issues of identity, purpose, meaning and values in your coaching practice with leaders.

Psychosynthesis is a powerful coaching psychology that can help us connect with our inner resources, activate the will, strengthen our sense of self and develop our capacity for being in right relationship with others. It gives coaches a context, method and techniques for helping leaders meet the personal and human challenges of complex organisational change. It provides an accessible grammar for transforming organisations through activating principles of wholeness and purpose.

This six-month Certificate course will also be highly practical, experiential and focused on giving new coaches the basic skills they need and more experienced coaches an opportunity to integrate their learning. Coaches learn how to work with the whole person and navigate the relationship between our inner and outer lives; to tackle issues of performance, behaviour and change within the context of purpose, meaning and values. Our evolutionary approach focuses on the core human skills of communication and relationship, on developing awareness, activating the will and actualising potential.

Course outcomes

Core outcome from the Course Brochure:

Outcomes and take-aways

- ❖ Solid grounding in the **principles** and skills of coaching, including equivalent of **ICF core competencies**
- ❖ Confidence in using coaching **models, strategies and tools** that support being an effective leadership coach
- ❖ Ability to work **psychologically** as a coach and a deeper awareness and understanding of **human behaviour and development**
- ❖ Understanding of **organisational dynamics** and the **leadership agendas** that are brought to coaching
- ❖ **Personalised plan** for your on-going development as a coach, with option to make a Fast-Track application for Associate Membership of **APECS**
- ❖ Option to continue your learning on the **MA in Psychosynthesis Psychology** applied to Leadership Coaching

Detailed outcomes from the Academic Handbook:

As outcomes of the course, student will have:

1. Solid grounding and confidence in using **Trifocal Vision** and the **6-session structure** as the **core model of Psychosynthesis Leadership Coaching**
2. Understanding and internalisation of the Psychosynthesis context for Leadership Coaching, including the **model of Levels of Coach Development**
3. Understanding of the **basic human and process skills of coaching**, including equivalent of ICF core competencies
4. **Enhanced basic human skills of coaching**, including active listening and asking powerful questions
5. **Enhanced basic process skills of coaching**, including contracting and making interventions
6. Commitment to develop **self-awareness** and practice **self-reflection** during course as cornerstones of developing as a coach
7. Solid grounding and understanding of the **principles of coaching practice** including an ethical code of practice for coaching
8. Knowledge and understanding of **a range coaching models**, strategies and tools that support being an effective leadership coach
9. Understanding of **organisational dynamics and the leadership agendas** that are brought to coaching
10. Starting to **work psychologically** as a coach, in particular through increased self-reflection on your own psychological processes
11. Greater awareness and understanding of the **human development and crises** of transition

12. Understanding of and ability to apply the **Five Dimensions of Leadership** model to leadership coaching
13. Foundations for establishing or further **developing** an internal or external **coaching practice**
14. **Personalised plan** for on-going development as a coach, with option to make a Fast-Track application for **Associate Membership of APECS**, based upon the APECS Standards Framework
15. Option to continue learning on the **MA in Psychosynthesis Psychology**

Overview of course structure and methodology

The programme will include didactic theoretical teaching, a strong emphasis on experiential learning, embedding practical application through small group exercises, supporting academic self-directed study, and high quality academic papers.

Unit Workshops

Unit 1: Foundations of Psychosynthesis Leadership Coaching – basics of psychosynthesis coaching; context, method, models, skills and tools

Unit 2: Agendas in Leadership Coaching – the organisational and leadership context; working with outer and inner agendas, including purpose, meaning, values and crisis

Unit 3: Coaching Psychology – working at three psychological levels with the client; prepersonal, personal and transpersonal

Unit 4: Leadership Development – human development and 5DL, our core model of leader development

Unit 5: Practical, personal and organisational Challenges of Leadership Coaching

Specific methods used in workshops will include

- Group check-in and check-out
- Guided meditation and reflection exercises
- Interactive teaching seminars
- Skills teaching and practice, such as listening and questioning exercises
- Coaching demonstrations at the front of the group
- Group discussions, e.g. sharing, debriefing and sense making from small groups
- Fishbowl clinics, e.g. case reviews
- Peer coaching practice in triads
- Briefing and organisation sessions

Pre-course workshops

- Application form
- Joining/orientation pack
- Course Handbook
- Academic Student Handbook

Between workshops

- Peer coaching between workshops, 1-to-1
- Tutor coaching or supervision sessions
- On-line resources and group discussions
- Study guides, reflection, reading and on-line resources for self-directed learning
- Questionnaires and profiling tools
- Students keep a reflective learning journal and write 2,500-word paper based on this after Unit 3

Post-workshops

- One 5,000-word paper is required at the end of the course
- Assessment and Qualification
- Continued on-line resources for graduates of the course

Educational philosophy

Our learning context

The cornerstone of our philosophy is that the ultimate responsibility for your learning and development rests with you. As much as possible we are seeking to establish an adult learning context with adult-adult learning relationships within the course, although at the same time the respective roles we play will naturally evoke conscious and unconscious experiences or transference and counter-transference. We use the terms Facilitator and Student for the purposes of describing the course mechanics and learning process, but on an essential experiential level we are all teaching and all learning. As Facilitators we are designing and organising the course, leading the workshops, creating a learning context or environment and to some extent imparting knowledge but your learning and development is also always yours to direct and will involve drawing upon your own experience, resources and intuitions, as well as learning from others. Learning from self and others is core to our approach and the peer group of students will be a rich source of learning for us all. Group dynamics therefore also has a significant influence on the course working well, so it is important that everyone holds awareness of the group process and takes responsibility for their relationship with the group. You may find this learning context is different to some which you have experienced during previous professional training (e.g. as a counsellor or therapist).

Given the nature of this course – i.e. it is about coaching – it is important that you are willing to bring real material from your life to work on during the workshops, as well as the peer coaching sessions between the workshops. Our policy for practice sessions (for learning to apply models, tools, etc.) is to ask students to work with each other on real issues and challenges they are experiencing in their lives. Occasionally we will carry out role plays at the front of the group to demonstrate how to deal with certain situations, but for the most part the material we will work with will come from the students' and facilitators' personal and professional lives and their work within organisations. The flip side of the course is therefore that you will receive a great deal of personal coaching from your peer colleagues. It is important that you cultivate an open attitude to using this to work on yourself and your personal development, so that you get the maximum benefit from being a coachee. You may also need to consider the impact this will have on your life for the duration of the course and do what works to take care of yourself, e.g. find time to reflect after each workshop.

Sometimes the Facilitators will be directive in their style (we take the lead), sometimes facilitative (the group process naturally evolves or is self-organising), sometimes laissez-faire (you may take the lead). As much as possible we will be sensing the emerging needs of the group and responding and adapting accordingly. However, it is also important for you to be aware of your own learning process and your individual needs and objectives and to engage with the Facilitators to ensure that your needs are met.

Our learning approach

Our approach to leadership coach training and development is holistic, integrative and dynamic;

- holistic in that we include the whole human being within the process of inquiry, reflection and learning that is practiced on the course;
- integrative in that we include a wide range of approaches drawn from different branches of psychology to support the core psychosynthesis material;
- dynamic in that we recognise that coaching is a fast growing and developing field with an immature knowledge base, where practice and knowledge continue to inform each other as we adapt to the evolving needs of individuals, organisations and society.

The overriding context of our approach is that leadership coaching is as much concerned with the domain of being as it is with doing; with the nature and nurture of the Self as well as the development of professional practice in terms of awareness, understanding, skills and behaviours; and with the coach's personal development as well as their professional development.

- The course is about what it means to **be a leadership coach**, as well as what a leadership coach **does**
- Wide **mix of learning activities**, including skills practice and role modelling alongside theoretical and experiential learning
- Much of the time we spend together is **supervised peer learning practice** sessions, with frequent opportunities to witness how other people coach
- Case **clinics and fishbowls** to learn collectively as a group about what works.

This will be our second programme in which we are bringing psychosynthesis leadership coaching to life through the contribution and learning of all participants. Within this spirit of co-creativity, we look forward to working with you on the course.

Aubyn Howard: aubyn@psychosynthesiscoaching.co.uk

Paul Elliott: paul@psychosynthesiscoaching.co.uk

Course Directors

September 2015

September 2016

How to use this guide

We advise all students to carefully read the first two sections prior to the start of the course and to contact the course directors if you have any questions or would like a Skype discussion to explore any aspects in more detail.

Sections three and four could also be read before the course starts although we advise that this is best left until after the first workshop. As much as possible, we want you to arrive at the first workshop without having been encumbered with too much preparation. An overview of the course is provided on the first day and sections three and four can then be used to fill out the picture.

Section five, the appendices, provide reference material, including a more detailed reading list and other references and links, which may be useful in support or any self-directed research or study that you chose to undertake.

The study guides for each unit will be given out at the start of the workshop for each unit and are best read fully after the completion of each workshop and before the next one, to deepen and reflect upon your learning experience. The study guides include reflective questions, personal challenges and recommended further reading on each topic. The study guides may also be used as a reference by the facilitators during the workshops and you may want to annotate or make notes on your copy. You will also have your hard back journal note book for making notes and reflecting upon your learning. Additional material may also be provided during the workshops which can be added to your folders.

Altogether all this material, along with the recommended reading in the core texts, represents all you will need to read or refer to in order to complete the essay at the end of the course.

Section 2: Course Information

Course dates

Course elements

Core requirements

Workshop structure

Between the workshops

After the workshops

Paper titles

Course reading

Course dates

Programme workshop dates

	PGCPLC Programme 1	PGCPLC Programme 2	PGCPLC Programme 3
Unit 1	18 - 20 Sept 2015	16 - 18 Sept 2016	17 - 19 Feb 2017
Unit 2	16 - 18 Oct 2015	14 - 16 Oct 2016	17 - 19 Mar 2017
Unit 3	13 - 15 Nov 2015	18 - 20 Nov 2016	21 - 23 Apr 2017
Unit 4	11 - 13 Dec 2015	16 - 18 Dec 2016	19 - 21 May 2017
Unit 5	08 - 10 Jan 2016	13 - 15 Jan 2017	09 - 11 Jun 2017

Dates for Fundamentals of Psychosynthesis

22 - 25 July 2016

2 - 5 September 2016

11 - 14 November 2016

27 - 30 January 2017

Course elements

Fundamentals of Psychosynthesis

The starting point for the learning journey will work in different ways for different students. Those new to Psychosynthesis should attend a Fundamentals of Psychosynthesis course, which is a four-day introduction to the Psychosynthesis Psychology that emphasises experiential learning in relationship to your personal development. The purpose of this is to ensure that you have a good basic knowledge of the core concepts of Psychosynthesis Psychology prior to the start to coaching programme workshops.

Graduates (e.g. at Certificate, Diploma or Master level) of the Institute of Psychosynthesis, or one of the other schools such as the Psychosynthesis Trust or ReVision in the UK or one of the overseas Institutes, or anyone who has attended the Essentials of Psychosynthesis at the Trust or Transitions at Revision, do not need to attend a Fundamentals of Psychosynthesis course. A one-day overview refresher course on Psychosynthesis Psychology is run prior to the start of the main programme, which you are welcome to attend.

Core programme workshops

The primary learning element of the course consists of five three-day unit workshops, at monthly intervals. These take place over a Friday, Saturday and Sunday, starting at 09:30 and ending at 17:30 for the first two days and 16:30 on the Sunday. There will be short breaks in the morning and afternoon between sessions and we allow 1 hour for lunch. Each workshop is both a self-contained experiential learning event in its own right and also part of a guided learning journey.

The unit workshops involve a mix of learning styles and methodologies; interactive teaching seminars (theoretical learning), dialogue and discussion (group learning), experiential and reflective exercises (personal development), coaching practice (skills practising). Approximately 20-30% of the time will be spent in each of these four 'modes'. The learning experience will involve frequent shifting between large group format, small groups, triads and pairs work. Most of the coaching practice will take place in triads where students alternate between the coach, coachee and observer roles, with feedback and reflection taking place at the end of each segment.

Learning journal

We ask all students to keep a learning journal for the duration of the course. This can take many forms and the choice is yours. After the third weekend workshop, you are asked to write a journal reflection which involves a review of your learning journey to date on the course, drawing upon your journal entries.

Study guides; reflection, reading and research

The study guide for each unit should be read after the unit workshop and will also be used as a reference during the workshop. These are intended to provide additional and more in-depth material on key topics than is provided during the workshops. They are also designed to deepen your learning experience by challenging you to reflect upon key topics in relationship to your experience and coaching practice. There are six core texts that you are advised to read during the course. Specific

chapters within the core texts and additional reading is outlined in the study guide for each unit. This recommended reading will also equip you to undertake the written paper at the end of the course.

Peer coaching

Peer coaching between course participants provides an opportunity to continue practising and learning between the unit monthly workshop within a safe relationship. One peer coaching session (F2F or Skype) between each of the monthly workshops (i.e. 4 times), involving one hours coaching each way (which can be at different times). This will be with a different person between each workshop. Contracting for the peer coaching session will take place before the end of each unit workshop and a debrief will take place early in the following unit workshop.

Pro-bono coaching practice

If it is appropriate and feasible, we want you to have an experience of applying your learning during the course to, and drawing experience from, actual coaching clients. If you are already fully practising as a coach, you can designate two existing clients as your coaching practice clients for the purposes of the course. If you are starting out as a coach, we recommend you work with two pro-bono clients during the course, ideally each for a cycle of six sessions. In relationship to this coaching practice you will receive supervision (see below) from one of the course supervisors. Some students may not be ready to work with clients until after the course, in which case we can provide supervision when you start your practice.

Course supervision

You will receive a one-hour supervision or coaching session with one of the course supervisors between each unit workshop on the course. This session can be used for a mix of two agendas according to your individual needs; (i) to provide supervision for your designated or pro-bono coaching practice clients (see above) and/or (ii) coaching support for your learning and development journey on the course, unpacking and reflecting upon the workshop experience in relationship to your personal and professional development. This also gives you an opportunity to talk confidentially about anything that is arising for you on the course that you don't want to talk about on the weekends.

On-line resources and discussion groups

Between each unit workshop you will also have access to the Student Area of our website. The discussion group facility can be used for raising questions with the tutors or other students, reflecting on material covered on the workshops, sharing learning and reviewing any professional issues that arise between unit workshops.

Continuing professional practice and supervision

Depending upon your circumstances, during the course you may be either (i) starting a new coaching practice (ii) continuing your existing professional coaching practice or (iii) in some cases not practising at all until after the end of the course.

If you are continuing your professional coaching practice during the course and do not have existing supervision arrangements in place for this, we strongly encourage you to contract with one of our supervisors to provide additional support for the duration of the course.

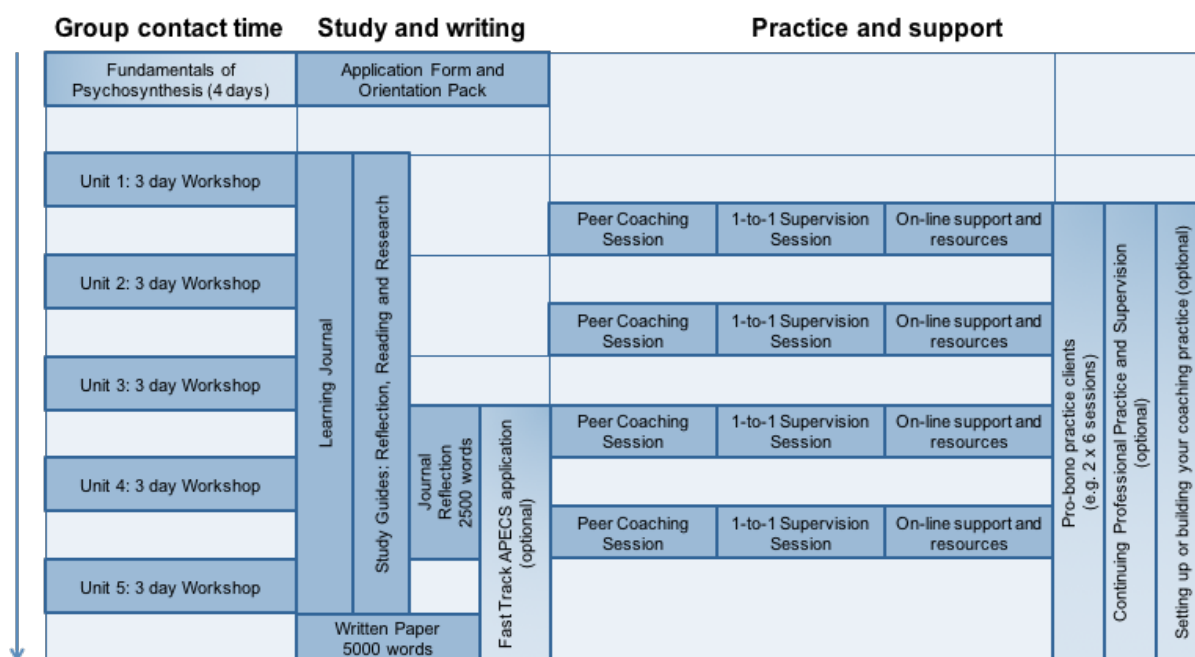
Written paper

One written paper of 5,000 words is required at the completion of the 5 workshops. This needs to be submitted, assessed and approved before the post-graduate certificate can be awarded.

APECS Fast Track

During the course, if you are not already a member of APECS, we will assist you to complete an application for either Full, Associate or Professional Membership with APECS. There is a fast-track application process for Professional Membership of APECS, whereby your participation on the course will constitute meeting the core APECS requirements for this entry level of membership.

The above elements are summarised in the diagram below:



(optional elements are partially shaded)

Core requirements

The primary course requirement is to have attended each of the five 3-day unit workshops, and as a result to have achieved the core learning outcomes for each unit and demonstrated basic competence in the core human and process coaching competencies.

If you are unable to attend one of the unit workshops for any reason, you are invited to attend the same workshop during a subsequent programme.

In addition, between the unit workshops, you are expected to have participated in four peer coaching sessions (both-ways) and four coaching or supervision sessions with a course supervisor.

You are expected to have kept a learning journal for the duration of the course, to have read each unit study guide and to have written a 2500 Journal reflection paper which has been submitted to and assessed by your course supervisor.

In order to achieve the Post-Graduate Certificate of Leadership Coaching from the University, you are also required to have submitted one written paper of 5,000 words, which will need to have been assessed and approved by a course tutor and university external assessor.

Unit Workshop Overview

The following is a summary of the key topics that are covered on each of the unit workshops. In addition, along the top are listed the course elements which are common across all the units.

Across all units	<i>Context, objectives and Will Project</i>	<i>The coaching profession and your practice</i>	<i>Coaching skills practice in triads, exercises + clinics</i>	<i>Peer coaching and practice supervision between weekends</i>	<i>Reflective journal, study guides, self-directed learning</i>	<i>Academic process and requirements</i>
Unit 1: Foundations of leadership coaching	Introduction to Psychosynthesis coaching and Trifocal Vision	Right relations and active listening	GROW and powerful questions	Comparative Coaching Models: GROW & CLEAR	Core human, process and meta coaching skills model	Bushe model of communication
Unit 2: Agendas in Leadership Coaching	Wilber's integral framework applied to organisations	Laloux and the developmental perspective	The leadership context and client agendas	Working in organisational systems	Change theories, models and tools	Psychosynthesis perspectives on change and crisis
Unit 3: Coaching Psychology	The evolution of the coaching profession	Coaching psychology landscape	Model of psycho-spiritual development	Pre-personal psychology for coaching	Personal psychology for coaching	Transpersonal psychology for coaching
Unit 4: Leadership Development	Heron's Six Category Intervention Analysis	Story of the Human Potential Movement	Developmental psychology	Working with Mindsets	Working with Subpersonalities	Leadership development tools and resources
Unit 5: Challenges of Leadership Coaching	5DL	Personal, professional and practical issues in coaching	Your professional identity, positioning and proposition	Systemic coaching and constellations	Client and coach challenges of working in organisational systems	Your personal Coach Development Plan

A more detailed day-by-day agenda is provided for each of the unit workshops in Section 4.

Paper titles

Journal reflection

With reference to your reflective journal, describe your experience of self-exploration and developing self-awareness so far during this course. How is your ability as a coach improving and how does your learning about yourself inform your understanding of others?

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

Course reading

Core course texts

- Assagioli, Roberto (1974), 'The Act of Will'
- Bushe, Gervase (2010), 'Clear Leadership'
- Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'
- Evans, Roger (2015): "Five Dimensions of Leadership", Chapter Two (pdf)
- Laloux, Frederic (2014), 'Reinventing Organisations'
- Whitmore, John (2009, 4th Ed), 'Coaching For Performance: Growing People, Performance and Purpose'
- Whittington, John (2016, 2nd Ed): Systemic Coaching & Constellations

Additional reading and references

Coaching and coaching psychology

- Downey, Myles (2014), 'Effective Modern Coaching: The Principles and Art of Successful Business Coaching'
- Hall, Liz, (2013), 'Mindful Coaching: How Mindfulness can Transform Coaching Practice'
- Harrison, R (1995) "Consultants Journey"
- Heron, J. (1990) "Helping the client"
- Howard, Aubyn (2015) "Bringing a psycho-spiritual perspective to executive coaching", Paper for APECS Symposium 2015 (pdf)
- Kets de Vries, Manfred (2006): 'The Leader on the Couch'
- Machon, Andrew (2010), 'The Coaching Secret'
- O'Neill, Mary Beth (2007, 2nd edition), 'Executive Coaching with Backbone and Heart'
- Palmer, Stephen and Whybrow, Alison et al (2008), 'Handbook of Coaching Psychology'
- Passmore, Jonathan (Editor, 2014), 'Mastery in Coaching: A Complete Psychological Toolkit for Advanced Coaching'
- Peltier, Bruce (2010), 'The Psychology of Executive Coaching'
- Strozzi-Heckler, Richard (2014), 'The Art of Somatic Coaching'

Psychosynthesis, other psychology and psychotherapy

- Assagioli, Roberto (1965), 'Psychosynthesis'
- Assagioli, Roberto (1991), 'Transpersonal Development'
- Brooks, David (2011) "The Social Animal"
- Ferrucci, Piero (1982), "What We May Be: The Vision and Techniques of Psychosynthesis"
- Firman, John and Gila, Ann, (2002), 'Psychosynthesis'
- Fowler, James (1995), "Stages of Faith"
- Goleman, Daniel (1996) "Emotional Intelligence".

Goleman, Daniel, (2007) "Social Intelligence"

Graves, Clare (1970), Levels of Existence, An Open System Theory of Values, Journal of Humanistic Psychology. Fall, 1970. Vol. 10 No.2., pp. 131-155

Hardy, Jean (1996) "A Psychology with a Soul"

Heron, J. (1992) "Feeling and Personhood: Psychology in Another Key"

Kahneman, Daniel (2012) "Thinking Fast and Slow"

Knight, S. (1996) "NLP at Work: The difference that makes the difference"

Maslow, Abraham (1968), 'Towards a Psychology of Being'

Maslow, Abraham (1971), 'The Farther Reaches of Human Nature'

Nevis, E.C. (1991) "A Gestalt Approach to Organisational Consulting"

Plotkin, Bill (2008), "Nature and the Human Soul"

Simpson, Steve; Evans, Joan and Evans, Roger (2013): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 1 (Published by The Institute of Psychosynthesis)

Simpson, Steve; Evans, Joan and Evans, Roger (2014): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 2 (Published by The Institute of Psychosynthesis)

Stewart, I and Joines, V. (1987) "TA Today"

Whitmore, D. (2000) 'Psychosynthesis Counselling in Action'

Wilber, K. (2000) "A Theory of Everything"

Leadership and change

Beck, Don and Cowan, Chris. (1996) "Spiral Dynamics"

Bridges, William (1995), "Managing Transitions"

Evans, Roger and Russell, Peter, (1989), 'The Creative Manager'

Handy, Charles (2015): The Second Curve

Horowitz, Mark (2014): "The Dance of We – The Mindful of Love and Power in Human Systems"

Howard, Aubyn (2016): "The Influence of Leadership Paradigms and Styles on Innovation"; Chapter 19 in "Value Creation in the Pharmaceutical Industry", Edited by Alexander Schuhmacher, et al

Jaworski, J. (1996) "Synchronicity: The Inner Path of Leadership"

Kegan, R. and Lahey, L. L. (2009) "Immunity to Change"

Lencioni, Patrick (2002); The Five Dysfunctions of a Team

Oshrey, Barry (2007), "Seeing Systems"

Phipps, Carter (2012), "Evolutionaries"

Rooke, D. and Torbert, W.R.: Seven Transformations of Leadership, HBR April 2005

Scouller, James (2011) "The Three levels of Leadership"

Senge, Peter, et al (2005) "Presence: Exploring Profound Change in People, Organizations and Society"

Smith, Simon (2000), "Inner Leadership"

Starkey, Ken and Hall, Carol (2012) – The Spirit of Leadership – Chapter in New Directions in Leadership Education (HBR Press)

Section 3: Contextual Material

Psychosynthesis

Leadership

Coaching

Key concepts summary

Leadership coaching competencies framework

In this section we provide some more background and contextual material concerning the three key aspects of the course; *Psychosynthesis*, *Leadership* and *Coaching*. This is intended to help place the course within the context of what is taking place within the wider organisational and psychological world and may help you orientate to the learning you are about to engage in on the course. We have also summarised some of the key concepts that we will be introducing and working with on the course, to help you build a mental map and reference for your learning. Please bear in mind that these are only summary versions of concepts which require the deeper engagement that will take place on the course in order to use them in effectively in your practice.

Psychosynthesis

Psychosynthesis as a psychology for coaching

Psychosynthesis is an integrative and holistic, *depth* and *height* psychology that builds upon the foundations of psychoanalytic, Jungian, humanistic and developmental psychologies.

By holistic (or depth and height), we mean that this is a psychology that concerns the whole human being, the self in all its dimensions, all levels of consciousness including post-rational or spiritual levels of self-experience (in common with transpersonal psychologies), both healthy and pathological states. Within this context, the focus is on how to help people realise their full potential and actualise themselves in the world, as well as how to address issues of identity, purpose, meaning and values and negotiate crisis in whatever form it appears in people's lives.

Psychosynthesis is also a psychology of human development, illuminating the different phases of how the self develops, and guiding the synthesis of our disparate parts, with the goal of becoming more whole as human beings. This is very important for coaching, which is about helping relatively healthy and functional people actualise their potential and achieve their goals. At the same time, the depth dimensions of the psychology will enable you to deal with neurotic and dysfunctional aspects of your clients that become barriers to success, working at sub-conscious and un-conscious levels which behavioural (e.g. CBT, NLP, TA, neuro-scientific) approaches only address superficially.

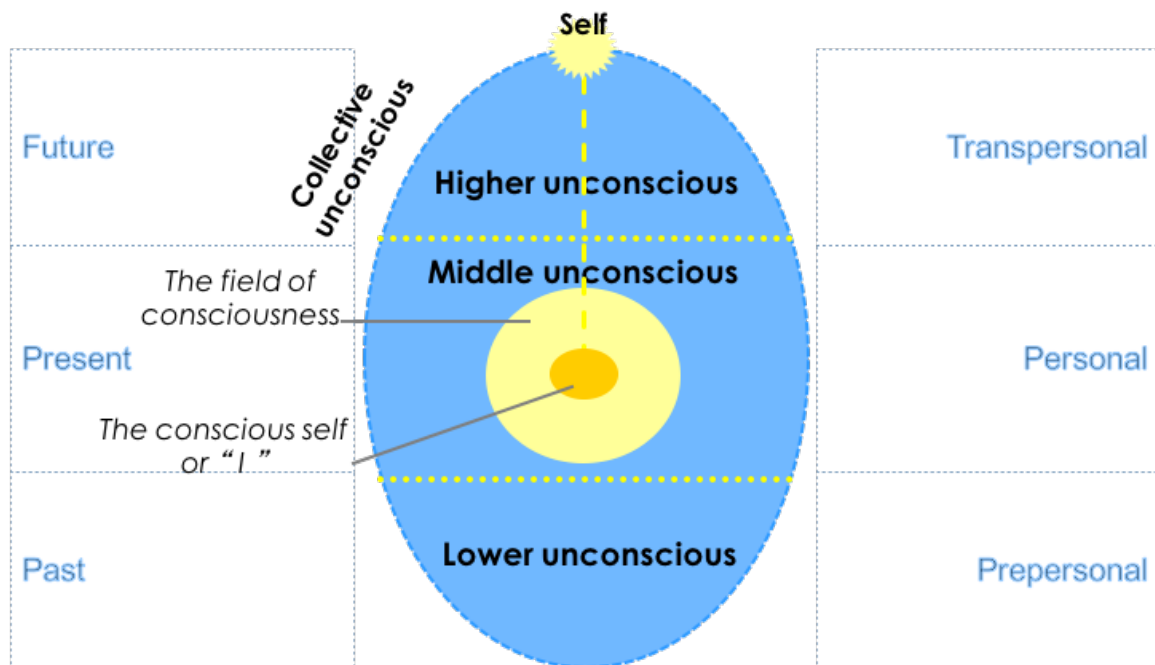
The holistic aspect is what sets Psychosynthesis trained therapists apart from their more conventional psychoanalytic colleagues. They hold awareness of their client's higher self as they guide them to both self-realise and self-actualise, as well as working at regressive levels to heal past wounding or address particular pathologies.

However, given the origins and nature of therapy or counselling, negative regressive connotations are difficult to dispel. Coaching is set within a more positive context with an absence of stigma, given its orientation towards future goals rather than healing the past. With the increased popularity of coaching and the growth of the profession, the time has come for more positive and holistic

psychologies. We believe that Psychosynthesis psychology is at least as relevant to coaching as it has been to therapy.

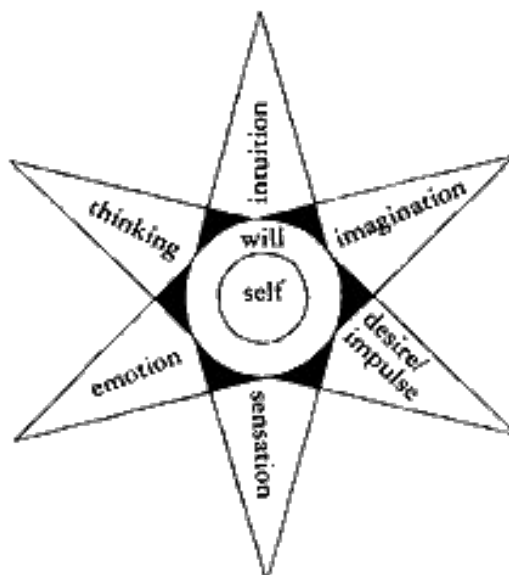
Psychosynthesis is also a living and evolving psychology for today. Psychosynthesis Coaching is engaged in an on-going process that (i) responds to the emerging needs of leaders, organisation and society, and (ii) integrates and absorbs the latest learning in psychology and related fields; e.g. neuroscience and neuropsychology; developmental psychology and integral philosophy; systemic and somatic coaching.

Psychosynthesis – Assagioli’s map of the human psyche



Adapted from Roberto Assagioli, Act of Will (1974)

Psychosynthesis – Assagioli’s psychological functions



Leadership

What is your concept or model of good leadership?

There are many different ways to approach the topic of leadership and describe the different styles or ways in which leaders behave and operate. Current thinking has moved on from the 'great man' approach, in which the characteristics and qualities of examples of successful or well-known leaders are generalised into some kind of idealised model of leadership for others to try and emulate. However, it can be useful to have a concept or general model of what we mean by good leadership as a starting point and examples of these are provided in the works of Collins (Good to Great Leadership, 2001), Kouzes and Posner (The Leadership Challenge, 2002) and Greenleaf (Servant Leadership, 1977). Situational Leadership (Hersey 1985) offers a more dynamic concept of leadership, in that it shows leaders how to adapt their style to get the best results in different situations according to people's needs.

Other writers have focused on the distinction between leadership and management, for example John Kotter (e.g. in What Leaders Really Do, HBR 2011) who emphasises the leaders' role in leading change. There is the simple descriptive model of leadership (e.g. Heron, 1999) as a continuum of options between the hierarchical/directive style and the democratic/facilitative style, which sometimes includes laissez-faire/empowering as a third locus on the scale. The classic Tannenbaum and Schmidt continuum (Tannenbaum and Schmidt, 'How to Chose a Leadership Pattern', HBR 1973) maps seven different combinations of authority or control and freedom or delegation as leadership behaviour or style options. We can take this a step further to map a continuum of leadership style options giving rise to different types of team, as in the example below (Creative Learning Consultants, 2014).

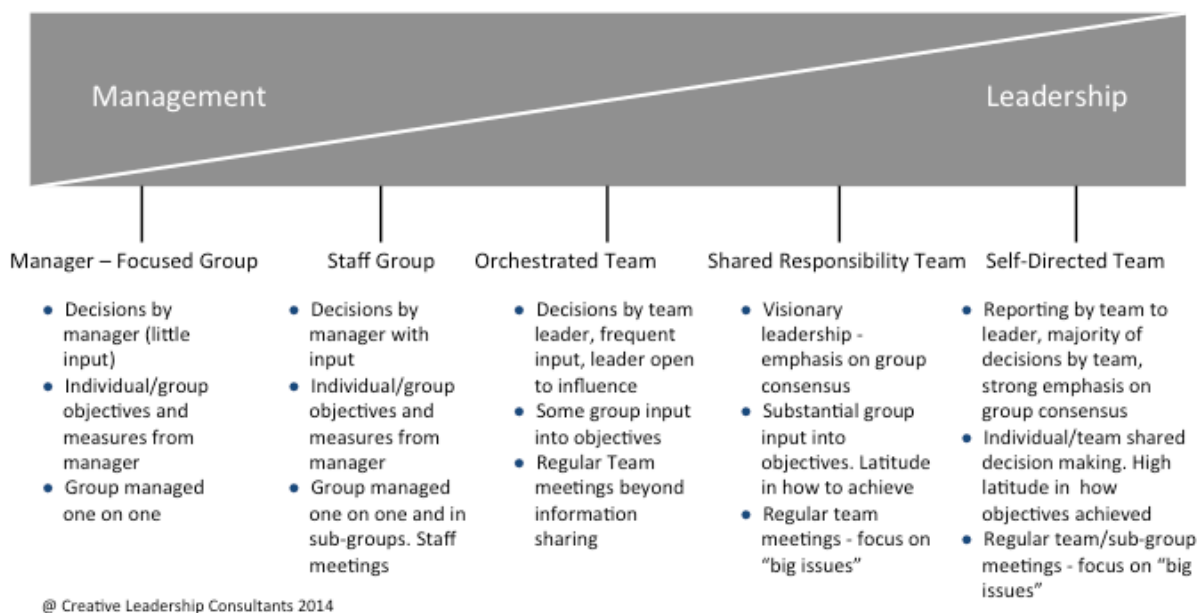


Figure 1: Spectrum of leadership team options

The concept of distributed leadership (e.g. Spillane, 2006) is also useful in that it broadens the scope and relevance of leadership from the one to the many, from the responsibility of the person at the top to something that everyone might be involved in. All of these concepts or notions of leadership are useful in orienting us to what we mean by leadership and to the basic dichotomous style options.

Approaches to leadership modelling and profiling

More sophisticated approaches today describe leaders using psychological or behavioural models and systems which set out the full spectrum of possible types, preferences, styles or modes of operating. Psychometric tools are used to assess or profile individual leaders against the model, and these are widely used within all types of organisation to provide a diagnostic starting point for leadership development, support team building or profile potential candidates for a vacant leadership position. There are many such models and tools and different HR departments or consultants will have their preferred tools. There is surprisingly little good literature that compares and contrasts the relative strengths and merits of different approaches, so I will offer a brief overview here.

We can broadly group approaches into personality type, behavioural preference and developmental stage models (and there are probably proponents of approaches that might argue that their particular tool fits either none or all of these three categories).

Personality types

Personality type models include those based on the 16 Personality Types, the Big Five personality traits, and Jungian personality theory, such as Myers-Briggs (MBTI), DISC and Insights. Other approaches in this category include HBDI (Hermann Brain Domination Indicator), based upon brain hemisphere research, and Stress Drivers, which comes from Transactional Analysis. Many of these tools are used for a variety of purposes in society and organisations, including a personal development context.

Behavioural preferences

Behavioural preference models are mostly derived from observation or analysis of the way that people work, behave and relate to each other. These include Belbin Team Roles, Thomas-Kilmann Conflict Mode Indicator, Firo-B, OCI and Learning Styles. Some have emerged from the growing field of Positive Psychology and Strengths-based literature, such as StrengthsFinder. These behavioural approaches are usually descriptive of observable and measurable external behaviours and relational preferences, whereas the personality type models are attempting to describe the inner subjective workings of our minds and personalities that drive the behaviour, although there is some overlap in many models.

Developmental stages

Developmental stage models and associated tools have arisen from the field of developmental psychology, which is broadly concerned with how human beings grow and develop over time and along different dimensions (also called vertical development). Early pioneers included Piaget and Erikson, and significant theories and models have been developed by the likes of Graves (1970), Loevinger (1998), Kohlberg (1984), Kegan (2009), Wade (1996) and others. Howard Gardener's work

on multiple intelligences (1983) can be included in this field, which links to specific works concerning Emotional Intelligence (Goleman, 1996), Spiritual Intelligence (e.g. Zohar, 2000) and Social Intelligence (Goleman, 2007 and others). Developmental approaches are seeking to reveal the deeper psychological structures that underlie our personal styles and behavioural preferences and show how these evolve over time or adapt to different situations.

Developmental approaches are more dynamic in several ways than the personality and behavioural approaches. Specifically, they:

- (i) show the connection between inner subjective perspectives (described as paradigms, worldviews or value systems) and outer behavioural and relational preferences and recognisable leadership styles,
- (ii) provide a dynamic view of how individuals develop over time and identify common patterns, recognisable stages and transitions
- (iii) offer a framework for moving between the dimension of individual leadership styles and collective organisational paradigms and cultures and
- (iv) address the situational context of leadership style and shows how it relates to different types of organisation, stages of organisational development and different situational challenges

Competency frameworks

It is also important to mention competency-based approaches and models. Alongside a leaders' personality and preferences, their worldview and work style, as with anyone working within organisations, we can also consider and assess their skills, abilities and competencies, as well as experience and knowledge, which for simplicity I will group together under competencies. It is important to include the competency dimension when working with leadership development (what we refer to as the horizontal aspect or dimension, e.g. see Torbert, 2014), and most large companies have very sophisticated and well developed approaches to competency modelling and development for all their people. When working on individual leader development, both personal and professional aspects, horizontal and vertical development dimensions, leadership styles and competencies, come together in forming the individual leader development agenda. At the same time, it is important to be aware of these distinctions, for example, when a leader is facing issues of working on their style, but mistakes this for a need to develop skills.

Coaching

Quick summary from our brochure:

We define coaching as...

1. a supportive, enabling and empowering *relationship* and *activity* that honours the autonomy, resourcefulness, creativity and responsibility of the client
2. ...and that is goal, future or outcome oriented in purpose

and leadership coaching...

3. takes place within an organisational context, usually involving a coaching sponsor and manager as well as the individual client
4. focuses on leadership as a calling rather than as a formal role
5. can involve working with individuals and teams as part of an organisational system

Overview of leadership coaching

Coaching is a fast growing and increasingly widely accepted professional activity, both within organisations as executive, leadership or management coaching and within society in general as life coaching.

Yet coaching is in the early stage of development as a professional practice and discipline, without well-defined boundaries and with an immature knowledge base. Coaching is currently many different things to different people, and the scope of what we call leadership coaching is a relatively specialised part of this. For this reason, it is important to create some distinctions between what we are engaged in and all coaching.

There is naturally an on-going battle for the high ground in terms of defining, developing and governing the profession, with different national and international bodies offering accreditation standards and structures for coaches. Everyone with an interest in the subject will tend give their own definition of coaching and their view of what constitutes good professional practice.

Rather than creating our own professional code of practice, we have closely aligned ourselves to APECS and adhere to their Ethical Guidelines. APECS are a natural partner for us, as they represent the mature and serious minded end of the coaching market, and their philosophy of personal and professional development is similar to ours.

Rather than attempting to create a water-tight definition which can limit the scope of coaching unnecessarily, we prefer to highlight some key principles that are also shared by others

So what do we mean by coaching? It is...

- a supportive, enabling and empowering relationship and activity that honours the autonomy, resourcefulness, creativity and responsibility of the client
- is goal, future or outcome oriented in purpose, and yet can include working with the client in the domains of past, present or future

- is usually a one-to-one relationship and activity between a coach and a coaching client, which takes place within a context of confidentiality and trust, although team coaching is becoming more prevalent
- is appropriate for anyone who is what the psychological profession calls a 'healthy neurotic' and is not suffering from serious psychopathological conditions
- can encompass the inner and outer dimensions of people's lives and work; the personal and the practical aspects of business; psychological and behavioural perspectives; physical, emotional, mental and spiritual levels of the clients' experience

and leadership coaching...

- takes place within an organisational context involving multiple clients, usually this means a coaching sponsor as well as individual coaching clients
- focuses on leadership as a calling and orientation rather than as a formal role – we can all be leaders to some extent within our roles in work or life in general
- can involve working with individuals and teams as part of an organisational system
- can encompass multiple agendas and issues, including those of performance, behaviour, change, development, purpose, meaning and crisis

There are some key situational principles that are also important to be aware of. The nature and scope of the work that is possible in leadership coaching is determined by three things; the professional capability and personal capacity of the coach; the development, openness and availability of the client; and the nature of the needs and issues they bring. Different coaches can work at a greater or lesser level of depth, involving emotional, personal and psychological issues and material depending upon their training, skills and experience.

Attempting to draw an arbitrary line between coaching and therapy in terms of the human content or territory that can be involved (e.g. 'therapy deals with emotions and the past') is unhelpful and muddle-headed – the difference between coaching and therapy is primarily about the context, purpose and method of the work. However, at the same time, the coach must only work in territory within which they are competent and confident. This includes being attuned to reading their client and their openness and availability to working at different levels. Coaching works best when there is some self-awareness to work with and a willingness to learn through the coaching relationship. The agenda that clients bring is also critical, although the coach must be aware that more fundamental issues may lie beneath presenting issues and seek to uncover these.

Finally, the match between coach and client is also important. Typically coaches work best with coachees for whom they are grounded in the stage of development that the coachee is evolving towards (for example, using the Leadership Development Framework, a coach centred at *Achiever* is a good fit with a coachee centred in *Expert* but who's goals imply a shift towards *Achiever*). Obviously this is tricky territory and assessing someone's development is a complex art at best, but it is also relatively easy to sense when a mismatch between coach and client exists.

Key distinctions in coaching

Coaching is a fast growing professional activity that is still relatively immature in terms of its knowledge base and professional grounding. It has become an increasingly hot topic in the business world over the last two decades, with Amazon listing 2,214 books in its Coaching and Mentoring category at the time of writing.

There are now many forms of coach training and educational programmes on offer to both new and experienced coaches, with at least a few dozen within the UK alone, as well as many national and international bodies and associations helping to establish and regulate the profession through accreditation, certification and standard setting. As we might expect with any emerging profession which is also a growth industry, there is something of a battle going on for the body and soul of coaching, for the high ground and the common ground, for the mainstream of practice and the niche positions. Every author, professional body and training organisation will offer you their own definition of what coaching is, what it's for and how it should work, although there does now seem to be convergence and agreement on several key distinctions.

The primary distinction is between coaching that takes place within an organisational context (variously called executive, leadership or management coaching) and coaching within a private or individual context, usually called life coaching. Within the organisational context there is a distinction between external coaching (by coaches from outside an organisation) and internal coaching (part or full time coaches working within an organisation), and management coaching (coaching as an activity and skill set for leaders and managers).

Sir John Whitmore on psychosynthesis coaching

Although the main thrust of John Whitmore's seminal book 'Coaching for Performance' is about coaching for performance, in the later editions he starts to include a broader view of coaching and explicitly lays the ground for psychosynthesis coaching. In the fourth edition (2009) he adds a whole section on 'Transformation through Transpersonal Coaching', which is recommended reading for all students. Below I have highlighted a few key extracts:

From page 204, after a section on leaders experiencing crisis:

So how does a coach work with such issues, and what skills does he or she need? Certainly to be most effective coaches do need to go beyond the basic skill level of asking questions to raise **awareness** and **responsibility**, listening well, running with the coachee's agenda, and following the GROW sequence. There is much more to coaching than that, and this takes us into the next evolution of psychology.

Then from page 206:

Psychosynthesis offers a number of maps and models, the strands of which weave a very useful cradle for in-depth coaching. One of these is a simplified model of human development that, like all models, is not the truth but merely a representation that enables a conversation to take place with a coach or within our own minds. A psychosynthesis-trained coach will invite the coachee to reframe life as a developmental journey, to see the creative potential within each problem, to see obstacles as stepping stones, and to imagine that we all have a purpose in life with challenges and obstacles to overcome in order to fulfill that purpose. The coach's questions will seek the coachee's recognition of the positive potential in the issue and the actions he chooses to take.

And from page 210:

I will not go into more detail here about all the techniques and potential pitfalls of coaching people through a major crisis of meaning once it happens. It can be a profound experience and an unsettling time for people who have traveled a long way along the horizontal plane before it occurs. I strongly advocate some training in psychosynthesis or a similar psychology for independent coaches who wish to enter this field or may unexpectedly find themselves there. It is a specialist area that is likely to be beyond the brief time availability, experience, or capability of what we might describe as a conventional coach.

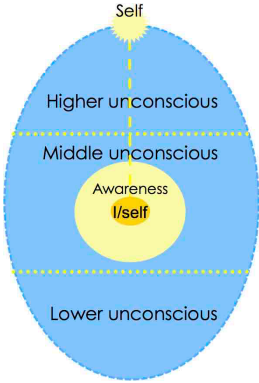

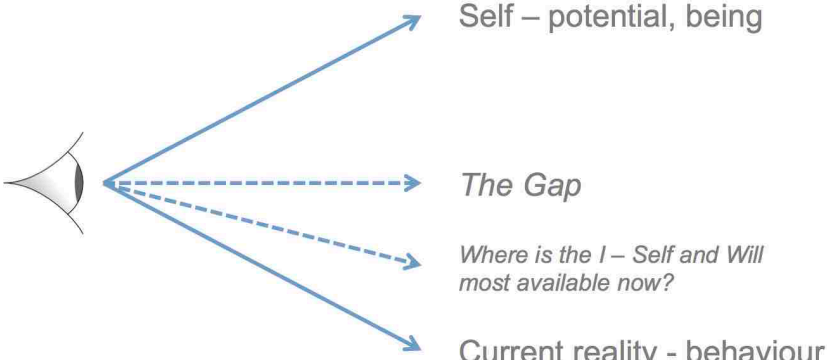
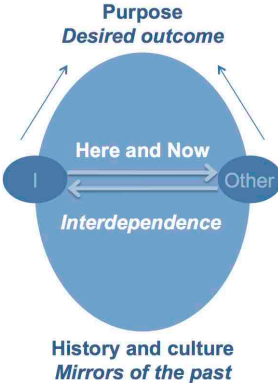
In-depth coaching is an invaluable resource for helping people to clear away their defensive shields and self-imposed blockages, so that they can more readily experience their own inner guidance. Hearing and obeying the "still small voice within" early enough may be a good way to avert a crisis and coaching can certainly contribute to that, and help us to stay on purpose. Unfortunately, all too often people do not seek that coaching help and support until they have hit the wall. It might also be tempting for some businesses to keep their head in the corporate sand as a way out of the complexities of meaning and purpose. In the long run, however, I believe that those businesses that stand by their people in their hour of need will have that goodwill returned many times over.

The only thing I would take issue with here is saying that psychosynthesis coaching is a *specialist area* and the implication that this approach will only be needed or of benefit to leaders who have reached a crisis in their lives. We are building a new conception of psychosynthesis coaching which is relevant to all leadership coaching and adapted to the leader's level of development, their self-awareness, presenting issues and agendas.

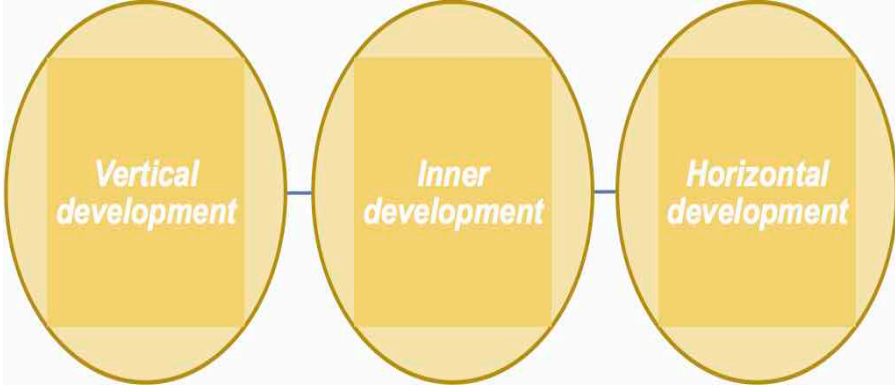

Key concepts summary

Below we have highlighted 10 concepts of models that will be worked with during the course. The first six are Psychosynthesis models, the second four are leadership and coaching specific.

- Self
- Will
- Trifocal Vision
- Right Relations
- Model of psychospiritual development
- Identification and disidentification
- GROW coaching cycle model
- Model of leadership agendas
- Domains of leadership development: Horizontal, Vertical, Inner
- 5 Dimensions of Leadership (5DL)

<p>Self</p>	 <p>A diagram of the Self structure. At the top is a small yellow sun-like circle labeled 'Self'. Below it is a large blue oval representing the unconscious, divided into three horizontal sections by dashed yellow lines: 'Higher unconscious' at the top, 'Middle unconscious' in the center, and 'Lower unconscious' at the bottom. In the center of the 'Middle unconscious' section is a yellow circle labeled 'Awareness I/self'.</p>
<p>Will</p>	 <p>A diagram of Will components. A central light blue circle labeled 'Will' is surrounded by four darker blue ovals: 'Transpersonal will' at the top, 'Strong will' on the left, 'Skilful will' on the right, and 'Good will' at the bottom. These five elements are connected by a circular path of grey lines.</p>
<p>Trifocal Vision</p>	 <p>A diagram of Trifocal Vision. On the left is a lens icon. Three arrows point from the lens to the right. The top arrow is solid and points to the text 'Self – potential, being'. The middle arrow is dashed and points to the text 'The Gap'. The bottom arrow is solid and points to the text 'Current reality - behaviour'. Below the middle and bottom arrows is the text 'Where is the I – Self and Will most available now?'.</p>
<p>Right Relations</p>	 <p>A diagram of Right Relations. At the top is the text 'Purpose Desired outcome'. Below it is a large blue oval containing a horizontal double-headed arrow between two smaller blue circles labeled 'I' and 'Other'. The text 'Here and Now' is above the arrow and 'Interdependence' is below it. At the bottom of the oval is the text 'History and culture Mirrors of the past'. Arrows point from the 'I' and 'Other' circles towards the 'Purpose' text.</p>

<p>Model of psychospiritual development</p>	
<p>Identification and disidentification</p>	
<p>Coaching cycle models</p>	
<p>Model of leadership agendas</p>	

<p>Domains of leadership development</p>	 <p>The diagram consists of three yellow ovals arranged horizontally, connected by thin lines. Each oval contains a darker yellow rectangular area with the following text: 'Vertical development', 'Inner development', and 'Horizontal development'.</p>
<p>5 Dimensions of Leadership (5DL)</p>	 <p>The diagram shows a central blue circle labeled '5DL' surrounded by five other blue circles, each connected to the center and to its neighbors. The circles are labeled as follows: 'DL1 - Self Awareness' (top), 'DL2 - Awareness of others' (top-right), 'DL3 - Systems awareness' (bottom-right), 'DL4 - Working with the Will' (bottom-left), and 'DL5 - Ability to ask for help' (left).</p>

Leadership Coaching Competencies Framework

This is our coaching competencies framework that is explored more fully in Unit 1. We make three key distinctions, between (i) core human skills, which are transferable from other professional roles and personal development in general, (ii) process competencies, which relate to different parts of the coaching cycle or activity and (iii) meta-skills, which set the psychologically aware psychosynthesis coach apart from more behaviourally oriented coaches.

Categories	<i>Self-rating (1-5)</i>	<i>Developmental needs summary</i>
<i>Core 'human' coaching competencies</i>		
✓ Active listening		
✓ Powerful questioning		
✓ Dynamic communication		
✓ Building the coaching alliance		
✓ Impact and influence		
✓ Right relationships		
<i>Core 'process' coaching competencies</i>		
✓ Engagement and contracting		
✓ Creating awareness		
✓ Agenda forming and goal setting		
✓ Designing interventions and actions		
✓ Coaching cycle delivery		
✓ Managing and reviewing progress		
<i>Coaching meta-competencies</i>		
✓ Self-Reflection		
✓ Systemic thinking and holding multiple perspectives		
✓ Psychological mindedness and developmental awareness		
✓ Presence and being authentic		
✓ Using self as an instrument of change		
✓ Moving between different levels with the client		

Section 4: Course Unit Overviews

Unit 1: Foundations of Psychosynthesis Leadership Coaching

Unit 2: Agendas in Leadership Coaching

Unit 3: Coaching Psychology

Unit 4: Leadership Development

Unit 5: Challenges of Leadership Coaching

Unit One: Foundations of Psychosynthesis Leadership Coaching

Context

The overarching context for this unit is **Inclusion**, with a view to forming a supportive professional community and creating a safe environment for learning on the course. Alongside this our purpose is to establish the Psychosynthesis context for Leadership Coaching. We will create a bridge with the Fundamentals or your previous experience of Psychosynthesis. Drawing upon this we will establish the Self and Will as the focus of what the coach is working with and introduce Trifocal Vision as the primary method and guiding principle for psychosynthesis coaching. This is a training in being a coach, and we seek to anchor this principle on this first workshop.

This unit provides the basic professional handrails needed to be able to practice as a leadership coach, as we introduce the core theoretical frameworks, models and practical skills. We distinguish between (i) the core human skills (such as listening and questioning) and (ii) process skills (such as contracting and reviewing) that you must have in order to practice effectively, and (iii) the higher level or meta-skills that will set you apart as a coach and enable you to work at a deeper level with your clients (such as self-reflection and psychological mindedness).

Our learning approach is to work with what you bring into the room and to draw out learning and knowledge from your own experience as much as possible. We provide models that help you make sense of and build upon what you do well and know intuitively. You also quickly start practising as coaches in triads so that you can build confidence from doing, as well as learn from observing, providing feedback and reflecting upon practice.

Outcomes and Deliverables

1. Establishing the group as a **supportive professional community**
2. Understanding the **Psychosynthesis context for Leadership Coaching**
3. Solid grounding in using **Trifocal Vision**
4. Understanding of the core **human, process and meta skills of coaching**
5. Enhanced core human skills of coaching, including **active listening**, asking **powerful questions** and **dynamic communication**
6. Enhanced core process skills of coaching, including **engagement and contracting**
7. Commitment to develop **self-awareness** and practice **self-reflection** during course

Weekend 1: Outline of Three Day Workshop

	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Inclusion and overview.	Check-in and reflection.	Check-in and reflection.
Session 1	Your context for the course.	Right Relations and Empathic Listening – practice	Core ‘human’ coaching skills overview. Bushe model of communication.
Break			
Session 2	Introduction to Psychosynthesis Leadership Coaching. Bridge from Fundamentals. Trifocal vision.	Powerful questions including use of GROW	Core ‘process’ coaching skills overview. Engagement and contracting.
Lunch 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
Session 3	Right Relations Model and Active Listening Skills – practice	Building Psychosynthesis as a context for coaching – triads practice	Meta-skills for leadership coaching overview. Levels of coach development model.
Break			
Session 4	Right Relations and Active Listening Skills – plenary	Building Psychosynthesis as a context for coaching – plenary	Homework. Journal keeping. Peer coaching contracting.
Break			
Session 5	Introduction to Professional Coaching Practice.	Comparative Coaching Models introduction. Seminar on GROW and CLEAR.	
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Reflection process and check-out.	Reflection process and check-out.	Check-out from the weekend

Unit One: Foundations of Psychosynthesis Leadership Coaching: Key topics

Psychosynthesis Leadership Coaching

Bridge from Fundamentals: Key Elements of Psychosynthesis Psychology
Introduction to Psychosynthesis Leadership Coaching
Trifocal Vision.
Six session structure model.
Right Relations Model.
Building Psychosynthesis as a context for coaching.

Coaching profession and coaching models

Introduction to Professional Coaching Practice.
Comparative Coaching Models: GROW and CLEAR
ICF competences framework.

The Learning Journey

Basic guided meditation.
Guidelines for Skills Practice in Triads.
Journal keeping.
Peer coaching contracting.
Your Will Project.

Coaching Competencies

Core 'human' coaching skills overview.
Active Listening Skills
Powerful Questions including use of GROW.
Bushe model of communication.

Core 'process' coaching skills overview.
Engagement and contracting.

Meta-skills for leadership coaching overview.
Levels of coach development model.

Unit Two: Agendas in Leadership Coaching

Context

The overarching context for this unit is **engagement**, with the client and the organisational world. Whilst continuing to hold the context of trifocal vision, this unit takes the you into the world of organisational leadership and provides a map of the types of client agenda you might come across and how to approach them. It introduces and applies our model of leadership agendas.

Building upon Unit 1, we start to explore the deeper level of agendas and issues within organisations; working with purpose, identity, meaning and values, and engaging with the crises that emerge in relationship to these, both at individual and organisational levels.

We show you how to understand better what is going on in organisations by holding multiple perspectives and taking a developmental approach to leadership and organisational cultures. We provide an overview of the leadership field and review several different approaches and thinkers within it. We focus on the human process of change and introduce models and tools that can be used in coaching to support leaders manage the change process. We also provide a basic toolkit for working with leadership development in coaching.

Outcomes

1. Understanding of **organisational dynamics** and the leadership agendas that are brought to coaching
2. Enhanced ability to draw out, recognise and engage with different **leadership client agendas**
3. Knowledge and understanding of a **range coaching models, strategies and tools** that support being an effective leadership coach
4. Increased confidence in using **Trifocal Vision** as the core model of Psychosynthesis Leadership Coaching
5. Enhanced basic human skills of coaching, including **Building the coaching alliance**
6. Enhanced basic process skills of coaching, including **Creating awareness** and **Agenda forming and goal setting**

Weekend 2: Outline of Three Day Workshop

Session	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Check-in	Check-in and reflection.	Check-in and reflection.
Session 1	Check-in	Check-in and reflection.	Check-in and reflection.
Break	Introduction to coaching within an organisational context. Wilber's integral framework	The Leadership Context	Change theories, models and tools (e.g. Kubler-Ross, Bridges, CLC, etc.)
Session 2			
Lunch 13:30-14:30 Day 1 12:30-13:30 Day 2/3	Laloux's developmental perspective	Working with agendas and forming goals - practice	Psychosynthesis perspectives on change and crisis
Session 3			
Break	Exploring client agendas - practice	Working with organisational systems	Engagement with change client agendas - practice
Session 4			
Break	Exploring client agendas - plenary and model of leadership agendas	Working with organisational systems - fishbowl clinic	Engagement with change client agendas - group debrief on learning.
Session 5			
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Introduction to Professional Bodies: ICF, EMCC, AC and APECS	Perspectives on leadership (including Bushe, Jaworski, Evans)	Homework

Unit Two: Agendas in Leadership Coaching: Key Topics

Leadership and Organisational Context

Introduction to coaching within an organisational context
Wilber's integral framework
Laloux's developmental perspective
Perspectives on leadership
Change theories, models and tools (e.g. Kubler-Ross, Bridges)

Working with agendas in leadership coaching

PCL model of leadership agendas
Psychosynthesis perspectives on change and crisis
Engagement with change client agendas

Coaching profession

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

Coaching Competencies

Building the coaching alliance
Agenda forming and goal setting

Unit Three: Coaching Psychology

Context

The overarching context for this unit is *self-reflection and disidentification*, as the basis for building psychological mindedness and developmental awareness. This unit places Psychosynthesis within the broader context of psychology and establishes why psychological mindedness is at the heart of exceptional leadership coaching. We provide an introduction to a range of psychologies as a starting point that will allow students to continue their own study.

Our container for the unit is a simple three phase model of psychospiritual development, and the overall progression of the weekend is through phases of pre-personal, personal and transpersonal psychology.

In this unit we deepen the context of Self as the context of coaching, both for the client and the coach. We begin or reconfirm the journey to develop psychological mindedness and developmental awareness, as meta-skills that support this context of Self for the skilled professional coach.

We build towards the inner experiential work that this involves by first setting it within the context of the field of psychology, and by doing this include and integrate the student's previous learning and experience of different psychologies and related disciplines.

Finally, we place Psychosynthesis (and the difference it brings) within this context as an integrative and holistic psychology that supports the coach and client bringing their authentic self to the coaching relationship. We show how Psychosynthesis as a psychology of the Will is a uniquely valuable context and methodology for working at an inner level with coaching clients, to enable them to release or activate their Will in the world.

Outcomes and Deliverables

1. Increased **self-awareness** and **self-reflection** on your own **psychological processes**
2. Enhanced ability to **think psychologically** within a coaching relationship, at three levels: prepersonal, personal and transpersonal
3. Increased awareness, capacity and skills for **working with crisis** in leadership coaching
4. Increased awareness, capacity and skills for **working with will** in leadership coaching
5. Increased confidence in using **Trifocal Vision** as the core model of Psychosynthesis Leadership Coaching
6. Enhanced basic human skills of coaching, including **Impact and influence**

Weekend 3: Outline of Three Day Workshop

Session	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Check-in	Check-in and reflection.	Check-in and reflection.
Session 1	The coaching psychology landscape and the evolution of coaching	Academic brief: 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 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
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 fishbowl exercise and plenary
Break			
Session 5	Prepersonal: –practical work plenary	Personal: Integration within the psychosynthesis context of trifocal vision	Homework
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Check-out	Check-out	Check-out

Unit Three: Coaching Psychology: Key Topics summary

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
- NLP
- Positive Psychology
- Neuro-psychology

Psychospiritual/transpersonal psychology

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

Coaching Competencies

- Impact and influence
- Creating awareness

Unit Four: Leadership Development

Context

The overriding context of this Unit is **deepening awareness**.

We continue the journey to develop psychological mindedness and developmental awareness, as meta-skills that support the context of developing leaders for the skilled professional coach. We provide an overview to a range of developmental perspectives. We provide a range of leadership coaching tools and resources that can be used in coaching diagnosis and leadership development.

We build towards the inner experiential work that this involves by first setting it within the historical, social and cultural context of the field of psychology and the human potential or growth movement, and by doing this include and integrate the student's previous learning and experience of different psychologies and related disciplines.

Finally, (on an additional one day intensive), we introduce you to our core model of *inner* leadership development; 5DL - Five Dimensions of Leadership, and first enable you to apply it to yourself before showing you how to use it as a dynamic context and method for working with your leadership clients. We explore each of the Five Dimensions individually and understand why they form part of the essential inner DNA of outstanding human leadership. We show how the model emerges out of the core principles of Psychosynthesis (e.g. Self, Right Relations, Synthesis and Will) as evoked within the leadership context. We also show how the dimensions work as an interdependent system of personal and leadership development and what happens when one or more of the dimensions are weak or absent within leaders.

Outcomes and Deliverables

7. Enhanced ability to **think psychologically** within a coaching relationship
8. Increased awareness, understanding and skills of how to work with **mindsets** and **subpersonalities** within coaching
9. Greater awareness and understanding of **human development** and increased ability to draw upon **models of human development** within coaching
10. Awareness of and ability to draw upon **leadership development** and **coaching tools and resources**
11. Increased confidence in using **Trifocal Vision** as the core model of Psychosynthesis Leadership Coaching
12. Enhanced basic process skills of coaching, including **Designing interventions and actions**

Weekend 4: Outline of Three Day Workshop

Session	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Check-in	Check-in and reflection	Check-in and reflection
Session 1	Group coaching clinic	Leadership development perspectives, dimensions and approaches – overview	Working with subpersonalities in leadership development
Break			
Session 2	Introduction to Heron's Six Category Interventional Analysis	Introduction to Mindsets	Working with subpersonalities practice
Lunch 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
Session 3	Heron – triads practical work	Mindsets (continued)	Working with subpersonalities plenary
Break			
Session 4	Heron – triads practical work and plenary	Mindsets (continued) – pairs practical work and plenary	Leadership development and coaching tools and resources, (including 360 feedback and profiling tools)
Break			
Session 5	The story of the human potential movement	Academic brief: PG CPLC requirements	Homework
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Check-out	Check-out	Check-out

Unit Four: Leadership Development: Key Topics summary

Coaching interventions

Designing interventions and actions

Heron's six category intervention analysis model

Leadership development and coaching tools and resources, (including 360 feedback and profiling tools)

Coaching profession

PGCPCL academic requirements and procedures

APECS Fast Track Accreditation

The developmental perspective

Overview of developmental psychology – models and approaches

The story of the human potential movement

Psychosynthesis Leadership Coaching

Working with Mindsets

Subpersonalities – as a systems model of the personality

Psychosynthesis as an integrative psychology for today's organisational world

Unit Five: Challenges of Leadership Coaching

Context

The overarching context for this unit is activating the **Will**, and taking steps to engage in *practice* as a coach. This unit takes you from learning into practice and provides the practical foundations that you need for both running a coaching practice and engaging with clients. It also deals with some of the practical issues of working in organisations.

This unit challenges you as a coach to build on your learning throughout the course and to focus on developing (or initiating) your own professional identity or brand and practice in whatever form is appropriate.

This unit provides a clear coaching practice structure to use for working with clients (e.g. number, duration and frequency of sessions, process for starting and ending the coaching relationship, initial questionnaire or interview, etc.). We show some variations, to help you see how you might adapt the framework. We seek to establish a mutual support group and set of resources to help the you set up or manage your coaching business. We also explore the real world practical challenges of coaching within organisations and prepare you as a coach for dealing with ground shifting events and when things go wrong. We introduce the principles of systems coaching and constellations for working in organisational systems. Finally, we focus on the personal challenges that may be evoked from working within organisational systems and build towards the importance of supervision as part of your support structure.

Outcomes

1. At the end of this unit you will be **ready to practice** as a professional coach
2. You will have the foundations for establishing or further developing an **internal or external coaching practice**. Solid grounding in the principles of coaching practice, how to manage the professional aspects of the role with a clear set of **guidelines** that can be adapted for managing client assignments and relationships.
3. You will have committed to an **ethical code of practice** and will know what to do when challenges and difficulties arise
4. Personalised plan for on-going development as a coach, with option to make a fast-track application for Professional Membership of **APECS**, based upon the APECS Standards Framework
5. Basic understanding and awareness of **systems coaching** and the use of **constellations** as a coaching intervention
6. Enhanced basic process skills of coaching, including **Coaching cycle delivery** and **Managing and Reviewing progress**

Weekend 5: Outline of Three Day Workshop

Session	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Check-in	Reflection on 5DL learning	Check-in and reflection
Session 1	5DL Introduction and background	Starting or continuing a coaching practice. Your vision and goals	Academic review: PGCPCL requirements and procedures
Break			
Session 2	1DL – Self-reflection 2DL – Awareness of others	Peer coaching on developing your coaching practice (moving from the vision into concrete plans)	Client challenges of working in organisational systems. Working with constellations group exercise
Lunch 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
Session 3	3DL – Systems awareness 4DL – Freedom of Will	Practical issues: group process reflecting on what participants need in the way of practical help	Coach challenges of working in organisational systems. Working with constellations practice
Break			
Session 4	5DL – Openness to help Coaching practice using 5DL	Creation of your personal and professional identity	Will project - plans an actions
Break			
Session 5	5DL – Individual assessment and development	Introduction to systemic coaching and constellations	Completion process
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Check-out	Check-out Briefing for completion process	Final Check-out

Unit Five: Challenges of Leadership Coaching: Key Topics summary

Coaching in organisations

Background to the coaching profession
Internal versus external coaching
Client challenges of working in organisational systems
Personal challenges of working in organisational systems: ethics, stress and personal care
Individual vs. Team vs. Systemic coaching; what are the key distinctions?
Systems coaching and constellations in organisations

Practical, professional and personal challenges

Structuring your practice
Practical issues of coaching; note taking, record keeping, data protection, insurance
Marketing your practice
Coaching Supervision

Personalised Coach Development Plan

Resources for coaching

Orientation questionnaires
Your practical toolkit

Coaching Competencies

Coaching cycle delivery
Managing and reviewing progress

Section 5: Appendices

Academic Programme Handbook
Psychosynthesis Coaching Limited information
APECS code of Ethics
Additional resources
Full list of references
Other articles, papers and on-line resources and links
Student on-line resources
Faculty profiles (Tutors, Facilitators, Supervisors)

Programme Handbook 2016-17

This will be provided to all students as a separate document

Psychosynthesis Coaching Limited information

See: <http://www.psychosynthesiscoaching.co.uk/us/>

APECS code of Ethics

See: <http://www.psychosynthesiscoaching.co.uk/wp-content/uploads/2014/11/APECS-Ethical-Guidelines-copy.pdf>

Additional resources

Full list of references

Coaching and coaching psychology

- Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'
- Downey, Myles (2014), 'Effective Modern Coaching: The Principles and Art of Successful Business Coaching'
- Hall, Liz, (2013), *Mindful Coaching: How Mindfulness Can Transform Coaching Practice*
- Heron, J. (1990) "Helping the client"
- Howard, Aubyn (2015) "Bringing a psycho-spiritual perspective to executive coaching", Paper for APECS Symposium 2015 (pdf)
- Kets de Vries, Manfred (2006): *The Leader on the Couch*
- Kimsey-House, Henry et al (2011, 3rd Ed), 'Co-Active Coaching'
- Lee, Graham (2003), 'Leadership Coaching'
- Machon, Andrew (2010), 'The Coaching Secret'
- O'Neill, Mary Beth (2007, 2nd edition), 'Executive Coaching with Backbone and Heart'
- Palmer, Stephen and Whybrow, Alison et al (2008), 'Handbook of Coaching Psychology'
- Passmore, Jonathan (Editor, 2014), 'Mastery in Coaching: A Complete Psychological Toolkit for Advanced Coaching'
- Peltier, Bruce (2010), 'The Psychology of Executive Coaching'
- Strozzi-Heckler, Richard (2014), 'The Art of Somatic Coaching'
- Whitmore, John (2009, 4th Ed), 'Coaching For Performance: Growing People, Performance and Purpose
- Whittington, John (2016, 2nd Ed): *Systemic Coaching & Constellations*

Psychosynthesis, other psychology and psychotherapy

- Assagioli, Roberto (1965), 'Psychosynthesis'
- Assagioli, Roberto (1974), 'The Act of Will', London: Aquarian Press
- Assagioli, Roberto (1991), 'Transpersonal Development'
- Ferrucci, Piero (1982), "What We May Be: The Vision and Techniques of Psychosynthesis"
- Firman, John and Gila, Ann, (2002), 'Psychosynthesis'
- Fowler, James (1995), "Stages of Faith"
- Gardner, H. (1983) "Frames of Mind: The Theory of Multiple Intelligences". New York: Basic Books
- Goleman, Daniel (1996) "Emotional Intelligence".
- Goleman, Daniel, (2007) "Social Intelligence"
- Graves, Clare (1970), Levels of Existence, An Open System Theory of Values, *Journal of Humanistic Psychology*. Fall, 1970. Vol. 10 No.2., pp. 131-155
- Hardy, Jean (1996) "A Psychology with a Soul"
- Heron, J. (1992) "Feeling and Personhood: Psychology in Another Key"
- Knight, S. (1996) "NLP at Work: The difference that makes the difference"

Maslow, Abraham (1968), 'Towards a psychology of Being'
Maslow, Abraham (1971), 'The Farther Reaches of Human Nature'
Nevis, E.C. (1991) "A Gestalt Approach to Organisational Consulting"
Stewart, I and Joines, V. (1987) "TA Today"
Whitmore, D. (2000) 'Psychosynthesis Counselling in Action'
Wilber, K. (2000) "A Theory of Everything"

Recent developments in neuro-psychology

Brooks, David (2011) "The Social Animal"
Kahneman, Daniel (2012) "Thinking Fast and Slow"
Duhigg, Charles (2013) "The Power of Habit"
Earls, Mark (2009) "Herd"
Rock, David, (2009) "Your Brain at Work"
Rosenzweig (2010), 'The Halo Effect'
Harford, Tim (2012), 'Adapt; why success always starts with failure'

Leadership and change

Beck, Don and Cowan, Chris. (1996) "Spiral Dynamics"
Bennis, Warren G. (1996), "On becoming a leader"
Bridges, William (1995), "Managing Transitions"
Buckingham, Marcus and Clifton, Donald (2005), "Now discover your strengths" (StrengthsFinder)
Bushe, Gervase (2010), 'Clear Leadership'
Cameron, E and Green, M (2004), "Making sense of change management"
Collins, Jim (2001), "Good to Great"
Deering, Anne; Dilts, Robert and Russell, Julian (2002), "Alpha Leadership"
Evans, Roger and Russell, Peter, (1989), 'The Creative Manager'
Fisher, D., Rooke, D. and Torbert, W.R. (2001) "Personal and Organisational Transformation".
McGraw-Hill: London
Greenleaf, Robert K (1977), "Servant Leadership"
Handy, Charles (2015): The Second Curve
Horowitz, Mark (2014): "The Dance of We - The Mindful of Love and Power in Human Systems"
Howard, Aubyn (2016): "The Influence of Leadership Paradigms and Styles on Innovation"; Chapter 19
in "Value Creation in the Pharmaceutical Industry", Edited by Alexander Schuhmacher, et al
Jaworski, J. (1996) "Synchronicity: The Inner Path of Leadership"
Kegan, Robert and Lahey, Lisa (2009), Immunity to Change'
Kotter, John (1990), "A Force for Change: How Leadership Differs from Management"
Kotter, John (1999), "Leading Change"
Kotter, John (2002), "The Heart of Change"
Kouzes and Posner (2002, third edition), "The Leadership Challenge"
Laloux, Frederic (2014), 'Reinventing Organisations'

Lencioni, Patrick (2002); The Five Dysfunctions of a Team
Martin, Roger (2007), 'The Opposable mind'
Oshrey, Barry (2007), "Seeing Systems"
Phipps, Carter (2012), "Evolutionaries"
Rooke, D. and Torbert, W.R.: Seven Transformations of Leadership, HBR April 2005
Senge, Peter (1990), "The Fifth Discipline"
Senge, Peter, et al (2005) "Presence: Exploring Profound Change in People, Organizations and Society"
Smith, Simon (2000), "Inner Leadership"
Starkey, Ken and Hall, Carol (2012) – The Spirit of Leadership – Chapter in New Directions in Leadership Education (HBR Press)
Wheatley, Margaret (1992) "Leadership and the New Science"

Other organisational theory; OD, learning, consulting and facilitation, etc

Argyris, C., and Schön, D.A. (1974) "Theory in Practice: Increasing Professional Effectiveness". San Francisco: Jossey-Bass
Argyris, C., and Schön, D.A. (1996) "Organization Learning II: Theory, Method and Practice". San Francisco: Jossey-Bass
Boud, D. Cohen, R., and Walker, D. (1993) "Using Experience for Learning". Buckingham: Open University Press
Harrison, R (1995) "Consultants Journey". London: McGraw-Hill
Heron, J. (1996) "Co-operative Inquiry: Research into the Human Condition", London: Sage
Isaacs, William (1999) "Dialogue and the art of thinking together"
Jarvis, P., Holford, J., and Griffin, C. (1998) "The Theory and Practice of Learning". London: Kogan Page
Kegan, R. (1994) "In over our Heads", London: Havard
Knight, S. (1996) "NLP at Work: The difference that makes the difference". London: Nicholas Brealey
Kolb, B. (1984) "Experiential Learning: Experience as the Source of Learning and Development". Prentice-Hall
Law, Andy (1998), "Open Minds"
Lewin, R. and Regine, B. (2000) "The Soul at Work", London: Orion Business Books
Morgan, G. (1986) "Images of Organisation". London: Sage
Mumford, A. (2001), "How to Produce Personal Development Plans", Maidenhead, Peter Honey Learning
Nevis, E.C. (1991) "A Gestalt Approach to Organisational Consulting". New York: Gardener Press
Owen, H. (1997) "Open Space Technology", San Francisco: Berrett-Koehler
Pedler, M., Burgoyne, J., and Boydell, T. (1991) "The Learning Company". Maidenhead: McGraw-Hill
Phillips, K. and Shaw, P. (1998) "A Consultancy Approach for Trainers and Developers", Aldershot: Gower
Revans, R. (1998) "ABC of Action Learning". London: Lemos and Crane
Schein, E. (1987) "Process Consultation (Volume 1): Its Role in Organisation Development".

Shaw, P. (1997) "Intervening in the shadow systems of organizations: consulting with a complexity perspective, Journal of Organizational Change Management; Vol 10 No 3 '97
Stacey, R. (1996) "Complexity and Creativity in Organisations", San Francisco: Berrett-Koehler
Zohar, D. and Marshall, I. (2000) "SQ - Spiritual Intelligence, The ultimate Intelligence". London: Bloomsbury

Other articles, papers and on-line resources and links

See and hear

Roberto Assagioli: <https://www.youtube.com/watch?v=e9rVWAxE2hQ>

Piero Ferrucci: <https://www.youtube.com/watch?v=Vhp2--nMZCw>

John Whitmore: <https://www.youtube.com/watch?v=e2LkGwd0a2Y>

<https://www.youtube.com/watch?v=BRLKHjGlwm4>

<https://www.youtube.com/watch?v=7-D6CnaQUuw>

Diana Whitmore: <https://vimeo.com/48129044>

Peter Hawkins: <https://www.youtube.com/watch?v=IJ9AEftb8YY>

Gervase Bushe: <https://www.youtube.com/watch?v=0BzttEvFUmE>

Frederic Laloux: <https://www.youtube.com/watch?v=GxGGkrtKZaA>

<https://www.youtube.com/watch?v=gcS04BI2sbk>

Daniel Kahneman: <http://www.youtube.com/watch?v=XgRlrBI-7Yg>

Ken Wilber: https://www.youtube.com/watch?v=NQ_HsQkBkJA

Useful

Institute of Psychosynthesis: <http://www.psychosynthesis.org>

Psychosynthesis Trust: <http://www.psychosynthesisistrust.org.uk>

Revision: <http://www.re-vision.org.uk>

Istituto di Psicosintesi: <http://www.psicosintesi.it>

APECS: <https://apecs.org>

ICF: <https://www.coachfederation.org.uk>

AC: <http://www.associationforcoaching.com/pages/home>

EMCC: <http://www.emccouncil.org>

Coaching at Work: <http://www.coaching-at-work.com>

ICF Core Competencies Rating Levels: www.coachfederation.org

Good Reads: <https://www.goodreads.com>

Getabstract: <http://www.getabstract.com>

Fun

Best coin ever spent: <http://www.youtube.com/watch?v=PgiPaanDnuk>

Student on-line resources

Student Area

On starting the course, you will be registered into the student area of our website. This will give you access to the following:

- Student resources for each unit, including the Unit Study Guide, copy of the unit slides and flip chart scans
- Student discussion forum, where you can ask questions, share ideas and resources with your colleagues
- Workshop feedback, which we ask you to complete after each unit workshop

Psychosynthesis Coaching Community

You can also post your profile on our Psychosynthesis Coaching Community.

We will be putting together an on-line collection of useful Psychosynthesis tools and techniques that could be of use to you as a coach in your work with leaders. Some come directly from Assagioli's works, others have been developed by Psychosynthesis practitioners. This will be accessible via the Psychosynthesis Coaching Community - Members Resources, on the website. This is also where you can find other resources and materials that are available to the wider Psychosynthesis Coaching Community.

Faculty profiles (Tutors, Facilitators, Supervisors)

Programme Leaders

Roger Evans

Aubyn Howard

Paul Elliott

Additional Workshop Facilitators

Ruth Rochelle

Peter Young

Aubyn Howard

MSc in Change Agent Skills and Strategies with The Human Potential Research Group at Surrey University in 1999

Professional Expertise

Aubyn has 30 years experience as a management consultant, facilitator, coach and educator, bringing about transformational change and leadership development by working closely with senior leadership teams.



Career and Experience

He worked in the Merchants Group for 17 years, becoming Strategy Director and heading up customer management and change management consulting services before going independent in 1999. Aubyn's focus is on facilitating development within individuals, teams and organisations, bringing together behavioural, psychological, cultural and systemic perspectives. Alongside working for organisational clients, Aubyn has studied extensively within the fields of personal and leadership development, as well as humanistic, developmental and psychospiritual psychology, and he has been involved in the education and development of consultants and coaches for more than twenty years.

Training and Qualifications

- BSc Economics at Bristol University (1979)
- PG Certificate in Education at University of West of England (1980)
- MSc in Change Agent Skills and Strategies with The Human Potential Research Group (founded by John Heron) at Surrey University (1999)
- Director of internal consulting development programmes for The Merchants Group (1992-1999)
- Course tutor for Surrey University MSc in Management Consultancy (1999-2001)
- Certified Spiral Dynamics Practitioner (certified with both Chris Cowan and Don Beck)
- NLP practitioner (certified at NLPU with Robert Dilts, 2000)
- Trained with the Institute of Psychosynthesis between 2000-2004 (led by Joan and Roger Evans)
- Currently a supervisor for the MA in Coaching (2012 -)
- APECS Accredited Executive Coach (2014 -)

Clients and Sectors

His clients in the UK, continental Europe, Africa, Asia and North America, include: Abbey, Acoura, Atlas Knowledge, British American Investment Group, Birmingham & Solihull Business Link, DfES, European Union, GDFC, Hays, HgCapital, Lloyds TSB, London and Continental Railways, Mercedes, Nycomed, Roche, Takeda, Virgin Atlantic and others in financial services, ICT, retail, leisure, travel, transport, pharmaceuticals, private equity, healthcare, utilities, and business services.

What Aubyn's clients say:

"Aubyn and I met for one-to-one coaching for a couple of hours monthly or more and during that year, I gradually saw new sides of myself, and was able to find solutions to day to day problems. I learned about my strengths and how to use them, and about my areas for improvement. It was a journey that revealed things about myself, that I can now use as tools in my daily business and leadership... the sessions made me able to focus and step up to the task as a leader and professional. Work is much more fun, and I felt appreciated and recognized." CM, Medical Director, Pharmaceutical Industry

"Aubyn has quickly got buy in from the team and myself and has made a positive impact to the financial health of the company through better team work, working with individuals on a one to one basis on performance issues and in the successful development of the annual plans and strategies. He has also used his coaching skills to support the companies strategic direction and can be relied upon for independent and positive inputs. It has been a pleasure to work with Aubyn and I would recommend him to other companies without any hesitation." JR, CEO, Business Services Industry

"I appreciate that you stayed with me whatever state I was in when I came to supervision. I have felt held by you in the way that I needed. You have been flexible and given me the space to bring whatever I am with at the time, which has been at times my great despair and at others my authentic self." LH, MD Coaching Company"

Paul Elliott

MA BTech MCIPS

Executive Coach and Business Consultant



Career and Experience

Paul Elliott worked for 28 years in leadership roles in four manufacturing businesses. He left Rolls-Royce plc in 2002 to work as an independent consultant while at the same time embarking on a journey of personal and professional development.

Now he is a professionally qualified accredited Executive Coach having qualified with an MA in Psychosynthesis Psychology applied to coaching in 2007 working as a Leadership Coach, Coach Trainer and as a consultant in Organisational Change, Business Development and Procurement.

Since 2011, Paul has been a non-executive director of Ebac Group Limited and a trustee of the Ebac Foundation.

Professional Training and Qualifications

- **Accredited as an Executive Coach by APECS** (The Association for Professional Executive Coaching and Supervision) 2014
- **Master of Arts (MA) in Applied Psychosynthesis Psychology (applied to coaching):** Middlesex University and Institute of Psychosynthesis: 2007
- **Certified Cultural Transformation Tools Consultant**:(Part I and II) Richard Barrett Associates: 2003. Also trained in Appreciative Inquiry: 2004
- **Member of the Chartered Institute of Purchasing and Supply (MCIPS):** 1991
- **Bachelor of Technology (BTech) Honours, Applied Physics:** University of Bradford 1974

Professional experience as coach and change consultant

Paul is a qualified and accredited executive coach having trained from 2003 until 2007 at the Institute of Psychosynthesis in London in partnership with Middlesex University, gaining his MA in Psychosynthesis Psychology applied to Coaching in 2007. He has built an extensive executive coaching business based on his 28 years of experience in Leadership roles and the training he received at the Institute of Psychosynthesis. He has worked with senior executives and directors in three business sectors and in two national charities. He also coaches individuals privately. The coaching work is complementary to his procurement consultancy and he is consistently asked by clients to take a coaching and mentoring role both during and following consultancy assignments. He has developed and delivered a comprehensive coaching training programme for aerospace professionals as part of a regional development programme to increase competency in the aerospace supply chain in North West England.

In 2008 he joined the teaching faculty at the Institute of Psychosynthesis and both teaches an "Introduction to Psychosynthesis Coaching" course and has co facilitated other training programmes. In partnership with the Institute of Psychosynthesis he is developing with a colleague a six month part time Post Graduate Certificate Programme in Psychosynthesis Leadership Coaching which will be launched in autumn 2015.

What Paul's clients say:

The coaching support I received from Paul was instrumental to me regaining my confidence and sense of purpose and in enabling me to make and implement key decisions at a crucial stage in my leadership of a programme of major change
Many, many and warm thanks again, I feel I have returned from a dark and difficult place with renewed energy, commitment and confidence

Director of National Charity

Paul delivers excellent coaching services in an effective and efficient process that is tailored to his clients needs. His understanding of both human nature and what creates results make him a highly valuable professional asset. Paul's coaching enabled me to focus more on my goals which result in a better professional business as well as private life.

Bottom Line: great guy, good listener and a positive force

Procurement Director European Aerospace Tier I business

Roger Evans

Director of the Institute of Psychosynthesis

Managing Director of Creative Leadership Consultants



Roger is managing Director of CLC, a management consulting practice that works with boards, CEOs and senior leadership teams on issues of leadership transformation and change.

Over the past 30 years he has extensive international public and private sector business consulting experience in Europe, Scandinavia, North America, the Middle East, India and Africa.

He has been a non-executive director of the NHS personnel group, and a board member of The Technology Management School at Chalmers School of Technology and Management in Gothenberg, Sweden.

He is a Co-Founder (1973) of The Institute of Psychosynthesis a Psychotherapy, Coaching and Counselling Training School in London, and a co-founder and curator of The Resource Group – charitable trust created in 1982 to fund global projects that brought leverage to the ‘margins’ of society. He is the co-author of the book *The Creative Manager* (1989) and is about to publish his new book *5DLFive Dimensions of Leadership*.

Peter Young

MA in Psychological Coaching from the Metanoia Institute

Peter is an executive coach, facilitator and trainer with an international client-base of professional service firms, corporates, and not-for-profits. He has been a regular teacher on global top talent development programmes, including those of Allen and Overy, ABN Amro, ENVIRON and Virgin Media.



He provides one-to-one executive coaching in a wide range of industries and sectors. Current clients include partners, directors, and senior managers in Deloitte, Capita, and KPMG. Coaching focuses on the following areas:

- Transition to leadership: Developing the mind-set and skill required for senior roles; making the transition from hands-on technical expertise to organisational leadership
- Influence and impact: Enabling individuals to take up greater power and influence, whilst retaining personal authenticity; developing the capacity to maximise the engagement and motivation of their team members, colleagues and clients.
- Career development: Providing individuals with the insight needed to fulfil their potential and plan for a satisfying career; enabling the employer to optimise the individual's contribution to the business.
- Peter is based in Oxford and has an M.A. in Psychological Coaching from the Metanoia Institute, London, and a post-graduate certificate in Coaching and Mentoring Practice from Oxford Brookes University. He is a licensed practitioner of the LDF (Leadership Development Framework), SIMA (System for Identifying Motivated Abilities), and MBTI (Myers Briggs Type Instrument).

Prior to his move into executive development in 2000, Peter enjoyed a successful international career in book publishing. He held board responsibility for a £12m book distribution business in the UK, led international sales and marketing teams, and launched a publishing operation in Singapore.

Peter's approach is thoughtful and empathetic, while being practical and challenging. He combines his wealth of business skills and experience with the psychological depth and understanding to transform, inspire and motivate his clients, resulting in lasting change.

What Peter's clients say

"Peter is fun, energetic and full of brilliant ideas. I have felt inspired after every session and keen to put into action everything that we discuss."

Senior Associate, Allen and Overy

"The leadership development work which I have done with Peter has been incredibly powerful. He has helped me identify my strengths and the situations in which I am the most effective and influential."

Bid Director, Capita Group Sales

Ruth Rochelle

Master Practitioner Diploma in Systemic Team Coaching with the Academy of Executive Coaching

Ruth has more than 25 years experience as an executive and team coach, working with leaders, owners, and senior management teams (including working virtually with global teams), supporting them through organisational change, rapid growth, succession, starting up and pre/post acquisition.



In 1991 she became one of the original coaches at The Coaching House. She was instrumental in building the company's approach and led many projects for them during their first eight years of business. She launched Creation in 1999; clients have included BBC, B&Q, CBS Outdoor, Cello Group, Claire's Accessories, 2CV, Daily Mail, Discovery Channel, Financial Times, Insight Research Group, Janet Regar, Lend Lease, Munro & Forster, Naked, News International, Office of Fair Trading, PHD Group, Pricewaterhouse Coopers, Saatchi & Saatchi, TV Times, Tesco, Thomson Reuters and Universal Pictures International. Alongside her corporate work, she is one of a small global team of facilitators presenting intensive personal development seminars around the world to groups of up to 200 people.

Over the years Ruth has developed her own philosophy, models and coaching style. She prides herself in her ability to listen at the deepest level in order to fully identify and address the core of any issue. She has a special interest in enabling her clients to form, grow and maintain respectful, high-performing relationships inside and outside their teams. She focuses on expanding perspectives to help her clients thrive in ever-increasing complexity, and to discover new realms of possibility beyond perceived and real limitations.

Ruth is an APECS Accredited Executive Coach, has a Master Practitioner Diploma in Systemic Team Coaching with the Academy of Executive Coaching, is an Integral Development Coach with New Ventures West, has diplomas in NLP and Psychosynthesis, and is certified in The Leadership Circle and MBTI profiling tools.

What Ruth's clients say:

'I can highly recommend Ruth as a phenomenal executive coach. I first met Ruth a few years ago whilst trying to figure out the next stages of my career. I was at a crossroad, facing a lot of different options and trying to decide whether to remain in a senior corporate job or pursue something more entrepreneurial. Ruth's insights into my character and strengths and weaknesses were incredibly astute throughout and she was able to really get me on a plan to take advantage of them. I can't say enough good things about the way she has helped me and my career grow.'

DK, President

'As a result of working with Ruth for a short intensive period of executive coaching, we were able to align the leadership team and commit to the next phase of growth and development. It was a fascinating, enjoyable and testing experience, which helped us develop the tools and focussed motivation to take our business to the next stage. I would not hesitate to recommend Ruth's services to any senior team who are looking for an authentic and sustainable way forward.'

PB, Partner