



Post-Graduate Certificate in Psychosynthesis Leadership Coaching

February 2017



Unit 4: Leadership Development

May 2017



Day One

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

Unit 3 Overview	Day One	Day Two	Day Three
Check-in/review	Check-in and reflection.	Check-in and reflection.	Check-in and reflection.
Session 1	Introduction to Heron's Six category Interventional Analysis	Working with Mindsets	Working with subpersonalities in leadership development
Break			
Session 2	Heron – triads practical work	Mindsets (continued) – pairs practical work	Working with subpersonalities in leadership development – triads practical work
Lunch			
Session 3	Heron – triads practical work and plenary	Mindsets (continued) – pairs practical work and plenary	Working with subpersonalities plenary
Break			
Session 4	Introduction to Mindsets	Introduction to leadership development	Psychosynthesis as an integrative psychology for today's organisational world
Break			
Session 5	Introduction to Mindsets (continued)	Leadership coaching tools and resources, (including 360 feedback and profiling tools)	Homework
Check-out/ completion	Check-out	Check-out	Check-out

Unit 3: Leadership Development: Key topics

Coaching interventions

- ❖ Designing interventions and actions
- ❖ Heron's six category intervention analysis model
- ❖ Leadership coaching tools and resources, (including 360 feedback and profiling tools)

Leadership development

- ❖ Horizontal, vertical and inner development of leaders
- ❖ 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 leadership coaching

Coaching profession

- ❖ APECS Fast Track Accreditation

Intervention Models and Skills

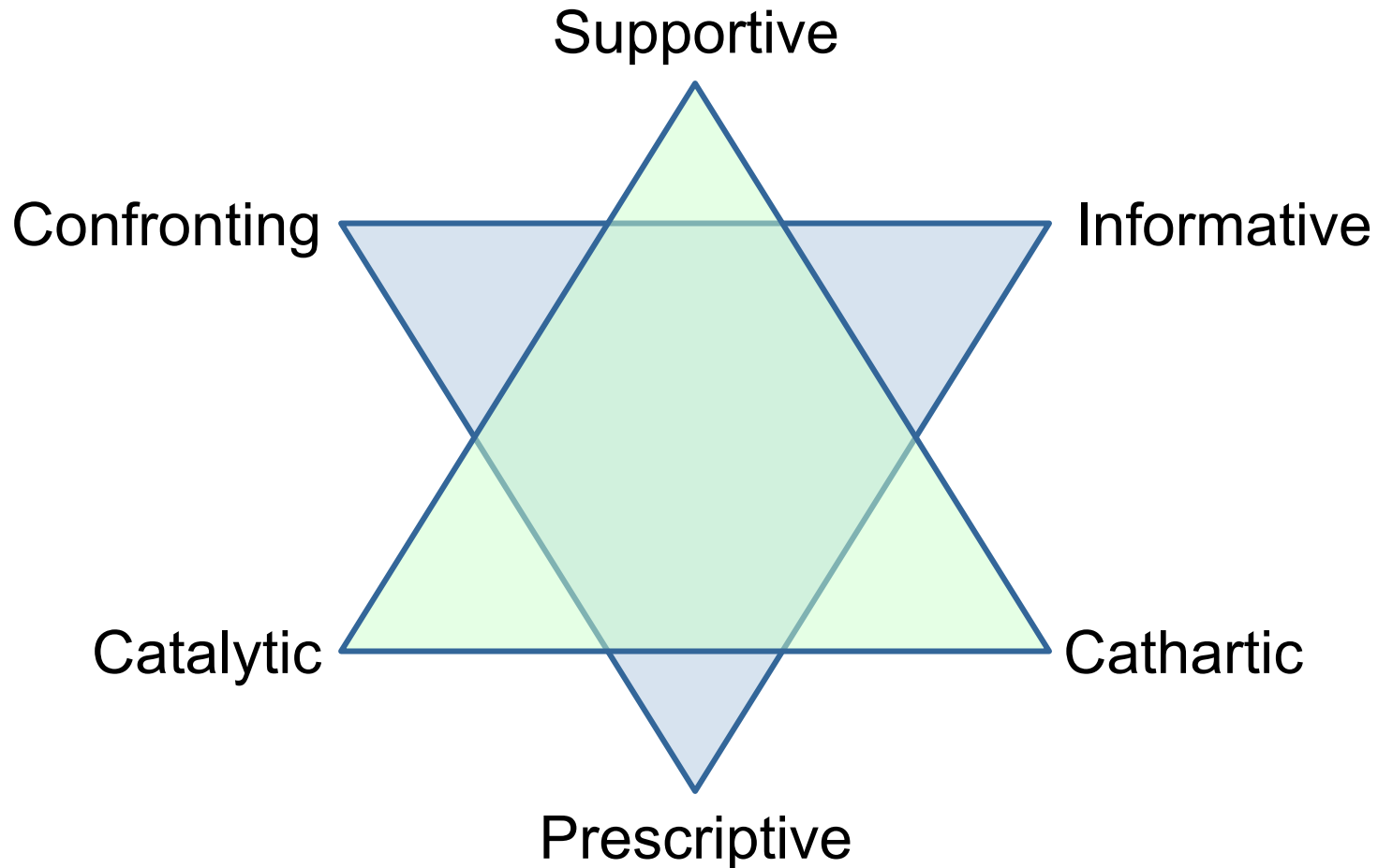
Aubyn Howard



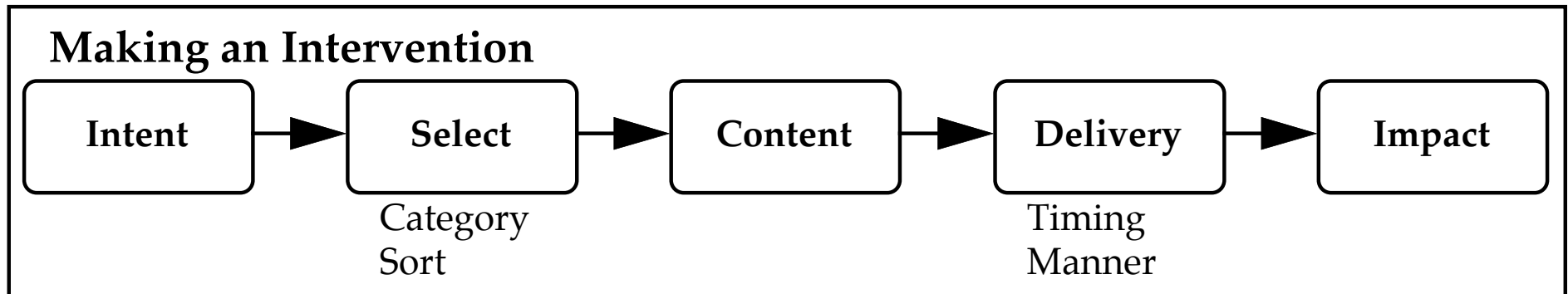
Heron - six category intervention model

Authoritative	<p>Prescriptive</p> <p>A prescriptive intervention seeks to direct the behaviour of the person, usually behaviour that is outside the practitioner-client relationship.</p>
	<p>Informative</p> <p>An informative intervention seeks to impart knowledge, information or meaning to the person.</p>
	<p>Confronting</p> <p>A confronting intervention seeks to raise the person's consciousness about some limiting attitude or behaviour of which they are relatively unaware.</p>
Facilitative	<p>Cathartic</p> <p>A cathartic intervention seeks to enable the person to discharge or release painful emotion, primary grief, fear and anger.</p>
	<p>Catalytic</p> <p>A catalytic intervention seeks to elicit self-discovery, self-directed living, learning and problem solving in the client.</p>
	<p>Supportive</p> <p>A supportive intervention seeks to affirm the worth and value of the client's person, qualities, attitudes or actions.</p>

Heron - six category intervention model



Heron - six category intervention model



Intervention skills – practice session in triads

- ❖ Forms groups of three - 30 mins for one segment
 - 20 mins session
 - 10 mins debrief
- ❖ Coach
 - Hold Trifocal Vision
 - Working to help with whatever the client brings
- ❖ Coachee
 - Bring any current important issue you would like to work on for 20 minutes
- ❖ Observer
 - Note all the interventions the coach makes and classify according to the Heron model
 - Reflect upon and give feedback to the coach about the interventions they made

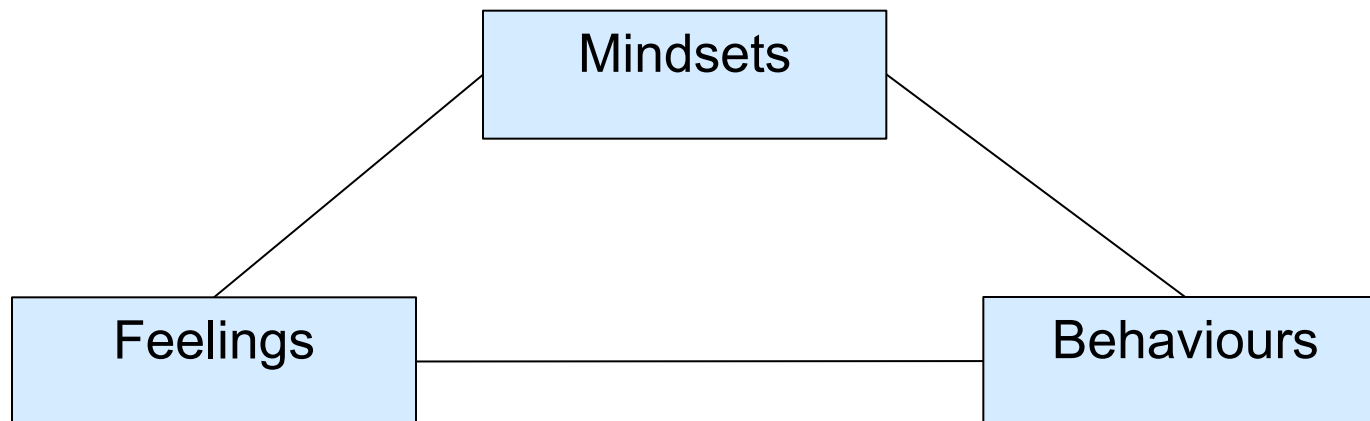
Introduction to Mindsets

See mindsets slides



Introduction to Mindsets

- ❖ The key to understanding why we behave the way we do
- ❖ The starting point to being able to change our attitudes and behaviours
- ❖ Working on yourself helps you understand how to help others change
- ❖ Knowing the mindsets that drive our behaviour



Mindsets

- 1) We create what we see
- 2) The same data can give rise to more than one 'reality'
- 3) We see what we want to see or what we expect to see
- 4) We tend to hold on to what we know and like
- 5) All mindsets affect our behaviour and our feelings
- 6) Neither good nor bad – most mindsets contain some truth

Check-out

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

Day Two

❖ Check-in and reflection

Working with mindsets

Reflect on the mindsets you have around a key development area you are working on, e.g. my impatience with others, speaking out more proactively, the way I react under pressure, etc.

- ❖ Write down whatever comes up for you
- ❖ Look at each statement you have written down
- ❖ Chose one of the stronger mindsets to work with further. Explore the expression of the mindset to identify a more 'general' statement that resonates for you
- ❖ Work with a partner to explore and refine the mindset you want to work with
- ❖ Work with your partner to carry out a seven-step analysis of the mindset (take it in turns to facilitate each other)

Identifying mindsets

Keeping an observation journal

- ❖ Recording what happens around strong mindsets
- ❖ What was the situation?
- ❖ What was the stimulus or trigger?
- ❖ What was the behaviour?
- ❖ What were my feelings?
- ❖ What was the mindset?

Unpacking and reframing mindsets

- ❖ Take a few minutes to make some notes and reflect upon strong mindsets you have about... (*the topic of concern*)
- ❖ Chose one of these to explore more deeply
- ❖ Write down the mindset, being as specific as possible

Working with mindsets

Mindsets 7 Step Analysis

1. Write down the mindset, being as specific as possible
2. How does this mindset affect your behaviour and feelings? Be specific.
3. How strong is this mind set? (i.e. how much does it control/influence you, how automatic is it?)
4. How long have you had this mind set? When and how did it first get started?
5. How does the mind set serve you? What did or do you get from it?
6. How does the mind set limit you? What does the mind set stop you from seeing or doing about yourself or about others?
7. As you step back from the mindset, what new prospects does this open up for you?

Mindsets - summary

- ❖ Mindsets are the belief patterns that govern most of our behaviour – beneficially as well as in a limiting sense
- ❖ Some we are very aware of, some we are vaguely aware of, others are more unconscious or completely automatic in the way they influence our behaviour
- ❖ Many of our mindsets originate from experiences in our early years and may be strengthened or developed by our later experiences as adults
- ❖ Many mindsets arise in relation to meeting an essential need or asserting a core value and are held in place by an emotional ‘charge’
- ❖ We may also adopt ‘collective’ mindsets which are part of the culture of an organisation - and again we may be more or less conscious of in how they govern our behaviour
- ❖ A mindsets may be a problem to the extent that it limits our choices and freedom to change our behaviour
- ❖ We explore mindsets with a view to increasing our freedom to change behaviour

Mindsets

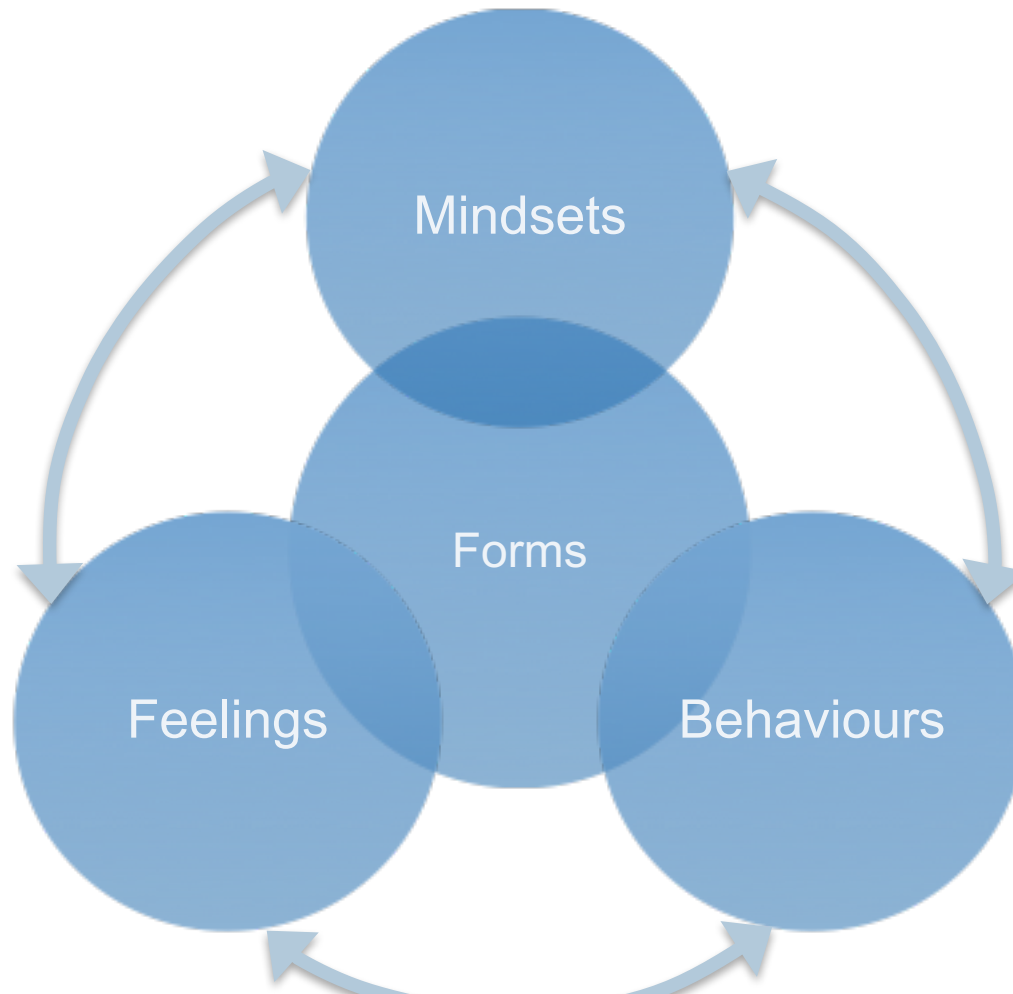
The real magic of discovery lies
not in seeking new landscapes but
in having new eyes.

Marcel Proust

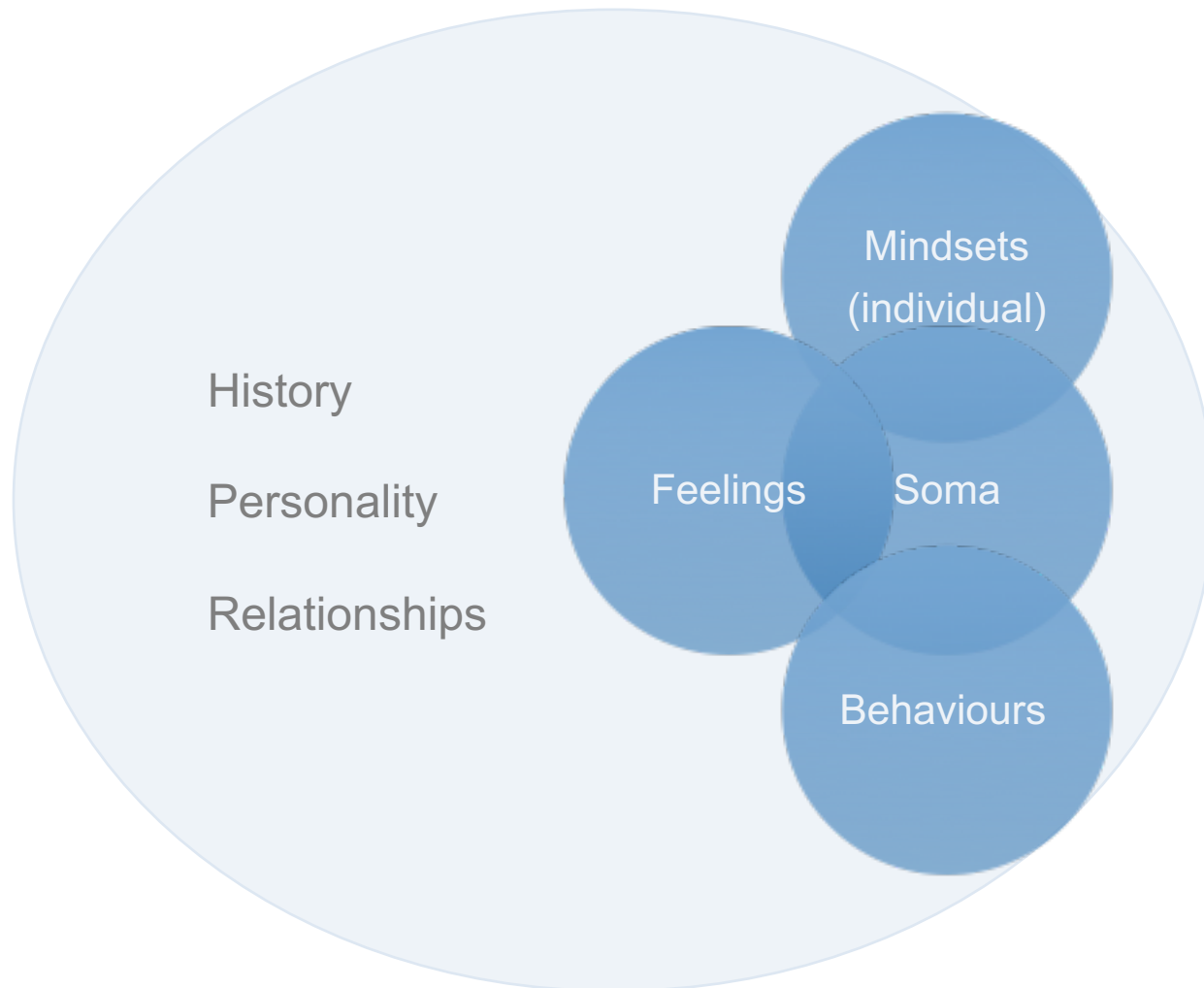
Working with Mindsets – practice session in pairs

- ❖ Reflect upon the mindsets you have about yourself as a coach, and your professional development as a coach
 - Write down as many as you can, then step back and reflect upon them and identify one you would like to work with that limits or troubles you in some way
- ❖ Choose a partner to work with - 40 mins each way
 - 30 mins session
 - 10 mins debrief
- ❖ Coach
 - Hold Trifocal Vision
 - Guide your partner through the seven step reframing process
- ❖ Coachee
 - Bring a mindset that you would like to work with, with a view to furthering your development as a coach

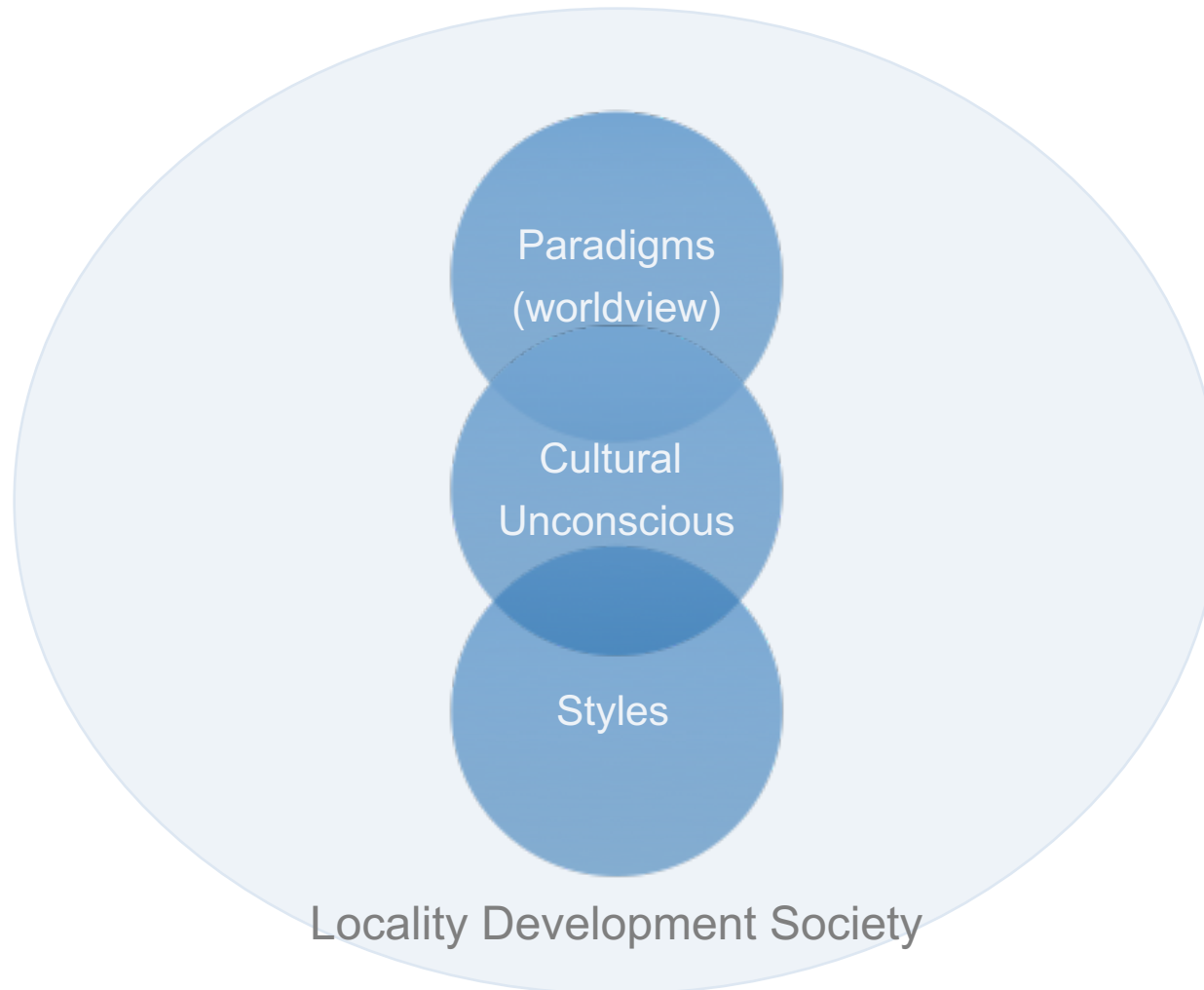
How Mindsets Work



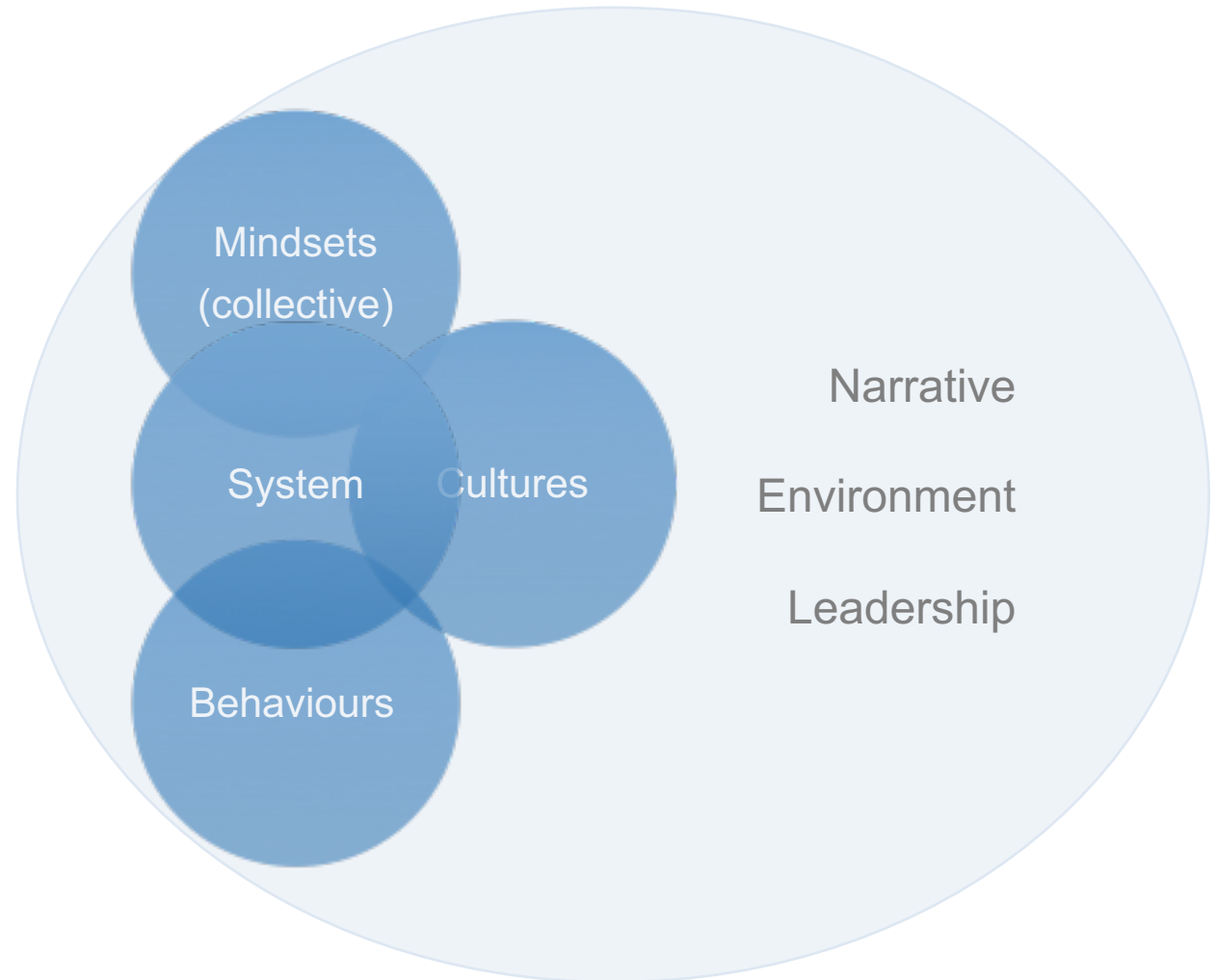
Individual mindsets



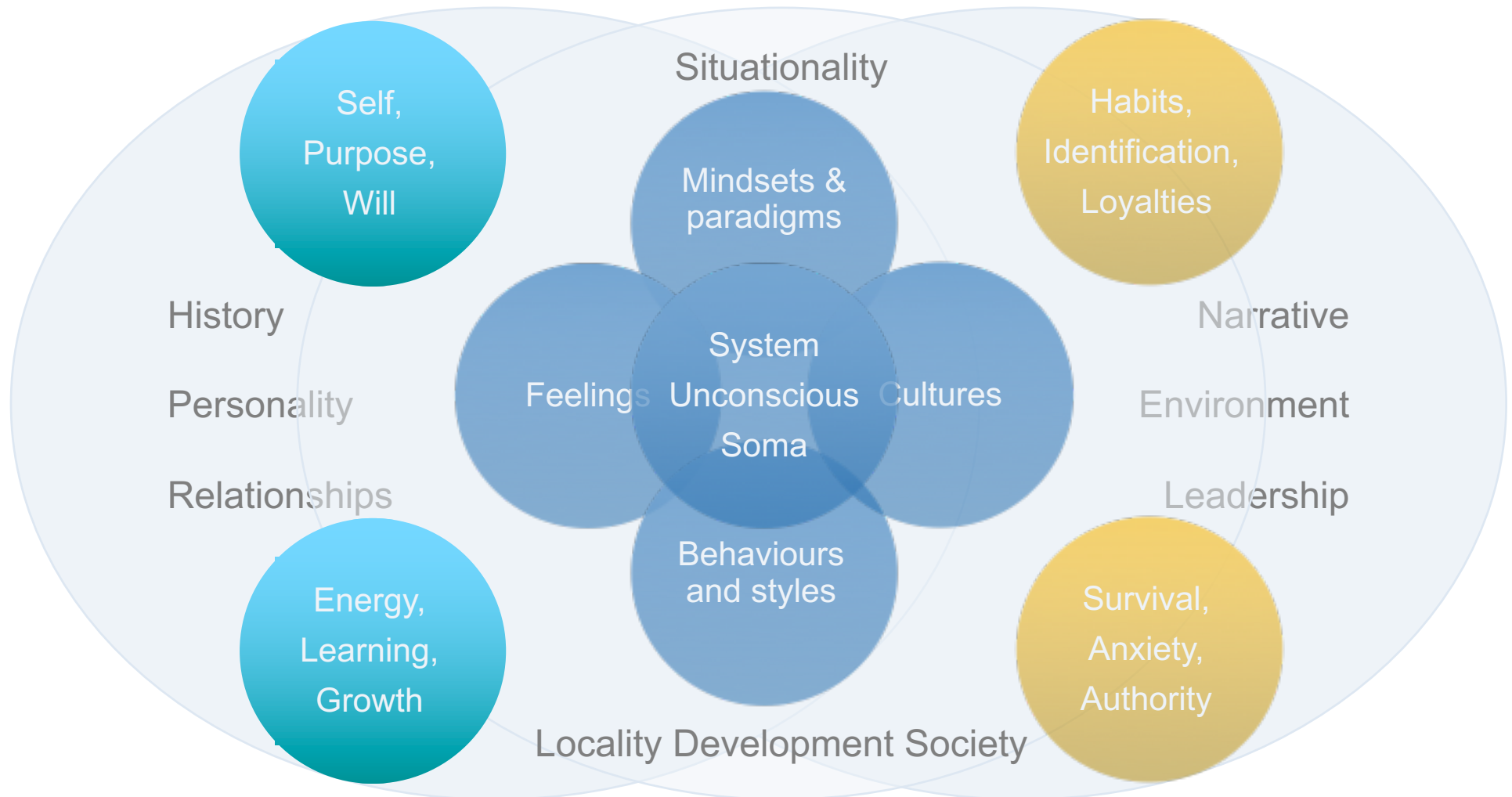
Archetypal mindsets



Organisational mindsets



Individual + archetypal + collective mindsets

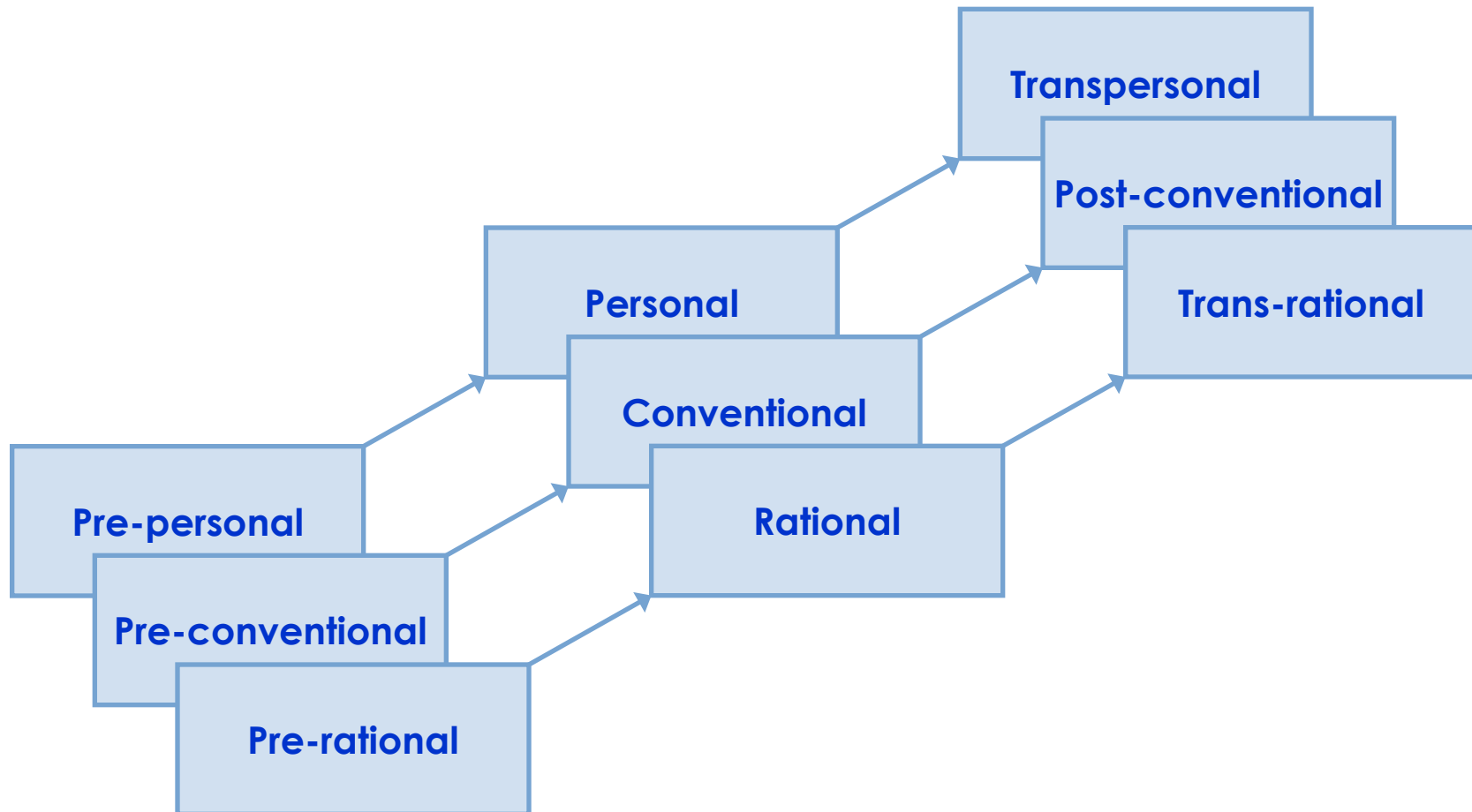


Leadership Development

Aubyn Howard



Overview of developmental psychology



Overview of developmental psychology

❖ Models and approaches

- Piaget
- Erikson
- Gebser
- Maslow
- Graves
- Kohlberg
- Kegan
- Fowler
- Plotkin
- Wade
- Wilber

Overview of developmental psychology

- ❖ A great number of people—historians, anthropologists, philosophers, mystics, psychologists, and neuroscientists—have delved into this most fascinating question: *how has humanity evolved from the earliest forms of human consciousness to the complex consciousness of modern times?* (Some inquired into a related question: *how do we human beings evolve today from the comparatively simple form of consciousness we have at birth to the full extent of adult maturity?*)
- ❖ People have looked at these questions from every possible angle. Abraham Maslow famously looked at how human *needs* evolve along the human journey, from basic physiological needs to self-actualization. Others looked at development through the lenses of *worldviews* (Gebser, among others), *cognitive capacities* (Piaget), *values* (Graves), *moral development* (Kohlberg, Gilligan), *self-identity* (Loevinger), *spirituality* (Fowler), *leadership* (Cook-Greuter, Kegan, Torbert), and so on.

Frederic Laloux, Reinventing Organizations

Laloux's developmental perspective

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

Laloux's developmental perspective

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

Laloux's developmental perspective

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

Leadership Styles

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

Leadership Styles Profile

Leadership Style	Overall		Conscious	Subconscious	Feedback
Benevolent	2%		0%	0%	6%
Autocratic	15%		20%	8%	15%
Hierarchical	11%		13%	3%	16%
Enterprising	36%		50%	36%	24%
Social	12%		0%	25%	12%
Integrative	17%		12%	20%	18%
Holistic	7%		5%	8%	9%
	100%		0%	100%	100%

68% Individualistic : 32% Collectivist

- ❖ The profile compares the leaders conscious preferences with their less conscious expression of these styles. It also shows how others see them.
- ❖ The report helps the leader become more aware of their underlying ways of thinking (or leadership paradigms or worldviews) which give rise to these different leadership styles.

Clare Graves

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

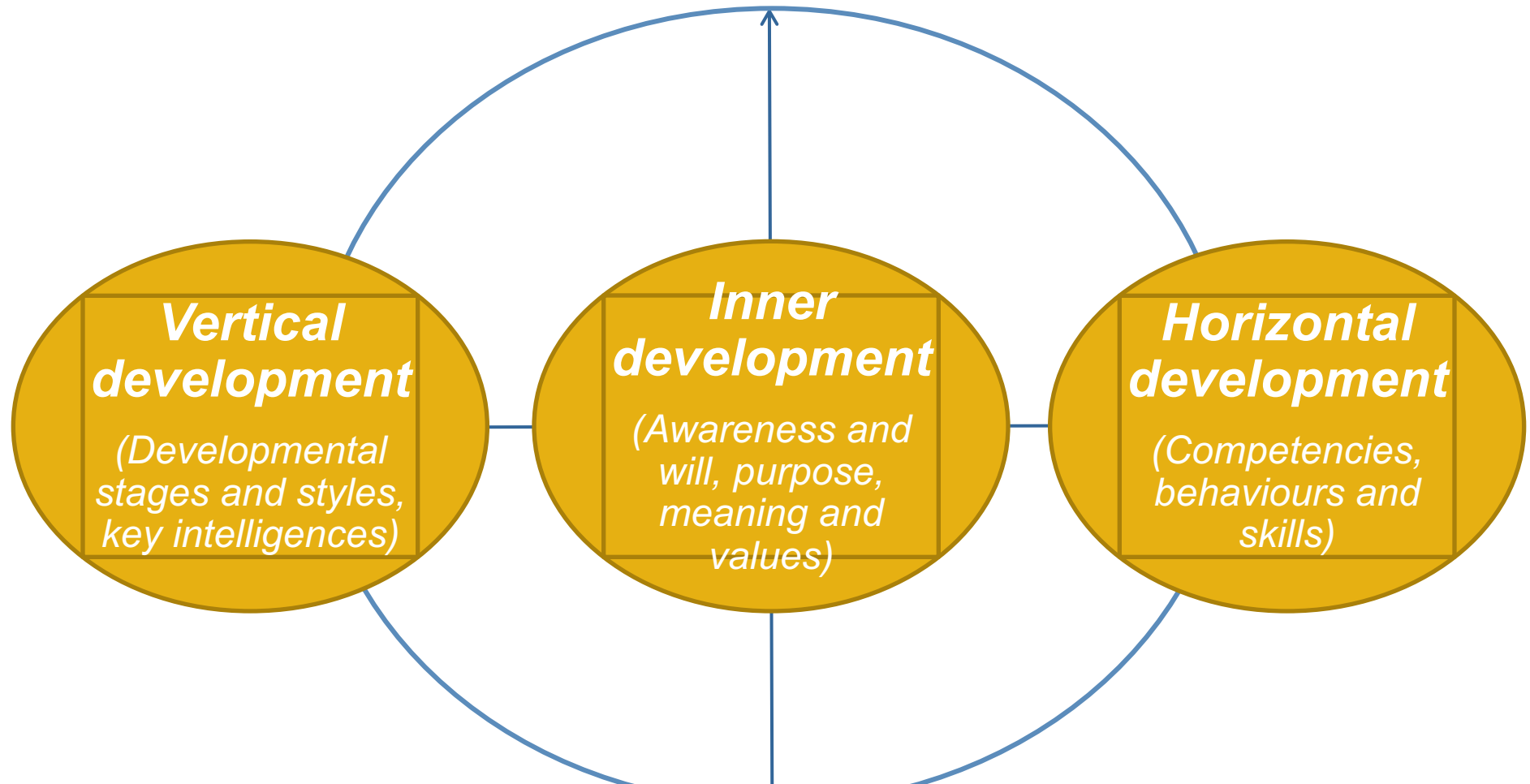
According to this conception we do ourselves a disservice by arguing whether man's nature is good or bad, active or reactive, mechanical or teleological. Man's nature is emergent. What man is cannot be seen before. We can see it only insofar as it has been revealed to us by his movement through the levels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

Domains of leadership development

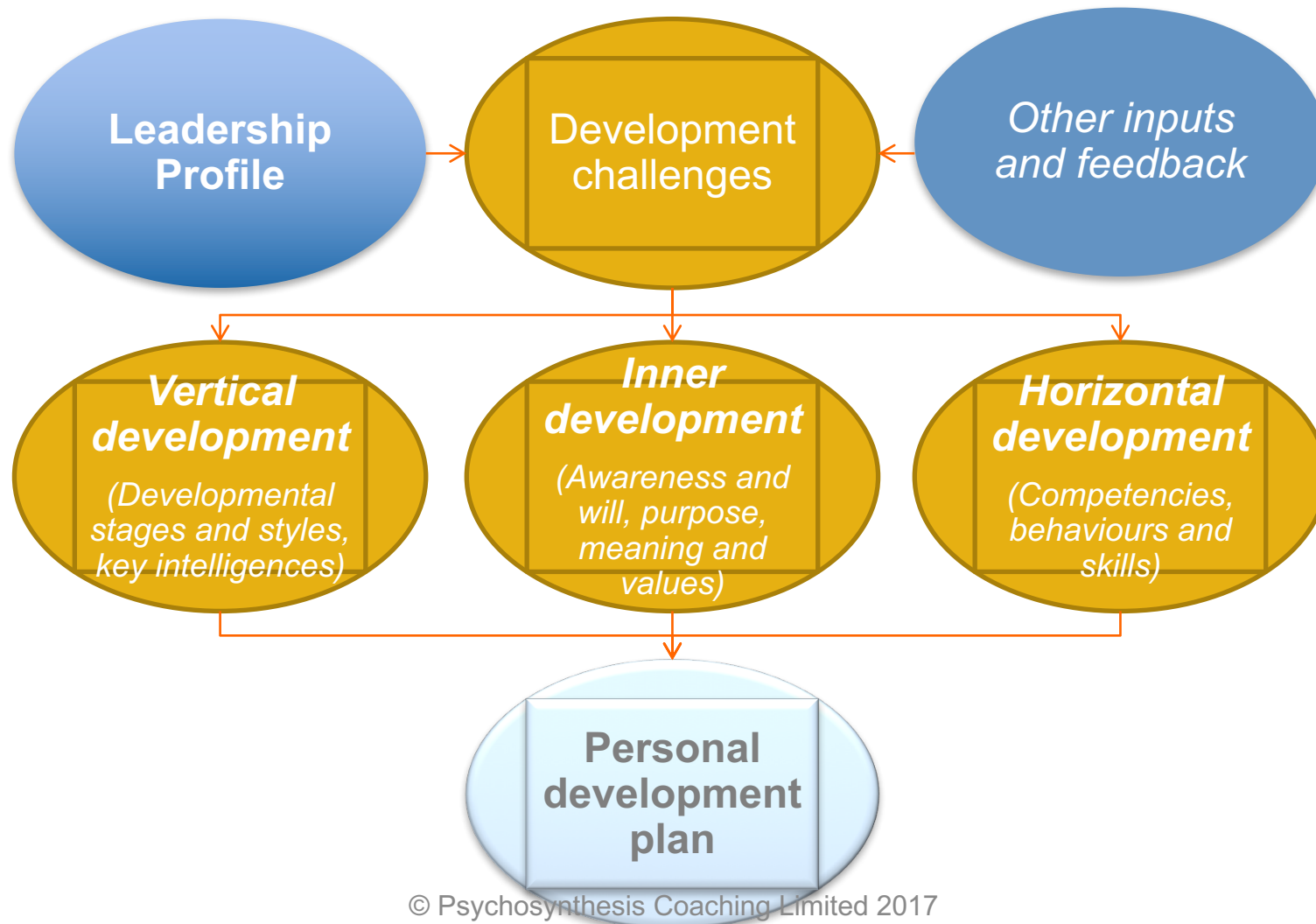
Leadership developmental challenges can be explored in terms of:

- ❖ **Horizontal** development: developing specific behaviours, competencies or skills needed to excel in your role or respond to organisational change
- ❖ **Vertical** development: optimising your mix of leadership styles in the context of organisational culture; awareness of which leadership stage transitions are current or immanent for you
- ❖ **Inner** development: developing awareness and will; connecting with identity, purpose, meaning and values; navigating inner and outer leadership crises

Domains of leadership development



Leadership development planning



Leadership coaching tools and resources for leadership development

- ❖ What types of models and tools are there?
- ❖ What models and tools do you use?
- ❖ What could be in a basic toolkit?

Leadership coaching tools and resources

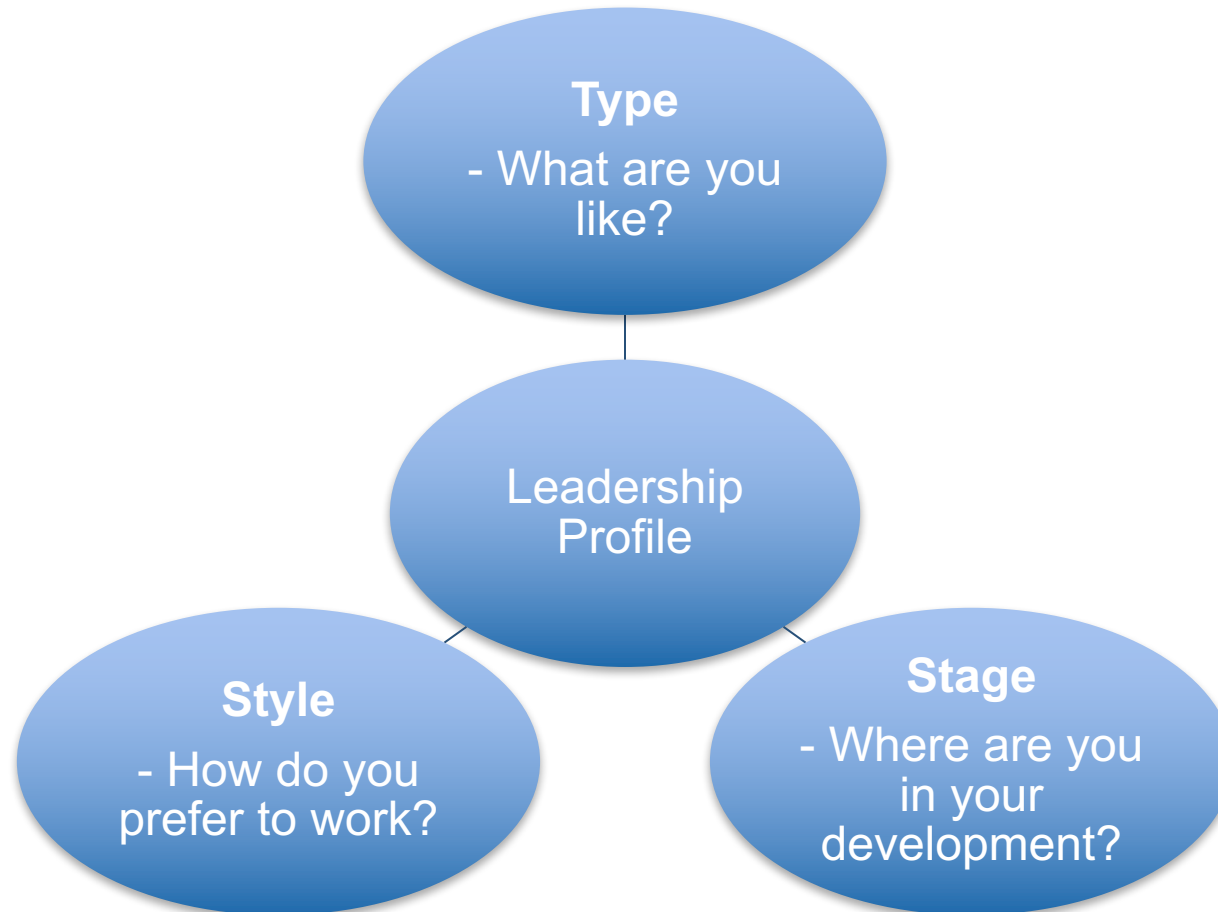
Diagnosis/assessment

- ❖ 360 feedback tools
- ❖ Leadership profiling tools
- ❖ Competency assessment

Development tools

- ❖ Leadership development planning
- ❖ Personal development
- ❖ Self-reflection techniques

Leadership Profiling



Leadership Profiling



Personality type

- ❖ **Jungian Personality Types (or MBTI)**
- ❖ DISC and Insights
- ❖ Enneagram
- ❖ HBDI
- ❖ Stress Drivers

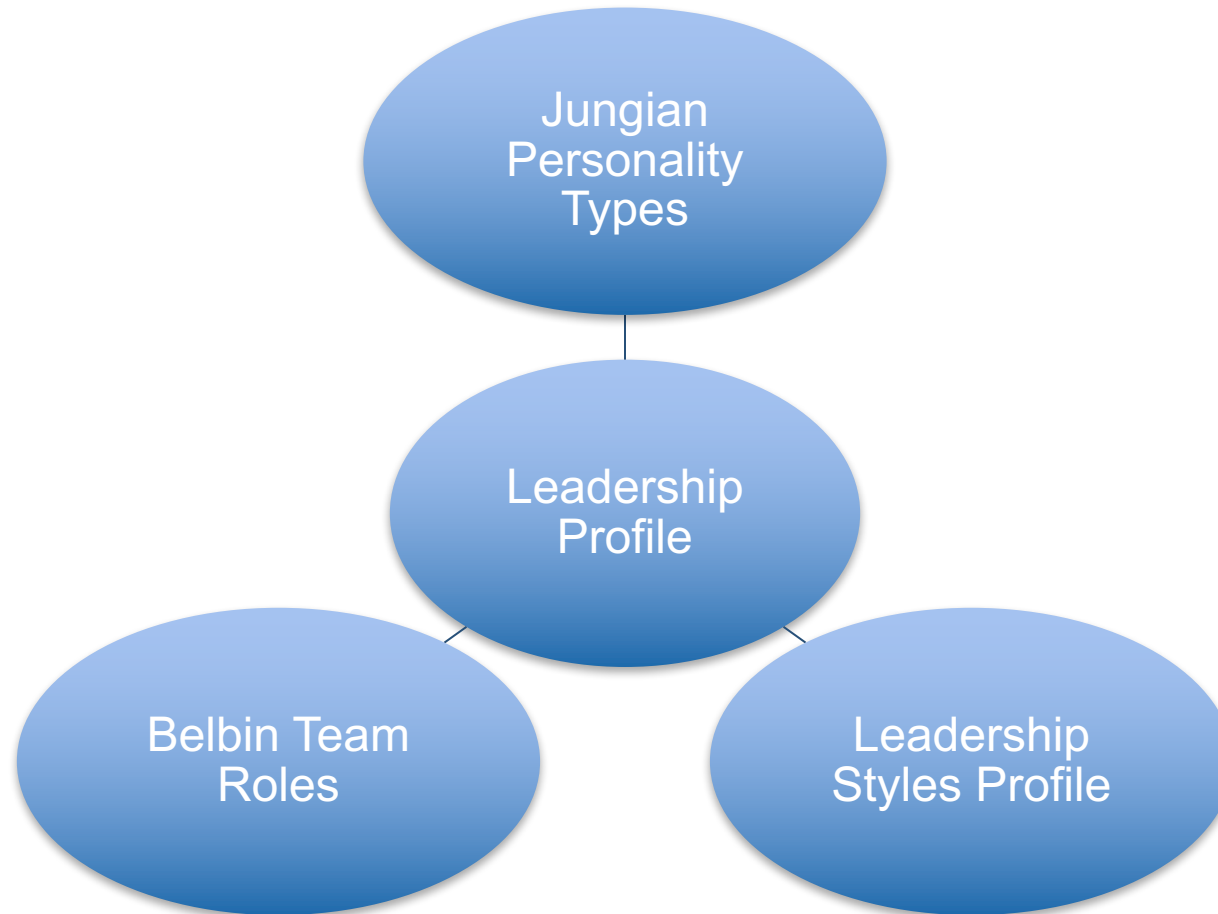
Work styles and relational preferences

- ❖ **Belbin Team Roles**
- ❖ Thomas-Kilmann Conflict Mode Indicator
- ❖ StrengthsFinder
- ❖ Human Synergistics – OCI/LI etc.
- ❖ Learning Styles

Leadership styles and development stages

- ❖ **Leadership Styles Profile**
- ❖ Spiral Dynamics
- ❖ Leadership Development Framework
- ❖ Barrett leadership profiling
- ❖ Multiple Intelligences (e.g. 5 key intelligences)

Leadership Profiling – Aubyn’s preferred tools



Check-out

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

Day Three

❖ Check-in and reflection

A systems model of the personality – subpersonalities

- ❖ A systems view of the personality
 - the one and the many, the whole and the parts
 - the stages of personality integration
- ❖ How do you know each of these sub-personalities?
- ❖ How free are you in relation to them?
- ❖ How much do they control you?
- ❖ What is the need behind the behaviour?
- ❖ What is the quality or value behind the need?

Guided Visualisation – reflective exercise

- ❖ Are all of these subpersonalities familiar to you?
- ❖ What new things have you learned?
- ❖ If a new sub has appeared, how familiar are you with them, as you now reflect?
- ❖ Why might they have made themselves known today?

Working in Pairs

Find a Partner

Choose one of the subpersonalities from the exercise to work with.

In turn (10 minutes each), guided by your partner consider the following questions:

- ❖ What **behaviours** are typical of this sub
- ❖ What does he/she **want**
- ❖ What does he/she **need**
- ❖ What **quality of Self** does this sub hold?

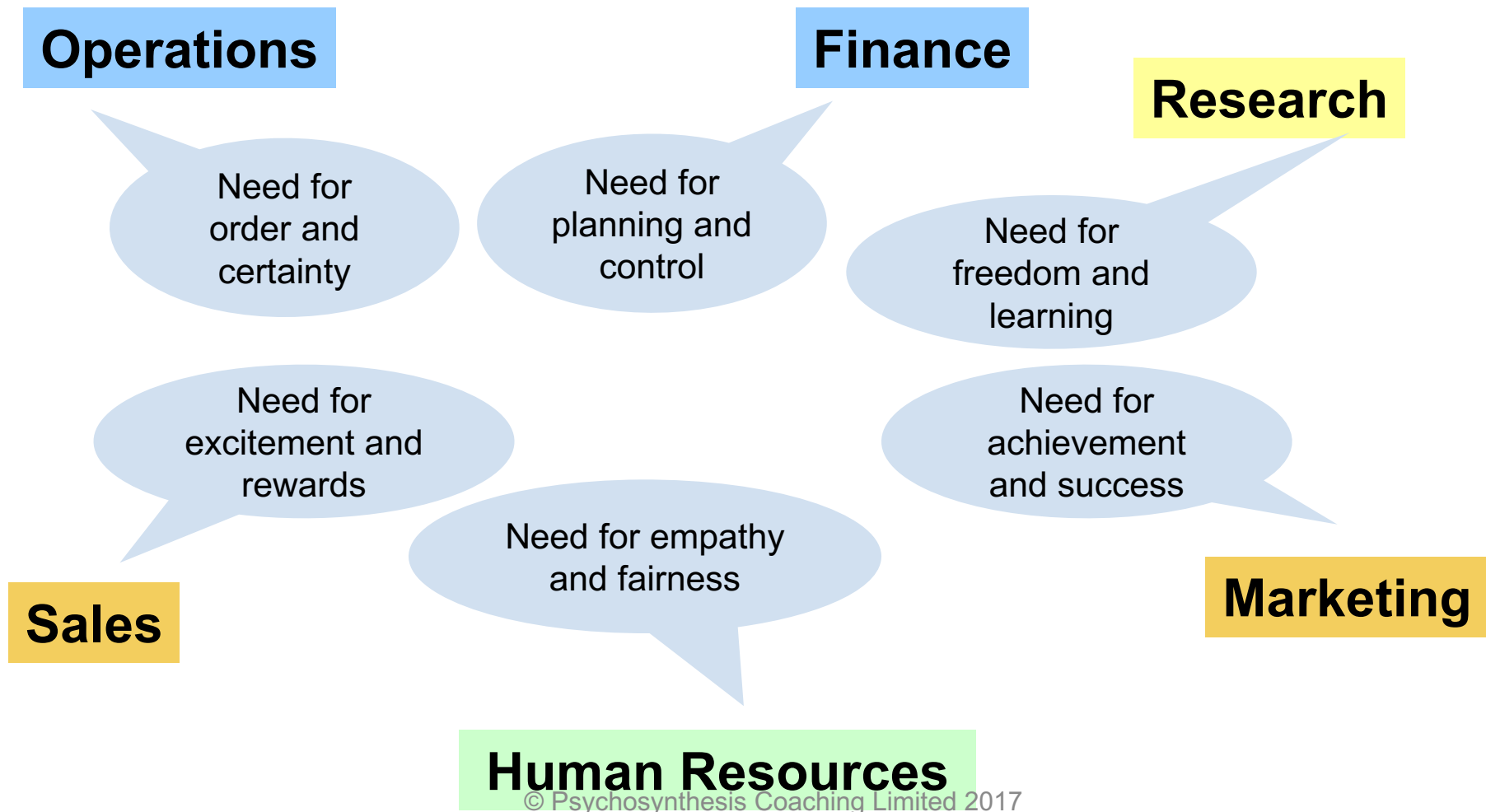
A sub-personality can be explored in terms of



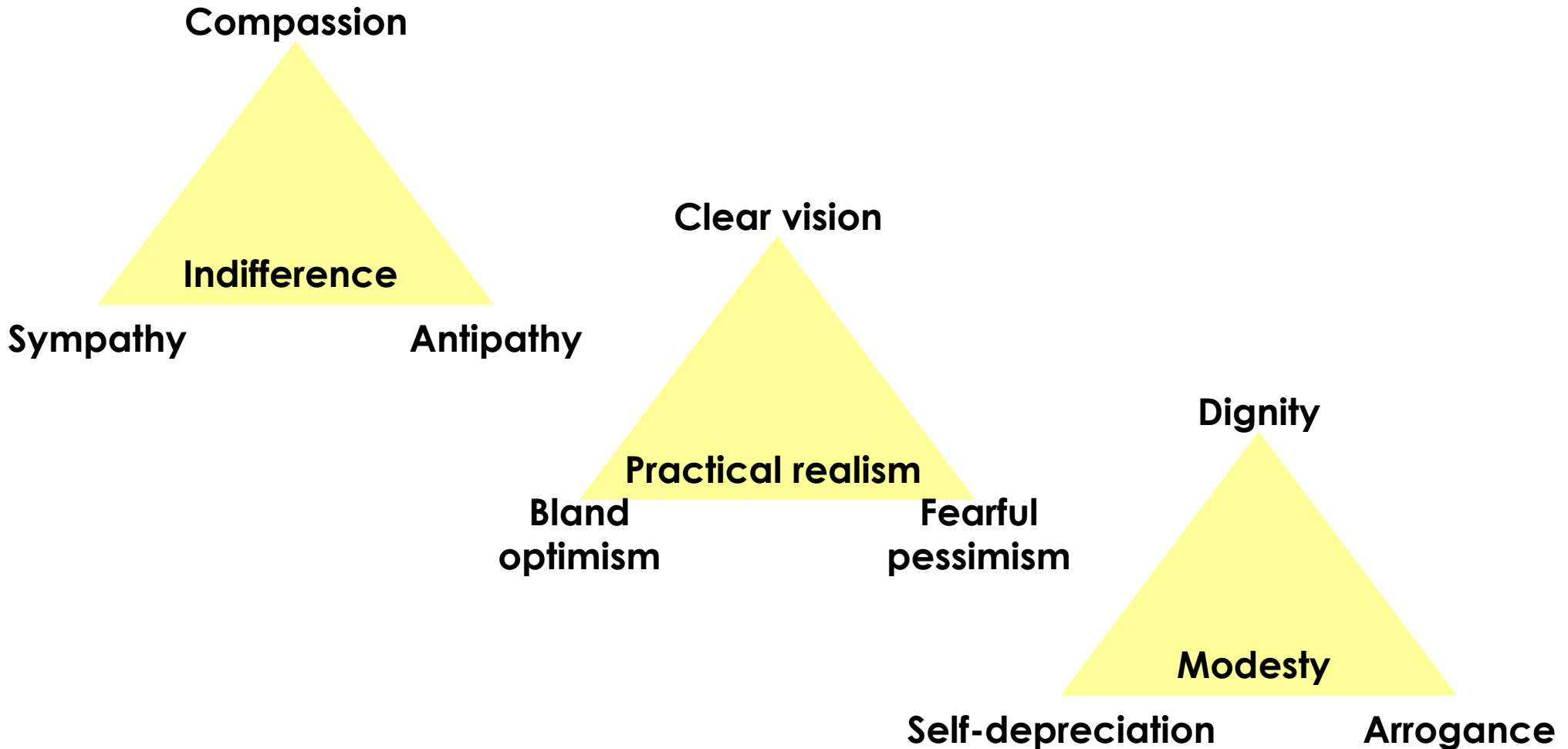
Stages of working with subpersonalities

- 1 recognition
- 2 acceptance
- 3 co-ordination
- 4 integration
- 5 synthesis

Coordination – a dialogue between the parts (e.g. within an organisation)



Synthesis of opposites



Psychosynthesis as an integrative psychology for leadership coaching



Psychosynthesis coaching - ways of working with our clients



Roberto Assagioli

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

Homework

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

Check-out

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

Completion

