Post-Graduate Certificate in Psychosynthesis Leadership Coaching

Unit Four Course Study Guide

Leadership Development

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Partnerships, validations and accreditations

Unit Four Course Study Guide: Leadership Development

Contents

Unit Four Study Guide: 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

1. Enhanced ability to **think psychologically** within a coaching relationship

2. Increased awareness, understanding and skills of how to work with **mindsets** and **subpersonalities** within coaching

3. Greater awareness and understanding of **human development** and increased ability to draw upon **models of human development** within coaching

4. Awareness of and ability to draw upon **leadership development** and **coaching tools and resources**

5. Increased confidence in using **Trifocal Vision** as the core model of Psychosynthesis Leadership Coaching

6. 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 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 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
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 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 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

Unit Four: Leadership Development: Key Topics

Coaching interventions

Heron's Six Category Intervention Analysis Model

Overview

By intervention we mean an identifiable piece of verbal and/or non verbal behaviour that is part of the practitioners service to the client.

The model describes the <u>intention</u> of the facilitator in their intervention. There is no implication that any one category is more or less important than any other nor are they totally exclusive of one another. An effective intervention is only of real value when it is rooted in care and concern for the client. Interventions may 'degenerate' when the practitioner is motivated by self interest or has unresolved psychological issues which they unconsciously project onto the client. Degenerate interventions may also result from a lack of competence. 'Perverted' interventions take place when the practitioner is deliberately malicious and seeks to leave the client disabled to the advantage of the practitioner.

Below is a summary of the facilitative category options. On the following pages we provide a description of some of the 'sorts' of intervention within each category. However, to fully appreciate the model you are recommended to read John Heron's "Helping the Client" (1990).


Authoritative interventions are used when you decided that it is important that the other person is directed towards a particular new piece of information, an understanding or insight.

Facilitative interventions are used when you decide that it is important for the other person to decide what is best for them and you support their positive qualities, allow them to express whatever they are feeling and value their abilities to be self directed.

All the interventions are done within the philosophy of empowerment and from a place of respect, genuineness and congruence in the client-practitioner relationship.

Making a successful intervention involves a number of elements or steps:

```
Making an Intervention

  [Intent]  →  [Select]  →  [Content]  →  [Delivery]  →  [Impact]
                Category                   Timing
                Sort                       Manner
```
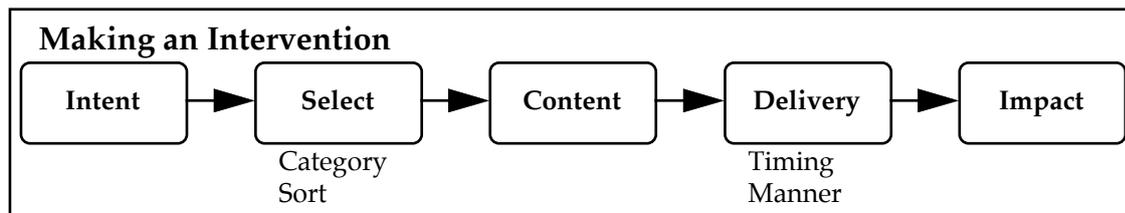
In assessing an intervention we can ask (a) was it the right category for what was going on in the interaction with the client? (b) And if the category was right, was it the right intervention within that category? And if so, was (c) the content appropriate, (d) the manner appropriate and
(e) the timing good?

Types of degenerate intervention

- Unsolicited interventions - eg one person appoints himself as practitioner to another
- Manipulative interventions - motivated by self-interest
- Compulsive interventions - projecting unawarely, lack of emotional competence
- Unskilled interventions - simply incompetent

Objectives for developing skilled interventions

- To learn a comprehensive repertoire of interventions, so that you can identify them when others are producing them and produce them at will in your own behaviour

- To assess, with the help of feedback from others, your own strengths and weaknesses across the total repertoire

- To practice, with the help of feedback from others, those interventions in which you are weak

- To have some model of what it is to do the interventions well

Issues to be aware of during a session

- The practitioner can lead or can follow the client
- The client will produce content cues and the client will produce process cues
- The client can work in the domain of feeling or the client can work in the domain of thought

The next six pages provide more detail on each of the types of intervention:

Prescriptive interventions

Guidelines

- Don't encroach on the self-determining competence of the client.
- The client is free to take or leave the advice.

Main sorts of intervention

Prescriptive-catalytic gradient: there is a gradient from the prescriptive to the catalytic.

1   *Commanding prescription*

You use the full authority of your role and in a commanding manner direct the client to do something, with no consultation before or after the command.

2   *Benevolent directive prescription*

This is a benign and respectful proposal that the consultant do something, but still with no consultation before or after it. There is a continuum here from mild to strong; you can (a) suggest, (b) propose, (c) advise, (d) persuade

3   *Consultative prescription*

You propose some behaviour, and also consult the client, eliciting his or her views - which you carefully consider. But you are responsible for the final prescription, which may or may not take account of these views.

4   *Negotiation*

From the outset you work in a collaborative way with the client on the decision, sharing and comparing views on the issues and the options. Together you work to agree on a final decision.

Facilitation of self-direction

At this, the fully catalytic end of the gradient, you are concerned only to facilitate the client in making up his or her mind in his or her own way in the direction that the client thinks best.

Informative interventions

Guidelines

- Relevant to the needs and interests of the client.
- The client is encouraged to be active in the learning process.

Main sorts of intervention

1   *Practitioner rationale*

        You explain to the client what you the practitioner are doing or going to do or have done in relation to him or her and explain why.

2   *Personal interpretation*

        You interpret - that is, give a meaning to - the client's behaviour or experience or situation. The opposite to individuals finding their own meaning. Informative interpretations are interesting, illuminating and enhance awareness for the client who is not defensive about their content (as opposed to confronting interpretations, about which clients are defensively unaware).

3   *Presenting relevant information*

        You may give information, verbally in the session, that is relevant to but not about the client. It may have a practical bearing on the client's situation, needs or interests.

4   *Feedback*

        You give clients informative, no-evaluative feedback on their performance in, for example, a role-play or skills-training exercise.

Confronting interventions

Guidelines

- Highlight rigidities for insight to occur.
- Always supportive of the person.

Main sorts of intervention

1 Raising the client's consciousness about the agenda

    "There's something going on here I'm not quite clear about"

2 *Giving feedback*

    Impressions about what the client is saying, or how the client is saying something non-verbally where these are impressions of something denied, defensive, unaware or maladaptive, e.g. client gives a little dismissive laugh after everything you say or always dropping their eyes before responding

3 *Asking a direct question*

    When you sense that the client is concealing, denying, unaware of or avoiding an issue. "When did you last attend one of the meetings".

4 *Rattle and shake*

    Challenging a clients denials or disavowals by questioning the evidence or contrary evidence from the client's point of view.

5 *Changing the words*

    From "I can't" to "I choose not to".

6 *Going from there and then to here and now*

    For example, inviting the client to switch from a preoccupation with the past or future to what he is experiencing in the here and now.

7 *Holding up a mirror*

    Mimicking a piece of behaviour back to the client, but supportively done, e.g. if a client, whenever he says "I don't know what to do", puts his head in his hands, a counsellor may gently mimic this and ask "what are your hands doing? What is going on for you when you do that?"

8 *Interrupting the record*

    Stopping the wallowing in congealed distress by changing the topic, or drawing the client's attention to something else.

9 *Disarming the body*

    Ask the client to move his or her position in order to contradict her psychological rigidities, eg asking her to sit up taller and take a few deep breaths

Cathartic interventions

Guidelines

- At a level the client is ready to handle.
- Following through afterwards to enable integration and insight.

Main sorts of intervention

1   *What's on top*

2   *Repetition of words or phrases*

        Picking up on distress charged words and movements and inviting the client to repeat them. It's important for the gap between cue and intervention to be pretty small, if not spontaneous. Can be further enhanced by using in conjunction with amplification and contradiction.

3   *Amplification*

        You invite the client to amplify their tone, posture or movement, getting energy into it, then finding out what it seems to be saying. Once amplified it can be contradicted, which in turn can be amplified.

4   *Contradiction*

        The client is invited to use statements and a non-verbal manner that contradict without qualification their self-depreciating, self-denigrating statements and manner. Contradiction challenges head on external invalidation and oppression of the self.

5   *Self role play*

6   *Literal description*

        Detailed, present tense description of sensory, emotional aspect of an issue

7   *Acting into*

        Pretending to discharge emotions to precipitate genuine cathartic episode

8   *Mobilisation of body energy*

        Deep breathing, running, jumping, shouting etc.

Catalytic interventions

Guidelines

- Facilitates client-centred change.
- Active empathy but not intrusive.

Main sorts of intervention

1   *Simple reflection*

Or echoing - a simple echo back to the client of the last sentence or few words he said. This keeps the client on track without interfering.

2   *Selective reflection*

A reflecting back of something said in the middle of the client's talk, especially something which carried and emotional charge or seems to have some significance.

3   *Checking understanding*

When the practitioner hasn't heard or understood what the client is saying. It may be that the client is confused or incoherent, or contradictory.

4   *Open/closed questioning*

Open questions give space for the client to come up with several possible answers, closed questions only permit one answer or a yes or no. Questions beginning with "what" and "how" are more likely to avoid open type answers. Try and avoid "why" as this leads into the analytical and away from the person.

5   *Logical building*

Summarising, when after some time, the practitioner feels the need to sum up what the client has been talking about. This helps the client sieve through the content and to see where the talk is leading, or what themes are coming up.

6   *Empathetic building*

"What's lurking between the lines". The practitioner offers the client their sense of an implicit thought or feeling that's not fully tested. "It sounds as if...."

7   *Discreet practitioner self-disclosure*

Practitioner appropriately shares their own experience in an area being addressed by the client. Disclosure begets disclosure, intimacy, trust, openness and risk-taking.

Supportive interventions

Guidelines

- Unqualified acceptance of the person.
- Authentic and caring whilst not colluding with the persons rigidities.

Main sorts of intervention

1   *Free attention*

         Being expectantly present for the client.

2   *Touching*

3   *Expression of positive feelings*

         of love, fondness for the client

4   *Validation*

         Verbal affirmation of client's self-worth, and unconditional positive regard

5   *Express care and concern*

         Including a wish to reach out, relate, give support as well as silence

6   *Sharing of good things*

         In the practitioners experience with the client.

7   *Self-disclosure/celebration*

         Of your own joys and difficulties, past and present with the client

8   *Greeting/welcoming*

         You affirm the worth of the person, the pleasure in his or her presence, in the simple act of greeting. You extend the act of greeting into receiving and welcoming the client into your place of work.

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
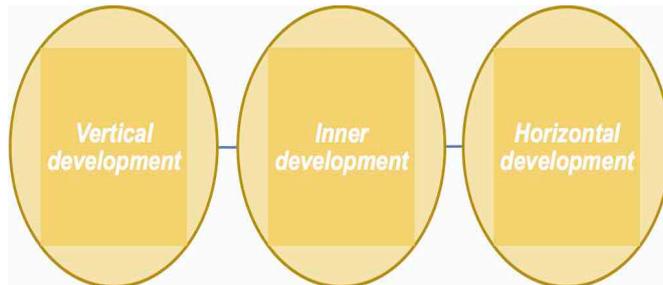
Five simple questions for 360 feedback

Q1: What do you consider to be this person's **strengths** in his/her role (e.g. in terms of qualities, skills, habits or behaviours)? Please give three.

Q2: What do you consider to be this person's **weaknesses** or areas where he/she could develop (e.g. qualities, skills, habits or behaviours)? Please give three.

Q3: What do you **appreciate** most about this person?

Q4: What **frustrates** you most about this person?

Q5: What one piece of **advice** would you want to give this person to reflect upon, concerning his/her future development?

Checklist for Personal Development Planning

- Reflect upon feedback and other input (e.g. your profile report)
    - ❖ Belbin, Leadership and Personality Styles profiles
    - ❖ Feedback (e.g. 360)
    - ❖ Qualitative responses and analysis
- Reflect upon your career objectives and life goals
    - ❖ What is important to me? What are my long term goals?
    - ❖ How does this current role fit within my career plan?
- Identification and prioritisation of development areas and learning edges
    - ❖ What are my key development needs going forward? Personal objectives? Top three.
    - ❖ What are my learning edges? Top three.
- Review of options and resources
    - ❖ Self-development
    - ❖ Manager and team support
    - ❖ Mentoring and coaching
    - ❖ Internal training and development / external courses
- Action plan
    - ❖ Objectives
    - ❖ Activities
    - ❖ Timeframes, etc.

The Leadership Styles Profile

(extract from promotional leaflet)

Introduction

This is an overview of the *Leadership Styles Profile*. This is a flexible approach that brings together different tools within a practical framework for supporting leaders and teams in their development and provides a diagnostic starting point for leadership coaching. The service can also be used to support the selection process for executive positions involving internal or external candidates.

What is Leadership Profiling?

There are many different approaches to leadership profiling, involving psychometrics and other assessment tools. Each tool can only offer a limited perspective on what is a very complex matter – the way that human beings behave. We therefore use a range of tools, and combine the insights from these to form a more balanced perspective of an individual and how they fit within a team or an organisation. The three broad approaches that we draw upon are: (i) Personality types, (ii) Work and relational styles and (iii) Leadership styles and developmental stages. Examples of these are:

Personality types, e.g.

      Jungian Personality Types (or MBTI)

      DISC and Insights

      Enneagram

      HBDI

      Stress Drivers

Work styles and relational preferences, e.g.

      Belbin Team Roles

      Thomas-Kilmann Conflict Mode Indicator

      StrengthsFinder

      Human Synergistics

      Learning Styles

Leadership styles and development stages, e.g.

      Leadership Styles Profile

      Spiral Dynamics

      Leadership Development Framework

      Barrett leadership profiling

      Multiple Intelligences (e.g. 7 key intelligences)
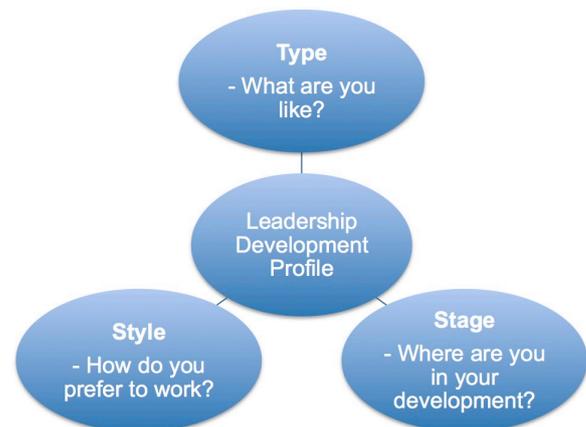
We use **Belbin Team Roles**, as our central tool for understanding how people work and also how they relate to others in a team; a simple version of **Jungian Personality Type** Profiling to provide insights into the core personality; and our own **Leadership Styles Profile** to provide a vertical perspective on an individual's development and their worldview. For organisations that already use a different personality type tool as part of their management development strategy, these can be substituted (e.g. DISC for Jungian Types), but a similar overall Leadership Profile can still be provided.

Profiling should include a 360 feedback element from 5-6 people who work with an individual. Belbin and The Leadership Styles Profile both have simple 360 feedback elements.

What does the profile tell you?

We draw together outputs from the three tools to provide a personalised leadership development profile report:

Leadership Development Profile

Summary of the three profiles
- Personality type: what kind of person you are
- Work style; how you work within a team
- Leadership style: what levels of development are activated within you

Interpretation of profiles
- Individual profile analysis
- Fit with role, team or organisation
- Dynamic interpretation between the profiles

Leadership Development Challenges

Introduction to the Leadership Development Dimensions:
- Self-reflection and self-awareness
- Awareness of difference in people and your impact on others
- Systemic and meta-awareness
- Ability to activate your will and make things happen
- Openness to help or support from others

Synthesis of the leaders developmental challenges in terms of:
- Vertical development: which leadership stage transitions are relevant and what does this look like in terms of seven key intelligences (cognitive, emotional, social, ethical, spiritual, creative, strategic)
- Horizontal development: specific behaviours, competencies and skills
- Inner development: self and will; identity, purpose, meaning, values and crisis

How does the profiling work?

Leadership Profiling elements	Self-completion on-line	Peer completion on-line
Jungian Personality Type	32 part questionnaire (points allocation between two options)	
Belbin Team Roles	8 part questionnaire (points allocation between multiple options)	Peer* observer assessment questionnaire - tick list (x 5-6)
Leadership Styles Profile	4 part questionnaire including 20 sentence completion questions	Peer* feedback questionnaire - tick list (x 5-6)

* ideally 1 manager, 2-3 colleagues, 2-3 direct reports

Following an optional personal debrief, the leadership development profile report can include an overview of an individual's leadership development challenges. This acts as the starting point for Leadership Coaching, which can involve reflecting upon additional inputs and preparing a personal development plan, with suggested pathways in terms of horizontal, vertical and inner development. This process can be tailored to suit your organisation or team and can be dovetailed with existing tools or practices.
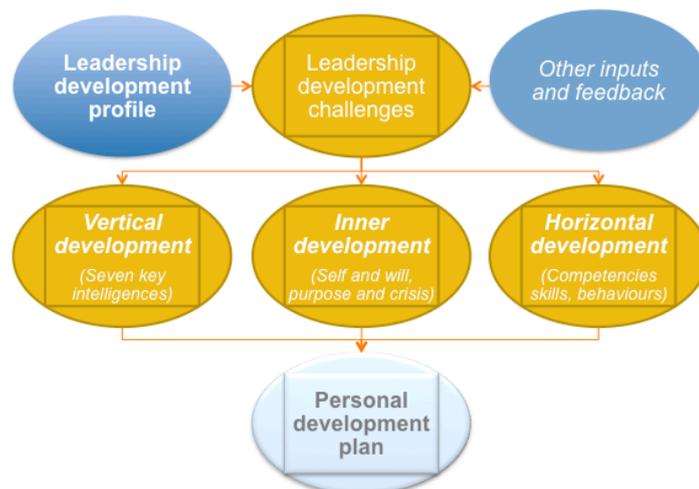
Leadership Styles Profile Example Summary

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%		100%	100%	100%
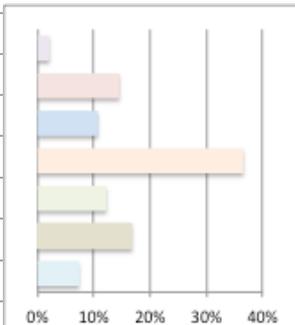
68% *Individualistic :* **32%** *Collectivist*

Definitions of 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, Leadership paradigms (Laloux) and value systems (Graves/Spiral Dynamics) aligned

Leadership style (outer impact) and other expressions	Leadership paradigm (inner orientation) + Graves thinking mode	Cultural orientation + *Organisational model* + *Primary motivations*	Individual or collective orientation and locus of attention
Benevolent + *Paternalistic/Maternalistic*	Magic + *Animistic (BO)*	Family + *Circle* + Belonging/Continuity	Collective – tribe, family or group safety
Autocratic + *Egotistic/Dominating*	Impulsive + *Egocentric (CP)*	Power + *Autocracy* + Rewards/Respect	Individual – own needs and wants
Hierarchical + *Controlling/Processing*	Conformist + *Absolutist (DQ)*	Role + *Hierarchy* + Responsibility/Duty	Collective – roles and rules within structures
Enterprising + *Rational/Driving*	Achievement + *Multiplistic (ER)*	Achievement + *Adapted hierarchy* + Success/Winning	Individual – individual and team performance
Social + *Democratic/Relational*	Pluralistic + *Relativistic (FS)*	Relationship + *Flatter hierarchy* + Participation/Self-expression	Collective – team and organisational culture
Integrative + *Systemic/Evolutionary*	Evolutionary + *Systemic (GT)*	Evolutionary + *Self-management* + Learning/Freedom	Individual – professional networks
Holistic + *Transformational/Evolutionary*	Evolutionary + *Holistic (HU)*	Evolutionary + *Self-management* + Transformation/Purpose	Collective – global communities

Benefits of developmental stage model approaches

There are many different approaches to profiling leaders. These can be broadly grouped into personality type approaches, work or behavioural style approaches and developmental approaches, each with their relative advantages and disadvantages. However, developmental approaches are more dynamic than personality and behavioural approaches in several ways. 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 identity common patterns, recognisable *stages* and *transitions*

(iii) offer a framework for moving between the dimension of *individual* leadership styles and *collective* organisational cultures

(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

Quick overview of some other profiling tools

Model	Description	Cost and method	Pros and cons
Personality Style Inventory	This is similar to the Myers-Briggs MBTI Test but a lot cheaper. Provides a personality type profile using Jungian types (Introvert-Extrovert, Intuitive-Sensory, Thinking-Feeling, Judging-Perceiving). A team version has additional analysis and questions relating to the team as a whole.	Approx. £100 for facilitator guide plus about £10 each Pen and paper test with self marking Takes about 30 minutes.	Pros: • Many people already familiar with it. Provides useful language for basic personality differences. Cons: • Quite complex. Profile needs interpretation.
Belbin Team roles	Provides an individual profile against Belbin's 9 team roles (Plant, Resource Investigator, Co-ordinator, Shaper, Monitor-Evaluator, Teamworker, Implementer, Completer-Finisher, Specialist) along with a variety of interpretation reports.	£35 per person Internet on-line questionnaire Takes about 30 minutes. 360 element involves feedback fro 5-6 people.	Pros: • Supports effective team working by recognising each person's role. Excellent tools for quick 360 feedback. Cons: • The 9 roles can be a bit limiting or stereotyping. The SPI and Observer profiling approaches are not aligned.
StrengthFinder	This is a relatively new approach to identifying your greatest potential areas of strength, developed by Marcus Buckingham and The Gallup Organisation, drawing upon latest thinking in behavioural psychology and research into neural pathway development. Provides a strengths profile (top five signature themes out a possible 34 – so everyone has a unique profile).	Approx. £11 per person Internet on-line time controlled questionnaire Takes under an hour. The price includes a copy of the book that explores the strengths based approach.	Pros: • Most people feel very recognised and energised by their profile. Good for sharing with team members. Cons: • Recognises individuality but needs application to roles and teams.
Learning styles	Draws upon Kolb's Experiential Learning Cycle to create a profile of your preferred learning styles (Activist, Reflector, Theorist, Pragmatist). Can be applied to the cycle of learning within teams.	The official version costs a lot but we have an alternative version which can be used for a team. Self completion pen and paper test Takes under an hour.	Pros: • Many people already familiar with it. Good at revealing basic blindspots in learning and working style. Cons: • Can be taken too simplistically. Needs good interpretation.
Leadership Development Framework	There is some similarity in this profile to Spiral Dynamics, however it will provide some additional in depth insight and provides a useful lexicon for leadership development.	Approx. £150-200 per detailed profile by an accredited practitioner, or go direct to Harthill. Can be done on-line or offline, with sentence completion test for which your responses are sent to a trainer analyst. Can take 2-3 weeks to administer.	Pros: • Great at helping understand leadership stage of development and challenges. uses leadership specific language. Cons: • Individual rather than team tool. Can be costly and time consuming.

The developmental perspective

Overview of developmental psychology – models and approaches

(incl, Piaget, Gebser, Erikson, Maslow, Graves, Fowler, Kohlberg, Kegan, Plotkin, Wade, Wilber)

Developmental psychology

From Wikipedia, the free encyclopedia

Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. This field examines change across a broad range of topics including: motor skills, cognitive development, executive functions, moral understanding, language acquisition, social change, personality, emotional development, self-concept and identity formation.

Developmental psychology examines the influences of nature *and* nurture on the process of human development, and processes of change in context and across time. Many researchers are interested in the interaction between personal characteristics, the individual's behavior and environmental factors, including social context and the built environment. Ongoing debates include biological essentialism vs. neuroplasticity and stages of development vs. dynamic systems of development.

Developmental psychology involves a range of fields, such as, educational psychology, child psychopathology, forensic developmental psychology, child development, cognitive psychology, ecological psychology, and cultural psychology. Influential developmental psychologists from the 20th century include Urie Bronfenbrenner, Erik Erikson, Sigmund Freud, Jean Piaget, Barbara Rogoff, Esther Thelen, and Lev Vygotsky.

Please note that this Wikipedia perspective on Developmental Psychology is not up to date (Aubyn). This is an example of where...

Making the Case for a Developmental Perspective

© 2004, SUSANNE R. COOK-GREUTER

The Never Ending Quest: "At each stage of human existence the adult man (sic) is off on his quest of his holy grail, the way of life he seeks by which to live. At his first level he is on a quest for automatic physiological satisfaction. At the second level he seeks a safe mode of living, and this is followed in turn, by a search for heroic status, for power and glory, by a search for ultimate peace; a search for material pleasure, a search for affectionate relations, a search for respect of self, and a search for peace in an incomprehensible world. And, when he finds he will not find that peace, he will be off on his ninth level quest. As he sets off on each quest, he believes he will find the answer to his existence. Yet, much to his surprise and much to his dismay, he finds at every stage that the solution to existence is not the solution he has come to find. Every stage he reaches leaves him disconcerted and perplexed. It is simply that as he solves one set of human problems he finds a new set in their place. The quest he finds is never ending. **Dr. Clare W. Graves**

http://www.clarewgraves.com/theory_content/quotes.html

Different, but equal:

Different psychological assessments and insights about what makes for effective leadership, personal satisfaction and better teamwork have been around for a long time with new arrivals on the scene every year. Mostly these assessments look at how people differ from each other in terms of personality traits: We assess, for instance, people's type (MBTI, Enneagram), career preferences, teamwork-, leadership-, interpersonal-, or learning style. By helping people understand these preferences for themselves and others, we hope to expand their behavioral repertoire and to help them work with and/ or manage others more effectively. In all of these measures we are assured that it really doesn't matter which style we prefer and which type we are. All are equally valid ways of being a human being. What does matter is how well an individual's styles fits the context and the task, and how well he or she can read and interact with people who have different preferences. The greater the capacity to read others' different styles and respond with skill, the better the outcome for everyone involved. We also notice that some people find it easier than others to both learn these distinctions and to modify their behavior to accommodate to others' processing preferences. This is so because they are more aware of their own behavior as well as more artful in dealing with their own and others' interior landscapes. Goleman's work (1995) regarding emotional intelligence speaks to these differences in level of competence and self/other awareness.

Different and better:

We suggest here that another way people differ from each other, the developmental stage, is as important and sometimes more so than how they differ in personality type and preferences. Argyris (1977), an early advocate of organizational learning, brought the concept of mental models to management. He proposed a two level approach of adult reasoning, in which model II was not just different in style from model I, but better, more adequate for dealing with complexity and constant change. Model II reasoning is better than model I because it is more flexible, inclusive, long-term, and dynamic as well as less self-defensive, static and preprogrammed or automatic. Argyris argued that people's different mental models profoundly affect how they see others and how they interpret what they see, and therefore, what strategies and defenses they use to navigate work life. Senge (1990) introduced another two-level model. He distinguishes between conventional linear thought and systems thinking which resembles in many ways Argyris's distinctions. Both Model II and systems thinking emerge after Model I and linear thought have been mastered. Both Argyris and Senge advocate that we should develop to the more complex forms of thinking outlined in their theories. They imply that the form emerging later is better than its predecessor in terms of behavioral flexibility and reasoning capacity.

The developmental perspective:

Even before that, Piaget (1954) had studied how children develop into young adults through many transformations while Maslow (1968) had investigated *The Farther Reaches Of Human Nature.* Beginning in the sixties, other psychologists (Loevinger, 1966; Kohlberg, 1969; and Graves, 1970) began to focus on how adults develop from the baby's narrow, self-centered view of the world to the mature wisdom and powerful action of exemplary adults. These researchers showed that we can identify not just two different ways of adult meaning making, but several. Each meaning making system, world view, or stage is more comprehensive, more differentiated and more effective in dealing with the complexities of life than its predecessors. Hand in hand with creating new theories about adult development, these pioneers also designed measuring tools to assess differences in meaning making capacity. Drawing on many sources and on her extensive research in the nineteen sixties and seventies, Loevinger (1970) created an effective and efficient measurement instrument to assess adults' stage. Her instrument, *The Washington University Sentence Completion Test* (WUSCT) is one of the most widely used and best validated in the field of personality assessment. It has been used in thousands of research projects worldwide.

Full-range developmental thinking has been slow to be integrated into the work place. Torbert (1987) was an early proponent of developmentalism applied to leadership and organizational change work. We will use his model and stage names below to outline the development of professionals because the Leadership Development Framework (LDF) is associated with the most finely-tuned, cost-effective and validated assessment tool (The Leadership Development Profile) in the field.

With the dawn of the 21st century developmental thinking is finally reaching a critical mass. It is now researched and applied at the leading edge of most professional disciplines. This is in response to a need for profound and rapid change. Much of the impetus to spread developmental thinking throughout society and to solve problems from a more developmentally-informed perspective, comes out of the Integral Institute, a think tank in Boulder, Colorado, led by Ken Wilber.

What do we mean by development?

When we talk about development in the context of human development, we distinguish between lateral and vertical development. Both are important, but they occur at different rates. Lateral growth and expansion happens through many channels, such as schooling, training, self-directed and life-long learning as well as simply through exposure to life. Vertical development in adults is much rarer. It refers to how we learn to see the world through new eyes, how we change our interpretations of experience and how we transform our views of reality. It describes increases in what we are aware of, or what we can pay attention to, and therefore what we can influence and integrate. In general, transformations of human consciousness or changes in our view of reality are more powerful than any amount of horizontal growth and learning.

Most learning, training and development is geared towards expanding, deepening, and enriching a person's current way of meaning making. It's like filling a container to its maximal capacity. We develop people by teaching them new skills, behaviors and knowledge and to apply their new competencies to widening circles of influence. Vertical development, on the other hand, refers to supporting people to transform their current way of making sense towards a broader perspectives.

Developmental theories provide a way of understanding how people tend to interpret events and, thus, how they are likely to act in many common and uncommon situations. Although people may use several perspectives throughout the day, they tend to prefer to respond spontaneously with the most complex meaning making system, perspective, or mental model they have mastered. This preferred perspective is called a person's center of gravity or their "central tendency" in meaning making.

Figure 1. Lateral or Horizontal Growth And Vertical Transformation

Horizontal = expansion at same stage (developing new skills, adding information & knowledge, transfer from one area to another)

Up = Transformation, vertical development, new more integrated perspective, higher center of gravity

Down = temporary or permanent regression due to life circumstances, environment, stress and illness.

The metaphor of climbing a mountain can serve as an illustration of what it means to gain an increasingly higher vantage point. At each turn of the path up the mountain I can see more of the territory I have already traversed. I can see the multiple turns and reversals in the path. I can see further into and across the valley. The closer I get to the summit, the easier it becomes to see behind to the shadow side and uncover formerly hidden aspects of the territory. Finally at the top, I can see beyond my particular mountain to other ranges and further horizons. The more I can see, the wiser, more timely, more systematic and informed my actions and decisions are likely to be because more of the relevant information, connections and dynamic relationships become visible.

Development in its deepest meaning refers to transformations of consciousness. Because acquisition of knowledge is part of horizontal growth, learning about developmental theories is not sufficient to help people to transform. Only specific long-term practices, self-reflection, action inquiry, and dialogue as well as living in the company of others further along on the developmental path has been shown to be effective.

In general, full-range human development theories share the following assumptions:

- Development theory describes the unfolding of human potential towards deeper understanding, wisdom and effectiveness in the world.

- Growth occurs in a logical sequence of stages or expanding world views from birth to adulthood. The movement is often likened to an ever widening spiral.

- Overall, world views evolve from simple to complex, from static to dynamic, and from ego-centric to socio-centric to world-centric.

- Later stages are reached only by journeying through the earlier stages. Once a stage has been traversed, it remains a part of the individual's response repertoire, even when more complex, later stages are adopted.

- Each later stage includes and transcends the previous ones. That is, the earlier perspectives remain part of our current experience and knowledge (just as when a child learns to run, it doesn't stop to be able to walk).

- Each later stage in the sequence is more differentiated, integrated, flexible and capable of optimally functioning in a rapidly changing and complexifying world.

- People's stage of development influences what they notice or can become aware of, and therefore, what they can describe, articulate, influence, and change.

- As development unfolds, autonomy, freedom, tolerance for difference & ambiguity, as well as flexibility, reflection, and skill in interacting with the environment increase while defenses decrease.

- A person who has reached a later stage can understand earlier world-views, but a person at an earlier stage cannot understand the later ones.

Development occurs through the interplay between person and environment, not just by one or the other. It is a potential and can be encouraged and facilitated by appropriate support and challenge. The depth, complexity, and scope of what people notice can expand throughout life. Yet no matter how evolved we become, our knowledge and understanding is always partial and incomplete.

Dimensions of development: vertical, horizontal and inner development

(From a text by Aubyn Howard)

Distinctions

There are three distinct modes or planes of development within people; horizontal, vertical and inner development. The distinction and interplay between horizontal and vertical development is an increasingly popular topic within leadership development these days (see Torbert, 2014).

In simple terms, *horizontal development* concerns your capabilities, competencies and skills and is usually assessed using competency models or aptitude type tools. Horizontal development is essentially about how good you are at what you do or want to do and getting better it. Most HR departments will already have their own competency models and approaches, often linked to 360 feedback and appraisal or review practices. Relevant outputs from these should always be combined with Leadership Profiling as part of Personal or Leadership Development Planning.

Vertical development concerns your core intelligences (primarily cognitive, but also emotional, social, ethical, spiritual, etc.), your underlying belief system and orienting perspective, your internal way of looking at and making sense of the world, as described in terms of developmental stage models (usually summarised as paradigms, worldviews or value systems), which describe the progression from relatively simple to increasingly complex and sophisticated thought systems. The Leadership Styles Profile is one way of assessing vertical development.

Inner development concerns even deeper psychological dimensions such as the healthy development of our inner self, awareness and will, our core identity or personality, our desire and capacity for growth, self-realisation and self-actualisation. Inner development complements both vertical and horizontal development, but is not usually included explicitly within leadership development approaches. Assessment within this domain is much more personal and subjective, although some tools have been developed. Leadership coaches require relevant psychological training and development to be able to work with their clients at this level.

Development and crises of transition

All human beings develop and grow in ways that are unique and very individual to them, at the same time there are recognisable patterns. Distinguishing and exploring the modes of horizontal, vertical and inner development helps us to make sense of this highly complex topic. Some people will remain relatively stable within their vertical development for most of their adult lives, whereas others will experience continuing progression throughout their lives, or distinct periods of crisis and transition from one 'centre of gravity' to another. We might therefore distinguish between *vertical developers* and *horizontal developers*. Horizontal developers might become very good at what they do but change little in terms of their outlook on the world. For example, most successful business people are horizontal developers – Richard Branson's *Enterprising-Social*, or Alan Sugar's *Autocratic-Enterprising* styles of leadership don't appear to have changed much over their decades of business success. Obviously some people experience both horizontal and vertical development, or go through periods of both at different times in their lives. Inner development can work in conjunction with both, although an intense or tumultuous period of inner change characterised by some form of internal or external crisis, is often associated with a shift between paradigms or value systems as part of vertical development. An inner crisis of meaning, identity, purpose or will is the most obvious signifier that one is currently going through a shift or transition between paradigms or value systems.

There are therefore two different ways to read your Leadership Styles Profile; (i) as a relatively stable and constant description of your leadership style and value systems make-up, or (ii) as a guide to the tensions and transitions between value systems that are taking place within you. If you experience relative stability, consistency and satisfaction in your life, it may be the former; if you are experiencing some form of inner crisis (e.g. stress, change, uncertainty, loss of confidence, direction or meaning, etc.), it may well be the later (we are designing a questionnaire tool to help people identify and diagnose crises in their lives). This discussion of crisis also links to the topic of derailment within the leadership domain. The table below describes some of the possible elements and aspects of the different stages of transition between value systems, which you may recognise from different periods within your life.

Leadership style/paradigm + Graves thinking mode	Crisis	Signs	Examples
Benevolent-Magic *Animistic*			
↓	Crisis of Will 1: Expression	Need to break away from the parental hold, find your voice, be yourself.	Terrible two's Adolescent acting out Hero's journey – setting out
Autocratic-Impulsive *Egocentric*			
↓	Crisis of Self 1: Truth	There has to be more to life than this. Neurotic guilt and shame. Search for some higher meaning or truth.	Seeing the light Reforming your ways Commitment to a discipline or path
Hierarchical-Conformist *Absolutist*			
↓	Crisis of Will 2: Actualisation	Disenchantment with authority. Old ways no longer work. Knowing you can do it better, wanting to realise your potential.	Setting up on your own or seeking advancement Leaving your mentor behind Breaking the rules to improve
Enterprising-Achievement *Multiplistic*			
↓	Crisis of Self 2: Meaning	There has to be more to life than this. Existential guilt and shame. Loss of confidence or motivation. Loss of meaning or direction.	Classic mid-life crisis acting out Emotional or cathartic release Starting an inner journey or path of discovery
Social-Pluralistic *Relativistic*			
↓	Crisis of Will 3: Difference	Frustrated by pluralistic mindset. Existential crisis. Experiencing paradox and synchronicity. Finding new ways that work	Letting go of control and going with the present-centred flow Complex or systemic thinking Release of heightened creativity
Integrative-Evolutionary *Systemic*			
↓	Crisis of Self 3: Purpose	Loss of old, changing identity. Experiencing universal love and acceptance. Connection with global or higher energies.	Self-reflective practices Increasing focus on others Building global community and connections
Holistic-Evolutionary *Holistic*			

Another way to help make sense of the developmental approach and the process of transition between the stages of development is to look at development in terms of the multiple intelligences (Gardner, 1983) or lines of development (Wilber 2000). We can identify and explore key intelligences which are all important parts of our long term development as human beings, for example: cognitive, emotional, social, spiritual, ethical, creative, strategic, etc. This is a more nuanced approach that the Leadership Paradigms and Styles approach presented here, which tends to focus of cognitive intelligence, although the others are sometimes included. By separating out the different intelligences,

you might identify that you are more developed in some lines than in others. If you are looking to transition your overall leadership paradigm or style, you can then identity the key intelligences that will give this greatest leverage. Typically leaders are restricted in their overall development by the need to develop their emotional or social intelligences, but ethical intelligence has recently become a hot topic in the wider organisational world and spiritual intelligence (which is about wholeness) is critical when considering transition to the evolutionary levels. Developing intelligences is not the same as improving skills, although these can play a part. In the table below we have illustrated how some of these intelligences look at the different levels of leadership paradigm and style.

Leadership style and paradigm	Cognitive Intelligence	Emotional Intelligence	Social Intelligence	Ethical Intelligence	Spiritual Intelligence
Examples	*Spiral Dynamics Ken Wilber*	*Daniel Goleman*	*Daniel Goleman David Brookes*	*Lawrence Kohlberg*	*James Fowler Danah Zohar*
Benevolent Magic	Animistic	Including yourself	Self and family Belonging and dependence	Pre-conventional Obedience and punishment orientation	Spirituality as custom and ritual *Intuitive-Projective*
Autocratic Impulsive	Egocentric	Expressing yourself	Self and others Trust and loyalty in relationships	Pre-conventional: Self-interest orientation	Spirituality as superstition or sacrifice *Mythic-literal*
Hierarchical Conformist	Absolutist	Learning to control and harness your emotions	Self and group Responsibility in relationships	Conventional: Interpersonal accord and conformity	Spirituality as conformity to belief system *Synthetic-conventional*
Enterprising Achievement	Multiplistic	Learning to channel and express your emotions	Self and team Mutually rewarding and independent relationships	Conventional: Authority and social-order maintaining orientation	Spirituality as realisation of human potential *Individuative-reflective*
Social Pluralistic	Relativistic	Working with the strong emotions of others	Self and Other Right-Relationships Inter-dependence	Post-conventional: Social contract orientation	Spirituality as exploring inner personal truth *Conjunctive*
Integrative Evolutionary	Systemic	Facilitating collective emotional synergy	Self and system Synergistic relationships	Post-conventional: Universal ethical principles	Spirituality as universal or cosmic consciousness *Universalising*
Holistic Evolutionary	Holistic	Channelling energy of higher emotions	Self and Whole Transformative relationships	Post-conventional: Universal ethical principles	Spirituality as non-duality *Transcendent*

The story of the human potential movement

Strands	Examples
Before their time…	Aldous Huxley
	Alice Bailey
	Jean Gebser
	Roberto Assagioli
	Samuel Smiles
	Sri Aurobindo
	Teilhard de Chardin
	William James
East meets West…	Alan Watts
	Carl Jung
	Hermann Hesse
	Ken Wilber
	Krishnamurti
	Ram Das
Group experience…	Encounter groups
	EST
	Exegesis
	T-groups, NTL and Bethel
Psychology gets human…	Abraham Maslow
	Carl Rogers
	Eric Berne
	Erich Fromme
	Fritz Perls
And spiritual too…	AH Almaas
	Enneagram
	Hal Stone and Sidra Winkleman
	John Heron and HPRG
	Psychosynthesis
	Stan Grof
	Transpersonal psychology
West coast pioneers…	Findhorn
	Frances Vaughan
	Insights
	Jack Kornfield
	Michael Murphy and Esalen
	Neuro-Linguistic Programming
	New Age consciousness movements
	Richard Bach
	Tim Gallway
	Timothy Leary
Popularisers and flowering…	Deepak Chopra
	Eckhart Tolle
	Integral institute
	Mindfulness
	Positive psychology
	Steven Covey
	TED
	Tony Robbins

Psychosynthesis Leadership Coaching

Mindsets

Introduction

- ❖ 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

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

- ❖ Write down whatever comes up for you
- ❖ Look at each statement you have written down
- ❖ How strongly do you hold each of these views or mindsets? Rate each on a scale of 1-10
- ❖ 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 your partner to carry out a seven-step analysis of the mindset (take it in turns to facilitate each other)

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?

A 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 might be more or less conscious of 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

Subpersonalities

One of the delusions about our existence and our being is that we are a solid and unified personality. In reality we all live a multiplicity of lives.

In 'What We May Be' Piero Ferrucci says:

> One of the most harmful illusions that can beguile us is probably the belief that we are an indivisible, immutable, totally consistent being. And finding out that the contrary is true is among the first tasks -and possible surprises –that confronts us in the adventure of our psychosynthesis.[1]

"There are times," said Somerset Maugham, "when I look over the various parts of my character with perplexity. I recognise that I am made up of several persons and that the person that has the upper hand will inevitably give place to another" [2]

During the last one hundred years, this inner complexity has been a major theme of psychology. From the time of William James (who according to Assagioli called subpersonalities "the various selves"), psychologists have recognised the importance of the divisions within our psyche and the corresponding psychological formation that results from them.

Once we turn our attention to them we find many subpersonalities in each of us. Some are common to many of us (father, mother, son, daughter, teacher, manager, critic, coach, rebel, pleaser etc.) but others are more unique –the more so by our identifying and recognising them and naming them (The naming is very important because it identifies the subpersonality in relation to our own particular psyche).

Subpersonalities exist within a multiplex of other subpersonalities perhaps working in harmony with others, but often in opposing pairs or in complex patterns of inter relationship.

An example from a therapeutic case study quoted from "Foundation in Psychosynthesis" shows how subpersonalities can operate in opposition.

"A client in her early forties….had long identified with being a 'good daughter, wife and mother.' She had centred her life on pleasing first her father, then her husband and finally her three children, doing all the 'right things'. Just after her fortieth birthday she discovered women's lib, started a career, got a divorce and became in her words a 'new person'. But now she had difficulty in relating to her teenage children. She wasn't experiencing any feelings of love or caring for them which distressed and confused her very much. In one period she had become depressed and had 'fallen back into the old me' and was unable to feel love and closeness to her children. Her question was, should she be the 'old self' or the 'new self'?

This woman had begun to integrate many parts of herself which she had previously disowned (need for independence, a good intellect, competitiveness, ambition etc.) around a new personality of being a strong, independent intelligent woman. Yet the 'old self' contained many important and valuable qualities, such as emotional sensitivity and the ability to give and receive love. She was subsequently

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[1] What We May Be – Piero Ferrucci P47 GP Putnams 1982
[2] Quoted in TA Harris' I'm OK, You're OK P1 Harper and Row 19691

able to see that she did not need to choose between them, but to form a broader identity which could include aspects of both. The solution lay not on disowning but in including"[3]

Subpersonalities form as a synthesis of habit patterns, traits, complexes and other psychological elements. But in order to have a synthesis, there has to be a centre around which the synthesis occurs. In a subpersonality, this centre is an inner drive or urge that strives to be realised. It is this centre that attracted and synthesised various personality elements to create what can be considered as its own body or its own mean of expression.

As we gradually recognise and harmonise them, they in turn become organised and synthesised around a higher order centre which is the 'I" – the personal centre of identity.

This higher order synthesis becomes the integrated personality-The harmonious and effective means of expression of the self-actualised human being. As we move towards this goal, we become increasingly able to choose at any moment which subpersonality we wish to express. *Until then we are controlled by whichever subpersonality that we are identified with in the moment and thus limited by its particular attributes.*

Often subpersonalities form at a young age as a survival mechanism to gain acceptance and love in our family of origin. So, for example, a pleaser subpersonality could develop as a child experiences that he/she does not receive unconditional from their parents but can get love by adapting their behaviour. What starts as an essential survival mechanism becomes an unconscious default mode which may severely limit the adult. Taking the example further, as the child moves to adolescence and starts to individuate then a rebel subpersonality will develop and then there will be two opposing subpersonalities.

In coaching, working with a coachee's subpersonalities can be an extremely useful way of helping them develop their self- awareness and therefore find where their will is caught. In doing so the client and the coach can potentially identify more clearly where the coachee's will is available to make changes to their personal and professional lives.

The key point is that subpersonalities of which we are not aware can control us and take away our capacity to choose. What we are unconscious of controls us. This is also the core learning about identification and disidentification. In order to disidentify we must first identify –bring to consciousness, then we have the power to choose.

Process of Harmonisation of Subpersonalities -5 stage model

1. **Recognition**: subpersonalities develop unconsciously. Initially during this stage we develop awareness as to how they operate and see how they shape our view of ourselves and the world. The more the individual becomes conscious of the parts, the more the sense of' I-ness' - the one who choses – develops. Within the complexity of 'I am this , that and the other' comes 'I am all this –I am me'

2. **Acceptance:** this stage is devoted to seeing 'what is' without value judgement. This is often difficult as the subpersonality maybe an aspect of the person which they don't like and have repressed. The more it is repressed the more it asserts itself and acceptance can be a journey of

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[3] Foundation in Psychosynthesis P76 Institute of Psychosynthesis 2003

understanding its likely origins and also the way that it has served in the past and the qualities that it includes that may serve the present and future

When working with subpersonalities at this acceptance stage (and also at the next coordination stage), it is useful to in turn describe its behaviour, identify its wants and its needs and finally to recognise its qualities

3. **Coordination:** whenever we go deep enough towards the core of a subpersonality, we find that the core – which is some basic urge or need – is good. For practical purposes this can be considered an absolute. No matter how many layers of distortion surround it, the basic need, the basic motivation is a good one – and if it becomes twisted it is because of not being able to express itself directly. The real core – not what the subpersonality wants but what it needs -is good. A basic purpose of the coordination stage is to discover this central urge or need to make it conscious and to find acceptable ways it can be satisfied and fulfilled.

4. **Integration:** while coordination deals with the development and improvement within each subpersonality, integration is concerned with the relationship with other subpersonalities and with each one's place and activity within the personality as a whole. The process of integration leads from a general state of isolation, conflict, competition and repression of the weaker elements by the strong ones, to a state of harmonious cooperation in which the effectiveness of the personality is greatly enhanced.

 It's useful then when working as a coach to look at a coachee's subpersonalities' relationship with each other. In particular, which qualities of one subpersonality are suppressed by the dominance of a number or others or one specific directly opposite subpersonality? This could be a helpful route to identifying available will

One common analogy of subpersonalities is to consider the "I" as the conductor of an orchestra. The orchestra is made up of a collection of different subpersonalities. If the players of the individual instruments play their own music then the result is a discordant noise. If they are all playing the same music but not in harmony the result will be similar. When they play the same music at the same time and each subpersonality (or group of subpersonalities in for example the various sections –violins, woodwind etc.) plays a lead when the conductor directs, then the music becomes beautiful and harmonious. We see then the potential full expression of the Self.

5. **Synthesis**: this final stage represents a potential move from intrapersonal development as represented by integration to interpersonal and transpersonal development. Synthesis is an outcome of a growing interplay of the personality with the superconscious and the Transpersonal Self.

As a result of this interplay, the life of the individual and his interaction with other human beings becomes increasingly characterised be a sense of responsibility, caring, harmonious cooperation, altruistic love and transpersonal objectives. It leads to the harmonious integration of the human being with others, with mankind and with the world[4]

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[4] IBID P.85

Psychosynthesis as an integrative psychology for today's organisational world

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

By holistic, 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 clients 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, especially neuroscience and neuropsychology, but also developmental psychology and integral philosophy.

Extract from Blog Post:

Reinventing Organizations by Frederic Laloux – as an inspiring context for the work of leadership coaches

6th January 2015 by Aubyn Howard

As well as it's potential importance in speaking directly to leaders, this work has particular relevance to leadership coaches for several reasons that I will touch upon here. First, Laloux makes frequent references to coaching taking place within Evolutionary-Teal organisations that taken together, provide a blueprint for how the role of coaching might evolve, especially as an internal activity that replaces much conventional management activity.

Second, by exploring the critical conditions and characteristics of Evolutionary-Teal organisations, he is pointing towards some of the key agenda's that potential evolutionary leaders might bring to external coaches – e.g. how to initiate self-managing teams, how to model wholeness and authenticity within organisations, how to help an organisation's evolutionary purpose emerge. And this is where it gets very exciting (at least from our perspective at Psychosynthesis Coaching!); bringing alive the next stage of consciousness, the evolutionary paradigm within organisations really will need the help of coaches who are grounded in a psycho-spiritual perspective, who can bring the language and grammar of identity, purpose, wholeness, authenticity, relationship, trust and transparency in a relevant and adaptable way in support of courageous leaders who may otherwise find this a lonely path. In so many places when reading this book I had the same moment of recognition – that the time for a psycho-spiritual psychology such as Psychosynthesis has now come. The founder of Psychosynthesis, Roberto Assagioli was a visionary who was about 50 years ahead of his time – for example, in the way he saw organisations as living organisms. However, as Psychosynthesis practitioners we are also faced with some challenges in updating our psychology and making it fit for the purpose I describe above.

Thirdly, there is the role that leadership coaches might play in helping their leader clients develop and evolve towards the Evolutionary-Teal worldview or paradigm. Strangely this is ignored in the book, with Laloux giving up on the possibility of influencing the vertical development of leaders, describing the process of what we call vertical development as a "complex, mysterious and spiritual process" that "happens from within and cannot be imposed on someone from the outside, not even with the best of arguments" (p238). This is where I depart from Laloux and can only imagine that he has little direct experience of supporting the paradoxical process of inner and outer development in others. Not that I am suggesting that coaches should in any way drive the vertical development agenda, but they can sense and support their client's emergent self and desire to grow, and if they are psychosynthesis coaches, they may be drawn towards clients where the will for inner growth is strong. Admittedly this perspective may be a waste of time with many leaders and that for many organisations the best developmental path is still a horizontal one. As Laloux argues, there is still much important work that can be done within organisations who's centre of gravity is firmly rooted in the Achievement paradigm.

Coaching profession

The APECS Seven Pillars and Standards Framework

1 PRACTICE in Executive Coaching

The First Pillar is to have established a Practice itself. A 'Practice' is a track record of evidence demonstrating what you deliver, and its link to output for the user. It may be described in terms that the user uses to understand the results, or even the 'agenda' for the Coaching work. The world of real Practice is different from the world of theory and research. It necessarily involves having to deal with circumstances which are not as neat and organised as a piece of research, or a nice simple comprehensive theoretical framework.

2 INQUIRY – Learning relevant to Professional Standards of Executive Coaching

The Second Pillar is about the Learning you have undertaken to do what you do. The Second Pillar is the record of how you learned to do what it is you do. It includes the need to have achieved important levels of learning required for Professional Standards of Practice. This is often referred to as the training you have received form those who already know what to do and how to do it. This is well possible in established professions. However, it is still emerging as an organised and straightforward process in Coaching.

3 LEARNING about Organisation and Business

The Third Pillar is Knowledge and Understanding about Organisation. The Coaching dialogue can be significantly enhanced if the Coach is able to tune in to the matters at hand. Although, as with our assumptions about people, there is always the risk of bringing false assumptions to the dialogue. There are a great many forms of organisation. Each such structure develops its own life and requirements for participation.

4 LEARNING about People

The Fourth Pillar is knowledge and Understanding about PEOPLE. In all our societies, we are still forming ideas about what people make of life, as well as being part of some organisation. There is a very wide diversity of available knowledge already for exploring and understanding this essential part of Coaching. It is also important to appreciate the Knowledge that is available – rather than just your own preferences, so as to recognise and appreciate your own boundaries.

5 ARTICULATION of your Personal Coaching Practice

The Fifth Pillar is the Practitioner's 'Practice Model.' A Practice Model is the very personal mix of how any Coach builds up their own particular style and emphasis of how they do what they do – knowing what they can do, as well as helping to identify where their own personal Practice boundaries may exist. Experienced practitioners typically refer to using an integrated approach – that may draw on a range and mix of different frameworks to describe how they build their overall practice.

6 REGULATION – CPPD, Supervision, Ethical and Competent Practice

The Sixth Pillar concerns Checks and Balances to ensure continued effectiveness. These Checks and Balances are a normal part of Professional standards. They typically involve Supervision; Continued Professional Development and commitment to ethical standards and awareness, and respect for professional boundaries in Practice.

7 SOCIETY – Contribution to the Professional Community

The Seventh Pillar is involvement with an established Professional Community. Membership, by itself, of a Professional Community can be an important and simple method for a user / Coachee to believe they can trust that the Coach does know what they are doing. Professionals can be trusted to get it right. The term, Professional, is often used by people in the Coaching Field to give this sort of promise. This term, Professional, can carry some very positive reputation in the wider community.

Reflective and challenging questions

➢ *How does it (Heron's model) help to become more conscious of the intention behind the interventions you make? What biases do you notice in your own coaching intervention style? What changes or shifts do you want to make in your overall mix of interventions?*

➢ *Which diagnostic or awareness raising tools or methods do you use? What do you find useful about them? How do they help your clients?*

➢ *Which profiling tools have you used? What do you find useful about them? How do they help your clients?*

➢ *How familiar are you with the developmental perspective? How comfortable do you feel with this approach? Have you applied it to yourself? How do you use it with your clients? Why is a developmental perspective useful and important in coaching?*

➢ *How has your personal development been influenced or touched by the Human Potential Movement? What is your story? What stories can you tell?*

➢ *In what ways do you think Psychosynthesis is a useful and relevant psychology for addressing the emerging challenges within organisations today?*

Recommended Reading

Core texts

Assagioli, Roberto (1974), 'The Act of Will' - *all of Part 1, p3-131, if you still haven't read this!*

Further references

Assagioli, Roberto (1991), 'Transpersonal Development'

Brooks, David (2011) "The Social Animal", *Introduction and Chapter 6, pages 72-98*

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

Ferrucci, Piero (1982), "What We May Be: The Vision and Techniques of Psychosynthesis"

Fowler, James (1995), "Stages of Faith"

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

Heron, J. (1990) "Helping the client"

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

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

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