Post-Graduate Certificate in Psychosynthesis Leadership Coaching

Unit One Course Study Guide

Foundations of Psychosynthesis Leadership Coaching

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Psychosynthesis Coaching Limited

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Partnerships, validations and accreditations

Unit One Course Study Guide: Foundations of Psychosynthesis Leadership Coaching

Contents

Context

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

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

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

Outcomes and Deliverables

1. Establishing the group as a **supportive professional community**

2. Understanding the **Psychosynthesis context for Leadership Coaching**

3. Solid grounding in using **Trifocal Vision**

4. Understanding of the core **human, process and meta skills of coaching**, including equivalent of ICF core competencies

5. Enhanced core human skills of coaching, including **active listening**, asking **powerful questions** and **dynamic communication**

6. Enhanced core process skills of coaching, including **engagement and contracting**

7. Commitment to develop **self–awareness** and practice **self-reflection** during course

Weekend 1: Outline of Three Day Workshop

Day One

	Day One	Day Two	Day Three
Check-in/review 10:00 Day 1 09:00 Day 2/3	Inclusion and overview.	Check-in and reflection.	Check-in and reflection.
Session 1	Your context for the course.	Coaching demonstration Powerful questions	Core 'human' coaching skills overview. Bushe model of communication.
Break			
Session 2	Bridge from Fundamentals. Introduction to Psychosynthesis Leadership Coaching.	GROW Model	Core 'process' coaching skills overview. Bluckert process model. Engagement and contracting.
Lunch 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
Session 3	Trifocal Vision and the Six Session model	Trifocal Vision Exercise	Meta-skills for leadership coaching overview. Levels of coach development model.
Break			
Session 4	Active Listening skills. The Right Relations model	Psychosynthesis coaching skills – triads practice	Homework. Journal keeping. Peer coaching and course coaching contracting.
Break			
Session 5	Right Relations – Listening with the being	Introduction to Professional Coaching Practice	
Check-out/ completion End 18:00 Day 1 and 2 End 16:00 Day 3	Reflection process and check-out.	Reflection process and check-out.	Check-out from the weekend

Session 2

Introduction to Psychosynthesis Leadership Coaching.
Bridge from Fundamentals.
Trifocal vision.
Powerful questions
including use of GROW

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

Foundations of Psychosynthesis Leadership Coaching: Key topics summary

Psychosynthesis Leadership Coaching

Key Elements of Psychosynthesis Psychology for Coaching
Introduction to Psychosynthesis Leadership Coaching
Trifocal Vision.
Six session structure model.
Right Relations Model

Coaching profession and coaching models

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

The Learning Journey

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

Coaching Competencies

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

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

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

Psychosynthesis Leadership Coaching

Key Elements of Psychosynthesis Psychology for Coaching

Some key elements:

➢ Assagioli's Map of the Psyche

➢ Self

➢ Will

➢ Identification, disidentification and the I

➢ Self-Realisation and Self-Actualisation

➢ Emergence, Spiritual Awakening, Crisis

➢ Right Relations and Presence

➢ Body, Feelings and Mind

➢ Subpersonalities

➢ Guided meditation and mindfulness
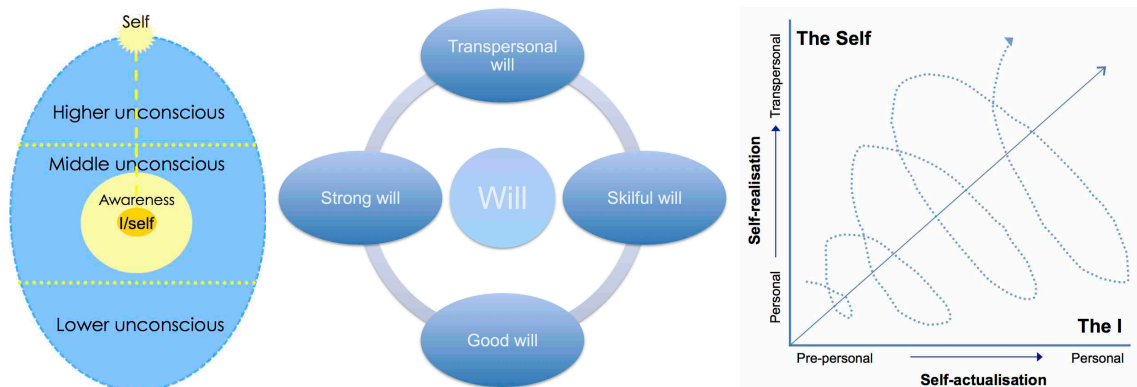
Introduction to Psychosynthesis Leadership Coaching

Here we introduce Trifocal Vision and Right Relations are our core contextual models for Psychosynthesis Leadership Coaching. We also explore the larger and ever-present context of *being* and *presence* for Psychosynthesis guiding. Guiding can take many forms including that of coaching, facilitation, counselling or therapy.

Trifocal Vision

The underlying context for all psychosynthesis coaching work that involves others, whether leaders, individuals, groups or the whole system, is Trifocal Vision, as developed by Roger Evans for the Institute of Psychosynthesis.

What we are saying as we hold and use Trifocal Vision is that the person is a Self in potential. So there is both (hence Bifocal) this self in potential (that which he/she aspires to be) and there is also his/her personal/work life, as it is today, mediated through his/her personality (which is the sum total of how this person has learned to function in the world).

This concept of Trifocal Vision enables the coach to hold both the potential of the other person as well as the reality of how they act and behave now. The *gap* between the *reality* and the *potential* is often large and is often is experienced as too hard, too difficult or painful.

How coaches manage the process of dealing with (or 'bridging') this gap is the core substance of psychosynthesis coaching.

Adapted from material by Roger Evans, Institute of Psychosynthesis, 2015

Critical to the process of bridging the bifocal gap is to help the coachee get some sense of the next realistic and realisable step that will move her/him along the continuum from what is now towards her/his potential. These steps need to be big enough to be challenging and small enough to be achievable. So we see step 1, step 2, step 3 et al – each step becoming a context for the next level of work.

The thrust of the work over time is to help the coachee develop his/her own inner skills of personal mastery and thereby learn to manage the gap.

We are seeking to help our clients find where their will is most available and start to make the changes they need to make.

**Trifocal Vision:
Context for all Psychosynthesis Coaching**

Who is this being most essentially?
What are their aspirations or goals?
What is emerging?

The Gap

Where is the will most available now?
What first steps could activate the will?

What is the behaviour now?
What are the patterns?
What are they trying to do and why?
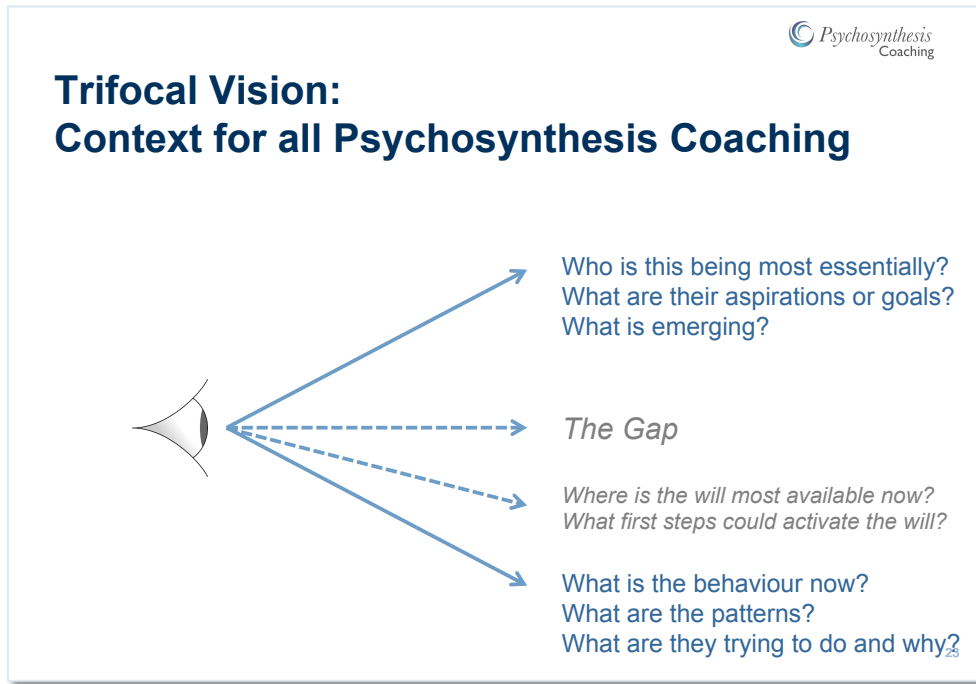
More Tri-focal Context questions

❖ *Where is the Emergent Self? Conscious and unconscious symptoms and signs?*

❖ *Where is the coachee now? Where is their sense of self and how well formed is their will?*

❖ *What is the gap and how do we work with it? Where is the will available?*

Six session structure model

The gap between where the coaching client is and where they want to be is where we are working. But the gap is usually too wide and it is not possible to get there in one or two sessions. We need to find where their Will is most available. So the way of working is to identify the overall goal for a series of 6 x 1 or 2 hour sessions. Each session works on a small goal which coach and client agree is important to achieving the overall goal.

Thus we break down larger goals into smaller goals and steps. We also recommend that these sessions take place at two weekly intervals, although some organisations prefer to work on a monthly cycle. Weekly can also be appropriate sometimes for dealing with crisis but at other times will be too intense, without enough time between sessions for the client to act in the world. You also might initially contract for a longer period than three months, and you can continue working with a client through a number of six session cycles according to their needs. Although the way that sessions are packaged within a contract can obviously vary according to many situational factors, the six-session model is our recommended starting point.

10. CREATING CONTEXT FOR WORKING WITH THIS PERSON

TRI-FOCAL CONTEXT

- *Emergent Self*

    o   What are the inner and outer dynamics underlying the issue/s presented?
    o   What is attempting to emerge or unfold through this issue/s?
    o   How does this issue/s fit into the context of their life experience?

- *Where are they now*

    o   What are the patterns in this person's life?
    o   Where is this person living and what are they struggling with most right now

- *The Gap*:

    o   Where is the Self most available as far as you can see
    o   What is the next realistic step for them over the first 6-sessions – that is to say what is their first goal? Aligned with what is trying to emerge. That is THE GAP
    o   Within this gap how ready are they to make the first step? That's how much will is available to them

11. CONTRACT

To Be Discussed / Established During Initial Interview

- Number of sessions (6) per series and frequency.
- Fees and cancellations.
- Time boundaries / lateness.
- Space boundaries / availability outside session hour or not
- Reviews.
- Homework.
- Ending the contract.
- You may be paid by the organisation and there could be questions about confidentiality and accountability on the part of the coach.

Source: Institute of Psychosynthesis 2015

The Right Relations Model

The psychosynthesis core model of relationship is called the Right Relations Model. Study and practice of this models enable us as coaches to be in profound relationship with our clients.

In Psychosynthesis (Harper Collins, 1993), Assagioli stresses the importance within the psychosynthesis approach of seeing the individual fundamentally as a relational being, inevitably connected to others not only through the personal and social dimension, but also through the spiritual dimension in which the individual is seen as part of a greater whole. Assagioli emphasised that right relations is a means of giving true expression to the actual reality of relationship to others or to "other" in a way which recognises and honours this connection.
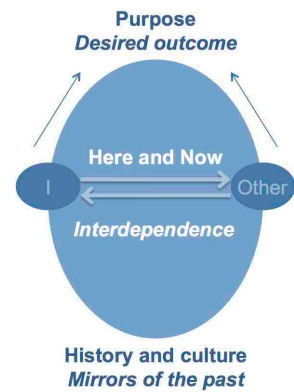
In the Institute of Psychosynthesis two-year training, right relations training including a series of 2 day intensives is a core part of the training to develop understanding of how relationships can be approached and practiced at both interpersonal and intrapersonal levels. In developing the core psychosynthesis skills for coaching, Psychosynthesis Coaching Limited use the Right Relations model as our foundation for being in profound relationship with our clients.

The practice of right relations depends partly upon awareness of one's own history and how this influences one's pattern of behaviour in relationship. This awareness is important in the attempt to relate _straightforwardly to this person here and now._ The awareness itself can be developed and refined through the relationship, provided we engage in this with a willingness to pay attention to our own experience and also to what the other indicates and communicates about their experience, including particularly their experience of us.

We can therefore begin to develop a more accurate picture of _what is_ through attention to our inner experience and through getting an accurate mirror from the other.

Psychosynthesis models of the personality including Subpersonalities and Body, Feelings, Mind, show us that we develop certain ways and patterns of behaviour and relationship as a response to the other and to the environment. These patterns both serve as we develop (because they carry the Self into the world, protect it, give it some form of self-expression and help it to survive) and limit (because they ultimately prevent self-expression because they are to some extent adaptations to the environment rather than expressions of the true Self)

These patterns of behaviour and relationship developed through history and culture tend to limit the individual's perception of himself/herself and of the other and his/her perception of the potential for relationship with the other. We tend to see the other through our culture and history, so that the other becomes our object rather than a subject in their own right.

We see them as we expect them to be rather than as they are, and often we see ourselves, in the mirror of relationship, as we expect to see ourselves rather than as the other actually sees us. We distort the mirror because we look through history and culture.

Essentially the Right Relations model is about choosing to pay attention to the evidence provided by the senses and acting congruently in accordance with this rather than in accordance with a range of other things which may be motivating us –expectations, mindsets, prejudices, unconscious desires, repressed feelings.

By trusting the evidence of our senses rather than preconceived expectations, we truly give up control and predictability. We control our own power and we allow the other to have theirs. In terms of Transactional Analysis, we move into the "Adult" position relinquishing ulterior motivations and hidden agendas. We may be resistant to do this both from the pain of giving up treasured patterns of identification, but also in the fear of facing the personal freedom and responsibility which this implies.

The ultimate reality of true Right Relations is that beyond the limits of personality and the egoic struggle we are all one. As the individual comes into intrapersonal relationship s/he begins to feel whole again. As we come into real interpersonal relationships, we may begin to feel whole in the collective sense, to know ourselves as part of something greater, in which what is known and felt deep within each self is a resonance and reflection of what is known and felt in others –and what is known and felt at another level beyond the personal self

What does it mean to be a relational being?

➢ I may start out with the wish to achieve some goal or desire to influence the other in some way, perhaps to motivate towards some end or maybe simply to communicate something. I am aware of my needs and interests in doing this.

➢ I am aware that if I act in a way that that takes into account the needs and interests of the other then they will feel acknowledged and I am more likely to get their cooperation in working towards my goal.

➢ In this way, through awareness of myself and the other, I am more likely to find the optimum fit between "I" and "other" whether this means the optimum fit between two people or the optimum fit between an objective and an outcome.

➢ We are talking about the art of what is possible. However, it is important to make the distinction between working in a way which acknowledges and genuinely respects the other because this promotes effectiveness (and optimum fit) and working in a way which tries to control the behaviour of the other or to manipulate it towards our own ends. Our intention to relate to the other in a way which takes account of their needs and interests proceeds from an idea of the other as a subject in their own right , not as an object in our world.

➢ The principle behind this is not just a moral one. There is a direct benefit to overall effectiveness if we relate in this way. This is because treating people as objects is simply ineffective because they are not objects and do not respond as such. We cannot apply our culturally traditional causal way of thinking to relationships. This is because each individual is (consciously or not) motivated by and called by an innate need to discover and express themselves as a being of initiative, integrity and creativity. Attempts to control people inevitably cause their connection to the source of inspiration, willingness and creativity to be cut off.

Elements and Dynamics of the Right Relations Model
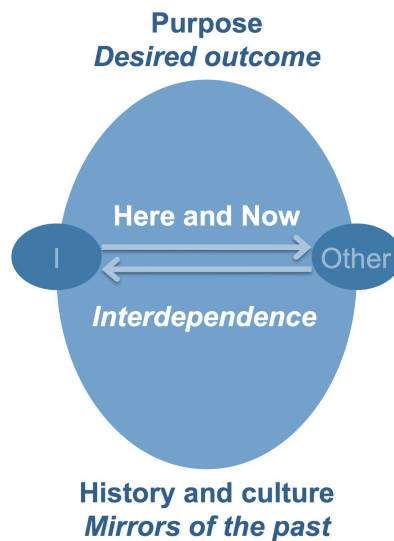
The model intends to provide a means of examining the nature of the influence between 'I' and Other and very simply to explore methods for using that influence in ways which improve the potential for cooperation and effectiveness. As an indirect consequence, there may also be unveiled and released powerful forces which can produce unexpected degrees of harmony. Cutting through habitual patterns of defence, prejudices, expectations, mindsets etc. may open to new levels of communication

The influence that 'I' has on the other is at least dependent on the degree to which I estimates Other as subject and not as object. This is because Other will feel acknowledged and met and certain patterns of defence and resistance which may otherwise operate more or less unconsciously in the dynamic can be let go.

History and Culture

A large part of what may determine I's relationship with to Other is History and Culture which can create expectations, assumptions, patterns of relationship, defence mechanisms and mindsets. And history includes not only the history of our relationship to this particular person but also our relationship to other people in similar situations.

Our tendency is to make the other equal to our mindset rather than to see them as they actually are in the Here and Now.

In this way we limit not only the other but also ourselves. We may tend to deny our own sensitivity and our 'darker' side. In doing this we are denying a dimension of difference and a level of depth in ourselves and making this unavailable to ourselves and to the other. Thus we stay relatively safe in the known and limit relationship and creative possibilities with the other.

Here and now

Being Here and Now means fully experiencing what is actually happening right now at each level in each vehicle of our awareness and allowing for that what is prior to any interpretation or judgement. By consciously focusing on our experience, say of breathing, of our body experience of what we are receiving through the senses, we stay in touch with a kind of information which is less likely to be corrupted or distorted by culture and history.

Through awareness of senses and breath, we create a gap between an impulse and action and allow more presence in the moment with a fuller degree of awareness of what is happening here and now - and less dependence on the tendency of the mind to determine through its interpretation of the past and the ego's attachment to what it wants in the future.

As we open to the Here and Now and pay attention to this, we train our awareness to include more and more and we allow the possibility of higher levels of consciousness. Being with 'what is' allows sense of Purpose to emerge as we step beyond our normal compulsion to control; it allows the mystery to unfold. It calls in a reality that transcends ordinary knowing. It creates awareness of another level by uncovering the immanence of spirit. As we surrender to what is, we are letting go of the ego's need to control and opening a door for spirit to enter. This is the meditational aspect of Right Relations - being 'fully present' in the 'present', via the breath.

Ultimately, being Here and Now means accepting full responsibility for living life as it is now, neither limited by a vision of ourselves created in the past nor dependent upon expectations about the future.

Sensory Awareness

To stay fully in the Here and Now we need to make full use of all of our senses. There has been much research about how much communication between people is limited by relying on the spoken word. In fact probably less than 30% of what is received of a message is determined by the explicit verbal content. The rest is determined by what is conveyed through the tone, posture and effect of the message sender (their 'expression') and by other less tangible factors collectively attributed to the sense of 'relationship' – the degree to which the sender is seeking connection with the subject of the receiver, talking 'at' or 'to' him/her, and what can be described as 'the call'. This is what may be perceived by the receiver as the inner agenda of the message sender. This might be quite subtle and difficult to attribute to any particular tangible factor and may be quite unconscious to the sender.

We are more able to hear the call of another when we are truly available to them and can pay attention to them as a subject.

Congruence

Being more Here and Now and less caught by culture and history allows greater degrees of congruence. Congruence can be defined as an apparent match between the affect and attitude of the expression and the content of the expression itself.

Congruence releases communication to take place at a deeper level of honesty and intimacy. The receiver of a message, experiencing the sender as authentic, feels met and valued as a subject and cam let go of some defences, feeling freed to respond more openly from within themselves. In the context of psychosynthesis coaching, congruence allows the possibility of meeting at the level of soul rather than being caught in a struggle at the level of the personality.

Projection, Reality and Winning

Experience and perception are not the same as reality. My perception of an experience will be tempered to a greater or lesser extent (dependent on ability to self–reflect and dis-identify) on my assumptions, prejudices, mindsets and expectations.

'I', if s/he has insufficient awareness may assume that what s/he experiences or thinks *is* reality and projects this on to Other. I and Other then may become caught in trying to convince one another of their own view of reality. This can be fuelled by the desire of the ego to win and the search for truth becomes lost.

Holding the two 'realities' together and managing to suspend the desire to 'win' may make it possible for truth to emerge. Right Relations includes the ability to hold difference.

Seeing the Other

If I force my reality on the other in the form of a projection, then I make the other my object. Crucial to this model and its psychosynthesis context is acknowledging the other as subject rather than behaving as if the other is an object within the universe of which I am centre.

Attempting to see the other means attempting to see them within their frame of reference rather than mine and seeing beyond the personality to the Self which is trying to emerge. This is the 'I-Thou' relationship.

Paradoxical Reality

If I ask, 'how can be in /right relations with this person?', I run the risk of objectifying him/her or betraying myself. If I ask, 'to what degree, given my interests and values and the other's interest and values, can I come into relationship?' then we may ensure right relationship. While there may not by any means be complete match between interests and values, there may yet be an intimate meeting at the level of soul because each person is honoured as a subject in their own right.

It is a paradoxical reality that insisting upon a resolution of differences leads to increased conflict, whereas allowing difference leads ultimately to a greater harmony.

Psychosynthesis Leadership Coaching

All coaching teaching focuses on the need for the coach to develop ways of listening at a deep level to their client. Under the heading 'Active Listening', coaches are taught to mirror and look for congruence to develop a coaching environment where the client awareness and responsibility may be enhanced. Right Relations includes all this valuable training and also invites a relationship at a deeper more profound level. It is not a technique but a way of 'Being' with the other that requires from the coach a willingness to develop greater self-awareness for themselves, a need to practice this way of being and reflecting on what has worked and what has not worked and an authentic desire to see the client bi-focally and love his/her Being.

Paul Elliott, Psychosynthesis Coaching Limited drawing on Institute of Psychosynthesis Foundations of Psychosynthesis volume 2, Chapter 4 and adapted for Leadership Coaching

Psychosynthesis as a context for coaching

The guiding relationship, being and presence, inner-work and personal development.

We are first and foremost bringing Psychosynthesis Psychology as a contextual model to coaching, although it also provides a clear methodology and a variety of models, tools and techniques. The context is about a way of being with the coaching client, a way of perceiving the client (Trifocal Vision), a way of relating with the client (Right Relations), and a way of guiding the client. The two models of Trifocal Vision and Right Relations will help you develop this context, but we also need to allow space for *being* and develop an awareness of *presence*. There are many perspectives that can inform this aspect of our context and we will periodically touch upon these during the course. At the same time, we are holding *being* as an ever-present context for our approach to coaching.

Reflective questions

➢ *What was your experience of Fundamentals?*

➢ *What learning, ideas or models have stuck with you?*

➢ *What was your most important learning from Fundamentals?*

➢ *Have you had an experience of holding Trifocal Vision in relationship to someone you are coaching? Does it come easily or with difficulty?*

➢ *What does 'right relations' mean to you?*

➢ *How would you summarise the key elements of Psychosynthesis?*

➢ *How might you describe Psychosynthesis to someone you were coaching?*

➢ *In what ways do you find that you resonate with Psychosynthesis Psychology and in what ways do you not?*

➢ *In what areas in your life do you experience right relations? Where do you not? To what extent are you in right relationship with yourself?*

➢ *What are the challenges of holding Trifocal Vision in relationship to people you are coaching?*

Recommended further reading

Assagioli, Roberto (1974), 'The Act of Will' - *Ideally all of Part 1, or at least chapters 1-3, pp. 3-34*

Assagioli, Roberto (1965), 'Psychosynthesis' - *Introduction and Chapter 1, pp. 3-31*

To deepen your understanding of Psychosynthesis, you may want to dip into:

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

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

Coaching profession and coaching models

Introduction to Professional Coaching Practice

What are the key aspects of professional practice that we need to pay attention to?

Professional bodies: ICF, AC, EMCC, APECS	Certification, qualification and accreditation	Compliance with a code of practice or ethics	Professional indemnity insurance
Coaching supervision	Practice management, e.g records	Contracting and managing multiple clients	Personal and professional boundaries
Setting up your external/internal practice	Structure and discipline, positioning and packaging	Marketing and business development	Continuing personal and professional development

Reflective questions

❖ What are your needs around professional practice?

❖ What are your priorities to have addressed by this course?

❖ What are the common needs of this group?

Comparative Coaching Models: GROW, CLEAR, etc.

❖ Models of coaching and models used by coaches with leaders

❖ Type of models

      o   Contextual coaching models

      o   Coaching process models; stage or cycle models, intervention, analytic and navigational models, etc

      o   Competency models

      o   Models used by coaches with clients

❖ Comparative Coaching Models: GROW and CLEAR

❖ Other models: Heron, Gestalt, TA, Solution Focus, etc.

Coaching Models Menu (covered on this course)

✓ Trifocal Vision

✓ GROW

✓ Heron's Six Category Intervention Analysis

✓ Gestalt Cycle of Experience

GROW

Principles of GROW

❖ Establishing rapport with client/coachee, active listening and mirroring
❖ Exploration with client building 'Awareness and Responsibility'
❖ Open Questions to build awareness
❖ Dynamic model rather than linear
❖ Focus after exploration on 'what next?', 'what will you do?' – taking responsibility to make change
❖ Checking out readiness for responsibility using scaling
❖ Exploration of success/failure in subsequent sessions, building awareness and taking responsibility for next step

CLEAR (Peter Hawkins)

C ontracting
L istening
E xploring
A ction
R eview

Contracting
❖ As well as agreeing desired outcome (as per G in GROW model) you are establishing the scope of the coaching and the ground rules for working together

Listening
❖ This stage is all about actively listening to your coachee and listening with empathy to help them to gain an understanding of their situation and personal insight.

Exploring
This stage comprises two elements:

➢ **Exploring 1:** Helping the coachee to understand the personal impact the situation is having on themselves.

➢ **Exploring 2:** Challenging the coachee to think through possibilities for future action in resolving the situation

Action
❖ At this stage you are supporting the coachee in choosing a way ahead and deciding the next step.

Review
❖ Finally this is about closing the session, reinforcing ground covered, decisions made and value added. As a coach you are also encouraging feedback from your coachee on what was helpful about the coaching process, what was difficult and what they would like to be different in future coaching sessions.

Reflective questions

➢ *Which models of coaching do you use or find useful?*

➢ *What are your needs in terms of professional coaching practice development? Which of the 12 aspects would you want to prioritise?*

➢ *What is your model of coaching? Could you describe it?*

Recommended further reading

The core texts for the GROW model of coaching is:

Whitmore, John (2009, 4th Ed), 'Coaching For Performance: Growing People, Performance and Purpose *– Part 1 The Principles of Coaching*

Additional reading at this stage could include dipping into:

Downey, Myles (2014), 'Effective Modern Coaching: The Principles and Art of Successful Business Coaching'

ICF competences framework

From the ICF website: http://coachfederation.org/credential/landing.cfm?ItemNumber=2206

A. Setting the Foundation
       1. Meeting Ethical Guidelines and Professional Standards
       2. Establishing the Coaching Agreement
B. Co-creating the Relationship
       3. Establishing Trust and Intimacy with the Client
       4. Coaching Presence
C. Communicating Effectively
       5. Active Listening
       6. Powerful Questioning
       7. Direct Communication
D. Facilitating Learning and Results
       8. Creating Awareness
       9. Designing Actions
       10. Planning and Goal Setting
       11. Managing Progress and Accountability

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.
    1   Understands and exhibits in own behaviors the ICF Code of Ethics (see Code, Part III of ICF Code of Ethics).
    2   Understands and follows all ICF Ethical Guidelines (see list).
    3   Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions.
    4   Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the Coaching Agreement—Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.
    1   Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate).
    2   Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities.
    3   Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. Co-Creating the Relationship

3. Establishing Trust and Intimacy with the Client—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.
    1   Shows genuine concern for the client's welfare and future.
    2   Continuously demonstrates personal integrity, honesty and sincerity.
    3   Establishes clear agreements and keeps promises.
    4   Demonstrates respect for client's perceptions, learning style, personal being.
    5   Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure.
    6   Asks permission to coach client in sensitive, new areas.

4. Coaching Presence—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.
    1   Is present and flexible during the coaching process, dancing in the moment.
    2   Accesses own intuition and trusts one's inner knowing—"goes with the gut."

3   Is open to not knowing and takes risks.
4   Sees many ways to work with the client and chooses in the moment what is most effective.
5   Uses humor effectively to create lightness and energy.
6   Confidently shifts perspectives and experiments with new possibilities for own action.
7   Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.

C. Communicating Effectively

5. Active Listening—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

1   Attends to the client and the client's agenda and not to the coach's agenda for the client.
2   Hears the client's concerns, goals, values and beliefs about what is and is not possible.
3   Distinguishes between the words, the tone of voice, and the body language.
4   Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
5   Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
6   Integrates and builds on client's ideas and suggestions.
7   "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.
8   Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

6. Powerful Questioning—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

1   Asks questions that reflect active listening and an understanding of the client's perspective.
2   Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
3   Asks open-ended questions that create greater clarity, possibility or new learning.
4   Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

7. Direct Communication—Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

1   Is clear, articulate and direct in sharing and providing feedback.
2   Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
3   Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.
4   Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
5   Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. Facilitating Learning and Results

8. Creating Awareness—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

1   Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.
2   Invokes inquiry for greater understanding, awareness, and clarity.
3   Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.
4   Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.
5   Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
6   Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
7   Expresses insights to clients in ways that are useful and meaningful for the client.
8   Identifies major strengths vs. major areas for learning and growth, and what is most important to

address during coaching.

9 Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

9. Designing Actions—Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

1 Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.

2 Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.

3 Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.

4 Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.

5 Celebrates client successes and capabilities for future growth.

6 Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.

7 Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.

8 Helps the client "Do It Now" during the coaching session, providing immediate support.

9 Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and Goal Setting—Ability to develop and maintain an effective coaching plan with the client.

1 Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.

2 Creates a plan with results that are attainable, measurable, specific, and have target dates.

3 Makes plan adjustments as warranted by the coaching process and by changes in the situation.

4 Helps the client identify and access different resources for learning (e.g., books, other professionals).

5 Identifies and targets early successes that are important to the client.

11. Managing Progress and Accountability—Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

1 Clearly requests of the client actions that will move the client toward his/her stated goals.

2 Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).

3 Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).

4 Effectively prepares, organizes, and reviews with client information obtained during sessions.

5 Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).

6 Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.

7 Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.

8 Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.

9 Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).

10 Positively confronts the client with the fact that he/she did not take agreed-upon actions.

The Learning Journey

Basic Psychosynthesis guided meditation

> **Disidentification meditation/ affirmation**
>
> Take your awareness inside. Get comfortable. Allow your eyes to close. Connect to your breathing…
>
> Now connect to your body. Affirm to yourself… I experience sensations, pleasure and pain, my body may find itself in different conditions of sickness and health, it may be rested or tired. At one level I am this body and at another level I am not my body… gently allow yourself to dis-identify with your bodily experience.
>
> Connect to your feelings right now. Affirm to yourself… my feelings are constantly changing… I experience joy, anger, sorrow, love, pain, harmony, despair, disgust…
> At one level I am these feeling and at another level I am not my feeling… and gently dis-identify from your feelings.
>
> Connect to your thought process. Affirm to yourself… my mental life is full of movement. I experience thoughts continuously. My thinking that I am not thinking is itself a thought. At one level I am my thoughts and at another level I am not my thoughts…. gently dis-identify from your thoughts and breathe into a stiller place.
>
> Allow yourself to identify with this calm, clear space and remind yourself that I am an aware being endowed with will. Affirm to yourself: I AM A CENTRE OF PURE SELF CONSCIOUSNESS AND OF WILL (repeat).
>
> Now reflect upon your experience of….(*depending upon the context*). What comes up for you? What stays with you from this experience? (allow an image, a word or a sentence to emerge from this experience). Let go of these experiences, and in your own time, start to bring your awareness back into the room. And when you are ready, open your eyes.

Guidelines for Skills Practice in Triads

Coach – your opportunity to practice
Coachee – your opportunity to have some coaching
Observer – your opportunity to disidentify and observe

- ❖ Observer holds the space and keeps time boundaries
- ❖ Observer is looking at patterns and psycho-spiritual process, not content or problem solving
- ❖ Observer facilitates feedback session:
    - ❖ Invite coachee to reflect upon how the session impacted them
    - ❖ Ask the coach for their experience and reflections on the session
    - ❖ Offer your feedback and reflections, including about where you saw Self
    - ❖ Follow feedback principles
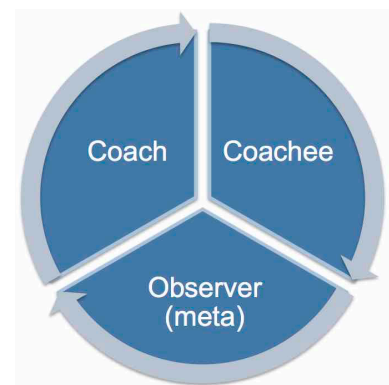
Notes
Move around roles in clockwise direction (see graphic)
Usually 20 mins for each session plus 10 mins for feedback
Step back outside of your last role and engage in open reflection and learning at the end of the cycle

Journal keeping

What might I use a journal for?

- Notes for reflective exercises during the workshops

- Notes on seminars and teaching during workshops

- Notes on any content and process from reflective meditations

- Reflections on what you are experiencing and learning during the workshops

- Reflections on what you are experiencing and learning between the workshops

- Reflections upon your professional practice in relationship to the content of the course

- Periodic review and sense making

Your Will Project

- Focus for your expression and realisation of Self in the world, involving a significant act of will to bring something about

- Related to the subject matter and scope of the course

- More than your goals or objectives for the course

- Involves an aspect of transpersonal will, connecting to the Will Projects of others

- A focus for what you bring as a coachee to practice sessions and peer coaching during the course

- Examples; setting up your coaching practice – reinventing your practice or professional life – creating a new business – working with leaders in a new way – transforming the culture of an organisation – transforming the profession – transforming a community – transforming society!

Peer coaching contracting

This needs to take place during the first unit workshop
Find a partner to work with as a peer coach between now and the next unit

Reflective questions

- ❖ *What are my personal objectives for the course?*

- ❖ *Reflecting upon the six human skills, six process skills and six meta skills:*

- ❖ *What are my strengths?*

- ❖ *What are my developmental needs?*

- ❖ *How can this course help with my developmental needs?*

- ❖ *Where do I need to ask for help or support?*

Coaching Competencies

Core 'human' coaching skills overview

Categories	Self-rating (1-5)	Developmental needs summary
Core 'human' coaching competencies		
✓ Active listening		
✓ Powerful questioning		
✓ Dynamic communication		
✓ Building trust in the coaching alliance		
✓ Impact and influence		
✓ Right relationships		

Active Listening Skills

Checklist

- ➢ Giving your full attention
- ➢ Unqualified acceptance of the person
- ➢ Authentic and caring
- ➢ Enter 'rapport'
- ➢ Non-verbal communication
- ➢ Minimal encouragers
- ➢ Paraphrasing and summarising (when short term memory is full)

Powerful Questions

- ❖ Open questions
    Questions that cannot easily be answered with "yes" or "no"
    Useful to begin session
    Motivates people to communicate
- ❖ Closed questions
    Elicit "yes" or "no" or two word answers
    Narrows the topic
    Interrupt over-talkative coachee

Bushe model of communication

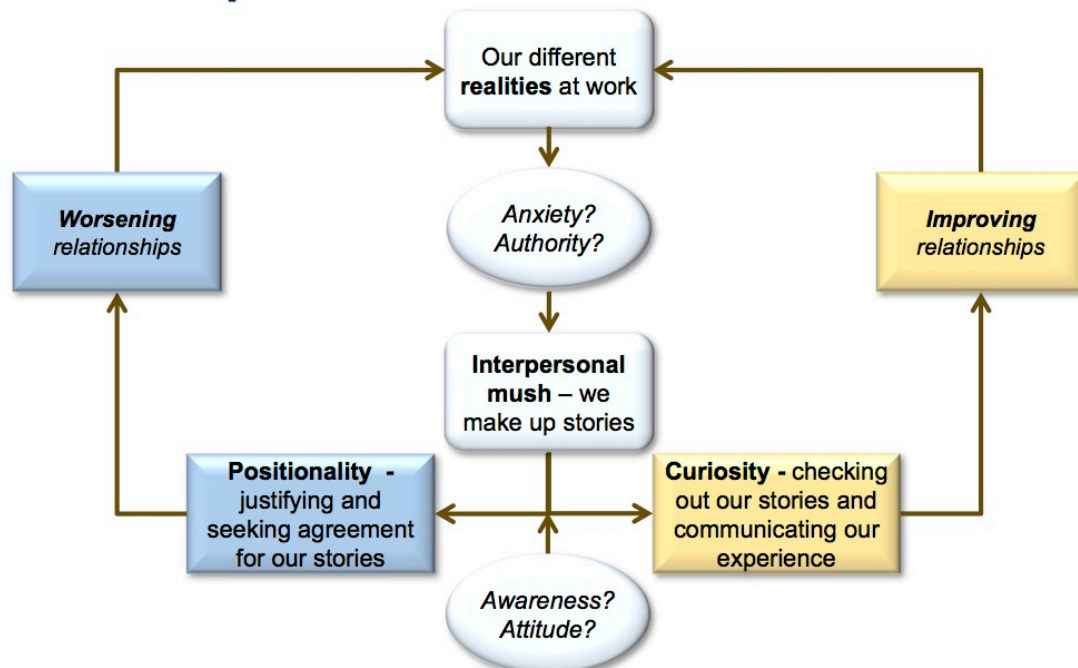**Introduction to the Organizational Learning Conversation: Extract from Clear Leadership by Gervase Bushe**

http://www.amazon.co.uk/Clear-Leadership-Sustaining-Collaboration-Partnership/dp/089106382X/ref=sr_1_1?s=books&ie=UTF8&qid=1391432253&sr=1-1

In this chapter I am going to give you a brief introduction to the process that is required to get out of interpersonal mush and create interpersonal clarity. Interpersonal clarity is a description of an interaction in which each person knows what their own experience is, what the other person's experience is, and the difference between them. I call the process required to achieve interpersonal clarity a learning conversation. When this happens between people who work in the same organization, organizational learning takes place. Taking the time every so often to have a learning conversation and clear out the mush is essential to sustaining partnership. My hope is that from this chapter you will get a clear idea of what I mean by interpersonal clarity and why it is so critical to partnership based teams and organizations. Following this chapter, I will dive deeply into the skills and attitudes that are needed to make this process possible and then I will return to the organizational learning process a second time, in chapter 9, and look at it in more depth

As I described in the last chapter, the model of organizational learning in this book revolves around two or more people inquiring into their experience and generating new knowledge that leads to a change in their patterns of organizing. Patterns of organizing are the typical interactions you have at work, the way you and others go about identifying and solving problems, dealing with conflicts, making decisions, assessing performance, serving customers, managing stakeholders, communicating up and down the hierarchy, budgeting, and so on. When these patterns are unproductive and/or unsatisfying we tend to view them as manifestations of conflict. We have a "problem" with so and so. If we talked about it to them it would just create "more conflict". So we most often don't. And the possibility of partnership dwindles away.

(Full 8-page version: http://www.psychosynthesiscoaching.co.uk/wp-content/uploads/2016/09/BusheLearningConversationsSum.pdf

Adapted from Clear Leadership, by Gervase Bushe, 2009

Learning Conversations checklist

Purpose

To explore patterns of interaction between two people and improve the basis for future partnership

Method

Take turns to share your experience of here and now

Facilitated by a third party or un-facilitated

Skills

Awareness, Descriptiveness, Curiosity and Appreciation

Attitude

Openness and Willingness

Possible negotiation points

Roles, Goals, Resources, Working practices, Decision making

Completion

Re-establish shared interest and future test

Core 'process' coaching skills overview

Categories	Self-rating (1-5)	Developmental needs summary
Core 'process' coaching competencies		
✓ Engagement and contracting		
✓ Creating awareness		
✓ Agenda forming and goal setting		
✓ Designing interventions and actions		
✓ Coaching cycle delivery		
✓ Managing and reviewing progress		

Good Coaching Process

1. Engagement and contracting
2. Assessment and feedback
3. Creating the coaching agenda
4. Structuring the coaching intervention
5. Delivering the coaching
6. Review and evaluation

From: Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'

Engagement and contracting

Engagement and Contracting – Peter Bluckert *checklist of issues for contracting...*

- ❖ 2 or 3 or more parties?
- ❖ Expectations of each?
- ❖ Desired outcomes?
- ❖ Reporting?
- ❖ Confidentiality?

- ❖ Scope and method of assessment?
- ❖ How to structure the coaching?
- ❖ Logistics and practicalities?
- ❖ Review and evaluation?
- ❖ Business arrangements, fees etc.

Adapted from: Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'

Meta-skills for leadership coaching overview

Categories	Self-rating (1-5)	Developmental needs summary
Coaching meta-competencies		
✓ Self-reflection, as the foundation for reflective practice		
✓ Presence and being authentic		
✓ Psychological mindedness and psycho-spiritual awareness		
✓ Mastery of the psychological functions, including imagination and intuition		
✓ Using Self/self as an instrument of change		
✓ Systemic thinking, holding multiple perspectives, working at different levels		

Notes on meta-coaching competencies, by Aubyn Howard

Self-reflection

Self-reflection is the primary meta-skill, and although this may seem very basic and simple, there are levels and depths to this simple skill which make it a meta-skill and the cornerstone to personal development. We explore practices which support self-reflection and look at the impact the presence or absence of self-reflection can have in people's lives.

Presence and being authentic

This meta-skill is about bringing your authentic self to coaching – how to bring your presence and who you are to your work alongside your professional identification and boundaries. To some extent this is the one meta-competency that is included in the ICF core coaching competencies as 'presence'. We unravel the different dimensions of presence, drawing upon a gestalt perspective, suggest ways you can develop more powerful presence and explore the complexities and challenges of bringing the personal and professional together in your work.

Psychological mindedness and psycho-spiritual awareness

This meta-skill has more than one part; the first part is *psychological mindedness*, your ability to think psychologically about both yourself and others. Thinking psychologically concerns having awareness and curiosity about our inner worlds, our emotions and motivations, unconscious drives and habitual thought patterns that influence our behaviour. It can involve forming hypotheses about what is going on and how this relates to psychological history, but we should always hold these lightly as ways of helping our clients increase their own self-awareness and understanding. Another part is *developmental awareness* and we show how it is both different to and complements psychological mindedness. Just as psychological mindedness requires grounding in a depth psychology, so developmental awareness requires foundations in developmental psychology and we provide such foundations with an overview of the basic developmental and progressive pattern of individual and collective human consciousness. Following the developmental system originated by Clare Graves and loosely followed by Frederic Laloux, we provide a full picture of each progressive inner leadership paradigms or value systems and how this reflects in outer leadership styles and behaviours.

Using Self/self as an instrument of change

This meta skill is about how you actively use yourself as an instrument for change within your coaching interventions. We explain the gestalt approach behind this as well as the principles of transference and counter-transference that can help you refine your intuitive antennae. We explore how the ability to use yourself in this way is founded upon the extent and depth of work you have done on yourself.

Systemic thinking, holding multiple perspectives, working at different levels

Systemic thinking is about being able take in the bigger picture by holding different perspectives at the same time. We explain some of the different interpretations of systemic thinking and distinguish it from systems thinking which can stay at quite a logical, linear level. Thinking systemically by holding multiple perspectives requires an ability to accept paradox and tolerate ambiguity. We introduce Ken Wilber's integral model to help the reader understand the different essential perspectives that can be taken of any situation; how inner and outer dimensions at individual and collective levels combine to give us subjective, objective, inter-subjective and inter-objective perspectives. We work through some examples of how this can be applied to coaching practice, as well as how this provides us with a meta-model for integrating different approaches and models of coaching, organisation and leadership. The integral model provides a container and organising principle for the other meta-skills we will introduce.

The systemic meta-skill builds upon all the rest and includes your ability to move appropriately between different levels and perspectives with your client, for example between the personal and the practical, the business and the psychological, between the past, present and future. When do you simply follow the client's lead and when do you intervene, challenge or shift frame? This is a really important aspect of coaching skills that is often ignored by coach training development programmes.

Levels of coach development model

The nature and scope of the work that is possible in leadership coaching is determined by:
the openness, development and availability of the client as well as the nature of the needs and issues they bring, coupled with the professional capability and personal capacity of the coach. Different coaches can work at a greater or lesser level of depth, involving emotional, personal and psychological ground, depending upon their training, skills and experience.

How do we define these levels of coach development?

1. Much of the coach development that takes place on most courses is at the level of skills and behaviour, and although this is an important starting point, it is only the beginning of the developmental journey.

2. Many courses have a psychological underpinning, involve psychological training and seek to help you develop psychological mindedness. Alongside this we also emphasise a particular type of psychological thinking, which we call developmental awareness – the ability to perceive and assess the state of development of your coaching client from a number of different perspectives.

3. The most powerful resource you have available to use in the coaching relationship is yourself; your moment to moment experience in the present; your capacity to reflect and interpret what is going on with you at an unconscious level; your ability to be authentic in relationship at the same time as maintaining a professional stance. All of these requires nor just psychological mindedness but a high level of personal development and emotional intelligence. Without these, using yourself as an instrument of change can be haphazard or counter-productive.

4. Finally, there is a deeper level, or we might say higher level in terms of working transpersonally with your clients, which builds upon ground of being and presence and explores ways of helping your clients to access the higher self and release the power of transpersonal will. This is working at the psycho-spiritual level, which draws upon but transcends the previous levels.

Reflective questions (from the second reflective exercise)

❖ *Reflect upon the six human skills, six process skills and six meta skills. And ask yourself:*

❖ *What are my strengths?*

❖ *What are my developmental needs?*

❖ *How can this course help with my developmental needs?*

❖ *How would I assess myself against the levels of coach development?*

➢ *How good a listener are you? How do you know?*

➢ *How good are you at asking questions that get to the core of the client's issue or need?*

➢ *How much 'interpersonal mush' do you have in your life and relationships?*

➢ *Is there someone you need to have a learning conversation with?*

Recommended further reading

The core texts for human skills is:

Bushe, Gervase (2010), 'Clear Leadership' – *chapters 1 - 4*

The core texts for process skills is:

Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching' – *Part 1*

The core text for meta skills is:

Assagioli, Roberto (1974), 'The Act of Will' - *Part 1*