



The Post-Graduate Certificate in Psychosynthesis Leadership Coaching

Course Handbook

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Psychosynthesis Coaching Limited

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Section 1: Introduction

Context

Background

Course outcomes

Course methodology

Educational philosophy

How to use this guide

Context

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

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

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

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

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

Background

How did this course come about?

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

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

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

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

Psychosynthesis, as developed by Roberto Assagioli, has always been a psychology that can richly inform and support coaching but has primarily been developed within a therapeutic context since Assagioli's death in 1974. Psychosynthesis has been used within a coaching context by the Institute and others for many years, including most prominently Sir John Whitmore who draws upon psychosynthesis in his seminal 'Coaching for Performance' – yet it is still relatively unknown. We feel that there is both a great opportunity and a compelling need to further apply and promote psychosynthesis as a coaching psychology in service of the evolving needs of organisational leaders.

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

Aubyn Howard and Paul Elliott
November 2018

The PGCPLC: key questions answered

Who is the programme for?

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

What is psychosynthesis?

- © Psychosynthesis is a **psycho-spiritual** psychology of Self and Will, developed by Roberto Assagioli. It is **holistic** as it is concerned with the whole human being, with the human psyche and all levels of our consciousness and unconsciousness. Explicitly this includes (i) the **higher** unconscious or superconscious, otherwise described as the transpersonal or spiritual realms, (ii) the **middle** unconscious or realm of our personality and personal psychology, (iii) the **lower** unconscious, the realm of history, trauma and prepersonal psychology. It is also **integrative** in its capacity to bring together different psychologies into a relational whole.

How is psychosynthesis coaching different?

- © Psychosynthesis coaching goes beyond conventional performance and behaviourally oriented approaches to work at the level of **being** and what this means in the leadership context for the coachee. Roger Evans' coaching model of trifocal vision involves holding a psycho-spiritual context **beyond the mind** and learning how to use your **heart** as the resonator of **Self**. Alongside this, the psychosynthesis coach works in the **gap** (between where the coachee is and where they want to be), supporting them to activate their **will** to achieve both inner and outer goals.
- © Psychosynthesis provides a powerful **coaching psychology** that helps us connect with our inner resources, activate our will, strengthen our sense of self and develop our capacity for being in right relationship with others. It gives coaches a **context, method and techniques** for helping leaders meet personal and human challenges of complex organisational change. It provides an accessible language for **transforming organisations** through activating principles of wholeness and purpose.

What does this course deliver?

- © This is currently the UK's only **Coaching Certification Programme** founded upon psychosynthesis. The **PGCPLC** is a qualification in its own right that can lead to Professional Membership of **APECS** (the UK's leading professional body for executive coaches) and can be followed by the **MA in Psychosynthesis Psychology**, or the **MA in Leadership Coaching**, for those wishing to continue their development.

What are the key outcomes?

- ❖ Professional coaching **Certification** and academically-backed **Qualification** by Middlesex University
- ❖ Professional **Accreditation** through fast-track Professional Membership of APECS
- ❖ Solid foundations in the **principles, models, skills and tools** of leadership coaching
- ❖ Grounded understanding of the **psychosynthesis context and method** of coaching
- ❖ Enhanced ability to work **psycho-spiritually** as a coach, with a deeper understanding of **human behaviour** and **development**
- ❖ Awareness of the **leadership agendas** and **systems dynamics** that are brought to coaching in organisations
- ❖ **Personalised plan** for your on-going personal and professional development as a coach

Expanded learning outcomes from the Academic Handbook

As outcomes of the course, student will have:

1. Solid grounding and confidence in using **Trifocal Vision** and the **6-session structure** as the **core model** of Psychosynthesis Leadership Coaching
2. Internalisation of the psychosynthesis context for leadership coaching, including **right relations**
3. Understanding of the basic **human and process skills of coaching** (equivalent of ICF core competencies)
4. **Enhanced human skills of coaching**, including active listening and asking powerful questions
5. **Enhanced process skills of coaching**, including contracting and making interventions
6. Commitment to developing **self-awareness** and practicing **self-reflection** during the course as cornerstones of coach development
7. Solid grounding in the **principles of coaching practice** including an ethical code of practice for coaching
8. Knowledge and understanding of a range **coaching** interventions, methods and tools that support being an effective leadership coach
9. Understanding of **organisational systems dynamics** and the **leadership agendas** that are brought to coaching
10. Enhanced capacity to work **psycho-spiritually** as a coach, through self-reflection on your own psychology and awareness of how to work with different psychological levels and processes
11. Greater understanding of the principles of **human development** and different approaches to **leadership development**
12. Understanding of and ability to apply the **Five Dimensions of Leadership** model to leadership coaching
13. Foundations for establishing or further **developing** an internal or external **coaching practice**
14. **Personalised plan** for on-going development as a coach, with option to make a Fast-Track application for **Professional Membership of APECS**
15. Option to continue learning on the **MA in Psychosynthesis Psychology** or the **MA in Leadership Coaching**

Overview of course structure and methodology

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

Unit Workshops – focus on five modules

1: Foundations of psychosynthesis coaching – basics of psychosynthesis coaching: context, method, models, skills and tools

2: Leadership and organisational systems – the organisational and leadership context; working with inner and outer agendas, including purpose, meaning and values, crisis and change; introduction to systemic coaching and constellations

3: Coaching psychology – working at three psychological levels; prepersonal, personal and transpersonal; in three psychological spaces: coach, client and coaching spaces

4: Coaching interventions – Heron's six-category intervention analysis, working with mindsets and subpersonalities; introduction to leadership development and 5DL – Five Dimensions of Leadership, our model of inner leader development;

5: Professional practice – practical, personal and professional challenges of coaching; finding your professional identity and building your practice

Methods used in workshops include

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

Pre-course

- Application Form
- Joining Pack/Orientation
- Course Handbook
- Academic Student Handbook

Between workshops

- Peer coaching between workshops, 1-to-1 (both ways)
- PGCPLC graduate coaching 1-to-1
- Coaching supervision (if required)
- Study guides, reflection, reading and on-line resources for self-directed learning
- Students keep a reflective learning journal and write 2,500-word paper based on this after Unit 3

Post-workshops

- One 5,000-word paper is required at the end of the course
- Assessment, Qualification and Graduation
- Continued on-line resources for graduates of the course
- Completion of PG CPLC graduate coaching support

Educational philosophy

Our learning context

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

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

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

More on our learning approach

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

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

On the workshops, you can expect:

- ⦿ Wide **mix of learning activities**, including skills practice and role modelling alongside experiential and theoretical learning, supported by on-line resources and materials
- ⦿ **Supervised peer learning practice** sessions, with frequent opportunities to witness how other people coach
- ⦿ Case **clinics and fishbowls** to learn collectively as a group about what works

In summary:

- ⦿ Mastery in psychospiritual coaching involves both **personal and professional** development, so this course engages with your personal development journey
- ⦿ The course is about what it means to **be a leadership coach**, as well as what a leadership coach **does**. We focus as much on the *being* as the *doing* of leadership and coaching on the programme.

In each PGCPLC programme we continue to evolve psychosynthesis leadership coaching through the contribution and learning of all participants. Within this spirit of co-creativity, we look forward to working with you on the course.

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Paul Elliott: paul@psychosynthesiscoaching.co.uk

Course Directors

September 2015

September 2016

February 2017

September 2017

February 2018

September 2018

February 2019

How to use this guide

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

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

The appendices provide reference material and links, which may be useful in support or any self-directed research or study that you chose to undertake.

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

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

Section 2: Course Information

Course dates

Course elements

Core requirements

Workshop structure

Between the workshops

After the workshops

Paper titles

Course reading

Course dates

Programme workshop dates

	PGCPLC Programme 1	PGCPLC Programme 2	PGCPLC Programme 3	PGCPLC Programme 4	PGCPLC Programme 5	PGCPLC Programme 6
Unit 1	18 - 20 Sept 2015	16 - 18 Sept 2016	17 - 19 Feb 2017	15 - 17 Sept 2017	09 - 11 Feb 2018	15 - 17 Feb 2019
Unit 2	16 - 18 Oct 2015	14 - 16 Oct 2016	17 - 19 Mar 2017	13 - 15 Oct 2017	09 - 11 Mar 2018	15 - 17 Mar 2019
Unit 3	13 - 15 Nov 2015	18 - 20 Nov 2016	21 - 23 Apr 2017	10 - 12 Nov 2017	13 - 15 Apr 2018	12 - 14 Apr 2019
Unit 4	11 - 13 Dec 2015	16 - 18 Dec 2016	19 - 21 May 2017	08 - 10 Dec 2017	11 - 13 May 2018	17 - 19 May 2019
Unit 5	08 - 10 Jan 2016	13 - 15 Jan 2017	09 - 11 Jun 2017	12 - 14 Jan 2018	08 - 10 Jun 2018	14 - 16 Jun 2019

Next dates for Fundamentals of Psychosynthesis

25 - 28 January 2019, 3 - 6 May 2019, 19 - 22 July 2019

Course elements

Fundamentals of Psychosynthesis

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

Graduates (e.g. at Certificate, Diploma or Master level) of the Institute of Psychosynthesis, or one of the other schools such as the Psychosynthesis Trust or Re-Vision in the UK or one of the overseas Institutes, or anyone who has attended the Essentials of Psychosynthesis at the Trust or Transitions at Re-Vision, do not need to attend a Fundamentals of Psychosynthesis course.

Core programme workshops

The primary learning element of the course consists of five three-day unit workshops, at monthly intervals. These take place over a Friday, Saturday and Sunday, starting at 10:00 on Friday and subsequently at 09:00 and ending at 18:00, 17:00 and 16:00 respectively. There will be short breaks in the morning and afternoon between sessions and we allow at least 1 hour for lunch. Each workshop is both a self-contained experiential learning event in its own right and also part of a guided learning journey.

The unit workshops involve a mix of learning styles and methodologies; interactive teaching seminars (theoretical learning), dialogue and discussion (group learning), experiential and reflective exercises (personal development), coaching practice (skills development). Approximately 20-30% of the time is spent in each of these four 'modes'.

The learning experience involves frequent shifting between large group format, small groups, triads and pairs work. Most of the coaching practice takes place in triads where students alternate between the coach, coachee and observer roles, with feedback and reflection taking place at the end of each segment.

Learning journal

We ask all students to keep a learning journal for the duration of the course. This can take many forms and the choice is yours. After the third weekend workshop, you are asked to write a learning reflection paper of 2,500 words, which involves a review of your learning journey to date on the course, drawing upon your journal entries.

Study guides; reflection and reading

The study guide for each unit should be read after the unit workshop and may also be used as a reference during the workshop. These are intended to provide additional and more in-depth material on key topics than is provided during the workshops. They are also designed to deepen your learning experience by challenging you to reflect upon key topics in relationship to your experience and coaching practice. There are eight core texts that you are advised to read during the course. Specific chapters within the core texts and additional reading is outlined in the study guides. This recommended reading will also equip you to undertake the written paper at the end of the course.

Peer coaching

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

Pro-bono coaching practice

If it is appropriate and feasible, we want you to have an experience of applying your learning during the course to, and drawing experience from, actual coaching clients. If you are already fully practising as a coach, you can designate two existing clients as your coaching practice clients for the purposes of the

course. If you are starting out as a coach, we recommend you work with two pro-bono clients during the course, each for a cycle of six sessions.

PGCPLC Coaching Support

You will receive a one-hour coaching session with one of our PGCPLC graduate coaches (who will be allocated to you), between each unit workshop on the course. This session provides support for your learning and development journey on the course, unpacking and reflecting upon the workshop experience in relationship to your personal and professional development. This also gives you an opportunity to talk confidentially about anything that is arising for you on the course that you don't want to talk about on the weekends. Two further sessions are provided after the end of the workshops to support you in your continuing professional journey.

Continuing professional practice and supervision

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

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

On-line resources and discussion groups

Between each unit workshop you will also have access to the Student Area of our website.

Written papers

One written paper of 5,000 words is required at the completion of the 5 workshops. This needs to be submitted, assessed and approved before the post-graduate certificate can be awarded. Support and feedback can be provided to help you with how to write an academic essay.

APECS Fast Track

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

The above elements are summarised in the diagram below:

Group contact time	Study and writing	Practice and support	
Fundamentals of Psychosynthesis (4 days)	Application Form and Orientation Pack		
Unit 1: 3 day Workshop	Learning Journal Study Guides: Reflection and Reading Learning Reflection 2500 words Fast Track APECS application (optional)	Peer Coaching Session	Psychosynthesis Coaching Session
Unit 2: 3 day Workshop		Peer Coaching Session	Psychosynthesis Coaching Session
Unit 3: 3 day Workshop		Peer Coaching Session	Psychosynthesis Coaching Session
Unit 4: 3 day Workshop		Peer Coaching Session	Psychosynthesis Coaching Session
Unit 5: 3 day Workshop		Peer Coaching Session	Psychosynthesis Coaching Session
		Peer Coaching Session	Psychosynthesis Coaching Session
	Written Paper 5000 words		Pro-bono practice clients (e.g. 2 x 6 sessions) Professional Practice Supervision (optional) Setting up or building your coaching practice (optional)

(optional elements are partially shaded)

Core requirements

The primary course requirement is to have attended each of the five 3-day unit workshops (90% minimum of the days), and as a result to have achieved the core learning outcomes for each unit and demonstrated basic competence in the human and process coaching competencies.

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

In addition, between the unit workshops, you are expected to have participated in four peer coaching sessions (both-ways) and four coaching sessions with a PGCPLC graduate coach.

You are expected to have kept a learning journal for the duration of the course, to have read each study guide and to have submitted a 2500 Learning Reflection paper.

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

Unit Workshop Overview

The following is a summary of the key topics that are covered on each of the unit workshops. These roughly correspond to the five modules described earlier, with some variations. In addition, along the top are listed the course elements which are common across all the units.

Across all units	<i>Context and objectives, check-in and check-out</i>	<i>The coaching profession and your practice</i>	<i>Coaching skills practice in triads, skills exercises + clinics</i>	<i>Coaching and supervision between weekends</i>	<i>Reflective journal, study guides, self-directed learning</i>	<i>Academic process and requirements</i>
<i>Unit 1: Foundations of leadership coaching</i>	Introduction to Psychosynthesis Coaching	Trifocal Vision and the six-session model	Right relations and active listening	GROW and powerful questions	Human, process and meta coaching skills model	Bushe model of communication
<i>Unit 2: Leadership and organisational systems</i>	Leadership coaching agendas	Laloux and the developmental perspective	The leadership context	Working in organisational systems	Change theories, models and tools	Psychosynthesis perspectives on change and crisis
<i>Unit 3: Coaching Psychology</i>	The evolution of the coaching profession	Coaching psychology landscape	Model of psycho-spiritual development	Pre-personal psychology for coaching	Personal psychology for coaching	Transpersonal psychology for coaching
<i>Unit 4: Coaching interventions</i>	Coaching Interventions introduction	Heron's Six Category Intervention Analysis	Working with Mindsets	Working with Subpersonalities	Horizontal, vertical and inner leadership development	Leadership development and coaching tools and resources
<i>Unit 5: Challenges of Professional Practice</i>	Roger Evans' 5 Dimensions of Leadership	Personal, professional and practical challenges in coaching	Your professional practice and professional identity	Systemic coaching and constellations	Working in organisational systems	Your personal Coach Development Plan

A more detailed day-by-day agenda is provided on each of the unit workshops.

Paper titles

Learning reflection

With reference to your reflective journal and to the core psychosynthesis coaching model of trifocal vision, reflect upon your personal learning and coaching practice during this course.

What have been your learning edges? How does your learning about yourself inform your understanding of others? What has been the relationship between your personal development and your practice as a coach? Please include one or two case stories.

2,500 Words

Written paper

How does psychosynthesis coaching address the emerging challenges and crisis of leadership within today's organisations? In what ways do psycho-spiritual, developmental and systemic perspectives enhance the leadership coach's ability to support the development of leaders?

5,000 Words

Assessment guidelines for an academic essay

Answering the question

- has the question and all its parts been addressed?
- has a rationale been given for any (re)interpretation of the question?
- has appropriate guidance been given to the reader?

Content

- is the content of sufficient depth and breadth?
- is there sufficient reference to relevant theories and ideas, etc., with evidence of reading?
- is there appropriate reference to the practitioners own experience?

Analysis

- is there a distinction between description, reflection and interpretation?
- is there evidence of understanding of theories and models?
- is there any research into or critique of practice? (e.g. vignettes, case stories, etc.)

Synthesis

- is there development of a logical argument with reference to literature?
- does the writer move between the specific and the general?
- is there a drawing together of the strands of the argument and the points made?

Critical reflection

- is there questioning and examination of underlying assumptions, e.g. of theories or models?
- is there identification of the writer's own underlying bias and assumptions?
- is the writer's learning from the course identified?

Originality

- is there insight or creative thought which adds to answering the question?
- does the writer strive for their own perspective, experimenting with ideas and developing a unique vision that extends or transcends the existing literature?

Style and presentation

- is it readable; e.g. is there clarity of structure and expression, is the spelling and grammar acceptable?
- is referencing complete and accurate?
- is the word length observed?

References format

From a book: Author; *Book Title*, Publisher, Year, e.g.

Bushe, Gervase; *Clear Leadership*, Davies-Black, (2010)

References given in text: Bushe (2010) or direct quotes: Bushe (2010, p 24)

From a journal or a chapter of a book: Author, 'Article Title', *Journal Title*, Publisher, Year, e.g.

Starkey, Ken and Hall, Carol; 'The Spirit of Leadership', *New Directions in Leadership Education*, HBR Press, (2012)

Course reading

Core course texts

- Assagioli, Roberto (1974), 'The Act of Will'
- Bushe, Gervase (2010), 'Clear Leadership'
- Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'
- Evans, Roger (2018), "Five Dimensions of Leadership"
- Firman, Dorothy (Ed) (2018), 'The Call of Self'
- Laloux, Frederic (2014), 'Reinventing Organisations'
- Whitmore, John (2017, 5th Ed), 'Coaching For Performance: Growing People, Performance and Purpose'
- Whittington, John (2016, 2nd Ed): Systemic Coaching & Constellations

Additional reading and references

Coaching and coaching psychology

- Aquilina, Eunice (2016), 'Embodying Authenticity – A Somatic Path to Transforming Self, Team and Organisation'
- Brown, Paul and Brown, Virginia (2012), 'Neuropsychology for Coaches'
- Downey, Myles (2014), 'Effective Modern Coaching: The Principles and Art of Successful Business Coaching'
- Gray, D, Garvey, B and Lane, D (2016), "A Critical Introduction to Coaching and Mentoring"
- Hall, Liz, (2013), 'Mindful Coaching: How Mindfulness can Transform Coaching Practice'
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Section 3: Contextual Material

Psychosynthesis
Leadership
Coaching

In this section we provide some more background and contextual material concerning the three key aspects of the course; *Psychosynthesis*, *Leadership* and *Coaching*. This is intended to help place the course within the context of what is taking place within the wider organisational and psychology world and may help you orientate to the learning you are about to engage in on the course.

Psychosynthesis

A psychology for coaching

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

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

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

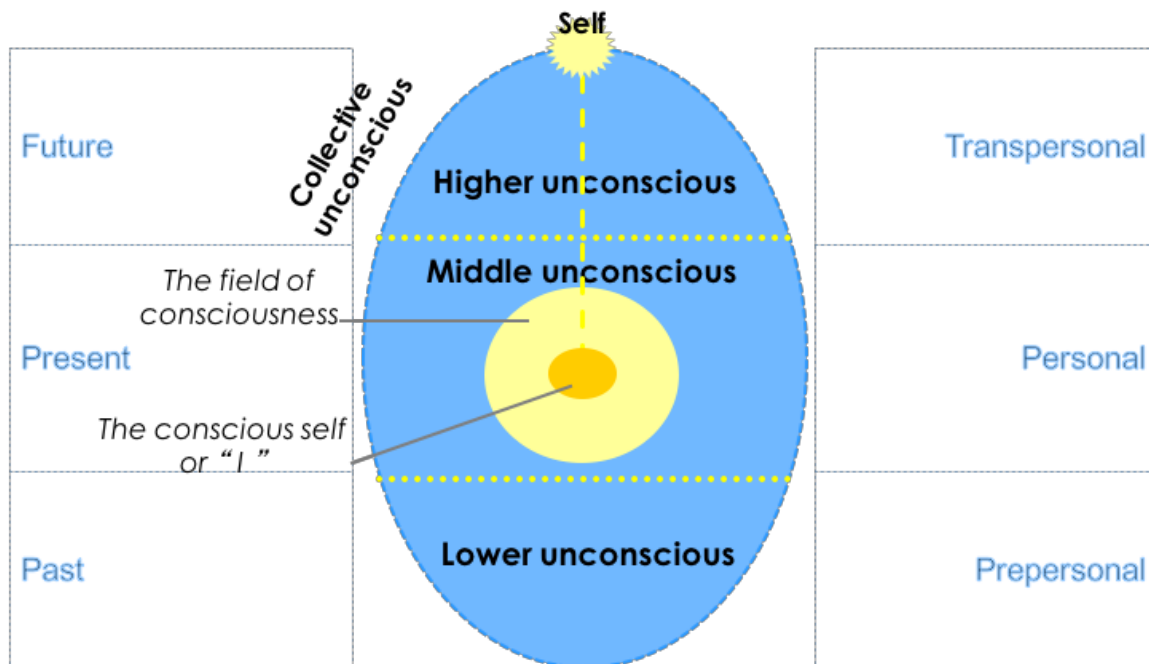
The holistic aspect is what sets Psychosynthesis trained therapists apart from their more conventional psychoanalytic colleagues. They hold awareness of their client's higher self as they guide them to both self-realise and self-actualise, as well as working at regressive levels to heal past wounding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

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

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

Assagioli's map of the human psyche

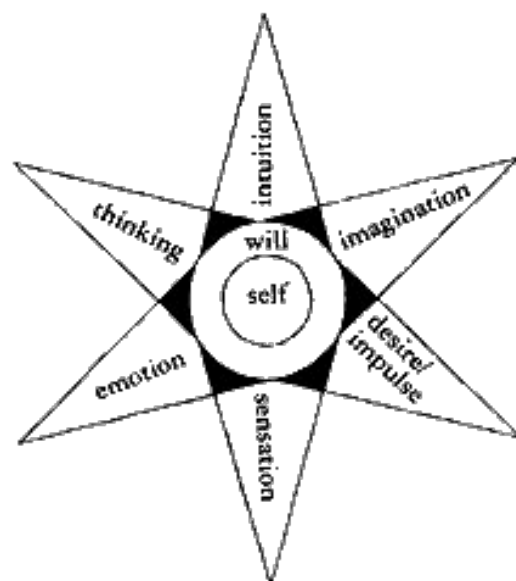
Psychosynthesis offers an explicit model of the human psyche that includes the **Self**. Psychologies that have no such central model of self often lack coherence (e.g. NLP, Gestalt or TA). It is important for coaches (to have a model or concept of the psyche that includes the Self, because without one, we can lose sight of the being and get caught in the processes and contents of the mind).



Adapted from Roberto Assagioli, Act of Will (1974)

Assagioli's psychological functions

Psychosynthesis is also a psychology of **Will**, using capital W to indicate our Transpersonal Will as distinct from strong will, skilful will and goodwill, which are aspects of will. We often say that Will is the first expression of Self, it is the way in which *who we are* comes into the world, the essential act of will that also manifests with our conscious experience of I or everyday self. Will is therefore next to Self and comes before and works through the various psychological functions of the mind. Healthy and well-rounded will has the capacity to focus and direct the psychological functions of our minds – thinking, feeling, sensation, intuition, imagination, desire, etc., in service of Self. However, much of the time we experience the reverse, with our will blocked or distorted by aspects of our personality and the way that our minds work.



Leadership

What is your concept or model of good leadership?

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

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

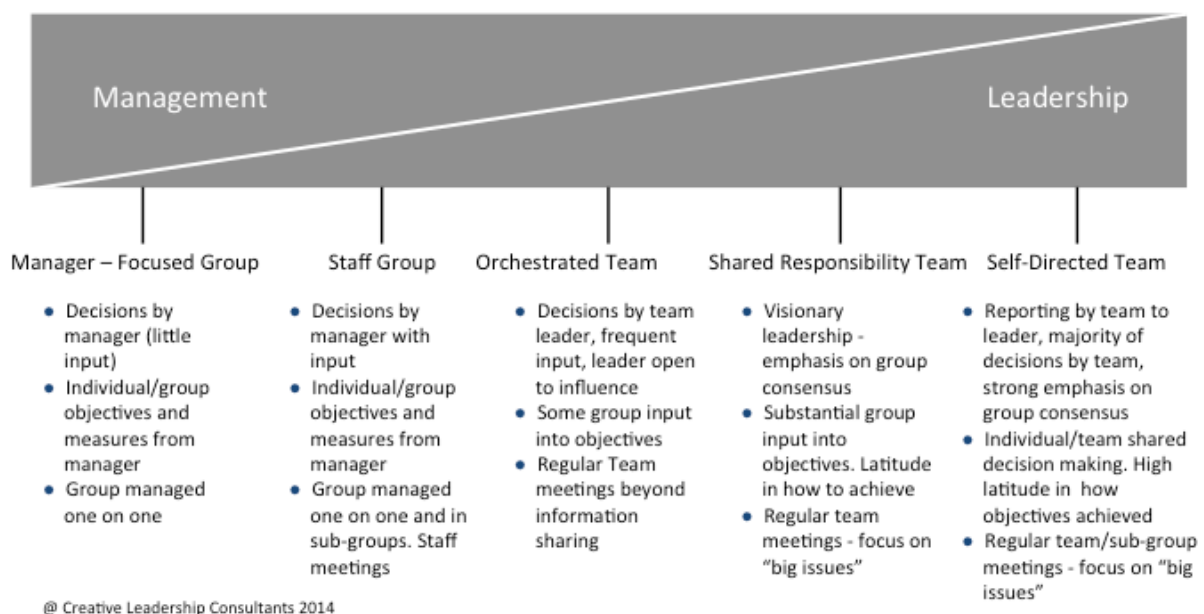


Figure 1: Spectrum of leadership team options

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

Approaches to leadership modelling and profiling

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

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

Personality types

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

Behavioural preferences

Behavioural preference models are mostly derived from observation or analysis of the way that people work, behave and relate to each other. These include Belbin Team Roles, Thomas-Kilmann Conflict Mode Indicator, Firo-B, OCI and Learning Styles. Some have emerged from the growing field of Positive Psychology and Strengths-based literature, such as StrengthsFinder.

These behavioural approaches are usually descriptive of observable and measurable external behaviours and relational preferences, whereas the personality type models are attempting to describe the inner subjective workings of our minds and personalities that drive the behaviour, although there is some overlap in many models.

Developmental stages

Developmental stage models and associated tools have arisen from the field of developmental psychology, which is broadly concerned with how human beings grow and develop over time and along different dimensions (also called vertical development). Early pioneers included Piaget and Erikson, and significant theories and models have been developed by the likes of Graves (1970), Loevinger (1998), Kohlberg (1984), Kegan (2009), Wade (1996) and others. Howard Gardener's work on multiple intelligences (1983) can be included in this field, which links to specific works concerning Emotional Intelligence (Goleman, 1996), Spiritual Intelligence (e.g. Zohar, 2000) and Social Intelligence (Goleman, 2007 and others).

Developmental approaches are seeking to reveal the deeper psychological structures that underlie our personal styles and behavioural preferences and show how these evolve over time or adapt to different situations.

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

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

Competency frameworks

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

Coaching

Overview of leadership coaching

Coaching is a fast growing and increasingly widely accepted professional activity, both within organisations as executive, leadership or management coaching and within society in general as life coaching. Yet coaching is in the early stage of development as a professional practice and discipline, without well-defined boundaries and with an immature knowledge base. Coaching is currently many different things to different people, and the scope of what we call psychosynthesis coaching is a relatively niche and undiscovered part of this.

As with any growing profession, there is naturally an on-going battle for the high ground in terms of defining, developing and governing the profession, with different national and international bodies offering accreditation standards and structures for coaches. There are already thousands of books about coaching, with Amazon listing 2,214 books in its Coaching and Mentoring category at the time of writing.

There are now many forms of coach training and educational programmes on offer to both new and experienced coaches, with at least a few dozen within the UK alone, as well as many national and international bodies and associations (including ICF, AC, EMCC and APECS) helping to establish and regulate the profession through accreditation, certification and standard setting. Indeed, there is something of a battle going on for the body and soul of coaching, for the high ground and the common

ground, for the mainstream of practice and the niche positions. Everyone with an interest in the subject will tend to give their own definition of coaching and their view of what constitutes good professional practice.

The ICF (the most widespread international coaching body) emphasises **process** in their definition:

ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential (ICF website, 2018).

The EMCC emphasises *'the **purpose** of the coaching relationship in terms of improving performance or personal development, that involves applying one or more relevant methods according to standards and ethical principles...'* (Gray, Garvey, Lane 2016 p302).

We define the scope of coaching, by highlighting these key principles. Coaching:

- Is a supportive, enabling and empowering professional **relationship** and **activity** that honours the autonomy, resourcefulness, creativity and responsibility of the client
- is goal, future or outcome oriented in **purpose**, and yet can include working with the client in the domains of past, present or future
- is usually a **one-to-one** relationship and activity between a coach and a coaching client, which takes place within a context of confidentiality and trust, although **team** coaching is becoming more prevalent
- is appropriate for anyone who is what the psychological profession calls a **healthy neurotic** and can function in the world
- can encompass the **inner** and **outer dimensions** of peoples' lives and work; the personal and the practical aspects of business; psychological and behavioural perspectives; physical, emotional, mental and spiritual levels of the clients' experience

and leadership coaching...

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

Gray, Garvey and Lane in *A Critical Introduction to Coaching and Mentoring* (2016, p16) sidestep any attempt to define coaching and instead trace its emergence from a variety of social contexts and spread by social means and it is therefore a strongly social activity, drawing upon broad intellectual frameworks. They go on to say that *'modern coaching practices are dynamic and contextual with roots in education, sport, psychology and psychotherapy'*. This describes the complexity and ambiguity of coaching well and calls for a dynamic framework which can be used to contextualise different coaching approaches and practices.

The Dynamic Practitioner Framework

The **Dynamic Practitioner Framework** (Howard (2017)) helps us understand differences *within* coaching practice as well as *between* coaching and other professional relationships. It also helps coaches think critically about how they frame the work they do and reflect upon their practice:

- **Context** – what is the context of the relationship? How has it come about? What is the wider systemic context? Are other parties involved?
- **Contract** – what formal or informal goals or outcomes are the focus of the work? How is the relationship structured and what agreements are made? What is the understanding between practitioner and client?
- **Client** – what needs, issues and agendas are they bringing? What is their ego strength and stability? What is their level and depth of personal development, self-awareness and self-responsibility?
- **Capability** – what is the coach's level of education and training, professional and personal development? What is their experience and level of confidence of working in different domains or dimensions or with different types of client?

More key distinctions in coaching

The primary distinction is between coaching that takes place within an organisational context (variously called executive, leadership or management coaching) and coaching within a private or individual context, usually called life coaching.

Within the organisational context there is a distinction between external coaching (by coaches from outside an organisation) and internal coaching (part-time or full-time coaches working within an organisation), and management coaching (coaching as an activity and skill set for leaders and managers).

Sir John Whitmore on psychosynthesis coaching

Although the main thrust of John Whitmore's seminal book 'Coaching for Performance' is about coaching for performance, in the later editions he starts to include a broader view of coaching and explicitly lays the ground for psychosynthesis coaching. In the fourth edition (2009) he adds a whole section on 'Transformation through Transpersonal Coaching', which is recommended reading for all students. Below I have highlighted a few key extracts. From page 204, after a section on leaders experiencing crisis:

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

Then from page 206:

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

And from page 210:

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

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

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

A wider context for coaching

– extract from blog post: *Why another Coaching Course by Aubyn Howard, 2nd June 2015*

The organisational and leadership landscape has changed significantly since coaching first started to become accepted and even commonplace in our organisations. As we all know and are frequently reminded, organisations are being increasingly impacted by change, uncertainty and complexity and need to become more innovative, collaborative and adaptive. What isn't talked about so much is how the fundamental relationship between the individual and the organisation is changing and what this

means for both leaders and coaches. The typical individual leader is facing mounting organisational challenges and performance pressures that bring corresponding personal stress and psychological pressures. The boundaries between *business* and *personal* are becoming blurred and harder to manage. More to the point, being a leader these days has a very personal dimension that needs to be recognised and supported.

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

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

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

To explain another important aspect of how our course is positioned differently, we need to return to the evolving landscape of organisational leadership, from a developmental point of view. Readers of this blog will be familiar with how the developmental psychology perspective provides a map of how individuals, teams and organisations evolve and develop over times, as described in terms of organisational paradigms and leadership styles (e.g. see post on Frederic Laloux or the leadership profiling tools for more background) In a nutshell, Laloux describes seven organisational paradigms that

broadly follow the emergence of human consciousness and societal worldviews over thousands of years of human history, but also mirror the developmental stages that individuals follow as they grow up and mature in adulthood (at least in potentiality). These are; Reactive, Magic, Impulsive, Conformist, Achievement, Pluralistic and Evolutionary. It may help to think of these as ways of thinking and operating in the world, which are more or less activated within an individual, group, organisational or society depending upon history, circumstance and situational factors. With his book "Reinventing organisations" Laloux explores examples of the emerging Evolutionary paradigm and examines the three common principles of self-organisation, wholeness and evolutionary purpose that he finds help activate this paradigm.

Without getting too drawn into the whole developmental narrative here, how does this relate to coaching and the choice of coach training courses on offer? In three very important ways. Firstly, most coaching books and courses are more or less blind to the organisational paradigms they operate out of. The great majority are grounded in the Achievement paradigm (naturally mirroring the dominance of this paradigm in most types of organisation) and correspondingly emphasise the performance improvement role of coaching. As mentioned earlier, this is OK, particularly for middle management coaching where this is often what is needed, but many senior managers are transitioning either to Pluralistic (*Individualist* in the Leadership Development Framework) or Evolutionary (*Strategist/Alchemist*) and need support from a developmentally aware coach who understands the personal development challenges of these stage transitions (e.g. crises of meaning).

Our course fully explores the Evolutionary perspective and seeks to help you establish or enhance your own developmental awareness of your clients. Secondly, if you are lucky enough to have a client who is activating the Evolutionary paradigm, you may well benefit from the context and methodology of a psycho-spiritual perspective when working with issues of self-organisation, wholeness and evolutionary purpose. Thirdly, as your developmental awareness increases, you may start to see the need and opportunity to help leaders in their vertical development (towards an evolutionary perspective in many cases), for which the context, methodology and tools of psychosynthesis as a psycho-spiritual psychology will be invaluable.

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

Section 4: Appendices

Academic Programme Handbook
Psychosynthesis Coaching Limited privacy policy
APECS code of Ethics
Other online resources
Student on-line resources
PCL Faculty profiles

Academic Programme Handbook 2018-20

This will be provided to all students as a separate document

Psychosynthesis Coaching Limited privacy policy

<https://www.psychosynthesiscoaching.co.uk/privacy-policy/>

APECS code of Ethics

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

Other on-line resources and links

See and hear

Roberto Assagioli: <https://www.youtube.com/watch?v=e9rVWAXE2hQ>

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

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

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

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

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

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

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

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

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

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

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

Useful

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

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

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

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

APECS: <https://apecs.org>

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

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

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

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

ICF Core Competencies Rating Levels: www.coachfederation.org

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

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

Fun

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

Student on-line resources

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

- Student resources for each unit, including the Study Guide, copy of the unit slides and flip chart scans
- New on-line course material that is currently in development, using the Teachable platform
- Student discussion forum, where you can ask questions, share ideas and resources with your colleagues (also see Facebook page)
- Course feedback, which we ask you to complete at the end of the workshops

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

PCL Faculty Profiles



Aubyn Howard is the co-founder (with Paul Elliott) of Psychosynthesis Coaching Limited. Aubyn holds an MA in Psychosynthesis Psychology with the London Institute of Psychosynthesis and an MSc in Change Agent Skills and Strategies with the HPRG at Surrey University. He draws upon more than 30 years' experience as an organisational consultant, facilitator, educator and coach, supporting transformational change and leadership development with leaders of all sizes of organisation, across many different sectors and national cultures. Certified Spiral Dynamics and NLP practitioner, APECS Accredited Executive Coach and a Psychosynthesis Coaching Supervisor. Author of two chapters in: *The Call of Self, Psychosynthesis Life Coaching*, Edited by Didi Firman (2018). Currently writing a book on Psychosynthesis Leadership Coaching.



Paul Elliott is the co-founder (with Aubyn Howard) of Psychosynthesis Coaching Limited. MA in Applied Psychosynthesis, BTech, MCIPS. Paul had a successful career in manufacturing over 28 years and held leadership positions in The Hawker Siddeley Group, Ebac Limited and Rolls-Royce plc. In 2002 he pursued an independent consulting and coaching career and studied at the Institute of Psychosynthesis from 2003 to 2007. Since then he has developed a successful coaching practice working with senior leaders in a variety of organisations including Rolls-Royce plc, Bureau Veritas (Aberdeen), Shelter Scotland, Nacro, Deutsche Bank, Lloyds Banking Group, Fokker Aerostructures (Netherlands), Nacro and Anthony Nolan. He is an APECS Accredited Executive Coach and a Psychosynthesis Coaching Supervisor.



Roger Evans is the co-founder, in 1973, with his wife Joan, of the Institute of Psychosynthesis, a psychotherapy, counselling and coaching training school in London, UK. He is also Managing Director of CLC, a management consulting practice that works with boards, CEOs and senior leadership teams of global corporations on issues of leadership, transformation and change. He is an accredited psychotherapist and has been training and supervising coaches for the past 35 years. He is the co-author, with Peter Russell, of the book *The Creative Manager* (1989) and recently published his new book, *5DL Five Dimensions of Leadership* (2018). Roger runs a one-day introduction to *Five Dimensions of Leadership* as part of the PGCLC.



Ruth Rochelle has more than 25 years' experience as an executive and team coach, and workshop facilitator, supporting leaders through organisational change, rapid growth, succession, starting up and pre/post acquisition. In 1991 she became one of the original coaches at The Coaching House, one of the UK's first executive coaching companies. She started up, and for five years was the MD at the UK hub of Insight, an international training company. She launched Creation in 1999. Ruth is an APECS Accredited Executive Coach and recently served as a Board Director for APECS (Association of Professional Executive Coaching and Supervision). She has diplomas in NLP and Psychosynthesis, a Master Practitioner Diploma in Systemic Team Coaching with the Academy of Executive Coaching and is an Integral Development Coach with New Ventures West.



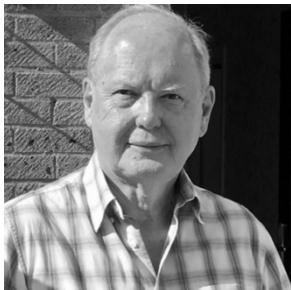
Harriet Hanmer is a psychologist specialising in leadership coaching and organisational development. She has a particular passion for combining this with the magic of equine guided learning. She has worked with executives from Apple, Ebay, Paypal, Nissan, Ashridge and government directorates. She is an experienced facilitator of group work, in particular for women, and is passionate about supporting the emergence of feminine qualities to rebalance gender dynamics in organisations. She graduated from the Institute of Psychosynthesis with an MA in Psychosynthesis Coaching in 2016. She is both a coach and a 5DL Psychosynthesis Coaching Supervisor.

She is an experienced horsewoman and has a herd of four horses who join her in working with clients.



Sue Cruse is a qualified, experienced and accredited Executive Coach. An accomplished and recognised leader in health support for high performance in the workplace, both within GlaxoSmithKline and externally in the UK and Europe. She has strong influencing skills, acute customer focus and attention to high quality through continuous process improvement and innovation. A strong team player at departmental leadership level and with business partners, with a focus on efficient execution. She is an accredited psychotherapeutic counsellor. Her specialties include: workplace health, resilience, energy for performance; mental well-being; coaching; leadership

development; cross-cultural consulting and influencing; vendor contract negotiation and management; inspiring leadership; accomplished national and international conference speaker. She is an APECS Accredited Executive Coach and a Psychosynthesis Coaching Supervisor.



Gordon Symons is an APECS accredited Executive coach; he has worked as a coach and trainer with business clients for more than 20 years; these have included many leading international companies. He has developed, managed and delivered tailor-made training programmes for many clients. He also has a successful private counselling and psychotherapy practice and is accredited by BACP (British Association for Counselling and Psychotherapy). He works with organisations to promote healthy high performance at work. Gordon plays an active role in translating and interpreting the works of Roberto Assagioli, the founder of Psychosynthesis.

He co-facilitates our Italian courses which are run in partnership with the Istituto Internazionale Psicointesi Educativa in Verona and Turin.