

Post-Graduate Certificate in Psychosynthesis Leadership Coaching

February 2019



Unit 2: Leadership and organisational systems

March 2019



Unit 2: Leadership and organisational systems

- 2.1 Leadership agendas in coaching
- 2.2 The leadership context
- 2.3 Frederic Laloux and the developmental perspective
- 2.4 Introduction to organisational systems
- 2.5 Coaching change and crisis
- 2.6 Systemic coaching and constellations

Unit 2 Overview	Day One	Day Two	Day Three
<i>Check-in/review</i>	Check-in. Introduction to coaching within an organisational context	Check-in and reflection.	Check-in and reflection.
<i>Session 1</i>	Exploring client agendas – practice	Laloux’s developmental perspective – review and role play	Change theories, models and tools (e.g. Kubler-Ross)
<i>Break</i>			
<i>Session 2</i>	Exploring client agendas – plenary and model of leadership agendas	The Leadership Context – small group task and plenary	Engagement with change client agendas – triads practice
<i>Lunch</i>			
<i>Session 3</i>	Introduction to the developmental perspective. Small group exercise: The Development Game	Working with organisational systems. Introduction to Oshry	Engagement with change client agendas – group debrief on learning
<i>Break</i>			
<i>Session 4</i>	Laloux’s developmental perspective - seminar	Working with organisational systems – fishbowl clinic	Psychosynthesis perspectives on change and crisis
<i>Break</i>			
<i>Session 5</i>	Introduction to Professional Bodies: ICF, EMCC, AC and APECS	Wilber’s integral framework and perspectives on leadership	Homework
<i>Check-out/ completion</i>	Check-out	Check-out	Check-out

Day One

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

Roberto Assagioli



“Its not my fault if the universe is so complicated”

As recalled by Piero Ferrucci in ‘What We May Be’

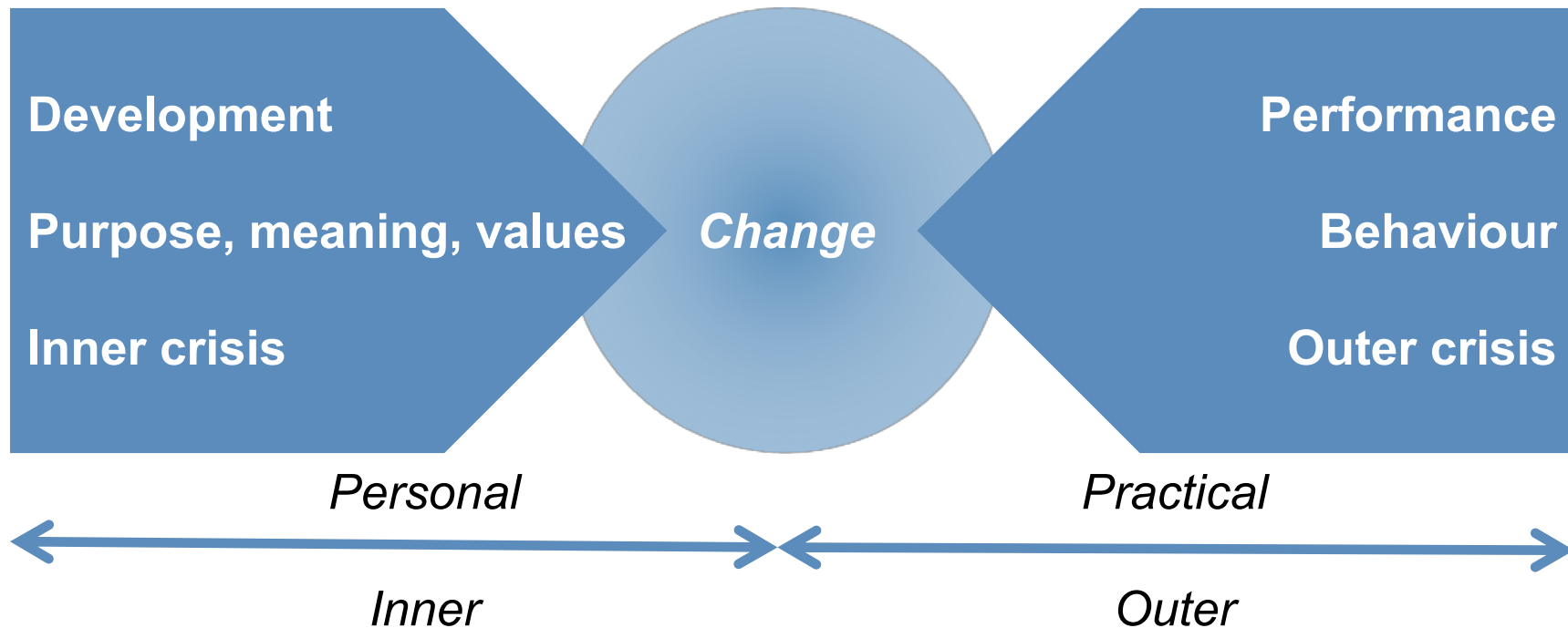
Exploring client agendas – practice

- ❖ Working with client agendas brought to a coaching relationship
- ❖ Pairs practice session
- ❖ Feedback and discussion within the group
- ❖ Agendas in Leadership Coaching Model

Exploring client agendas – practice session in pairs

- ❖ Work in pairs, taking it in turns to be coach and coachee
 - 30 mins session
 - 10 mins debrief and sense making
- ❖ Coach
 - Hold Trifocal Vision
 - Explore the client's agenda
 - Contract for the session
- ❖ Coachee
 - Explore and unpack the agendas, issues, needs or challenges that you might want to bring to coaching – in relation to your role as a leader and/or as a professional practitioner

Agendas in leadership coaching



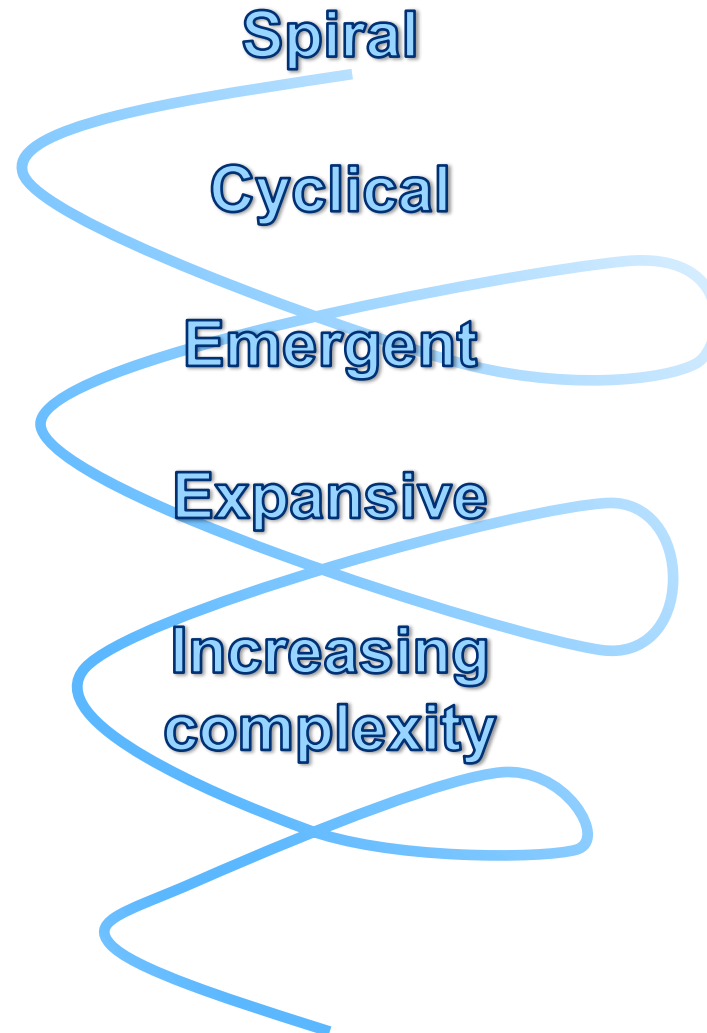
The territory of coaching – a transformative space embracing inner and outer worlds...

Orientation and domain	Inner world and agendas/ <i>Being</i>	Outer world and agendas/ <i>Doing</i>
Past	Healing <i>Trauma, reflection, understanding</i>	Resolution <i>Sense making, acceptance, completion</i>
Present	Inner crisis and change <i>Self, personality, awareness</i>	Outer crisis and change <i>Systems, relationships, solutions</i>
Near future	Personal development <i>Will, capacity, growth</i>	Performance development <i>Behaviours, skills, action</i>
Far future	Self-realisation <i>Purpose, meaning, values</i>	Self-actualisation <i>Potential, career, leadership</i>
Goal or outcome focus Outer and inner Reality Options , opportunities and resources Activating Will and taking action		
Context, Contract, Client, Capability		

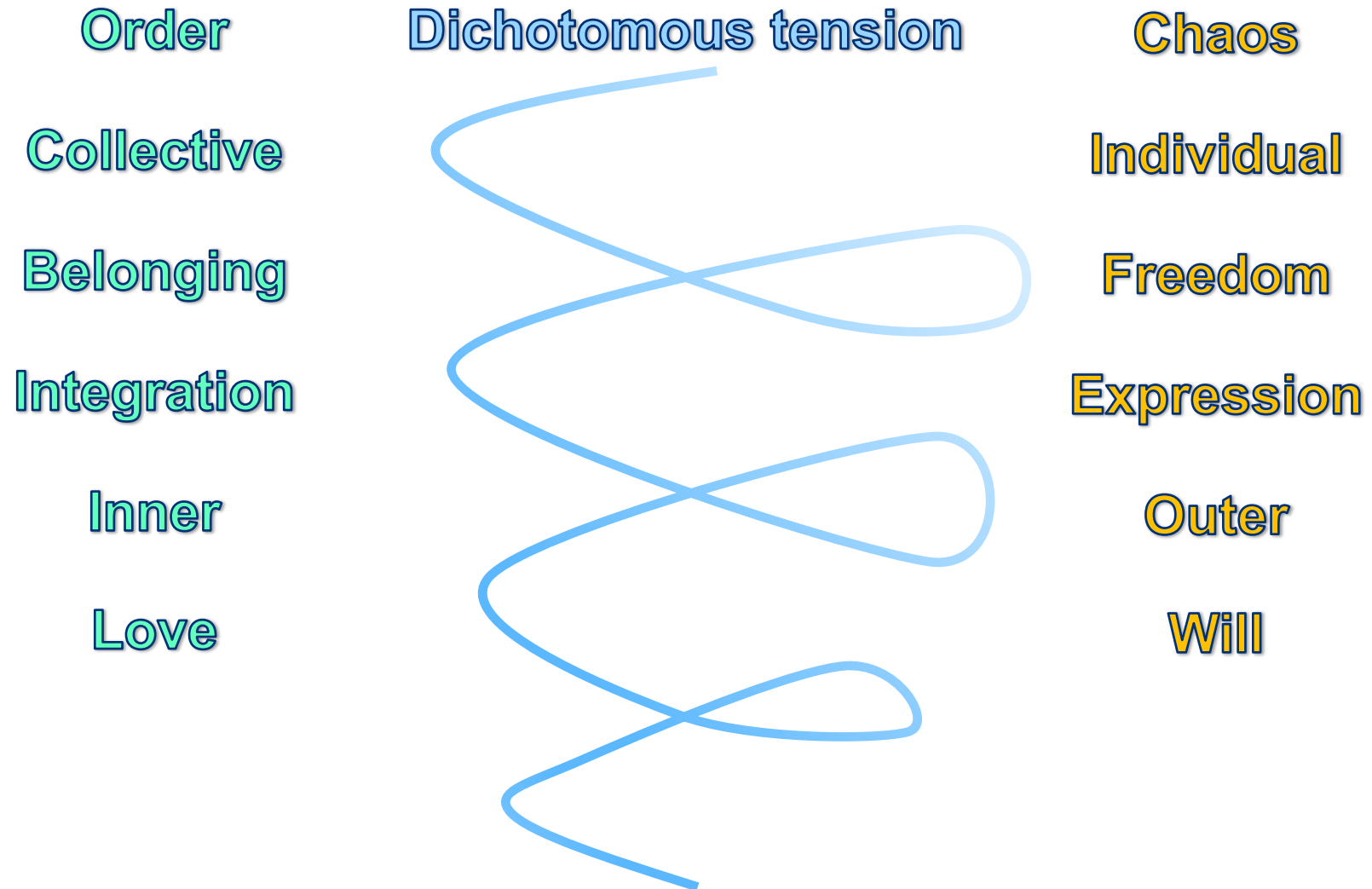
The developmental perspective

- ❖ Assagioli's models of development
- ❖ Model of psycho-spiritual development
- ❖ Child cognitive development – Piaget
- ❖ Life cycle stages of development – Erikson
- ❖ Wilber – lines, levels, stages and states
- ❖ Adult-worldview-developmental models, e.g. Graves, Laloux, Keegan, Torbert
- ❖ Leadership development: Horizontal-Vertical-Inner
- ❖ The shape, principle and patterns of evolution

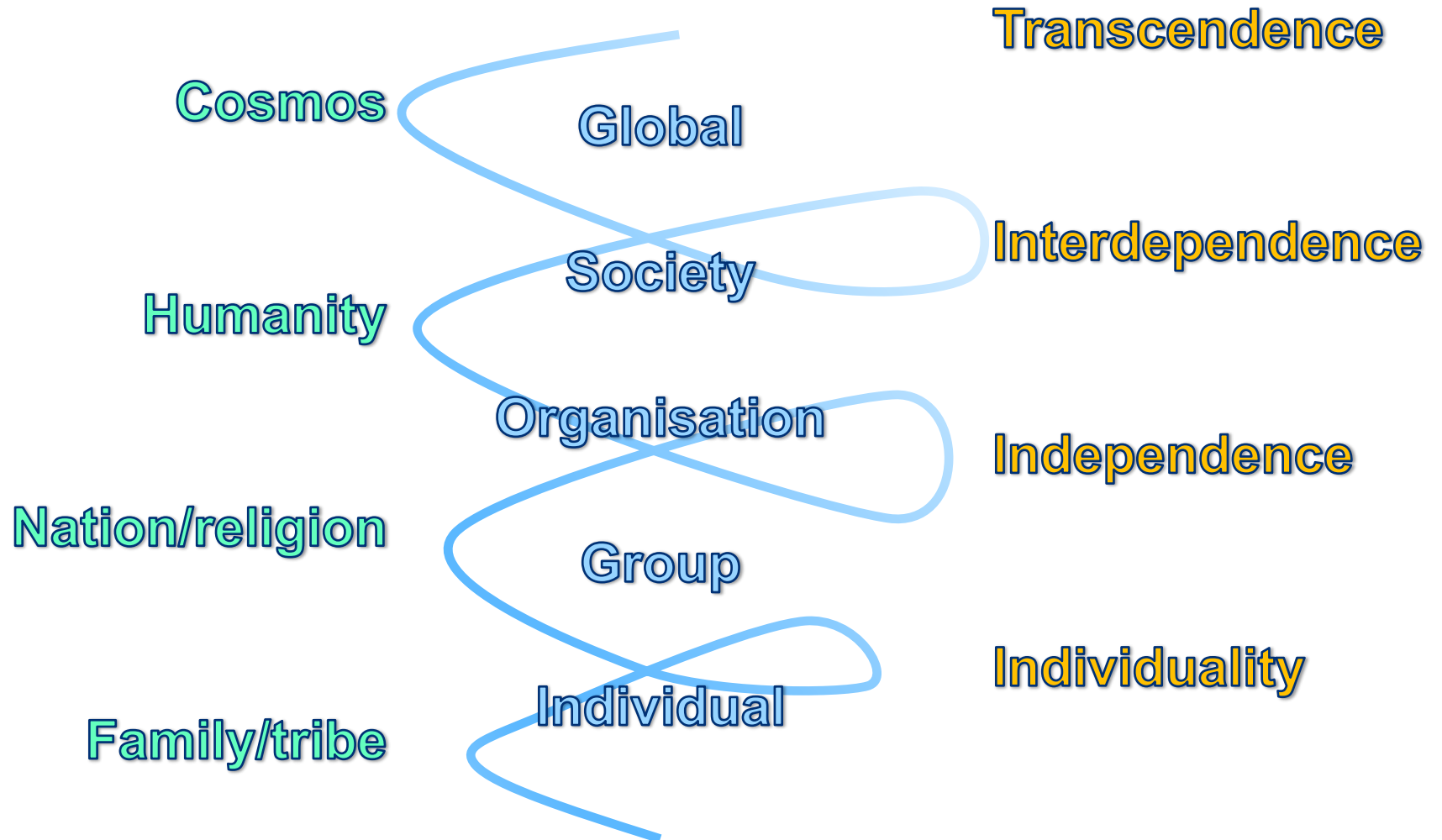
Shape of evolution



Principle of evolution



Pattern of evolution



Ken Wilber and worldviews

Without some sort of worldview, we remain lost in the blooming buzzing confusion of experience, as William James put it. In other words, all of our individual perceptions are, to some extent, embedded in particular worldviews. Within these worldviews, we still possess abundant freedom of choice, but worldviews generally constrain what we are even considering choosing.

The Development Game

Breakthroughs

Div
Values d
cultu
Empowerment
Secondary
Self-
management
Stakeholder
Wholeness

Paradigms and styles

Magic
Evolutionary
Integrative
Impulsive
Autocratic
Pluralistic
Social
Enterprising

Crises and crunches

Growth
Scalability
Effectiveness
Direction
Stress and
Agility

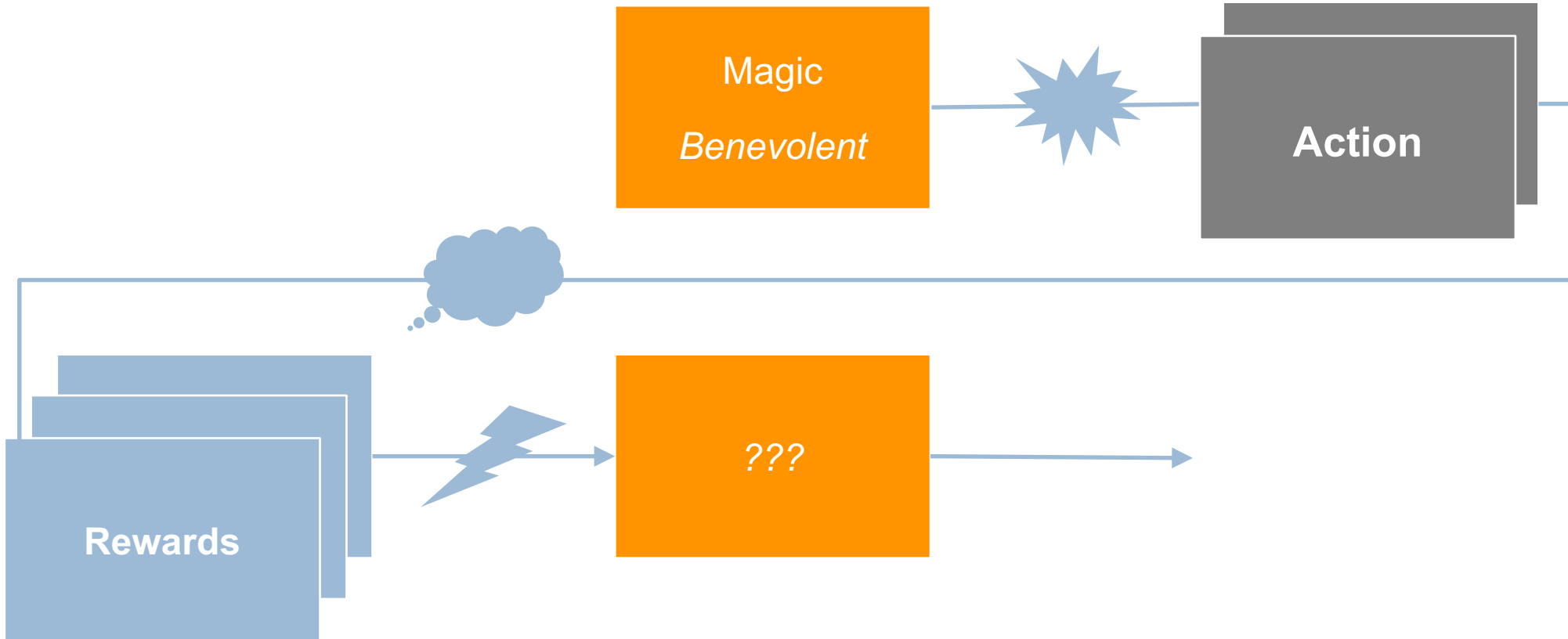
The Development Game

60 minutes to determine the sequence and be ready to narrate

Breakthroughs

Paradigms and styles

Crises and crunches



Laloux's developmental perspective

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

Organisational paradigms: Impulsive

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Constant exercise of power by chief to keep troops in line. Fear is the glue of the organization. Highly reactive, short term focus. Thrives in chaotic environments.</p>	<ul style="list-style-type: none"> • Mafia • Street gangs • Tribal militias 	<ul style="list-style-type: none"> • Division of labour • Command authority • <i>Rewards</i> 	<ul style="list-style-type: none"> • Wolf pack

Organisational paradigms: Conformist

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Highly formal roles within a hierarchical pyramid. Top down command and control (what and how). Stability valued above all through rigorous processes. Future is repetition of the past.</p>	<ul style="list-style-type: none"> • Catholic Church • Military • Most Government • Agencies • Public school • systems 	<ul style="list-style-type: none"> • Formal roles <i>(stable and scalable hierarchies)</i> • Processes <i>(longer term perspectives)</i> • Rules 	<ul style="list-style-type: none"> • Army

Organisational paradigms: Achievement

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Goal is to beat competition; achieve profit and growth. Innovation is the key to staying ahead. Management by objectives (command and control on what; freedom on the how).</p>	<ul style="list-style-type: none"> • Multinational companies • Charter Schools 	<ul style="list-style-type: none"> • Innovation • Accountability • Meritocracy 	<ul style="list-style-type: none"> • Machine

Organisational paradigms: Pluralistic

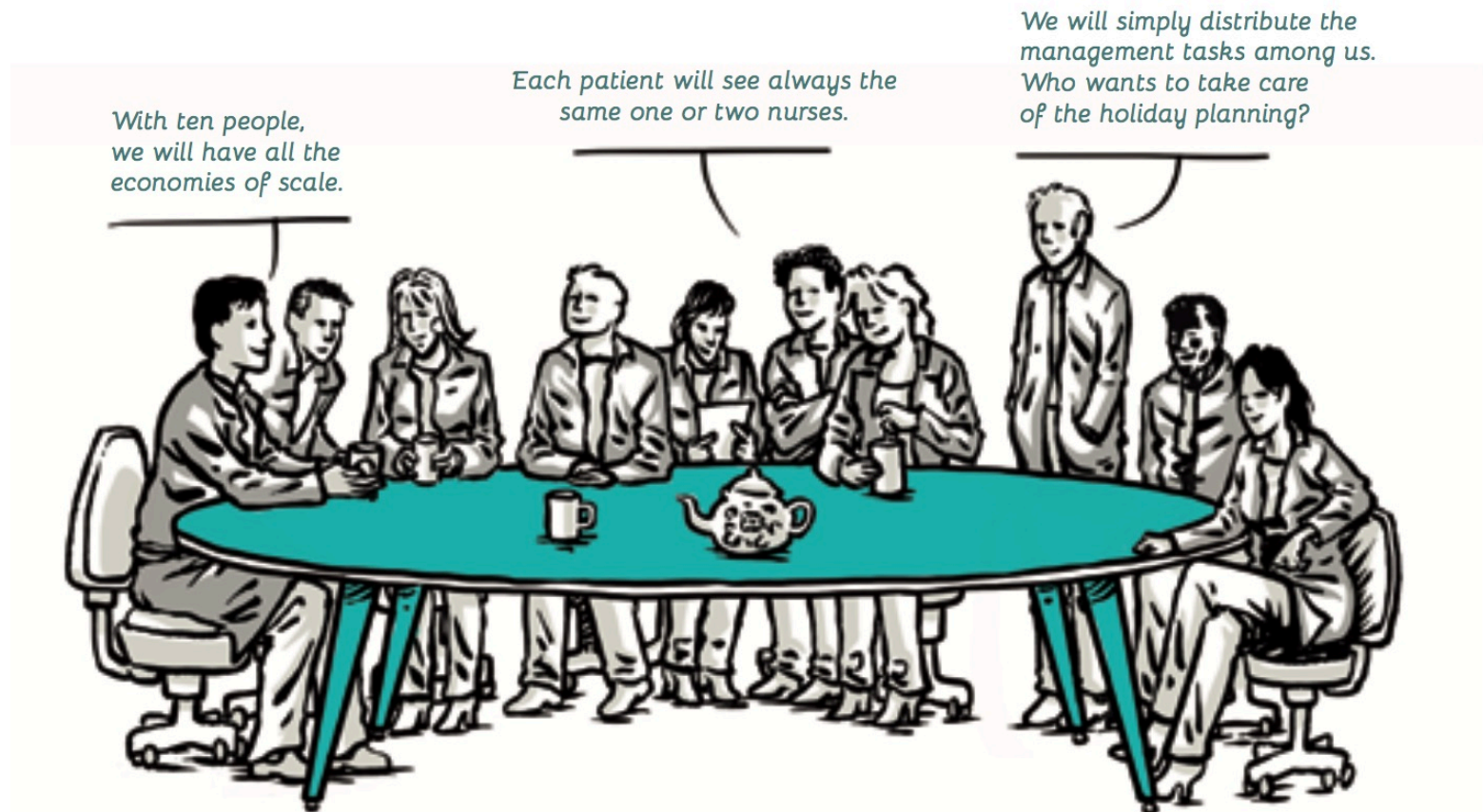
Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Within the classic pyramid structure, focus on culture and empowerment to achieve extraordinary employee motivation.</p>	<p>Culture driven organizations (e.g., Southwest Airlines, Ben & Jerry's, Body Shop...)</p>	<ul style="list-style-type: none"> • Empowerment • Values driven culture • Stakeholder model 	<ul style="list-style-type: none"> • Family

Organisational paradigms: Evolutionary

Description	Current examples	Key breakthroughs	Guiding' metaphor
<p>Imagine what organizations would be like if we stopped designing them like soulless, clunky machines. What could organizations achieve, and what would work feel like, if we treated them like living beings?</p>	<ul style="list-style-type: none"> • Buurtzorg • FAVI • Holacracy • ESBZ • Patagonia • etc 	<ul style="list-style-type: none"> • Self-management • Wholeness • Evolutionary purpose 	<ul style="list-style-type: none"> • Living systems

A nurse named Jos de Blok created **Buurtzorg** in 2006 ...

Jos had been working as a nurse for ten years and experienced firsthand the changes forced onto his profession. Disgusted, he quit his job and created Buurtzorg. It would operate entirely differently. Quickly, he found that a self-organizing team of ten to twelve nurses with no manager and no team leader was perfect to provide great care—and a great work place.



Buurtzorg is just one of several extraordinary pioneers that are reinventing management

<p>Buurtzorg Home care nonprofit in the Netherlands, 9,000 employees</p> 	<p>RHD Human services nonprofit, United States, 4,000 employees</p> 	<p>Sun Hydraulics Manufacturing of hydraulic valves and manifolds, global, 900 employees, for profit</p> 
<p>Heiligenfeld Network of mental health hospitals, Germany, 600 employees, for profit</p> 	<p>Morning Star Tomato harvesting, transport, and processing, California, 400-2,400 employees, for profit</p> 	<p>Holacracy Organizational "operating system" adopted by many organizations throughout the world</p> 
<p>FAVI Brass foundry, automotive supplier, France, 500 employees, for profit</p> 	<p>ESBZ Publicly financed grade 7-13 school in Berlin, Germany, 1,500 teachers, students, and parents, nonprofit</p> 	<p>Patagonia Outdoor apparel maker and retailer, United States, 1,350 employees, for profit</p> 
<p>AES Global producer and distributor of electricity, 40,000 employees worldwide (2001), for profit</p> 	<p>BSO/Origin IT services, 10,000 employees worldwide (1996), for profit</p> 	<p>Sounds True Multimedia publishing company, United States, 90 employees and 20 dogs, for profit</p> 



Clare Graves

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

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

Roberto Assagioli

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

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

- ❖ ICF, AC, EMCC
- ❖ The APECS alternative
- ❖ Professional governance, standards, quality and development
- ❖ Accreditation, certification and qualification
- ❖ Future directions of the profession
- ❖ Where do you fit in?

Reflection process and check-out

- ❖ Brief inner reflection
- ❖ Check-out

Day Two

❖ Check-in and reflection

Laloux's developmental perspective – applications to coaching

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

From Organisational paradigms to Leadership styles

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

Coaching conversations through the paradigms and styles

- ❖ Magic - **Benevolent**
- ❖ Impulsive - **Autocratic**
- ❖ Conformist - **Hierarchical**
- ❖ Achievement - **Enterprising**
- ❖ Pluralistic - **Social**
- ❖ Evolutionary – **Integrative/Holistic**

The Leadership context

Perspectives on leadership

- ❖ Concepts of good leadership
- ❖ Being versus doing of leadership
- ❖ Leadership paradigms and styles
- ❖ Four quadrants of leadership (Wilber)

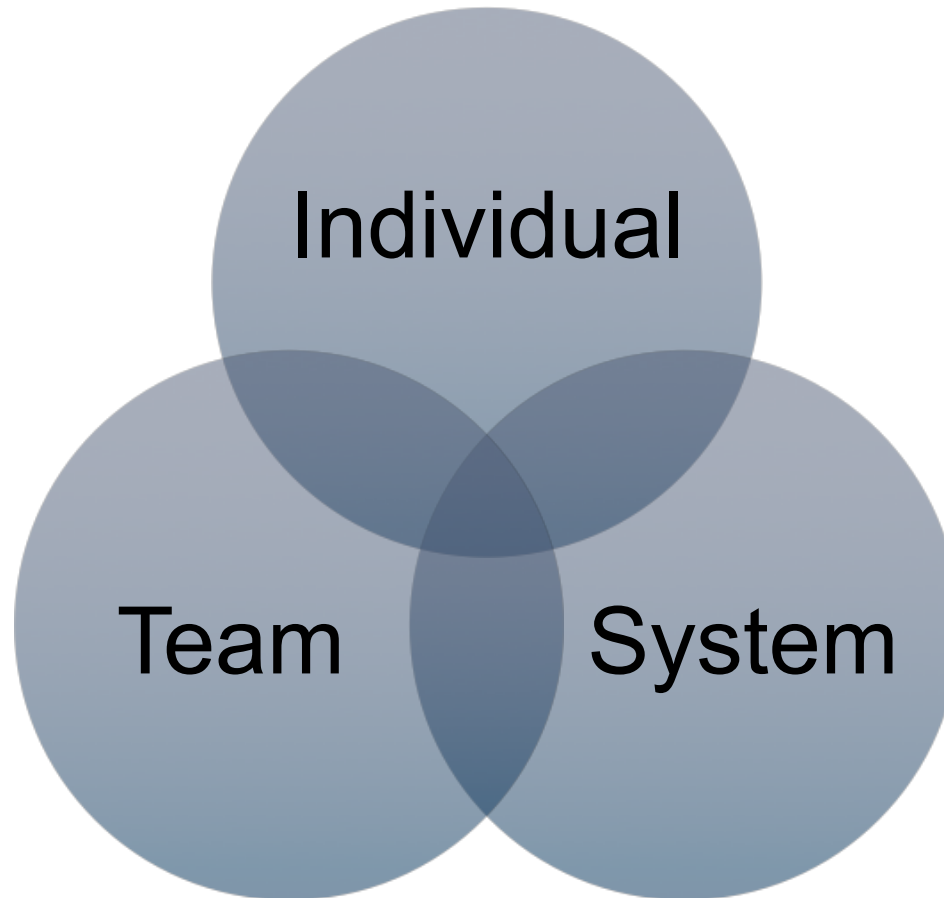
The Leadership context

- ❖ What does leadership mean to you?
- ❖ Why is it important now?
- ❖ Why leadership coaching?
- ❖ What is our 'calling'?

Dialogue in groups of four or five

Prepare an output to present back

Three interconnected levels of working in leadership coaching



Working with organisational systems

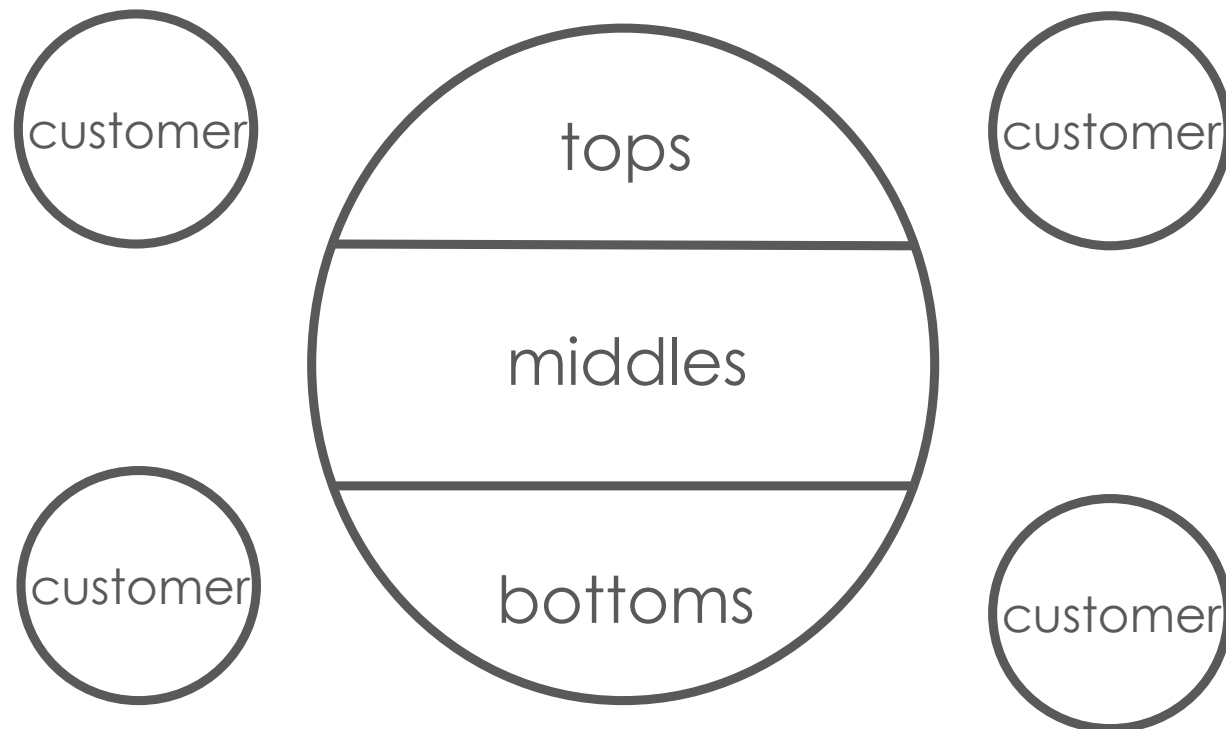
How can we understand organisations as complex adaptive systems, as human psychological, cultural and social systems?

- ❖ John Whittington – systemic coaching and constellations
- ❖ Barry Oshry – Seeing Systems
- ❖ Patricia Shaw – complexity perspective and shadow systems

- ❖ Frederic Laloux – organisational paradigms
- ❖ Joan Evans – group dynamics model
- ❖ Roger Evans – Five Dimensions of Leadership

Working with organisational systems – Oshry

systems thinking



Barry Oshry

Working with organisational systems

– Group fishbowl clinic

Who has a current issue that involves dealing with strong systems forces and dynamics in relationship to their internal or external clients, that they would like to explore?

Working with organisational systems

– Group fishbowl clinic

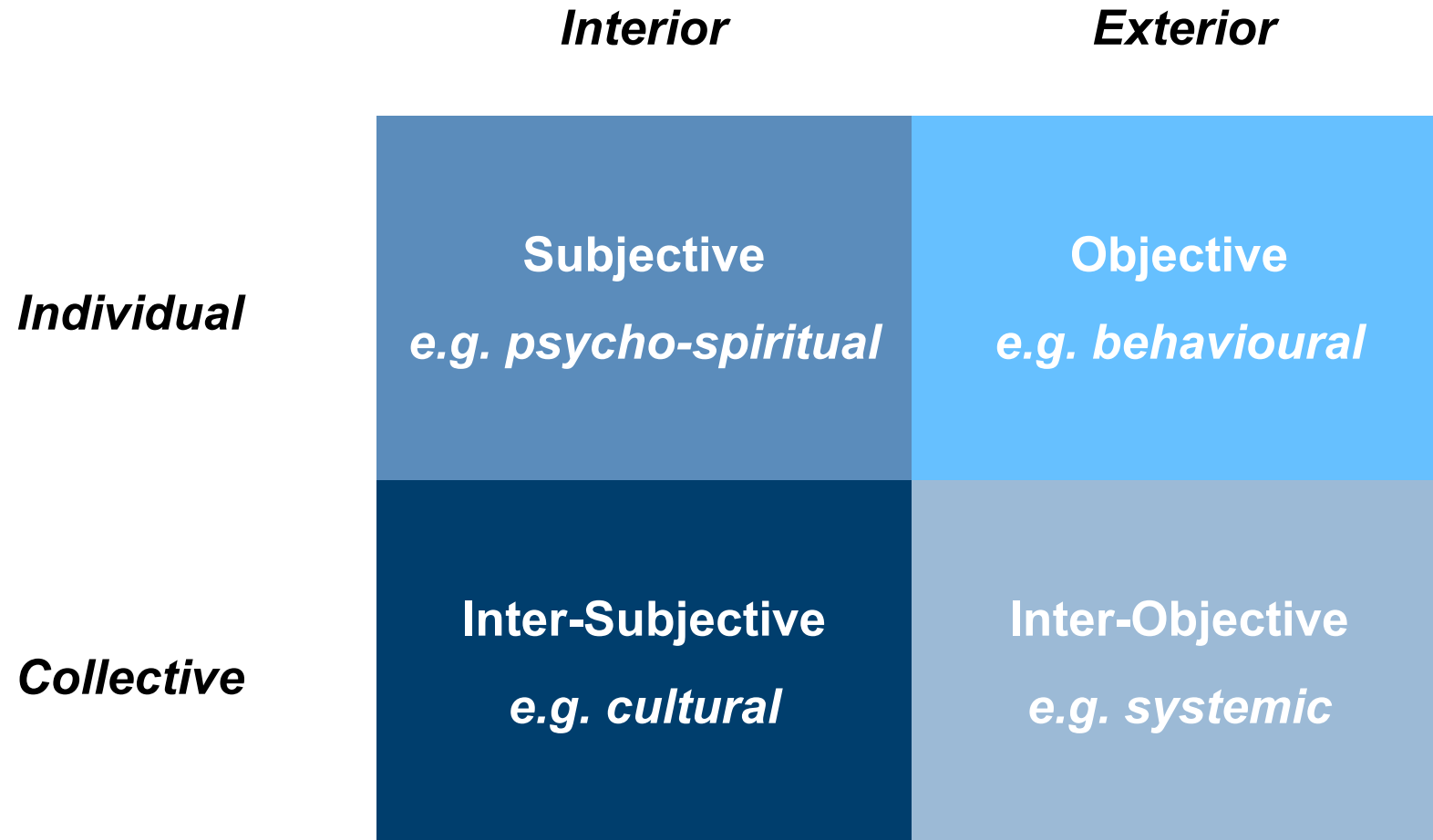
Whole group exercise to allow individuals to explore an issue, using group awareness and intelligence:

- a) One person presents their issue, sitting in the centre of the room (10 mins)
- b) The group discuss while the person listens, saying nothing (15 mins)
- c) The issue-holder responds (thinks out loud), not addressing anyone individually, while the group listen (5 mins)
- d) The group responds considering why the person is responding as they are, what are the themes, and what issue is emerging (5 mins)
- e) The issue-holder responds to summarise where they are now in their thinking and what has shifted (5 mins)

Perspectives and dimensions: navigating and making sense of the organisational domain

- ❖ **Perspectives...** where we are looking *from*
- ❖ **Dimensions...** what we are looking *at*
- ❖ To paraphrase Ken Wilber...in order to get any kind of universe going at all, we need to make some basic distinctions...

Taking multiple perspectives



Asking questions from each perspective...

	<i>Interior</i>	<i>Exterior</i>
<i>Individual</i>	Subjective <i>e.g. inner inquiry</i>	Objective <i>e.g. observation</i>
<i>Collective</i>	Inter-Subjective <i>e.g. shared meaning</i>	Inter-Objective <i>e.g. big picture</i>

Ken Wilber's integral framework

- ❖ Four essential perspectives
- ❖ Two key distinctions
 - Inner – outer
 - Individual – collective
- ❖ Can be applied to any field of human activity or interest
- ❖ AQAL
 - Quadrants
 - Levels
 - Lines
 - States

Perspectives on leadership

Jaworski

Maslow

Collins

Kotter

Evans

Bushe

Blanchard
and Hersey

Kouzes
and Posner

Schein

Greenleaf

Shaw and
Stacey

Oshry

Handy

Laloux

Senge

Wheatley

Reflection process and check-out

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

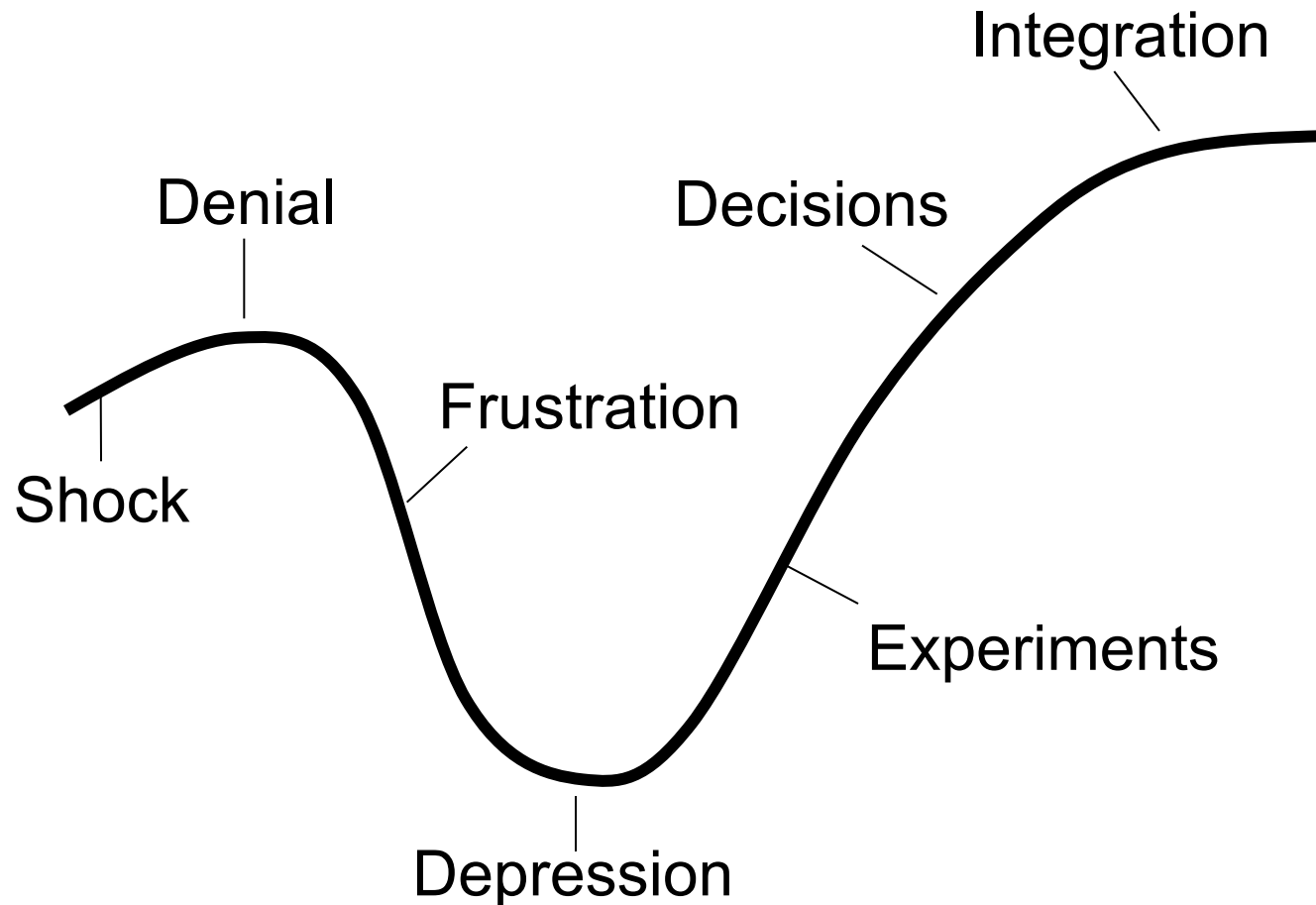
Day Three

❖ Check-in and reflection

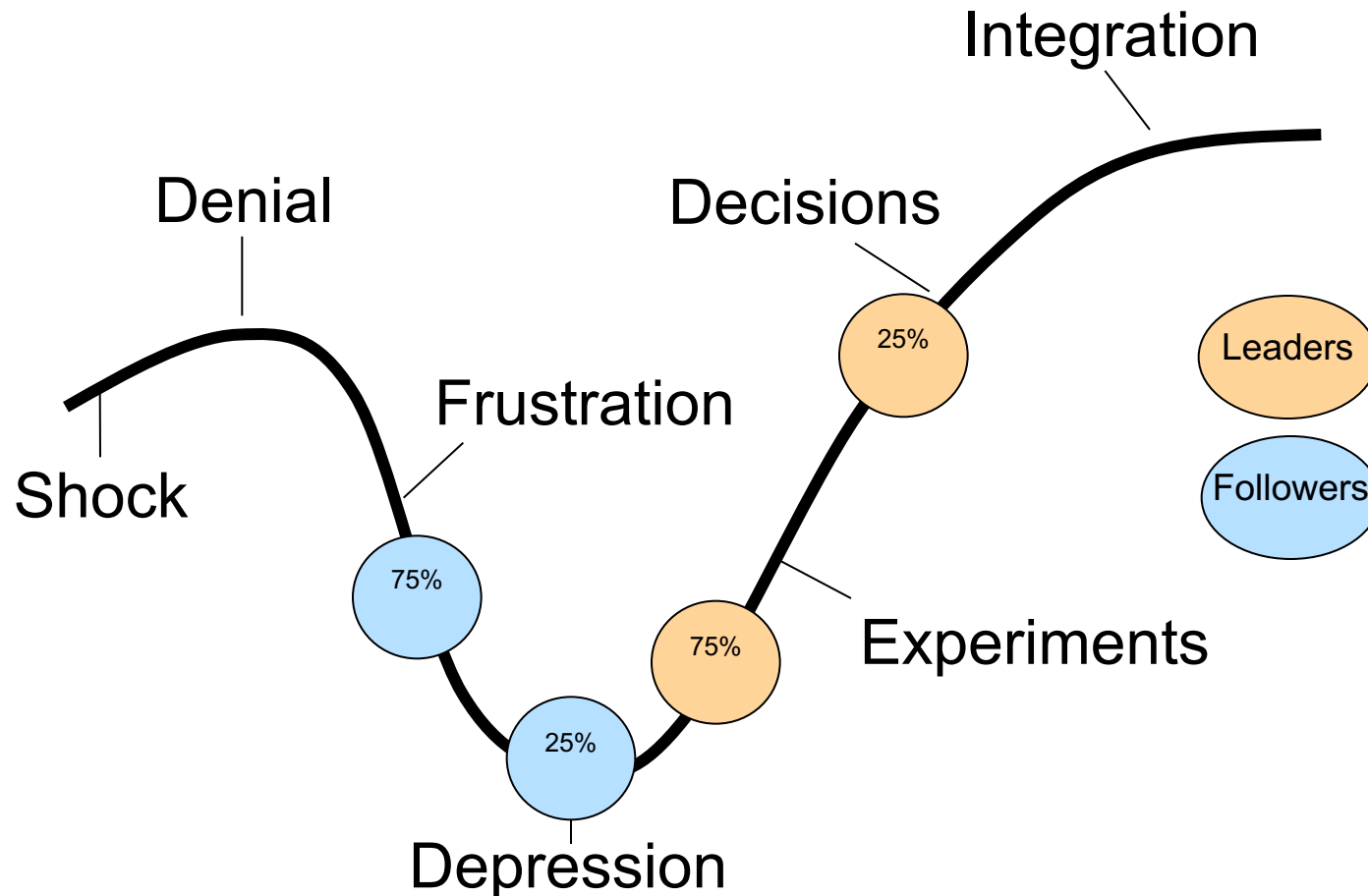
Change theories, models and tools

- ❖ Change theories, models and tools inform and support change leadership coaching agendas
- ❖ Which change theories, models and tools do you use? Which do you find most useful?
- ❖ Focus on the human process of change, rather than change management or leadership of change projects per se, e.g. Kubler-Ross

The Kübler-Ross Change Curve Personal Transitions



The Kübler-Ross Change Curve Personal Transitions



Engagement with change client agendas – practice

- ❖ Forms groups of three - 30 mins for one segment
 - 20 mins session
 - 10 mins debrief
- ❖ Coach
 - Hold Trifocal Vision
 - Working with change
- ❖ Coachee
 - Explore an area in which you are going through personal change in your life
- ❖ Observer
 - Also hold Trifocal Vision
 - Observe what happens

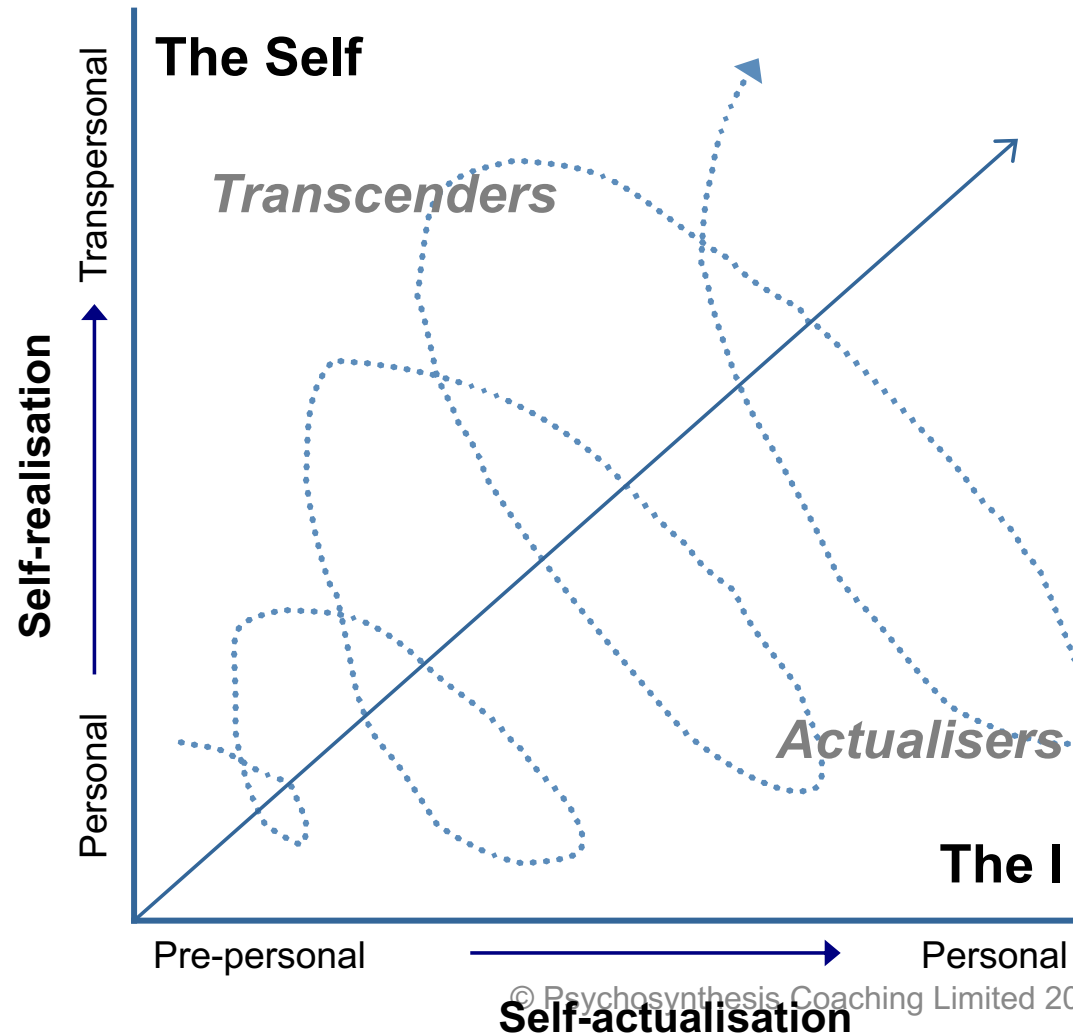
Engagement with change client agendas – group debrief on learning

- ❖ What did you learn about coaching leaders in change?
- ❖ What have you learned from your own experience of change?
- ❖ How can we approach change as coaches?

Psychosynthesis perspectives on change and crisis

- ❖ Self-realisation and self-actualisation: crises of duality and meaning
- ❖ Spiritual awakening through peak experiences or crisis
- ❖ Assagioli's four stage model of spiritual awakening
- ❖ Crises of transition between developmental stages
- ❖ How Crisis manifests in organisations – inner and outer

Self-realisation and self-actualisation



Assagioli's four stages of spiritual awakening

- ❖ Crisis preceding awakening (life lacks meaning)
- ❖ Crisis of awakening (things may never be the same again, you can't hold things in the same way)
- ❖ Reactions to awakening (e.g. inflation and mystic flight or denial and suppression)
- ❖ Integration (grounding, bringing energies down into the personal from the transpersonal)

Homework

- ❖ Journal keeping
- ❖ Study guide
- ❖ Student area
- ❖ Peer coaching
- ❖ Supervision session

Check-out

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

Completion

