



# **Post-Graduate Certificate in Psychosynthesis Leadership Coaching**

September 2019



# Day One: inclusion and overview

- ❖ Welcome
- ❖ Check-in
  - name and what you do
  - previous experience of psychosynthesis
- ❖ Introduction to the course
  - Overview of the 5 months
  - Overview of these 3 days
- ❖ Group contracting
- ❖ Venue practicalities

# Overview of the course

September 2019



# Overview of the Post-Graduate Certificate in Psychosynthesis Leadership Coaching units

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

# Learning journey overview

## Group contact time

## Study and writing

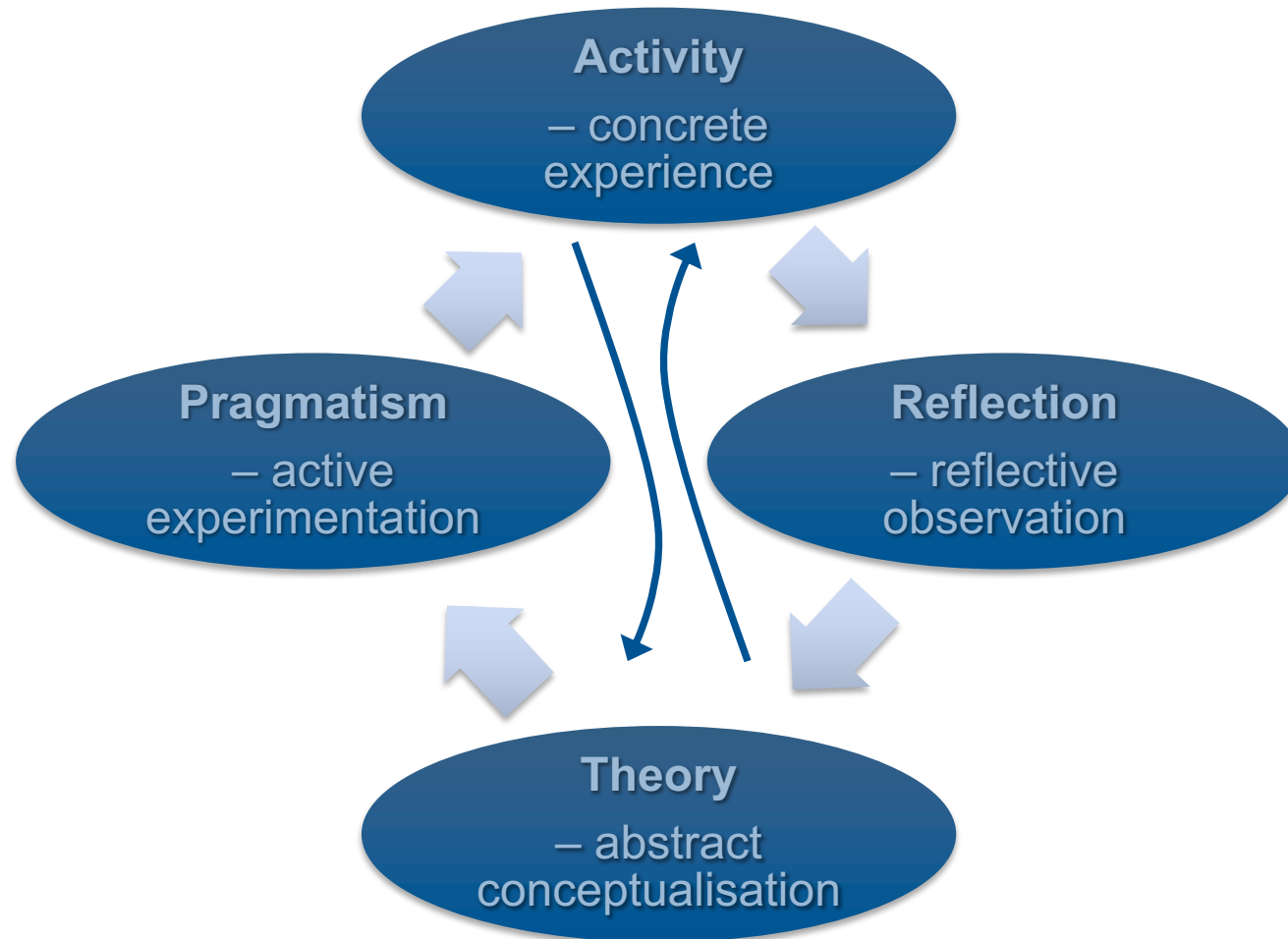
## Practice and support

Fundamentals of Psychosynthesis (4 days)	Application Form and Orientation Pack						
Unit 1: 3 day Workshop	Learning Journal	Study Guides: Reflection, Reading and Research		Peer Coaching Session	1-to-1 Coaching Session	On-line support and resources	
Unit 2: 3 day Workshop				Peer Coaching Session	1-to-1 Coaching Session	On-line support and resources	
Unit 3: 3 day Workshop				Peer Coaching Session	1-to-1 Coaching Session	On-line support and resources	
Unit 4: 3 day Workshop			Journal Reflection 2500 words		Peer Coaching Session	1-to-1 Coaching Session	On-line support and resources
Unit 5: 3 day Workshop				Fast Track APECS application (optional)	Peer Coaching Session	1-to-1 Coaching Session	On-line support and resources
	Written Paper 5000 words		Typical study duration: September – January (course) – July (graduation): 10 months February – June (course) – December (graduation): 10 months			Pro-bono practice clients (e.g. 2 x 6 sessions) Continuing Professional Practice and Supervision (optional) Setting up or building your coaching practice (optional)	

# Key outcomes

- ❖ Solid grounding in the context, principles, method and skills of **psychosynthesis coaching**
- ❖ Increased ability to work **psychologically** as a coach and a deeper awareness and understanding of **human behaviour and development**
- ❖ Increased capacity to work **psycho-spiritually as a coach** and an experiential understanding of how to work with Self and Will
- ❖ Confidence in using coaching **models, interventions and tools** that support being an effective leadership coach
- ❖ Understanding of **organisational dynamics** and the **leadership agendas** that are brought to coaching
- ❖ **Personalised plan** for your on-going development as a coach, with the option to make a Fast-Track application for Associate Membership of **APECS**
- ❖ Option to continue your learning on the **MA in Psychosynthesis Psychology** or the **MA in Leadership Coaching**

# Learning style preferences





# Our psychosynthesis coaching community





# On-line support and resources



Search this website ...

Home About Us About Psychosynthesis Courses Community Student Area Blogs Contact Services

## Resources for Students P4

### Certificate Programme 4, Unit 1 workshop – 15th – 17th September 2017

Click on the following to download:

[Unit1sides 2017 v4-2actual](#)

[Unit1FlipsP4Sept17](#)

[StudyGuide Unit1 150917v4-1](#)

[CourseHandbook010917v4-3](#)

Student Login

Student list

Resources for Students P4

Student Discussion

Workshop Feedback

Course Feedback

Logout

> **Download** the Course Brochure

> **Enrol** on the Post-Graduate Certificate in Psychosynthesis Leadership Coaching

> **Attend** a Psychosynthesis open day

> **Apply** to attend the Fundamentals of Psychosynthesis

> **Join** the Psychosynthesis Coaching Community

> **Access** our resources for coaches

# **Unit 1: Foundations of Psychosynthesis Leadership Coaching**

September 2019



<b>Workshop One</b>	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
<b>Check-in/review</b> 10:00 Day 1 09:00 Day 2 and 3	Inclusion and overview.	Reflection and check-in.	Reflection and check-in.
<b>Session 1</b>	Your context for the course.	Coaching demonstration. Asking Questions	Trifocal Vision Supervision Template
<b>Break</b>			
<b>Session 2</b>	Key elements of psychosynthesis for coaching. Introduction to Psychosynthesis Leadership Coaching.	The GROW coaching process model. Examples of GROW questions.	PCL's coaching competencies model – human, process and meta skills. Self assessment
<b>Lunch</b> e.g. 12:30-13:30			
<b>Session 3</b>	Trifocal Vision and the Six Session model	Trifocal Vision and GROW model – exercise	Trifocal Vision – coaching triads practice
<b>Break</b>			
<b>Session 4</b>	Active Listening	Trifocal Vision and GROW model – plenary	Trifocal Vision – coaching triads plenary
<b>Break</b>			
<b>Session 5</b>	Right Relations – Listening with the being	Introduction to Professional Coaching Practice	Homework. Journal keeping. Peer coaching contracting.
<b>Check-out. End</b> 18:00 Day 1, 17:00 Day 2, 16:00 Day 3	Reflection and check-out.	Reflection and check-out.	Check-out from the weekend

# Unit 1: Foundations of Psychosynthesis

## Leadership Coaching: Key topics

- 1.1 Introduction to Psychosynthesis Coaching
- 1.2 Trifocal Vision – coaching the being
- 1.3 Right relations and listening with the being
- 1.4 The GROW model and asking questions
- 1.5 The PCL skills model (human, process and meta skills)
- 1.6 Gervase Bushe and interpersonal mush
- 1.7 Coaching skills development

# Your context for the course

- ❖ Journal keeping
- ❖ Reflective exercise
  - What are your expectations and hopes for the course?
  - Any concerns or fears about the course?
  - What are your personal objectives for the course?
- ❖ Share in pairs (10 mins each)
- ❖ Make some notes and take a short break (10 mins)

# The coaching context

- ❖ Definitions and distinctions
- ❖ Orientation with The Four C's
  - Context
  - Contract
  - Client
  - Capability
- ❖ Professional training and development



# The coaching context – our definition

- ❖ We define coaching as...
  - a supportive, enabling and empowering relationship and activity that honours the autonomy, resourcefulness, creativity and responsibility of the client
  - ...and that is goal, future or outcome oriented in purpose
- ❖ and leadership coaching...
  - takes place within an organisational context, often involving a coaching sponsor and manager as well as the individual client
  - focuses on leadership as a calling rather than as a formal role
  - can involve working with individuals and teams as part of an organisational system

# The coaching context

## – some key distinctions

### Types of coaching

- ❖ Life coaching
- ❖ Leadership coaching
- ❖ Executive coaching
- ❖ Business coaching

### Types of coach

- ❖ Leaders as coaches and specialist coaches
- ❖ Internal and external coaching within organisations

### Foundations of practice

- ❖ Behavioural, psychological and psychospiritual
- ❖ Personal and professional development

# Orienting principles for leadership coaching – The Four C's

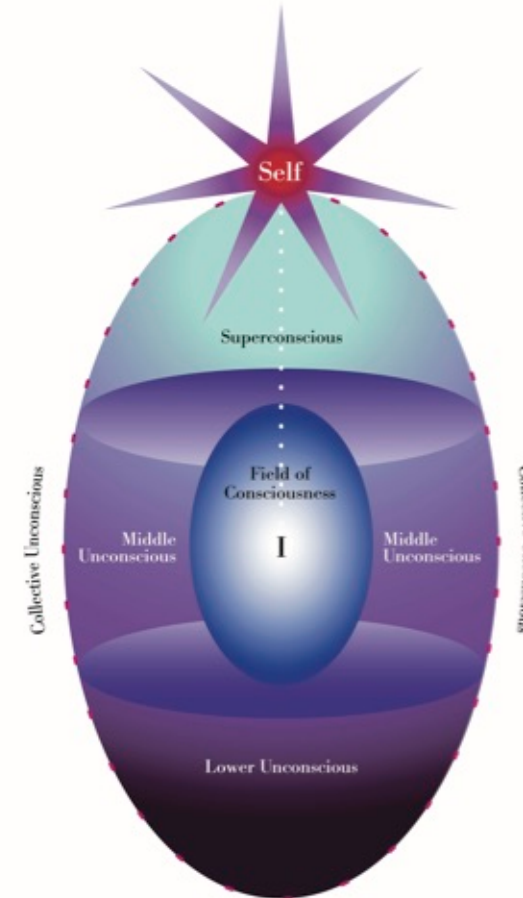
- ❖ **Context** – *what is the context of the relationship? How has it come about? What is the wider systemic context? Are other parties involved?*
- ❖ **Contract** – *what formal or informal goals or outcomes are the focus of the work? How is the relationship structured and what agreements are made? 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?*

# Introduction to Psychosynthesis Leadership Coaching

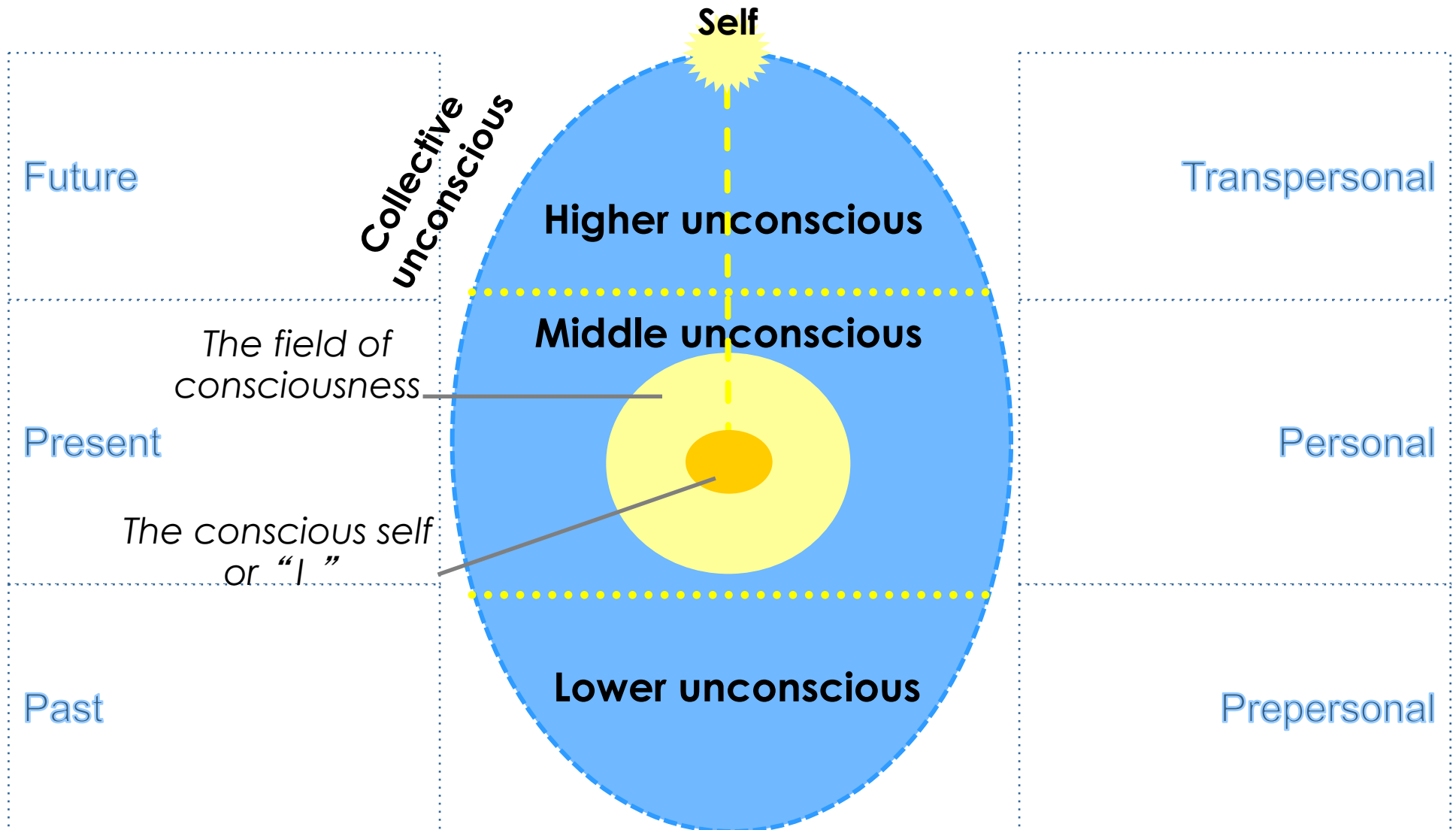
- ❖ Your experience of Fundamentals?
- ❖ What learning, ideas or models have stuck with you?
- ❖ What was your most important learning from Fundamentals?

# Key elements of psychosynthesis psychology for coaching?

- ❖ Assagioli's Map of the Psyche
- ❖ Self
- ❖ Will
- ❖ Identification, disidentification and the I
- ❖ Self-Realisation and Self-Actualisation
- ❖ Emergence, Spiritual Awakening, Crisis
- ❖ Right Relations and Presence
- ❖ Body, Feelings and Mind
- ❖ Subpersonalities
- ❖ Guided meditation and mindfulness

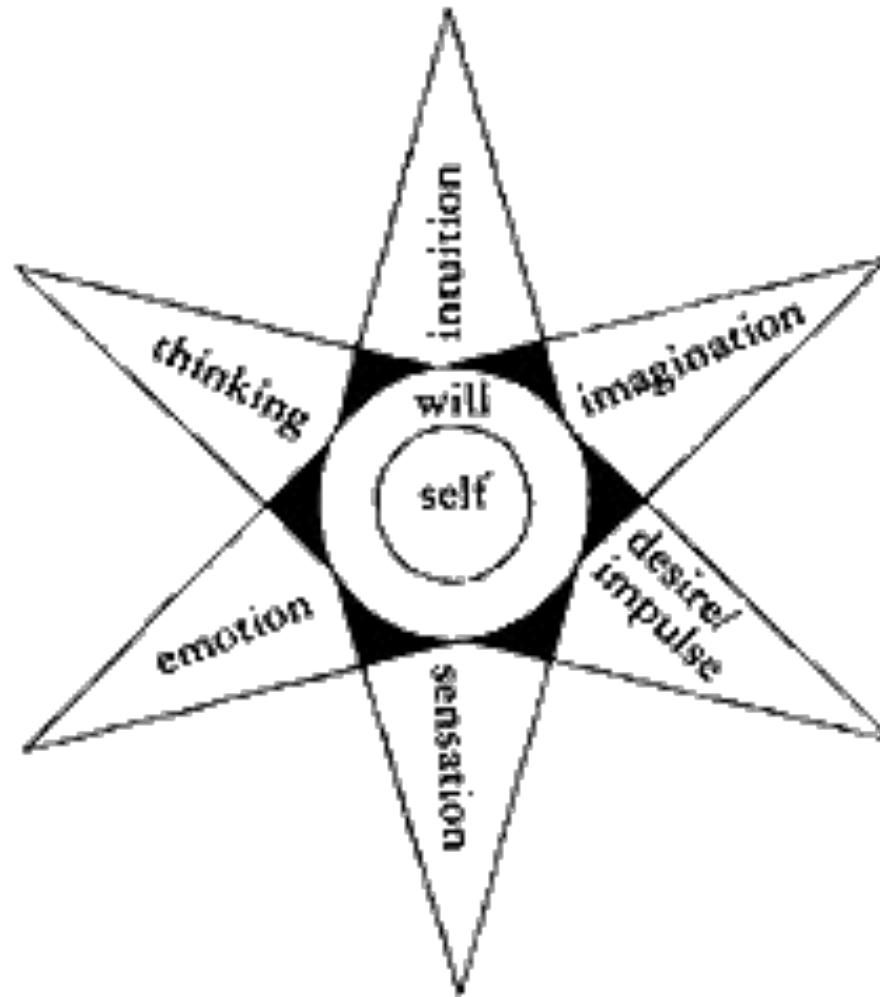


# Structure of the psyche – Roberto Assagioli





# Functioning of the psyche – Roberto Assagioli



# Introduction to Psychosynthesis Leadership Coaching

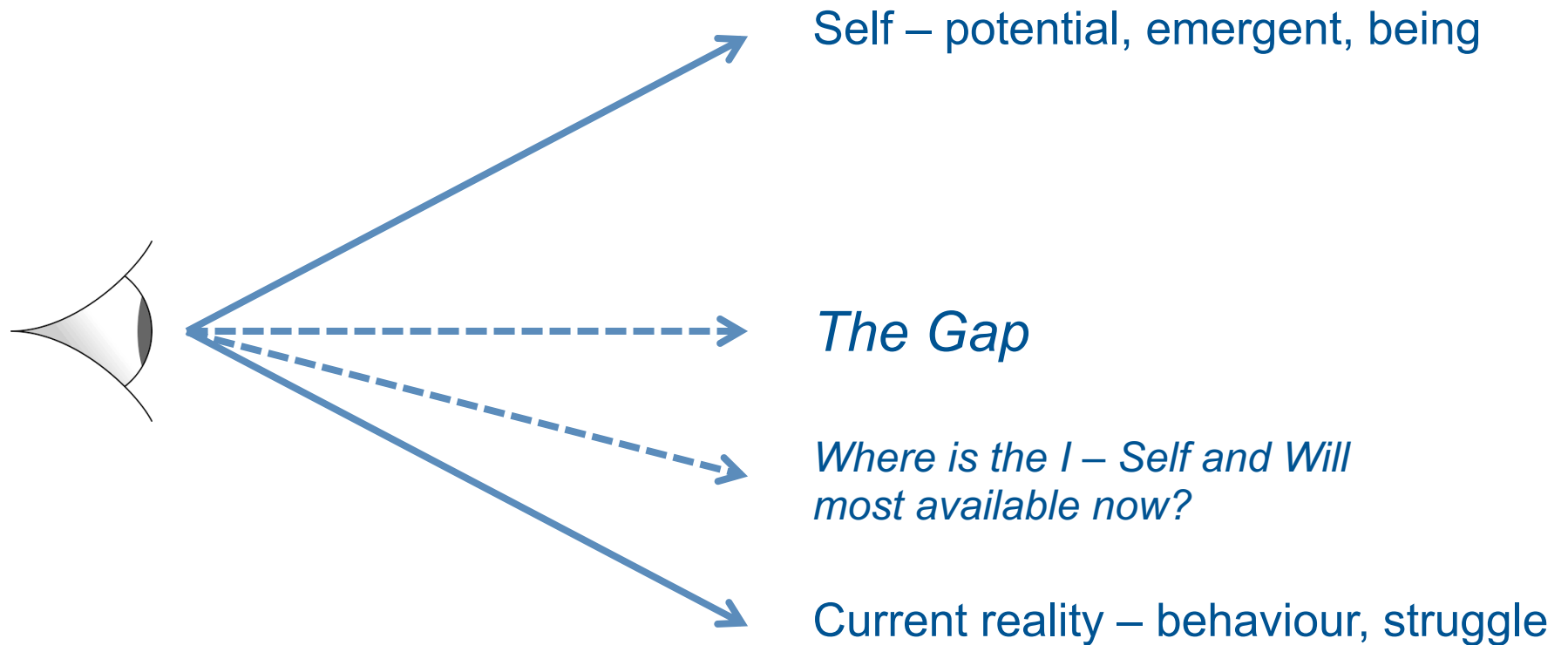
- ❖ Working with Self and Will
- ❖ Trifocal vision
- ❖ Six session structure
- ❖ Right relations

# Working with Self and Will in coaching

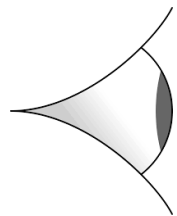
- ❖ Holding a psycho-spiritual context beyond the mind
- ❖ Learning how to use your heart as the resonator of Self
- ❖ Self being witnessed – evoking the Self
- ❖ Enabling the Will of the Self of the coachee to be expressed, to start acting
- ❖ ...using Trifocal Vision and the six-session structure

*Roger Evans*

# Trifocal Vision: Context for all Psychosynthesis Coaching



# Trifocal Vision: Context for all Psychosynthesis Coaching



1. Who is this being most essentially?  
What are their aspirations or goals?  
When I open my heart, who do I see?

## *The Gap*

3. *Where is the I-Self most available now?  
What small steps could activate the will?  
How ready are they to take these steps?*

2. What is the behaviour now?  
What are the patterns?  
What are they trying to do and why?

# Six session structure

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



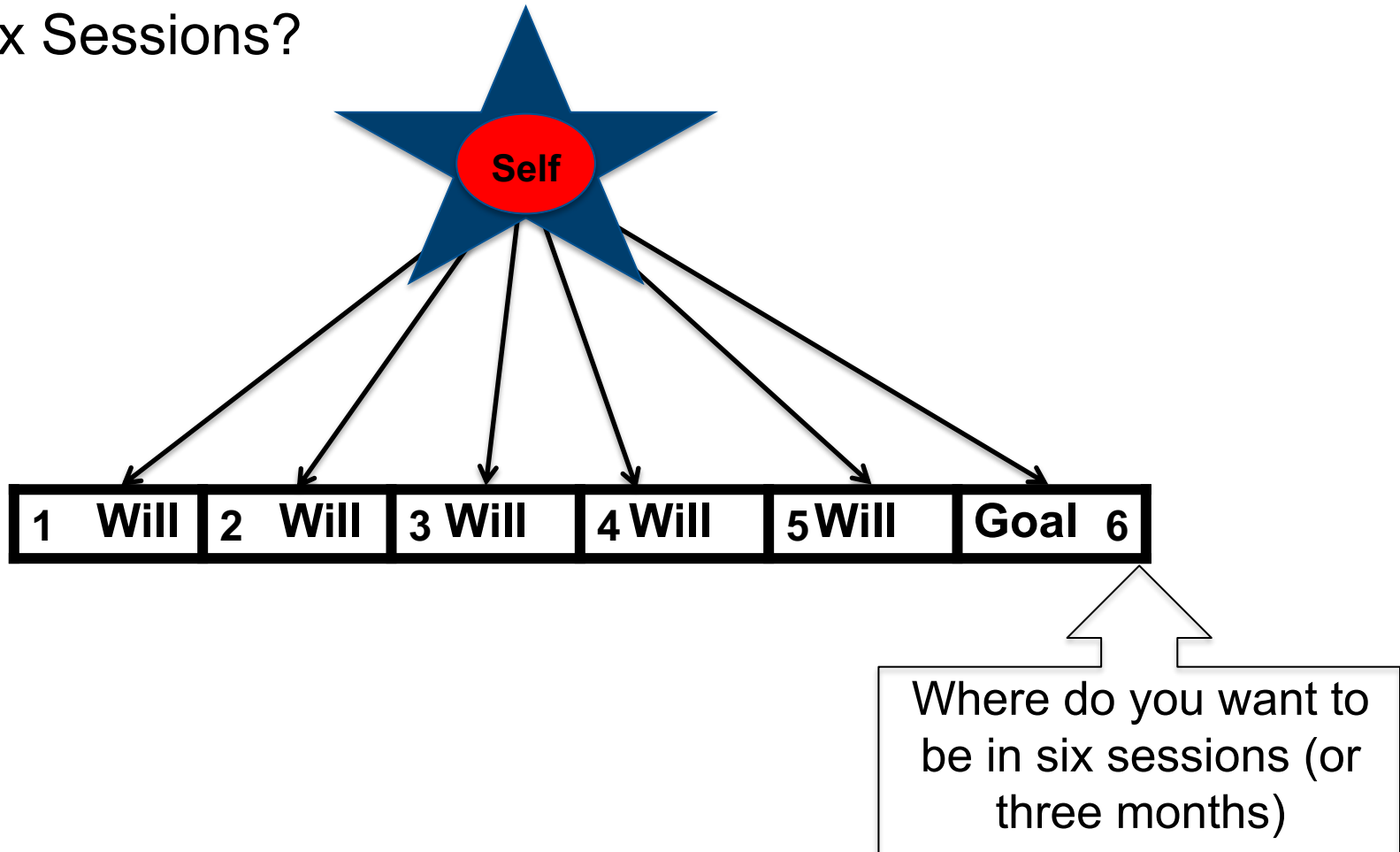
# Six session structure

- ❖ Overall Goal For The Six Sessions
- ❖ Individual Goals For Each Session



# Six session structure

## ❖ Why Six Sessions?



# Active Listening Exercise

Find a partner, chose A and B

A: Share about a challenge you are facing in your work or your life

B: Engages in Active Listening. Respond by recapping what you hear  
(periodically, when your short term memory is full)

10 minutes

Reverse the process

10 minutes

Debrief – How was it to be listened to? What was it like to listen to the other?

# What is Active Listening?

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

# Right Relations – Listening with the Being

- ❖ Demonstration
- ❖ Pairs exercise (10 mins each way)
- ❖ Plenary

# Right Relations – Listening with the Being

## ***Listening from the being***

Find a partner, choose A & B

*A starts by sharing about an experience or challenge that is strong in their awareness right now*

*B actively listens, with minimal encouragers, but not summarising*

*After 5 minutes, time is called*

*B responds*

1. Through my eyes I see...
2. With my ears I hear...
3. With my mind I think...
4. In my body I feel...
5. And using all these, my *message* to you is...

Pause and both debrief on the experience of doing this

Reverse the process

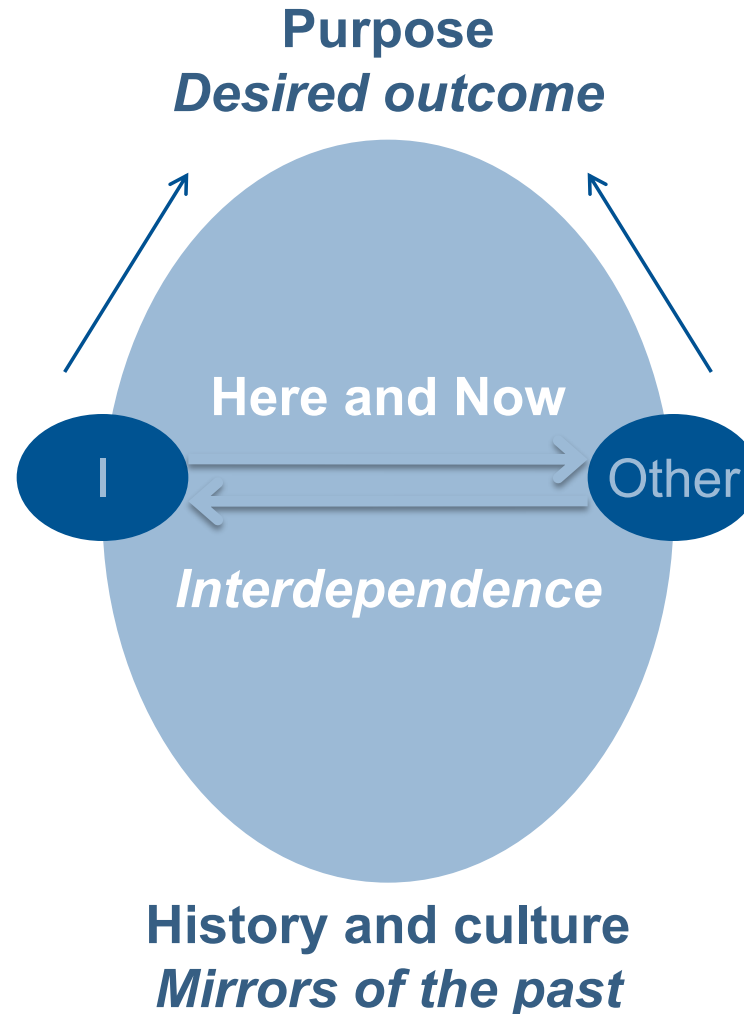
Plenary sharing



# Day Two

❖ Check-in and reflection

# Right Relations Model



# Coaching Questions

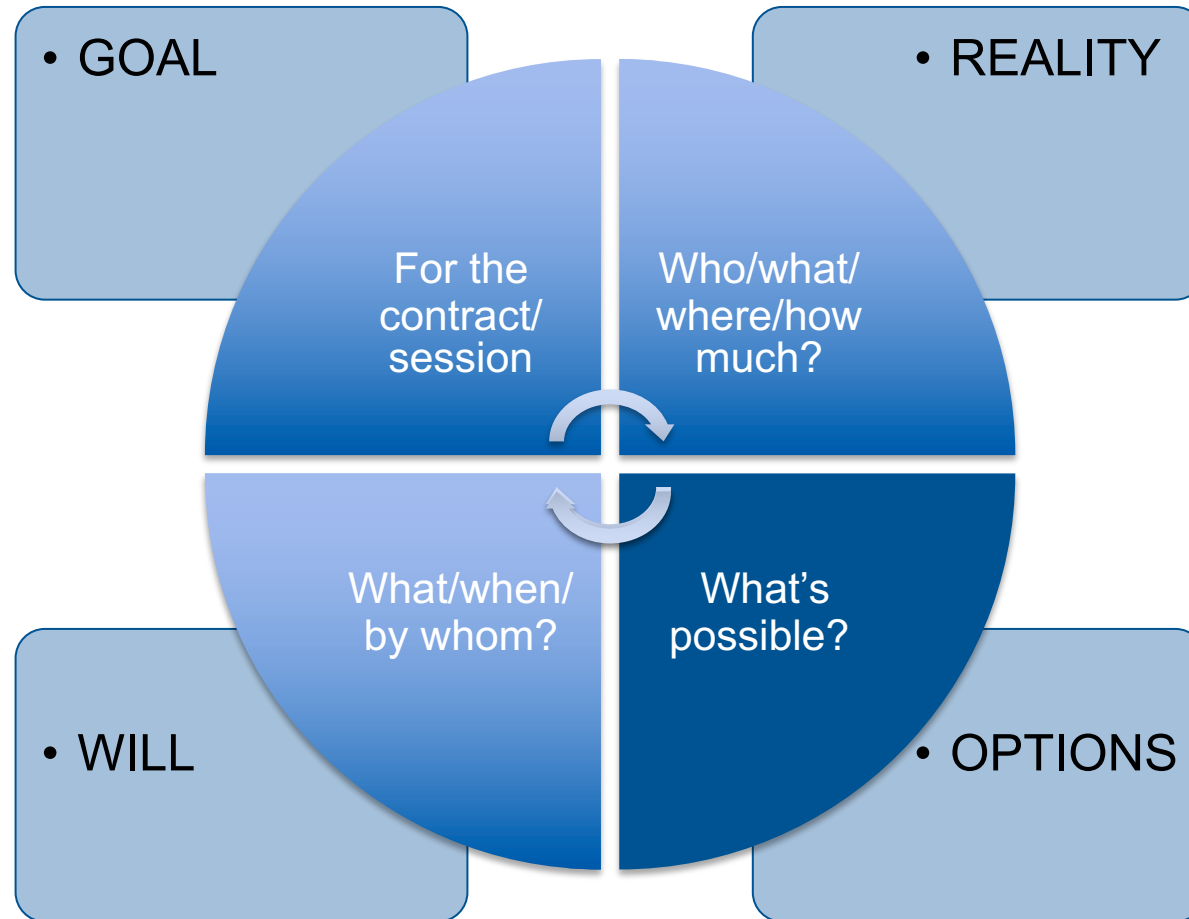
## ❖ Open questions

- Questions that cannot easily be answered with “yes” or “no”
- Useful to begin session
- Motivates people to communicate

## ❖ Closed questions

- Elicit “yes” or “no” or two word answers
- Narrows the topic
- Interrupt over-talkative coachee

# GROW Model



# Principles of GROW

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

# Open questions with GROW

## Goal

- ❖ *What do you want from coaching? Why do you want coaching?*
- ❖ *What do you want from me as a coach? Why did you chose or come to me?*
- ❖ *What overall goal do you have or outcome do you want from our (six) sessions?*
- ❖ *What do you want from this session? What would you like to achieve today?*
- ❖ *How do you want to use this session? Where do you want to start?*
- ❖ *Can you rephrase that as a goal or objective?*
- ❖ *What is your overall goal for our work together?*
- ❖ *Why is this important?*
- ❖ *Why is it important now?*
- ❖ *What are the reasons you want to achieve this goal?*
- ❖ *How does this relate to the overall goal?*
- ❖ *What else is happening in your life/work that could be relevant?*
- ❖ *What difference will it make to your life/work?*
- ❖ *How long has this been important for you*
- ❖ *By the end of our session today, what would you like to have achieved?*
- ❖ *What else is present for you?*
- ❖ *What else may be emerging for you*

# Open questions with GROW

## *Reality*

- ❖ *What's happened since we last met?*
- ❖ *Tell me the story. Tell me more (about that)*
- ❖ *What are your reflections on what happened?*
- ❖ *What else is going on? What's your part in that?*
- ❖ *Is there a pattern here?*
- ❖ *What have you done so far to achieve your goal?*
- ❖ *What worked well /what has not worked?*
- ❖ *Tell me more about what worked well /did not work well*
- ❖ *What did you do to make it work well?*
- ❖ *How might you have sabotaged it when it didn't work well*
- ❖ *Is this familiar to you?/ What patterns can you identify?*
- ❖ *Who are the important people in your life with regard to where you want to get to*
- ❖ *What's really going on here?*
- ❖ *How much do you resonate with your organisation's ethics and overall direction?*
- ❖ *What resources are available to you?*
- ❖ *What resources have you not considered?*
- ❖ *How much authority do you have to make change? What are you assuming here?*

# Open questions with GROW

## Options

- ❖ *What are your possible ways forward?*
- ❖ *What are some of the options open to you?*
- ❖ *What are your opportunities here?*
- ❖ *What resources are available to you? Your own? Your relationships? From inside and outside your organisation?*
- ❖ *How feasible are these options? How will you assess them? How will you chose one?*
- ❖ *What choices are you faced with?*
- ❖ *What are the different options you have considered?*
- ❖ *When considering what you did to achieve your goals in the past, what can you learn about a way forward here?*
- ❖ *If there were no constraints what could you do?*
- ❖ *What are you avoiding considering? Why?*
- ❖ *To what extent are you in a comfort zone?*
- ❖ *What are the downsides of achieving your goal?*
- ❖ *If you were advising a friend, what would you suggest?*
- ❖ *Is there a mindset blocking progress?*

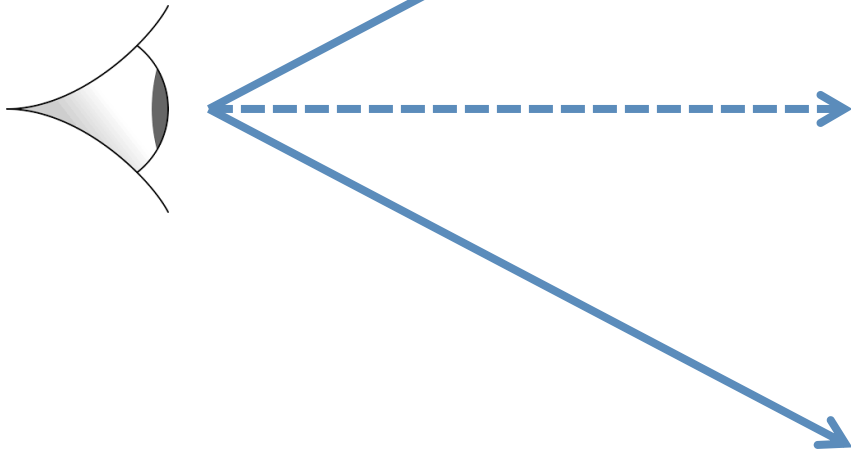


# Open questions with GROW

## *Will*

- ❖ *How can you move this forward?*
- ❖ *What small steps could you take?*
- ❖ *What could be your first step?*
- ❖ *How ready are you?*
- ❖ *What could get in the way?*
- ❖ *What will you do? Will you commit to that?*
- ❖ *What are you going to do between now and next time we meet?*
- ❖ *What is stopping you from committing to more?*
- ❖ *How important is this goal to you as we speak?*
- ❖ *When will you do it?*
- ❖ *On a scale of 1 to 5 how likely are you to take this action.*
- ❖ *What could you do to take the likelihood from (for example) 3 to 4*
- ❖ *Who can you ask to support you?*
- ❖ *How willing are you to ask for support?*
- ❖ *What's the best way to get support*

# Trifocal Vision Exercise



- ❖ Part 1 – 10 mins
  - Listening with the being – using heart as resonator of Self
  - Self-reflect: Who is this being most essentially?
  - **Goal** questions
  
- ❖ Part 3 – 10 mins
  - Exploring available will – looking for readiness to act
  - Self-reflect: where is the I-Self most available?
  - **Options** and **Will** questions
  
- ❖ Part 2 – 10 mins
  - Unpacking current reality – with curiosity and openness
  - Self-reflect: What are the behaviour patterns?
  - **Reality** Questions

# Trifocal Vision Exercise

- ❖ Pairs exercise: coach and coachee
- ❖ Coachee starts by talking about an important current issue in their life or work
  - Part 1 – coach listens, maybe some questions
  - Part 2 – coach starts to ask questions
  - Part 3 – coach asks more questions
- ❖ 30 minutes each way
- ❖ 5 mins debrief after each
- ❖ Group plenary

# Introduction to Professional Practice

What are your needs around professional practice?

What are your priorities to have addressed by this course?

# Introduction to Professional Practice

Professional bodies: ICF, AC, EMCC, APECS

Certification, qualification and accreditation

Compliance with a code of practice or ethics

Professional indemnity insurance

Coaching supervision

Practice management, e.g. records

Contracting and managing multiple clients

Personal and professional boundaries

Setting up your external/internal practice

Structure and discipline, positioning and packaging

Professional identity and business development

Continuing personal and professional development

# Day Three

❖ Check-in and reflection

**NAME OF COACH**

Supervision Paper:

Date of supervision:

Client:

Age:

Sessions: e.g. Set 1 Session 2

**LEARNING FROM LAST SUPERVISION****TRI-FOCAL CONTEXT**

<b>Emergent Self:</b>	<i>Using your heart write about your sense of these questions as you feel your way into them</i>
Who is this being most essentially? Who do I see when I open my heart?	
What do I sense is emerging for this being?	
Why has the Self brought them to me?	
<b>Where is the coachee now:</b>	<i>Write about all the stuff they bring in terms of their dilemmas what they are struggling with personally and professionally</i>
<b>The Big Trifocal Gap</b>	<i>Ideally as you write about this gap it should give you/coachee some sense of the 6-session Goal</i>

## GOALS

After 6 sessions:

Next Small Step/GAP/Goal for e.g. session?	<i>What you are reaching for here within the overall 6-session goal is the next realisable small step (small gap) where there is readiness / willingness – there should be some stretch – so a 4/5 is too easy</i>

**SMALL GAP/NEXT STEP - READINESS SCORING – (0-5)** *This is a key assessment each session*

Session Description	Reflections

Goals and Homework for the coachee

Challenges with the process I face as a coach

Questions for the group



# Leadership coaching – professional training and development

- ❖ Context and principles
- ❖ Approaches and methods
- ❖ Models and tools
- ❖ Territory and agendas
- ❖ Competencies and skills
- ❖ Supervision

# Coaching competencies

## PCL competencies model

### ❖ Human skills

- transferable from a wide range of development contexts

### ❖ Process skills

- transferable from other organisational practitioner professions

### ❖ Meta skills

- transferable from psycho-spiritual practitioner development

# Six core human skills

<b>Categories</b>	<i>Self-rating (1-5)</i>	<i>Developmental needs summary</i>
<b>Core 'human' coaching competencies</b>		
✓ Listening with the being		
✓ Powerful questioning		
✓ Dynamic communication		
✓ Building trust in the coaching alliance		
✓ Impact and influence		
✓ Right relationships		

# Six core process skills

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

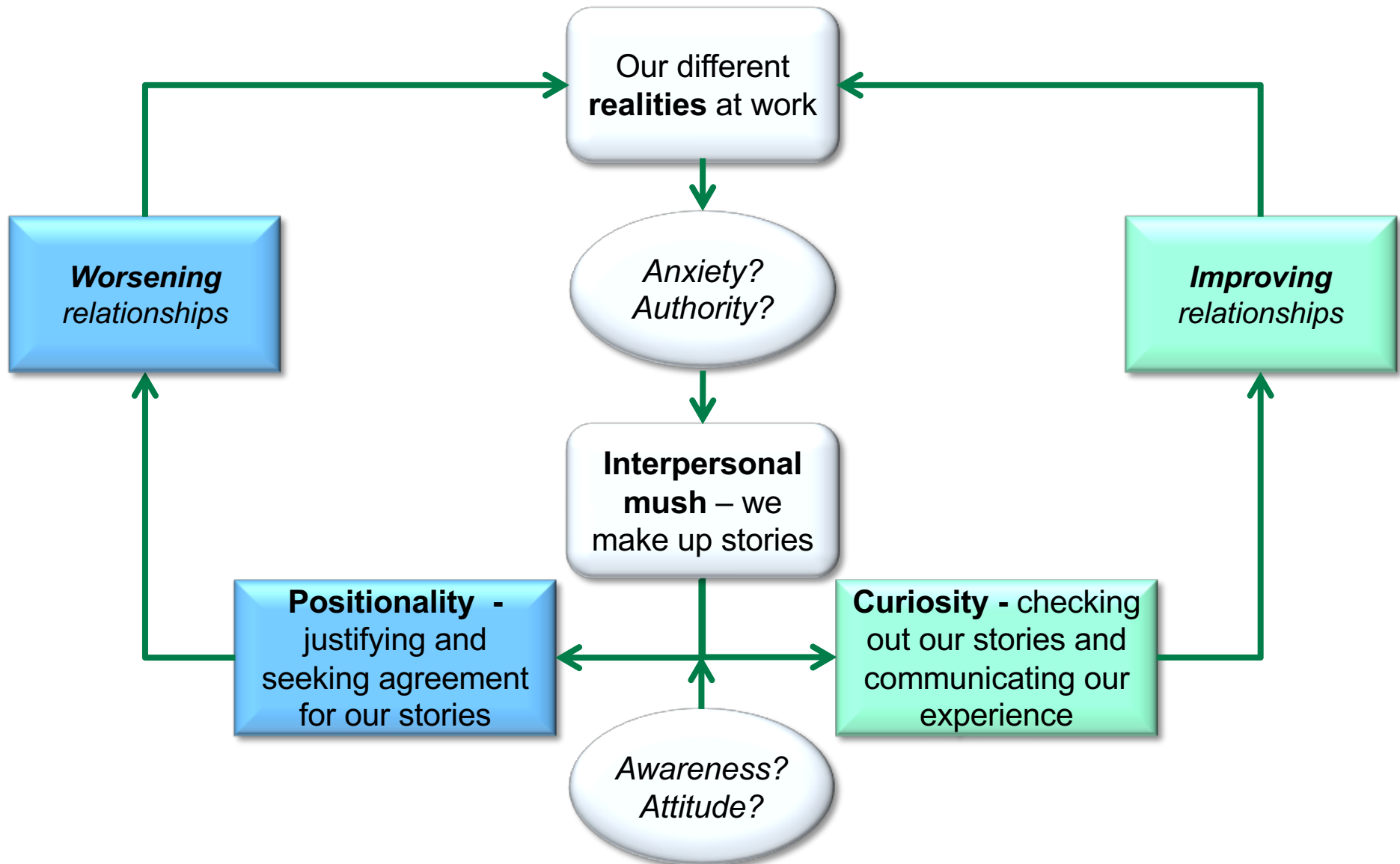
# Six meta competencies

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

# Gervase Bushe models of communication

- ❖ Interpersonal mush
- ❖ Learning conversations
- ❖ Communicating an experience

# How interpersonal mush sets in



# Learning conversations

- **Purpose**
  - To explore patterns of interaction between two people and improve the basis for future partnership
- **Method**
  - Take turns to share your experience of here and now
  - Facilitated by a third party or un-facilitated
- **Skills**
  - Awareness, Descriptiveness, Curiosity and Appreciation
- **Attitude**
  - Openness and Willingness
- **Possible negotiation points**
  - Roles, Goals, Resources, Working practices, Decision making
- **Completion**
  - Reestablish shared interest and future test



# What does it mean to communicate your experience?

Four elements of experience	Examples
Observations	
Feelings	
Thoughts	
Wants	

# Good Coaching Process – Peter Bluckert

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

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

# Engagement and Contracting – Peter Bluckert

## *checklist of issues for contracting...*

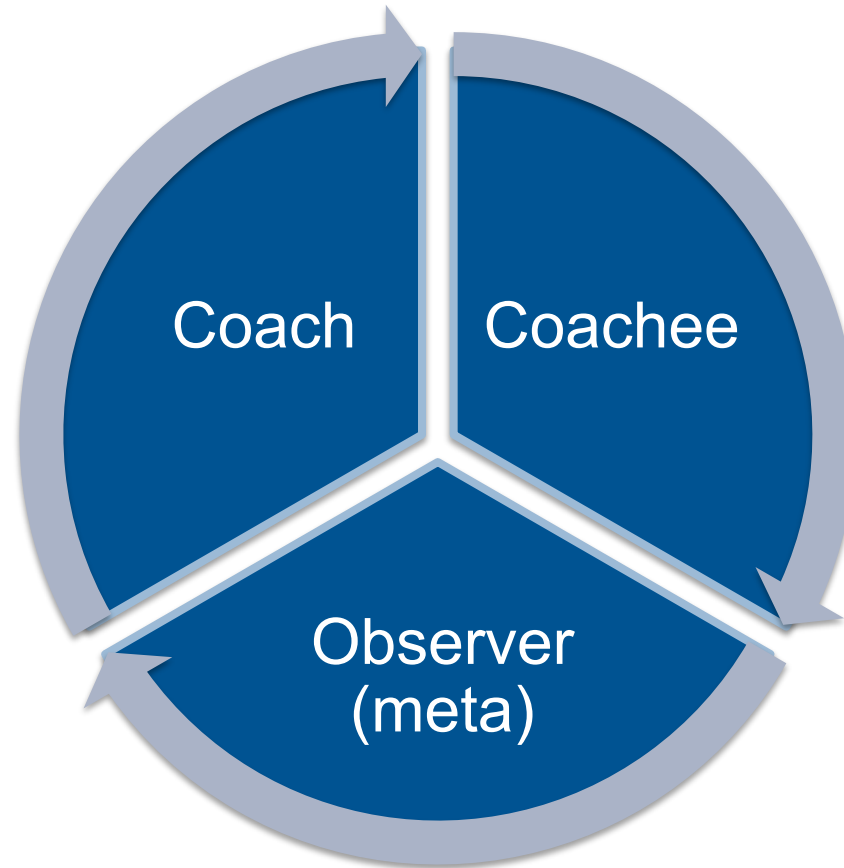
- ❖ 2 or 3 or more parties?
- ❖ Expectations of each?
- ❖ Desired outcomes?
- ❖ Reporting?
- ❖ Confidentiality?
- ❖ Scope and method of assessment?
- ❖ How to structure the coaching?
- ❖ Logistics and practicalities?
- ❖ Review and evaluation?
- ❖ Business arrangements, fees etc.?

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

# Meta-skills for leadership coaching

- ❖ Self-reflection as the cornerstone meta-skill
  - Guidelines and practices for self-reflection
- ❖ Self-reflection exercise in pairs
  - what are my developmental needs as a coach?

# Triad's skills practise



# Feedback principles

- ❖ Positive
  - ❖ Clarifying
  - ❖ Reflective
  - ❖ Critical
- 
- ❖ Be specific, focus on behaviour (when you said...)
  - ❖ Own your subjective statements (I felt, thought, imagined...)

# Psychosynthesis coaching skills – practice session in triads

- ❖ Form groups of three - 30 mins per segment
  - 20 mins session
  - 10 mins debrief
- ❖ Coach
  - Hold Trifocal Vision
  - Practice listening and asking questions
- ❖ Coachee
  - Bring a current issue that you want to work on
- ❖ Observer
  - Also hold Trifocal Vision
  - Reflect upon use of questions and quality of listening

# Self-reflection exercise in pairs

- ❖ Individual self-reflection and making notes
  - What are my strengths?
  - What are my developmental needs?
  - How can this course help with my developmental needs?
  - Where do I need to seek help or support?
- ❖ Work with your partner (5 mins each)



# Homework

- ❖ Journal keeping
- ❖ Study guide reading and reflections
- ❖ Peer coaching
- ❖ Coaching session – with your psychosynthesis coach
- ❖ Additional client supervision – if required

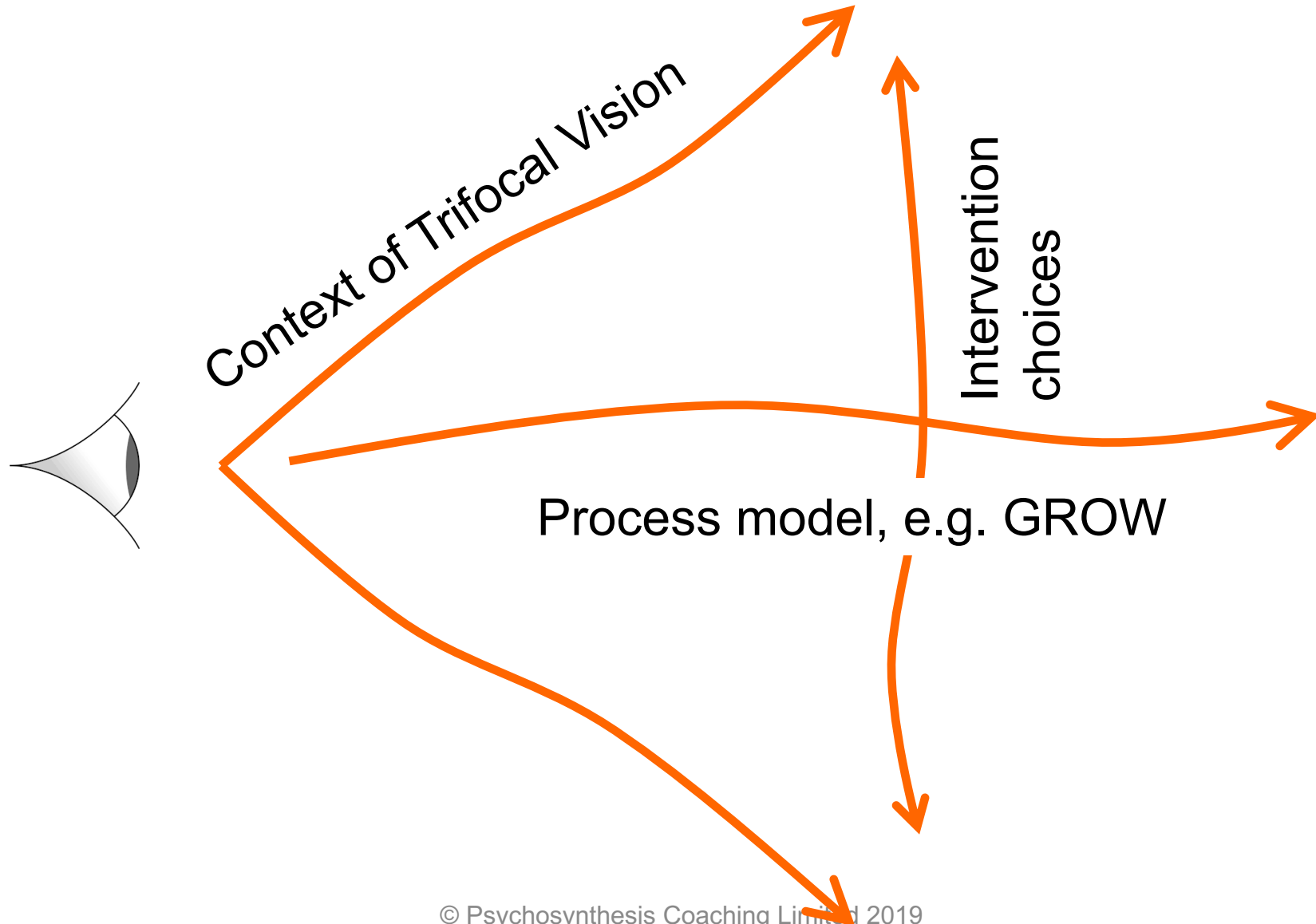
# Check-out

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

# Completion



# Psychosynthesis coaching model



# The coaching context – territory and agendas

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

# Trifocal Vision and GROW

