



GROUP AND TEAM COACHING PRACTICUM

Module I: Know Thyself

Psychodynamic Foundations & Self as Instrument

7, 9 & 11 September 2026



DAY 1 OVERVIEW

Day 1 Psychodynamic Systemic Foundations

Day 1 Morning

8:30–9:00	Welcome and programme overview
9:00–10:00	Participant introductions
10:20–10:20	Module 1 content overview
10:20–10:30	Break
10:30–10:40	Creating the container: Building Psychological safety
10:40–11:00	Exercise: Contracting on code of conduct
11:00–12:00	Mapping the inner life of individuals: Key concepts
12:00–13:00	Lunch

Day 1 Afternoon

13:00–14:30	Exercise: Competing Commitments
14:30–14:45	How hidden emotional forces shape behaviour
14:45–15:00	Break
15:00–15:15	Self as an instrument
15:15–15:40	Developing self-awareness: 360 feedback and ITI
15:40–16:00	Closing and distribution of the ITI reports



INTRODUCTIONS

Meet the Faculty



Els Valk
Programme Director



Frank Manesse
Supervisor



Charlotte Williams
Supervisor



Laurent Vuibert
Supervisor



Veronique Doux
Supervisor



Fabiana Diaz
Supervisor



Roger Lehman
Lecturer



**Manfred
Kets de Vries**
Guest Speaker



WELCOME

Why We Created the Practicum

From good facilitation to psychodynamic-systemic group and team coaching

- Many coaches can facilitate a group or team; fewer feel equipped to coach one.
- Group and team coaching requires working with *live dynamics*, not only process.
- A *clinical lens* helps coaches address the context, underlying dynamics, what is happening in the room.
- The Practicum builds confidence through practice, feedback, reflection, supervision and integration.

Only ICF CCE-accredited programme that trains coaches through a psychodynamic and systemic lens.





WELCOME

Maintaining Distinctions in Psychodynamic Work

Maintaining distinctions protects clients, the coach and the work.



Individual coaching

Primary unit: individual leader and their development goals.



Group coaching

Primary unit: individual-in-the-group; the group amplifies learning.



Team coaching

Primary unit: the team-as-a-whole, its task, patterns, authority and context.



Not therapy

Apply psychodynamic understanding while staying inside coaching roles and competence.



APPROACH

Our Group/Team Coaching Methodology

Peer Learning Community
Social belonging and challenges becomes a powerful catalyst for change

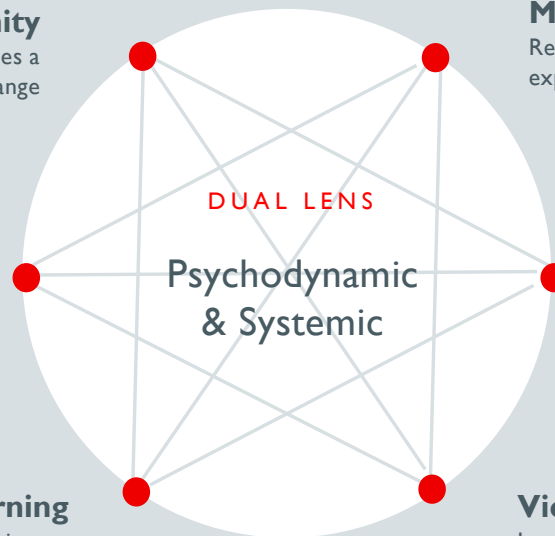
Mutual Identification
Realising you're not alone; sharing experiences to bring the group together

Cathartic Experience
Getting things off your chest; bringing repressed feelings to the surface

Willing To Experiment
Trying new behaviours and creating new scenarios for the future

Collective Learning
Drawing from shared experiences to recommend different approaches

Vicarious Learning
Learning through observing and listening to others' stories



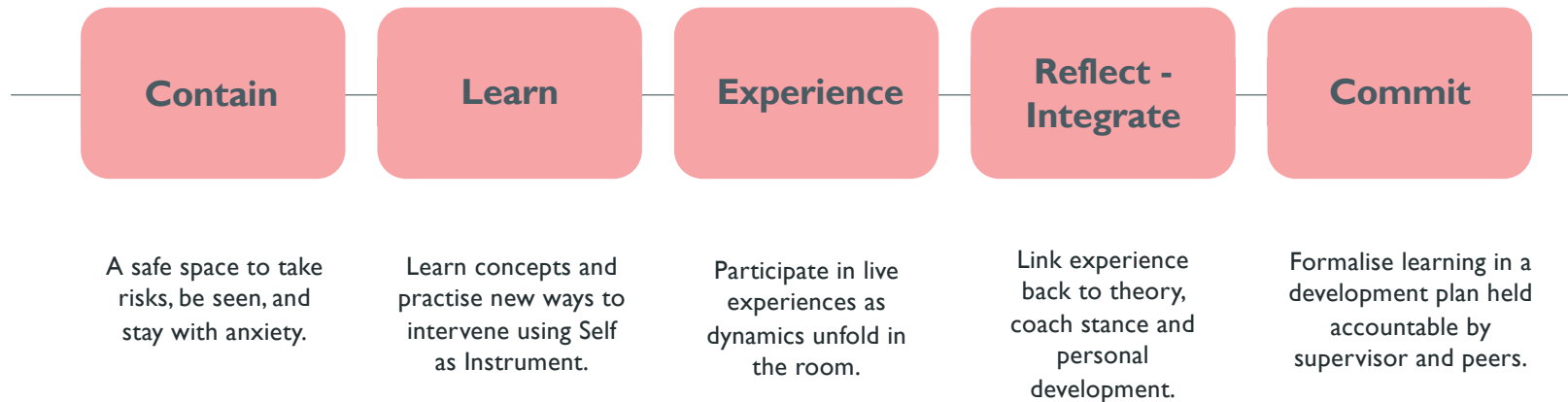


APPROACH

The Practicum as a Learning Lab

This programme teaches concepts and offers a developmental experience.

PROCESS



While learning about our model, we will also be experiencing the process as a group.



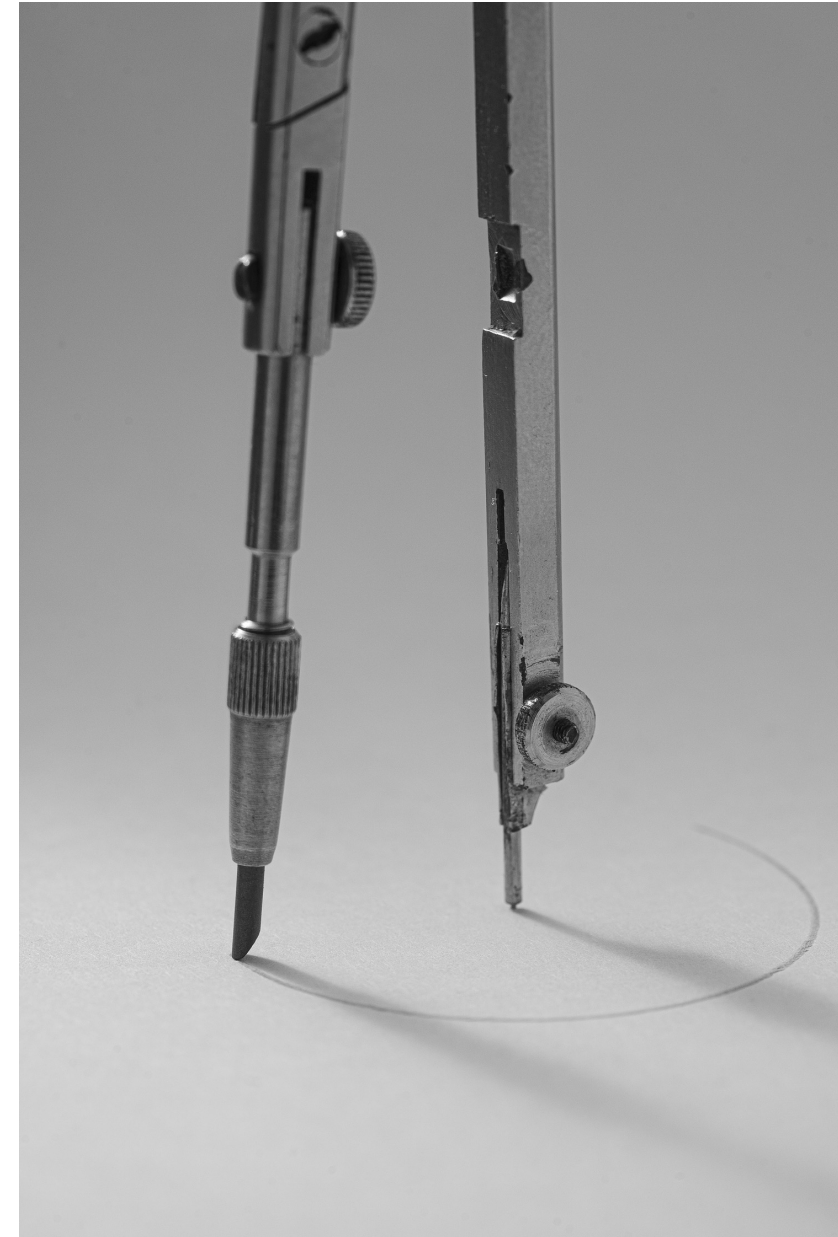
APPROACH

Action learning (Lewin)

Groups learn by acting, observing, reflecting and experimenting rather than by receiving expert answers alone.

- Rooted in Lewin's tradition links *inquiry* and *action*: changing a system helps reveal how it works.
- The group becomes both *participant* and *observer* of its own process.
- *Reflection* converts experience into learning.
- The coach creates cycles of action → observation → hypothesis → experiment.

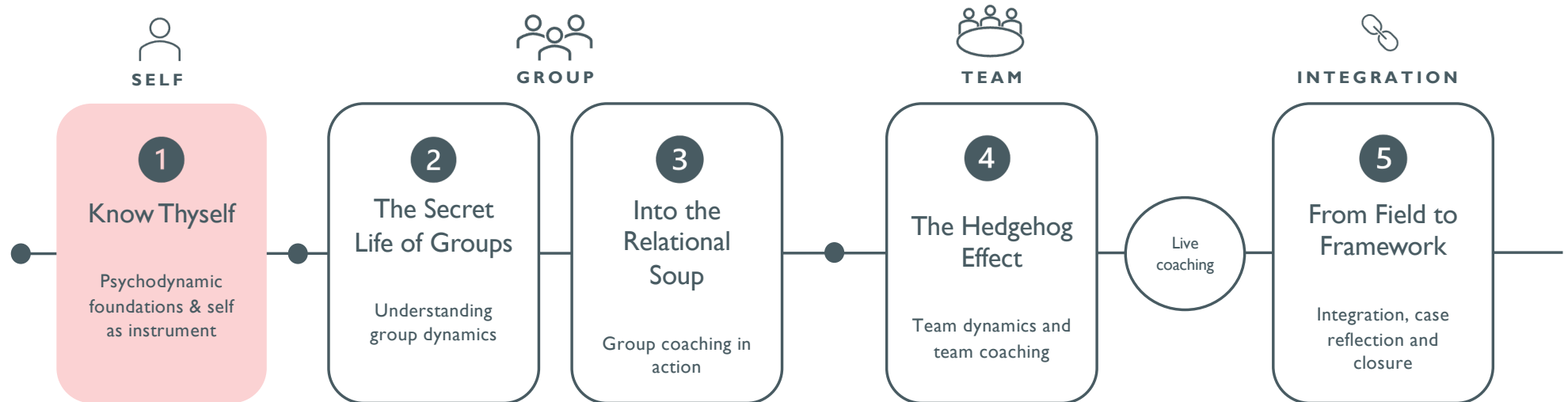
Further reading: [Kurt Lewin: groups, experiential learning and action research](#)





Programme Journey

A journey from self awareness to group practice to team coaching, and into professional integration



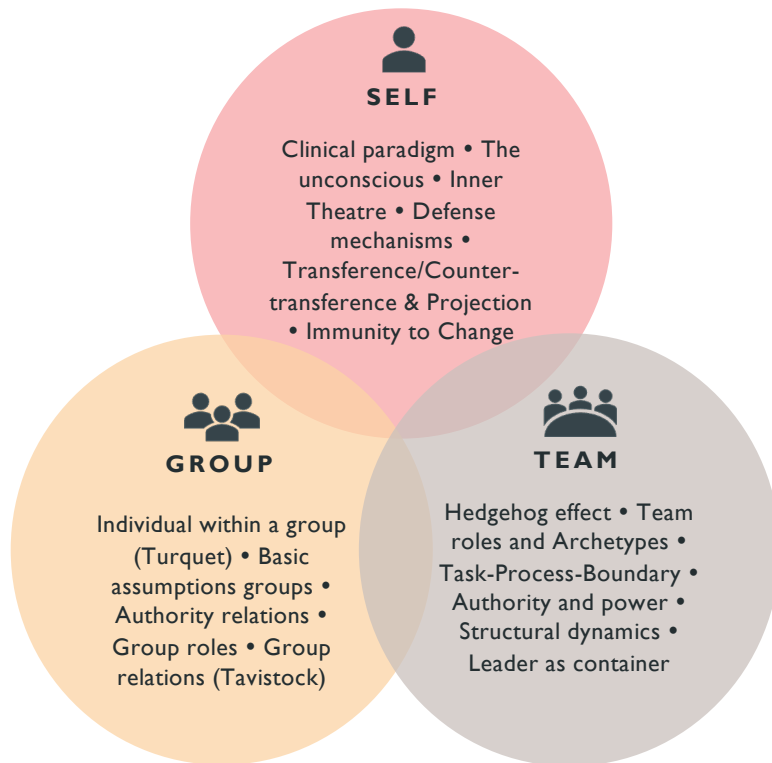
Throughout the journey: Personal Development Plan • Reflective Journaling • I:I Supervision • Peer InterVision



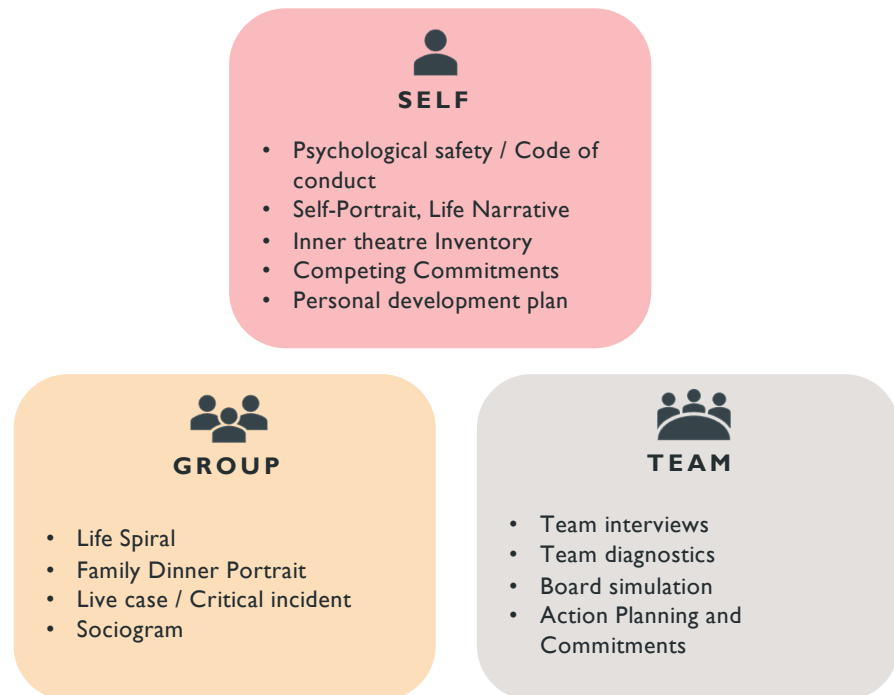
Content Overview

Each module links theory, method and coach stance throughout and are supported by instruments which support your coaching practice.

CONCEPTS



TOOLS/ACTIVITIES





MODULE 1 OVERVIEW

Module 1: Know Thyself

Individuals in groups and group dynamics

LEARNING ARC

from developing self awareness

to experiencing group coaching

to creating a development plan

DAY 1 CONCEPT

Psychodynamic Foundations

Introduction to the programme and to the core frameworks of the psychodynamic and systemic approach.

DAY 2 EXPERIENCE

Self as Instrument

Experience group coaching as a participant, focused on the coach as the primary instrument of the work.

DAY 3 CONSOLIDATION

Consolidation & Integration

Personal learning, plenary debrief, linking theory to practice, coach stance (mindset / practice / ethics), personal development plan.

MODULE 1 OVERVIEW

From inner world to coach stance

We begin with the individual: how you see, feel, listen, regulate and make meaning. The module then turns that awareness into lived experience in the coaching group and integrates it into a personal development plan.

PROCESS

DAY 1

Contain

Learn

DAY 2

Experience

DAY 3

Reflect-Integrate

Commit



Unit of focus: The Individual

*Before we can work skillfully with
group and team dynamics, we
must understand how our own
inner world enters the room.*





INTRODUCTIONS

Storytelling

“ Humans are not ideally set up to understand logic; they are ideally set up to understand stories.”

Roger Schank, Cognitive Scientist

“ A story is the only way to activate parts in the brain so that a listener turns the story into their own idea and experience.”

Uri Hasson, Princeton Neuroscientist

“ Tales allow people to return to the core of themselves and get a profound message coded in symbols. Yet, they still fulfil the task of expanding peoples" consciousness.”

Joseph Campbell, Professor of Mythology



Further reading: [The Science behind the Art of Storytelling](#)



INTRODUCTIONS

Introductions

1. Introduce yourself and what you do
2. Share 1-2 points of your artefact



2 mins per person

Do you want to do this in small groups or in the plenary?





INTRODUCTIONS

About Us





THE KETS DE VRIES INSTITUTE



قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ

"Say, indeed, my prayer, my sacrifice, my living and my dying are for Allah, Lord of all worlds."

Surah Al-An'am — 6:162



THE INVITATION

by Oriah Mountain Dreamer

It doesn't interest me what you do for a living. I want to know what you ache for and if you dare to dream of meeting your heart's longing.

It doesn't interest me how old you are. I want to know if you will risk looking like a fool for love for your dream for the adventure of being alive.

It doesn't interest me what planets are squaring your moon... I want to know if you have touched the centre of your own sorrow if you have been opened by life's betrayals or have become shrivelled and closed from fear of further pain.

I want to know if you can sit with pain mine or your own without moving to hide it or fade it or fix it. I want to know if you can be with joy mine or your own if you can dance with wildness and let the ecstasy fill you to the tips of your fingers and toes without cautioning us to be careful to be realistic to remember the limitations of being human.

It doesn't interest me if the story you are telling me is true. I want to know if you can disappoint another to be true to yourself. If you can bear the accusation of betrayal and not betray your own soul. If you can be faithless and therefore trustworthy.

I want to know if you can see Beauty even when it is not pretty every day. And if you can source your own life from its presence. I want to know if you can live with failure yours and mine and still stand at the edge of the lake and shout to the silver of the full moon, "Yes."

It doesn't interest me to know where you live or how much money you have. I want to know if you can get up after the night of grief and despair weary and bruised to the bone and do what needs to be done to feed the children.

It doesn't interest me who you know or how you came to be here. I want to know if you will stand in the centre of the fire with me and not shrink back.

It doesn't interest me where or what or with whom you have studied. I want to know what sustains you from the inside when all else falls away.

I want to know if you can be alone with yourself and if you truly like the company you keep in the empty moments.



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Wild Geese

by Mary Oliver

You do not have to be good.

You do not have to walk on your knees
for a hundred miles through the desert repenting.

You only have to let the soft animal of your body
love what it loves.

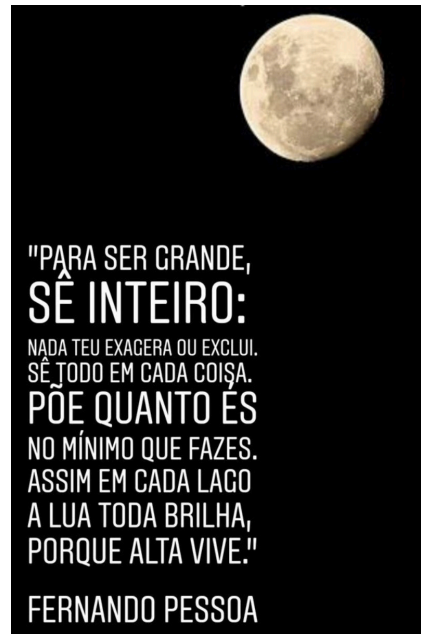
Tell me about despair, yours, and I will tell you mine.

Meanwhile the world goes on.

Meanwhile the sun and the clear pebbles of the rain
are moving across the landscapes,
over the prairies and the deep trees,
the mountains and the rivers.

Meanwhile the wild geese, high in the clean blue air,
are heading home again.

Whoever you are, no matter how lonely,
the world offers itself to your imagination,
calls to you like the wild geese, harsh and exciting -
over and over announcing your place
in the family of things.



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I want to know if you can be alone with yourself and if you truly like the company you keep in the empty moments.



Greg Arcade Fire - Dimensions.mp3



The Guest House

This being human is a guest house.
Every morning a new arrival.

A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor.

Welcome and entertain them all!
Even if they are a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the malice,
meet them at the door laughing and invite
them in.

Be grateful for whatever comes.
because each has been sent
as a guide from beyond.

- Rumi



"Deeper Connection. Better result"

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat." Roosevelt

MODULE I DAY I

Creating the container

Depth work requires safety, structure and clarity for you to take risks without losing boundaries.

Contain

Learn

Experience

Integrate

Commit



CONTENT OVERVIEW

Coach Stance: Mindset and Practice

MINDSET

How we hold ourselves

- 1 **Clinical Curiosity**
Stay beneath the surface, without rushing to judgement or solution.
- 2 **In and Outside**
Participate in the system while simultaneously observing it from a distance.
- 3 **Emotions as data**
Use your own thoughts, feelings, and reactions as information about the field.
- 4 **Negative Capability**
Hold not-knowing with patience and resist premature closure.



PRACTICE

What we do

- 1 **Hold & Contain**
Create space for emotion, tension, and uncertainty without overwhelm.
- 2 **Work in the Here & Now**
Treat current interactions and dynamics as the primary data for learning.
- 3 **Name Undiscussables**
Surface avoided issues (power, conflict, fear) that silently shape the group.
- 4 **Link to Context**
Connect in-room insight to wider organisational or systemic picture..
- 5 **Mobilise Group**
Encourage shared inquiry, feedback, and support among group members.
- 6 **Act & Reflect**
Disciplined cycle of action and reflection (balcony/dancefloor)
- 7 **End with containment**
Close by stabilising emotions, summarising insights, and reinforcing safety.



Code of Ethics

Establishing Safety & Clarity

Before you enter the room

- 1 **Do No Harm**
Avoid psychological, relational, or organisational harm.
- 2 **Informed Consent**
Clients understand purpose, process, risks, and limits before engaging.
- 3 **Contracting**
Clear agreements with the individual, sponsor and the wider system..

Holding the Space Responsibly

Active ethical navigation in the coaching relationship

- 4 **Role Clarity**
Be explicit about your role; resist slipping into other roles.
- 5 **Boundary Management**
Maintain psychological, relational, and professional limits throughout.
- 6 **Power-Authority**
Notice formal and informal dynamics, including your own influence in the room.
- 7 **Manage Loyalties**
Navigate competing loyalties transparently.
- 8 **Work Within Competence**
Know your limits; refer deeper psychological issues.
- 9 **Containment**
Hold emotional material safely, including your own reactions as data.

Sustaining Ethical Practice

What keeps the coach accountable over time

- 10 **Supervision as Professional Practice**
Regular supervision as a core ethical commitment, not optional.
- 11 **Closure**
End engagements thoughtfully, consolidate learning and support independence.

Psychological safety is a belief that one will not be punished or humiliated with ideas, questions, concerns, or mistakes and that the team is safe for interpersonal risk-taking.

Amy Edmondson
Professor of Leadership at Harvard Business School



Further reading: [Psychological safety in the workplace](#), Edmondson, HBR, 2019



Psychological safety and containment

Psychological safety, contracting, confidentiality and boundaries are preconditions for learning.



Safety

A climate where people can speak, question, experiment and be challenged without fear of humiliation.



Containment

The coach and group can hold emotion, uncertainty and difference without becoming overwhelmed.



Depth & Learning

Safety makes courageous self-analysis and honest feedback possible.

Further reading: [Psychological safety in the workplace](#), Edmundson, HBR, 2019



CREATING THE CONTAINER

Creating Psychological Safety

1. How do you truly create psychological safety?
2. What's easy?
3. What's difficult?
4. What would you like to see?





CREATING THE CONTAINER

What are 2-5 attributes for a successful programme

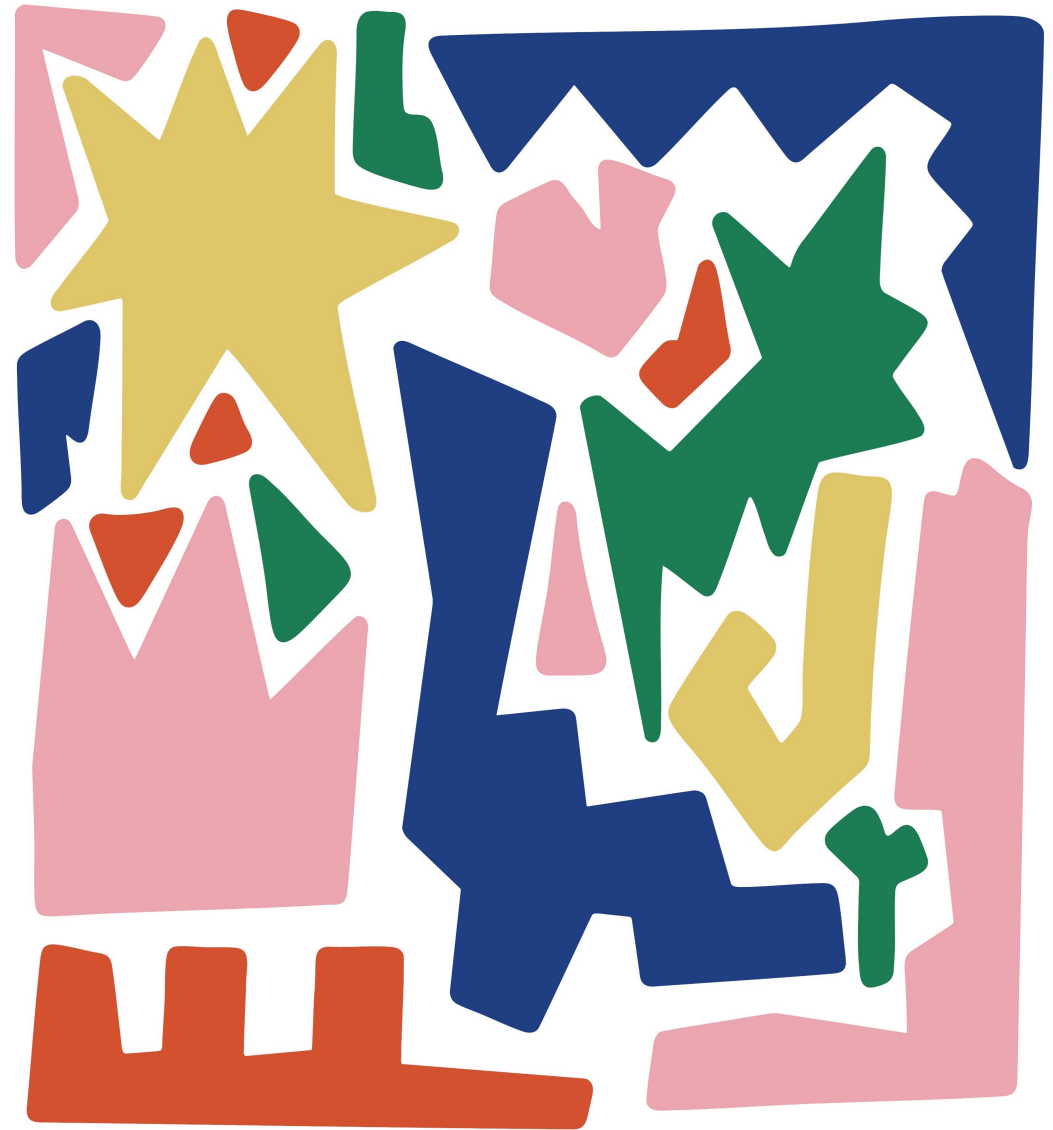


Illustration by [Heather Green](#) on [Unsplash](#)



CREATING THE CONTAINER

Your code of conduct

I commit to bring to this programme...

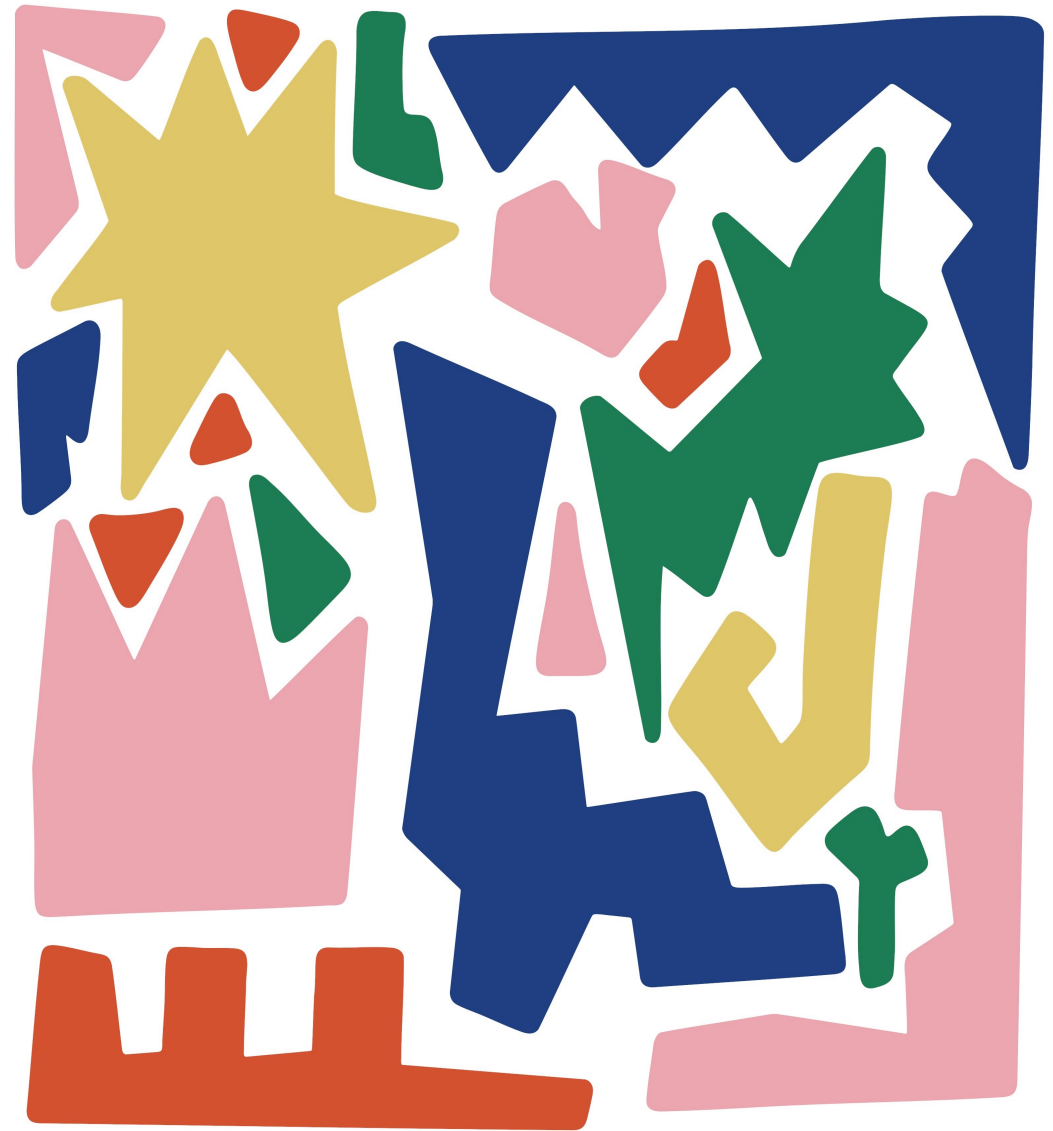


Illustration by [Heather Green](#) on [Unsplash](#)

MODULE 1 DAY 1

Psychodynamic foundations

We will now learn how psychodynamic-systemic coaches look and listen: not only to what is said, but to what is enacted, repeated and defended against.

Contain

Learn

Experience

Reflect-Integrate

Commit

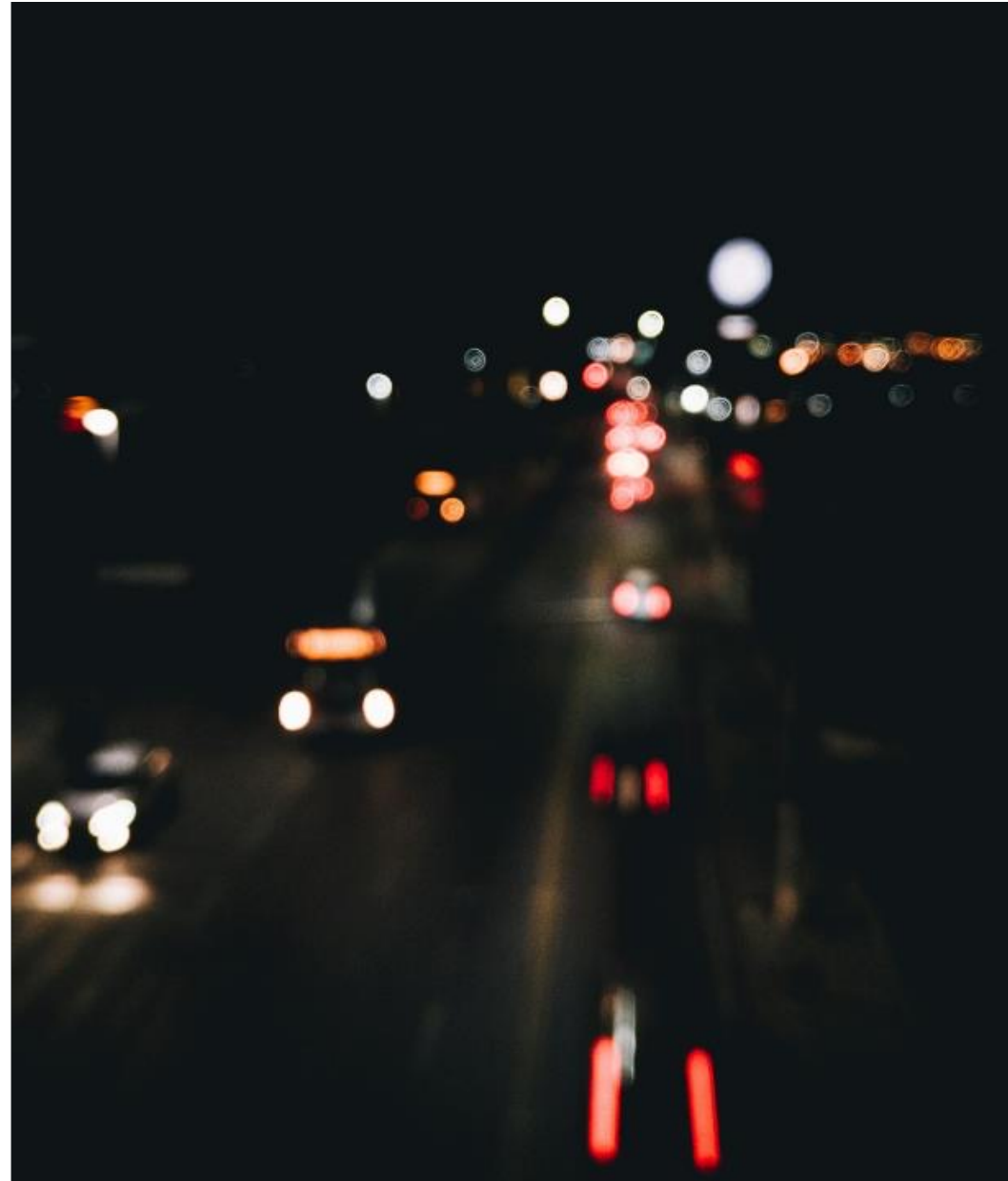


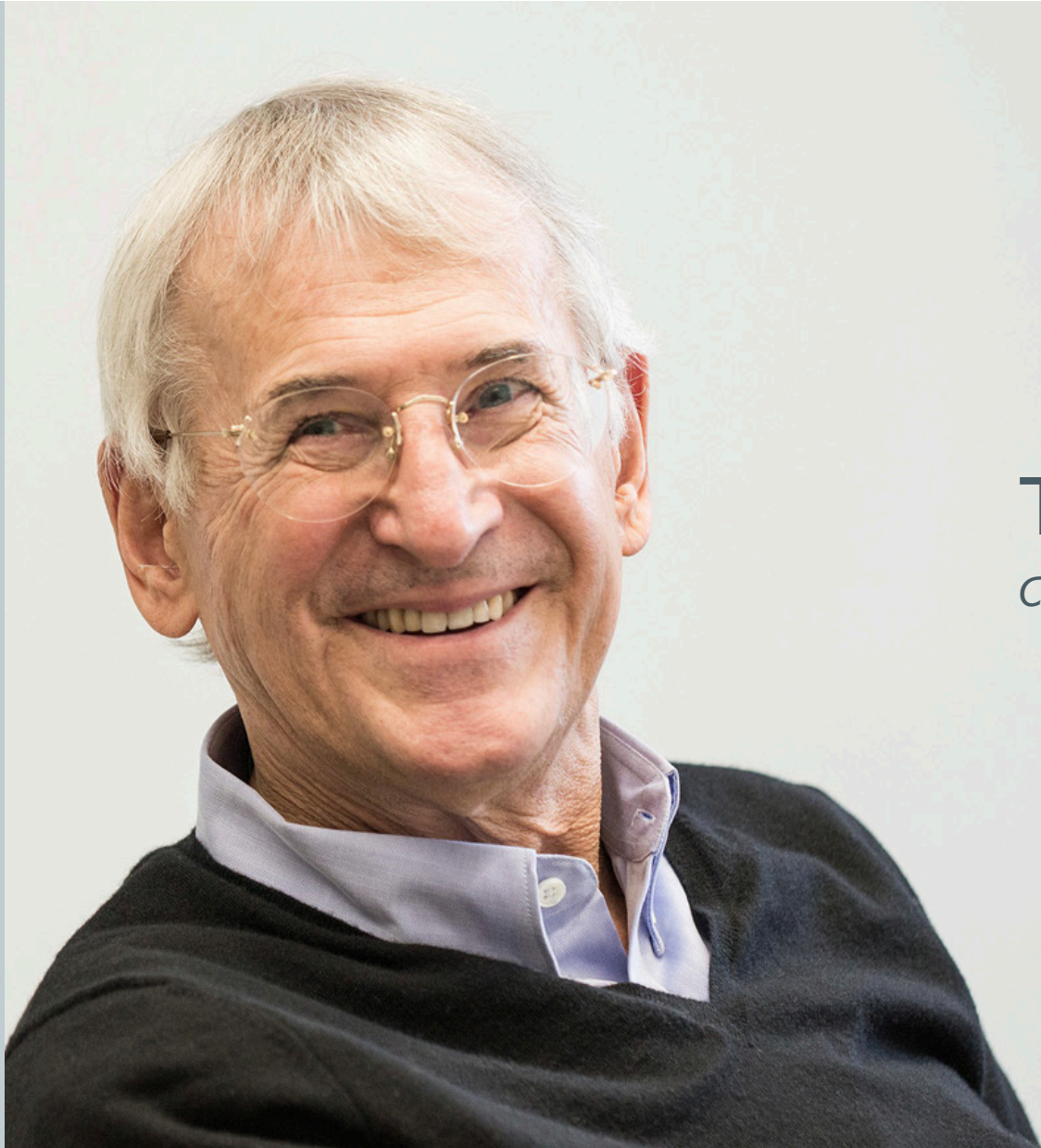
PSYCHODYNAMIC FOUNDATIONS

Psychodynamic Foundations

Roger Lehman

Emeritus Senior Affiliate Professor, INSEAD
Senior Lecturer, MIT Sloan School





The Clinical Paradigm

Clinical meaning “beside the bedside”

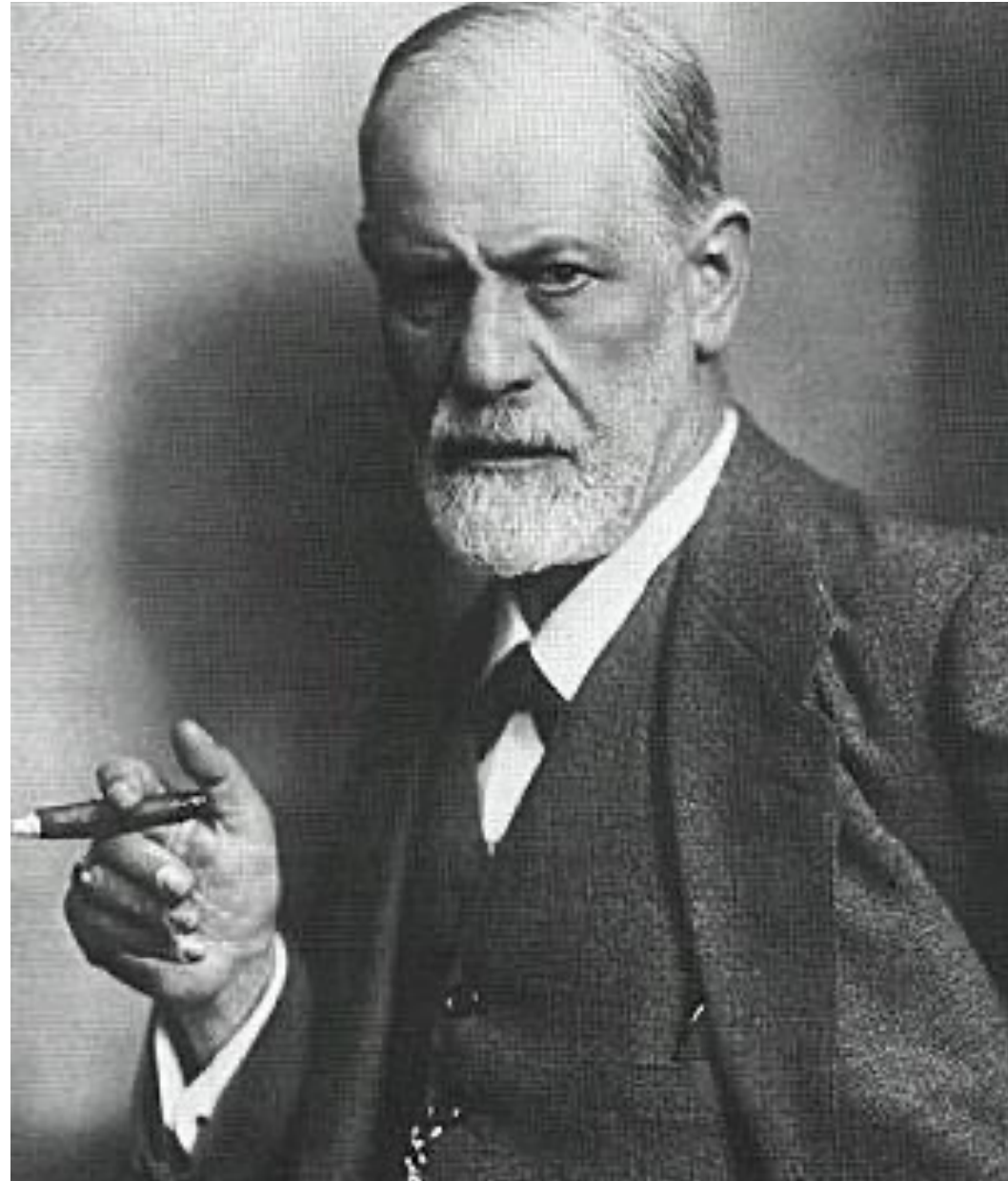


Clinical Paradigm

A way of seeing, listening, and making meaning that fundamentally transforms what a coach notices, asks, and does.

Key premises

1. **Rationality** is an illusion.
2. Much of what happens to us is **beyond conscious awareness**.
3. The **past** is the lens through which we can understand the present and shape the future.
4. Nothing is more central to who we are than the way we **express and regulate emotions**.
5. We all have **blind spots**.





What changes when we use the clinical lens?

The clinical lens does not pathologise; it widens your perception.

Listen below content

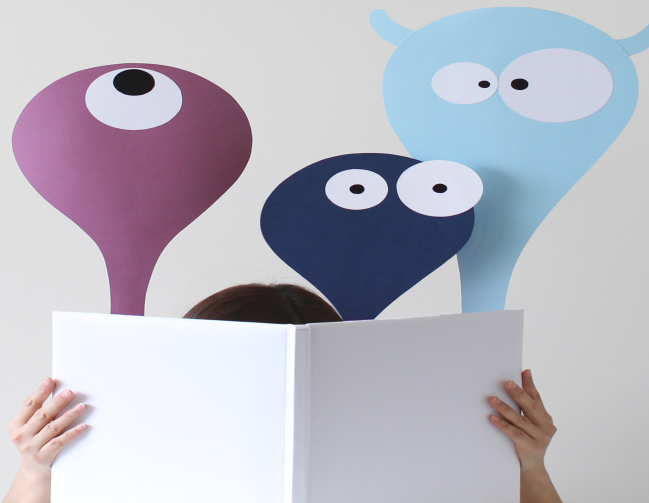
Content matters, but emotional tone, timing, silence and repetitions may carry the most important data.

Treat emotions as data

The coach notices what is stirred in self and others rather than dismissing it as noise.

Ask what is protected

Behaviour is understood as serving a function, often protecting against anxiety, shame or loss of control.





The Unconscious (Freud)

Important feelings, thoughts and desires that remain out of awareness and cannot be brought to awareness by an ordinary effort of will,

and yet

these feelings, thoughts and desires serve as major sources of motivation and determinants of behaviour.





The Inner Theatre (McDougall, 1985)

People often replay old relational dramas in new organisational settings.

Internal cast

We carry internalised figures, voices and emotional memories that shape how we see ourselves and others.

Enduring scripts

Early experiences become relational scripts on approval, authority, closeness and threat.

Triggered roles

Current situations activate old roles and expectations, often outside awareness.



Further reading: McDougall. [Prologue from the Theaters of the Mind](#) Academy for the Psychoanalytic Arts.



Attachment theory (Bowlby)

Helps explain why the past becomes present in the room

- Early attachment experiences influence trust, dependency, autonomy and closeness.
- Under pressure, old patterns can be reactivated in current relationships (work & home).
- The coach listens for how participants seek safety, recognition, authority, distance or belonging.
- New relational experiences can create new emotional pathways!

Further reading: [Attachment theory](#)





Determine your attachment style

A. I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, others want me to be more intimate than I feel comfortable being.

B. I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't worry about being abandoned or about someone getting too close to me.

C. I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away.





Determine your attachment style

A. I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, others want me to be more intimate than I feel comfortable being. **AVOIDANT**

B. I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't worry about being abandoned or about someone getting too close to me. **SECURE**

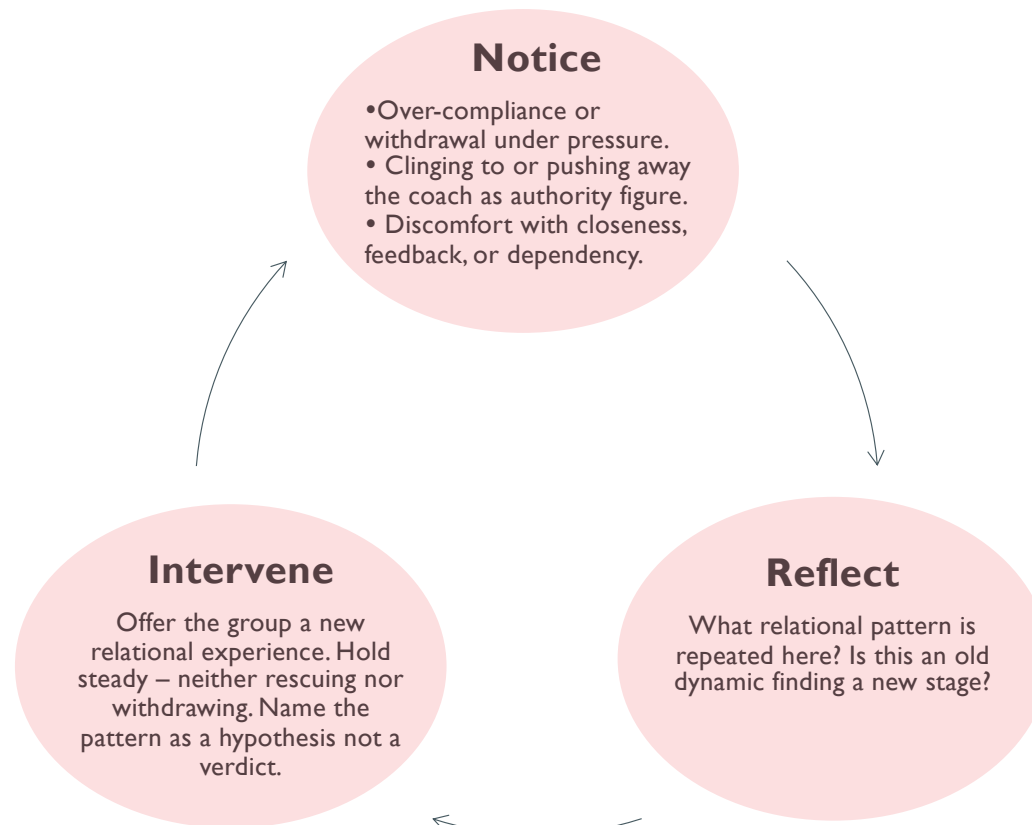
C. I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away. **ANXIOUS**





Coach application: Address emotional and relational dynamics

Listen for how participants seek safety, recognition, authority, distance, or belonging and what those needs activate in the group.



IN THE COACHING ROOM...

SECURE

Engages openly, tolerates challenge and closeness, supports others' risk-taking.

AVOIDANT

Stays intellectual, resists dependency, keeps emotional distance from the group.

ANXIOUS

Seeks reassurance, fears exclusion, may over-share or pursue the coach's approval.



Defense Mechanisms (Freud / Vaillant)

- Defences are a normal part of human functioning. They are not pathology.
- They protect us from anxiety, shame, threat or psychic pain.
- They appear most strongly under pressure or feedback.

In coaching work, the coach looks beneath the visible behaviour to ask:

- ❖ What is this behaviour *protecting*?
- ❖ What *anxiety* might be present in the room?





Primitive Defenses

Protecting the self at the cost of reality, relationships, or growth.

Denial



Refusing or minimising what is emotionally difficult to acknowledge.

Repression



Pushing threatening feelings, memories, or wishes out of conscious awareness.

Acting out



Impulsively expressing unconscious desires or conflicts through actions.

Projection



Attributing one's feelings or impulses to another person, experiencing them as coming from outside rather than within.

Splitting



Dividing people or situations into all-good or all-bad, eliminating ambivalence and complexity to reduce anxiety.

Notice the *function* of the defence, not only the behaviour. Ask what is this *protecting against* and what *anxiety* is alive in the person/room right now?



Mature Defenses

Acknowledge difficulty while managing it constructively, protecting the self without losing contact with reality or others.

ADAPTIVENESS →

Displacement



Redirecting emotion from a threatening target to a safer one.

Rationalisation



Creating plausible explanations that avoid the more painful emotional truth.

Intellectualisation



Staying in ideas to avoid feelings, vulnerability or uncertainty.

Humour



Using wit and irony to acknowledge difficulty without being overwhelmed by it. Holding painful truth lightly.

Sublimation



Redirecting unacceptable impulses into socially valued activities such as art, sport, leadership, or work.

Altruism



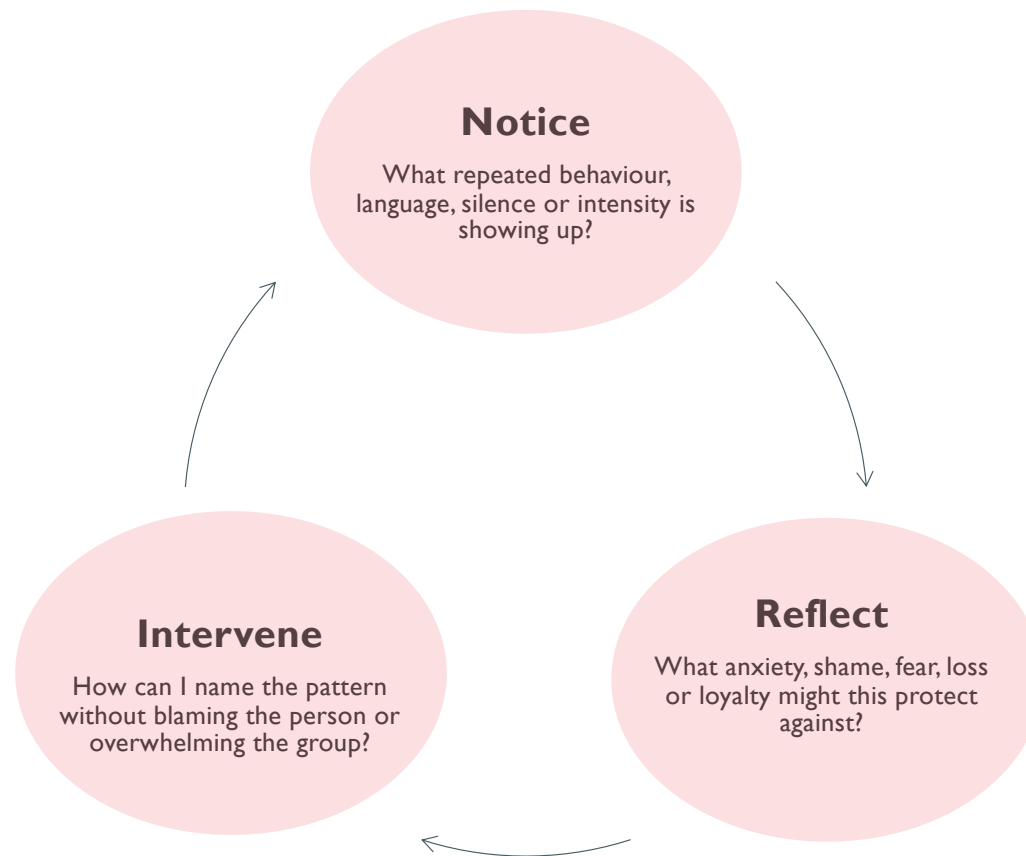
Turning personal conflict or need into care for others. Finding meaning and relief through service.

Mature defences are not the absence of defence; they are its most sophisticated form. The coach recognises and reinforces them as assets, while staying curious about what they may still be protecting against.



Coach application: From defense to pattern

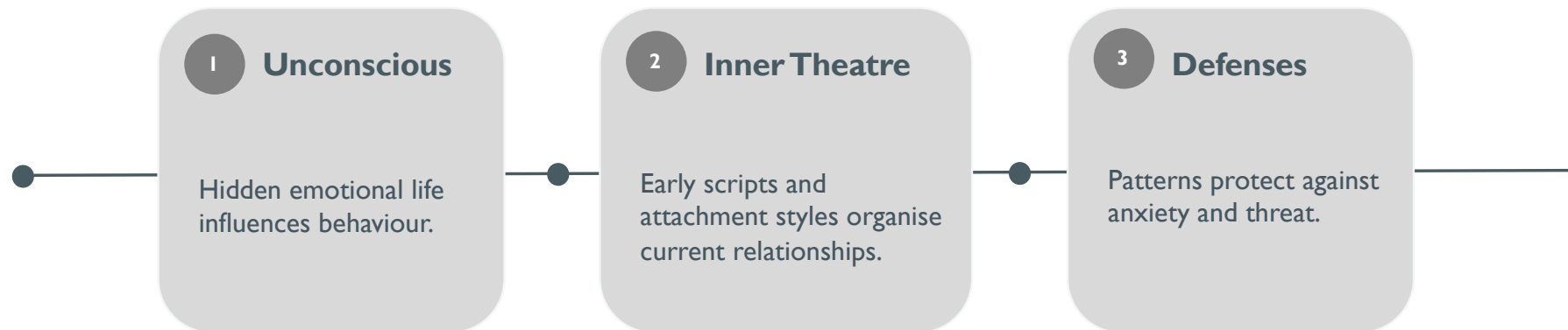
Name patterns, not people





The inner system so far

The afternoon moves from understanding patterns to working with personal change.





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Lunchbreak

Back at 13:00 CET



MODULE 1 DAY 1

Immunity to Change / Competing Commitments

The afternoon moves from understanding patterns to working with personal change.

Contain

Explore

Experience

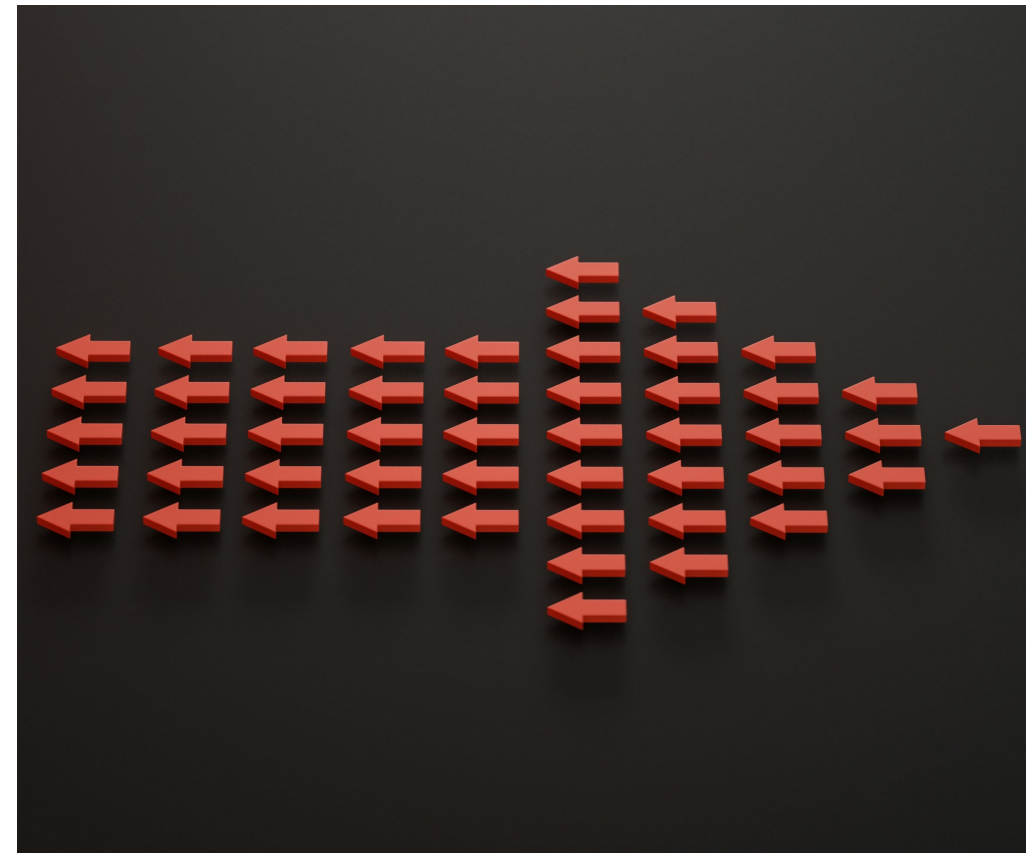
Reflect-Integrate

Commit



Immunity to Change

- We operate under **assumptions** shaped by our personal history.
- Some of these assumptions are so **fundamental** that it can be hard to separate them from facts.
- These assumptions create **competing commitments** that can conflict with a genuine desire to change.
- While you may consciously and even outwardly agree to change, you may also have a **strong internal mechanism** not to do so.



Additional reading: 'The Real Reason People Won't Change'. Kegan and Lahey, HBR 2001

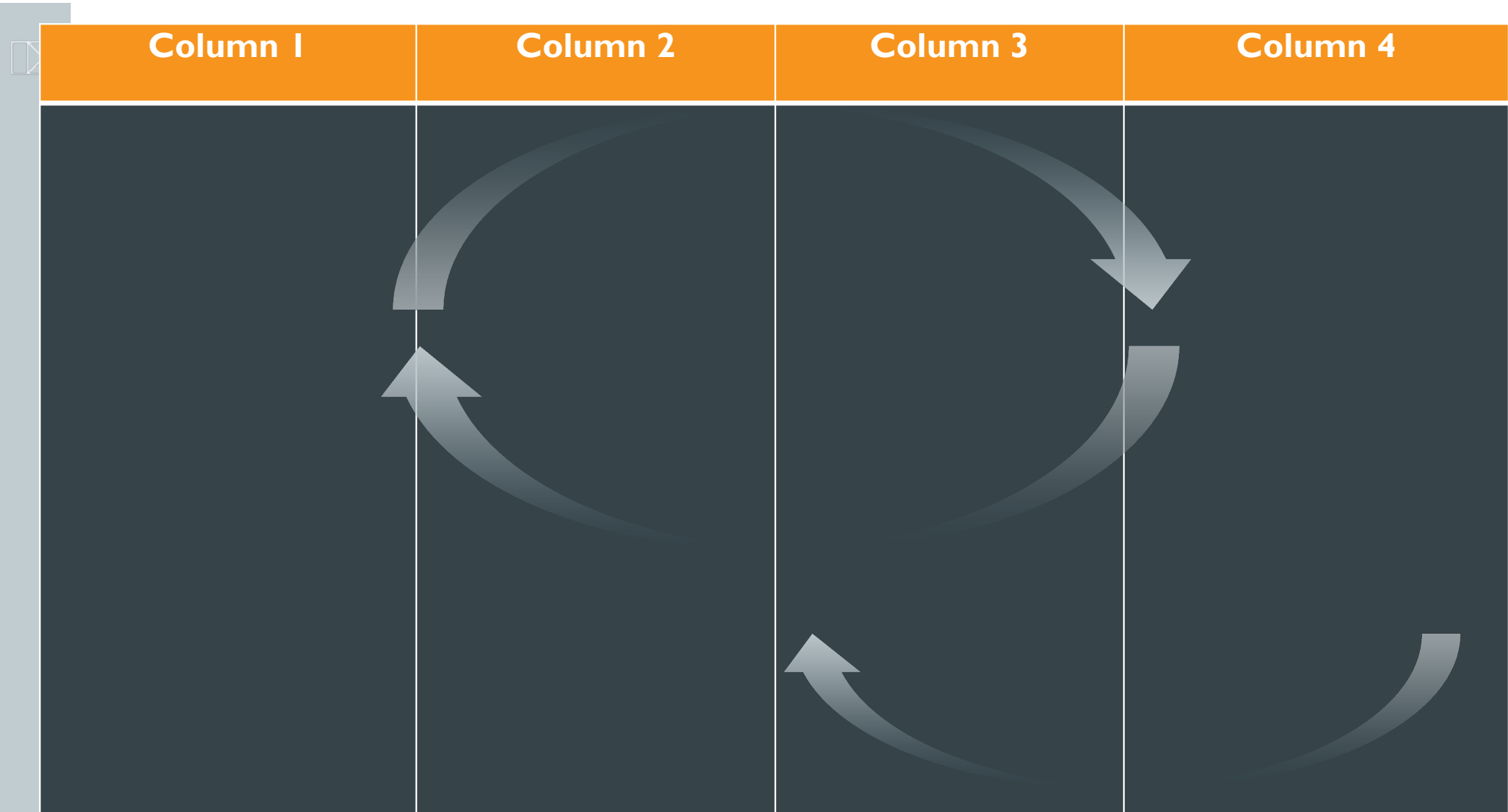


Why is change so difficult?



*"Nope, no New Year's resolutions for me this year—
I'm still working on a backlog dating from '87."*







Column I :Your individual change ambition

- How would you formulate your own **individual** and **personal** change development ambition, given your leadership role?



Column I – Stated Commitment

Select one goal for improvement according to the following criteria:

- ✓ It must be true for you
- ✓ It implicates you
- ✓ There is room for improvement
- ✓ It is important for you (scale 0-10)



This will act as an **Accelerator** if you get it right



Stated Commitment	1 Doing / Not Doing	2 Hidden Competing Commitments	3 Big Assumptions
John ...high quality communication with my colleagues.			
Helen ...the new initiative.			
Tom ...hearing from my subordinates and maximizing the flow of information into my office.			

4





Column 2 - Doing / Not Doing (Reality)

- Concrete behavior that works against the goal
- Clear how it/they undermine or work against the goal / commitment of column 1
- It is not about why or what you should do about it, just the behaviors and the not-behaviors
- These represent your current reality

Source: Kegan, R., Lahey, L. *Immunity to change*. (2009).



Stated Commitment	1 Doing / Not Doing	2 Hidden Competing Commitments	3 Big Assumptions
John ...high quality communication with my colleagues.	Sometimes I use sarcastic humor to get my point across.		
Helen ...the new initiative.	I don't push for top performance from my team members or from myself.		
Tom ...hearing from my subordinates and maximizing the flow of information into my office.	I don't ask questions or ask to be kept in the loop on sensitive or delicate matters.		

4



Column 3 – Step 1 The Worry Box

- Imagine you are forced to live the opposite of Column 2 for 1 month: how would you feel?
 - This is about your guts not your head - below the neck exercise
 - What are the feelings that bubble up, be specific
 - They will not feel good!
 - Some might concern yourself and others may concern the reaction of others towards you



Column 3 – Step 2 Hidden Competing Commitment

- High quality column 3 entries:
 - It's a commitment to protect yourself against the fear or loss in your worry box
 - It's a logical reversal of your fears in the worry box
 - It shows why Column 2 behaviours make all the sense in the world
 - Feels powerful (4 or 5 on a 1-5 scale)

They will act as an implicit **Brake**, if not brought to awareness



Column 3 - Logical reversal of the worry box: examples

Worry Box	I am committed to
I would be vulnerable	I'm committed to always feeling strong
I would feel stupid	I'm committed to always looking smart
I would let people down	I'm committed to not disappointing anyone
I would fail	I'm committed to succeeding
People would think I'm arrogant	I'm committed to being liked by others
No one would appreciate me	I'm committed to being admired by others



Column 4: Big Assumptions

High quality entries:

- An if/then statement that makes the Column 3 statement absolutely necessary
- There is a big-time-bad conclusion
- Feels real (a 4 or 5 on a 1-5 scale)

Source: Kegan, R., Lahey, L. *Immunity to change*. (2009).



Column 4 – Big Assumption

I assume that if X, then BIG BAD OUTCOME

How to find the X: make the inverse of Column 3

- Is there a link between your competing commitments?
- Does one competing commitment stand out?

How to find the BIG BAD OUTCOME?

- 1) A piece of you that you risk losing if you do X
- 2) A consequence concerning others if you do X



Big Assumptions Examples

- IF I become organized, then I will lose my free and creative spirit
- IF I am not seen as tough and in control, then others would discount me
- IF I show myself for who I am, then I will be rejected

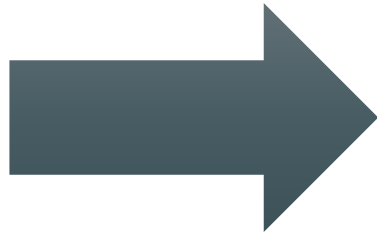


Stated Commitment 1	Doing / Not Doing 2	Hidden Competing Commitments 3	Big Assumptions 4
John ...high quality communication with my colleagues.	Sometimes I use sarcastic humor to get my point across.	I am committed to maintaining a distance from my white colleagues.	I will lose my authentic connection to my racial group if I get too integrated.
Helen ...the new initiative.	I don't push for top performance from my team members or from myself.	I am committed to not upsetting my relationship with my boss by leaving the mentee role.	My boss will stop supporting me if I move towards becoming his peer. I don't have what it takes...
Tom ...hearing from my subordinates and maximizing the flow of information into my office.	I don't ask questions or ask to be kept in the loop on sensitive or delicate matters.	I am committed to not learning about things I can't do anything about.	As a leader I should be able to address all problems. I will be seen as incompetent if I don't.



Big Assumptions Examples

- IF I become organized, **then** I will lose my free and creative spirit
- IF I am not seen as tough and in control, **then** others would discount me
- IF I show myself for who I am, **then** I will be rejected



Something that may have been true and crucial during a certain situation or period, that we have
over-generalized
in all other aspects of our life...

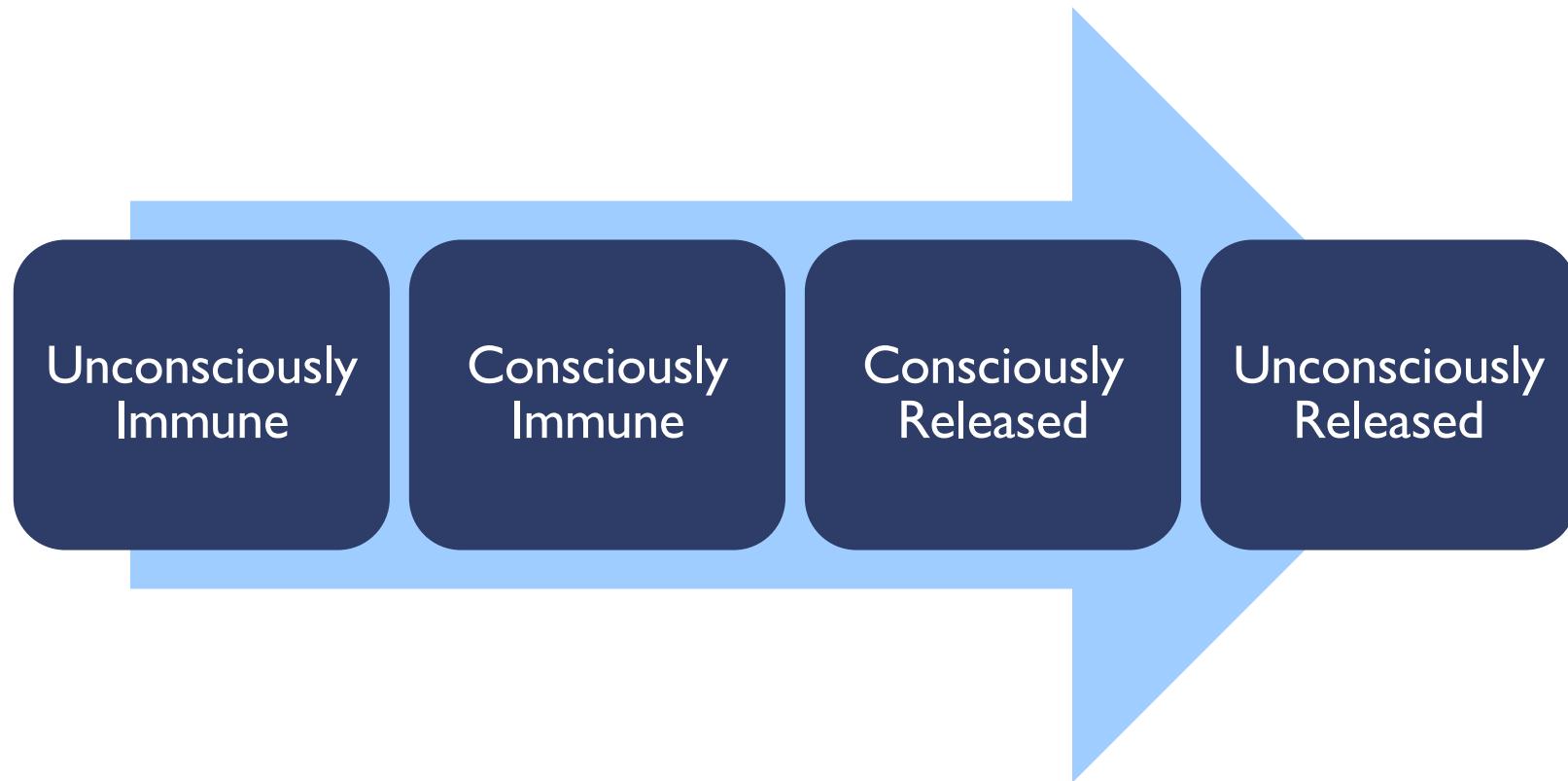


However, Knowing is not enough!





Hidden Competing Commitments

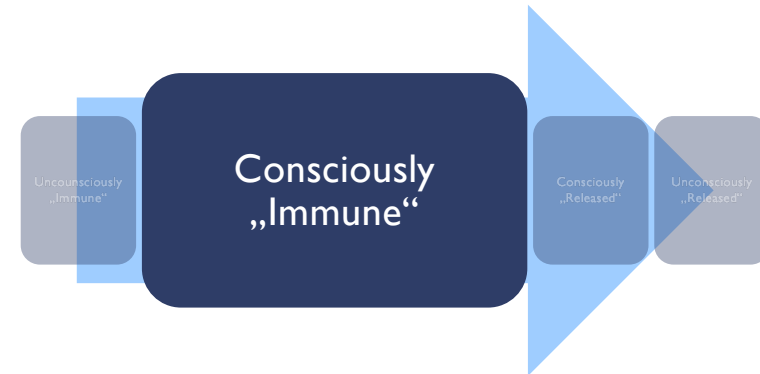


Source: Kegan, R., Lahey, L. *Immunity to change*. (2009).



Hidden Competing Commitments

Follow up work to overturning your
“immune system”



Step 1: Observe the big assumption in action.

Step 2: Stay alert to natural challenges & counters to the big assumption.

Step 3: Write the biography of your big assumption.

Step 4: Design a first test of your big assumption.

Step 5: Examine the results of your first test.

Step 6: Develop / run / evaluate further tests.

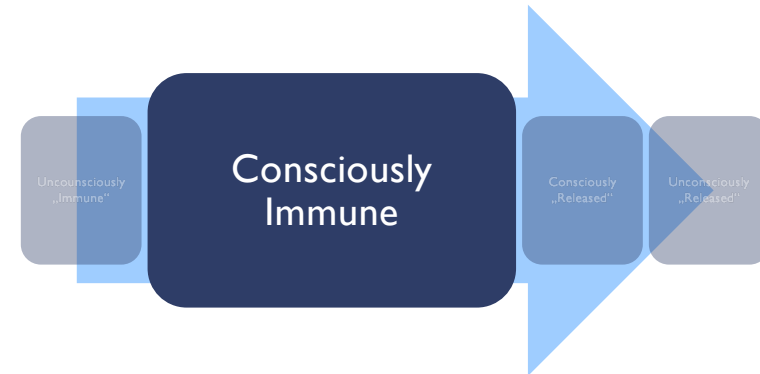
Source: Kegan, R., Lahey, L. *Immunity to change*. (2009).



Designing a Test

Follow up work to overturning your immune system

- Step 1: My big assumption says
- Step 2. So I will (change my behavior this way).....
- Step 3. And collect the following data.....
- Step 4: In order to find out whether



Source: Kegan, R., Lahey, L. *Immunity to change*. (2009).

MODULE 1 DAY 1

From inner world to relational field

After mapping the inner system, we now examine how patterns are enacted with others and how the coach uses self as the primary instrument.

Contain

Explore

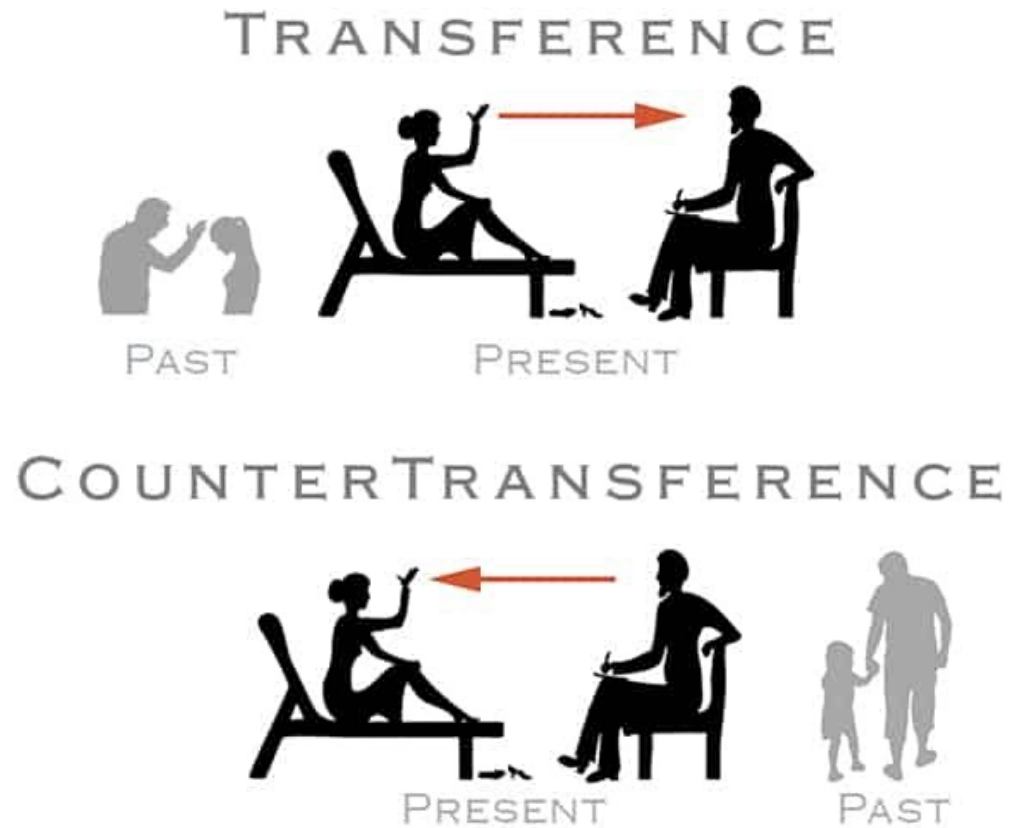
Experience

Reflect-Integrate

Commit



The Relational Field





Transference

Past relational patterns, originally formed with significant figures in childhood, are *unconsciously replayed* in current relationships, especially with authority, evaluation, or closeness.

Detecting it in the room

1. Disproportionate reaction

Unusually strong positive or negative feelings toward someone, intensity that exceeds the situation.

2. Withdrawal or disengagement

Boredom, apathy, sleepiness, forgetfulness, signs of a self protecting against anxiety.

3. Breaking personal rules

Deviating from usual professional or relational routines without a clear reason.





Counter-transference

The emotional reactions stirred in the coach by the client's material, *induced* through the client's unconscious projections. Not noise to suppress, but *data to use*.

Two types of response

AVOID

Neurotic

The coach acts out unconsciously (rescuing, withdrawing, over-advicing) without awareness.

AIM FOR

Syntonetic

The coach notices the reaction, holds it, and uses it as a signal about what the client is enacting.

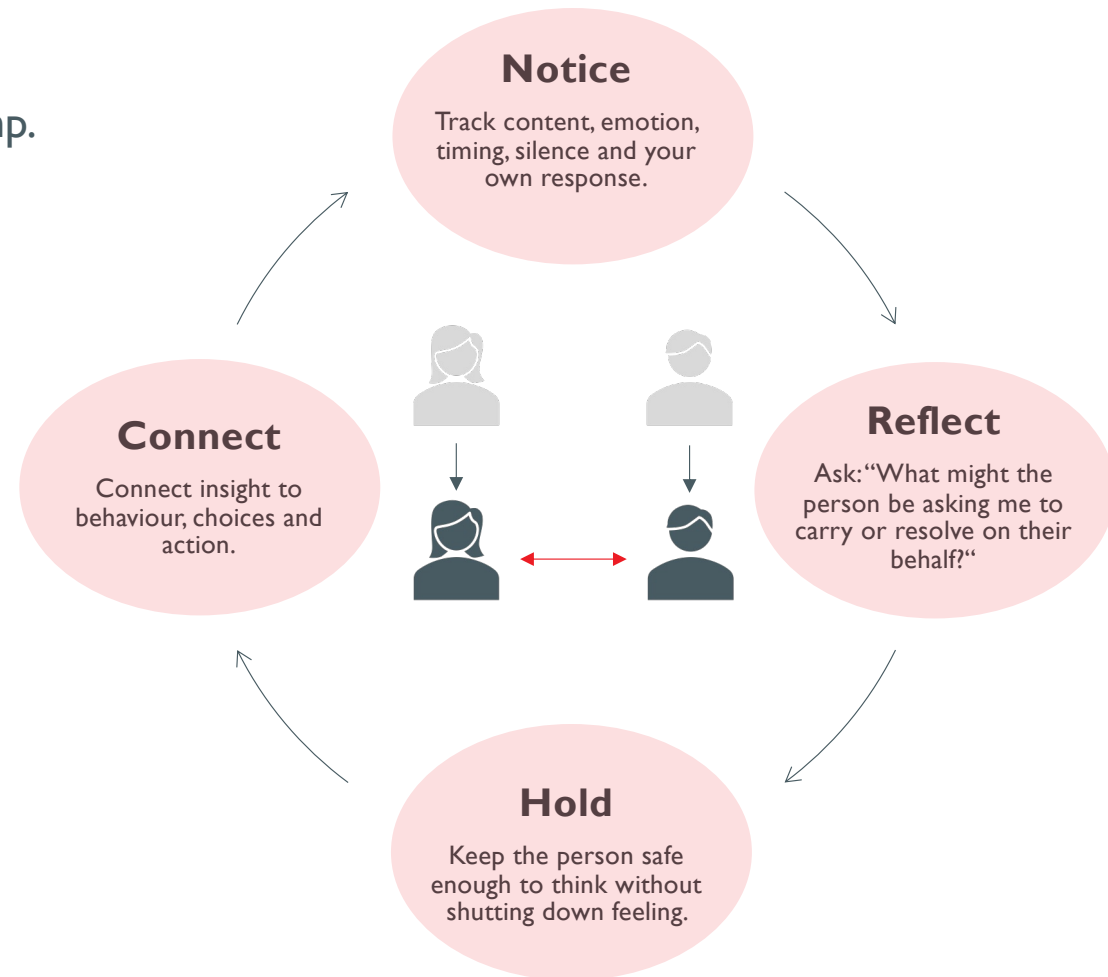


"This feels like a real breakthrough, Dr. Perlman."



Coach application: Understand and address emotional dynamics in a coaching relationship

The coach is the container, not the dump.



MODULE 1 DAY 1

Preparing for Day 2 Self as Instrument

Preparations for Day 2, which uses feedback and narrative in a live group coaching experience.

Contain

Explore

Experience

Reflect-Integrate

Commit



SELF AS INSTRUMENT

Self as instrument (Burke, 1982)

The most effective coaches are aware of the problems they are dealing with. They can distinguish feelings **triggered by the client** from those **triggered by their own inner world**.



SELF AWARENESS

- Recognise your own feelings
- Tolerate ambiguity
- Conceptualise



RELATIONAL PRESENCE

- Listen and empathise
- Support & nurture
- Confront difficult issue
- Influence



PURPOSEFUL ACTION

- Focus on a mission
- Mobilise energy
- Create learning opportunities
- Maintain sense of humour

Burke, W. (1982). Organization development: Principles and practices. Boston, MA: Little, Brown.



360 feedback: Mirror, not verdict

A mirror to help surface patterns otherwise enacted without awareness.

1. *Development*, not evaluation.
2. Input from multiple perspectives; *not a single truth* but a set of perceptions.
3. Feedback reflects how others experience you; look for *consistent themes*.
4. *Emotional reactions are normal*: surprise, defensiveness, validation, shame or relief.
5. *Practise curiosity* over judgement.





The Inner Theatre Inventory (ITI™)

22 Dimensions

- 1 ranking question
- 360°/720° (3-7 observers)
 - superior
 - colleagues
 - spouse/significant other
 - family
 - friends
- Not anonymised
- Language: English, French & Russian

22 Life Anchors

- | | |
|--------------------------|------------------------|
| • Achievement | • Money |
| • Aesthetics | • Order |
| • Affiliation/attachment | • Power |
| • Autonomy/independence | • Pride |
| • Care | • Recognition |
| • Exploration/learning | • Revenge |
| • Food/eating | • Security |
| • Health/well-being | • Sensuality/sexuality |
| • Honour/integrity | • Spirituality |
| • Lifestyle quality | • Status/rank |
| • Meaning | • Voice |



PREPARING FOR MODULE 2

The ITI Report

Your top ten life anchors

1. Achievement
2. Money
3. Recognition
4. Meaning
5. Care
6. Lifestyle/quality
7. Status/rank
8. Pride
9. Affiliation
10. Spirituality





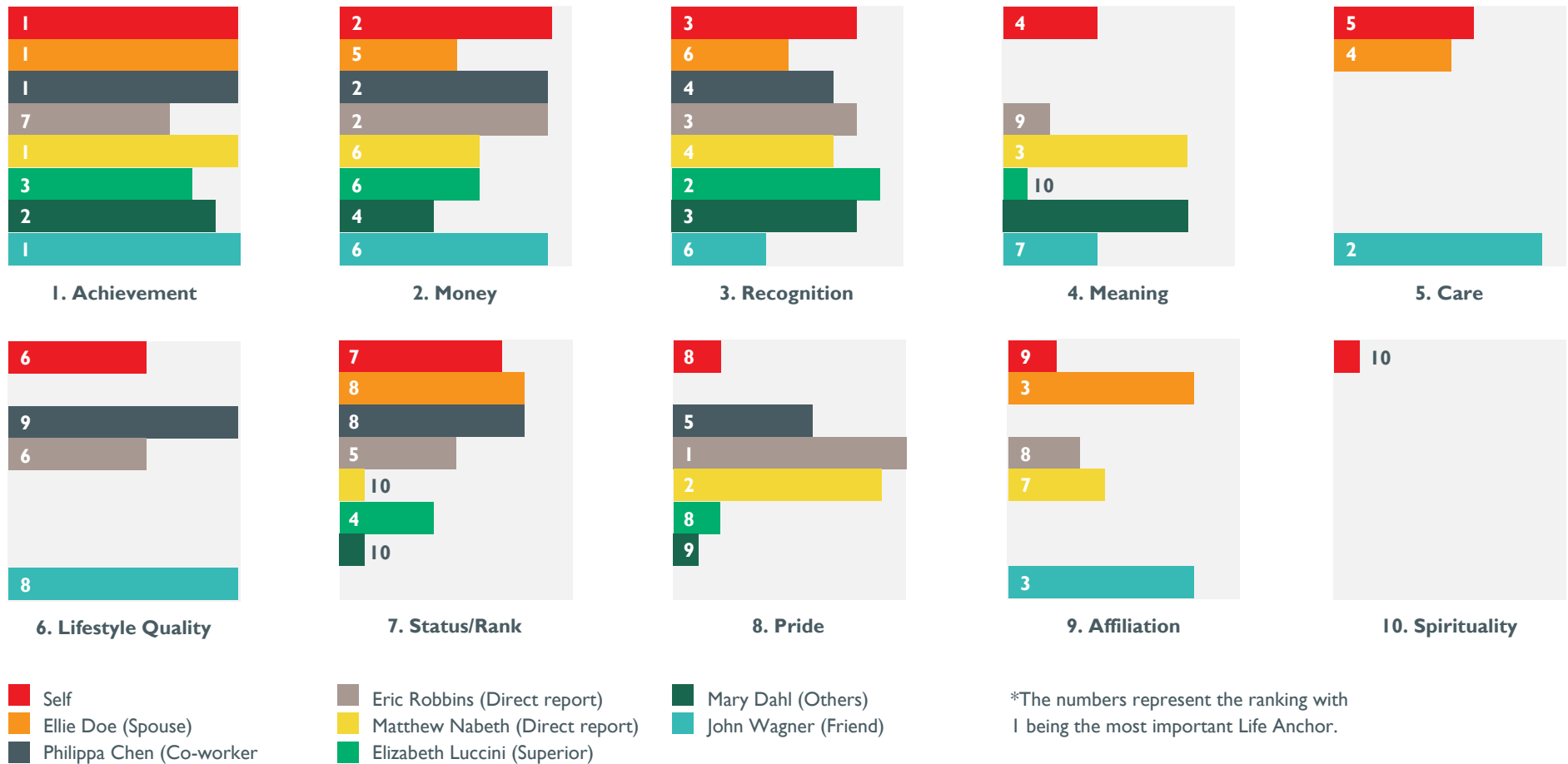
Overview of all life anchors

	Self	Spouse/Partner	Co-worker	Direct report	Direct report	Superior	Others	Friend
Achievement	1	1	1	7	1	3	2	1
Aesthetics				10				10
Affiliation	9	3		8	7			3
Autonomy/Independence		10	6			5	7	9
Care	5	4						2
Exploration/Learning			10					
Food/Eating								
Health/Well-being								
Honour/Integrity		2			8		5	
Lifestyle Quality	6		9	6				8
Meaning	4			9	9	10		7
Money	2	5	2	2	6	6	4	6
Order						7	6	
Power		9	3	4	4	1	8	4
Pride	8		5	1	2	8	9	
Recognition	3	6	4	3	4	2	3	5
Revenge								
Security		7						
Sensuality/Sexuality								
Spirituality	10							
Status/Rank	7	8	8	5	10	4	10	
Voice			7		9	9	1	

*The numbers represent the ranking with 1 being the most important Life Anchor



Top 10 Life Anchors, compared to observers' ratings

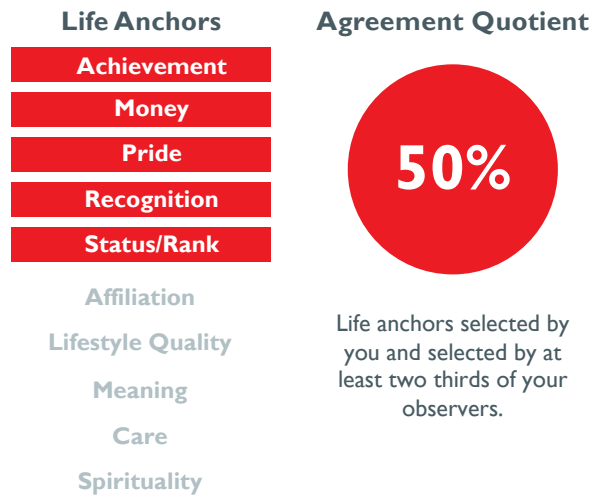




Degree of alignment

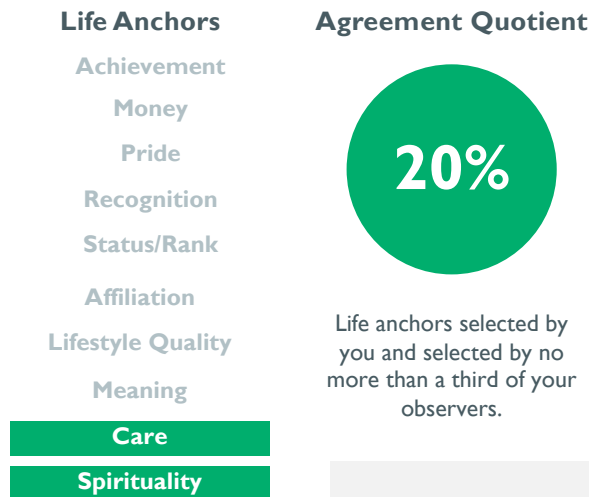
Agreement Quotient

The Agreement Quotient shows as a percentage, the number of Life Anchors on the participants Top 10 list which were also selected by a majority of your observers.



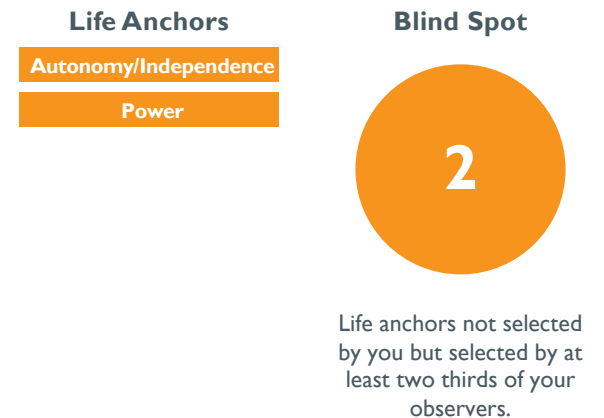
Secret Garden Quotient

The Secret Garden Quotient shows as a percentage, the number of Life Anchors or qualities which were selected by a minority of your observers.



Blind Spots(s)

Blind Spot(s) shows the Life Anchors which were selected by a majority of your observers but not by the participant.



Observer Comments

1. What is the first life anchor that comes to mind when you think of this person?
2. What qualities of character do you like most about this person?
3. Are any of the person's qualities of character getting in the way of living a satisfactory professional and/or personal life?



Two tasks to bring into the group coaching day.

01 Read your ITI Report

Look for *themes, tensions, and surprises*, extremes, gaps between self and observers, and recurring interpersonal patterns. Don't interpret; notice.

02 Your Learning Edge

Arrive with one honest question: "*What do I want this group to help me understand about myself?*"