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Experiential

Concept

Coaching

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www.experientielle-beratung.de

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Experiential

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Our understanding of....

Experiential

Making reference to one's bodily sensing and feeling (felt sense) and letting words come out of it. Experiential method: a method to apply concepts and methods by relating to the ongoing bodily felt experiencing

Concept

words and symbols, which are used to express the implicit meaning of social roles, products, ideas... so that it can be understood and carried forward

Coaching

Counseling individuals and workgroups in their process of professional development. Unfolding their original, often implicit concepts.

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The creation of new concepts as basic process in ECC

There is a challenge in every kind of counseling to encourage and develop the client's unique, innovative concepts of living, creating, working...

In Experiential Concept Coaching we give special attention to furthering this basic process of shaping new and innovative ideas

We are doing this by working on three process levels:

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The three levels of ECC

process of concept formation (TAE)

psychological processes

communicative processes

1. process of concept formation (TAE)

Thinking at the Edge

- o was developed by Gene Gendlin originally in a course called „Theory Construction“ and elaborated further by Mary Gendlin-Hendricks and colleagues
- o is an experiential method
- o aims at unfolding one's own original concepts
- o provides 14 systematical steps to help articulate one's implicit knowing in a certain area of knowledge
- o supports theory building and the formation of congruent and consistent conceptual design

1. process of concept formation (TAE)

The 14 steps are clustered in 3 phases of concept formation

- (1) When there is an idea or an impulse for which can't be yet expressed appropriately:
Experiential exercises, in order to find appropriate words and, with these develop sentences or phrases, which symbolize and protect what is new
- (2) When distinct parts of the conceptual design can be expressed, but it is not clear how they are interconnected:
Collecting and describing cases (facets). Elaborating new details and patterns (Crossing).
- (3) When a congruent and logically consistent conceptual design is needed:
Relating distinct parts by constructing logical relations between them. By doing that a conceptual design which is logically comprehensible is developed.

2. psychological processes

The inner process of creativity

During the process of concept formation (TAE) there may psychological processes interfere, typical for each phase of concept formation and for the coachee.

Interfering Processes

- o Structure-bound experiencing and thinking
- o Inner critic
- o Inappropriate balancing of inner distance to the issue
- o Recurring negative feelings
- o Feeling discouraged, lack of confidence to be able to create new things
- o Not being aware of what happens within oneself when one has to cope with critical phases in the process of concept formation

In ECC we work systematically through these processes. By doing this the characteristics of one's own reactions can become aware and subject to self-leadership

2. psychological processes

Competencies for supporting the inner process of developing something new

Supporting helpful attitudes and applying focusing-interventions:

- o Letting a felt-sense form and referring to it during the process
- o Letting unfold what comes up without inner evaluation
- o Making space for something new to appear
- o Protecting the process from inner critic
- o Developing one's own ideas in a friendly way:
what can I do in order to feel alright and joyful with the process?

Applying concepts from counseling and therapy:

- o Reflecting the process in its typical structure-bound aspects
- o Handling of recurring negative feelings (Greenberg)
- o Supporting self-efficacy (Bandura)
- o Improving self-leadership-competence

3. communicative processes

Measures to support the communication of new, original concepts

1. Supporting the coachee to cope with reactions in his environment which are destructive and discouraging
2. Establishing an art of conversation encouraging the creation of innovative concepts in teams and organizations

Learning by reflecting one's own experiences:

- o Exploring of one's own attitudes in communicating:
how do I react if someone has got new ideas?
 - what is my typical reaction so far?
 - which reaction would be helpful?
- o Which experiences have I made?
 - how did others react, when I brought in new ideas?
 - which reaction was helpful?

3. communicative processes

Rules and attitudes for encouraging communication of innovation in teams and organizations:

Experiential crossing of Focusing-attitudes with the following concepts:

- o Rogers: counseling attitudes: empathy, acceptance, congruence
- o Bohm: dialogue-rules

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Applications

1. Workshops

- o Innovative thinking with TAE for coaches and counselors
- o Developing visions for one's professional life
- o Experiential concept/theory building for students and teachers

2. Individual Coaching Processes

- o for example role clarification: developing one's individual role as freelancer

3. Coaching Processes for Teams

- o Developing innovations within a team

4. Advanced Training „Experiential Concept Coaching“

applying experiential concept coaching in counseling and coaching

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Actual offers

- Workshops for persons working on professional issues for unfolding their own, original ideas
- Workshops for institutions to develop a culture of welcoming innovative ideas
- TAE-based Coaching for individuals, also web-based (Skype etc.)
- Training for coaches in ECC, starting 2011 (see training program)

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Heinke Deloch

www.experientielle-beratung.de

- Focusing- and TAE-trainer, person-centered counselor, university teacher, originally in philosophy
- working with private clients, giving courses at universities and for organizations working in the field of social counselling and social management
- main themes: individual orientation, creation and communication
- Since 2007: elaboration of TAE as a coaching-method for professional orientation, role clarification and development of business-ideas (coaching of freelancers and students); elaboration of TAE as a method for creative thinking and concept-formation (university courses: using TAE as tool for writing term papers and master theses)

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- Clinical and Organizational Psychologist, director of the STZ Institute of Applied Psychology at the University of Applied Sciences – Public Management Kehl/Germany
- Focusing Trainer and certifying Co-ordinator at the Focusing Institute New York, director of the Focusing Zentrum Karlsruhe / Gengenbach
- Certifying Trainer for Coaching, Supervision, Client-centered Counseling
- Since 2004 applying TAE in various fields (University, Training, Innovative Concept Development, Coaching)