

The Role of the Coach

– The Use of Role Training to Develop Others

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Psychodrama Association Board of Examiners for certification as a Role Trainer

This thesis has been completed in partial fulfilment of the requirements toward certification as a practitioner by the Board of Examiners of the Australian and New Zealand Psychodrama Association Incorporated. It represents a considerable body of work undertaken with extensive supervision. This knowledge and insight has been gained through hundreds of hours of experience, study and reflection.

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Abstract

This thesis describes a coaching model with underpinning role theory, role analysis and educational theory. The hypothesis is that effective coaching focuses on the emergent progressive roles before addressing developmental areas and results in the learner integrating and sustaining progressive functioning.

A learner often assesses his or her progress inaccurately by using experts in the form of more experienced practitioners as the benchmark. The central idea is that coaching relationships with a primary focus on what is wrong, rather than what is being developed; warm a learner up to inadequacy, inhibiting development of progressive functioning and role repertoire expansion.

This thesis provides a definition of role, a description of role theory to create meaning of the coaching experience, and underpinning theory that supports the model, and specific examples of its application. Ideas have been based on the theoretical framework of the founder of psychodrama, Jacob Moreno, and acknowledge the influence of educational theorists, especially Lev Vygotsky. An explanation of the model and its usage is provided. The thesis is relevant to people within the psychodramatic community as well as people engaged in coaching.

Preface

I started this thesis with both excitement and a little trepidation. The journey I have taken to get myself to this point has been long and yet filled with wonder that I am at the point of putting down on paper what I have learned. I propose that not all styles of coaching are productive. Indeed, some are destructive. Examples from personal experience and anecdotes are presented throughout this thesis. These examples, and insights gained from role reversal with learners, are presented as a means of stimulating thought to assist in clarification about coaching practices. My experience of coaching - both receiving and teaching - has provided me with a rich landscape of both poor and excellent modelling.

Various events in my life have resulted in the development of a range of roles in response to the mirroring that I have received from significant people. Critical events that affected me profoundly resulted in the integration of a range of messages. Aspects of my parents' functioning to manage their own pain and parenting skills contributed to the integration of these messages. Their use of shaming and lack of positive mirroring resulted in the development of 'coping behaviours' used when learning or interacting with others.

To survive the conflict and intense shame that I felt at times, I learned to cut off many of my feelings. In my efforts to get approval in response to messages given by my father and other significant adults around me, I learned to intellectualise as I kept trying to guess what people wanted. When I received mixed messages as I sought approval, I often felt extreme anxiety. I integrated the message "you got it wrong again and if you've got it wrong, you're not acceptable – there's something wrong with you".

Later, events at school where peers deliberately isolated me. , Developed a sense of bewilderment and injustice. I didn't know what I did wrong and nothing could make it right. A teacher contributed to this when he abused the trust between us by revealing confidential and personal information about me, in a public forum, as a means of putting me down. He maximised my shame and presented me as being not worthy. I had grown up with my father quoting "children should be seen and not heard" and "children should not talk back to people in authority". So although I felt privately outraged that this teacher had chosen to shame me, I did not have an adequate response. These events, and others, further contributed to my inner conviction that people could not be trusted and I was not good enough.

I entered psychodrama training in 1987 as an eager and naïve participant. I discovered a place that felt right. I often described it as an island of safety in a punishing and judgmental world. Even though my peers in my early years found me frustrating, intellectualising and highly defended, we struggled together. Although judgmental behaviours among my fellow travellers were, and still are, present, I believe we are all motivated to create an environment where individuals are able to flourish and grow. I wish to acknowledge them and others who are part of this journey toward openness, trust and engagement.

A later event, when I was coached by a manager with an overdeveloped role of Nit-picking Judgmental Quality Assurer, provided me with modelling of how not to coach. Her mirroring highlighted aspects of my own role development. I left her employment with a belief that there must be a better way to coach. I certainly had experienced more enlivening processes within psychodrama. It is from this belief, as well as my experimentation, that I developed a process that I wish to share. I recognise the fact that my approach and beliefs are based on work that has developed over a period of several years. I have refined the process and integrated theory to the extent that I find myself saying it is easy. I acknowledge that although the processes are simple, the theory and principles behind the practice, in truth, is complex.

I want to thank three people from the ANZPA Psychodrama Conference in Brisbane in 1984 that unwittingly helped me start this thesis. Two - Francis Batten and Robert Crawford - were participants in a workshop on Role Training, searching for a way to use the method in non-therapeutic contexts and acknowledging that their thinking was as therapists. Using role training in the workplace required new ways of thinking and it was proving a challenge to them at that point in time. I was sitting quietly in the group thinking, "but it's so easy!" It gave me a sense of my ability that I did not know I had until that time; I started to be less of a beginner and more of a colleague.

Also, during lunchtime at conference, I was talking to someone about the way I work with student teachers. She expressed her interest, and as she did this I started thinking, "this is my thesis." Up to this point, I had not considered that I had anything that could contribute any value to anyone. Engagement in the journey of writing has also given me a greater insight into how much I have integrated. In attempting to describe what I do, I keep on thinking how simple it is! Yet the process of attempting to provide a simple explanation of all of the theory and my experiences has shown me it is not.

I want to also thank those who shaped my thinking, skills and knowledge. They include Jacob Moreno, Max Clayton, Dale Herron, Evan Sherrard, and Tom Wilson. I thank, in particular, my Primary Trainer and Supervisor for many years, Don Reekie. His gentle guidance and loving heart rekindled my interest and enjoyment of the writing process. I also want to acknowledge Gwen Reekie for encouraging me and providing words of wisdom about writing that I have taken to heart. Without their support, I would be a very different person. Vivienne Thomson became my primary trainer - her coaching and modelling assisted me to take up my own authority as a writer.

Acknowledgement is also given to the influence of Humanistic Theorists who believe in valuing the learner, no matter what age they are, and treating them as thinking and feeling individuals. These individuals are capable of taking charge of their own learning and therefore, when empowered to do so, will make creative choices.

I could not go on without acknowledging my Peer Group, especially those loving souls who have assisted me by reading and critiquing my thesis, as they assisted in the development of this document. We have all learned processes to become effective learners. We have also strengthened our roles of the Loving Heart, Self-Lovers, Observer Participants, Wise Guide and Courageous Learners/Explorers, Truth Speakers and Authoritative Directors/Producers.

People I particularly want to acknowledge from my Peer and Supervision Groups are: Bernard Pederson, Michelle Cooney, Marlyn Robson, Jazelle Alderdice, Raywyn Brinsden, Liz Farrands, Marian Hammond, Kath Horwood, Fay Lilian, Chris Mourant, Colin Wrennall, Wendy Jury, Ian Lambie, Karen McLaughlan and Fiona Boddy. Phil Carter as a thesis coach and last but not least my thanks go to Jane Goessi, Margi Keyes and Shelly Pathak for their assistance as editors.

Introduction

The thesis is designed to take you through the underpinning theory from which a model of coaching practice has been developed. Also included are descriptions of applications of the theory in practice in two settings i.e. in a non-therapeutic environment, and in an organisational setting. Implications for coaches and learners are provided along with a glossary of terms and a diagram of a choice map relating to the coaching model.

Underpinning Theory

This section introduces the theory underpinning role training as I have applied it to coaching. I start with the presentation of Jacob and Zerka Moreno's explanation of Role Theory. Role analysis is then discussed in relationship to coaching. From there, I present ideas I adapted from Lev Vygotsky and the model I created to illustrate my thinking when working with students. Lastly, I've included concepts from a recently read book that fits exactly into what I am working with and developing within myself.

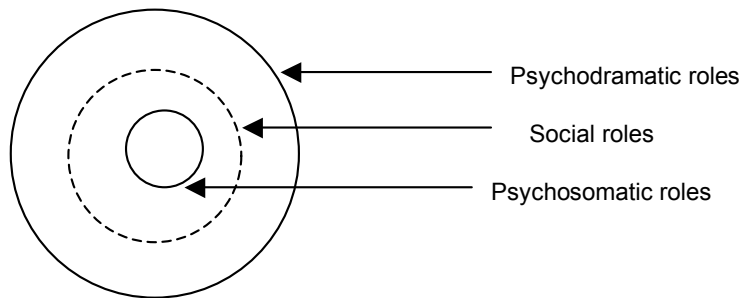
Role Theory

The Greek theatre provided inspiration for Jacob Moreno, the father of psychodrama. He saw the world as a large stage. Moreno writes that drama is transliteration of the Greek word 'spaua,' which means 'action or a thing done.' Psychodrama can be defined therefore, as the science, which explores the "truth" by dramatic methods. He points out that the word "role" originally came from an old French word that was derived from the Latin "rotula." "Role" also emerged via theatre, and therefore by origin is not a sociological or psychiatric concept. It came into scientific vocabulary via drama. (Moreno 1946 p iv)

Moreno defines role as the functioning form the individual develops or uses when responding to a specific situation. This is different from the way the word role was used in other scientific areas. He does not see it solely relating to social contexts. He thought that it related to an internal process and is more inclusive, i.e. functioning that consists of thinking, feeling and action that are assumed in a specific moment as a reaction to other people or events. The theory is not limited to social context; it includes psychological, spiritual, and physical contexts. (Moreno 1946 pp iv -v)

Jacob Moreno believed that role development begins at birth and the first roles to emerge are psychosomatic e.g. Sleeper, which are physiological. Psychosomatic roles begin to

cluster together to form a physiological self, as do psychological and social roles, thus forming the psychodramatic self and the social self. To make this happen, links must develop between the social, psychological and the physiological. Moreno calls these role clusters. The development of these clusters is not necessarily balanced. In fact, imbalances will produce developmental delays or disturbances of the self. (Moreno 1946 pp iv-v)



See Moreno Psychodrama First Volume, p 77.

“It portrays the three types of role, the precursors of the ego. The psychosomatic roles are in the innermost circle. The next two concentric circles represent the social and psychodramatic roles, with a dotted line to separate them (indicating that they are less intensively developed than the psychodramatic roles). In terms of development, the psychosomatic roles (the role of the Eater, Eliminator, Sleeper, etc.) emerge first. The psychodramatic and social roles develop later, the domain of the psychodramatic roles being far more extensive and dominating than the domain of social roles. After the breach between fantasy and reality is established, the division between psychodramatic and social roles, which have been up to that point merged, begins gradually to become differentiated. The roles of the Mother, Son, Daughter, Teacher, etc. are called social roles and are set aside from the personification of imagined things, both real and unreal. The latter are called psychodramatic roles.”

To think of aspects of roles as a collection of fragmented parts is not helpful. When naming psychodramatic roles, one must be careful to make sure descriptions properly convey the whole of the person’s functioning and are inclusive of their thinking, feeling and actions, otherwise the observer may be naming role aspects rather than a full role.

Use of role in psychodramatic terms is different from use of role when talking about 'role play' as used in an educational or training setting. Zerka Moreno believed that in the 1980s, there was an unfortunate connection to a process that was named as 'role-play'. She felt that the abstract process did not reflect the inherent function of a person, that 'role play' was a mask. She thought that it was something dishonest and therefore a misuse and misunderstanding of what the concept of role is in therapy. The language within the psychodrama world has used the terms inconsistently and therefore I have provided a glossary to assist with the way I use the terms.

Zerka points out that,

"In psychodramatic terms, the role is a final crystallisation of all the situations in a special area of operations through which the individual passes in interaction with others who play complementary roles. A role does not take place in total isolation from the environment or from significant others. It is thought of as functional or dysfunctional behaviour. The role can be defined as the actual and tangible from which the self takes. Self, ego, personality, character, and so forth, are cluster effects, not roles in themselves. The role is a fusion of private and collective elements." (Moreno 1987)

That is, a formed role is the coming together of all the situations the individual experiences, including interaction with others, that are complementary. Role development does not occur in isolation but is within a context that consists of environment and people. Development is a response that may be functional or dysfunctional, and consists of thinking and feeling resulting in observable behaviour. Zerka Moreno states, "Self, ego, personality, character, and so forth, are cluster effects, not roles in themselves." (Moreno 1987, p 348)

We also develop social roles. These are different from psychodramatic roles and are gradually taken on as children observe others interacting with each other. Examples of these roles are Police Officer, Teacher, Parent, Son, Daughter etc. They are a collective concept agreed to at an unconscious level by society. The expectations of others create a pressure to fulfil certain positions in life although this is not necessarily named but felt, based on expectations and assumptions.

Role Analysis

Max Clayton describes role description thus:

“Role description is the identification of a significant segment of human functioning in a meaningful and enlivening way.”

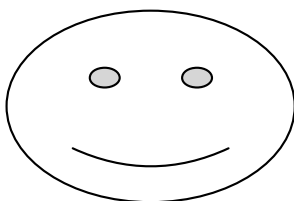
He goes on to define role analysis:

“The consideration of a role system in terms of whether it is achieving its purpose or not and what is required to cause the role system to function adequately. Role analysis focuses at times on the different elements of a single role in terms of their congruence or incongruence with one another and sometimes on the relation between different roles or between one role system and or another.” (Holmes, Karp and Watson 1994 p 123).

As a coach, I find the process of role analysis provides me with a systemic process when assisting learners to learn new behaviours. Assessment takes form by thinking about roles that are adequate, overdeveloped, underdeveloped, conflicted and absent or embryonic. The purpose of coaching is not just to make a person feel good about him or herself. It is to facilitate an increase in spontaneity and progressive functioning to replace over-used coping behaviours resulting from fragmenting roles.

Don Reekie’s description of roles (1999) names the components of a role as thought (including the constructs and values), feelings (including the emotional tone and values), and actions (including the contextual orientation). He believes that we often identify and name an aspect of a role rather than the full role, e.g. an active thumb sucker. As previously pointed out, role descriptions must convey the full functioning of an individual rather than an aspect of it.

In keeping with this, I have named the role of Self-Directed Learner as a fully developed role. It consists of thinking, feeling and actions that are observable and is a role cluster.



Self-directed Learner

- Courageous & Open Learner
- Curious Scientist (Newton)
- Effective Time Keeper
- Enthusiastic Lover of Learning and Discovery
- Spontaneous Actor
- Creative Genius
- Loving Non-judgmental Self-observer
- Effective Planner and Organiser

“The purpose of role analysis is to make sense of systems of roles enacted by individuals or groups of individuals or of role relationships between groups or between cultures and on the basis of such analysis to plan means whereby roles may be developed further so that the aims of individuals and groups can be achieved.” (Holmes, Karp, Watson (eds) 1994, p123)

The purpose of role analysis is to create a plan to assist in the further development of progressive roles. The presenting behaviour of the individual gives information about what may be occurring within the private aspect of an individual. Max Clayton states:

“A person warms up to any role in response to the functioning of another person or persons in the here and now and the personal meaning of the role can be discovered by exploring the different dimensions of the situation. This may be accomplished by bringing about expressions of what was not said and done outwardly.”

He goes on to say:

“The outward manifestation of the map of the universe of an individual is a set of emotions and feelings and a set of actions. Role analysis takes into account these elements of a role and determines whether they are congruent or incongruent with one another.” (Holmes, Karp, & Watson (eds), p125.)

He maps role types into three areas he describes as Progressive, Coping and Fragmenting or Dysfunctional role systems. The way I have used these concepts along with the ones introduced earlier are presented in the glossary.

Educational Influences In My Work

There is one theorist in particular that I have drawn from - Lev Vygotsky. I also introduce a writer of a book I have recently read that I found particularly helpful in my own thinking and development. I have adapted the concept and diagram to my work as I saw links that were relevant to the way I want to develop in my work and life. (Refer to appendix A)

Theorists such as Knowles, Bloom and Kolb and the Humanists have all been influential in my development as an educator and trainer. However, I have primarily drawn from, and adapted, Lev Vygotsky’s learning theory. His beliefs that learning and development occur as a result of social interaction and the processes had application to the way I was working. He believes learners have a zone of growth called the proximal zone, and learning occurs within a social context. An important concept to me when addressing assessment is the “proximal zone is the area to stretch the learner and no further.”

Vygotsky's theory takes into account that learning always has previous history. There must be a determination of the learner's actual developmental level in order to assist them. That is, cognitive and skill function achieved as a result of already completed developmental cycles.

Lev Vygotsky describes the 'proximal zone of development.' as the distance between the actual developmental level and the level of potential development, under the practitioner's guidance or in collaboration with more capable peers. The zone of proximal development defines those functions that have not yet matured but are in the process of maturation - functions that will mature tomorrow but are currently in an embryonic state or in partial development. (Dabbagh 1999) It is this area that I believe both coaches and learners work within when assessing success and areas of development.

Lev Vygotsky advocates that learning is the product of interaction between two human beings. It is dynamic, always changing and dialectical, i.e. working in both directions. According to Vygotsky, it takes two people to create knowledge, i.e. two individuals work together to create a solution, through clarification and elaboration. He presents the notion that for cognitive development to occur, a 'skilled partner' that is a peer or a coach, has to be more knowledgeable or practised in skills or understanding. (Dabbagh 1999)

His theory can be divided into three levels: modelling, scaffolding and gradual transfer of responsibility. Learners observe others achieving success and attempt to copy. A coach may demonstrate this behaviour when illustrating a learning point that he or she wants the learner to develop. A learner benefits from being encouraged to stretch beyond what is comfortable but not outside of his or her present capacity to develop. Scaffolding is where the coach provides structure to the learner's thinking by providing clear guidance and support to direct enquiry. Gradual transfer of responsibility takes place within a specific range of development by providing support as learners take up a new skill.

He identifies that, as part of the developmental process, there is a lag between learning and implementation. The moment learners absorb the meaning of a word or master an operation such as applying theory in a particular content, development processes are not complete but only just beginning. Ability to transfer and apply knowledge into skill in a wide variety of contexts takes time, practice and reflection. This time and space becomes what is referred to as the proximal zone. (Dabbagh 1999) It requires positive mirroring to allow the

learner to build an understanding and positive feelings of success that translate into the integration of the role into the whole being.

Coaches ask the question, “What is the gap between what is developing and the current state of developmental readiness by a learner to take full responsibility?” If the gap is too large, instruction won’t be effective; too small and learners won’t be extended. Therefore, effective coaches learn to analyse gaps as they negotiate the relationship between what is known and what is not. Coaches are also responsible for ‘upping the ante’; gradually making things a little more difficult for the learner after a certain level of skill has been achieved.

I relate to Lev Vygotsky’s theory describing a legitimate area within which a learner will assess his or her progress. I encourage a learner to name what is adequate and only after that has been attended to can we adequately identify what may be done differently next time.

Marilee Adams provides a framework of two paths we take when we respond to an event in her book “Change your questions, change your life”. One path she calls the Learner and the other the Judger. I have adapted her concepts to fit psychodramatic terms and have incorporated them into my work. I name the Learner Path the role of Self-directed Learner. The Judger is the role of the Nit-picking Judgmental Quality Assurer. Adams asserts that we go down both paths but only when on the Learner Path can we truly grow and become more effective. I have included the role of the Non-judgmental Observer to notice what is occurring and make the switch to the learner path.

I have integrated elements of the teachings of the theorists presented above which have informed my practice as a role trainer and coach. Their work has assisted me in unpacking the many layers and possibilities that occur in a coaching relationship and in making meaning of this. The next section presents the model of coaching I have developed as a result of this understanding.

This is followed by descriptions of coaching sessions set in different contexts, one-to-one work and a training session with a business to demonstrate flexibility of the use of role training as a method. Implications for coaches, a summary and a glossary of terms are provided at the end.

My Approach to Coaching and Role Training

In this section I present a description of my practice as a coach and role trainer. The theories presented earlier in this thesis have underpinned the design and application of my way of coaching. Concepts are presented along with the stages and structure for a coaching session based on my coaching model. Following the presentation of the model are case studies of both one-to-one sessions and working in an organisational rather than a therapeutic context, and diagrams based on my analysis of the situations presented.

Coaches and Learners as Co-creators

My conviction is that coaches and learners are co-creators of the journey. Coaches take responsibility for the learning climate and environment. A learner cannot be persuaded to learn things that a coach perceives as desirable by forcing them to change. Marilyn Ferguson in her book 'The Aquarian Conspiracy' (p119) points out:

“A belated discovery, one that causes considerable anguish, is that *no-one persuades other to change*. Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal.”

I believe a coach's role is to encourage a learner to be a full partner in the process, as much as possible, and to take responsibility in all aspects of a learning journey. My belief is that a coach's purpose is to create an environment where a learner feels free to experiment and explore. A coach's role is to encourage a sense of confidence and belief in a learner to trust his or her own process. Traditional teaching methods of “telling the learner what to think, feel and do”, in the long term, create dependency.

I encourage learners to value what has been successful or useful and spend time ensuring this aspect has been fully appreciated. Only when success is appreciated is attention turned to what can be improved. I believe a learner grows when he or she is warmed up to the role of self-directed learner. If focus is only on what is wrong or not adequate, then learners warm up to fragmentation and coping roles. Anxiety, passiveness, dependency, fear, shame, resentment and resistance may be exhibited.

There have been two major influences on this approach. Max Clayton presented that “it is not helpful to focus attention and energy on the behaviour that we want to diminish but put

the focus into the emerging behaviour so that it grows and flourishes” (January 1988 at an experiential workshop at Tuakau, NZ). Next was a manager’s destructive attempt to coach me on writing skills. She spent a great deal of time focusing on what was wrong and gave a two-second acknowledgement of what was right. The impact was to create high levels of anxiety, inhibition and triggered shame whenever I got it wrong again.

I left her employment with a belief there must be a more effective way. I took up the role of manager at a childcare centre and teaching student teachers. I decided to experiment by focusing on growth and development, and celebrated creativity and success before attending to developmental areas.

When assessing trainee early childhood teachers, I discovered the learners were unable to assess themselves appropriately. They could not name what went well and feel good about that small piece. They would only be aware of what went wrong and threw the baby out with the bath water. On exploring what they were aware of, I discovered they were comparing themselves with more experienced teachers. They were focusing on what is well developed in others and forgot that it takes time, experimentation and practice to reach that spot. I have named this as the learner warming up to the role of Nit-picking Judgmental Quality Assurer. They began to judge themselves harshly and warmed up to a range of feelings from shame and doubt to inadequacy.

I searched for a way to change this thinking. A model was born. It was based in educational terms, as that was the context in which I was working at the time. It made sense to the learner and became part of the coaching contract.

A Metaphor

I introduce a metaphor, the **island of competence**:



This is the area of knowledge and skill that the individual feels okay about. It may be either big or small, depending on the context of the situation, and self esteem.

Then I talk about the shallow water or zone of proximal learning.



I explain that this is the area they are currently learning and experimenting within and the only area I want them to assess their development and current practice within.

Finally I talk about the **area of deep water that contains sharks**.



In this area the learner warms up to **the role of the Nit-picking Judgmental Quality Assurer**. When learners assess themselves out here, they are comparing a novice (themselves) with an expert. They start with the expectation that as a learner and novice they can do immediately what the expert can do. The learner is asked what lies out in the deep water, and when they see the fins, they identify the sharks and that sharks cause damage. They are told that going out in the deep water will damage them. It is not appropriate that they assess themselves from there. This results in anxiety, doubt, shame, “I’m not OK or I am not good enough,” and the notion of “I’ll never get it right” is likely to result.

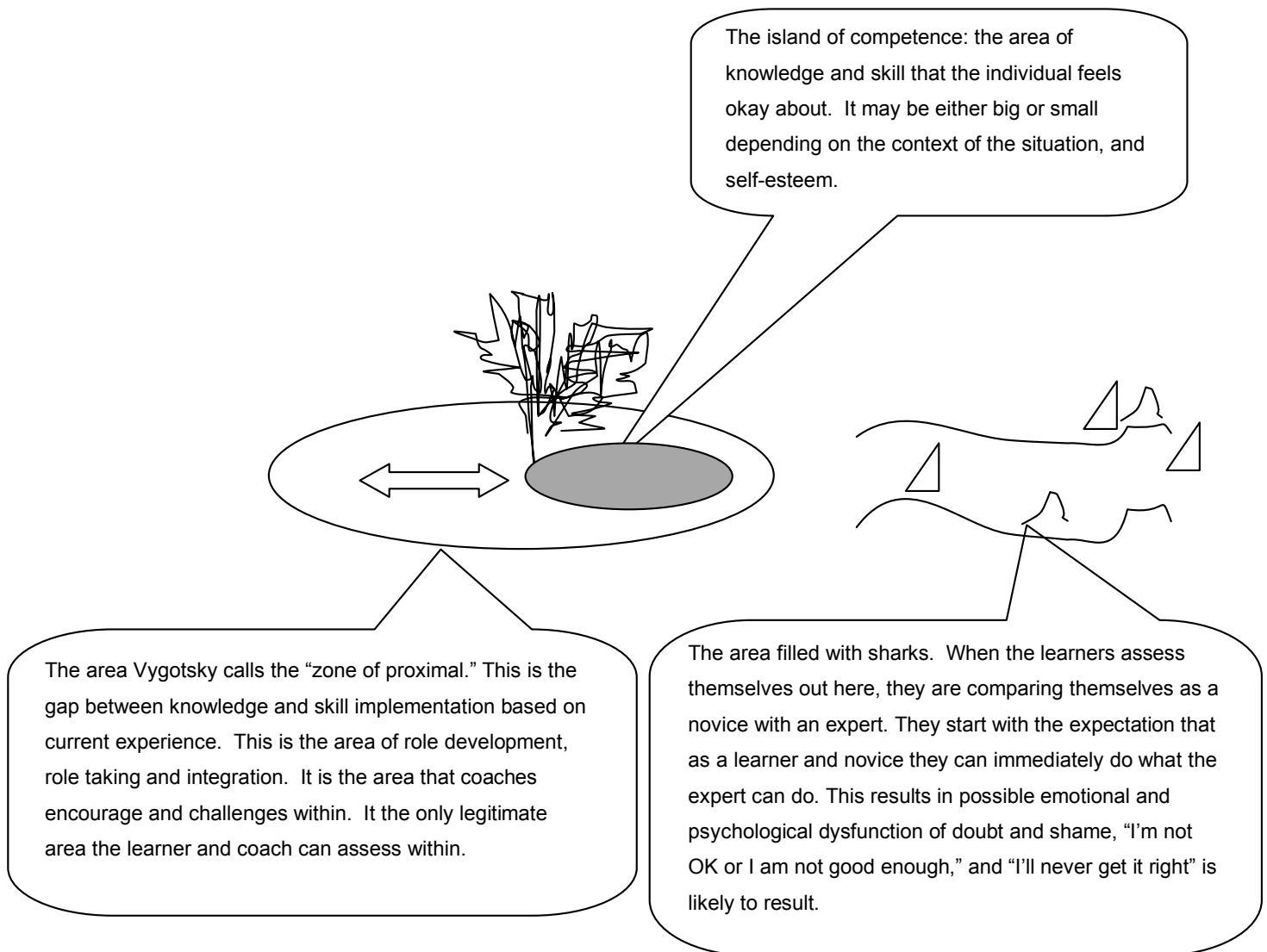


The path of the nit-picking judgmental quality assurer

Takes us into the pit of despair, limitations, doubt, shame, frustration and anger where we keep recreating the same outcomes.

I let learners know that every time I believe they start assessing themselves from the position of Nit-picking Judgmental Quality Assurer I will stop and challenge them. I am not interested in supporting them doing harm to themselves. I state that I will not encourage them to enter into the area of the sharks. I more interested in coaching them to develop what is a legitimate area of development. I need to be thoughtful about the boundaries between counselling and coaching. In the work context, counselling is not appropriate. When focusing on role training, attempting to engage in social atom repair is inappropriate unless a new contract is negotiated.

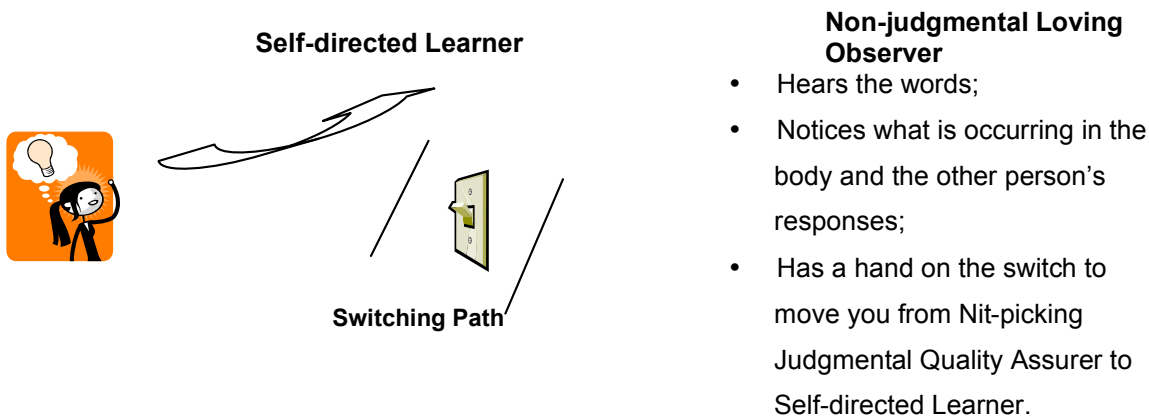
Metaphor - Island of Competence and the Sharks



Developing Greater Spontaneity to Change Roles

When learners are warmed up to fear they tend to discount changes in their behaviour and do not value the small but steady changes that indicate growth. Their attention is instead focused on what cannot be done. This imbalance results in the learner being anxious when being assessed. When warmed up to the role of Anxious Learner, they find it difficult to be willing to experiment and be curious. Limiting solutions result as learners engage in protective behaviour. In the long term, this will not assist the learner to achieve his or her goal and a new warm-up has to be developed before quality learning can be achieved. The conflicted desire for growth and development (motivating force) is in conflict with fear of exposure, anxiety and shame (reactive fear). As Max Clayton says, “Anxiety is the hobgoblin of spontaneity.” It is only later, when there is sufficient spontaneity that progressive role development occurs.

When warmed up to the role of the Self-directed Learner, questions become more expansive, encouraging spontaneity. As learners notice they have become judging and critical, they are able to switch over to a positive frame of mind more quickly.



Coaches remind learners about the legitimate area of self-assessment. Staying within the proximal zone also keeps learners focusing on what is adequate for their current stage of development. Thus learners warm up to applying appropriate reflective judgement in their assessment. Learners begin to integrate the role of the Non-judgmental Loving Self-observer. This role is integral to the ability to switch paths and warm up to the progressive role of the Self-directed Learner. A complete diagram is available as Appendix A.

I have presented the ideas I have developed which now consist of my practice as a coach. I have taken ideas gained from psychodrama, Vygotsky and Adams and have integrated them into the process of creating an environment in which learners can flourish. The next section is where I demonstrate the application of my ideas.

Application – Theory in Practice

Most of my work is within a workplace context and the application of my ideas has developed from this setting. My stage is wherever I engage with the learner, either as a colleague or as a trainer. The theory is what underpins what I do at all times as I use it in a variety of ways. Enactment is not necessarily on a psychodramatic stage but can be during a meeting, training session, mentoring or in a one-to-one situation.

The following account is a summary of a number of sessions with Sam, a colleague who came to me for assistance. The account is based on the first few sessions that lasted over a ten-week period. I then follow with an example of a classroom situation.

One-to-One Work

Sam is a work colleague who came to me for assistance after receiving a poor performance review. Sam presents herself as a vibrant young woman. She is friendly but at times she is insecure and sharp in her responses. Her performance review with her manager has highlighted a need for change. Sam is faced with the potential of losing her job. She has received consistently negative evaluations from students and team members. They see her as threatening, cold and indifferent. Sam wants to succeed and is now faced with interpersonal conflict and learning to deal with learners who act as mirrors to her. As we work together, she discovers that their behaviour is the same as hers and she does not know how to respond to it. She warms up to her own inadequacy when faced with their behaviour. She knows that at work, and when in relationship with managers who are in authority and who attempt to point out her shortcomings, she cannot behave the same way as she did as a teenager. Yet she finds herself arguing and being difficult like she did with her mother as a rebellious teenager. Sam knows this is inappropriate. The resulting internal conflict in Sam has resulted in her becoming immobilised, silent and unable to function.

Sam is searching for answers and ways to correct the negative reviews she has been receiving from her students. Sam is unclear about what she needs to change but knows that she needs a different relationship with her students. Sam finds it hard to manage students with challenging behaviours. She has observed my work with student teachers that have difficulty with difficult children. Sam admires my ability to assist student teachers to learn new behaviours and wants me to help her also. Her goal is to have the students say, "how easy Sam is to approach and she understands our problems."

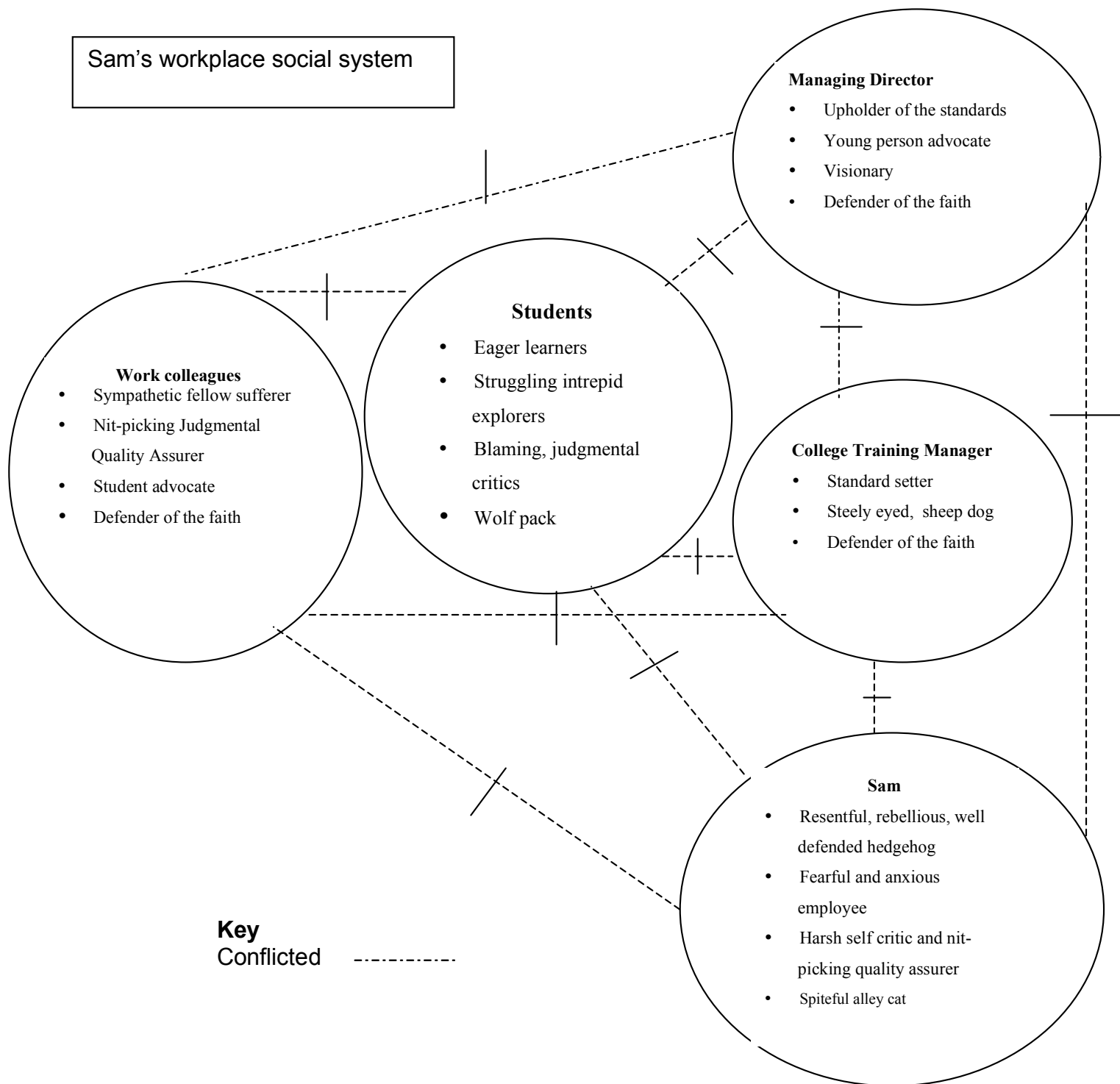
During the first session, we explore Sam's vision and begin to look at what she feels may have contributed to the problem. After initial contract setting, I invite Sam to choose a typical interaction with students and to set it out. I invite Sam to use anything that is in the room to represent the different people. As she places objects she has chosen on the floor, it provides a visual picture of the system she is operating within. This gives me an opportunity to enter into Sam's world and identify what roles she warms up to in a typical situation. In setting the scene, Sam warms up to the individuals that are present. I ask Sam to take up each counter role in quick succession and interview her to establish what their relationship is with Sam. Role reversals assist Sam to warm up to herself, increase spontaneity and develop new awareness.

In setting out the relationships (diagram p 21), Sam warms up to the feelings she has towards her two managers.

She brings out the difficulty she experiences in dealing with what she perceives as their authoritarian manner. She sees them as being harsh and judgmental. Sam acknowledges the other tutors also have some difficulty with these managers at times, and feels justified in thinking this way about the managers. The managers attempt to work with Sam and assist her but find her either closed, resisting their assistance or defiant when they point out what is occurring. The students tell the story that Sam is hard, punishing, quick to find fault and she cuts off discussion. They find her difficult and do not enjoy her as a teacher and mentor.

Sam responds to them by saying they need to grow up, to stop arguing and do what they are told to do.

I ask Sam to step out of her role system and observe what she has set out. Sam comments that whenever she is in a group or with an individual and is challenged in some way, she feels she is failing or losing, and she begins to think about how she can escape. When she feels powerless, she warms up to being hard and ready to fight. The end-of-course evaluation has highlighted this behaviour as well naming times when Sam is able to be loving and supportive.

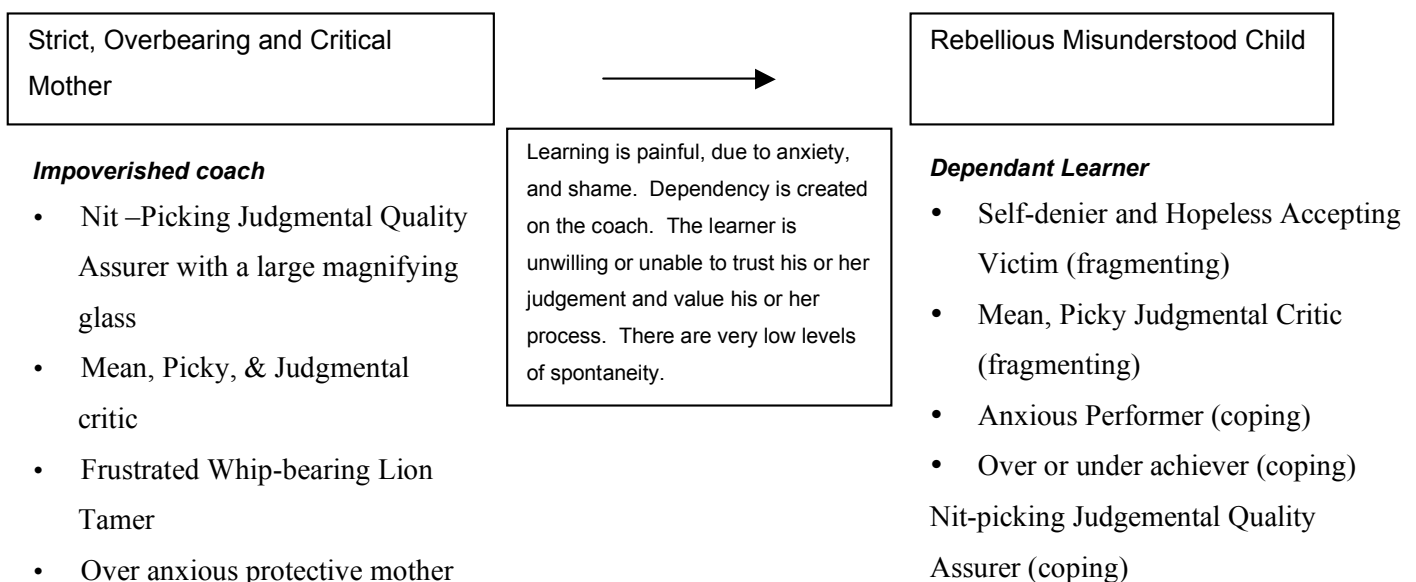


Sam wants to be comfortable with her immediate manager (Anne) and take any issue to her, however strained it is. She is aware that other tutors are now expressing concern about her behaviour towards the students. Sam is increasingly aware of an all-too-familiar feeling of wanting to fight and argue because she does not feel understood or heard. She knows that this is not appropriate and so has become quiet and resentful and, as a result, feels powerless. Her sense of being competent disappears. She warms up to the role of

the Nit-picking Judgmental Quality Assurer and engages in a lot of negative self-talk. When I ask what she feels she does adequately (the island of competence), Sam is unable to identify anything positive. Sam states that she feels unseen and therefore not understood. Her anxiety is so great that when faced with conflict she wants to run away. Now Sam is married she cannot run away as she did in the past when she moved to another country. Her thoughts of escape now take form by the contemplation of suicide.

The following diagram is my initial analysis of Sam’s social atom. The original situation is a shame-based system, i.e. one that focuses on what is wrong and attempts to correct the person and not the behaviour. Her belief is that “you learn best when you know what is wrong and therefore you can fix it.” As one manager put it, “why tell them they are doing well? They should be doing that anyway.”

A Coach’s Perspective Of Sam’s Role System– A Role Analysis



Sam recognises that the relationship she has with her managers is a re-creation of the one she has with her mother. She experiences the anxiety she had when in relationship with her mother. At this point in time Sam does not have sufficient spontaneity to warm up to new roles. She uses a coping mechanism of being quiet and withdrawn but feels rebellious and hard done by, enhancing her feelings of “not being good enough”.

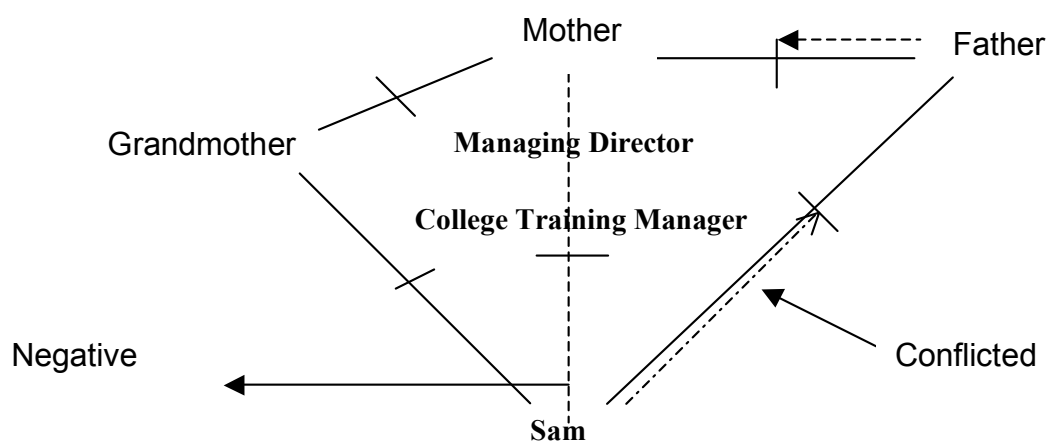
Role System of Sam

Progressive role aspects	Embryonic Developing Progressive role aspects	Coping role aspects	Fragmenting Role aspects
Early Childhood Visionary	Curious Scientist Naïve Enquirer Courageous Explorer Light-hearted Companion Wise Guide	Critical, cold-hearted Bitch Jewish Mother Theoretical Ivory-towered Lecturer Prickly, Highly defended Hedgehog	Nit-picking Judgmental Quality Assurer Shamed Self-learner Harsh Self-critic

My aim is to provide Sam with a friendly supportive climate that promotes her development. My hypothesis is that Sam tends to focus on a level of skill that is currently beyond the capability of her students. My task is to assist her to value what she is developing in herself. I warm up to being friendly towards Sam. I do this by thinking about her as an 'open and caring learner'. I enter into her world in the best way I am able to at the time, by reflecting back what I hear. Sam is familiar with my model, as she has worked alongside me with the students and sees my successes.

As she observes the system she has laid out, I notice that Sam appears to be elsewhere. On enquiring, I find she is remembering that she has had a similar difficulty with her mother. Sam starts talking about the difficult relationship she has with her mother. She remembers that the relationship with her mother became so strained that she chose to move to New Zealand to get as far away from her as she could. I invite Sam to set out her family system alongside the work system, as it has become apparent, that Sam's attention is now on her mother.

Sam's overlay of her family social atom and work cultural atom



As Sam places her mother behind her managers, she states the difficulties she has with her mother are the same sort of difficulties she experienced with her managers and learners. Sam describes how, in order to avoid experiencing uncomfortable feelings and thoughts, she would respond to learners by being dismissive, authoritarian or cold. Sam is now aware that she is repeating a pattern.

Sam has become aware that she is reproducing her mother's techniques of child behaviour management. Mother did this by focusing on Sam's failures and perceives flaws in her character in an attempt to correct them. Like her mother, Sam, attempts to control undesirable behaviour and feelings of powerlessness by focussing on what is wrong. The outcome is a constant message to the students, "you are not okay and please change." The result is that Sam wants to lash out at the students and work colleagues when she experiences them as being critical, judgmental and non-accepting. She acts punishingly towards the students and argues with her peers and managers. Sam recognises that she warms up to resentment and anger when experiences rejection by others, and so do her learners.

Sam and I consider the pattern, and note that her family of origin, students and managers all elicit the same dynamic. Sam's family system is recreated in her work situation. I know from my own history that when faced with mirroring that is focused on the person and not behaviour, it is easy to develop the belief, "I am not good enough" and shame increases. My job is now to keep her focused on valuing what she is developing in herself, what is adequate and what is realistic 'for now'.

I direct Sam to role reverse around the system, in order to assist her to continue to warm up to herself. I discover that in role as her father, Sam can see that he is struggling to deal with his wife's approach but does not know how to help Sam. He is conflicted as he feels he must support his wife.

I invite Sam to step outside of the interaction, and to comment on what she thinks and feels so far about the interaction that has occurred. This places Sam in the role of Wise Guide. Sam comments that she goes to Dad to talk about her problems and she feels he at least listens but knows that he will support his wife. The result is she acknowledges that she sees herself in conflict with both parents but feels warmer to Dad than she is towards her mother. Sam observes her behaviour in a loving and non-judgemental manner and further

integrates the role of the Loving Non-judgmental Observer. She is staying in the area of the shallow water. Sam comments that, as a child, if she argued, she felt heard and seen in some way.

We discuss what has been discovered so far. Knowing who is in the system and what positive resources are available to the protagonist are important to both coach and learner. The increased awareness and warm-up to the positive aspects assist the development of spontaneity. As we do this, Sam warms up to the role of the Self-directed Learner. She is engaging in the analysis and assessment of her development as a co-creator.

Sam acknowledges that as she locks horns with her mother she feels a greater sense of power, as she is aware at some level her mother is frustrated. Although this resulted in some gains for Sam she was not happy about the long-term consequences. Sam wants to have a different relationship with her parents but does not know how to be different. She needs to be in charge, to make the decisions. When she is not in charge, she feels more powerless, creating a high level of distress.

I ask Sam to consider what impact these coping strategies that she developed with her mother are having in her current situation. As she reflects, she perceives her managers in the same way as she perceives her mother. The development of coping behaviours to deal with the feelings and those behaviours are creating problems within her work situation.

Sam recognises that these are unhelpful behaviours, not effective in her work situation and are, in fact, part of the problem. She had moved back into conserved defensive roles, becoming a subservient underling and resentful child. This resulted in fearfulness and evasiveness towards her managers. Her feelings towards her students were of increasing resentment, shame and anger. She frequently became a spiteful alley cat towards her students. I reinforce her wise choices and talk through the positive outcomes of her new direction.

I am curious, and ask Sam what she wants from her students, what would be the ideal situation? She tells me that she wants them to develop a more mature way of dealing with feedback and assessment of their growth as early childhood teachers. What she currently experiences is resentment, argument or silent resistance from the students. As we discuss

the students' development, Sam remembers that when she was in Teachers' College as a student, she avoided attending any classes on personal development and communication.

I encourage Sam to think about the roles the students and her manager hold and to think about her engagement with the students. What are the similarities to herself and her mother? Sam at this point acknowledges that she has transferred the relationship between her and her mother to student and manager. She notes that when anyone attempts to restrict her including her husband she engages in the same behaviours towards them as she did towards her mother.

She states, "When I argue, I feel heard and alive. Arguing with Mum equals power and feeling alive. Arguing with my husband helps me to know that I am worthwhile and I am okay. . Therefore, when I argue with him I am 'lying' by not expressing my needs. Really I am arguing with the unresolved relationships I have with my parents, primarily my mother." I feel encouraged at this point, and feel that this is an important point in her development. I mirror back my encouragement by reflecting on the importance of her emerging awareness. It is a solid place (the island of competence) to build on.

I name the coping roles of 'Anxious and Defiant Street Fighter' and 'Argumentative Debater' that allow Sam to feel more visible and put herself on the map. These roles emerged to counter the fragmenting roles of 'The Invisible Person' and 'Powerless Leader.' Sam takes these role names on for the moment. She goes on to talk about taking her own life whenever she warms up to the fragmenting roles as a possible solution to the problem of being totally invisible and feeling that nobody will listen to her or acknowledge her needs. I worry about this, as Sam has made more than one reference to death. This is an example of an imbalance of role clusters, thus creating a delay in the emergence of loving self. It is an expression of Sam's pain, fragmentation and dysfunction and is a restrictive solution. This experienced as limiting and unsatisfactory.

I know that Sam wants to change and take more responsibility for her behaviour. She knows she needs to develop more effective roles to deal with authority and to coach her students. Also, as a coach, I am aware of the importance of accepting her statements and also giving value to them. I am concerned about the numerous references to death as a solution. They are expressed with strength of voice and congruency of body that tells me they are not idle thoughts. I make the decision that role training will not adequately facilitate

the development of progressive roles at this point. I feel it is necessary to step out of the role of role trainer and think as a clinician. It is not something I would do in the workplace but this is different. Sam is seeing me on a one-to-one basis outside of work in my role of workplace coach. I would not do this in a training context and would leave it as a suggestion only. It would not be a satisfactory solution if a similar situation occurred. I would want to talk to the individual privately. If he or she was unwilling to discuss it, then I would be unable to act.

I decide that Sam has developed some very valuable insights into what was contributing to her current behaviour. It is a positive place to build upon, to explore what is contributing to the despair she is expressing. The focus on death is restrictive and potentially dangerous and I would be negligent if I ignored it. Based on what Sam has presented, I suggest that the difficulty with her mother in an earlier age is continuing to influence her present abilities to develop new roles. I believe that Sam would benefit by looking at what this may be. At this point, I am no longer working as a coach but a therapeutic guide to facilitate social atom repair.

Sam sets out her grandmother's funeral. I encourage her to warm up to herself as she was at the time. As she does this, she warms up to her frustration and despair. Sam wants to view her grandmother's body, to touch her and say goodbye but is denied the opportunity. When enacting the role of Mother she talks about the desire to protect her daughter and does not realise it has caused her so much pain and how it alienates Sam. I direct Sam to warm up to grandmother and she begins by telling her about her distress in not being able to say goodbye but it is now time to do so and release her. Sam is then able to turn to her mother and with coaching from me to forgive her for not understanding. I find I am working hard at this point to ensure there is completion. I am anxious about ensuring that Sam finds some resolution with her mother, as I feel it is a key factor to Sam being able to develop a progressive solution.

Returning to the original scene with Sam's managers, I encourage Sam to speak directly and honestly about what she is feeling. Sam begins to articulate what she feels when she is in relationship with her manager, with my encouragement. In the counter role of manager, Sam is viewed in a more positive light and a greater willingness is expressed to help her. Sam feels heard and acknowledged. Sam finishes the session stating she feels more hopeful and has lightness in her body that was not there before.

Sam gradually worked on her relationships at work, with her husband and with her parents. The integration between what she knows and what she can do takes time. Sam consciously takes responsibility for her decisions and choices in life without blaming others. She begins to deal with her fears and also recognises when she fragments. She is making new choices about the way she chooses to act in the moment rather than react in old conserved roles. Changes did not happen quickly but required follow-up support over several weeks. Because we were also friends, Sam would ring me and discuss what she was doing. I was happy with the formal sessions, particularly where we explored the work and family system and the roles she had developed. Later sessions concentrated on her relationship with her husband. The work situation resolved itself over the next three months.

Students now come to her for help and are expressing in the feedback sheets how supportive she is. They also include information that she is up front and honest with them. Work has become easier and enjoyable. Sam's contract for employment has been renewed and her relationship with her boss is now one of full support and ease in communication. Sam talked to her mother and told her about the fantasies she had created about her. Although Sam continues to live in New Zealand, she now visits her parents and is building a warm and comfortable relationship with them.

Coaching in the Non-Therapeutic Environment

A workplace classroom training session on Performance Coaching Training for Managers is my next example. The programme included training on listening skills and managing difficult behaviour. I use role training in two ways. Either I would make use of a naturally occurring event when they were practising skills they had learned and were struggling to develop, or I would offer them the opportunity to conduct a large group session where they could all learn from one event. The following is a sample of a typical group session.

I invite one manager to choose a moment when he has experienced difficulty. I tell him that there will be three phases. We will first set the scene, enact it, and then integrate what we have learned. I interview him about the situation and establish when the moment of internal conflict occurs. The interview phase and scene setting are important to facilitate the warm-up of the protagonist to increase his spontaneity. It also assists the group participants' warm-up to the protagonist and increases their warm-up to themselves.

Pip: "Tell me about a time when you have had difficulty with this person."

Cain: "Last week John had the staff upset *again* and I called him into the office.

Pip: "Set out the office. Where is your desk? Set out the chairs. Are there any windows? Choose people, or any object in the room to recreate your space. As you do this, talk out aloud so the others can hear what you are saying. This allows the audience to also have an experience of the room."

Cain begins to choose items and starts setting out the space. As he does this, he begins to warm up to the moment again.

Pip: "Now that the room is set out, what are the things that you are aware of?"

Cain: "I am nervous about this meeting as John is very difficult and always turns the conversation around to blame others. He refuses to understand that they have a right to be upset."

If this moment is in the context of an actual event, due to a small group practising a particular skill, the situation and moment have already become apparent and the scene setting is not always required. I explain the process and what they can focus on when role reversing, mirroring and modelling. When working with the uninitiated in psychodrama, an explanation of the process used is essential if the participants are to trust you as a Director and also trust the process.

I had to experiment with different ways of approaching this. Initially, I explained as I went, and found that it created ongoing confusion. I now explain the process at the beginning which assists engagement when role reversing, mirroring and modelling. Once I feel there is sufficient understanding, I begin. I explain the value of playing the role (antagonist) of the person in question and invariably have to coach managers to trust they know more about this person than they are conscious of at the time. The value of role reversal assists the warm-up of not only protagonists, but auxiliaries as well. I encourage protagonists to trust what they are experiencing and what they know. I talk to them about the value of entering the role of a person and how it increases the range of information available to them. Invariably, I have to coach an individual to trust they know more about this person than they are conscious of at the time. Mirroring and modelling are behaviours they are engaged in as part of their skill practice. I encourage them to make more of it during the enactment.

As a coach, I do not want them to focus on a perfect solution, or being out with the sharks, but one that is adequate to the context of a situation and they have a sense of success. Restricted solutions (diminishing coping roles) may emerge but with coaching via either mirroring, or modelling, new behaviours are experimented with and new solutions become part of their inner experience.

Where the scene is already established, I invite the auxiliaries to mirror the protagonist. I invite a protagonist to observe and discuss what has been learned as a result of mirroring. Then I say: "We are about to have some modelling. I am going to put you (protagonist) into the role of John and invite everyone to have a go. This will give you all an opportunity to experiment with what you think will work."

Turning to the protagonist, I say, "It will give you an opportunity to experience from the role of John and you will know what will work or not work. It will provide you with a range of experiences to draw from. Then I will invite you to have another go afterwards."

Modelling is where others are going to demonstrate what they would do in a similar situation. Some will be successful and others will not. I also encourage the audience to have a go and experiment themselves. I tell them it is a safer way of learning than 'out there'. I coach them to work within the 'proximal zone' of development, i.e., don't go for the perfect solution but be a learner and experiment.

In some cases, some managers become so warmed up to the moment that they have a second go as they learn from watching the modelling by the others. I then ask the protagonist to have a go.

"You have experienced a variety of different ideas and have a good idea of what will work and what won't. Have a go and I will coach you if you get into difficulties."

Further role reversal and mirroring may be required as part of the coaching to assist in the integration of a new role. In the integration phase I invite the group to make a statement about their experiences and what they have learned. I encourage the participants to relate what they have learned from their participation, either in the modelling, taking up the various roles or as a group member. I watch for emergent roles that will enhance their purpose of being more effective when engaged in the 'difficult behaviour.' I will provide mirroring to assist in the integration, as a means of coaching.

Participants always state during the closing evaluation phase of the training programme “the role play was one of the most valuable part of the programme.” My practice as a coach is continuing to evolve as I experiment with refining my techniques. My intention is not to present a perfect coach but one of ongoing development. Each person provides an opportunity to learn something new. I find that the more I enter into the protagonist’s experience, as I engage with their story, the more effective I am in identifying the emerging roles.

I notice that I am relating quickly to the psychosomatic changes that indicate a role shift. The holding of the breath, stilling of the body and shift in eye focus all indicate something is emerging. I am now quick to notice the dismissal of a positive comment or rejection of praise. I often find that a body stills by the breath being held when praise is being offered. I give instruction to breathe and repeat the praise, encouraging the person not to say anything but just to listen and experience. These are all familiar patterns that I too had to learn to change in my functioning and have become strengths, instead of restricted solutions.

No matter what environment or context I am in, I apply the concepts illustrated in this thesis in all sorts of ways. I do not always use the psychodramatic stage but work in small ways. The principles are the same. In the next section, I will present the implications for the coach when coaching to assist one’s development as a coach.

Implications for the Coach

The following statements are implications for developing efficacy as a coach. They indicate the underpinnings of this thesis, have guided my personal practice, and are put forward as valuable areas for all coaches to develop within themselves.

It is inevitable that both learner and coach impact upon each other, which raises questions for the ethical practice of the coach. It is important for ethical practice for the coach to have a process in place where responses can be examined. For example, using supervision as a process to develop awareness of what is appropriate to bring out within the coaching relationship. The coach makes a judgement and decision about whether the impact is important to bring out with the learner or to deal with later in the coach’s own supervision.

When working with a learner, a coach is continually analysing what's going on and making adjustments to fine tune interventions. This implies that, "There is an ongoing formulation of hypotheses and tentative conclusions as to the values or images of life pertinent to the emergent theme of the work." (ANZPA Training and Standards Manual 2004 p19). To achieve this, a coach develops their capacity to notice elements of roles and role relations and looks for central aspects of a role system or systems.

Opportunities for coaching occur whenever there is interaction, in a group, in an enactment or one-to-one engagement. Special enactments to assist the development of new functioning don't need to be contrived. A coach is opportunistic and makes the most of situations that arise in everyday interactions. This is best served when a coach recognises moments when a learner might be assisted by coaching. In these moments the coach is attuned to the nature of the learner's experience, their values, the direction of their life, and the unique form of their outward expression.

A self-directed learner has a sense of their own autonomy that is founded on a belief that they are capable. This implies that a coach is active in developing the learner's experience of being autonomous within the coaching relationship. This is achieved when the relationship between coach and learner is equal and reciprocal, and by the coach attending to the quality of the coaching relationship.

To be a coach implies that the person values and delights in achievement as well as development. A coach knows that giving recognition and acknowledgement of incremental accomplishments is essential before further development is attended to. Successes are anchored to ensure integration that results in new behaviours or perspectives.

The quality of the relationship between learner and coach has an impact on the quality of discussion and reflection. Learners develop trust in the coach and their own process when there is mutual understanding. This implies that a coach establishes clear intentions and defines boundaries from the outset with learners.

Conclusion

This thesis has presented examples and a metaphor for effective coaching where coaches who have a primary focus on the emerging roles are more successful in assisting the learner increase spontaneity and integration of new roles.

A model was created to explain complex theory to the learner. A metaphor that is simple and easily understood helps to convey ideas that are important for the learner to know. It provides a language for both coach and learner to communicate without having to move into complex theories. The model presented in this thesis uses the metaphor of an island surrounded by deep and shallow water that is filled with sharks and other dangers i.e. the island of competence, the shallow water of development and experimentation, and the deep blue sea of skill and knowledge that is currently beyond the learner. The model presented helps both coach and learner to make realistic assessments of the learner's appropriate next steps.

Coaches have an understanding that new knowledge or skill takes time before there is full integration and expression. There is a zone between knowing and doing, known as the proximal zone of development. In this zone the learner is unsure, and needs practice and coaching that is gently challenging. The coach warms the learner up to appropriate assessment of what is appropriate in the learner's current stage of development rather than warming them up to inadequacy, inhibiting development of progressive functioning and role repertoire expansion.

In conclusion, effective coaching focuses on the emergent progressive roles before addressing developmental areas and results in the learner integrating and sustaining progressive functioning.

Glossary

Auxiliary: The auxiliary egos are actors who represent absentee persons as they appear in the private world of the protagonist.

Coach: We all have a vision or notion of what we want to be. This may be based on someone we admire or on a concept that we hold. Coaching facilitates achievement of the vision or notion the individual holds. It involves facilitating development of roles that enable learners to enact the vision they hold.

Disturbing motive: This consists of an impulse or wish (a desire to move forward, for change or to express oneself in a particular way) opposed by an associated fear (reactive fear, the fear of change or consequences e.g. disapproval of taking action).

Doubling: This is when an individual warms up to another's experience and fully enters into that experience. E.g. used by parents of babies when giving vocalisation to behaviours or in a drama where a protagonist is unable to fully engage with and enact his or her experience.

Enabling solution: This is directed towards alleviating fears and at the same time allows for satisfaction or expression of the disturbing motive.

Mirroring: The response of people to an individual in the context of an event. There is a message contained within the mirroring. It may be positive or negative depending on the context and the individuals involved.

Modelling: In psychodrama, this where the director warms up group members to enact a situation then focuses on what they would do in a given situation. When the group members are able to warm up and act as himself or herself in a real way the warm up of the protagonist is affected. A protagonist is likely to have a corrective emotional experience, knowing that the group was giving of themselves and not distant and rejecting. (Clayton, 1993 pp 60)

Protagonist: The individual with whom the director is working at the time and whose private world is being explored.

Progressive functioning: This consists of congruency between all elements, allowing for new responses in old situations and adequate responses in new situations, and is based on trust and an increase of spontaneity. Moreno puts it this way:

“The protagonist is challenged to respond with some degree of adequacy to a new situation or with some degree of novelty to an old situation” (Moreno 1946 p xiii).

Progressive roles are typically supportive, growth orientated and nurturing to an individual or others e.g. the role elements of Non-judgmental Observer, and Coach.

Coping functioning: This is where behaviours that have been successful in the past continue to be used. There is a lack of match or appropriateness, and therefore the role lacks spontaneity. A limited solution that worked in the past becomes fixed in the present. There may be conflict between elements and context but the conflict continues to be enacted. Fear dictates the behaviour in this function and the next.

Fragmenting and dysfunctional roles: This indicates where there is a high level of conflict and is an expression of fear. The person’s outward expression of the conflict portrays their inner experience. It occurs in moments of extreme stress when an individual does not know how to respond adequately. There is a threat to an individual’s ability to survive.

Restrictive solution: This is directed primarily at alleviating fears at the expense of satisfying or expressing the disturbing motive (i.e., the desire for change).

Role enactment: A skill of performance. What is observable?

Role perception: Cognitive. Anticipates forthcoming responses

Role-playing: This is a function of both role perception and role enactment. Role training, in contrast to role-playing, is an effort through the rehearsal of roles, to perform adequately in future situations.

Role play: As used in a training or educational context to provide coaching experiences. The process uses pre-prescribed scenes and roles that are not drawn from an individual’s inner world as in psychodrama. In role play the production techniques are different. There

is very little coaching to warm up the individual up to the role and requires a lot of spontaneity. Therefore it is often considered “taking on a mask” for a short time and individuals often warm up to feeling foolish.

Zone of proximal learning: This is the area of development where the learner is currently experimenting. This is where there is a gap between knowledge and skill implementation, based on current experience. This is the area of role development, role taking and integration. It is in this area that the coach encourages or pushes development within. This is legitimately the area where the learner and coach can assess ongoing development. The coach provides information or scaffolding from which the learner gains support and therefore time to integrate the new roles, skills and make use of new information.

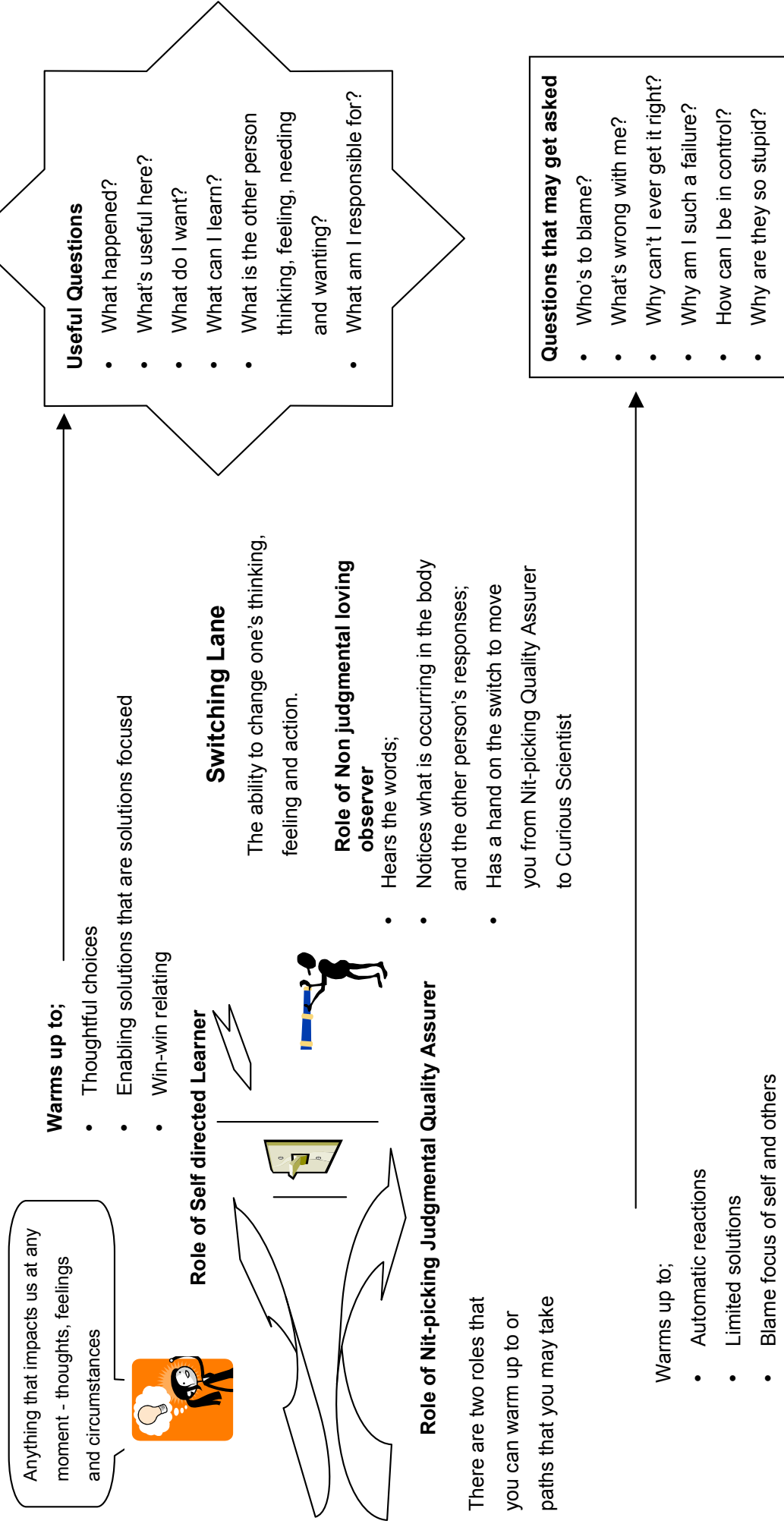
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Appendix A: Choice Map

That takes us to enabling choices and possibilities, views of the world, and new outcomes.



Takes us into the pit of despair, doubt, shame, frustration and anger where we keep recreating the same limited solutions.