

COACHES, TYPE AND BONDING PATTERNS

GENEVIÈVE CAILLOUX – PIERRE CAUVIN*



ABSTRACT

The authors have merged two well-known approaches in the field of coaching – **Voice Dialogue** and **Jungian Types** – to create a system called **“The Intelligence of Self”**. In this article, Cailloux & Cauvin show how their approach sheds new lights on

- the way Bonding Patterns develop between people
- the difficulty or ease with which coaches of different psychological types help their clients to understand their types

The authors describe the typical case of two opposite functions: Feeling (F) and Thinking (T) as they are described by CG Jung and his followers. After having observed over a hundred coaches in training, Cailloux and Cauvin discuss

- ⊖ the way these two functions can generate Bonding Patterns
- ⊖ the advantages and drawbacks of each for a coach when working with clients.
- their impact on the transference/counter transference issues

They conclude that the coach must embrace both these energetic patterns as a necessary requirement for him/her to work from an Aware Ego, and for their clients to be adequately coached.

KEY WORDS

Aware Ego Process, Bonding Patterns, CCTI, Coaching, Feeling function, Hal & Sidra Stone, Intelligence of Self, Jung, Jungian Types, MBTI, Psychology of Selves, Relationships, Thinking function, Typology, Voice Dialogue

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INTRODUCTION

Historical background

In the mid-eighties we introduced and developed in France the Jungian Type approach. Though convinced of its value, we were not entirely satisfied because of the lack of a method of development beyond the mere knowledge of the type. In the early nineties, we were introduced to the Voice Dialogue process by Shakti Gawain's staff. We quickly became aficionados, going to Delos many times to work with its originators, Hal and Sidra Stone. At the beginning of the 3rd millennium, we gave a new orientation to our approach to Types by integrating it with Voice Dialogue. We created our own questionnaire, the CCTI® (Cailloux-Cauvin Type Indicator). This led to what we now call "Intelligence of Self", based on our personal journey, as individuals and as a couple, and our experiences with clients. We teach this approach to Human Resources (HR) consultants, coaches and managers through different workshops, the main one being a three-year course described below.

Jung presented his approach to Types in his seminal work, "Psychological Type" (Jung 1921-1976). A vast body of literature followed, one of the main contributions being "Gifts Differings" (Briggs-Myers 1980) splitting the eight functions into 16 types and creating a questionnaire (the MBTI®) to easily find a given individual's type. In French the two main books are "Types de Personnalité" and "Deviens qui tu es" (Cauvin & Cailloux 2007 & 2011) which gather most of the knowledge about type and explore the dynamics of the psyche.

In the early 1970's, Hal and Sidra Stone created "Voice Dialogue" publishing their work in the late 80's in "*EMBRACING OUR SELVES*" and "*EMBRACING EACH OTHER*" (Stone & Stone, 1989). Their approach explores the different Selves which make up the psyche, and the essential role of the Aware Ego Process to embrace the opposites.

A combination of these two methodologies and a few others, "The Intelligence of self", is described in French in our books "*EMBRASSEZ VOS OPPOSÉS*" and "*L'INTELLIGENCE DE SOI... ET DE L'AUTRE*" (Cauvin & Cailloux 2007, 2009) and in English, in one article written by Cailloux & Cauvin, published in the "*VOICE DIALOGUE ANTHOLOGY*" (Hoffman 2012).

Type and Voice Dialogue complement each other quite well:

- both have in common the Jungian view of the Psyche;
- Type gives a map and a compass to understand the functioning of each individual psyche;
- Voice Dialogue allows one to "walk the territory"; in other words, to foster the development of the Aware Ego – this process consists in embracing the opposites that the Type approach identifies so clearly.

Some definitions

Typological polarities and the T/F scale

Jung's Type approach is based on the idea that the differences of behavior that can be observed from one individual to another are not random. He thought that these differences were at least partially due to innate preferences on specific dimensions of the psyche which are each defined by two opposite polarities.

According to Jung (Jung, 1921/1976) and some of his followers like Isabel Myers (Myers-Briggs, 1980) there are four dimensions of the psyche:

- Energizing: the orientation of energy, either towards the outside world (Extraversion - E) or the inside world (Introversion - I).
- Perceiving: the way of gathering information, either in a concrete, factual way (Sensing - S) or in a global, abstract way (Intuition - N).
- Judging: the criteria for decision making, either logical and impersonal (Thinking - T) or heartfelt and

personal (Feeling - F);

- Lifestyle: the way we deal with the outside world, either by planning and structuring (Judging style - J) or by adapting and reacting (Perceiving style - P).

The polarities of the Perceiving and Judging dimensions can be either extraverted or introverted, thus leading to eight typological or cognitive functions. This paper focuses on the Judging dimension. Below are a few more comments about its two polarities:

- Thinking is a way of making decisions based on a grid of objective criteria, which is applied to a given situation in an impersonal way. "Thinkers" are usually comfortable with logical, rational processes. They tend to understand in a rather intellectual way the rationale behind a behavior.
- Feeling is a way of making decisions based on personal values or social criteria that are deeply felt and applied in a personal way. "Feelers" are usually comfortable with feelings and human processes. They naturally empathize with the persons they are in relation with.

Thinking and Feeling can be either extraverted or introverted, thus leading to four judging functions:

- Extraverted Thinking (Te): proclivity to organize and structure the environment logically and in an orderly way. Learns methodically, decides rapidly and readily assumes authority.
- Introverted Thinking (Ti): proclivity to look for the rational explanation of everything through continuous questioning. Critically analyzes, looks for explanatory principles and directs by clarity of concepts.
- Extraverted Feeling (Fe): proclivity to be in harmony with socially shared values. Learns by interaction with others, pays attention to their needs and leads according to own values.
- Introverted Feeling (Fi): proclivity to create harmony based on deeply felt personal values. Looks for meaning, discerns according to ethics and proceeds by influence.

One must never forget that these are tendencies or primary orientations and not exclusive. The opposite side does exist, but in a more unconscious way, with less confidence in its application. We are not limited to our preference, but it requires more energy to use the disowned opposite polarity. For instance, if our proclivity is to use Extraverted Thinking spontaneously, we may have a tendency to forget or not exert the opposite side, Introverted Feeling, or use it with more difficulty.

Selves and the Aware Ego Process

According to Hal and Sidra Stone (Stone and Stone 1989) the human psyche is not homogeneous but rather made up of different Selves or sup-personalities. These Selves, also called voices, develop during one's lifetime to allow the person to adapt to his or her environment. There are an unlimited number of Selves though some appear quite frequently such as: inner child, critic, perfectionist, caretaker, workaholic, etc. The Selves we develop first are called Primary Selves

When a Self is developed, its opposite is disowned or even rejected. They are called Disowned Selves. It is the role of the Aware Ego Process to keep a balance between the opposites, to embrace them. The Aware Ego Process allows us to get out of duality – either/or thinking – and to integrate the different voices.

Typological Functions and Selves

Cognitive functions and Selves combine in a variety of ways. Here are four main possibilities:

- often the preferred functions are associated with the Primary Selves, together making up the Operating Ego.
- and vice-versa, the non-preferred functions are associated with the Disowned Selves, making up the Shadow.
- in other circumstances, when the pressure of the environment is very high, the extraverted

functions may join forces to create the Operating Ego;

- it is also possible that the Operating Ego is made up of non-preferred functions – when for instance education goes in ways opposite to spontaneous type. This may lead to a state of confusion which creates the difficulties that some people encounter when trying to discover their type.

Bonding patterns

A bonding pattern is the interaction between an empowered Self of person A and the disempowered Self of person B and vice-versa. Over time, this interaction becomes a strong link, even a tie. A Bonding Pattern is called positive when both partners feel comfortable, and happy in the relationship. In the positive Bonding Pattern, one sees one's empowered Self and how it can help the disempowered Self of the other. A Bonding Pattern is called negative when both partners feel uncomfortable, or unhappy in the relationship. In the negative Bonding Pattern, one only sees the empowered Self of the other and how it can oppress one's own disempowered Self.

Positive and negative Bonding Patterns are neither good nor bad. They just are - and we cannot avoid them. As soon as we enter into a relationship we cannot avoid having Bonding Patterns since we have both Primary and Disowned Selves. The Aware Ego Process is the only way to break out of Bonding Patterns. In so doing, we become more aware of our Operating Ego and of our Shadow. This is why working on Bonding Patterns is not only a way of facilitating relationships, but may be even the best way to work on oneself.

Hal and Sidra Stone suggested a powerful way of drawing Bonding Patterns. Below is the basic template.

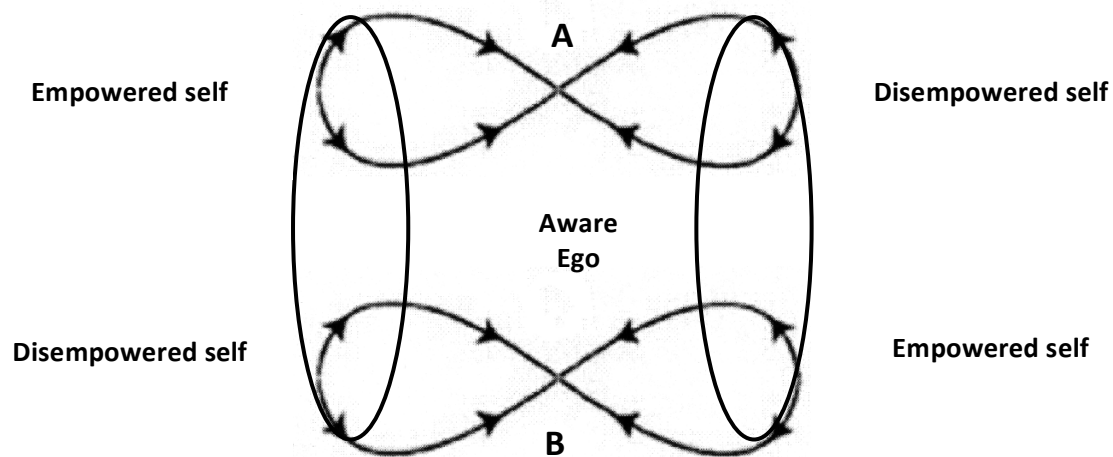


Figure 1. Basic Bonding Pattern

The point of this paper

The impact of the combination of Types and Selves is particularly striking when dealing with Bonding Patterns. It appears in the two following instances:

- when striving to shed light on a Bonding Pattern;
- when attempting to understand why some facilitators find working with Bonding Patterns easier than others

METHODS

Our observations have been made mostly during our coaching training, based on the "Intelligence of Self". This training lasts 37 days and takes place over three years. Since 1998, 150 people have taken the training, which means about 6300 person-days of training.

Participants are human resources professionals: HR managers, coaches, consultants, and therapists. They are all very knowledgeable about Types because they must already be qualified to use one of the existing Type Indicators: **CCTI** (Cailloux-Cauvin Type Indicator), MBTI (Myers-Briggs Type Indicator), Golden, JTI (Jungian Type Indicator), or MPTI (Majors Personality Type Indicator). To qualify to use these questionnaires, people usually have to go through a 5-day training and succeed in both a qualitative exam (giving type feedback) and a quantitative one. Those who have been qualified by an organization whose training we cannot validate, must take one of our specialized workshop in "Type Dynamics". Type qualification is not the only prerequisite: participants must have a masters degree, preferably in social sciences, or be able to demonstrate the equivalent. They also have to write a motivation letter, which may be followed by a face to face interview. Geneviève Cailloux and Pierre Cauvin make the decision for admission to the program.

The program includes 8 modules dealing with:

- Type and Selves
- Aware Ego Process
- Facilitation of individuals and dyads
- Bonding Patterns
- Archetypes
- Individuation process
- The coaching profession

During the three years, they learn and practice the methodology through :

- presentations and readings
- coaching sessions with the staff
- coaching sessions between participants supervised by staff
- exercises aiming at developing participant sensitivity and empathy

To obtain the qualification as "Master Practitioner in Intelligence of Self" participants must have :

- participated in all the modules
- completed at least 14 self evaluation forms
- kept a personal log
- read at least 10 of the books in the bibliography
- signed the CCTI statement of ethics and the International Voice Dialogue Agreement
- demonstrated the ability to deal with clients
- received feedback, following a multi criteria form, from the staff, twice a year
- written a short dissertation
- received approbation of their overall competence from the staff

The following results are based on our observations of hundreds of sessions. They are of a qualitative nature.

RESULTS

The T/F scale has an impact on Bonding Patterns in two ways:

- it explains the Bonding Pattern itself between two people.
- it gives some clues to the coach on how to draw a Bonding Pattern by taking into consideration what his/her type is.

The T/F polarities at work in Bonding Patterns.

Let us take a classical example that we have seen many times, under different disguises, and which used to be (and often still is) the archetype of a couple. He is an extraverted Thinker, ruler of the outer world, but he is not at ease with the opposite side, introverted Feeling. She is an introverted Feeler; she deeply empathizes with people and knows what her core values are, but she is not comfortable with the hard logic of business, her opposite side, extraverted Thinking.

These differences can play out in both a positive and a negative way. In life, most people tend to shift back and forth between the positive and the negative. Below is a possible positive Bonding Pattern:

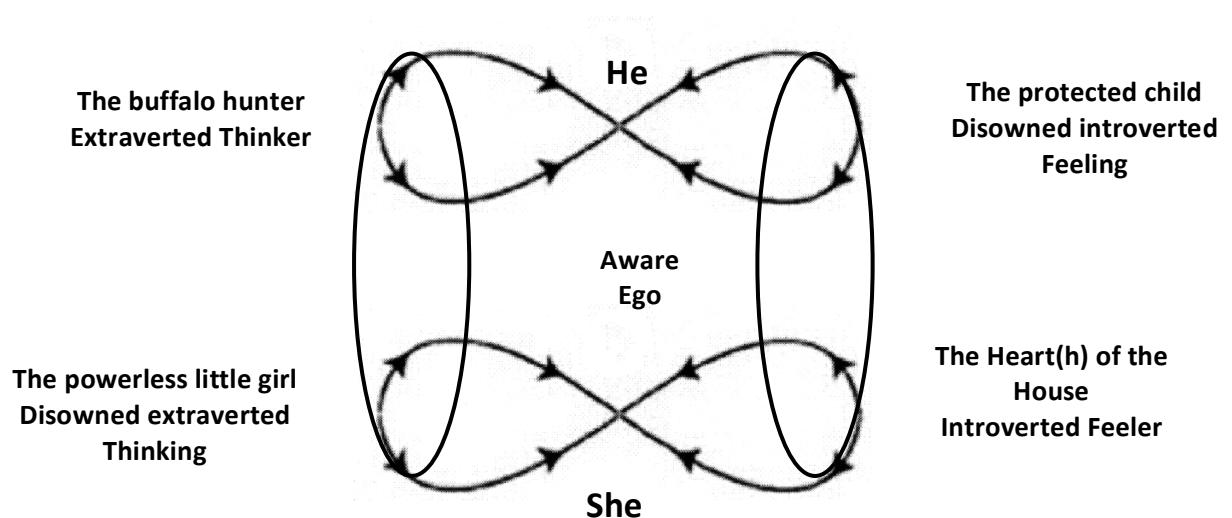


Figure 2. Positive Bonding Pattern between He and She

In this case, both of them find the situation comfortable, they feel complementary. He uses his extraverted Thinking in the world to make money and to provide a safe environment. He takes care of her inner child who is not competitive and feels at a disadvantage in the world (disowned extraverted Thinking). In return, she knows how to handle feelings, how to behave with people, how to be clear about the inner values of the household. This is a protection for his inner child who may feel very lost otherwise (disowned introverted Feeling).

But things change in the outside world: he has trouble at work and/or she experiences difficulties with the children. Or change comes from inside: she is getting fed up with the domestic chores and/or he would like more support or cannot earn enough income on his own.

What was so beautiful and supportive becomes ugly and aggressive. The other is no longer a complement but a threat. Each sees only the strength of the other and how the other is going to attack their vulnerability. The following drawing illustrates one possible negative Bonding Pattern:

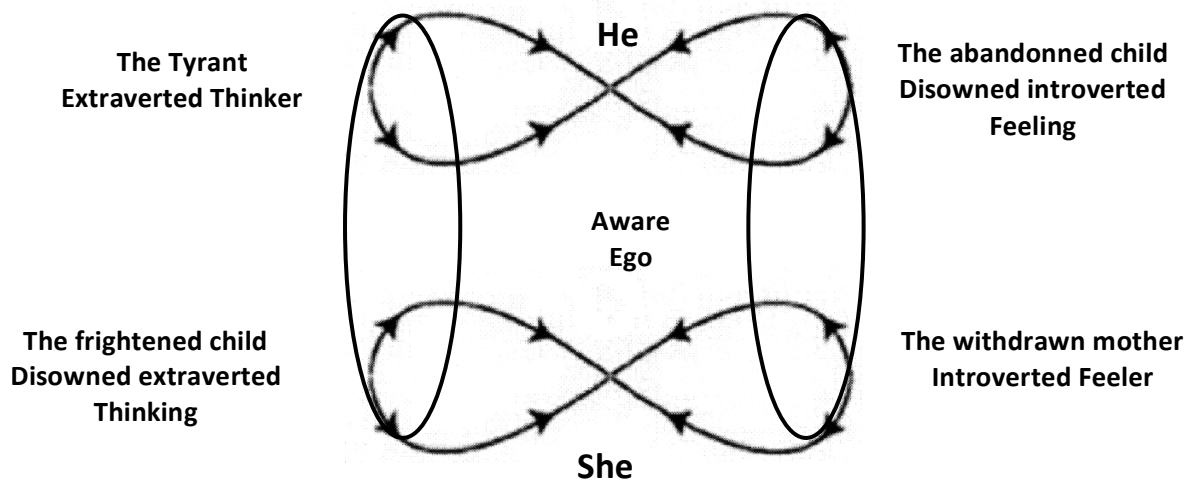


Figure 3. Negative Bonding Pattern between He and She

He is tired and has too much to do; he thinks he does not get the support he deserves. The little girl is not so charming any more; she is just a spoiled brat. The extraverted Thinker goes to the extreme. He becomes critical, makes nasty comments about money, and stays in his office longer. He may shout, or bang the doors: it is the "roar of Pan". She is frightened, becomes the "terrified nymph" who cannot stand up for herself (lack of extraverted Thinking). She protects herself by withdrawing; she becomes a distant, cold mother, no longer meeting his needs. He feels abandoned and does not have the inner resources to take care of himself (lack of introverted Feeling). This leads him to become more irritable, critical and caustic...

Remarks:

- we described these two Bonding Patterns by starting with He; we could have started with She. The scenarios would be basically the same, but the perception and the description of the feelings would probably be different. Each one has a tendency to say: "it's his/her fault."
- to be effective, the elaboration of a Bonding Pattern must be precise and reflect the feelings and perceptions of the people involved. In practice, it's not enough to speak about a tyrant father or a cold mother; the facilitator needs to find out in what ways the people are being tyrannical or cold.
- "Bonding patterns are the best way to work with Disowned Selves" (Stone & Stone 1998-1999, personal notes) because they help to raise important questions. What are the feelings associated with fear or abandonment? Where do they come from? What do they say about us?
- The Thinking and Feeling functions can express themselves in different ways; what we describe is just an example among many, though it is a frequent one;
- Bonding Patterns do not only arise from the T/F differences, the three other dimensions of Jungian typology offer a vast number of possibilities. While Type clarifies many Bonding Patterns, others are not Type-related or only distantly so.

The T/F preferences and their impact on the facilitator of a Bonding Pattern

The T/F scale can have a lot of impact on the way the coach/facilitator draws a Bonding Pattern. Before we explore this impact, it is important to have a working knowledge of how to draw a Bonding Pattern. There are many ways to draw a Bonding Pattern, depending upon the situation, the client and the coach. However, the general process can be described in 5 steps.

The general process of drawing a Bonding Pattern

First step: description of the situation

The client describes what is happening. At this stage, it is not yet clear that there will be a Bonding Pattern to deal with. Drawing a Bonding Pattern may not meet the needs of the client and it may not be the best approach. But if the question raised by the client is something like "I have a problem with so and so who is

terrible etc.," chances are that a Bonding Pattern is in sight!

Most often, the client will describe a negative Bonding Pattern. Actually, if he/she felt comfortable, he/she would not come and see a coach or therapist. And again, most often, the client will describe how "bad" (nasty, aggressive, dangerous, etc.) the other person is.

At this stage, the coach listens carefully, without preconceived ideas. At the same time, in the back of his/her mind, fragments of a scenario pop up: "it sounds like...", "it could be..."

Second step: suggestion of a scenario

When the fragments begin to make some sense, the coach suggests using the methodology of Bonding Patterns. Before beginning to draw, he has to make a decision whether he starts with the negative scenario or the positive one. Even if the client has started with the negative scenario, it's always possible to ask this question: "How was it when things were going well?".

After making a decision, the coach stands up and uses a board to draw two lemniscates, or infinity signs; one for person A and one for person B, as before. Then he tentatively offers a first sketch of the four positions. This is a delicate situation as the client does not understand or know how to draw a Bonding Pattern. Yet, the coach has to make some suggestions that stay close to the feelings, ideas, reactions and insights of the client. Typical sentences might be:

- "From what you said, it looks like you feel your partner as being rather..."here the consultant repeats some of the words used by the client.
- And, he may then ask "How would you describe this person's behavior when he/she is being this way?"
- In the next phase, the coach may ask "How do you feel when this person behaves this way? What does it trigger in you?" These are very sensitive questions because they deal with disempowered or vulnerable parts of the client that he/she is protecting at all costs.
- At this moment, the coach helps the client to see the other side: "In what way do you feel empowered? How do you fight back? How do you imagine the other person's feelings when you are giving him the cold shoulder, or shouting at him/her, or whatever else you might do".

After each question, the coach writes on the board the word, or a few key words, which encapsulate each position, like we did for "the buffalo hunter" and "the powerless little girl".

It is of utmost importance that the coach, when drawing the Bonding Pattern, keeps their connection with the client. This is not about doing a brilliant demonstration of a psychological analysis. He is dealing with very sensitive material as he transcribes on the board, in a clearer way, what the client is saying, and capturing the associated feelings.

Third step: wrapping up the scenario of the Bonding Pattern

Elaborating a Bonding Pattern is far from easy. Once there is a sketch on the board, the coach needs to go back and check its validity with the client. Some criteria of a well-described Bonding Pattern are:

- two sides of equal importance are drawn for each scenario -- positive and negative. Most clients clearly see one side and not the other. They are clear about the oppressive power of the other, but not their own oppressive power.
- the Disempowered Self is clearly enunciated, in other words the client is aware of how his/her underlying vulnerability which is at work in the Bonding Pattern. This is probably the turning point and the real benefit of working on a Bonding Pattern; but it means that the client gives up being right – or righteous – and takes his/her own share of the Bonding Pattern;
- the positive and negative Bonding Patterns match: one is the reverse of the other. The same

strengths and weaknesses are at work but used differently.

This review of the first sketch may lead to drawing a new one which is more precise and more adapted to the client. Actually, the best criteria is the "ah ah!" exclamation of the client. All of a sudden, it makes sense.

Fourth step: working with selves

At this moment, the coach may work with two opposite selves of the client, the disempowered side (the hidden vulnerability) and the empowered side. This is done using the Voice Dialogue method to separate each of these selves from the person through physical movement to help the Aware Ego emerge in relationship to these opposites.

Working with the selves can also be done while drawing the Bonding Pattern as a Self often appears and the coach is not going to ask him/her to wait for the drawing to be complete! Working with selves as they pop up can be the best way to draw the Bonding Pattern.

Fifth step: the Aware Ego

As in any "Intelligence of Self/Voice Dialogue" session, one always ends by moving the client back to the Aware Ego position and debriefing them.

The impact of the preference of the coach for Thinking or Feeling on the process itself

Both Thinking and Feeling functions present advantages and disadvantages in drawing Bonding Patterns. We have consistently observed that:

- coaches of the Thinking type get more excited and can more easily master the mechanism of the Bonding Pattern - but tend to forget to link with their client.
- coaches of the Feeling type are more easily linked to their client, but get lost when they have to draw the logical aspects of the Bonding Pattern.

A typical example is John. An engineer by training, he wants to become a coach and follows our training. Using the four-letter code of type, John is an INTJ – meaning that one of his favorite functions is extraverted Thinking. When the time comes to learn about Bonding Patterns, he gets very excited and asks a lot of questions. After the training, he sends many emails asking for clarification and suggestions. Eventually John comes up with a very clear and precise explanation of the model, which he presents to the other participants, who become lost in admiration.

However, John has never been able to use it properly with clients. He was too eager to jump to conclusions. His clients had to fit the model rather than the opposite.

We have also observed differences between the extraverted and introverted orientation of the judging functions:

- Extraverted Thinking
 - usually goes quickly to drawing the Bonding Pattern, does it clearly and presents it in a convincing way
 - may go too fast and force his/her hypothesis on the client as the absolute truth
- Introverted Thinking
 - asks specific questions, not satisfied until the Bonding Pattern is really clearly drawn
 - may generate confusion by over complication
- Extraverted Feeling
 - keeps a strong link with the client, responds to his/her needs, ensures a warm relationship
 - may become overenthusiastic and tend to solve the problem for the client's good,

forgetting the actual basis of the Bonding Pattern

- Introverted Feeling
 - empathizes with the client, takes the required time, sensitive to client's feelings
 - may get lost in drawing the Bonding Pattern, with associated feelings of incompetence

DISCUSSION

A need for both Thinking and Feeling functions

Actually, drawing a Bonding Pattern requires both functions, Thinking and Feeling.

You need Thinking to:

- step back from what is being said and not become overly involved
- link the fragments which pop up in your mind in a logical way as the exchange moves along
- be assertive and confident enough to suggest a first sketch
- be critical of the first sketch to find a more accurate one
- check, recheck and ask questions to be sure that there is the right balance between the two sides of a Bonding Pattern and the negative and positive expressions of the Bonding Pattern.

You need Feeling to:

- keep the link with your client and be close to him/her
- be in touch with his/her feelings
- maintain the appropriate position of a coach/facilitator - especially when standing up to draw the Bonding Pattern – and not start "teaching"
- put the well-being of the client first, and the application of the model second to it.
- be able to stop the drawing and work with the feelings ignited by the work

Transference, countertransference and Bonding Patterns

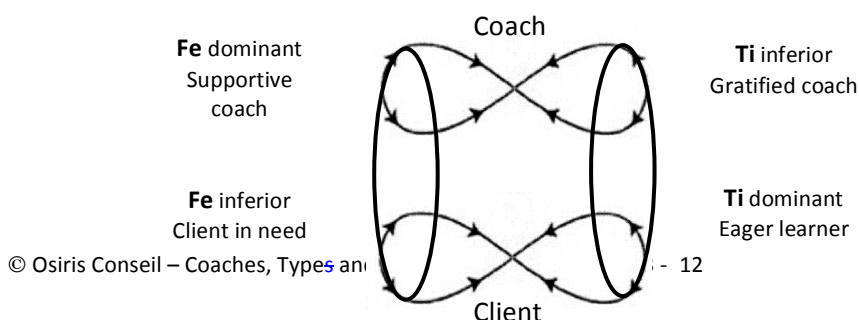
If the coach were able to harmoniously embrace Thinking and Feeling, meaning that he/she is permanently in the Aware Ego and if the client were able to do the same, drawing a Bonding Pattern would be easy (more or less) and rewarding. Unfortunately, no coach, even the best one, remains in a permanent state of the Aware Ego. The client is not even supposed to be in his/her Aware Ego as there would be no reason for him/her to consult with a coach, facilitator, or therapist.

Therefore, Bonding Patterns arise between coach and client during the coaching or the therapy and drawing these Bonding Patterns help the coach and client deal with transference/countertransference. This is a fundamental part of supervision.

Following are two examples of the relationships that can occur between the coach and the client when they are still linked to their Thinking/Feeling functions:

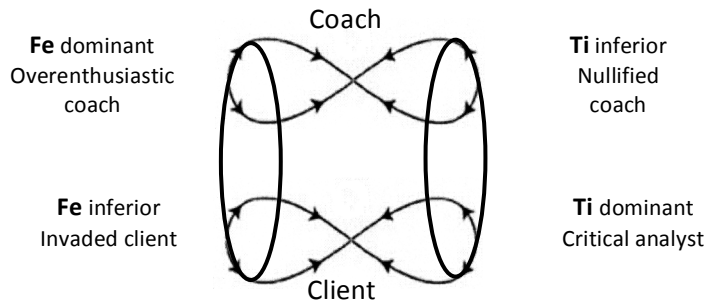
First case: the coach is an extraverted Feeler - Fe (disowned process: introverted Thinking), the client is an introverted Thinker - Ti (disowned process: extraverted Feeling)

Positive Bonding Pattern



The client in need of help (inferior extraverted Feeling) meets a supportive coach (dominant Fe); he feels understood and can therefore ask the questions he has in mind (dominant introverted Thinking). The coach feels gratified as a good teacher – all the more so since it's not his dominant function.

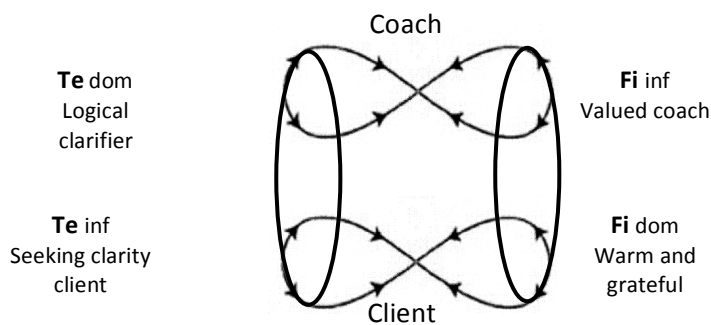
Negative Bonding Pattern



The overenthusiastic coach (Fe in excess) wants to solve the issue but the client feels emotionally invaded. He regains power by doing what he knows how to do best: criticizing in the name of logics. This taps into the inferior function of the coach who feels totally incompetent.

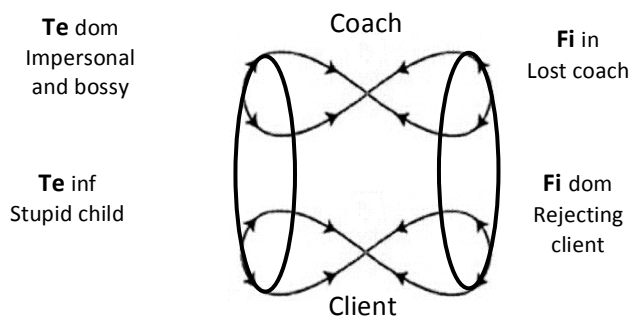
Second case: the coach is an extraverted Thinker - Te (disowned process: introverted Feeling), the client is an introverted Feeler - Fi (disowned process: extraverted Thinking)

Positive Bonding Pattern



The client looking for clarity, which he does not find easily (inferior extraverted Thinking), meets a coach who knows how to clarify situations (dominant extraverted Thinking). The client feels comforted and supported and his warmth (introverted Feeling) extends to the coach who feels valued.

Negative Bonding Pattern



The coach gets excited by the logic of the Bonding Pattern and makes an intellectual presentation (Te in excess); the client feels stupid (Te inferior). He becomes cold and rejecting (introverted Feeling used in a negative way) and therefore the coach feels lost, ignored.

CONCLUSION

We have looked into the implications of the Thinking/Feeling polarities of the psyche when drawing Bonding Patterns and the scenarios that can take place between the different Selves of people as they interact. These implications appear at two levels:

- explaining a Bonding Pattern between two people, whether these two persons are:
 - the client and another person he/she is in contact with
 - the coach and the client – this is one method for dealing with the transference/counter transference process
- understanding why some coaches are more at ease, and others less, with different steps in the process of drawing Bonding Patterns

From our observations and discussion, we can draw some conclusions:

- Both the Thinking and the Feeling functions are necessary for the coach in whatever he/she does, but even more so when dealing with Bonding Patterns. If one function is lacking, the work falls apart.
- Working with Bonding Pattern forces the coach to embrace his/her opposites, so facilitating Bonding Patterns is excellent for the development of the facilitator.
- The combination of Type and Voice Dialogue, which we call "Intelligence of Self", proves to be efficient, supportive, and illuminating for the client as well as for the coach.

We would be pleased to get reactions and comments, and to answer any questions readers would like to ask.

And we would like to thank Dorsey Carwright and Neil Meili for not only editing our English but also improving the text itself.

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Personal and organizational development consultants-

In 1989, after various professional careers, Pierre and Geneviève created their own consulting company, Osiris Conseil. They introduced and developed the Type Approach in France, first with the MBTI, then with their own questionnaire, the CCTI, as well as with Voice Dialogue, which they combined to create the "Intelligence of Self".

They are the authors of five fundamental books and several brochures and articles and have given many presentations on radio, TV, and at professional conferences. Their current focus is training consultants and coaches through their various workshops, which includes a three-year course in coaching.

In 2011, Pierre and Geneviève received the "Mary McCaulley Lifetime Achievement Award" in San Francisco. This award recognizes an individual (in this case two people) who, through a body of work spanning a number of years, has made a significant contribution for encouraging the constructive use of differences identified by psychological type.

In 2012, their training in coaching has received the "European Quality Award" accreditation granted by the European Mentoring and Coaching Council, one of the three main professional coaching associations in the world.

www.osiris-conseil.com

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