INFULISTIC

# ORGANISATIONAL LEADERSHIP DEVELOPMENT

**A psychologically informed, outcomes-aligned approach**

For business owners, directors, HR and People teams, leadership development professionals and organisations investing in their leaders.




**BEING + DOING → REGULATED → TRANSFORMATIONAL IMPACT**

Regulated Leaders are Transformational Leaders.

# The philosophy: developing the whole leader

Leadership development is not simply about learning theories or acquiring skills in isolation. It is about developing leaders who lead with meaning and purpose, translate intention into action, and have the capability and judgement to make a genuine difference.

**Being** develops self-awareness: understanding the person behind the role and the experiences, values and patterns that shape how they lead. **Doing** turns that understanding into practical capability: the skills, behaviours and strategies needed to meet the demands of the role and achieve meaningful outcomes. Leaders learn to work through challenge, make considered decisions, collaborate and drive change.

My coaching reflects this philosophy. I coach from within the leadership experience, working alongside the leader and engaging with the real situations, relationships and pressures they face. Rather than observing from the outside or prescribing answers, I offer a collaborative space to explore, question and challenge, helping turn insight into practical action. I remain connected to the realities of leadership while bringing the independence and professional boundaries needed for effective coaching.

**BEING + DOING → REGULATED LEADER → TRANSFORMATIONAL IMPACT**

## What organisations are looking to achieve

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| **Leadership capability** | Build confident, self-aware leaders who can navigate complexity, make considered decisions and take responsibility. |
| **Stronger teams** | Improve communication, trust, collaboration, accountability and the ability to work constructively through challenge. |
| **Change and adaptability** | Support leaders to lead change, manage uncertainty and respond thoughtfully to competing demands. |
| **Talent and succession** | Develop existing and emerging leaders, strengthen leadership pipelines and support readiness for greater responsibility. |
| **Strategic alignment** | Connect individual development to organisational priorities, culture, values and business objectives. |

## A partnership, not an off-the-shelf course

The work begins with understanding the organisation rather than assuming that every leadership team needs the same programme. The focus, methods and measures are shaped around the organisation's context, the leaders involved and the outcomes agreed at the outset.

# The Regulated Leader Framework

The framework connects four dimensions of development. Being and Doing are brought together through self-awareness and emotional regulation, supporting the leader to create a more intentional and constructive impact.

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| **BEING** | The person behind the role | Explore leadership identity, values, beliefs, motivations, experiences, emotional responses and patterns that may shape how the person leads. |
| **DOING** | How leadership is practised | Translate understanding into practical capabilities: communication, decision-making, delegation, feedback, managing performance, navigating conflict and leading change. |
| **REGULATED LEADER** | The integration | Strengthen the ability to recognise internal responses, remain present with challenge and create space to choose a considered response rather than react automatically. |
| **TRANSFORMATIONAL IMPACT** | The influence created | Connect personal and practical development to the experience of colleagues, teams and the wider organisation: trust, clarity, collaboration, empowerment and direction. |

## A connected, adaptable model

The dimensions are interconnected rather than a fixed sequence. Coaching moves between them according to the leader's needs, the challenges they face and the outcomes agreed with the organisation. The framework provides direction; the development process remains responsive and tailored.

# How the framework integrates coaching & development

The four dimensions provide a structure for understanding development. The models below are examples of approaches that may be selected; they are not a fixed programme or a requirement to use every method.

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| **BEING** | Understand the person behind the role | **Possible approaches**<br>Person-Centred Coaching; CBT / Cognitive Behavioural Coaching; Existential Coaching; Gestalt; Positive Psychology; Emotional Intelligence; Transactional Analysis; values and motivation approaches. |
| **DOING** | Turn insight into practical leadership behaviours | **Possible approaches**<br>GROW / TGROW; OSKAR; CLEAR; Egan Skilled Helper Model; Dexter & Dexter Coaching Model; Solution-Focused and Behavioural Coaching; Situational Leadership; SMART objectives and experiential learning. |
| **REGULATED LEADER** | Integrate self-awareness and practical capability; strengthen the capacity to respond intentionally under pressure and through change. | **Possible approaches**<br>Emotional Intelligence; ACT-informed concepts; CBT techniques; mindfulness and present-moment awareness; the Window of Tolerance; resilience and habit formation; Transtheoretical Model of Change; reflective practice. |
| **TRANSFORMATIONAL IMPACT** | Connect individual development to teams and organisational outcomes | **Possible approaches**<br>Transformational Leadership; Psychological Safety; CCL Direction, Alignment & Commitment; Systems Thinking; McKinsey 7S; Lewin and Kotter change models; workforce planning, capability and competency frameworks; 360-degree feedback. |

## Human development & change

Development considers how people learn, mature, adapt and sustain change. Relevant concepts may include adult learning and experiential learning (Kolb), Growth Mindset, motivation and self-determination, stages of change (Prochaska and DiClemente), behavioural change and habit formation, psychological adaptation and resilience. At organisational level, Lewin and Kotter can help frame the planning and embedding of change.

## How approaches are selected

Selection is needs-led and proportionate. It is informed by organisational context and business outcomes; leadership requirements and capability gaps; individual needs, strengths, values, motivations and readiness; the nature of the challenge; the relevance of the approach and practitioner competence; and review of progress as needs evolve.

## Integrating regulation into the coaching process

The Window of Tolerance is one of the reflective approaches that may be used within the Regulated Leader dimension. It helps a leader recognise when pressure is affecting their capacity to remain present, think flexibly and respond effectively. Coaching may explore the leader's signs of moving into hyperarousal or hypoarousal, the situations and patterns that contribute, and what helps them regain a more resourceful state. Strategies might include grounding, pausing, breathing, movement, reflection, reframing, seeking support or adjusting demands and boundaries.

This understanding is then brought directly into the practical work of leadership: for example, noticing a heightened or withdrawn response during conflict, using an appropriate strategy to regain capacity, and choosing how to communicate, make a decision or address the situation. The Window of Tolerance is therefore not a separate stage or a standalone intervention; it supports the ongoing integration of Being and Doing, and the leader's ability to create a more intentional impact.

**Example:** Where a leader is struggling with conflict, the work might combine Transactional Analysis or reflective coaching to explore recurring interaction patterns, CBT techniques and emotional intelligence to support more considered responses, and behavioural coaching to rehearse difficult conversations. Awareness of the Window of Tolerance may help the leader recognise when they are becoming activated or withdrawing, and apply a suitable regulation strategy before responding.

**The principle:** the framework provides the structure; the needs determine the methods. The aim is not to use as many models as possible, but to select the most relevant approaches and integrate them purposefully.

# Working with your organisation

The organisational engagement is collaborative and starts with the context in which leadership happens. Together, we clarify what the organisation is seeking to achieve and where leadership development can make a meaningful contribution.

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| 01 | **DISCOVER** | Understand strategy, culture, current pressures, leadership expectations and the business outcomes that matter. |
| 02 | **IDENTIFY** | Explore leadership capability needs, role expectations, team dynamics, development priorities and future leadership requirements. |
| 03 | **DESIGN** | Agree the development approach, participants, objectives, format, assessment options, measures and review points. |
| 04 | **DEVELOP** | Deliver tailored individual or group coaching and development, linked to real leadership responsibilities and workplace challenges. |
| 05 | **REVIEW** | Review progress against agreed objectives, reflect on behavioural changes and evaluate relevant organisational indicators. |

## Questions explored at the outset

- What are the organisation's strategic and operational priorities?
- What does effective leadership need to look like in this context?
- Where are the most important capability gaps or development opportunities?
- What do leaders, teams and stakeholders need to experience differently?
- How will we recognise meaningful progress, and what information can appropriately be shared?

The result is a proportionate development plan with clear objectives and review points, rather than a standard programme applied regardless of need.

# The leader's development journey

Each engagement is tailored, but a clear structure helps leaders and organisations understand how the work will progress. Coaching is connected to live leadership challenges and supported by reflection and application between sessions.

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| **Contract and clarify** | Agree the purpose, scope, expectations, confidentiality, stakeholder roles and development objectives. |
| **Understand the leader** | Explore role context, leadership identity, strengths, values, beliefs, behavioural patterns and current challenges. Use assessment or feedback tools where useful. |
| **Focus the development** | Translate the discovery into a small number of meaningful priorities and practical goals. |
| **Coach and apply** | Work with real situations, rehearse alternative responses, test strategies and apply learning in the workplace. |
| **Reflect and consolidate** | Review what is changing, identify what remains challenging and strengthen the behaviours and practices the leader wants to sustain. |
| **Evaluate and close** | Review progress against agreed objectives, capture learning and identify next steps for continued development. |

## Possible delivery formats

**Individual leadership coaching** for directors, senior leaders, managers and emerging leaders. **Leadership team development** focused on shared priorities, communication, trust and collective effectiveness. **Targeted development programmes** for a cohort or leadership pipeline, combining individual coaching with workshops or facilitated development where appropriate.

Duration, session frequency and format are agreed to suit the leadership objectives, organisational context and practical availability. A common starting point is a defined engagement with regular sessions and review milestones; the scope is confirmed with the organisation before work begins.

# Assessment, feedback and development tools

Assessment is used selectively to deepen understanding, create a shared language and help identify development priorities. No single profile explains a person or predicts leadership effectiveness. Tools are chosen according to the question being explored, the leader's role and the practitioner's competence.

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| **DISC / Everything DiSC** | Behavioural preferences, communication, pace, priorities and how a leader may adapt their style when working with others. |
| **Hogan assessments** | Everyday personality characteristics, values and motives, and behaviours that may become counterproductive when strengths are overused or pressure increases. |
| **EQ-i 2.0 / EQ 360** | Emotional-social functioning, including self-perception, interpersonal skills, decision-making and stress management. |
| **360-degree feedback** | How leadership behaviours are experienced by colleagues, direct reports, peers and other relevant stakeholders. |
| **CliftonStrengths** | Patterns of talent and how strengths can be applied, balanced and developed in the context of the role. |
| **Leadership Circle Profile** | Leadership behaviours and effectiveness, using self-perception and feedback from others. |
| **Thomas-Kilmann (TKI)** | Preferred approaches to conflict, disagreement, competing priorities and difficult conversations. |
| **Values, motivation and role-based measures** | Explore alignment, drivers, leadership expectations and specific capability requirements. |

## Responsible use

Some instruments require specific certification, licensing or qualified interpretation. Their use is agreed in advance, with clarity about purpose, data handling, confidentiality and who will receive results. Assessment profiles are developmental inputs, not clinical diagnoses or stand-alone selection decisions. Where a tool is not appropriate or the required qualification is not held, another suitable approach is selected.

# Development outcomes and evaluation

The organisation and leader agree what progress should look like before the work begins. Measures are proportionate to the engagement and combine personal reflection, observable behaviour and relevant organisational information. Coaching can contribute to organisational outcomes, but results are influenced by wider factors and should not be attributed to coaching alone.

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| **Leader** | Self-awareness; clarity of values and role; confidence in decision-making; emotional awareness and regulation; progress against agreed behavioural goals. |
| **Leadership practice** | Communication, delegation, feedback, performance conversations, prioritisation, decision-making, conflict handling and leading change. |
| **Team and relationships** | Trust, clarity, collaboration, stakeholder feedback, accountability, empowerment and quality of working relationships. |
| **Organisation** | Relevant indicators such as engagement, retention, absence, delivery, quality, customer outcomes, succession readiness or progress against strategic priorities. |

## A practical evaluation cycle

• Agree baseline, development objectives and indicators at the start.

• Review learning, application and barriers at agreed milestones.

• Gather appropriate feedback and examples of changed behaviour.

• Evaluate progress with the leader and, where agreed, the organisational sponsor.

• Identify what should be sustained, supported or developed next.

## Reporting and confidentiality

The organisation may receive agreed information about objectives, attendance, themes at an appropriate level and progress against the development plan. Personal disclosures and the detail of confidential coaching conversations are not shared without the leader's informed agreement, except where a relevant legal, ethical or safeguarding obligation applies. These arrangements are clarified during contracting.

# The practitioner behind the approach

**Chris Murrell** is a trained psychotherapist and coach, holds an **MSc in Integrative Counselling & Coaching** and is a **BACP registered** practitioner. His training integrates counselling, psychotherapy and coaching, with a focus that includes coaching leaders, organisational development and the people-related challenges faced by organisations.

This combination informs a psychologically grounded approach to leadership development. It supports work with identity, sense of self, beliefs, values, emotional responses, relationships and behavioural patterns, while connecting personal understanding to practical leadership goals and organisational context.

## Professional practice and boundaries

Leadership coaching is a separately contracted developmental service. Psychological understanding informs the work, but coaching is not presented as clinical treatment. The engagement is governed by clear agreements, informed consent, confidentiality and its limits, professional boundaries, appropriate supervision, continuing professional development and practice within competence. Where needs arise beyond the coaching scope, these are discussed and may require separate therapeutic contracting or referral.

## A tailored conversation about your organisation

A first discussion can explore your organisation's priorities, the leadership challenges you are seeking to address, who the development is for and what meaningful progress would look like. From there, Infulistic can shape a proportionate proposal setting out the objectives, approach, delivery format, timescale, responsibilities and evaluation plan.

## START WITH THE ORGANISATIONAL CONTEXT

Understand the need. Agree the outcomes. Develop the leaders who shape the organisation.

Infulistic | Counselling, Psychotherapy and Coaching
https://infulistic.com/leadership-coaching