

# *The balanced performativity*

- as strategic focus in educational psychotherapy and coaching

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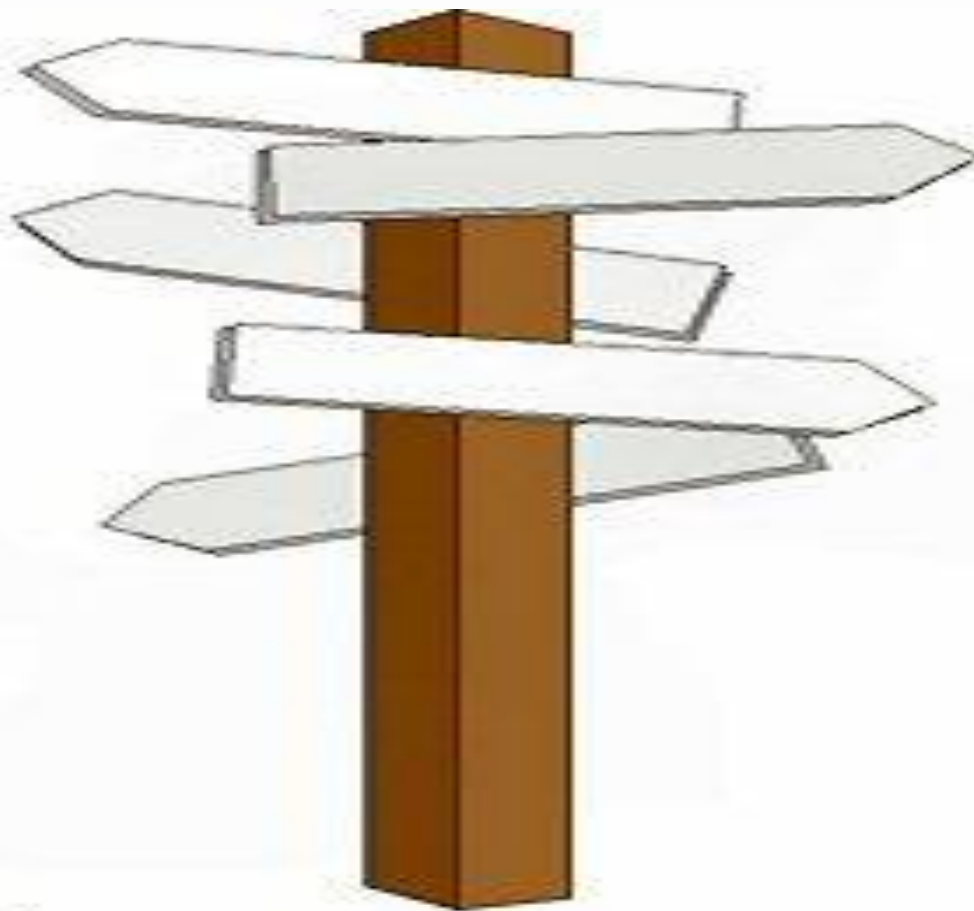


# Plan

- What is the problem and who has it?
- How might Aristotle inform modern practice of coaching and psychotherapy in educational settings?
- A case



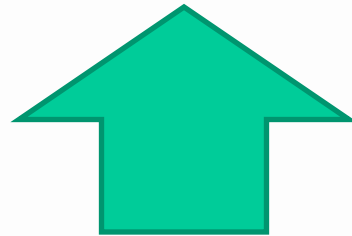
What is the problem and who has it ?





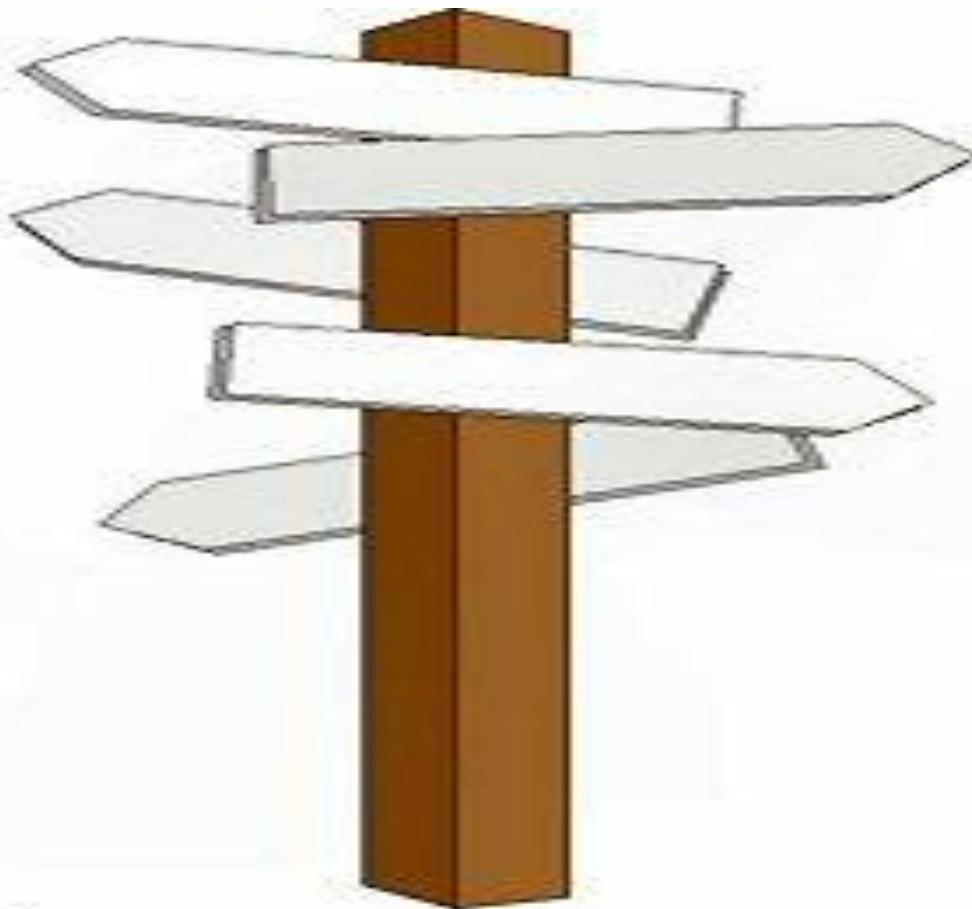
# Main target group

Students who experience challenges or problems of excessive performance and extreme self-demands in their educational life



Students who experience severe ***lack of satisfying orientation*** in their general way of relating to themselves, others and their world

How might Aristotle inform modern practice?



# Relational-dynamic conception of human existence

In daily living every human being is fundamentally relatedness

Every dimension and activity of relational existence is polar (birth-death, attachment-separation etc.)



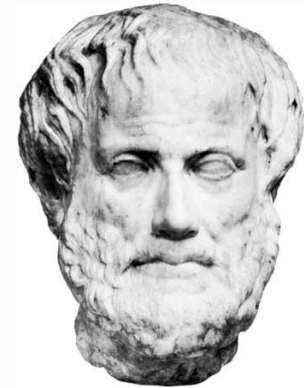
# Conception of human suffering

*Suffering is an expression of insufficient relations to one self, other people or one's bodily-physical dimension of being*

*Anxiety and depression related to unbalanced performance in academic life might be seen as an expression of insufficient relatedness*



# Aristotle



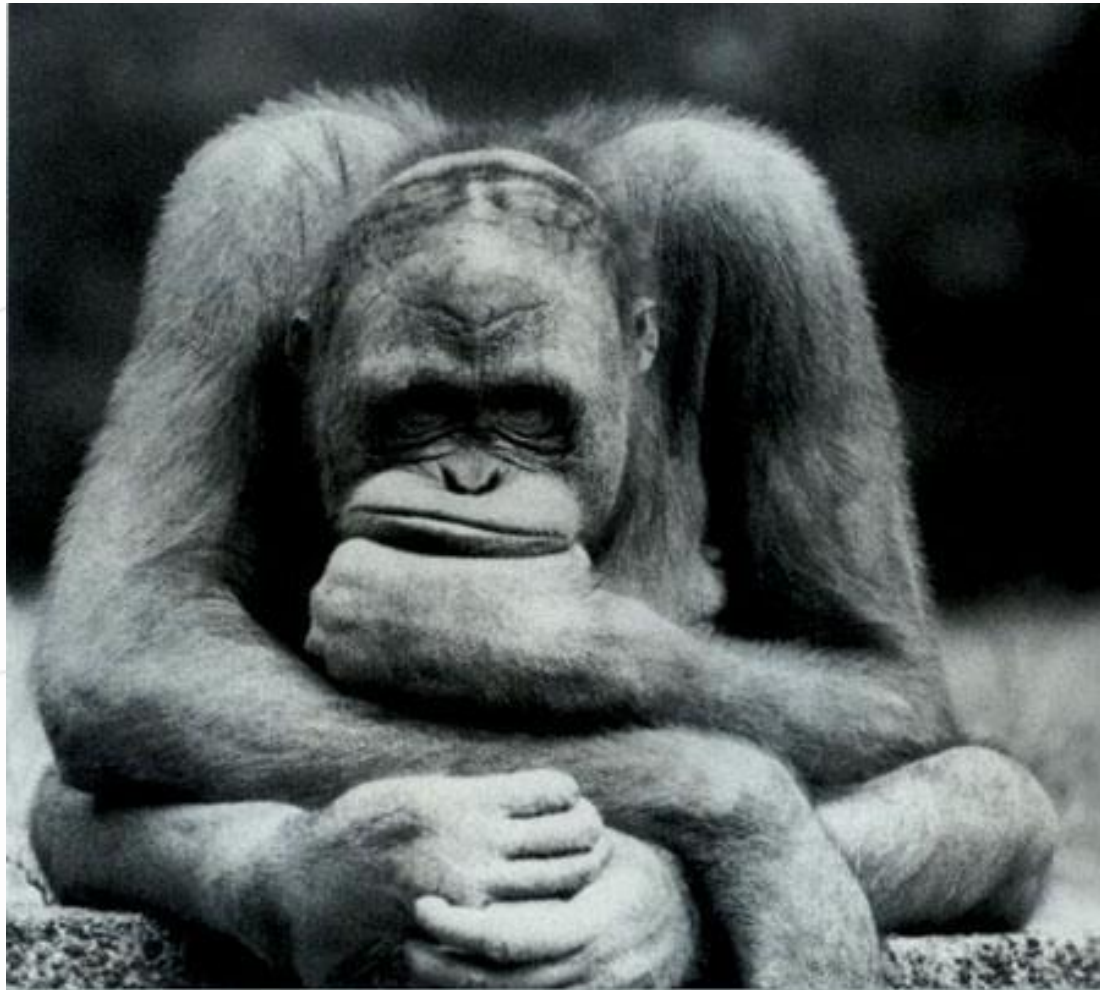
- Human flourishing (eudaimonia) is a matter of fulfilling all dimensions of human living and existence by achieving balance and moderation
- Every aspect of human existence consist of polarities, balance is the 'third point'
- Ethics aims at human flourishing by bringing-forth the potentials already hiding within the individual Being-in-the-world through development of appropriate skills for living (virtues)



# Aristotelian psychotherapy and coaching

- Identifying in-balances in living and performing in relations to oneself, others and physical world
- Facilitating uncovering, development and enhancement of hidden potentials (abilities and values) for living





Oh what to do, what to dooo?