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 consists 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?