

# 1.5

## GLOSSARY

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Supplementary material for Integrating counselling and psychotherapy: Directionality, synergy, and social change (Sage, 2019).

The aim of this glossary is to supplement the reading of *Integrating counselling and psychotherapy: Directionality, synergy, and social change* (Sage, 2019) by providing definitions of key terms. The glossary focuses on terms that are not typically covered in the counselling and psychotherapy literature, particularly those associated with motivational theory.

## A

**A sense of direction** A feeling that we know where we want to go in life: an implicit or explicit grasping of our higher-order directions. A feeling of purpose and orientation. The first aspect of the directional process associated with wellbeing and affect.

**Abstract goals** See concrete goals.

**Achievement** Reaching goals. The fourth aspect of the directional process associated with wellbeing and affect.

**Action** The carrying out of specific behavioural acts to actualise a direction. The sixth phase of the directional arc.

**Action- and feedback-focused methods** Therapeutic practices which aim to help clients try out planned activities, and review their success (e.g., behavioural experiments, role play).

**Action initiation** The commencement of the action phase of the directional arc.

**Actualisation of directions** Having a sense that one's directions are meaningful and attainable; that one is approaching and achieving the associated goals, and appreciating the achievement of them.

**Agency** The human quality of intentionally: actively making things happen (Bandura, 2001).

**Arbitrary control** 'Attempts to make behavior conform to one set of goals without regard to other goals (and control systems)' (Powers, 1973, p. 271). See rogue goals.

**Attainability** A sense that our directions can be achieved. The second aspect of the directional process associated with wellbeing and affect.

**Appreciation** Savouring what has been achieved. The fifth aspect of the directional process associated with wellbeing and affect

**Approach goals** Goals that focus 'on a positive, desirable outcome or state and regulation entails trying to move toward or maintain the outcome or state' (Elliot &

Church, 2002, p. 244). A sensitivity to gains. Similar to a 'promotion regulatory focus' (Higgins, 1997).

**Approaching** Progress towards goals. The third aspect of the directional process associated with wellbeing and affect.

**Assimilative integration** A form of therapy integration in which the therapist introduces new understandings and methods into a pre-existing pure form therapy (e.g., a therapist trained in person-centred therapy who draws on psychoanalytic and Jungian insights and practices).

**Autonomy (aka control)** [B]eing the perceived origin or source of one's own behavior' (Ryan & Deci, 2002, p. 8). Hypothesised as a highest-order direction.

**Avoidance goals** Goals that focus 'on a negative, undesirable outcome or state and regulation entails trying to move or stay away from the outcome or state' (Elliot & Church, 2002, p. 244). A sensitivity to losses. Similar to a 'prevention regulatory focus' (Higgins, 1997).

**Awareness** The conscious recognition of directions. The second phase of the directional arc.

**Awareness-focused methods** Therapeutic practices which aim to help clients recognise what they want in life, and how they are trying to get there (e.g., free association, focusing).

B

C

**Challenging goals** See difficult goals.

**Chronic ineffective strategies** A means of trying to achieve a higher-order direction that is inadequate, yet still consistently adopted.

**Common factors approaches** A form of therapy integration which is based on the identification of active ingredients across a range of therapies (see, for instance, Miller, Duncan, & Hubble, 1997).

**Competence (aka self-worth)** '[F]eeling effective in one's ongoing interactions with the social environment and experiencing opportunities to exercise and express one's capacities' (Ryan & Deci, 2002, p. 7). Hypothesised as a highest-order direction.

**Complex goals** A goal that is linked to a wide range of other goals, subgoals, and behaviours (Austin & Vancouver, 1996).

**Concrete goals** See specific goals.

**Conflict (between directions)** See dysergy.

**Core conflicts** Dysergies between directions that are hypothesised to be at the root of psychological difficulties.

**Conscious goals** Goals that the person is aware of. Volitional goals. Cf. 'explicit' or 'self-attributed' motives (McClelland, Koestner, & Weinberger, 1989).

**Creative methods for helping clients identify higher-order directions** Practices in which clients are helped to identify and express their higher-order directions through creative media, such as drawing or mental imagery.

**Current life tasks/Current concerns** Both of these concepts are similar to personal projects, but have a specific time boundary. Current life tasks are defined as 'the set of tasks that the person sees himself or herself working on and devoting energy to solving during a specified period of time' (Cantor, Norem, Niedenthal, Langston, & Brower, 1987, p. 1179). Current concerns are defined as, 'the state of an individual between two time points, the one of becoming committed to pursuing a particular goal and the other of either attaining the goal or giving up the pursuit' (Klinger & Cox, 2011, p. 10).

## D

**Decision utility** '[T]he weight that is assigned to the desirability of an outcome' (Kahneman, 1999, p. 17). See expectancy–value theories.

**Deliberate dysergy** A dysergy in which one, or both, directions specifically aim to negate, or destroy, the other direction.

**Descriptive methods for helping clients identify higher-order directions** Practices in which clients are helped to identify and express their higher-order directions in verbal or written form.

**Desires** 'A strong feeling of wanting to have something or wishing for something to happen' (*Oxford online dictionary*). For the purposes of the present text, it will be the principal term used to describe directions in the emergence, awareness, and evaluation phases of the directional arc. As the definition – and research (Bruininks & Malle, 2005) – suggests, desires can be considered synonymous with wants; though desires may refer to directions of a more intense, emotional, and interpersonal nature.

**Diachronic synergies/dysergies** Synergies, or dysergies, that unfold over time. E.g., going running to reduce anxiety, which then leads to greater fitness.

**Difficult goals (aka challenging goals)** Goals that require a high level of knowledge and skill to achieve (Austin & Vancouver, 1996).

**Directionality** The agentic, purposeful, forward-oriented quality of living systems (e.g., families, communities).

**Directional arc** The cyclical process by which directions are actualised, potentially consisting of eight phases: emergence, awareness, evaluation, intention, planning, action, feedback, and termination.

**Directions** Specific, purposeful forward movements by living systems. Inclusive of predecisional and postdecisional motivational constructs (e.g., desires, intentions, and goals).

**Distal goals** See long-term goals.

**Drives** The psychological representation of biological instincts (Wolitzky, 2003).

**Dysergy (aka goal conflict)** When 'a goal that a person wishes to accomplish interferes with the attainment of at least one other goal that the individual simultaneously wishes to accomplish' (Michalak, Heidenreich, & Hoyer, 2004, p. 84).

## E

**Easy goals** Goals that require a low level of knowledge and skill to achieve (Austin & Vancouver, 1996).

**Effectiveness** The extent to which a lower-order means is able to bring about a higher-order goal.

**Efficiency** The amount of effort required to achieve a particular goal.

**Ego depletion** A state in which the individual's mental resources have been used up.

**Emergence** The emanation of directions towards – or away from – something. The first phase of the directional arc.

**Equifinality** The structural principle that the same direction can be actualised through a range of lower-order sub-directions (Austin & Vancouver, 1996). A system with high levels of equifinality can be considered to have high plasticity.

**Evaluation** The weighing up of directions to choose how to act. The third phase of the directional arc.

**Evaluation-focused methods** Therapeutic practices which aim to help clients weigh up the value, and likelihood, of actualising different directions (e.g., space to talk and dialogue, cost–benefit analysis).

**Expectations** See reference standards.

**Expectancy–value theories** Psychological models which hold that our choices are determined by two factors: the extent to which we positively evaluate the outcomes of an action (i.e., its decision utility), and the extent to which we think we will successfully achieve it (i.e., its feasibility).

**Experiential methods for helping clients identify higher-order directions** Practices in which clients are helped to identify and express their higher-order directions through dramatizing and embodying them.

**Extrinsic goals** Goals that, ‘primarily entail obtaining contingent external approval and rewards’ (Kasser & Ryan, 1996, p. 280). Similar to ‘performance goals’ (Ames, 1992).

## F

**Facilitative relationship between directions** See synergy.

**Feedback** Perceptions of the effects of actions – both successful and unsuccessful – through which the individual adjusts and modifies their efforts. The seventh phase of the directional arc.

**Flexible** See equifinality.

## G

**Game theory** ‘[T]he study of strategic interdependence’: situations in which one person’s actions affect both their welfare and the welfare of the other person, and vice versa (Spaniel, 2015, p. 1).

**Goal balancing** Shifting from active goals to alternative goals depending on particular circumstances and priorities (Cavallo & Fitzsimons, 2012). See also tabling.

**Goal-based formulations (aka directional formulations, plan formulations)** ‘[U]nderstandings of clients and their problems that are based on a teleological, purpose-oriented understanding of self’ (Cooper & Law, 2018, p. 4).

**Goal-based tools** Handwritten, or digital, questionnaires and procedures that allow clients to set out one or more goals for therapy, and then to rate their progress towards these goals on a regular basis (e.g., goal attainment scaling, Kiresuk & Sherman, 1968).

**Goal disengagement** The termination of attempts to actualise a direction before that direction has been fully actualised.

**Goal discussion (aka metatherapeutic communication about goals)** A form of dialogue in which 'client and therapist collaboratively talk about the goals for therapy' (Cooper & Law, 2018, p. 4).

**Goal objects** The specific states or entities that are striven towards. Similar to the noema of intentional acts.

**Goal-oriented practices** Therapeutic activities which explicitly discuss or explore the client's treatment objectives.

**Goal setting** '[T]he process of identifying and establishing goals, generally at the start of therapy' (Cooper & Law, 2018, p. 3).

**Goal tracking (aka goal monitoring)** '[T]he evaluation of clients' progress towards their goals, generally through some kind of individualized outcome measure' (Cooper & Law, 2018, p. 3).

**Goal shielding** The process of inhibiting the activation of alternative goals, and keeping energy directed towards focal goals (Cavallo & Fitzsimons, 2012).

**Goals** 'Subjectively desirable states of affairs that the individual intends to attain through action' (Kruglanski & Kopetz, 2009, p. 29).

**Growth** The actualisation of one's potential. Hypothesised, within a 'eudaimonic' worldview, to be a highest-order direction.

## H

**Heuristics** '[A] simple procedure that helps find adequate, though often imperfect, answers to difficult questions' (Kahneman, 2011, p. 98). E.g., 'going on appearance.'

**Higher-order directions** The desires, intentions, and goals which are towards the top of the structural hierarchy.

**Highest-order directions** The desires, intentions, and goals at the top of a person's structural hierarchy: which are most fundamental to them (e.g., competence, relatedness, pleasure).

**Holon** See levels of organisation.

**Holarchy** An open-ended hierarchical model of how different levels of organisation/holons relate, ranging from the highest level organising units (e.g., the multiverse) to the lowest level units (e.g., quarks).

**Hopes** ‘A feeling of expectation and desire for a particular thing to happen’ (O’Hara, 2013, p. 5). Implies lower perceived control than ‘desires’, but with greater optimism or expectation of positive outcomes (Bruininks & Malle, 2005).

**Horizontal coherence** See synergy.

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**Implementation intentions** ‘If–then’ plans that individuals can hold for responding to particular concrete situations in particular ways (e.g., ‘If I start to feel panicky at the party, then I can remind myself that no-one really minds what I look like’) (Gollwitzer, 1999).

**Important goals** Goals that feel urgent and salient at a particular point in time: ‘intended to be done at once’ (Zaleski, 1987). Important goals may, or may not, be higher-order. Goals that are experienced as important but that do not serve the interests of the system as a whole may be considered rogue goals.

**Ineffective** A lower-order means that has little effect in bringing about a higher-order direction

**Incidental dysergy** A dysergy in which neither direction is specifically oriented towards negating, or destroying, the other direction.

**Inflexible** A system with low levels of equifinality: with only a limited number of means for achieving their higher-order goals.

**Instincts** Innate biologically determined drives to action (Rycroft, 1995).

**Integrative therapies** Forms of therapy that involve the combine elements of theory or practice from two or more pure form therapies.

**Intelligibility** The human quality of responding to the world in meaningful and comprehensible ways: the doing of things ‘for a reason’ rather than irrational, ad hoc, or meaningless behaviour.

**Intentionality** ‘[T]he power of minds to be about, to represent, or to stand for, things, properties and states of affairs’ (Stanford Encyclopedia of Philosophy). Developed by the philosopher Brentano and integral to a phenomenological philosophical perspective.

**Intention** An act, or instance, of mentally determining to achieve a particular end. To make a choice. The fourth phase of the directional arc.

**Intention-focused methods** Therapeutic practices which aim to help clients move from knowing what they want to making a commitment to action (e.g., identifying and facilitating choices).



**Intentions** Determinations, or commitments, to act in certain ways.

**Interfering relationship between directions** See dysergy.

**Interpersonal levels of organisation** Units of analysis that involve more than one person (e.g., dyads, communities, nations).

**Interpersonal goals** Goals that are intended to be of benefit to more than just the person themselves, such as their family or the wider community.

**Intrapersonal levels of organisation** Units of analysis that involve just one person (e.g., an individual's goal hierarchy).

**Intrinsic goals (aka self-concordant goals)** Goals 'that are likely to satisfy basic and inherent psychological needs' (Kasser & Ryan, 1996, p. 280), such as self-worth or relatedness. Similar to 'learning/mastery goals' (Ames, 1992).

J

K

L

**Learning/mastery goals** See intrinsic goals.

**Levels of organisation** Focal units of analysis, ranging from micro-level goals 'within the person', to macro-level communities and nations.

**Life goals** What the person wants to achieve in their life, as a whole.

**Long-term goals** Temporally distal goals: where the objective is far in the future (Miller & Brickman, 2004).

**Lose-lose outcome** The result of a non-zero-sum game in which both people disbenefit.

**Lower-order directions** The desires, intentions, and goals which are towards the bottom of the structural hierarchy.

M

**Means** The lower-order method by which to achieve higher-order goals.

**Mental contrasting** A self-regulatory problem-solving strategy in which the individual first imagines a desired future, and then reflects on their current negative reality that stands in the way of that (Oettingen & Stephens, 2009).

**Metagoals, metadirections** See secondary goals.

**Method of levels** A relatively non-directive form of CBT directly derived from Powers's perceptual control theory, which aims to help clients resolve inner conflicts (see Carey, 2006; Mansell, Carey, & Tai, 2013).

**Mindset theory of action phases** The theory that there is a qualitative difference in the thoughts, feelings, and actions in the preintentional phases of the directional arc as compared with those in the postintentional phases (Heckhausen & Gollwitzer, 1987).

**Motivation** '[T]he internal states of the organism that lead to the instigation, persistence, energy, and direction of behaviour towards a goal' (Klinger & Cox, 2011, p. 4).

**Motive congruence** The degree of concordance between implicit (unconscious) and explicit (conscious, self-attributed) motives (Thrash, Maruskin, & Martin, 2012).

**Multifinality (aka heterarchy)** The principle that the same lower-order direction may achieve multiple higher-order directions. Cf. synergetic.

## N

**Nash equilibrium point** The position in a non-zero-sum game in which neither person can independently change their strategy without ending up in a less desirable position (Fisher, 2008). In the prisoner's dilemma game, this is the betray–betray combination, even though it has worse outcomes for the dyad overall. Named after John Nash, a mathematician and subject of the film *A beautiful mind*.

**Needs** Things that are wanted or required (*Oxford online dictionary*). Psychologically, needs can be defined as, 'necessary conditions for the growth and well-being of people's personalities and cognitive structures' (Ryan & Deci, 2002, p. 7). Needs tend to be considered stronger than desires or wants. They also have a 'purpose clause', meaning that they infer (either implicitly or explicitly) that something will not happen (generally the achievement of physical or mental wellbeing) if the thing that is needed is not supplied.

**Noesis** The act of perceiving (e.g., my seeing of the kitten). From phenomenology: the 'quality' of an intentional act.

**Noema** The perceived as perceived (e.g., the kitten as I see it). From phenomenology: the 'matter' of an intentional act.

**Non-zero-sum games** Exchanges in which the fortunes of two or more people are not necessarily related in an inverse way: i.e., there is no fixed total amount. Here, for instance, both people could gain benefit, or both could lose out.

## O

**Ontic** A specific feature of individual human existences (e.g., 'John experienced profound anxiety.').

**Ontological** A universal feature of human existence (e.g., being as 'in-the-world').

**Outcome goals** Goals that have a specific endpoint: once they are achieved, that's it (e.g., 'To finish the maths test'). Closed-ended, with an 'ideal focus'.

## P

**Pathogenic** Causing psychological difficulties.

**Payoff matrices** A table that represents different combination of outcomes, generally for non-zero-sum games.

**Perceptual control theory** One of the earliest, and most widely-cited, structural models of directionality, developed by Powers (1973) and continuing to evolve today.

**Performance goals** See extrinsic goals.

**Persistence** [T]he fact that we tend to continue in our actions until a particular endpoint is reached, and then the action ceases (Woodfield, 1976). Evidence for the teleological nature of human being.

**Personal strivings (aka personal projects, life tasks, pursuits)** Objectives that an individual tries to achieve through action. Similar in meaning to 'goals', but with somewhat less emphasis on the noematic end of the directional pole (i.e., the goal object), and more on the individual's motivation or behavioural acts. In addition, they tend to refer to more macro constellations of life directions, rather than single objectives.

**Phase model of directionality** A framework for understanding how directions unfurl over time, based on a sequence of overlapping phases.

**Phenomenology** A philosophical movement, developed by Husserl, which focuses on the structures and content of experiencing.

**Planning** The development of specific behavioural strategies by which a direction can be actualised. The fifth phase of the directional arc.

**Planning-focused methods** Therapeutic practices which aim to help clients identify the most effective ways of putting their intentions into action.

**Plans** Means of striving to put intentions into action.

**Plasticity** See equifinality.

**Pleasure** A positive, enjoyable mental/emotional state. Hypothesised, within a hedonic worldview, to be a highest-order direction.

**Pluralistic approach** An approach to counselling and psychotherapy based around two fundamental principles: (a) 'Lots of different things can be helpful to clients'; and (b) 'If we want to know what is most likely to help clients, we should talk to them about it' (Cooper & McLeod, 2011, p. 4).

**Pluralistic practice** '[A] specific form of therapeutic practice which draws on methods from a range of orientation, and which is characterised by dialogue and negotiation over the goals, tasks and methods of therapy' (Cooper & McLeod, 2011, p. 8). Pluralistic practice necessitates a pluralistic perspective.

**Pluralistic perspective** 'The assumption that different clients are likely to benefit from different therapeutic methods at different points in time, and that therapists should work collaboratively with clients to help them identify what they want from therapy and how they might achieve it' (Cooper & McLeod, 2011, pp. 7-8). A therapist can hold a pluralistic perspective without necessarily practising in a pluralistic way.

**Pluralistic philosophy** The belief that, 'any substantial question admits of a variety of plausible but mutually conflicting responses' (Rescher, 1993, p. 79).

**Politically-informed approaches to therapy** Orientations, theories, methods, or frameworks that understand – and strive to address – clients' problems in the context of the mechanisms and structures of power and control within society (McLeod, 2013).

**Preferences** Desires for one thing in contrast to another.

**Preintentional mindset** A motivational state of deliberation – consisting of desires, wants, hopes, etc. – that is hypothesised to exist prior to a decision being made. From the mindset theory of action phases (Heckhausen & Gollwitzer, 1987).

**Postintentional mindset** A volitional state of implementation – consisting of plans, goals, etc. – that is hypothesised to exist after a decision has been made (i.e., the 'Rubicon' has been crossed). From the mindset theory of action phases (Heckhausen & Gollwitzer, 1987).

**Primary goals** Goals in which the goal objects are particular states or entities, rather than goals themselves.

**Prisoner's dilemma game** The prototypical non-zero-sum game scenario, in which two players must decide on whether to cooperate with, or betray, the other; with varying degrees of payoffs.

**Process goals** Goals that do not have a specific endpoint, but can be achieved in an incremental basis: (e.g., 'To get better at maths'). Open-ended, with a 'vector focus'.

**Proximal goals** See short-term goals.

**Pure form therapies** Classic, single-orientation therapeutic approaches (e.g., psychoanalysis, person-centred therapy, transactional analysis).

**Purposes** Reasons for which something is done or created or for which something exists (*Oxford Online Dictionary*). Similar to goals, but stretch beyond the individual's own higher-order directions towards something trans-personal, e.g., 'benefitting society' or 'truth'

## Q

## R

**Realistic goals** Goals that people are likely to be able to achieve. Similar to easy goals.

**Reference standards** Expectations of what should be achieved.

**Relatedness** '[F]eeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and one's community' (Ryan & Deci, 2002, p. 8). Hypothesised to be a highest-order direction.

**Relational methods for helping clients identify higher-order directions** Practices in which clients are helped to identify and express their higher-order directions by focusing on the dynamic with their therapist.

**Resources** Things within the environment that are needed to actualise directions. These may be material (e.g., money) or psychological (e.g., unconditional acceptance).

**Rogue goals** Direction that 'hijack' people: acting solely towards their own end with no concern for the person-as-a-whole.

**Rubicon Model** See mindset theory of action phases.

## S

**Safety** A direction away from physical, emotional, and mental harm. Hypothesised to be a highest-order human direction.

**Salutogenic** Facilitative of psychological wellbeing.

**Schoolism** A dogmatic belief in the superiority of one's therapeutic orientation.

**Secondary goals (aka metagoals)** Goals in which the particular goal object is a goal, or goal-related process, itself (e.g., 'My goal is to be really successful at work').

Competence-related goals and, to a great extent, affect-based goals, can be considered secondary goals, per se.

**Self-concordant goals** See intrinsic goals.

**Self-efficacy** A person's beliefs in their ability to succeed in specific situations or with specific tasks (Bandura, 2001).

**Session goals** What a person wants to achieve in a specific session of counselling or psychotherapy.

**Short-term goals** Temporally proximal goals: where the goal is in the near future (Miller & Brickman, 2004).

**Simple goals** Goals that are 'stand-alone' and not linked to a complex network of other goals, subgoals, and behaviours.

**Small steps goals** Relatively short-term subgoals that clients can realistically achieve, and which help to build clients' confidence and capacity to achieve further goals.

**Socialist humanism** A political theory that attempts to combine a socialist emphasis on equality with a humanistic emphasis on human agency, subjectivity, and individuality.

**Specific goals** Goals that are definite and precise (e.g., 'To reduce my panic attacks to once a week'). Similar to 'concrete goals'.

**Structural model of directionality (aka, goal hierarchy, motivational structure)** A framework for understanding multiple directions, and the relationships between them, at any one time. Here, a small number of highest-order directions exist, with lower-order directions the means for actualising them.

**Subgoals** Lower-order means towards higher-order goals.

**Syncretism** The haphazard, uncritical and unsystematic combination of theories and practices (Hollanders, 2003). A criticism sometimes levelled at eclectic and pluralistic therapies.

**Synchronic synergies/dysergies** Synergies, or dysergies, that occur at a single point in time (e.g., a person torn between eating chocolate and staying on their diet).

**Synergy (aka win-win relationships, cooperative relationships)** '[T]he interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects' (English Oxford Living Dictionaries). Cf. facilitative relationship between directions.

## T

**Tabling** Temporarily disengaging from particular goal pursuits (Ford, 1992). See also goal balancing.

**Technical eclecticism** A therapeutic approach in which the therapist draws on a wide range of therapeutic methods, without any single theoretical model underlying their practice (e.g., Lazarus's (1981) multimodal therapy).

**Telic theory of emotions** The assertion that emotions, and particularly people's feelings of positive or negative affect, are closely related to how much they are actualising their desires and goals.

**Teleological** '[D]escriptions or explanations of phenomena in terms of final causes, that is, ends, goals, purposes' (Reese, 1994, p. 75).

**Termination** The ending of attempts to actualise a direction. The eighth and final phase of the directional arc.

**Therapy goals (aka treatment goals)** What a person wants to achieve in their counselling or psychotherapy.

**Theoretical integration** A form of therapy integration in which aspects of two or more approaches are synthesised together to form a new therapy (e.g., cognitive analytic therapy, emotion-focused therapy).

**TIT FOR TAT strategy** A computerised strategy in the prisoner's dilemma game, which consisted of 'cooperating on the first move and then doing whatever the other player did on the previous move' (Axelrod, 1984, p. 13). Victor in the original round robin tournament of the prisoner's dilemma game.

**TOTE Sequence (Test–Operate–Test–Exit)** A hypothesised sequence of action that forms a negative feedback loop, controlling behaviour.

**Tragedy of the commons** A situation in which, by all individuals acting according to their own self-interests, everyone loses out.

## U

**Unconscious goals** Goals that the person is not aware of. Cf. 'implicit motives' (McClelland et al., 1989).

**Unimportant goals** Goals that do not feel urgent at a particular point in time. At times, structurally higher-order goals may feel unimportant, and this may be to the detriment of the individual.

**Unrealistic goals** Goals that the person is not likely to be able to achieve. Cf. challenging goals.

**Utilitarianism** A political philosophy, associated with such thinkers as Bentham, that 'The rightness of an action is to be judged by the contribution it makes to the increase of human happiness or the decrease of human misery' (Urmson & Ree, 1989, pp. 318–319).

## V

**Vague goals** Goals that are nebulous and open-ended (e.g., 'To feel better'). Similar to 'abstract goals'.

**Vertical coherence** See effectiveness.

## W

**Wants** 'Desires for some state of affairs' (Cooper, 2012, p. 12). Probably the most basic, common and generic lay term for directions in the earlier phases of the directional arc; but rarer in the academic literature (though see Cooper, 2014; Nelson-Jones, 2006; Schopenhauer, 1969).

**Win-lose outcome** The result of a zero-sum, or non-zero-sum, game in which one player benefits and one player disbenefits.

**Win-win outcome** The result of a non-zero-sum game in which both players benefit.

**Wishes** A 'desire or aspiration' for something (Oxford University Press, 1995, p. 1608). Used only intermittently in the academic literature. In contrast to a 'desire', a 'wish' has less expectation of a positive outcome, and lower perceived control (Bruininks & Malle, 2005, p. 351).

**World** A person's context: their environment.

**Worldworkers** 'Therapists of society' who can act for both personal and social change (Mindell, 2014).

## X

## Y



## Z

**Zero-sum games** Exchanges in which the fortunes of two or more people are inversely related: i.e., the more one wins, the more the other loses, and vice versa, with always a fixed total amount.

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