

# The Trilogos Method

An Approach for Personality Formation and Consciousness Development -  
Educational Key-Concepts and Research Outcomes

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A hand is shown from the bottom left, reaching up to hold a large, glowing yellow circle. The background is a sunset or sunrise over a mountain range, with the sky transitioning from orange to purple. The text inside the circle is white and centered.

## The Trilogos Method in a nutshell

- **Developed by:** Linda Vera Roethlisberger
- **Aim:** personality and consciousness development (individuation)
- **Trilogos?** IQ + EQ + SQ = PsyQ
- **Roots:** Human Potential Movement (see i.e. Maslow, 1954 or Huxley, 1945)
- **Basic approach:** guided imagery
- **Trilogos course** “In Touch with Your Inner Voice” level 1-3 (Roethlisberger, 2012, 2013a&b)
  - Among others: Exercises on ESP, spiritual Mediumship, Aura Reading etc.

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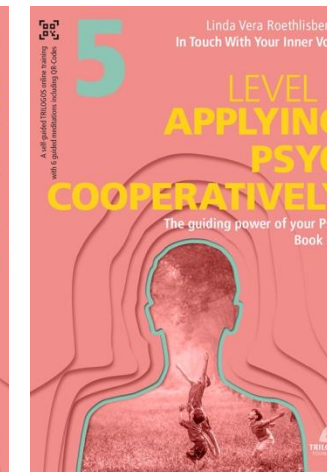
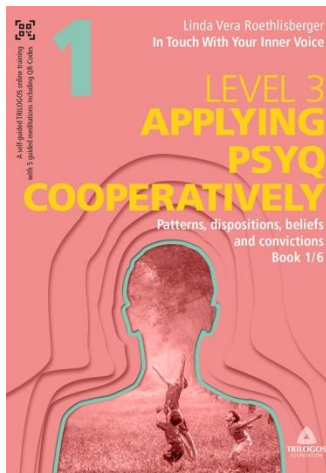
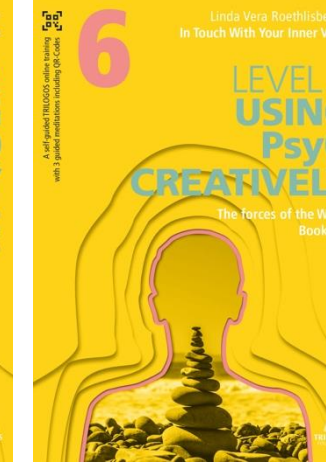
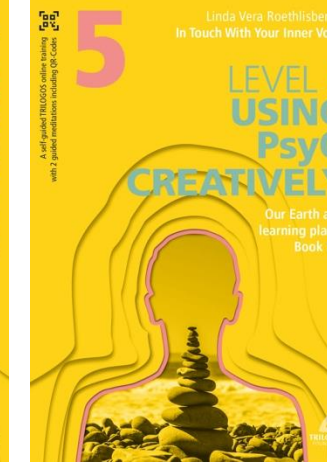
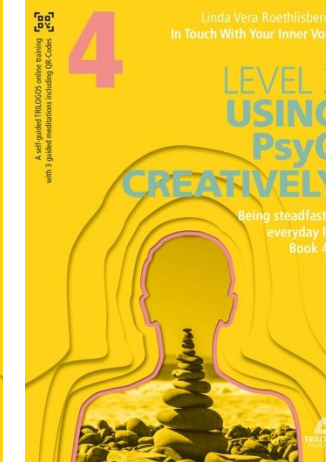
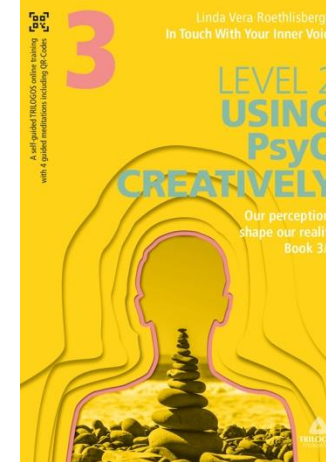
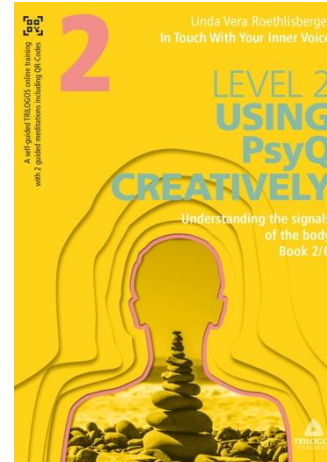
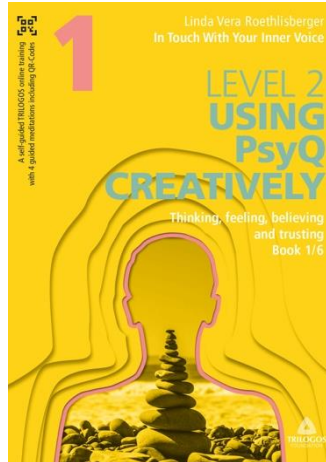
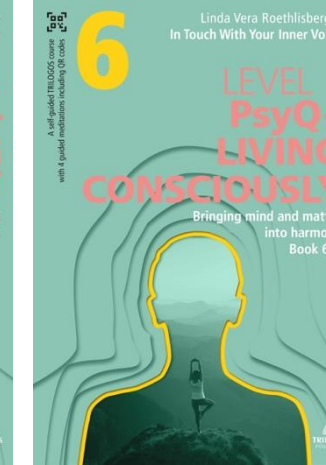
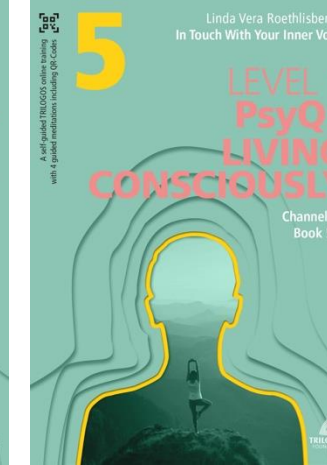
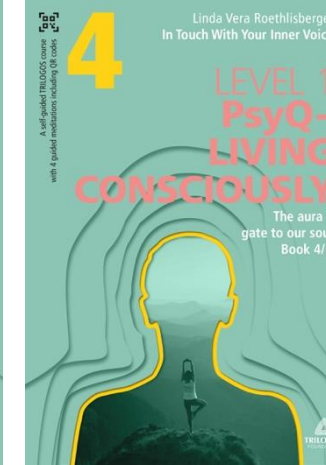
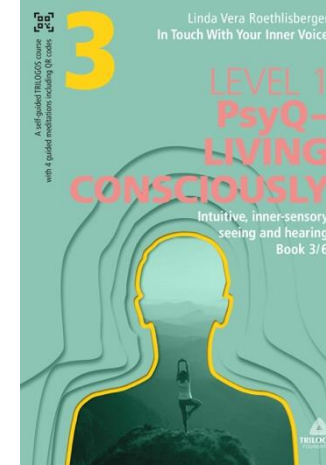
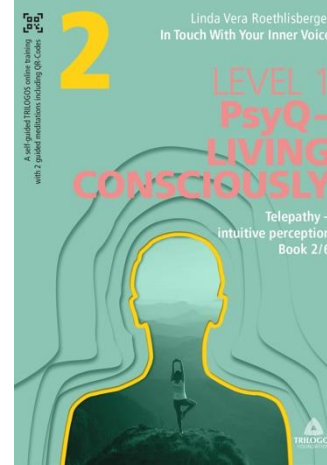
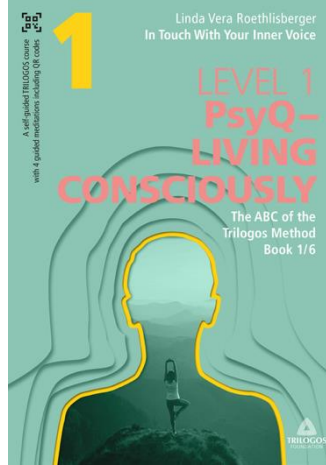
**The  
Trilogos Method:  
Key Concepts**

- **IQ + EQ + SQ = PsyQ**
- **From PsyQ to PsyK**
- **Perception – Interpretation – Action**
- **Inner Voice**
- **Imagination – Intuition – Inspiration**
- **Intrapersonal – Interpersonal – Transpersonal**
- **Symbolic language**
- **Religio & spiritual helper (Higher Self, Power Animal, Spirit Guide etc.)**

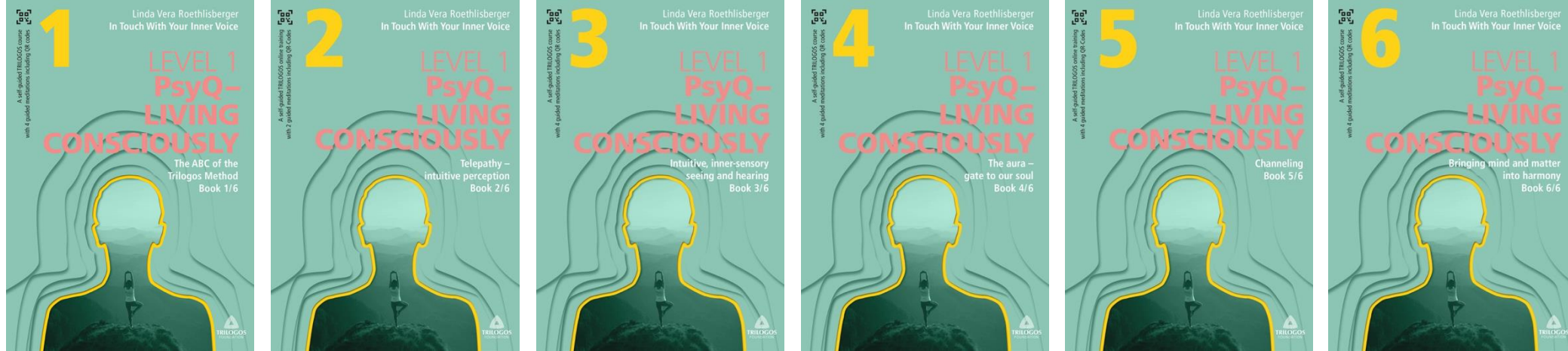
# In Touch with your Inner Voice

(Roethlisberger, 2012, 2013a&b)

- 3 levels, 18 lessons, 72 units
- ≈ 2,300 pages combined
- 64 audio exercises + evaluation sheets + extra exercises
- ~70–80 case examples



# Quantitative Studies at the Faculty of Psychology / University of Vienna (2015)



- **Significant improvement in quality of life** according to WHOQOL 100 Scale across six domains: physical, psychological, independence, social, environment, spirituality (Palatinus, 2015),

- **Reduction of stress & increased capacities to deal with stress** according to SVF120 (Höck, 2016)

- **Improved perception of our capabilities in general**, including that one:
  - sees more possibilities for action in problematic situations
  - becomes more self-assured
  - becomes more active and more energetic in taking action
  - grows more confident when facing new situations.
  - recognizes more possible courses of action.
  - expands self-confidence (Dreger, 2015)



# Daimonic Dialogues Project (2020)

## Intervention

- **Method:** 7 Trilogos guided imageries biweekly
- **Participants:** 15 Folk High School students (age 19–21)
- **Exploration of key themes:** *art of living, meaning in life, self-insight, personal growth, change, universal nature, cooperation as a democratic value*

## Research approach

- **Research question:** *Can philosophical guided imagery foster Bildung in folk high school students—and how?*
- **Approach:** Reflective practice research (Anders Lindseth)
- **Method:** Open-ended questionnaires after each session



# Daimonic Dialogues Project (2020)

## Results (Key Trends)

- Greater calmness, less stress
- Existential learning
- Increased self-insight

## Selected Participant Reflections

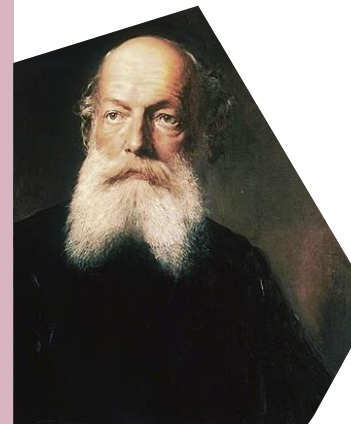
- “I learned a lot about myself and became a better version of myself.”
- “I feel more ready to follow my inner awareness.”
- “I gained new insights about myself I wasn’t aware of before.”
- “I see my personal development and how to go deeper within myself.”



# I-2-I Innovation through Intuition

## Context and idea

- Academic R&D often lacks intuitive and imaginative impulses – innovation doesn't "just come to mind."
- August Kekulé intuited the structure of the benzene ring in a lucid dream
- Can the contemplative practice of guided imageries – which are a form of lucid dreaming – spark innovative ideas in academic R&D?



# Research design

**Research question:** *What is at stake in guided imagery experiences with regards to intuition as a resource for R&D processes?*

**Research strategy:** *Dialogical Action Research*  
Researcher as facilitator, like a Socratic midwife  
(Alrø & Hansen, 2017: 9)

- 1<sup>st</sup> cycle: In spring 2023, 4 scholars from the USN tested 7 guided imageries<sup>1</sup> from the Trilogos Method<sup>2</sup>.
- 2<sup>nd</sup> cycle: In autumn 2023, 3 scholars continued with 7 further imageries<sup>1</sup> from the Trilogos Method<sup>2</sup>.
- 3<sup>rd</sup> cycle: Autumn 2024– spring 2025, 6 scholars from USN & UPN did 7 Trilogos imageries<sup>2</sup> in an EDUC VE-course<sup>1</sup>.

**Method of intervention:** *Trilogos Method*  
Contemplative practice for personality  
development based on guided imageries

**Method of empirical data collection:** *reflection notes of participants & anonymous qualitative questionnaire*

**Method of analysis:** *Phenomenological hermeneutical Method to research lived experience* (Lindseth & Norberg, 2004)

**Published in:**

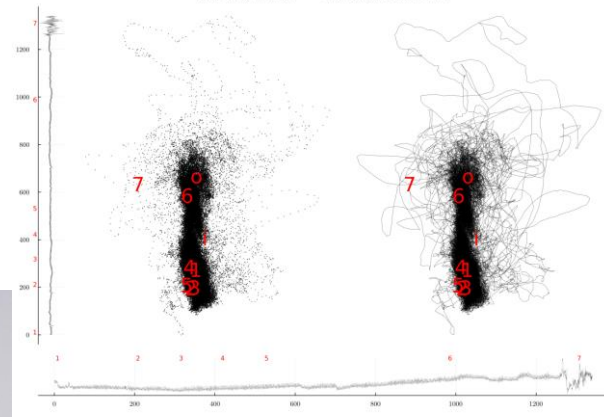
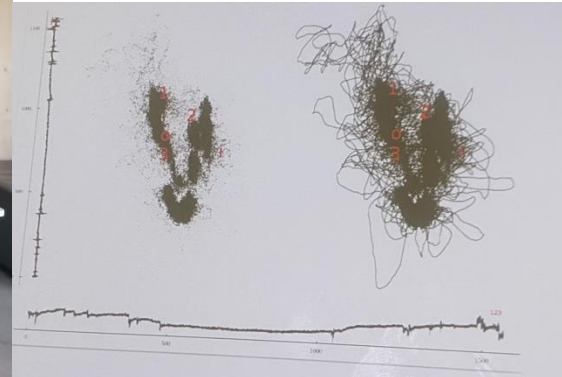
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<sup>1</sup> One biweekly Zoom-session: experience-sharing, dialogue and reflection on 1 imagery that was done in advance individually at home.

<sup>2</sup> From the self-guided course “In Touch with the Inner Voice” 1-3 (Roethlisberger, 2012)

# Tentative Findings

1. Naïve reading
2. Thematic structural analysis
3. Comprehensive understanding





# 1. Naïve reading

“The text is read several times in order to grasp its meaning as a whole” (Lindseth & Norberg, 2004: 149)

- Scholars experienced the guided imagery exercises as fostering a deeper connection to intuition and personal meaning, leading to renewed motivation and self-trust in their academic work.

## 2. Thematic structural analysis

“A theme is a thread of meaning that penetrates text parts” (Lindseth & Norberg, 2004: 149)

Meaning Unit	Condensation	Sub-theme	Theme
“During this spring I have been asking myself which way to go now... The question as well as the answer were actualized again in the Trilogos sessions.”	Reflection on life direction in academia	Existential questioning	<b>Existential (Re)orientation</b>
“I integrate my professional and personal identity.”	Merging inner and professional selves	Authentic integration	<b>Existential (Re)orientation</b>
“The big message that emerged was that for me to thrive as a researcher, I must reintegrate my creative, intuitive, arts-based self.”	Embracing creative identity as researcher	Authentic integration	<b>Existential (Re)orientation</b>
“Being with like-minded people gave me strength in my vision of academic life and work.”	Strength from shared community	Collegial validation	<b>Community</b>
“When listening to the others and telling about my own images, I realised they [A/N: the scholar’s images] were not self-evident at all.”	Insight through collective reflection	Collective sense-making	<b>Community</b>
“Trilogos sessions clearly did inspire and support me with regard to my academic work.”	Imagery inspired creativity	Reconnection to creativity	<b>Reintegration of Creativity</b>
“Understanding myself more as an artist than a rational analyst, using my intuition and my creative mind actively in what I do.”	Accepting intuition and creativity	Creativity as scholarly resource	<b>Reintegration of Creativity</b>
“The course helped me to trust my intuition, my inner voice and sensibility.”	Trusting inner guidance	Intuitive confidence	<b>Trust in Intuition</b>
“I now focus more to understand what my mind and body desire instead of feeling pressure about others.”	Moving from external validation to inner authenticity	Self-led motivation	<b>Trust in Intuition</b>
“The intuitive insights always also included themselves [A/N: the scholars], their stances, their attitudes as human beings.”	Intuition as existential practice, not just a tool	Existential dimension of intuition	<b>The Humanizing Power of Guided Imagery</b>
“It appeared that spirituality can be brought back into academia through creativity.”	Spiritual and creative dimension of research	Humanizing academia	<b>The Humanizing Power of Guided Imagery</b>



### 3. Comprehensive Understanding

"The main themes, themes and sub-themes are summarized and reflected on in relation to the research question" (Lindseth & Norberg, 2004: 150)

Intuition emerges not merely as a cognitive resource for idea generation, but as an existential foundation that reconnects researchers to their inner compass in both personal and academic spheres.

The main themes demonstrate that intuition becomes a transformative source for innovation precisely because it addresses who scholars are and how they relate to their work.

At stake is the integration of human wholeness in R&D processes: the possibility of reclaiming creativity, personal meaning, and authenticity in ways that inspire innovative academic work.



Michael Noah Weiss

## Innovation through Intuition

A Micro Course based on the Contemplative  
Practice of the TRILOGOS Method to Foster  
Innovative Ideas in R&D Processes

Publication series from  
University of South-Eastern  
Norway no. 191  
2026

A self-guided course with 5 guided imageries (audio & text), including reflection forms:



- Developing new ideas
- Facing unexpected challenges
- Finding vital resources
- Gaining fresh perspectives
- Taking next steps

**Thank you!**

**[www.trilogos.com](http://www.trilogos.com)**



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