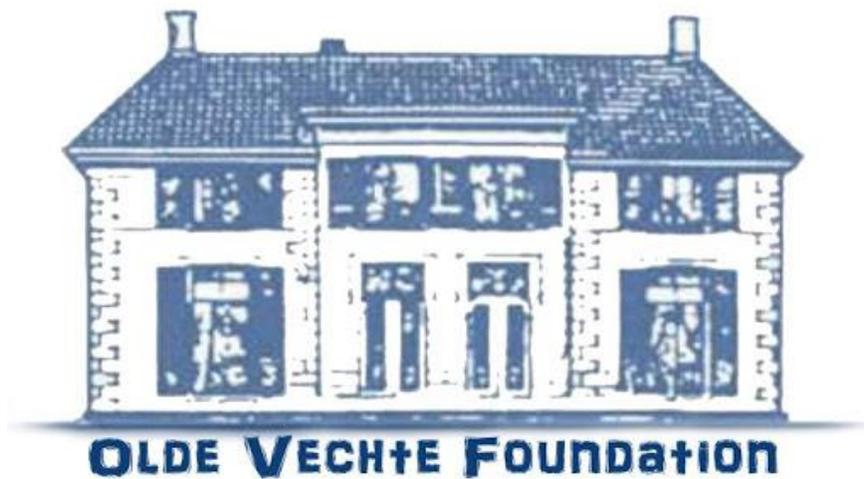


# Practicing Coaching and Mentoring Training **BOOKLET**



July 2017, second edition

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# Introduction

Dear reader,

this booklet grew from various handouts, lectures and perspectives we used in the Practicing Coaching and Mentoring Training over the years. My intention is to share with you the material I wrote and use, other trainers` and authors` material as well as possible references, to support your inner engineering and coaching journey.

At the moment of writing, we are preparing for the 20th execution of this training and decided to offer the participants a practical overview of all the topics we touch. You are welcome to go through this material in whatever order you find will work for you.

Enjoy these steps towards becoming your own master-piece,

Tihana Dragičević,  
Head Coach and Trainer  
[www.elevate.hr/en/](http://www.elevate.hr/en/)

# Different perspectives in life



The above picture gives an interesting view on the world. What would it be like if the world we lived in was actually just a movie in which you played a role. For convenience, the movie is limited to a very simple picture with yourself (you can choose who you are), a few other people and a tree in it. See how your movie looks like at the moment. What role do you play? Which other people play the other roles? What is the script that you follow? What events are taking place?

With this way of looking at your life, you can take some distance. However, we don't do this often. By identifying with the character in the movie, we think we are that person. We make all kinds of things with it, feeling everything and finding everything in it. In the film, a lot of things happen. We have a business, customers, there is a crisis, you earn a lot of money or not. We have to work very hard, or be just very relaxed. Overall a wonderful world we live/play in.

What if we can feel that we are actually the light that fills this movie through a projector? We are actually all one, unity, light, all-or-nothing. At any given time, an idea arises thus the movie is created. These thoughts that created the movie could be called the projector.

The thoughts shape our reality. Mike Dooley already said "Thoughts become things". With your mind you create your reality. If you're the projector through which your film is projected, you can also choose to make another film and there will be a very different picture on the screen, in which you can then play your part. This happens when you adjust your beliefs or if you let some blockages to transform. We would like to invite you to look at it this way. To examine your world and what happens when you're sitting all the way through the movie and experiencing everything very intensively. What happens when you feel you're the projector, you can shape reality with your thoughts? And what happens if you feel that you are actually the light that fills everything?

The picture below shows how we can see the reality.



### A drop in the ocean and the waves

The world is actually a great ocean in which everything is connected to everything. This is the essence, the source of light, unity, God, Allah, Yahweh, give it a name that suits you. The waves are manifestations of the Essence.

As the waves of the ocean, and the ocean waves also, as is the Essence in everyone and everything there. We, indeed, have this essence, only we have created an illusion in which we feel separated and think we are an individual with a body, thoughts and emotions.

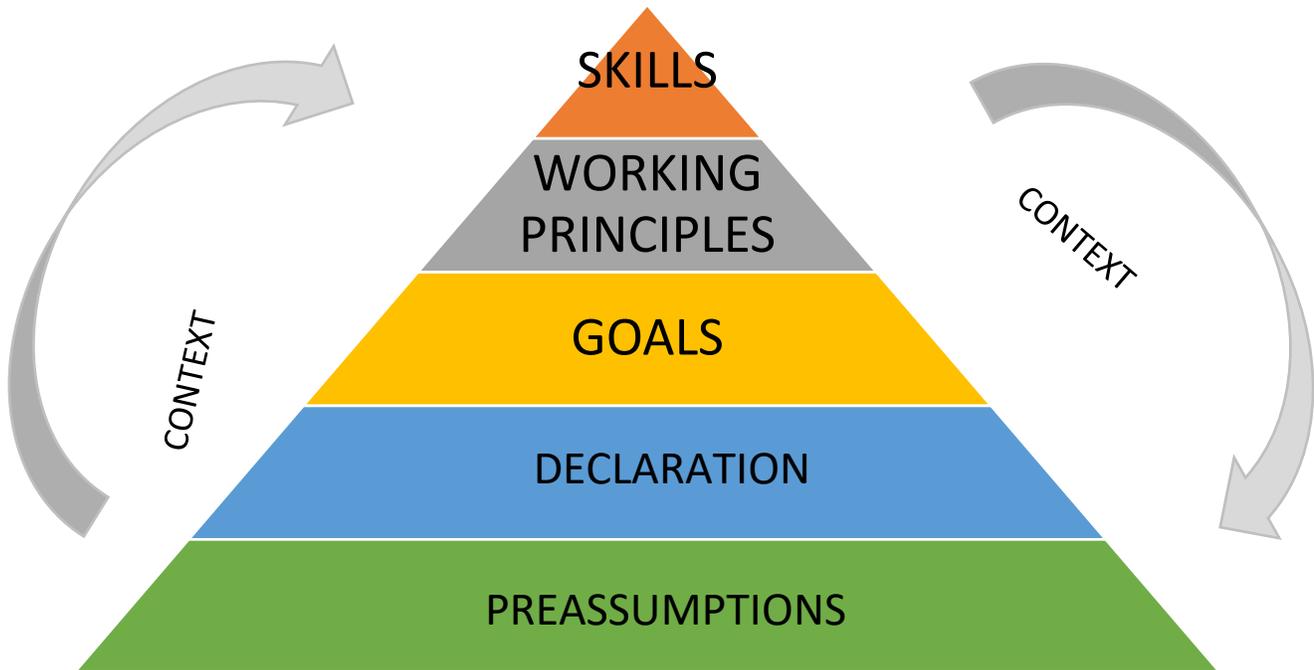
However, as you can see in the picture above, this is not more than a shell of the essence and that we all are one. Also, a house, a tree, a mountain, a guardrail is an expression of the essence.

Once the connection with the essence that flows within you is present, you can also make contact with the essence of everyone and everything that it is there. So, you can also clearly see, feel, hear etc. Everything is in fact already present. It's just a matter of tuning into the essence in yourself and in others within it. The essence is beyond time and space. Therefore, you can also feel across long distances and see and feel things from the past and the future. That's not paranormal, but just very normal. Only we have, during our life, unlearned to rely on it and to see it. Usually, in school and in society we are taught how the world is put together, and that we are all separate individuals. We have learned to distinguish between mine and yours.

We have learned that there is a world outside of us and we can observe it, preferably, in a scientific way. We have learned that something exists only if you can perceive it. We can still know what senses to use as tools, but they must be scientifically proven.

But deep down we know that we are all one and all the same in our essence. Meanwhile, we begin to sink in the "big bad world" and you will see that more and more alternative currents are being embraced by the masses. Currents that the world creates see us as a whole and support the idea that we are all interconnected. Think of the whole green/sustainable flow of new financial systems such as crowdfunding and an increasing variety of medicine originating from reconnecting with the essence to become healthier. Do you want more contact with Essence? Then by using the releasing techniques you detach from your body and everything you've built to feel separated. This is not more than an empty shell. This is also called the ego. The more you go from here, the more you will experience the power and beauty of the essence.

# Elements of a method



Developing a method is navigating between the theory and the practice of the present tense

On theory and practice are many misunderstandings and prejudices. Such as; theory is what you learn in school and practice what you do at work. Theory is abstract and practice concrete. Theory is talking, practice is doing. Theory is in your head, practice in your hands.

In many cases, the theory and practice been seen as opposites. They are placed opposite each other. People identify with one or the other. You're a theoretician or practitioner.

However, it is important to bridge the gap between theory and practice, to bring them closer together. So you look to it with other eyes, and you question; what is theory and what is practical? Both are equally real, equally important and equally interesting. They have need each other and are complementary.

It goes wrong when one does not reflect on the other, if the theory is experienced as strange or practice is theory as hostile.

Theory is put events in a row, which makes things comprehensible it creates insight into the meaning and significance of acts, of behaviour, without theory practice is unclear and chaotic. But without practice, theory is unreal.

It is important that theory and practice connect to each other. If theory is not consistent with the practice it becomes unreal, when practice does not fit the theory the madness of the day rules.

Methodical work means that theory and practice fit together. This means that there is existing consistency between the two. The THEORY does not exist, like the PRACTICE exists. There are different practices and different theories. The same practice can be explained in many different ways. If theory and practice join together they reinforce each other and create consistency in alignment with person and situation.

## CONTEXT

Designing a method needs awareness on the context that the method needs to operate in. Like Culture of a country, the culture in the organisation or company you operate under. The context can also be the contractor that you work for. Also keep in mind that the physical place that the work is happening is a context of big influencers. An office, farm, in the mountains and nature, group accommodation, big city or countryside, etc.

## PREASSUMPTIONS

Preassumptions are views, ideas and opinions that are so obvious that one that they are barely conscious. They are never explicit, always implicit. That makes it difficult to talk about. They therefore cannot be clearly identified, but play a crucial role. Often we can identify the preassumptions (presuppositions) of others more easily than the ones in ourselves. You can also become conscious of them in certain situations or events and then you can do something with it.

-I taught myself that study is hard work. You learn from your mistakes. To be successful in life you need to be determined. Honesty is good. Everything happens for a reason. The more skills I have the more employable I become.

## DECLARATION

Declarations of reasoning are assumptions explicitly formulated, however it doesn't always happen, there are also implicit declarations of reasoning happening. What the risk is, that we no longer are in contact with our declarations. This often happens as the means and goal (purposes) are confused.

-If someone states that he has no expectations, there are expectations only he/she cannot, or doesn't want to formulate them.

-We start a company, NGO or project to help disadvantaged youngsters to get a job. But after a period we are busy to keep our job in this project

## PURPOSE

Objectives, goals, purposes, are the core of a process. There is all focused on. The objective of is the driver of the method, its colour it and gives identity. The objectives names, indicate to what is being done. Make sure your goal is formulated correctly. (smart)

- The goal is to support youngster to get a job.
- The goal of the soccer team is to win.
- The goal is to make a living with doing coaching

### SKILLS

Skills are necessary in order to achieve the goal. When you work with people certain skills are required. There is also understanding and knowledge required to use them in certain situations.

- In order to write a report you need writing skills
- In order to give a training, you need didactic skills (and knowledge)
- In order to do coaching you need to have skill on how to support people in there changing process
- etc.

### WORKING PRINCIPLES

Between skill and goal you put working principles. A working principle is a permanent landmark for a method or process. It's something different than skills, which you can more see as a very concrete and specific way of working to achieve a goal, but also distinction it from objectives. A working principle is the result of theoretical reflection and practical experience. It is a direct application of the assumptions and the objective and it's an on going guideline for the use of skills. You can say that a working principle is a combination of skill and a concrete declaration.

- I am available from 9.00 am until 17.00 PM
- As a coach I don't give advises
- As a youth worker I don't go to network meetings, my time is for youngsters
- I go with a client to visit his home to get a impression of his/her living circumstances
- As a coach I ask my client always to tell me all he/she knows about the parents
- A session with a coaching client is not longer than 50 min

### KEEP IN MIND

1. The situation is as it is. It is actual situation of people with their related standards and value systems, power relationships, ways of cooperation conflicts handling and their way of dealing with confrontations. Accept that, no need to judges it or get emotional over it.
2. Realise that the factual situation never occurred accidentally. There are factors that have accomplished it, there are causes, and there is a history, which you must take into account in one way or the other.
3. The crucial question is whether something needs to change in the situation, or (taking in consideration the first 2 points) if something must be done about it or changed.
4. The question is whether you can do something about the situation, or you can make a meaningful contribution that develops or improves the other.

# Competencies of a coach

A competence is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competence attainment.

## **1. Understanding Self**

Demonstrates awareness of own values, beliefs and behaviors; recognizes how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

## **2. Commitment to Self-Development**

Explore and improve the standard of their practice and maintain the reputation of the profession.

## **3. Managing the Contract**

Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors.

## **4. Building the Relationship**

Skillfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.

## **5. Enabling Insight and Learning**

Works with the client and sponsor to bring about insight and learning.

## **6. Outcome and Action Orientation**

Demonstrates approach and uses the skills in supporting the client to make desired changes.

## **7. Use of Models and Techniques**

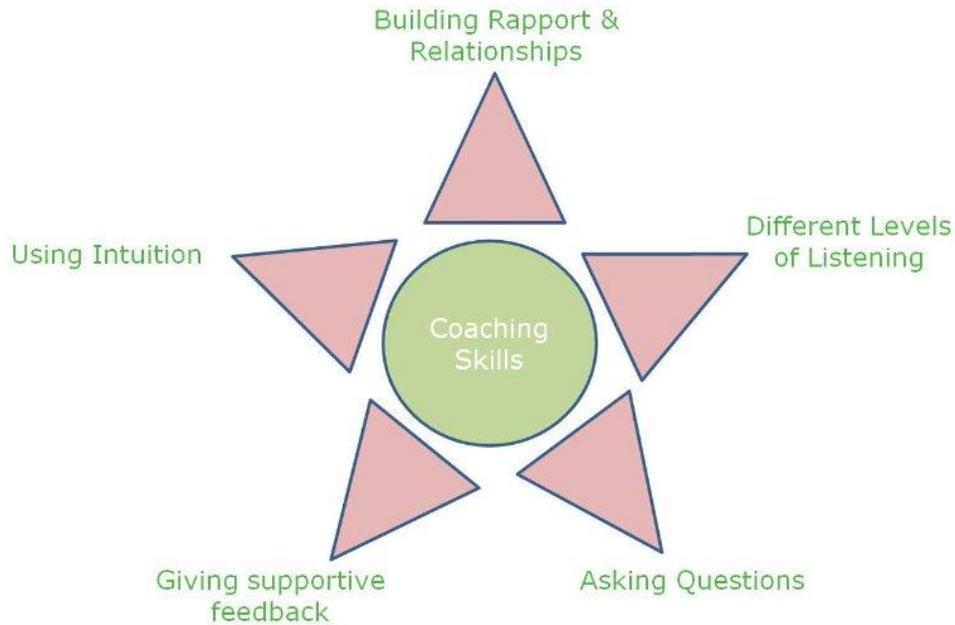
Applies models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.

## **8. Evaluation**

Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes.

EMCC (European Mentoring and Coaching Council) competence framework, 2015.

# Skills of a coach



Starr, Julie: "The Coaching Manual"

More resources <http://www.starrconsulting.co.uk>

# Attitude of a Coach

A room may be full of fabulous coaches who all look different, sound different and appear different. However, when they coach, they are operating from a common set of beliefs. These assumptions, values and beliefs are what help define effective coaching. Coaching that becomes meaningful and satisfying for all the coaches collectively. Also, they help define the state of being we want to operate from while coaching.

Here are some:

- I will maintain my commitment to support the individual, I will be trustworthy and reliable
- I will not judge or advise
- I will behave accepting and non-judgmental
- I will be clear about roles and goals we hold in our coaching relationship
- The coachee is accountable for their own results and learning, I serve as a mirror
- My goal is to help the coachee see their situation from a different angle, to reframe it
- My coaching relationships are built upon truth, openness and respect
- The coachee holds unlimited possibilities and potential within
- I will maintain focus on what the coachee says, not what I think they mean
- I will invest in self-development and go to supervision

More info in the EMCC code of Ethics for coaches <http://www.emccouncil.org/>

# Creating a successful outcome

- 1. WHAT DO I WANT?**  
Writing down your goal affirmatively, make it SMART
- 2. AM I THE ONLY ONE ACCOUNTABLE FOR ACHIEVING THE GOAL?**
- 3. IF I ACHIEVE THE GOALS, WILL IT BE ALIGNED WITH MY VALUES?**  
What are my values?
- 4. WHAT IF ... VERIFYING THAT THE GOAL IS ALIGNED WITH MY NEEDS.**  
What will happen if I reach it?  
What won't happen if I reach it?  
What will happen if I don't reach it?  
What won't happen if I don't reach it?
- 5. WHAT RESOURCES DO I HAVE NOW AND I CAN USE?**  
Have you ever worked on something like this? Do you know someone who has?
- 6. WHAT MIGHT PREVENT ME IN ACHIEVING THE GOAL?**  
I'm foreseeing possible obstacles.
- 7. HOW DO I KNOW I ACHIEVED THE GOAL?**
- 8. WHAT IS THE LAST THING THAT SHOULD HAPPEN FOR ME TO SAY: THIS IS IT!**
- 9. ON A SCALE FROM 1 TO 10, HOW MUCH IS THE GOAL WORTH MY EFFORT?**  
Checking your motivation
- 10. HOW WILL MY LIFE BECOME DIFFERENT ONCE I achieve the goal?**  
I'm visualizing where, with whom...engaging all five senses.
- 11. WHAT IS MY FIRST STEP?**

# Creating SMART goals

To make sure your goals are clear and reachable, each one should be:

- **Specific** (simple, sensible, significant)
- **Measurable** (meaningful, motivating)
- **Achievable** (agreed, attainable)
- **Relevant** (reasonable, realistic and resourced, results-based)
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive)

The SMART acronym may need updating to reflect the importance of efficacy and feedback. However, some authors have expanded it to include extra focus areas; SMARTER, for example, includes **E**valuated and **R**eviewed.



## How to use SMART

### Specific

Make your goals clear and specific, to focus your efforts or feel truly motivated to achieving them. When drafting your goal, try and answer the five "W" questions:

- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Where is it located?
- Which resources or limits are involved?

*Example* - Imagine that you are currently a marketing executive, and you'd like to become head of marketing. A specific goal could be, 'I want to gain the skills and experience necessary to become head of marketing within my organization, so that I can build my career and lead a successful team.'

### **Measurable**

It's important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal. A measurable goal should address questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

*Example* - You might measure your goal of acquiring the skills to become head of marketing by determining what training courses you have completed and the specific and relevant experience you have gained within five years' time.

### **Achievable**

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it. An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

*Example* - You might need to ask yourself whether developing the skills required to become head of marketing is realistic, based on your existing experience and qualifications. For example, do you have the time to complete the required training effectively? Are the necessary resources available to you? Can you afford to do it?

*Tip* - Beware of setting goals that someone else has power over it. For example, "Get that promotion!" depends on who else applies, and on the recruiter's decision. But "Get the experience and training that I need to be considered for that promotion" is entirely down to you.

### **Relevant**

This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it's important to retain control over them. So, make sure that your plans drive everyone forward, but that you're still responsible for achieving your own goal. A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

*Example* - You might want to gain the skills to become head of marketing within your organization, but is it the right time to undertake the required training, or work toward

additional qualifications? Are you sure that you're the right person for the head of marketing role? Have you considered your spouse's goals? For example, if you want to start a family, would completing training in your free time make this more difficult?

### **Time-bound**

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals. A time-bound goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

*Example* - Gaining the skills to become head of marketing may require additional training or experience, as we mentioned earlier. How long will it take you to acquire these skills? Do you need further training, so that you're eligible for certain exams or qualifications? It's important to give yourself a realistic time frame for accomplishing the smaller goals that are necessary in achieving your final objective.

Peter Drucker's [Management by Objectives](#) <sup>+</sup> concept. The first known use of the term occurs in the November 1981 issue of *Management Review* by George T. Doran.

# How to prevent procrastination

Do you ever struggle to start an assignment or task? Like when you just can't get yourself to actually start doing it until the point that you have no choice anymore. When deep down you know that once you actually start, it is not that hard and that it would give you a lot of peace of mind once you have finished it. And are you aware that you do the same with tasks that you actually like?

A very fun NLP exercise (see below) to prevent procrastination is to work with timelines. A timeline shows you how you organize your time and how you experience time. NLP works a lot with timelines. It is also a great way to solve problems.

Using the below exercise, among others, you can learn to

- Get motivated easily
- Manage yourself better
- Organize yourself better
- Organize and plan your tasks better
- Anker future results in the now by using resources from the past and present
- Prevent procrastination
- Make deadlines more easily
- Achieve your goals more easily

## The big advantage of procrastination

Before we start this exercise I want to let you know that procrastination can also be a big advantage. For example, when you want to give up smoking, lose weight or want to give up something else. Then your procrastination will give you a big advantage. Watch what happens then:

- "I won't take that cigarette now; I don't have time for that now."
- "That nice little chocolate? I don't have time for that now. I will take it tomorrow."

## The exercise to prevent procrastination



### Create a goal

What do you want to reach and when? Imagine what it would be like once you accomplished this goal. What do you imagine and what do you feel? What will you be doing once you got there and what influence will it have on your surroundings? Which talents and skills are you using? Create a clear and complete image of this with as many details as possible. Change the separate parts until you reached the picture perfect. If you like this kind of thing you can create a mood board or mind map with all the elements that together represent your goal. You don't have to do this. You can also just visualize it in your head. However, writing it down does increase the effect.

### Space it up



This is the step you can take when you completed the visualization in your mind. Go and stand in a room with the mood board list or poster in your hand. This is the present. Now imagine the future in which you realized your goal. Where in the room is it? Go and stand at that spot where you have placed the future (pay attention to how far it is away from the present). Put the paper with your goal on the spot where the future is. Walk back to the present and have a look at your goal. Imagine a future line going from the present to the future. Where on this timeline is the point that you accomplished your goal? After that go back in your mind to the present and watch your goal that lays in the future.

### Fix the deadline



The next step you can either visualize or do. From the present you can choose to either lay the deadline (where you have put your goal) closer or further away. See how this feels. When it feels right you leave the goal at that location. If it doesn't you put it back at its original location.

### Separating the steps



While you are standing in the present, looking at your goal, you can start formulating the separate steps to reach your goal. Divide the time until your goal is reached in separate steps. Preferably 3 to maximum 7 steps. Put them on the timeline (physically as notes that you label with numbers or by visualization) and walk back to the present.

### My resources



While you are looking at your goal and the steps towards your goal you can start figuring out if there are any resources from the past that you can use to succeed in this step. Visualize your past and float above your past and think of one or more situations from the past that can be helpful for reaching your goal. Feel and experience the resources you have available. Be aware of your body while you are feeling this.

if you want to, you can make contact with a situation from the past in which you experienced trust or confidence. Be aware of your body when you are feeling this.

### Resource integration



After you have done this it is time to reconnect to the present. Float in your mind to step of the planned steps. Then go on to step 5 and 6. Let your resources integrate into your first step. Allow the things to happen as they do, let the things change that need to change. Then go to step 2, etc.

### Review



Go back to the present and have a look at the journey you just underwent. Absorb the image completely and then start doing.

# Giving and receiving feedback

## What is effective feedback in coaching?

For our purposes effective feedback is clearly heard, understood and accepted. We want it to spark growth in future coaches (peer feedback, supervision) as well as to stimulate the coachee's learning experience (during a coaching session).

Feedback is a powerful skill for a coach to have right next to questioning and listening. It is often used only at the end of a coaching session but since it can change the coachee's perspective in an instant and give a different ending it serves a greater purpose if used during also.

The easiest way to describe the idea of giving feedback is by the mirror metaphor. Serve as a mirror to the other person, reflecting non-judgmentally the fact that occurred. In that way you support that person to have a more objective, not to say correct, image of themselves. Giving and receiving feedback is within your power. You have no control over whether the recipient chooses to act upon your feedback, so let's put that to one side.

Feedback is given to either **correct unwanted behavior/fact** or **encourage wanted behavior/fact**.

Effective feedback tips #1

## Giving feedback

### Assume good intent

Intention is energy and energy can be felt and appreciated.

### About behavior not personality

You are making no comment on what type of person they are, or what they believe or value. You are only commenting on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behavior.

### State observations, avoid interpretations

Observations are what you see occur. Interpretations are your analysis or opinion of what you see occur. Tell what you've noticed, not what you think of it. Observations have a far more factual and nonjudgmental aspect than interpretations.

### Feedback should be timely

It's no good telling someone about something that offended or pleased you six months later. Feedback needs to be timely, which means while everyone can still remember what happened. If you have feedback to give, then just get on and give it. That doesn't mean without thought. You still need to think about what you're going to say and how.

## Effective feedback tips #2 Receiving Feedback

It's also important to think about what skills you need to receive feedback, especially when it is something you don't want to hear, and not least because not everyone is skilled at giving feedback.

### **Be open to feedback**

In order to hear feedback, you need to listen to it. Don't think about what you're going to say in reply, just listen. And notice the non-verbal communication as well, and listen to what your colleague is not saying, as well as what they are.

### **Say Thank you**

Don't go into explanations what you actually meant by that or start giving excuses why you did it. Know that when somebody is giving you feedback, he is showing his support and care. Think of it as free consultation. He is giving you a gift. Accept it gratefully.

### **Check it**

The worst think you can do is to accept the feedback as truth for you. Somebody else wholeheartedly gave you his truth, but that doesn't mean it applies to you. Check if by using this feedback you would grow, it would indeed support you. If not, don't implement it. If yes, implement it.

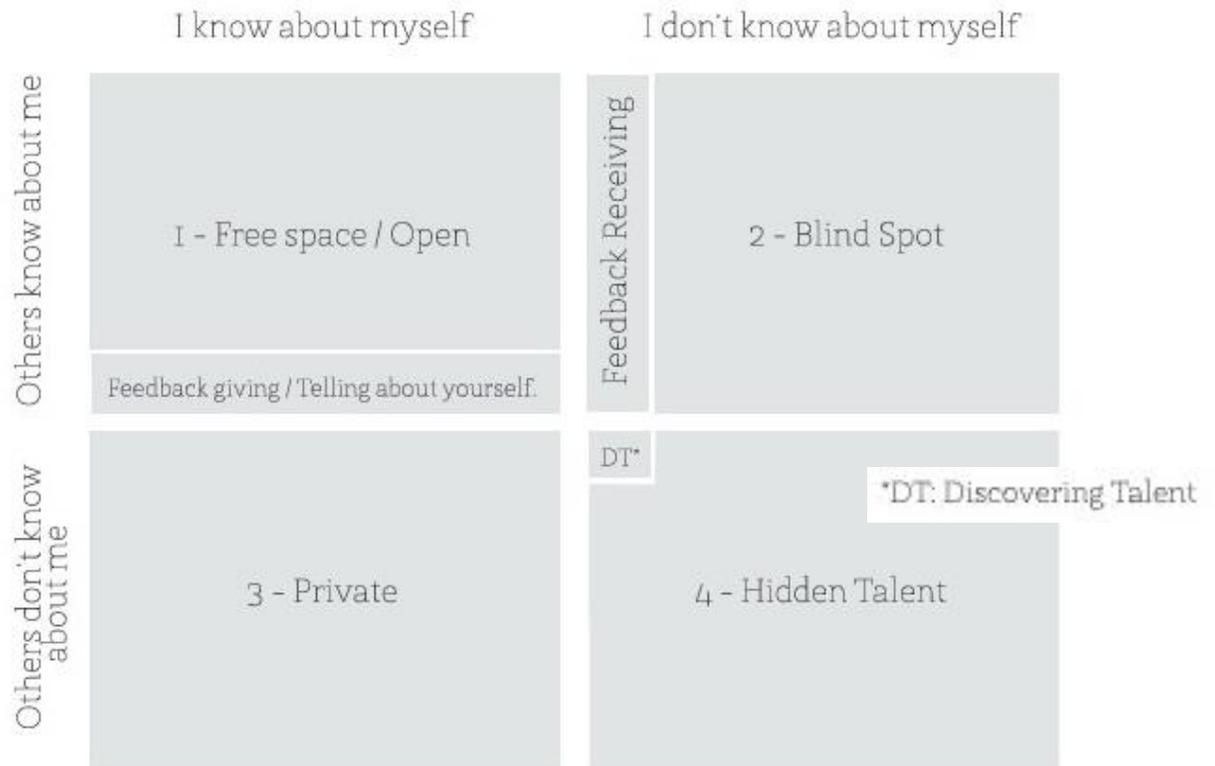
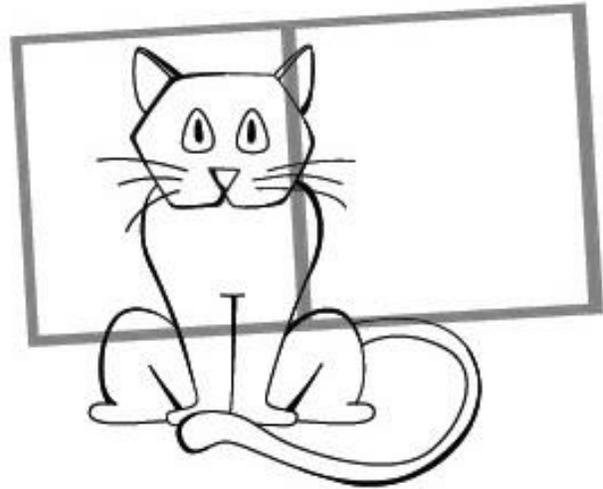
**Implement** it the first chance you get.



# Points of observation

- Cause & effect (DISTRORT)
- Deletions, generalizations
- Benefits & pains
- State, Tonality, Body posture
- Calibration
- Players in the field
- What is not said
- Metaphors
- Question or statement (Beliefs)
- What comes in a different E
- Layers of communication

# The Johari window



"The more you give, the more you receive."

# Mirroring and the 4 steps

Our life we encounter people. Some of these encounters are very short and intense. Others are more superficial. Some last for years while others disappear in a flash. We are used to considering these people as “outside world”. Something that is outside ourselves and we can relate to.

## **Everyone is a mirror of your inner world**

This is, however, couldn't be further from the truth because we encounter these people for a reason. They are a reflection of our inner world. These people show us what our inner state is, what our beautiful positive and dark sides are.

Of course we all respond to the people that surround us. In the beginning we think that the other shapes our responses. The other is the cause of how we behave and feel. This seems very convenient because this way you never had to take responsibility for anything. Slowly you are realizing that you are responsible for your own feelings, thoughts and deeds.

Let's take this thought one step further. Imagine that the other is a mirror of (a part) of yourself. Your response to this person is in fact response to a (subconscious) part of yourself. When you get upset with somebody or reject someone's behavior you're in fact rejecting yourself.

I myself experienced this when I just started as an entrepreneur. I determined a wage for myself that I wasn't so sure of. The first customers responded to this wage and they wanted a discount. Since then I changed my attitude and I stood behind my wage for 100% since then I never heard anything about it anymore. The others mirrored my own insecurity about by wage.

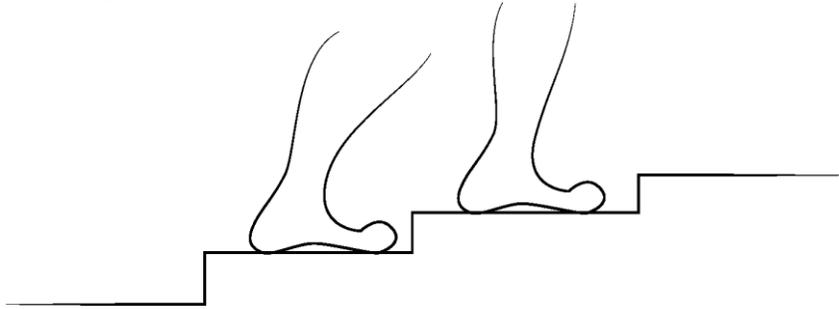
## **True or false?**

Of course you don't have to believe what you read so let's experiment a bit for the upcoming period. Observe the influence of your own reactions that you have towards other people. How do you feel afterwards? What does your opinion about the other person do to your self-image and self-esteem? Can you see the difference between your positive and the negative responses to this person? Which ones make you feel better?

Also observe and realize how you make the people respond to you the way they do. Is there something you are still insecure about? Are you suppressing certain emotions? Do they still reflect your old convictions? Be creative in this because it helps you to look at the world in this manner. It makes it easier to let go of certain things. You can see if the other person reflects something that you should do more or less. Also you can research if you can do this more or less to other people.

If you want to grow as a person then all the people you meet, or in other words, all these aspects of yourself are a great way to develop and to grow. I'm convinced that if you can see the other without judgment you can also see yourself without a judgment, hence live more freely. I must confess that there are still people that annoy me. However it helps to know and feel that this

person reflects a part of myself. Maybe it is a part that I don't want to see, that I suppressed. Or that might be amazingly beautiful.



#### **4 steps to grow through the contact with other**

You can use the following steps with everybody you encounter in order to develop a neutral attitude towards this person. It's a very effective method for personal growth.

##### **Step 1 - Say (in your head) 'I'm sorry for everything I've done to you'**

Even if you don't know this person the sentence still has effect. If you believe in former lives you can imagine that you already did something to this person. Even if you don't believe in former lives you say this sentence to that part of yourself that this person reflects.



##### **Step 2 - Say (in your head) 'I forgive you for everything you have done to me'**

For exactly the same reasons as in step 1. Also you can say this whether or not you know the person.



##### **Step 3 - Say (in your head) 'I LOVE YOU UNCONDITIONALLY'**

Through this way you are truly making a connection with the person and the part of yourself that he/she reflects.



##### **Step 4 - Say (in your head) 'THANK YOU'**

Gratefulness is a beautiful state of being. Be grateful for what the other reflects or has reflected. Because of this encounter you became a bit more complete. Can you be grateful for this?



Feel after that what it brought you. I wish you good luck with these steps. Do you think it's weird? Do you believe it? *Trust this experiment.*

# Releasing/letting go in 4 easy steps

## You live in the here and now

One of the principles of letting go is that only the here and now exists. Neither the past nor the future stories in your head exist. They are only a story and if you realize this space is created for you as a spectator. Instead of being a person who IS all those stories, you become the one who OWNS them.

You are not your thoughts, feelings or body. By letting go this you assume. You're more than that, much more than that. You are the infinite, the everything, the universal. This picture makes that clear. The one you really are is always fulfilled.

## Resistance ensures you hold onto something

If we have a negative experience we tend to want to get rid of it. We try to fight it, push it away or hide it. All in all, it will not go away, as long as you are 'busy' with it.

You cannot fight something that is not there which means it must be there so you could fight it. Everything that you resist or fight against remains or becomes even larger.

## The 4-step release

Knowing that you are more than your thoughts, emotions and body enables you to make a decision. You can let go of obstructing or unpleasant thoughts, emotions or physical discomfort. It's not what you are, it is what you have, and what you have you can let go.



### Step 1 – Can you welcome it?



This is the first step of letting go. You just experience that there is something going on inside without wanting to push it away. Do this successfully and you have welcomed change. For now, you do not have to accept it, change it or be happy about it. Just observe without judging.

### Step 2 - Could you let go?



Now ask yourself whether you could do it or not. Knowing that you are more than more what you think and feel are you able to let go?

### Step 3 – Would you let go of it?



In this step you take a willing decision to let it go. Do you want it? Think and feel, if what you're holding now is good for you or bothering you. Ask yourself whether you want to let it go.

### Step 4 – When will you let go?



The last step is that you decide when you let it go. You will see that there is no point in postponing and that this is just your mind/ego being afraid. Explore all

your options, if you need, before coming to the answer NOW. The decision is yours.

### **The four basic needs**

Proceeding with the release one must know what's under their basic emotion or thought. There are four basic requirements with 4 counter needs. Knowing these underlying needs may make letting go easier. Deeper emotions, thoughts and physical discomfort will disappear like dominoes.

#### **The need for control - 1**

This is the feeling 'I want it to go the way I want'. You can also see it as a need to change, understand, force or be right. There is a very pushing power behind it. At the same time there is also the counter-force and that is the need to be controlled. This can be experienced when you are blaming someone else or that you want the other to tell you what to do. Also victimization belongs to this requirement.



#### **The need for approval/love - 2**

This occurs because we have the feeling that we don't have or receive approval/love. Then you are going to do everything to get it. Saying yes instead of no or taking too much responsibility can also be a symptom of this need. Synonyms are the need for acceptance is wanting to be seen and liked.



The other side of this coin is the need for disapproval. We say no while we could just as well say yes. Being preoccupied with what others think but saying that for you it is not important and that you are not bothered by it. This causes vulnerability. You always have the feeling of •leave me alone •. Yet another form of this need is to provide love. You have the feeling that you do not have enough to give. You're so much focused on the other and on giving that you forget about yourself and about receiving. This includes the feeling of ' let me do it for you. •

#### **The need for security/survival -3**

You consider life as a struggle, it's either life or death and you see others as potential enemies. You avoid risks and confrontations. You feel that you are not safe at this moment. You're on your guard. The other side of the coin is a desire for death. Life is (for the moment) too much. This is indicated by a sense of defeat. It looks like the end is near. There is the need to endanger yourself and others.



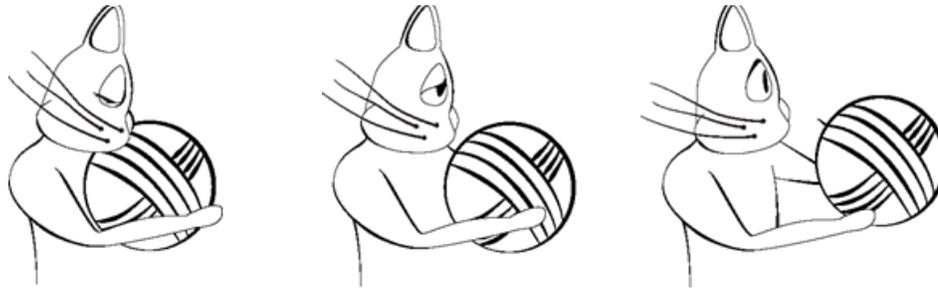
#### **The need to be different - 4**

You like to have your own identity. You're constantly working to differentiate yourself. You want to maintain a separate identity. This can be very subtle, but also very obvious. Sometimes you even think being different is the essence of who you are. You do not want to be common, ordinary and adjust.



Similar requirements are the need to be alone, being special, to reject others, or to look down/up on others. The other side of the coin is the need for unity, belonging to someone or merging with something. You assume that the unity is not yet available and therefore you are continuously looking for it. This can be either in a very strong or very subtle form because of your focus on feeling separated.

If what you feel right now consists any of the underlying needs you will find a change with the release. Deeper emotions, thoughts and physical discomfort will start to disappear one by one by themselves.



### A few more tips



When you let go you can still pay attention to the following issues:

When you experience the sudden desire for e.g. freedom or control put these aside for a moment and focus on desire entirely. Feel how this desire feels. The aim is to let go of the desire and see what it covers. It may be that desire distracts you from what you really want.



Feel and study the resistance of letting go. What is it telling you to do or not to do? Where do you feel it in your body? How does resistance manifest? Once you welcomed it look at what you originally wanted. How is it now? Is it less? Is it better to let go?



Once you released something out of your system be prepared because it may come back in another form. During the course of your life negative things build up in your system and billions of cells remember them. They will drive you to a new situation, a different stimulus, to relapse, to feel the things you let go already. Keep in mind that this is only natural so you can observe that with every release there is more space and freedom for you.



Letting go of one thing creates space for something else, something new. This is because things within are often built up in layers. The more you let go the more you peel off the layers. Eventually you'll end up with space for freedom, love, and peace.

Keep going and do it daily when you feel something negative and decide if that something is needed or not. Practice the above to raise your consciousness ensuring that letting things go will happen.

For further info google Sedona method

# Coaching question mapping

Ideas how to do it:

1. Wheel of life
2. Mind mapping
3. Drawing/positioning constellations

## Steps of the 1<sup>st</sup> coaching session

When getting ready for the first coaching session there is a variety of things to consider beforehand. The below 7 points are here to use as a crutch for the preparation in need. The aim is to free up resources to keep your focused attention on the coachee.

To take this one step further, you may consider using the attached coaching agreement as a guideline that you follow and touch upon all below parts. These are only suggestions that worked in the past. Use them, transform them or do nothing with them.

### **Step 1 - Connect with the coachee**

Start building trust by telling them know who you are, what you do, how and when you do it. Ask them what their situation is, what their reason was to work with you. This may be one part where you do the most of the talking.

### **Step 2 - Assess direction and expectations**

Use conversation techniques as mapping tools and by summarizing the answers for the above mapping you ensure that both their and your understanding is the same on the goals, outcomes and the coachee's accountability.

### **Step 3 - Goal setting**

Assist the coachee to make goals SMART for the desired outcome by the end of the last session or for all sessions.

### **Step 4 - Agreement**

Disclose and agree with your client that e.g. the coachee is responsible for the content of the session, the coach for aligning with the coaching framework and process. Inform your coachee that you are going to be explicit about the methods and their purpose you intend to use. Emphasize that trust, commitment and openness for critical approach to the coachee's behavior and values are required for the success of the coaching process.

### **Step 5 - Session details**

Make the session details transparent as much as possible for the both of you. Decide on the number of the sessions, the start and end date, time, duration and location. Foresee and find solution to potential obstacles such as session cancellation, alternative location, etc. Take time to ask and agree on the type of support the coachee wants (e.g. feedback).

### **Step 6 - Evaluation**

Drive attention on how the content is connected to the desired goal and how/if it will meet at the end. Elicit the coachee's satisfaction, ask for reflection on what was significant for them, what you and them could change to make the sessions more successful.

### **Step 7 - Closing**

Like other things in life, the sessions need clear closing. The purpose is to create a sense of wholeness. If it started, it also must come to an end. Closing is for the coachee to look back on the work that they did in order to realize where they are. This will let them say or do what is needed for them to close until next time or for good.

One idea you may try for closing this first session is recap. This means stating fact wise what the coachee did during the session without you interpreting it. This offers them feedback on the quality and quantity of their work with an overview of their behavior in small. This is a rich soil for them for the 'aha's not to mention it could change your own perspective on the session(s). Give them space to think and say anything if needed. Finish by asking if they think something needs to be changed for the next time.

For closing the relationship you may extend the recap for the whole progress your coachee did. When their part is closed take care of your own closing too, career wise. Ask for testimonial and feedback to better understand how your coachee sees you. Hear what works well for them so you could reach to a more specific audience more effectively. A few questions that could work: 'What worked for you?', 'What supported you most?', 'What do you think I should change in my approach for next time?'

# Coaching agreement

(this is one possible way to go, we encourage you to explore and find one that suits your coaching style best)

Between ..... as coachee  
and ..... as coach.

## Introduction

Coaching is a discussion between the participants which is based on mutual confidentiality, openness, the possibility to speak up freely and the assumption of helping intent.

Coaching builds on free will and is an active and responsible process, however, there are certain results that are not guaranteed. The coach leads the coachee's through the coaching process, he initiates change with interventions, he monitors the progress but the actual change making is done by the coachee.

The coachee is open and ready to look at their own values and behavior with a critical eye, work with themselves and their situation in an objective manner, change their own behavior and accept the methods of coaching.

## The subject of the agreement

Private coaching sessions for .....

## The role of the coach

The coach is responsible for the coaching process that is to keep the time, to assist the coachee in setting up clear goals and strategies. Furthermore, they he keeps the ownership with the coachee and ensures the attention of the coachee is on to the chosen topic.

The coach handles the disclosed personal information confidential and uses it only in connection with coaching work defined by this agreement.

The coach commits to utilize their full repertoire of tools, methods and techniques for the benefit of the coachee. Should it be the case that his own knowledge, skills or situation does not allow the coachee to work on the agreed goal, the coach is obliged to find a specialist or another coach for the coachee.

## The role of the coachee

The coachee is responsible for the content that defines the topic of the sessions, forms the goal, the strategy and actions and decides on the time frames. Furthermore, the coachee accepts that during the whole process they are responsible for their own physical and emotional wellbeing.

## The coaching location

The coaching session take place .....  
In case the location is not available the secondary location is .....

**Time frames**

Starting date: .....

Frequency: .....

Duration: .....

The subject of this agreement is ... coaching sessions that are defined by coachee and coach together and can be changed (increased or decreased) with mutual verbal agreement during the coaching process at any time.

The date of the next coaching session has to be agreed during the preceding session the latest. Coach and coachee mutually agree that the coachee has to cancel the meeting 2 days beforehand. In case of late or no cancellation the session is counted as a held session. The coachee is also responsible for that cancellation to be acknowledged by the coachee. Similarly the coach accepts the same responsibility and provides an extra session should such a situation occur.

The above time frames are subject to change with the mutual consent of both parties. All changes must happen in writing as well.

**Topic**

It is agreed by both coach and coachee that the topic for the sessions is:

.....

**Termination of the agreement**

Should it be necessary, either part may initiate the termination in writing.

**General**

The coach uses the coachee's personal information only for filing and invoicing purposes. The coach does not keep any other information even anonymously.

If any of the provisions of this agreement lose affect the remaining points stay in force. Matters not regulated by this agreement are governed by the Civil code and the related legislations.

# Coaching session checklist

## 1. Working space

What does the space for coaching look like?

Is the temperature comfortable and the light optimal?

Did I choose a place where my coachee and I will not be distracted by sounds and movements?

Did I arrange the working space that my coachee finds comfortable enough?

## 2. Communication

Does my coachee know where to come and at what time?

How do I communicate with him/her before the session?

Does my coachee know how to get in contact with me?

## 3. Myself

Am I ready and on time?

Have I checked the session steps?

Do I look the way I would like to?

Do I smell nice? Is my breath ok?

How do I welcome my coachee?

Is my head empty and ready for the coachee or am I busy with something else?

## 4. Coaching session preparation

How do I start?

What are the possible angles I might take?

Do I have all the necessary equipment/materials for coaching?

How do I keep the time?

How do I finish the coaching session?

How do I make an agreement for the next time?

## 5. Ethics

What are my limitations?

How do I keep my integrity?

Do I hold a personal grudge against the coachee?

Is there anything else I need to think about?

# Limiting/contra productive behaviors

- Refusing to look at myself
- Avoiding a dialogue with others
- Waiting, until others take responsibility
- Discarding ideas as worthless/inadequate
- Wanting to reinvent the wheel alone
- Being critical and judgmental towards others
- Being critical and judgmental towards myself
- Excluding myself from new ideas and information
- Excluding myself from other people
- Telling people only what they would like to hear
- Repeating the same mistakes
- Justifying mistakes/searching for scapegoats
- Making no decisions
- Being a wise-ass
- Being oversensitive for comments and feedback of others
- Being satisfied with the minimum
- Not standing up for myself
- Being reactive (waiting and hoping)
- Being unwilling to ask for help.
- not playing the game
- playing guilty
- giving without receiving
- taking without giving
- playing innocent
- not letting others win
- not finishing
- destroying the game
- becoming the problem
- attaching as protection
- avoiding a breakthrough
- playing a savior
- playing a victim
- playing a prosecutor
- being strong
- being perfect
- play a nice guy/a nice girl
- doing your best
- being fast
- trying hard
- pleasing others
- overtaking others

# Appreciative inquiry

## Discovery

Appreciate the best of what is

- tell me about those times when you felt most alive, engaged, energized; when everything worked to produce the desired results.
- what was it about the environment, the community, the organization, the team, which contributed to this good experience? What was your own contribution?
- what do you value about yourself as a professional and what you have to offer?
- if you had a magic wand, what three changes would you make to improve the enjoyment and pleasure from your work?

## Dream

Envision the results of what might be:

- write down your ideal job or the ideal outcome of your dilemma.
- if your wishes came true, describe to me your perfect day.
- describe a perfect day that you would like to be experiencing in two years' time.
- imagine that three years have passed...
- describe what your situation would look like if everything had gone as planned.

## Deliver

Transform your ideas into action you are ready to take:

- you have just come up with ideas that could have a high impact on your situation. Now comes reality! Transform these ideas into actions you could and are ready to take.
- write down three actions; be realistic - only list them if you intend to do them.
- now expand each action item with more detail. Be as concrete as possible.
- what will you seek to do?
- who do you need to contact?
- who else needs to be involved?
- how are you going to make this happen?

## Design

Co-constructing the ideal:

- think of three things that would significantly change your situation and contribute to achieving your ideal situation. Be as imaginative and innovative as possible; don't worry about them being practical.
- what are the main actions or elements contained in each of the previous ideas?

# A peer-coach mentoring exercise

1. Ask your partner: *'Is there an issue/area that you would like to strengthen/improve in your working life?'*

Agree an issue that your partner wants to work on and is happy to talk about.

2. Ask your partner: *'Recall your positive experiences. Could you tell me about those times when you felt most alive, engaged, energized; when everything worked to produce the desired results?'*

Explore that: what were the factors that contributed to the desired results? What was it in the environment, community and team? What was your contribution?

3. Ask your partner: *'What would it look like if all the right factors for your performance were in place for you?'*

Explore that: encourage your partner to write down the ideal outcome, and describe what his/her situation would look like if everything had gone as planned.

4. Ask your partner: *'What ideas could have high impact in shifting your current situation towards your ideal?'*

Explore that: encourage your partner to think of, and list down, three or four things that would significantly change his/her situation and contribute to achieving their ideal outcome. Focus always on the positive. Help them to be as imaginative and innovative as possible, not being in any way critical at this stage.

5. Ask your partner: *'What action are you ready to take to move towards your ideal?'*

Encourage your partner to write down three actions that are realistic and that they intend to do. Encourage your partner to expand on each action with more detail, for example, what will he/she seek to do, who will he/she need to contact, who else needs to be involved, when is it realistic to get started/do this by, How will he/she make this happen?

Pokora, J., Connor, M.: „ Coaching and Mentoring at Work“

# The GROW framework

## G = Goal

What do you want?

- what do you want to achieve?
- what does success look like?
- how will you know when you've reached your goal?
- what would a milestone be on the way?
- how much of this is in your control?
- is the goal positive, challenging, achievable for you?
- how will you measure it?

## R = Reality

What is happening now?

- what is happening now (what, when, how much, how often)?
- what actions have you already taken to reach this goal?
- what have you learnt from that?
- what is holding you back from finding a way forward?
- what is really going on (intuition)?

## W = Will

What will you do?

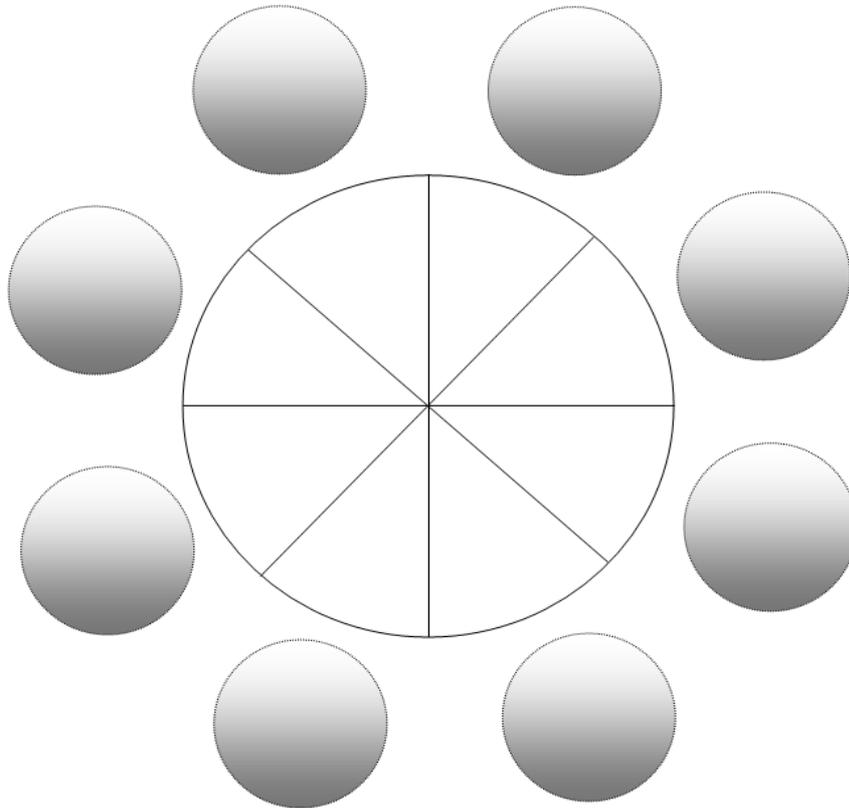
- which option or options do you choose?
- to what extent does this meet all your objectives?
- what are your success criteria and measurements for success?
- when are you going to start and finish each action?
- what could arise to hinder you in taking these steps?
- what support do you need and from whom?
- what will you do to obtain that support and when?
- what could I do to support you?
- what commitment on a 1-10 scale do you have to taking these actions?
- what prevents this from being 10?
- what could you do later to raise your

## O = Options

What could you do?

- what could you do as the next step to meeting this goal?
- what else could you do?
- ...and what else (explore options)?
- what are the benefits and costs of each?
- what if you had more...? (time, power, money, etc.)?
- what if there was no 'history', 'politics' - what could you do?
- would you like another suggestion?

# Blank wheel of life/work



More info <http://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>

## Directions

First decide the eight issues that impact most on your work and/or life. Each section of the wheel has a scale of 0 – 10, with 0 at the center representing total dissatisfaction and 10 at the outside representing total satisfaction. Shade in the segments of each section to the degree to which you are satisfied with that aspect of your work.

- N.B. You may not spend much time or energy on a certain section, and that may be fine, in which case you are totally satisfied with that area and you would color it all in.
- Conversely, you may be spending all your time in one area but be very dissatisfied, so in this case, you would only shade in one or two segments.

## Question

If the new perimeter of the circle represents your wheel of work and/or life, how smooth would the ride be, if this were a real wheel?

# Guidelines for choosing your coachee

These Guidelines are intended to help you to identify and choose the colleagues to whom you will be offering coaching and/or mentoring. We will refer to them as your 'coachees'. Most programmes will only require 3 coachees but sometimes it may be possible to handle up to a maximum of 5. Your Coach-Mentor Supervisor (CMS) will discuss this with you.

The process your coachees will need to go through with you is very similar to the one you followed in deciding to join the programme. Stated explicitly, there are 3 phases:

## **Phase 1** - Establishing an interest in the benefits of receiving coaching and mentoring

There are a range of situations that might prompt someone to become interested in receiving coaching and mentoring.

These may include:

- a need to develop new skills with new equipment or a promotion
- to achieve a specific technical or professional qualification
- to improve time management skills or a better work-life balance
- to build greater self-confidence or assertiveness
- a general interest in self and career development.

## **Phase 2** - Clarifying the nature of the commitment required

Your coachees will need to understand the extent of the commitment you will expect them to make. They will, for instance, need to agree to meet you regularly each month for an hour and a quarter and to apply some of the processes and techniques you will be introducing to them. Most importantly they need to be genuinely interested in using the sessions to help develop an action plan to achieve the goals they set for themselves with your help.

## **Phase 3** - Confirming the commitment to work with you

This process requires patience and time. Gaining a surface level agreement from your coachees or their offering to do you a favour simply to help you achieve your qualification is not what is required. This approach often leads to disappointment or even to their withdrawal from the programme. Sometimes it is even advantageous to record your mutual agreement in writing.

Coaching and mentoring is fundamentally a special kind of two-way relationship. One of the keys to success is spending time at the beginning to be absolutely clear about the voluntary commitments expected from one another.

You will be offering each of your coachees at least an hour a month of your time to help them manage their own learning. Take your time and be, in fact, a little selfish

when selecting your coachee. Your aim is to gain the maximum practical experience from working with these coachees, so if possible they should each be in quite different situations. Some key issues to consider:

Choosing spouses, partners, very close family or friends is illadvised because when you are personally involved remaining impartial, being emphatic and committed to their ambitions can be made analysis and objective discussions more difficult. Similarly, choosing to coach-mentor your boss may pose significant challenges, particularly if you are relatively inexperienced.

If you are currently working within an organisation it is helpful if at least one of your coachees is a member of your staff or team where you have a direct or indirect element of accountability for their day-to-day performance. The dynamics of this type of relationship are quite distinctive and you will find it helpful to appreciate this distinction by comparing your experiences with other coachees who are outside your line of responsibility.

Equally helpful if another of your coachees works in the same organisation but in a different department / function / level / location. Cross functional coaching and mentoring relationships can bring positive benefits to everyone involved, including the organisation.

You will also gain a lot from working with someone from a very different profession or working/non-working environment. If you cannot choose coachees from your employing organisation, then offering potential clients a chance to 'free-sample' your services can help you find coachees (it can also be very effective marketing).

You need to ensure from the outset that your coachees understand that anything you discuss is kept totally confidential within the relationship. You will, however, be asking each of them to share some evidence for your own Submission File of the work they choose to undertake as a result of your coaching/mentoring sessions with them. During the programme you will also learn how to identify and agree other boundary issues.

Be quite open and confident about your intentions and abilities. You don't need to under or over-sell yourself. This will be a mutual learning experience that we find it usually highly productive for both partners as well as being enjoyable and appreciated.

### **A real life example**

Here is an example of a Briefing Note from an OCM Candidate to a new coachee to help establish some ground rules for their meetings. Perhaps you would like to think how you might produce something similar?

...“My role is to respond to your needs and agenda; it is not to impose an agenda on you”.

All our sessions will be confidential. However issues that arise for me in how I coach and mentor and how I make progress will be shared with my own Coach-Mentor Supervisor.

If at any time you feel that my behaviour or actions are inappropriate you will, if you feel able, raise them with me. If we cannot resolve an issue satisfactorily you can contact the Director of Programmes at The OCM directly at [charlotte@theoem.co.uk](mailto:charlotte@theoem.co.uk)

We should respect each other’s time and other responsibilities and ensure that we do not impose beyond what is reasonable. Our time for coach-mentoring is 60-75 minutes every month and reasonable e-mail or telephone contact in between sessions if needed by you.

Either of us can dissolve the relationship at any time with no ‘blame’ attached as sometimes relationships just don’t work out as hoped. However, if we decide to do this we both have a responsibility to discuss the matter together, as part of our mutual learning.

I need to be aware of my own level of competence and will advise you to seek support elsewhere if I feel an issue you wish to discuss is beyond my competence.

I will not intrude into areas that you wish to keep private until invited to do so.

We should aim to be open and truthful with one another about the relationship itself, and I would welcome constructive feedback on my performance.

We need to share responsibility for the smooth winding down of the relationship when its purpose has been achieved and avoid creating dependency.

As a coach-mentor I aim to encourage you to take responsibility and control for your own learning.

I will:

- be reliable in keeping appointments and monitoring the length of our sessions
- help you work things out for yourself and avoid giving instructions on how to act
- help you establish what help you want/need and how you might access it
- avoid jumping to conclusions or being judgmental
- help you explore options – the advantages/disadvantages of different courses of action

- encourage you to reflect on specific experiences in order to learn from them
- actively listen and help you explore your ideas without imposing my own
- ask questions to get you to explore issues more deeply
- encourage you to set learning objectives
- help you identify, prioritize and plan how to meet your development needs
- provide constructive feedback as and when appropriate.

In turn I ask that you will:

- make time for our coaching and mentoring sessions
- be honest and open in your conversations with me
- be committed to take responsibility for your own learning
- help me meet the requirements of my course by providing me with relevant documentation as discussed.

'Please let's discuss these issues at our first meeting when we can add in anything that you would like to discuss to ensure we both understand the framework for our relationship...'

You may think that this note is too detailed for your own coachees but it certainly gives a comprehensive overview.

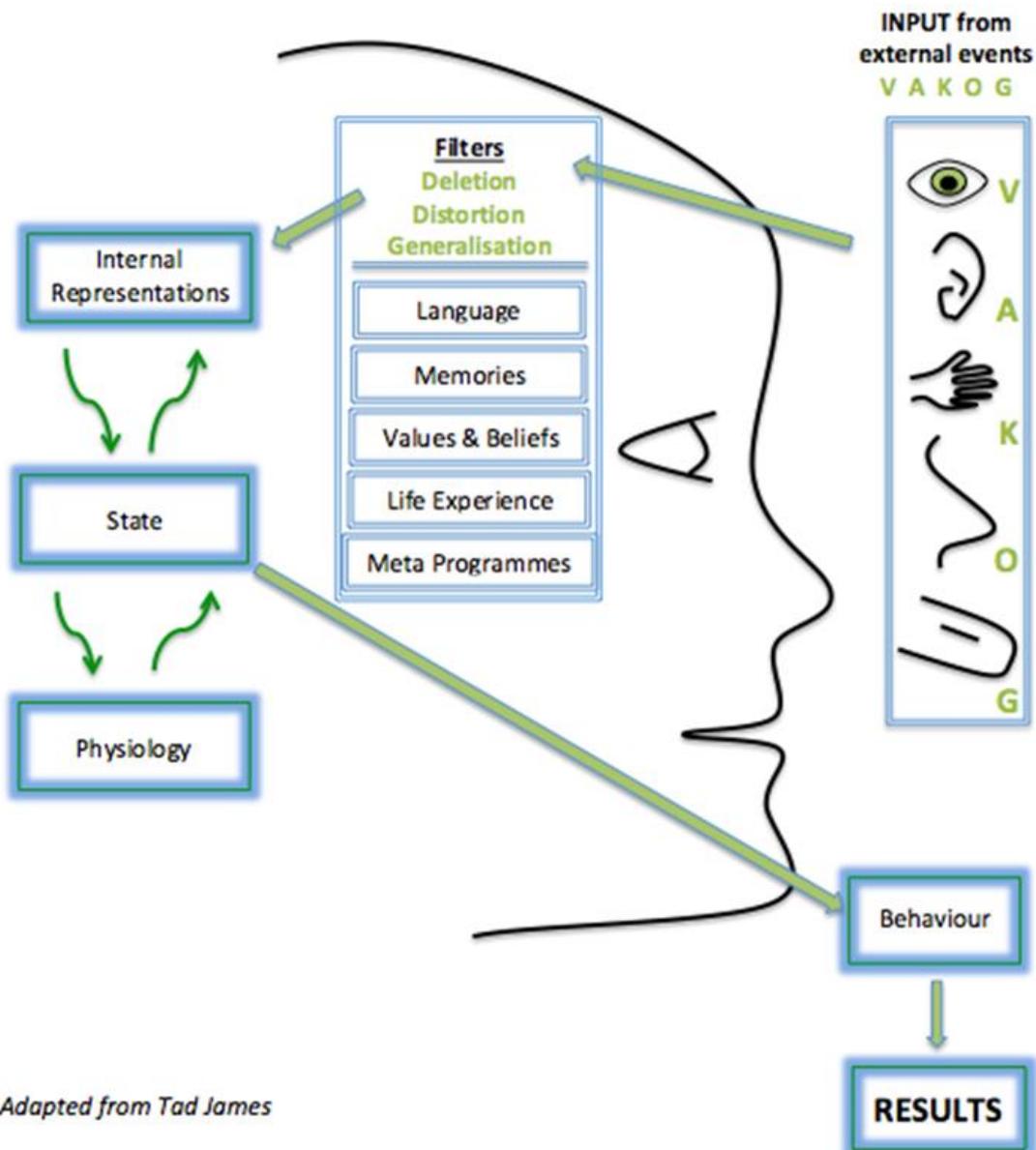
It will be very helpful indeed to have clearly identified and agreed your coachees before you attend the initial briefing session at the start of your programme. If you would like to discuss any of the issues raised in these Guidelines please contact The OCM Director of Programmes on 01869 338989 or [charlotte@theocm.co.uk](mailto:charlotte@theocm.co.uk).

# Internal map of reality

The map is not the territory. Knowing ourselves on the level of data, apart from knowing our skills, our qualities and our questions, is also connected with being aware of how we do perceive the world around us.

The awareness of our perception becomes strongly important inside the context of coaching, from the moment that being a coach requires constant interaction with ourselves and others. The Internal Map of Reality gives us **a manual for the function of our minds.**

## The NLP Communication Model



*Adapted from Tad James*

## Explanations

### Input

We experience the world through our senses (seeing, hearing, touching, smelling, tasting). The external phenomena are coming in.

### Filters

All influences so far! Every second our senses are bombarded with 4.3 billion bits of information per second. From this huge amount only 5-+2 bits manage to enter. The rest awful lot of information we filter out. Religion, beliefs, values, role models, education, memories, language, attitudes, strategies...

### Emotional State

This representation brings us to a certain emotional state.

### Behavior

Our emotional state, connected to our internal representation of reality, influences our behavior. Which can be reactive or proactive.

### Results/Experience of life

Our behavior forms our experience and results of life.

## Deletion, distortion and generalization

When we speak, we take the richness of our sensory experience and attempt to convey it with words. The experience is transformed in three ways when we do this:

**Deletion:** we leave out some aspects.

**Generalization:** we take one example to be representative of a class of experiences.

**Distortion:** we give more weight to some aspects than others.

### Deletion

Bandler and Grinder noted that when people talk they selectively delete part of the language used, e.g. nouns, verbs and adjectives, that will leave others to fill in the gaps and naturally this can lead to misunderstanding. The reasons behind deletion are various. It may be that the attention of the speaker is somewhere else, some times people don't have the words to express and others may delete words they judge of less importance.

Deletion is essential in order to avoid feeling overwhelmed by our experiences. Take the information available on the internet. A search will turn up thousands of possible answers and if Google was a human it would seem that deletion is turned off. Without deletion, we sit bemused, bewildered and paralyzed in a world that is too rich of information and which can make finding our goals and first steps towards them difficult.

Yet try and think about deletion outside the terms 'good' or 'bad'. This is a phenomena that you as a coach can observe. Some people, maybe yourself, always talk about trivia

without filtering any information. This could direct their own attention from something more important and can confuse themselves. People who use deletion a lot in their thinking tend to make big leaps of logic so it may be difficult to follow their train of argument. Such people may also be able to concentrate very well, however, because they can delete distractions. Some people go further still and delete everything they don't want to hear.

To understand deletion, look at the dot below. Hold the paper about six inches/15 cm away from your face. Close your left eye and look at the dot with your right eye only. Keep looking straight ahead and slowly move the paper to your right. After a short while the spot will disappear, because the image of the dot is in the blind spot of your right eye. This is where the optic nerve enters the retina from the brain and these cells are not sensitive to light. Deletions are the blind spots in our experience.

### **Generalization**

This is a learning process through which our beliefs and attitudes are formed to make the world around us more predictable. This happens after a number of experiences based on which our many conclusions are created. In the context of coaching generalization is used when a person's way of thinking is driven by one experience and considered true in general. For example, 'Men are unfaithful' or 'Women cook well'. Another example is when we define how men and women live together based on how we saw our parents doing it. We create categories, classes and chunks of information from single examples and then we use those to process new information, like I learnt how drive one car I assume I can drive every car the same way.

The rules of arithmetic are generalizations and so are scientific laws. We do not treat our beliefs with the same rigor as science does when formulating its laws. A scientific law is taken as a best guess, an approximation on the basis of present knowledge. New information that fits does not prove the law but leaves it unchanged. New information that does not fit means the law must be rethought, redefined or scrapped in favor of a better one. Our beliefs are not formed this way. We take them to be true and pay attention to instances that confirm them but often discount experience that challenges them.

Generalization may be misleading when it happens based on an unusual or unrepresentative experience and expect future instances to fit this pattern regularly. Something worked correctly at the time so the new rule is made but wasn't considered as an exception. Know that exceptions disprove rules. People who generalize a lot may be very sure of themselves, see the world in fixed categories and be rather inflexible in their thinking. They may be quick to see general principles behind specific examples and be good at pattern recognition.

### **Distortion**

Distortion is how we change our experience. We can distort in many ways. We can embellish an experience, make it larger, smaller, more dilute and more concentrated. We can blow it out of proportion, alter the sequence of events and add things that

were not there. If you have ever caught a glimpse of a pile of clothes out of the corner of your eye and thought for an instant it was an animal, you know what distortion is. Here's another example of how distortion works in practice. You arrive late for a business meeting. You know that your boss does not like this. A little later, you see her glance in your direction and talk hurriedly to another manager. You assume that they are talking about you and she is making an uncomplimentary comment about your timekeeping. The next day she gives you a very difficult project to manage. You might assume that she has done this to punish you. You might then go around telling your friends that your boss does not like you and gives you extra work that you do not deserve. This would distort your experience on two levels: by assuming that your boss was talking about you and by assuming she was punishing you. You might spread a story that is far from true.

Distortion, like deletion, is neither good nor bad. It depends on what and how you distort. On the one hand distortion can make you unhappy and paranoid, but on the other hand it is also the basis of creativity, artistic talent and original thinking. People who distort their experience more than usual may be very creative thinkers. They may also jump to conclusions, assume motives with little evidence and surprise you with their interpretations of what you say.

O`Connor, Joseph: „The NLP Workbook“

For more information google NLP Internal map of reality,

# Types of questions

As a coach to mentally engage with your coachees, instead of suggesting solutions, one of the most effective tools and means of communication is to ask coaching questions. The purpose is to raise awareness and the sense of accountability in your coachee. Random questions may bring some results, however, combining the question types, open and close, consciously can give both of you what you seek.

In this sections you will read about the differences in their structure, purpose, benefits and also a few words about when not to use any type of questions. First start with

## Closed questions

Be definition *it is a questions that can be answered with either a single word or a short phrase*. Thus 'How old are you?' and 'Where do you live?' are closed questions. Yes/No questions are also closed questions and sub category within the criteria.

A few examples:

- 'Are you happy?'
- 'Is that a knife I see before me?'
- 'What time is it?'
- 'How old are you?'

Consider using closed questions when the followings are required:

- *facts*.
- *easy and quick* to answer.
- *keep/gain control* of the conversation with the *questioner*.

A few more examples:

Usage	Example
As a conversation opener because it easy to answer and can be answered without becoming vulnerable.	It's great weather, isn't it? Where do you live? What time is it?
For testing their understanding with yes/no questions. This is also a way to break into a long ramble.	So you want to move into our apartment with you own bedroom and bathroom – true?
For setting up a desired positive or negative frame of mind in them (asking successive question with obvious answers)	Are you happy with your current supplier? Do they give all that you need? Would you like to get different supplier?
Seeking closure (yes) to an important question.	If I delivered this tomorrow would you sign for it?

Any opinion, statement can be turned into a closed question with a question tag to generate *yes/no* answers, such as 'isn't it?', 'don't you?' or 'can't they?'.

The question words set up the dynamic of the closed question and signal the easy answer ahead. Some of these words are *do, would, are, will, if, etc.*

### Open questions

In accordance with the closed questions, an open question seeks and is likely to receive a long answer.

Consider using open questions when the followings are required from the coachee

- to *think* and *reflect*
- *opinions* and *feelings*
- get control of the conversation

Be aware that although it seems that such questions hand the baton of control over to the other person using well-placed questions do leave you in control because you are the one keep or steer their interest/focus on what matters.

You may use open questions useful in the following situations:

Usage	Example
Combine with closed questions to develop a conversation	What did you do on your holidays?
To find out more about a person, their wants, needs and problems, etc.	What's keeping you aware these days? Why is that so important to you?
To get people to realize the extent of their problems	I wonder what would happen if your customers complained even more? Rob Jones used to get out late. What happened to him?
To get them feel good about you by demonstrating human concern and curiosity.	How have you been after your operation? You're looking down. What's up?

Open questions begin with *what, why, how, describe, etc.*

When opening conversations, based on the above, try using around three closed questions and one open for balance. The closed questions start the conversation and summarize progress, whilst the open question gets the other person thinking and continuing to give you useful information about them.

### When to avoid asking questions

There are several reasons because of which makes it ill-advised for a coach/mentor to use questions. These will not help generate trust and they may provoke a negative, defensive or ambiguous response.

Avoid asking:

- long questions that made of up multiple clauses because they will probably be misunderstood.

- several questions rolled into one multiple question because people inevitably choose the easiest to answer first and avoid the difficult ones that may be crucial for learning about themselves
- leading or suggestive questions because they usually demonstrate what you already know or think rather than what the coachee knows or thinks.
- trick questions, unless you can explain the purpose: they can cause resentment and demotivation

## Using silence

The use of silence is a powerful coaching skill that is part of your ability to listen effectively. This way you have the time to pick up what is not being said.

It indicates that your development has reached a level in which you can be ok with not saying a thing, without feeling uncomfortable, inadequate or accountable. It also creates the space to observe the coachee and his communication at other levels than verbal.

Silence is relative and it usually feels much longer to the coach than the coachee, they are the ones doing the thinking and necessary connections inside themselves. It is actually contra-productive to disrupt this, as the purpose of coaching is to give the coachee the space to explore themselves. When you allow silence to be there in the session it is a sign that you accept the coachee in their full humanness. It creates the space where simply being, in a physical/biological manner is accepted.

When to use it?

- **When you've asked your question**  
Don't be tempted to dive in straight away with another question or rephrase you're the same question. You may have just asked the most powerful thought-provoking question which could make a huge impact on your coachee. Allowing silence gives your coachee the space to think through their response.
- **After the coachee's answer**  
This may allow them to reflect on it and explore what further options it potentially contains.
- **During the session/in dialogues**  
This helps you to listen to the coachee and pick up their emotions, feelings and their mood. When you listen at this level and give your coachee the space to think, then they will feel listened to and will be more likely to open up. It also makes choosing the next question easier.

Using silence conveys the indirect message that the coachee is the one who does the work. The silence is for the coachee to think and find the answer and not for the coach to come up with advice.

Start becoming aware of your own comfort with silence. Are you that someone who feels they have to fill in every gap in a conversation? If you are, practice putting a few seconds silence into your social conversations allowing others to talk further.

# Chunking up and down

## Hierarchy of ideas/chunking

The Hierarchy of Ideas (also known as chunking) is a linguistic tool used in NLP to allow the speaker to traverse the realms of abstract to the specific in an easy and effortless way.

When we speak or think we use words that indicate how abstract or how detailed information processing is. In general, as human beings our brain is quite good at chunking information together in order to make it easier to process and understand. Take the word 'learning' for example. Saying it is much simpler than thinking about all the different things that learning is about.

Let's play. Let's say I'm going to buy a car and gear the model up to that.



The chances are that, once I've made my decision, I start to do some research. I may do it 'large chunk', like the Communications Director of a large public company, who simply saw a red one that she liked the look of one lunch-time when she happened to be passing the garage that was displaying it. She hadn't got a clue about what make or model it was. She only knew that it was the one she wanted, and so spent some hours retracing several lunch-time journeys with the fleet manager of the company until she saw it again and could leave him to do the detailed, 'small chunk' research. (Incidentally this is a real example: she was a she and he was a he and I apologise for what may seem to some to be role stereotyping.)

The only thing he knew for certain was that she was mad! He approached the matter in his usual logical mode, spoke to a salesperson, asked specific and detailed questions about the spec, the price and the deals he could do, and then bought it for her, in the right colour and, happily, at an advantageous price to the company.

To do the narrowing down for my car, I will ask several salespeople specific questions like the following:

- Tell me about the specific models you have?
- What specific features does this one have . . . ?
- Give me some detail about the process here . . . how does it work?
- What are its benefits in comparison with X?
- What's the 0-60 acceleration rate?
- How many c.c.s?
- What brand of stereo comes as standard?

And when I'm satisfied, I'll buy the one that most fits my desires.

I have started this process from the premise that a car would solve my transport needs. I'm a consultant. I need to get to see my clients. Consultants have cars. Usually pretty and deadly ones. My processing has started somewhere just above the middle of the chunking model and has moved downwards - an easy progression for me and for most other people in the World.

But, let's consider a different situation. Let's say I've been reading everything I can get my hands on carbon emissions and the government's future transport policies. Let's say that politically and philosophically I do believe that we need to cut down on cars and I wake up one morning wondering if there might be another way.

At this point I start to 'chunk up' and ask myself a different set of questions, ones like this:

- Why do I need a car? What's its purpose?
- How else could I meet my needs?
- Where does having my own car fit in with the bigger picture of saving the planet?
- Do we really need to save the planet?
- Do I need to travel at all?

By chunking up like this I may discover that the issue I really have is one of communication as much as transport. It may be that I'm a closet megalomaniac, care absolutely nothing about global warming and I think, like one of my clients, that the answer is a Lear Jet, or like another, a helicopter. Or it may be that when I really think about it, it would be more convenient to me, more useful of my time to travel by rail or coach, when I could be reading or working, rather than to be sitting in a traffic jam on one of the roads into London or any other of the big cities. Or even that I need to upgrade my technological support and communicate digitally rather than in person.

### **Chunking Up** (general)

Sometimes the person you are talking with is speaking at a very high level, covering general ideas and themes. Leaders often like to think this way with grand plans and visions. Sometimes you deliberately started this way, getting a big picture before you dive into detail. It is the opposite of chunking down where the aim is to get more details by **probing** for in the given high-level information. The goal is to find out more, fill in the empty gaps in your picture, test the reality of the situation, and so on. The more you ask chunking questions, the more you will find further detail. A tip: try to stay within three chunking levels for most of the time, digging deeper only in topics of particular interest where you want to bottom out the subject.

Chunking up from part to whole is called synthesis and it helps you to understand the whole by seeing how it is made from the parts and how they relate.

Example questions:

- *What does this mean?*
- *Let's look at the bigger picture...*
- *How does that relate to...?*
- *What are we trying to achieve here?*
- *Who is this for? What do they really want?*

### **Chunking Down** (specific)

Moving from the general to the specific is called chunking down. Sometimes the person you are talking with is already down in the details. Some people (engineers, for example) are happiest when they have their teeth sunk into the grit of a tangible problem. Yet it can also help them if they come up for air some time and see the big picture and maybe find they were digging in the wrong place. To chunk up, you are doing the opposite of chunking down i.e. looking for a more generalized understanding. This includes looking for overall purpose, meaning, linkages, etc. Chunking down from whole to part is analysis. Analysis helps you understand the parts by relating them to the whole. Chunking down helps you become more specific and precise.

Example questions:

- *How did you that?*
- *Why did that happen?*
- *What happened about...?*

- *What, specifically...*
- *Tell me more about...*
- *What is the root cause of all this?*

### **Chunking up and down**

You can use both methods together as a way of building a broad understanding.

For example:

1. Start at a high level of chunking to define the initial problem.
2. Chunk down to find possible project goals.
3. Chunk up to review and agree the project.
4. Chunk down to build an understanding of the problem.
5. Chunk up to look for problems in the overall system.
6. Chunk down to find specific actions to address.

### **Chunking Sideways** (abstract)

Chunking sideways is rather like free association. When you associate freely you create connections between two seemingly unrelated objects.

You chunk sideways by going from one member of a class to another member of the same class, or from one part of the whole to another part of the same whole, for example from bus to taxi (both public transport) or from pocket to collar (both part of a shirt), for example, from Ford to Bush (both United States Presidents) or from bush to bicycle (both things that are in my garden).

It is also when you ask someone to describe a situation as a metaphor, or some sensory-based description. A colleague may say: 'This job is like reading a never ending book'. To unpack a bit more detail from their description one questions could be

What is similar to this? What is that like?

## **The Meta-model**

We communicate in words by deleting, distorting and generalizing the deep structure of our experience into a spoken surface structure. The Meta Model is a set of language patterns and questions that reconnect the deletions, distortions and generalizations with the experience that generated them. The Meta Model questions 'reverse engineer' the language, working on the surface structure and to gain insight into the deep structure behind it.

So the problem is that we communicate half formed half-truths, and the listener fills in the gaps from their own experiences and makes their own meaning from that. And in doing so, the speaker also reinforces the half-truths of their own experiences. So

what we need to do is recover the lost information to give both the speaker and listener an opportunity to discover more fully what is being communicated.

*The Meta-model specifies how we can use language to clarify language. It does so by re-connecting a speaker's language with the experience out of which it came.*

## **Deletions**

### **Simple Deletion**

Meaning: Information is missing.  
Example: That Is Important.  
Purpose: Recover the Information by asking open questions.  
Question: What exactly is Important?

### **Unspecified Referential Index**

Meaning: Something has happened, but it's not clear who did it and who was affected.  
Example: Mistakes were made.  
Purpose: Recover the information.  
Questions: Who did what to whom?  
Exactly what mistakes were made and by whom?'

### **Unspecified Verb**

Meaning: Some tiling was done, but how is not clear  
Example: I failed.  
Question: Find out exactly how the action was done/How exactly did you fall?'

### **Comparison**

Meaning: A comparison is being made but the standard being used is unclear.  
Example: I did that badly.  
Purpose: Find out the basis and standard of the comparison.  
Question: Compared to what?

### **Judgement**

Meaning: Something is being judged, but it is not clear who is making the judgement and what standard is being used.  
Example: Obviously that is not good enough.  
Purpose: Find out who is making the judgement and what standard is being used  
Question: Says who? By what standard?

## **Generalizations**

### **Universals**

- Meaning: words like 'always', 'never', 'everyone' and 'no one' are used as if there are no exceptions.
- Example: I am always right.
- Exaggerate: Yes you are always right, you have never ever made a mistake, not ever in your whole life.
- Purpose: Isolate and query the universal and get a counter example
- Question: Always? Has there ever been a time when you made a mistake?

### **Modal Operators of Necessity**

- Meaning: Words like 'should', 'shouldn't', 'must' and 'mustn't' imply a necessary rule
- Example: You shouldn't find this hard.
- Purpose: Challenge the imagined consequences. Challenge the rule.  
Apply the 'as If' or 'Just suppose I did, then what?' frame
- Question: What would happen if I did? Why not? I might.

### **Modal Operators of Possibility**

- Meaning: words like 'can', 'cannot', 'able' and 'unable' set rules about what is possible.
- Example: I can't tell him.
- Purpose: Question the generalized rule and Imagined consequences  
Question the assumed Impossibility.  
Apply the 'as If or 'just suppose you could' frame, to see what's that like?
- Question: What would happen if you did?  
What stops you?

### **Distortions**

#### **Complex Equivalent**

- Meaning: Two statements are taken to mean the same, although they are on different neurological levels.
- Example: She's always late (so) she doesn't care.
- Purpose: Question the equivalence  
Give a counter example.  
Ask if the speaker think it works in reverse.  
Ask if this means that people who don't care are always late.  
Ask if it applies to the speaker.
- Question: How exactly does her lateness mean that she does not caring?  
John was late, but he is clearly committed, isn't he? (counter example)  
If you didn't care, would you be late all the time?

#### **Nominalization**

- Meaning: A process has been turned into a noun.

Example: I am frightened of failure.  
Purpose: Turn the noun into a verb and express the thought as a process.  
Question: What are you frightened of falling to do?

### **Mind Reading**

Meaning: Another person's internal state is assumed with no evidence,  
Example: He doesn't like me.  
Purpose: Ask for evidence  
Question: How do you know he doesn't like you?

### **Reverse mind reading**

Meaning: It is assumed that others can read your mind and act accordingly.  
Example: If you cared for me you would know what I wanted.  
Purpose: Ask how you were supposed to know  
Question: How would I know? I am not a mind reader.

### **Cause-Effect**

Meaning: It is assumed that one person's behavior is directly linked to another person's emotional state or behavior.  
Example: He makes me feel ill.  
Purpose: Ask exactly how one thing causes the other.  
Explore the possibility of choice  
Assume the person has chosen to feel that way.  
Question: How exactly do you think he makes you ill?  
So you feel ill when he is around. How would you like to feel?  
Would you like to have a choice about how you feel?  
Why do you choose to feel ill when he is around?

### **Reverse cause-effect**

Meaning: Unwarranted responsibility is assumed for other people's states and behavior  
Example: I made him feel bad.  
Purpose: Ask exactly how one thing causes the other.  
Explore the possibility of choice.  
Assume the person has chosen to feel as they do.  
Questions: How exactly do you think you made him feel bad?  
So you did what you did. Do you think he had a choice about how he responded?  
Why do you think he chose to respond the way he did?'

### **Presupposition**

Meaning: An unwarranted limiting assumption is implied but not overtly stated.  
Example: Why can't you do anything right?  
Purpose: Present the presupposition directly  
Present the presupposition and challenge it.

Accept the presupposition and challenge the deletions and generalizations.

Question: You think I can't do anything right?  
You think I can't do anything right? I believe I can.  
What makes you think I can't do anything right?  
I can do *some* things right for example...

A single sentence may contain multiple patterns and some patterns can be classified under a different heading. For example, nominalizations are sometimes classified as deletions and judgements as distortions.

*The Meta-model Of Language: Structure And Meaning***The Meta-Model of Language**

Pattern	Response	Prediction
<b>DISTORTIONS</b>		
1. Nominalizations Process words frozen in time "We lack communication."	Turn noun back into verb "Who's not communicating?" "How would you like to communicate?"	Recovers the process, actions, movements, etc.
2. Mind-Reading Claiming to know someone's internal state "You have a problem with authority."	Question source of data. "How do you know . . .?" "What lets you know . . .?"	Recovers source, means Discovers process
3. Cause-Effect "Causation" assumed without adequate description "You make me angry."	Ask about process. "How does this process work?" "How does what I'm doing cause you to choose to feel angry?"	Recover the mechanism that explains the cause  Recovers the choice
4. Complex Equivalence Two experiences interpreted as synonymous "Her frown means she's rejecting me."	Ask about the equation E.B. = I.S. (External Behavior = Internal State) "How do you equate her frown with feeling rejected?" "Has anyone ever frowned at you that didn't reject you?"	Recovers the External Behavior and Internal State Recovers Complex Equivalence Counter Example
5. Presuppositions "If you knew the importance of school, you would study harder."	Ask about assumptions "What leads you to think that I don't know the importance of school?" "How do you assume this statement holds true for me?" "I don't study efficiently?"	Recover assumed ideas
<b>GENERALIZATIONS</b>		
6. Universal Quantifiers Universal generalizations such as all, every, never, no one, etc.	Find Counter Example "All?" "Never?"	Recovers exceptions, causes, details, Counter Examples
7. Modal Operators: a. Modal operators of necessity/desire as in should, shouldn't, must, must not, have to, need to, it is necessary "I have to take care of her." b. Modal operators of possibility/impossibility as in can/can't, will/won't, may/may not, possible/ impossible "I can't tell him the truth."	a. "What would happen if you did?" "What would happen if you didn't?" "Or?"  b "What prevents you?" "What would happen if you did?"	Recovers mode of operation Recovers causes

*The User's Manual For The Brain***The Meta-Model of Language (continued)**

Pattern	Response	Prediction
<b>GENERALIZATIONS (continued)</b>		
8. Lost Performative Value judgments apart from originator "It's bad to judge."	Seek source of statement "Who says it's bad to judge?" "Says who?" "How do you know?"	Gathers evidence Recovers source
<b>DELETIONS</b>		
9. Simple Deletions "I am uncomfortable."	"About what/whom?"	Recovers deletion
10. Comparative Deletion As in good, better, best, worst, more, less, most, least "She's a better person."	"Better than whom?" "Better at what?" "Compare to whom or what?"	Recovers Comparative Deletions
11. Lack of Referential Index Unspecified nouns and verbs—fails to specify a person or thing "They don't listen to me."	"Who doesn't listen to you?"	Recovers the noun or Referential Index
12. Unspecified Verbs Those verbs where the statement leaves out the person doing the acting or the desired action. "You don't care about me."	"How specifically do I not care about you?"	Specifies the verb

Recognize whether the statement is a deletion, a distortion or a generalization and note next to it as many questions as possible.

- He thinks I am not good enough.
- If you don't look at me, you don't think I am worthy.
- I never do it right.
- I can hear it in your voice that you don't like my ideas.
- They don't like me, I can smell it.
- They don't listen to me.
- Not being consistent is not good.
- We need to improve our communication.
- This group wants to learn.
- You give me the feeling that I am not perfect.
- The man never looks at me, so he thinks I am unsuitable.
- They cannot work, for sure.
- He doesn't have any retrospect at all.
- I have to succeed.
- I know you don't want it anyway.
- I feel insecure.
- I cannot develop, because you will not let me.
- This is a disaster.
- You are a disaster.
- I have to take care of this.
- I am not saying anything, she doesn't understand anyway.
- I can't learn this.
- My decision created a situation in which I cannot continue.

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# Representational system

## VAKOG

### The Representational System Preference Test<sup>1</sup>

For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

- 4 = Closest to describing you
- 3 = Next best description
- 2 = Third best
- 1 = Least descriptive of you

**1. I make important decisions based on:**

- gut level feelings.
- which way sounds best.
- what looks best to me.
- precise review and study of the issues.

**2. During an argument, I am most likely to be influenced by:**

- the other person's tone of voice.
- whether or not I can see the other person's argument.
- the logic of the other person's argument.
- whether or not I feel in touch with the other person's true feelings.

**3. I most easily communicate what is going on with me by:**

- the way I dress and look.
- the feelings I share.
- the words I choose.
- the tone of my voice.

**4. It is easiest for me to:**

- \_\_\_ find the ideal volume and tuning on a stereo system.
- \_\_\_ select the most intellectually relevant point concerning an interesting subject.
- \_\_\_ select the most comfortable furniture.
- \_\_\_ select rich, attractive color combinations.

**5.**

- \_\_\_ I function as very attuned to the sounds of my surroundings.
- \_\_\_ I function as very adept at making sense of new facts and data.
- \_\_\_ I function as very sensitive to the way articles of clothing fit on my body.
- \_\_\_ I have a strong response to colors and to the way a room looks.

**SCORING THE REPRESENTATIONAL PREFERENCE TEST**

**STEP ONE:**

Copy your answers from the test to the lines below. Transfer the answers in the exact order they are listed.

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. ___K | 2. ___A | 3. ___V | 4. ___A | 5. ___A |
| ___A    | ___V    | ___K    | ___D    | ___D    |
| ___V    | ___D    | ___D    | ___K    | ___K    |
| ___D    | ___K    | ___A    | ___V    | ___V    |

**STEP TWO:**

Add the numbers associated with each letter.  
Make five entries for each letter.

	V	K	A	D
1.				
2.				
3.				
4.				
5.				
<b>Totals:</b>				

**STEP THREE:**

The comparison of the totaled scores give the relative preference for each of the four major rep systems.

**Representational System Practice<sup>2</sup> (Homework)**

Genie Laborde includes in her book, *Influencing With Integrity*, a handy instrument for assisting you in determining your preferred rep system. You can determine which system you prefer most, which one you prefer second and which one your conscious mind does not use much. The system that gives you the most difficulty to translate and match probably reflects your least used system. I have used several instruments but I have found this instrument the most helpful to me. I have reproduced her instrument in its entirety.

Example 1. My future looks hazy.

Match:

Visual: When I look to the future, it doesn't seem clear.

Translate:

Auditory: I can't tune in to my future.

Kinesthetic: I can't get a feel for what seems to be going to happen.

Example 2. Sarah doesn't listen to me.

Match:

Auditory: Sarah goes deaf when I talk.

Translate:

Visual: Sarah never sees me, even when I'm present.

Kinesthetic: I get the feeling Sarah doesn't know I'm alive.

Example 3. Mary gets churned up on Mondays when the boss expects the report.

Match:

Kinesthetic: Mary gets agitated and nervous on Mondays.

Translate:

Visual: Mary can't focus on Mondays when the report comes due.

Auditory: Mary hears lots of static on Mondays when the report comes due.

Complete the following for increased awareness of rep systems. This model offers good practice for future use. This exercise will wire your mind to match predicates when you next hear one of these. **Note:** I have added a third translate for Auditory Digital.

1. My boss walks over me like I'm a door mat.

Match:

Translate:

Translate:

Translate:

2. I get the feeling I'm unappreciated.

Match:

Translate:

Translate:

Translate:

3. I have trouble looking back to that problem.

Match:

Translate:

Translate:

Translate:

4. I guide this project by the seat of my pants.

Match:

Translate:

Translate:

Translate:

5. She seems like such a sweet girl.

Match:

Translate:

Translate:

Translate:

6. I ask myself, "How did I ever get into this?"

Match:

Translate:

Translate:

Translate:

7. I can imagine what she's like.  
Match:  
Translate:  
Translate:  
Translate:
8. Something tells me I'm making a mistake.  
Match:  
Translate:  
Translate:  
Translate:
9. I've tried to get a handle on what my boss means.  
Match:  
Translate:  
Translate:  
Translate:
10. I keep stubbing my toe on unexpected obstacles.  
Match:  
Translate:  
Translate:  
Translate:
11. Joe paints a clear picture of disaster ahead.  
Match:  
Translate:  
Translate:  
Translate:
12. Smells like a dead fish to me.  
Match:  
Translate:  
Translate:  
Translate:

### **Predicates & Process Words**

In communication—*we cannot not communicate*. I (BB) first learned this truth while studying communication skills. The instructor put it this way, "You cannot *not* tell your story." Thus, every time we open our mouths we verbally represent our model of the world. This applies to the rep system as well. People who primarily sort and code their thoughts auditorily will primarily produce auditory predicates. Visual processors will do this

visually and kinesthetic processors will do it in that system. It only makes sense. If we think in terms of sights, sounds, and sensations, it shows up in our external language maps—words.

Accordingly, if we but *listen to the specific predicates or process words* (primarily verbs, adjectives and adverbs) that a person uses, we can discover that person's primary rep system. These predicates thus become *language cues* (linguistic markers) of the person's internal processing (rep systems).

What value or importance does this awareness of the predicate use in another person's languaging have? A person's use of predicates provides a major indicator of how that individual "makes sense" of the world and constructs their "internal reality." Predicates thus provide us a major clue as to the person's subjective reality—a "royal pathway" to their thinking-feeling and responding.

Predicates also greatly assist us in establishing rapport with people. If rapport refers to getting into a state of harmony, accord, and affinity with someone, then predicate awareness and use empowers us to quickly learn to "speak the other's language." It enables us to quickly hear and utilize the same language patterns that the other person uses. This, in turn, endows our words with a greater likelihood that the person will understand them. I (BB) like to think of rapport as "jumping inside another's nervous system and suddenly making sense of how they understand reality." When we get into rapport with someone else, *we join that person* (mentally and emotionally) in their model of the world. No wonder matching a person's predicates provides great value for communication excellence.

We know of no easier way to gain solid rapport with another than by matching predicates. Doing so, you verbally mirror the individual *way of thinking* when you reflect back their primary rep system predicates.

*By matching predicates, we exquisitely pace in a graceful and elegant process.*

By matching predicates, we exquisitely pace in a graceful and elegant process. After consciously practicing this for a while, you will find yourself unconsciously matching predicates. When you do this mirroring in matching and pacing repeatedly it becomes an unconscious pattern in your responding and languaging. Matching predicates provides a simple yet profound way to accomplish deep rapport. Further, when we give a person back their favorite kind of process words, these words make so much sense in their reality that they just "slide in." In other words, the person will not have to translate your words into their words nor notice the inherent meaningfulness of your languaging.

## **Predicates**

For your convenience, I am including a thorough list of predicates. For months I kept such a list on my word processor during sermon preparation. My purpose was twofold. First, I desired to broaden my vocabulary. And second, I desired to make sure I was including all three rep systems in my message. If you desire to include everyone in your conversation, you need a vocabulary that includes all three.

### **VISUAL**

---

admire	foggy	reveal
appear	foresee	scan
attractive	form	see
blurred	gaze	shiny
bright	glance	show
clear	glare	sight
cloudy	gleam	sightsee
colorful	glow	sparkle
conceal	graphic	spy
dark	hazy	staring
dawn	illuminate	strobe
disappear	imagine	surface
display	obscure	twinkle
envision	observe	vanish
exhibit	look	veil
expose	peer	view
eyed	perspective	visualize
faced	picture	vivid
flash	preview	watch
focus	reflect	

---

## AUDITORY

---

announce	harmonize	request
answer	harsh	resonance
argue	hear	sang
asked	hum	shout
attune	inquire	shriek
call	insult	shrill
chatter	lecture	sighs
cheer	listen	silences
complain	loud	silent
crescendo	melodious	sound(s)
cry	mention	stammer
deaf	mumble	talk
discuss	noisy	tell
echo	outspoken	translate
explain	overtones	unhearing
expression	question	utter
growl	quiet	vocal
grumble	recite	yell
gurgling	reply	

## KINESTHETIC

---

angle	grapple	slip
beat	grasps	smooth
bends	grinds	soft
bounce	hard	solid
break	hold	spike
brush	hug	stuffed
burdened	hurt	suffer
carry	irritate	sweep
clumsy	mushy	thick
comfortable	movement	touch
concrete	pinch	trample
crouching	plush	tremble
crumble	pressure	twist
exciting	pull	unbudging
feel	rub	unfeeling
firm	run	warm
fits	scramble	wash
flop	scrape	weigh
force	shaky	work
grab	skip	

## **OLFACTORY/GUSTATORY**

---

bitter	salty	spicy
fragrant	savor	stale
fresh	smell	sweet
odor	smoky	taste
pungent	sour	

## **UNSPECIFIED PREDICATES**

---

be conscious	decide	nice
be cognizant	experience	notice (v or a)
become aware	feel that	perceive
believe	insensitive	process
change	know	question
clear (v or a)	learn	sense
conceive	light (v, a or k)	think
consider	motivate	understand

## **Predicate Phrases<sup>3</sup>**

### **VISUAL**

---

an eyeful	mental picture
appears to me	mind's eye
beyond a shadow of a doubt	naked eye
bird's eye view	paint a picture
catch a glimpse of	photographic crystal
clear cut	plainly seen
clear view	pretty as a picture
dim view	see to it
eye to eye	shortsighted
flashed on	showing off
get a perspective	sight for sore eyes
get a scope on	snap shot
hazy idea	staring off in space
horse of a different color image	take a peek
in light of	tunnel vision
in person	under your nose
in view of	well defined
make a scene	

## **AUDITORY**

---

be all ears	make music
be heard	manner of speaking
blabber mouth	outspoken
clear as a bell	pay attention to
clearly expressed	power of speech
call on	purrs like a kitten
describe in detail	rap session
an earful	rings a bell
express yourself	state your purpose
give an account of	tattle-tale
give me your ear	to tell the truth
grant me an audience	tongue-tied
heard voices	tune in/tune out
hidden messages	utterly
hold your tongue	unheard of
idle talk	voice an opinion
inquire into	well formed
key-note speaker	word for word
loud and clear	

## **KINESTHETIC**

---

all washed up	hold it, hold on
be felt	hot-head
boils down to	keep your shirt on
catch on	know-how
chip off the old block	lay the cards on the table
come to grips with	light headed
connect with	make contact
control yourself	moment of panic
cool/calm/collected	pain-in-the-neck
firm foundations	pull some strings
floating on thin air	sharp as a tack
get a hold of	slip through
get a handle on	slipped my mind
get a load of this	smooth operator
get in touch with	start from scratch
get the drift of	stiff upper lip
hand in hand	throw out
hands on	tap into
hang in there	topsy-turvy
heated argument	turn around

## DIGITAL

---

doesn't compute  
factor in  
get an account of

hash it out  
the bottom line

## **Characteristics Of The Primary Representational Systems**

Your **Primary** rep system contributes to defining your “personality type” (how you develop and express your overall “powers” or functions as a person). Studies indicate a direct correlation between an individual’s primary rep system and certain physiological and psychological characteristics. The following generalizations about these characteristics offer some patterns to look and test for. We have found that the more we used these patterns in our personal and professional lives, the more ways we have found to utilize and appreciate this information, and we believe you will too.

*Your primary representational system  
contributes to defining your “personality” type.*

### ***Visual***

People who specialize in the visual system often stand or sit with their heads and/or bodies erect, with their eyes looking upward. Their breathing is often shallow and high in the chest. When a visual person accesses a picture, they may even stop breathing for a moment. As the picture begins to form, their breathing resumes. Their lip size will often look thin and tight. Their voice tones will come out in high tones and loud volume with rapid and quick bursts of expression. Organization and neatness characterize the visual. Noise can distract a visual. They learn and memorize by seeing pictures. So they generally become bored by lectures and remember very little. Visuals like, want, and require visual aids for learning. They take more interest in how a product looks than how it sounds or feels. Visuals make up approximately sixty percent of the population.

Since visuals organize their world visually, they can more easily let go of emotions. By creating new pictures rapidly, visuals can install new pictures with the accompanying emotions to replace old ones. For a visual person, “As he or she sees, so he or she becomes.” Visual people tend to easily create new pictures and change their internal states.

In terms of body types, a great many visuals have thin, lanky bodies with long waists. They hold their posture in a straight and erect way. Give a visual space; don’t stand too close. They must have plenty of room in their field of vision so they can see things.

### ***Auditory***

People who operate primarily from the auditory rep system will tend to move their eyes from side to side. Their respiration will operate in a rather regular and rhythmic way from the middle of the chest. When you ask them to describe an experience, they will concentrate first on the sounds of that experience. This will result in their breathing adjusting to express those internal sounds they hear. Often they will give forth a sigh.

Having processed information in terms of sounds, auditory individuals will happily respond using their own sounds, and with musical language. They often have a "gift of gab." Often they will go to lengths to explain a concept or event. Auditory people even take pride in enunciating thoughts clearly and with good sound quality. They can even tend to dominate a conversation because of their abundance of words. When they so alienate people through too much talking, they become the "loners of our culture." They talk to themselves a lot. They frequently have an intense sound sensitivity and can become easily distracted. Because of this heightened sense of sound, unpleasant or harsh sounds will distract them.

People with auditory focus learn by listening. Inasmuch as the auditory channels address information in a sequential way, they too will "think" and memorize by procedures, by steps and by sequences. Auditory people like for others to tell them about the ongoing progress of things. Since they give supreme importance to sounds, match their tonality and predicates in your conversation with them. Treat their ears very well. When you match their predicates and tonality, it sounds good to them because it fits their inner reality. People with this rep system make up approximately twenty percent of the population.

In body form and shape, auditory people tend to have a moderate form in between the skinny visual and the heavy kinesthetic. Often their hand gestures will point to their ears. An externally oriented auditory person will lean forward while talking. When sounds occur internally, they will lean backwards. They will keep their voice rhythmic and even. Speak clearly with an auditory person.

### ***Kinesthetic***

Those who use the kinesthetic system **primarily** express themselves with their eyes down and to the right. They use action predicates indicating sensation, movement, action: *touch, feel, grasp, warm*, etc. They breathe low in the stomach. It makes sense for someone who feels deeply to breathe deeply. Their breathing will change with their feeling states. Their lips

usually look full and soft. Voice tone for a kinesthetic will often sound low, deep, breathy and/or soft. They typically speak slowly and use long pauses as they access their deeply stored information. If they take an internal orientation, their bodies will look and feel full, round and soft. If, however, they take an external orientation, their bodies will look and feel hard and muscular.

Many kinesthetic people will move verrrry slooowly. To motivate a kinesthetic, give them a physical reward or pat them on the back. Kinesthetic types love touching. You can also get up close to a kinesthetic person, they love closeness. Kinesthetic people do tend to have difficulty in getting out of negative emotions. If they feel sad, the sadness may lead them into depression. Then that heavy sensation will lead them to become even sadder and so it continues into an ever descending loop. A plus for most kinesthetic people lies in their ability to feel deeply and love deeply. To motivate a kinesthetic, get hold of their feelings. Kinesthetics represent approximately twenty percent of the population.

### ***Auditory Digital***

A person who primarily uses the auditory digital rep system essentially operates at a meta-level of awareness *above* the sensory level of visual, auditory and kinesthetic. As a consequence, this individual comes across as if in "computer" mode. I (MH) like to say that if a person has too much college, they will more likely move into the world of auditory-digital! I (BB) have noted that these people become the researchers and the accountants in our society. Woodsmall (Hall, 1989/1996) noted that such individuals love lists, criteria, rules, meta-communication, etc.

The eye movement and position for this meta-representational system will operate on a lateral movement pattern, like auditory processing, except when accessing information and then they will tend to move their eyes down to the left. They will breathe in a restricted and uneven way. Their lips will often look thin and tight. The posture for the auditory digitals usually involves an erect head with shoulders back and arms crossed. The voice will come across in a monotone and robotic manner, like a computer talking. They will often have a soft and full body type. And yet, because the auditory digital mode will often exhibit characteristics of the other rep systems, they may very well vary widely from the above description.

Hall, L. Michael, Bodenhamer, G. Bob: „The User`s manual for the Brain“

# Rapport

When coach and coachee are in rapport it means that a two way connection, a relationship is build and maintain between them. That magical feeling of trust and friendship when we see that we are on the same "wave length" with another person. The times when you meet someone, instantly like them, and say to yourself 'We're a lot alike'. We have all felt this but have you ever wondered how to create it?

Rapport can be explained through a wide range of words, such as: connection, trust, harmony, comfort, openness, flow, respect. It is the first step of any relationship. Rapport is like dancing. At first you study your partner and their moves, try to adjust to them, follow or lead them and before you know it, you don't know who is following/leading who. You are in rapport, your dance is in flow.

On the conceptual level, rapport is **a way of being with others**. It is about getting curious, appreciating and being involved with the distinctive characteristics of another. It takes to establish **true respect and interest towards the details, which together are building someone's way of being in the world**. When seeing these details they can confront yours through interaction.

On the technical level, rapport is achieved through matching and mirroring our coachee's communication elements. How can one build rapport? By taking a genuine interest in another person. By being curious about who they are and how they think. By being willing to see the world from their point of view. But how do you technically do it?



## **Pacing and leading**

To build rapport and good relationships, you begin by pacing another person. Pacing is when you enter the other person's model of the world. It is exactly like walking beside them at the same pace. Too fast and they have to hurry to keep up with you, too slow and they have to hold themselves back. In either case, they have to make a special effort.

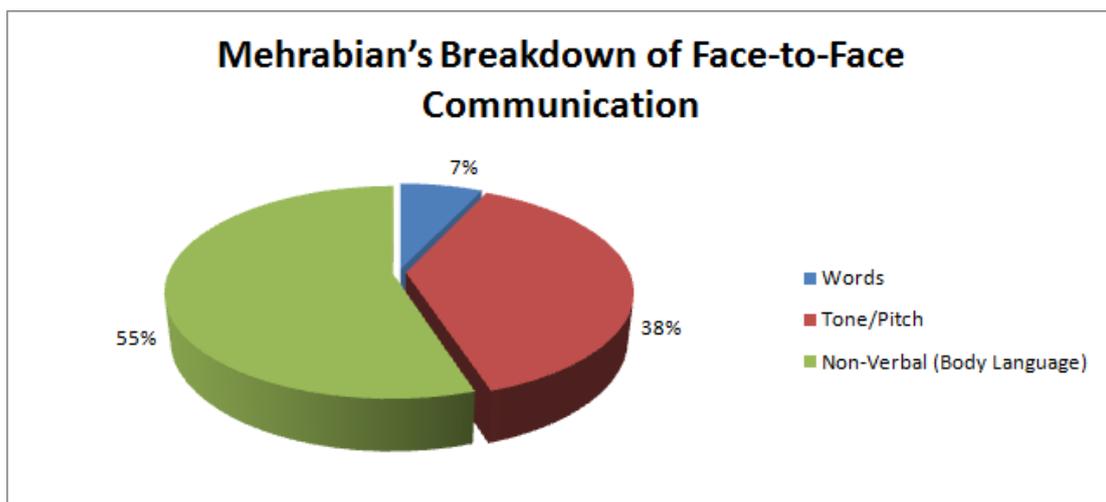
Once you have paced another person show that you understand where they come from so you have a chance to lead them. Leading is when you use the influence that you have built up from pacing. You cannot lead a person unless they are willing to be led and people are not willing to be led unless they have first been adequately paced. To extend the metaphor, after having matched the speed of your walk to the other person's, it is more likely they will follow you if you try adjust it to your needs.

## Matching and mismatching

Matching is when you mirror and complement an aspect of another person. It is not copying, it is more like a dance. When you match, you show you are willing to enter the other person's world. They will intuitively perceive this and so you can feel more at ease with them and they will feel more at ease with you.

## What to match?

If we want to build up rapport with our coachee, it requires that from the very first moment we start matching and mirroring his communication non-verbally, vocally and verbally (we can also match and mirror all 7 neurological levels)



## What to match non-verbally?

- level of energy
- eye contact body
- posture movements
- speed distance
- facial mimics
- color changes

## What to match in tonality?

- rhythm (continuous or discontinuous)
- pace (fast or slow)
- volume (high or low)
- speed (slow or fast)
- clarity (clear or muffled)
- pitch (high or low)
- tonality (soft or harsh)
- timbre (whisper or full voice)

### How to match on the level of words?

- similar vocabulary (VAKOG predicates)
- using their metaphors, ideas
- using conversational techniques (backtracking, reflection of feelings)
- using active listening techniques (short encouragements: aha...hmm...)

Matching and mirroring is not an attitude that we maintain through a whole session. It is required, so that we achieve rapport. It is a way to pace our coachee. And after we persistently pace and pace and pace our coachee, when rapport is there we can start leading.

What is fascinating about this step is that as long as we decide to lead, if our coachee does not follow, it means that we are not leading and we did not achieve rapport. This was all a wild assumption of ours. So, as quickly as possible, we correct, we go back, achieve rapport and attempt to lead once more.

# Reframing

*'There is nothing either good or bad but thinking makes it so.'*  
*William Shakespeare*

## **Framing**

Nothing has meaning in itself. Information does not exist on its own, it has to be understood in context. For example, suppose if I told you that I saw a man cut another man with a knife. Should you call the police? Yes, if I saw it in the street. No, if I saw it in a play, film or theatre. The meaning we derive from any experience depends on the frame we apply. Think of picture frames - they enclose the picture, giving the picture a specific look, a frame.



## **REFRAMING**

Pure experience has no meaning. It just is. We give it meaning according to our beliefs, values, preoccupations, likes and dislikes.

*The meaning of an experience is dependent on the context.*

Reframing means changing the way you perceive an event and so changing the meaning that event holds for you. When the meaning changes, responses and behavior also change. Reframing with language allows you to see the words in a different way and this changes your perspective. Reframing is the basis of jokes, myths, legends, fairy tales and most creative ways of thinking.

There are two main types of Reframing: 1. Context Reframing and 2. Content Reframing.

Both types of reframing give a flexibility of thought that allows you to see events in a different light. This gives the coachee the possibility to be the creator of his own experience, which gives him the possibility to choose, which gives him freedom.

When reframing as a coach make it appropriate and do it in rapport because if the person perceives you as non-judgmental and caring about what is going on it might just work.

### **Context Reframing**

When you hear a complaint in the form of 'It is too...' or 'That person is too...' you can use context reframing. The person is complaining because they have put that behavior in a context where it is a disadvantage. They have deleted the context from the sentence. Change the context and you change the meaning. Make a context reframe by asking in what context would this behavior have value? Put the behavior in that context and what was a disadvantage becomes a resource. Sometimes this is as simple as renaming it. Here are a few examples.

<b>Original</b>	<b>Context reframing</b>
I'm too obsessive about small details.	You're a real perfectionist, eh?
I'm much too stubborn.	I bet that's useful when you need to argue your point in those difficult business meetings.
I'm too bossy.	You must be good at running meetings.
I'm not ruthless enough.	You will be a better father because of it.

### **Content Reframing**

It is used when a person does not like the way they react to an event or anything that could be judged as negative. They see their reaction as a mistake or a disadvantage.

To reframe, think:

'What could this mean?'

'What would I like this to mean?'

'In what frame could this be positive or be a resource?'

Then reframe based on how you answer those questions, for example:

<b>Original sentence</b>	<b>Content reframing</b>
I feel bad when no one calls me.	You really like to be with people and they probably really like to be with you.
	That gives you a good opportunity to make new friends.
Your boyfriend is rough, he doesn't have good manners.	That means he would be able to take good care of me if there were any trouble.
I had to buy a smaller car.	Great! You'll save a fortune in petrol.
My television broke down last night.	I bet that gave you a good opportunity to start some of those books you are always complaining you never have enough time to read.

# 10 ways for belief reframing

## The sleight of mouth patterns

Original sentence	Learning reframing is hard. <i>(That belief could make it hard regardless.)</i>
1. Redefine the words.	You don't have to learn them, you only need to become familiar with them.
	Learning them isn't hard. It just takes a little more effort.
2. Change the time frame. Evaluate the statement from a different time scale, either much longer or much shorter.	The sooner you start the sooner you get the hang of it.
3. Explore the consequences of the behavior	Unless you try, you never know how hard it is.
4. Change the chunk size.	Chunk up: Is learning hard in general?
	Chunk down: How hard is it to learn just one pattern?
5. Find a counter example.	Has there ever been a time when you have found learning language patterns easy?
6. Ask for the evidence.	How do you know that?
7. -	Many educators believe that learning is so natural we cannot not learn something if we are exposed to it for long enough.
8. Give a metaphor to give the person resources.	That reminds me of my experience learning to play the guitar.
9. Appeal to the positive Intention behind the belief.	I can tell you want to learn these thoroughly.
10. Change the context so that the relationship does not apply in the same way.	How hard it is for you to learn depends on who is teaching.

# Conversational techniques

Who do you think should speak more in a coaching session? The coachee, of course. Conversational techniques come in handy as they open up a natural conversation and encourage the coachee to speak, so we have time to listen and observe in general.

## Backtracking

It means repeating the key words and it is based on the assumption that behind them there are extra words, which are hidden and unsaid. Although, these words are not being said by the speaker, it can be that they are showing up through the tonality of few of the outspoken ones.

When a word is expressed in a different energy of our coachee it “does” something to us, gives us an extra impression. By using this technique the coachee names this energy. As a coach the trap that we might fall in is to start searching for the very complicated question which will lead our coachee to hand us out the holy truth.

With open question:

- Today, I was at work and I did nothing! (coachee)
- What do you mean exactly by nothing? (coach)

Backtracking offers a simple technique, which brings forward what is unsaid, keeps the flow of the conversation and encourages smoothly the expression of the coachee and letting them tell their story.

With backtracking:

- Today, I was at work and I did nothing! (coachee)
- Nothing? (coach)

Consciously or not, we are actively and surely becoming the guide of the conversation.

### What you might notice while backtracking:

- You find yourself looking hard for the right word to repeat
- You realize you missed a word that you judge it would have been the right one
- Repeat just the words at the end of the sentence

If you dwell on these it will most likely to break rapport. Just let it go and keep focusing your attention on the coachee. You'll see that there are going to be plenty of other opportunities for backtracking. Do the backtracking, simply, by using a word from your coachee, which he somehow emphasizes.

## Reflection on feelings

This technique offers an easy way through which a coach can show empathy and deep understanding towards the coachee. Perceiving feelings works on the assumption that there is an energy in motion (emotion) in our body. Through our thinking a label is added to the emotion thus it becomes a feeling. This is exactly what as a coach we can do, when we encounter any emotional expression of our coachee.

Example:

- I'm looking for a job for a year now and I start to believe it's impossible to get one! (coachee)
- You are angry. (coach)
- Yes, I am terrible angry! (No. I am simple very sad) (coachee)

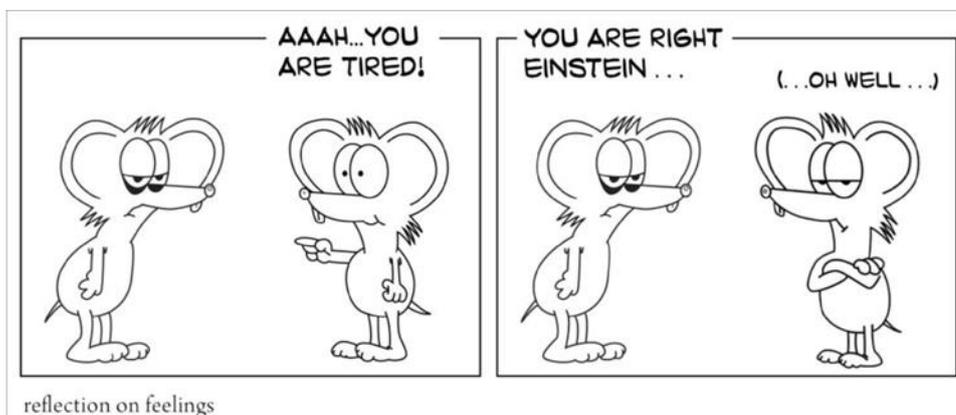
You can also use 'you were...' or 'you make yourself...' followed by any kind of feelings.



### What you might notice while reflecting on feelings:

-want to find the correct feeling. So we wait until that we will find it out. This can result in losing rapport and missing the moment.

It is better to do it wrong, than not doing it. Anyhow, if you give the wrong label to the emotion, the coachee will correct you. Reflect on the right time.



## Summarizing and paraphrasing

Definition of summarize: To give a shortened version of the main points of what the coachee said.

Definition of paraphrase: To restate what the coachee said in another form or in other words.

The moment that, during a coaching session, the coachee is running into a never-ending story, this technique might be supportive, in order **to give structure** to the coachee and to **take the session to a further step**.

Example:

- I finished my studies and then I started to work at a bank, in the center of the city, where I live. I am still working over there. It is a nice place. My co-workers are kind and the salary is satisfying. Still, lately, I get the feeling that I want to explore more, to travel around the world and to do something totally different. (coachee)
- So, you finished your studies. You start working at a bank, where it is nice and the salary is satisfying and now you feel that you want to explore something totally different. (coach – summarize)
- So, up to now, you were fulfilled with what you were doing, but now you got the desire to do something else and have a change. (coach – paraphrase)

**What you might notice while summarizing or paraphrasing:**

-start projecting our own opinions and judgments and believe that we understood the meaning behind.

Even when paraphrasing, respect the meaning and the idea which the coachee wants to bring forth. With this technique you can give the feeling to the coachee that **you are fully following and paying attention**.

## Lazy coach

Definition of lazy: A state of mind that we reside in, when we get **comfortable doing nothing**, in which we demonstrate a **lack of response to requests**.

A common generalization is the combination between successful and intelligent work with hard and complicated images. The lazy coach technique represents the minimum effort for the maximum results. It is based on the assumption that **the coachee knows the path to follow**.

Example: "Tell me!" (coach)

"Bla...bla...bla..." (coachee)

*The following should be used at the correct moments:*

“...and.../...so.../...because.../...but?...” (coach)  
“Bla...bla...bla...” (coachee)

*This can be used at any moment:*

“Yes, and now what? (coach)  
“Bla...bla...bla...” (coachee)

*This can be used at any moment:*

“What do you suggest/what is your proposal?” (coach)  
“Bla...bla...bla...” (coachee)

*If the coachee comes with a suggestion that you don't like:*

“No, and I will explain you why...-explanation-....-then-...Yes...” (coach)

**What you might notice while lazy coaching:**

-The misleading concept is that we might think as a coach that it is an easy technique, although it turns out to be the most difficult one. That is, because it takes to place ourselves to the side and offer the entire “stage” to the coachee.

lazy coach is getting to work

HMM... ANOTHER DAY  
AT THE OFFICE BEGINS...



and here comes the coachee...

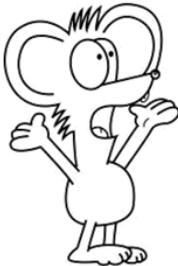
AAH... HOW CAN I  
FIND SOME CHEESE?

WELL,  
HOW CAN YOU?



I DON'T KNOW !!  
IT'S LIKE EVERYBODY HAS IT  
EXCEPT ME!! I DON'T GET IT!!

HMM... HOW COME?



WELL IT'S LIKE BLAH BLAH,  
AND THEN BLAH BLAH, AND  
SOMETIMES BLAH BLAH...

OH! ... AND?



HMM... PERHAPS I COULD  
BLAH BLAH AND ALSO I COULD  
BLAH BLAH BLAH ...

WELL ... SO?



HEY! I THINK I KNOW HOW  
TO GET SOME CHEESE  
AFTER ALL! GREAT!

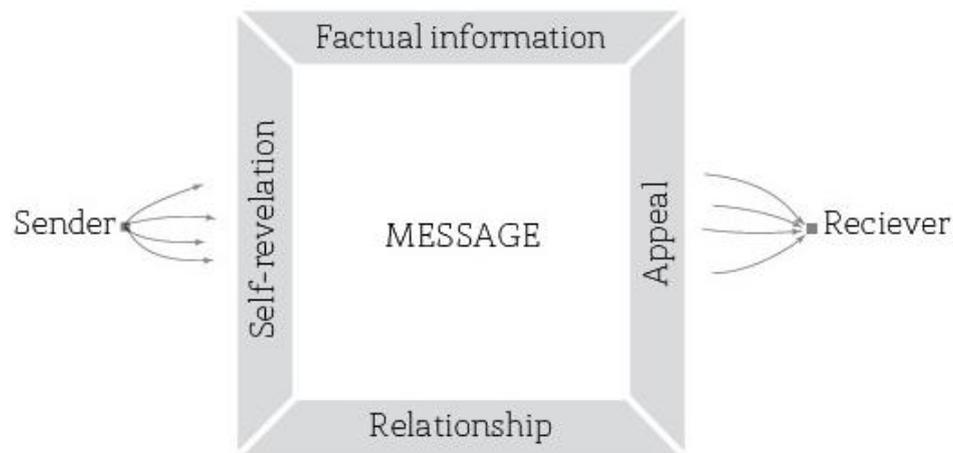
OK ... IF YOU SAY SO.

(GREAT I DIDN'T  
HAVE TO MOVE..)



Leave playing smart to other mice. Stupid and lazy does it every time.

# The 4 levels of communications



Quelle: Schulz von Thun (1984), S. 10

The four-sides model (also known as communication square or four-ears model) is a communication model by Friedemann Schulz von Thun. According to this model every message has four facets though not the same emphasis might be put on each. The four sides of the message are fact, self-revealing, relationship, and appeal.

## RELATIONSHIP

The communication square describes the multi-layered structure of human utterance. It combines the postulate (second axiom) of Paul Watzlawick, that every communication has a content and a relationship aspect, with the three sides of the Organon model by Karl Bühler, that every information contains something about the matter, the sender and the receiver. Such models are familiar in the linguistic as models of the speech act.

## THE FOUR SIDES OF COMMUNICATION

- 🐾 The matter layer contains statements, which are matter of fact like data, and facts, which are part of the news.
- 🐾 In the self-revealing or self-disclosure the speaker - conscious or not intended - tells something about himself, his motives, values, emotions etc.
- 🐾 In the Relationship-layer is expressed resp. received, how the sender gets along with the receiver and what he thinks of him.
- 🐾 The Appeal contains the desire, advice, instruction and effects that the speaker is seeking for.

Every layer can be misunderstood individually. The classic example of Schulz von Thun is the front-seat passenger which tells the driver: *"Hey, the traffic lights are green"*. The driver will understand something different regarding to the ear with which he will hear and will react differently. (on the matter layer he will understand the **"fact"** *"the traffic lights are green"*, he could also understand it as *"Come on, drive!"* - **"command"**, or on the **"relationship"** could hear a help like *"I want to help you or if you hear behind it: I am in a hurry it reveals part of yourself"* **"self-revelatory"**.) The emphasis on the four layers can be meant differently and also be understood differently. So the sender can stress the appeal of the statement and the receiver can mainly receive the relationship part of the message. This is one of the main reasons for misunderstandings.

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Edited by Olde Vechte Foundation

### **THE MATTER LAYER**

On the matter layer the sender of the news gives data fact and statements. It is the task of the sender to send this information clearly and understandably.

The receiver proves with the Matter ear whether the matter message fulfils the criteria of truth (true/untrue) or relevance (relevant/irrelevant) and the completeness (satisfying/ something has to be added). In a long-term team the matter layer is clear and needs only a few words.

### **THE SELF-REVEALING**

In every news there is information about the sender. On the layer of the self-revealing or self-disclosure the sender reveals himself. This message consists of conscious intended self-expression as well as unintended self-revealing which is not conscious to the sender (see also Johari window). Thus every news becomes information about the personality of the sender.

The self-revealing ear of the receiver perceives which information about the sender are hidden in the message.

### **THE RELATIONSHIP LAYER**

What I think about you (You-Statement) and how we get along (We-Statement):

The relationship layer expresses how the sender gets along with the receiver and what he thinks about him. Depending on how he talks to him (way of formulation, body language, intonation ...) he expresses esteem respect, friendliness, disinterest contempt or something else.

Depending which message the receiver hears with relationship ear he feels either depressed accepted or patronized. A good communication is distinguished by communication from mutual appreciation."

What I want to make you do:

## THE APPEAL

Who states something will also affect something. This appeal-message should make the receiver do something or leave something undone. The attempt to influence someone can be less or more open (advice) or hidden (manipulation).

On the Appeal ear the receiver asks himself: 'What should I do think or feel now?'

Citation: 'Mothers are very appeal-influenced by children.'

Mum! The shoes

... Yes! I'll be right there to put them on for you.

## EXAMPLE

Two people are eating a home cooked meal together.

The one who didn't cook says: 'There is something green in the soup.'

Sender

Matter layer: There is something green.

Self-revealing layer: I don't know what it is.

Relationship layer: You should know what it is

Appeal layer: Tell me what it is.



Receiver

Matter layer: There is something green.

Self-revealing layer: You do not know what the green item is and that makes you feel uncomfortable.

Relationship layer: You think my cooking is questionable

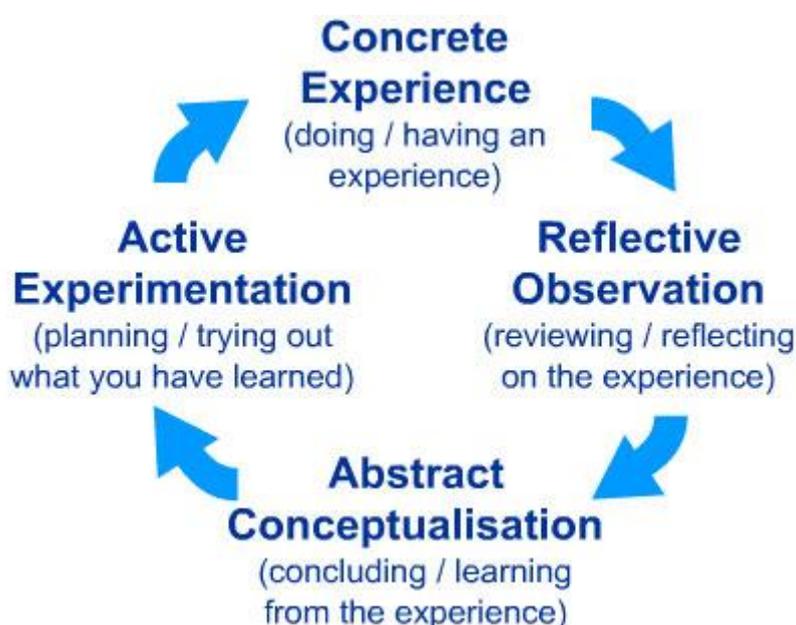
Appeal layer: I should only cook what you know in the future!

# Learning cycle and styles

'Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it.'

David Kolb

Learning cycle



Kolb proposes that experiential learning has six main characteristics:

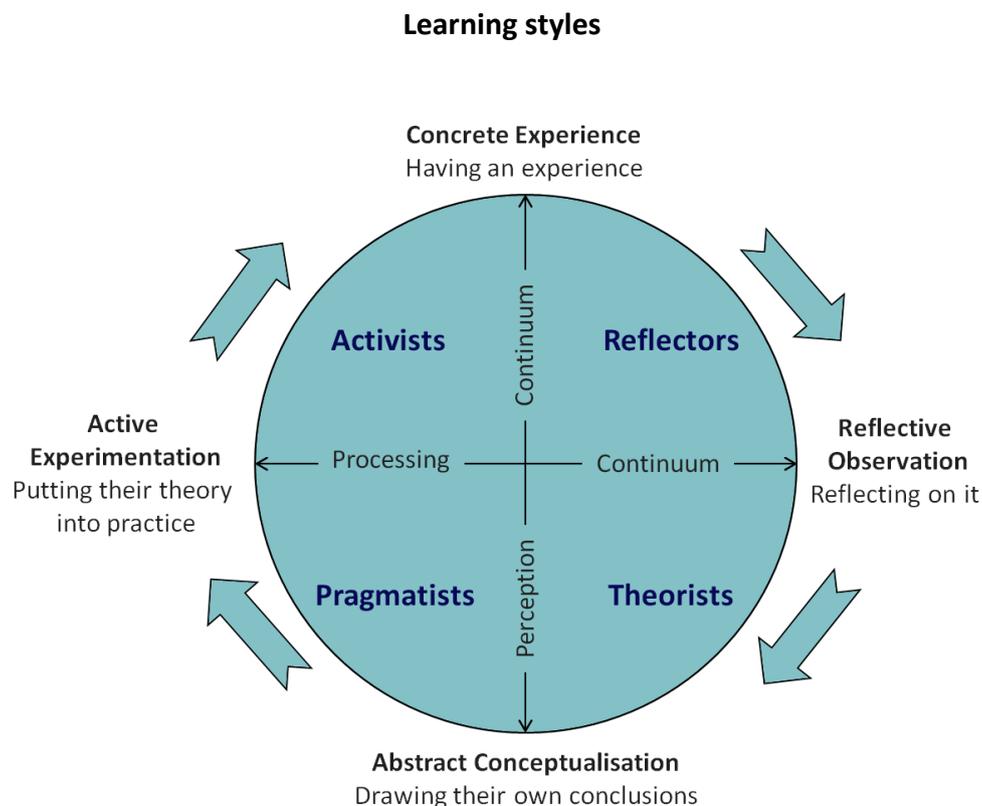
- Learning is best conceived as a process, not in terms of outcomes.
- Learning is a continuous process grounded in experience.
- Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world (learning is by its very nature full of tension).
- Learning is a holistic process of adaptation to the world.
- Learning involves transactions between the person and the environment.
- Learning is the process of creating knowledge that is the result of the transaction between social knowledge and personal knowledge.

Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as **four-stage cycle of learning**, in which '**immediate or concrete experiences**' provide a basis for '**observations and reflections**'. These 'observations and

reflections' are assimilated and distilled into '**abstract concepts**' producing new implications for action which can be '**actively tested**' in turn creating new experiences.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', i.e. a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

For more information google Kolb.



Kolb's and Honey/Mumford's learning theory sets out **four distinct learning styles** (or preferences), which are based on a **four-stage learning cycle** (which might also be interpreted as a 'training cycle'). In this respect Kolb's model is particularly elegant, since it offers both a way to understand **individual people's different learning styles**, and also an explanation of a **cycle of experiential learning that applies to us all**.

Learning style	Attributes ▼	Activities
Activist	<p>Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.</p>	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• problem solving</li> <li>• group discussion</li> <li>• puzzles</li> <li>• competitions</li> <li>• role-play</li> </ul>
Theorist	<p>These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyze and synthesize, drawing new information into a systematic and logical 'theory'.</p>	<ul style="list-style-type: none"> <li>• models</li> <li>• statistics</li> <li>• stories</li> <li>• quotes</li> <li>• background information</li> <li>• applying theories</li> </ul>
Reflector	<p>These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.</p>	<ul style="list-style-type: none"> <li>• paired discussions</li> <li>• self-analysis questionnaires</li> <li>• personality questionnaires</li> <li>• time out</li> <li>• observing activities</li> <li>• feedback from others</li> <li>• coaching</li> <li>• interviews</li> </ul>
Pragmatist	<p>These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work.</p>	<ul style="list-style-type: none"> <li>• time to think about how to apply learning in reality</li> <li>• case studies</li> <li>• problem solving</li> <li>• discussion</li> </ul>

## Original definitions

### Learning style

Activist

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once.' They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to center all activities around themselves.

Theorist

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyze and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good.' Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatist

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving

## Original definitions

### Learning style

problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is 'There is always a better way' and 'If it works it's good'.

### Reflector

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Parsloe, E., Leedham, M: "Coaching and Mentoring"

For more information google Honey and Mumford



# The ladder of emotions

## **PEACE**

I am. I am whole. I am complete. Everybody and everything is a part of me. Everything is perfect.

## **ACCEPTANCE**

There is no need to change anything. No judgment upon right or wrong. It is and it is ok. It is good as it is. I enjoy everything like it is and I have.

## **COURAGE**

The willingness to take action without fear and hesitation. The ability to correct and do things. To make change where it is needed. The willingness to let go, keep on going and to move.

## **PRIDE**

The desire to maintain the current situation. Not being ready for changes or growth. Thereby we stop others from growing because they could outgrow us.

## **ANGER**

The desire to strike others and to stop others but with hesitation. We could or couldn't strike somebody else.

## **GREED**

The desire to possess or want. The hunger for money, things and people but with hesitation. We can or cannot possess. There is an underlying feeling that we are not allowed to take.

## **FEAR**

The desire to strike somebody but we don't do it because we are afraid to be struck back even harder. We want to ask for help but we don't do it. We are too afraid of pain.

## **GRIEF**

The desire to be helped by others because we cannot do anything and we think that others can. We cry in order for others to help us.

## **APATHY**

The desire for death because life is not worth it. We can't do anything and there is nobody to help us. We withdraw ourselves and play the victim role so nobody can hurt us.

# State management

A state is our way of being in any moment. It comes from our physiology, thinking and emotions, and is greater than the sum of its parts. We experience states from the inside, but they have external markers that can be measured from the outside, like a particular frequency of brain waves, pulse rate, etc. But none of these can tell you what it is like to feel angry or to be in love.

States are the most immediate part of our experience. They vary in intensity, length and familiarity. The calmer the state, the easier it is to think rationally. The more violent or intense the state, the more thinking is disrupted and the more emotional energy you have. States always have an emotional component and they are describe naturally in kinesthetic terms. Although we often believe that states are caused by events outside our control, we create them ourselves. One of the greatest benefits that NLP has to offer is the ability to choose your state and to influence the states of others in a positive way towards greater health and happiness. Here's the good news: our state changes throughout the day. We tend to remember the highs and lows, but it is impossible to stay in any stuck state for very long. Here's the bad news: our state changes throughout the day. We cannot hang on to any of those good states indefinitely. They too will pass.

## States and capabilities

States affect our capabilities. A musician may have rehearsed a performance many times and be able to do it perfectly - when no one is watching. When they have an audience they do not perform so well. We say they suffer from 'performance anxiety'. Performance anxiety can diminish your performance by 20 to 30 percent. Some people are so paralyzed with fear that they cannot perform at all. They are not incapable or incompetent, they need to learn to manage their state. There are no unresourceful people, only unresourceful states. Good states for learning are curiosity, fascination, interest and excitement. When people are bored, listless, anxious or hostile, they do not learn anything. The best teachers are able to change the state of their learners into good learning states. The way they do this is by being in a good state themselves - states are contagious. **BE DO HAVE!!!**

## Association and dissociation

This is a crucial distinction for all states. To appreciate it right now, close your eyes and imagine floating up towards the ceiling. Now imagine looking down from your new vantage point. You do not see your body on the chair because you imagine you are in your body. Imagine floating down again, seeing the chair get closer and closer until you are back where you started. When you are inside your body, seeing pictures through your own eyes, then you are *associated*.

Now imagine floating out of your body seeing your body sitting in the chair. Imagine you can go 'astral travelling' through the room, seeing your body from different viewpoints. Now float back down again. Your body hasn't left the chair, yet it seems as though you have. When you see yourself as if from the outside then you are *dissociated*.

## Emotional state

When you are associated, you feel the feelings that go with the experience. When you are dissociated, you have feelings about the experience. Association and dissociation are not just different ways of seeing a mental picture, they are ways of experiencing the world. Some days you feel 'all is here', really in your body. Other days you may feel 'out of touch' or reflective, more like an observer as life passes by. There are many phrases that bring out the difference between the association and dissociation:

<b>ASSOCIATED</b>	<b>DISSOCIATED</b>
In the experience	Out of it
Caught up in the flow	laid back on the sidelines
With/in it	not with it/all there
In touch (with it)	out of touch
In the thick of it	not quite yourself

### You are associated when you are

- In the here and now.
- Absorbed in what you are doing in the present and do not track time passing.
- Inside your body looking out.

### When you are associated you can

- Enjoy pleasant experiences and memories
- Practice a skill
- Paying attention

### You are dissociated when you

- Are thinking about something rather than being in it.
- Feel at a distance from what you are doing.
- See yourself in your imagination, you are not looking out through your own eyes.
- Are aware of time passing.
- Are at a distance from your bodily sensations.

### You are dissociated when

- your body is usually leaning back and you are speaking *about* things  
e.g. 'I'm thinking about what you said' or 'I don't see myself doing that'

### When dissociated you can

- review experience
- learn from past experience
- keep track of time
- take a step back from unpleasant situations

### An association/dissociation exercise

- Think of a pleasant memory
- Decide if you are associated (looking out through your own eyes) or dissociated (seeing yourself in the situation) with it.
- Change it to the other one and then change it back.
- Conclude which way you prefer.

For most people, being associated brings back the feeling more strongly because they are inside their body and so more in touch with their feelings. When you are dissociated, you are out of touch with your body. You will still have feelings, but they will be *about* what you see and not the same as the feelings you have inside the experience.

Dissociation is a useful technique if you want to put some distance between yourself and a memory. As a general rule think of your pleasant memories in an associated way to get the most enjoyment from them and your uncomfortable memories in a dissociated way to avoid the bad feelings.

### Changing states

The ability to change your state and choose how you feel is one of the skills for emotional freedom and a happy life. Emotional freedom does not mean never feeling negative states, but being able to feel them cleanly, to handle them and to choose your response. We all experience unresourceful states. When you find yourself in an unresourceful state in your everyday life, accept it as a normal part of living. Telling yourself that you shouldn't feel like this, there is something wrong with you or that you are weak to feel like this will only make matters worse. It is bad enough feeling bad without feeling bad about feeling bad!

Peace yourself. You feel how you feel and the state of being aware of your state will in itself begin to change it. Next realize that you have a choice. You can stay in this state or change it. Do you want to change your state?

If you do want to change your state, there are many ways to do so. As the mind and body are one system, you can change your state through your physiology or through your thinking. Use whichever method works best for you. If you are in a very negative state, you may need to break state first before you attempt to go into a resourceful state.

'Break state' means to move out of any state into a more neutral state. It is like changing gears in a car to neutral. A *pattern interrupt* is an intervention to move someone from an intense negative state to a neutral state, like changing from reverse gear into first gear and then into neutral. Pattern interrupts are abrupt. They are the most powerful and effective ways of breaking state.

Use break states when you want a person to be in a neutral state because you need to test an anchor and when a person is distracted and you want to get their attention. Use pattern interrupts when you want to break a strong negative state and going directly to a positive state would be too great a step.

Here a few ways to break state in:

Yourself	Somebody else
Remember the last time when you were in the desired state.	Tell a joke. (Most effective given it changes thinking, physiology and breathing.)
Change <i>your breathing</i> .	Call a person's name.
Relax your muscles.	Make them move, walk or change position.
Change the direction where you look	Show them something interesting (visual)
Listen to a piece of music	Make a noise or play music (auditory)
Change your vocab/say something different.	Touch them (kinesthetically and if appropriate)

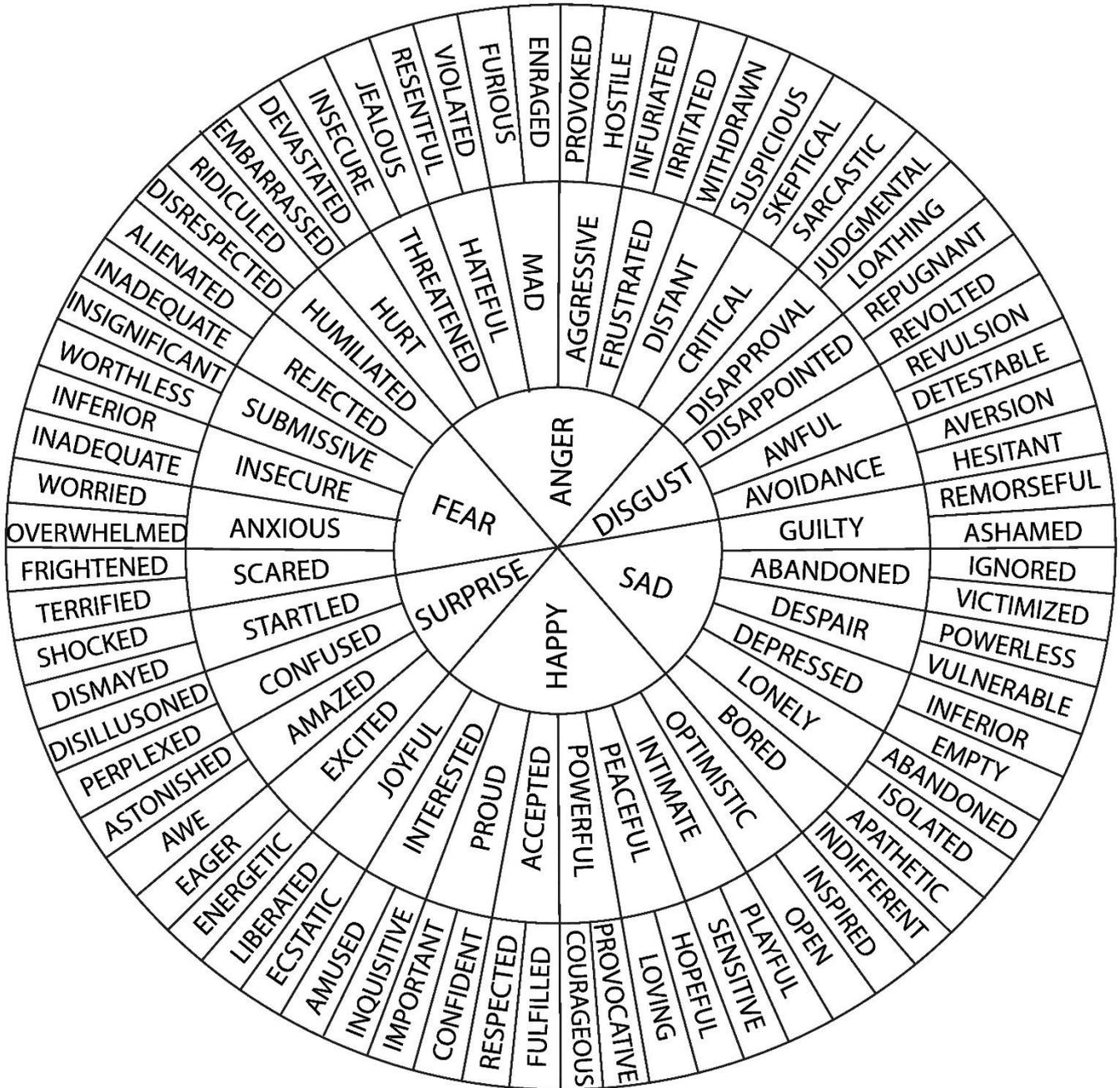
### **Somebody else**

- Tell a Joke.
- Laughter is the best way to break state because it changes thinking, physiology and breathing.
- Call a person s name.
- Ask them to move or walk to change their position
- Distract them by
  - o showing them something interesting (visual)
  - o making a noise or play music (auditory)
  - o touch them (kinesthetically and if appropriate)

### **YOURSELF**

- Change your breathing.
- Relax your muscles.
- Change your vision/where you physically look
- Move, change your physiology
- Listen to a piece of music
- Remember the time when you were last time in a state you want to be in
- Change your vocabulary/say something different

# Wheel of emotions



# The magic of systemic work

A lot has been written about Systemic Work and Constellations. In this extract we are not going to try to be overly complete. Our goal is to give a short insight into the theory behind and surrounding the constellation.

## Background: Systemic work and constellations

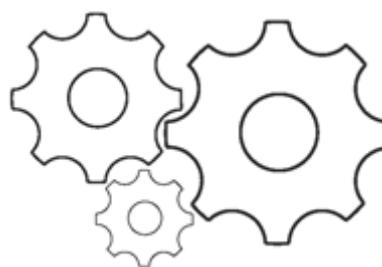
There is a difference between systemic work and constellations. **Systemic work** is an attitude in which you look at the connection between the separate elements and apply the systemic principles to them (more about this later). You don't need to do any constellations for this. Even when you are speaking to a client you can approach their question systemic. **Constellations** are a tool to get information out while working systemically. It is also a way to start a healing movement that can be felt and processed on a deeper level.

## Systems

Systems are a combination of elements with the goal to survive. Besides that there is also a specific goal for the system itself know that the primary goal will always be survival.

Examples of systems:

- The human body
- A part of your body
- A cell in your body
- A family
- A company
- A department
- A temporary group like in this course



Every system is a part of a bigger system. This way everything in the world is connected. Be aware that every change you make causes a whole chain reaction of adjustments and changes in all systems.

A characteristic of a system is that all parts serve the whole. At the surface it might appear differently (i.e. when an employee is not functioning or a body part that is not functioning properly). However, you will notice that the dysfunction of one part is always a symptom of a problem in the system and that this part is contributing to the survival of the whole.

A final trade of a system is that it is visible in all the separate parts. You can compare this to a hologram where every particle is embedded in the picture that is projected so that the 3D image becomes visible. That's also how it works with the human body, an organization and in families. The fact that people act differently in different systems is a proof of this thesis. A football supporter might be cheering and shouting in the stadium but be sweet as a nut around his mother.

## Symptoms and causes

Through self-regulation a system responds to changes in the environment and it makes sure that its internal stability is maintained. Besides that there is a constant

interaction between the system and its environment. Sometimes the self-regulating mechanism of the system sees that something is not going well. Problems, hassles, shite. However, on the deepest level this is a reaction to benefit the system. In systemic work we call these symptoms. Often we want to fight the symptoms. The actual cause can usually be found on a deeper level. Through constellations we get an insight into the actual cause of the problem. An important aspect of systemic work is that it goes past the symptoms by acknowledging that they are just wrinkles at the surface that are the result of a movement that takes place deep under the surface.

### **System conditions and systemic principle**

When working with systems there are three conditions that should apply to the system in order for it to be in balance. If these conditions are not present you will find symptoms that are caused by one of the three principles.

#### **1. Connection, being included.**

There is a good place for everybody and everything that belongs to the system. This principle states that if something or somebody is part of the system. It should be acknowledged as such. In families this applies to parents, brothers, sisters, uncles and aunts, the grandparents and some inner circle actors who have played a special role. In a company you should think of managers, employees but also the people who were fired or previous owners who sold the company. This also goes for the human being as system. In this case it means you have subpersonalities that all need to be seen and acknowledged. So also the annoying girl, the attention seeker, the angry boy or the insecure part of yourself who wants to fit in.

#### **2. A balance between giving and taking.**

This giving and taking applies to the system and its environment but also between the separate parts of the system. It is not so much about making the balance measurable. It is more an intuitive balance that has some stretch. Also in time the giving and taking can switch. It all comes down to the question if everybody feels comfortable. The giving and taking can be about money, recognition, attention, love and energy.

#### **3. Acknowledgement of the hierarchy.**

In a family there are children, parents: there is an order defined by age and gender. In organizations there are employees and managers but also people who have been involved longer or shorter. In a system that is in balance this order is acknowledged and lived by.

For an organization there are two other important principles:

#### **1. Source and point of departure.**

An organization was founded at some point. There is a certain goal involved. During the course of time this might have changed. However, it remains important to recognize and acknowledge the roots of the organization. CLIENT IS KING

## **2. Acknowledgement of the history.**

Good and bad things might have happened in the past of the organization. Maybe there has been a fraud or the 'It' drifted off too far from its original goal. This all shaped the organization the way it is today. Both the good parts as well as the bad parts of the history should be acknowledged.

### **Attitude of the coach/guide**

In the constellations you will notice that a lot happens and is going on. The art of coaching is to follow the flow that helps your client to move forward. That's why you always have to keep in mind who is asking the coaching question and you should always organize your interventions with that in mind. It might happen that a brother is also asking a lot of attention and that a lot of work must be done to give the brother a better place and some rest. However, he is not the one posing the coaching question. That's why during the coaching it is important to always keep a connection to the client through the eyes by walking by or asking the client how he/she is doing.

### **Phenomenology**

The phenomenology is a philosophical school that works with constellations and systemic work. You are not looking for solutions, causes or whatever. It is about judgement free perceptions and manifestations. You are open to anything that might reveal itself. This attitude is very important when coaching a client. This way you make sure that you serve the client and their system. When using this attitude you will notice that clients come with questions to you that exactly suit the stage you are in now. You don't have to be afraid to encounter questions you cannot deal with or that a constellation will get out of hand. You get exactly what you can handle and as much depth as is suitable for your client.

### **No right or wrong**

As a coach it is important not to have any judgement about what would be right or what would be wrong. In working with constellations we already often saw that what looks wrong on the surface is good underneath and the other way around. Notice the judgements within yourself, park them and look at them again later when you can transform them. The most important thing for you as a coach is to bring to the surface what is necessary for your client. Judgements about right and wrong can get in the way of that. They block possible steps.

### **Rhythm**

Every constellation has its own rhythm. This depends on the question and the one asking it, the group, you as a coach and probably far more aspects. The most important thing is that you follow this rhythm. If you want to go faster than the system can handle you will notice that the process will get stuck, or that you have to work hard or that the client will quit. If you go too slowly you will notice that the clients/group gets bored or restless. Follow the rhythm of the constellation. Don't be forcing or expecting any results but let it grow organically.

### **You don't have to do anything**

Know that all the information is in the system itself. The representatives have all the information inside them that is required for the client to take their steps. So be lazy, sit back and ask for help. The only thing that is expected from you as the coach is that you facilitate the interventions that will be helpful to the client. You will find 10% of the clues for that in the

theory and 90% in the representatives. Be aware that there are representatives who can help you more than others. You will often see that there are representatives who are under pressure. They give you information about what might be wrong. In their reactions you can see if there have been improvements in the system. If there are defense mechanism or that they show unnatural behavior. They give you information about what might be wrong. Other representatives are very open and free. They can help you to test if what you are thinking or feeling is right. Their reactions can be an indicator if your intervention is the right one.

### **Phases in a constellation**

The constellations go according to several phases. You can use them to make them run more smoothly. In practice they are intertwined.

#### **1. Preparation**

Prepare the client, the space and yourself.

#### **2. Interview**

Clarify the coaching question. Let the client formulate their question in first person and prepare the constellation according to it.

#### **3. The Constellation**

You will put in place the different representatives in the system. You can have the client do this themselves so they get more connection.

#### **4. The test phase**

Research what is happening and get out the information and test it.

#### **5. The solution phase**

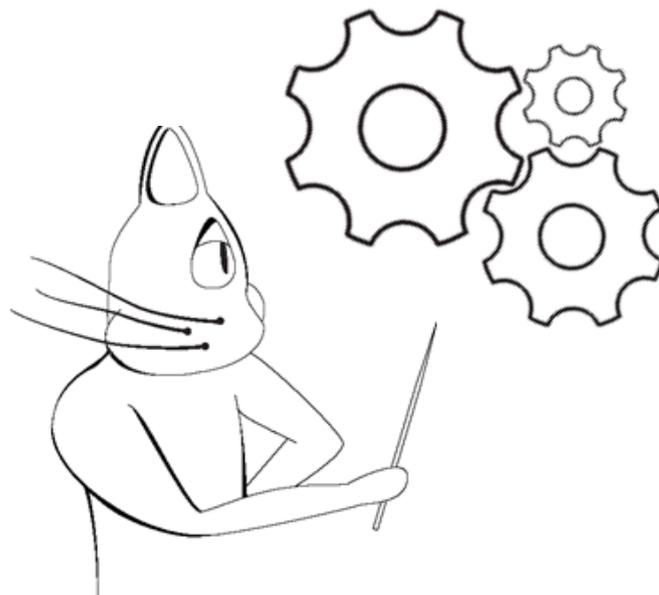
Time to be more authoritative. Give them direction, maybe switch some things in the constellation. You can bring more movement in the process.

#### **6. The wrap up**

Let the client make a mental picture of the constellation. Don't go into analysis, etc.

#### **7. Aftercare**

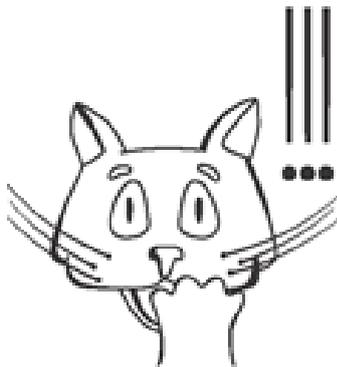
Take good care of yourself and switch back to yourself.



# Understanding logical levels

NLP logical levels allow you to think about any experience or situation in its component parts (see Figure 1-1). You may also see logical levels referred to in the NLP literature as a series of neurological levels. Although we present the levels to you in Figure 1-1 as a hierarchy, looking at them as a network of interrelationships or a series of concentric circles is also helpful because all the levels relate to each other. The visual of the model simply creates some structure and understanding about how it works.

In many instances gathering information at the lower levels on the diagram is easier than at the higher levels. So for example, a company would find doing an audit of the buildings (environment) easier than measuring whether the values of the organization are being realized by the leaders and employees (beliefs and values) or assessing its image in the marketplace (identity). Each level impacts those above and below it the key value of the model that it provides a disciplined way to unpack the structure of your experience. This is the essence of NLP.



The French have an expression to describe the feeling you have when you're comfortable in your body and everything runs smoothly: 'Elle va bien dans sa peau' (literally translated as 'she goes well in her own skin'). Similarly NLP-ers use the word congruence to describe precisely how you are when you're truly being yourself. The term means that you're comfortably on track and consistent. The logical levels of environment, behavior, capability, beliefs and values, identity and purpose are all lined up. Look out for this alignment in organizations as well as in people. When companies or individuals are going through periods of change some misalignment is likely to exist. People may behave in unpredictable ways that aren't a true reflection of what they really believe is right or fits with their true identity.



Figure 1-1: The logical levels of experience

### **Why is 'Why?' the hardest questions?**

In the beginning of her career as a business writer Kate spent many happy years of corporate life interviewing chief executives and leadership teams and interpreting their vision. She published their words of wisdom in an easily digestible format for employees to understand the 'who', 'what', 'when', 'where', 'why' and 'how' questions form the essential journalist's kit.

Only when coming across logical levels in NLP did Kate realize the reason some questions meet blank stares even hostility while others received a warm welcome. When you want to know something about a subject you work up the logical levels. Start with gathering information that relates to the environment. The where, when and with whom are easier to answer because these questions are factual. Then move through the 'what' and the 'how'. Leave the why question for last. Answering 'Why did you do that?', which rushes headlong into the realm of beliefs, is harder to answer than 'How did you do that?'. A much gentler approach even asking 'How did that happen?' which disassociates the person from the question.

### **Asking the right questions**

As you begin to gather information about a person or situation consider asking questions that apply at these different levels, beginning from the base of the pyramid illustrated in Figure 1-1:

- Environment refers to the factors that are external opportunities or constraints: Answer the questions 'Where?', 'When?' and 'With whom?'
- Behavior is made up of specific actions or reactions within the environment: Answer the question 'What?'
- Capabilities and skills are about the knowledge and skills. The 'how-to'-s that guide and give direction to a behavior answers the question 'How?'
- Beliefs and values provide the reinforcement (motivation and permission) to support or deny your capabilities: answers the question 'Why?'
- Identity factors determine your sense of self: answer the question 'Who?'
- Purpose goes beyond self-consciousness to relate to the bigger picture about your mission: answer the questions 'What for?' or 'For who?'

### **Taking logical levels step-by-step**

The logical levels enable you to think about what's happening in the world around you. These stepping stones help you to understand the structure and pattern as well as the content of different issues, events, relationships or organizations, as we explain in this section and the next. We now look at how you can apply this model when you're facing a dilemma that needs a solution. Imagine that you're in a relationship that isn't working. You can use the concept of logical levels to help you find the best way forward. Here's how the process works:

### **Recognize that things are not in line**

You know this situation is the case when you're uncomfortable with your partner and you know that you want things to be different.

### Discover what is different

Ask yourself certain questions that can help you pinpoint exactly what you want to be different. If you both simply moved to a new flat or different city would things improve? For example, does one set of in-laws make too many demands on your time and stop you from developing your relationship as a couple? Or do you have a fundamental difference in your values? Each logical level has certain types of questions. (Head to the later section 'Finding the Right Lever for Change' to help you work through the individual logical levels.)

### Bringing the identified level in line with the others

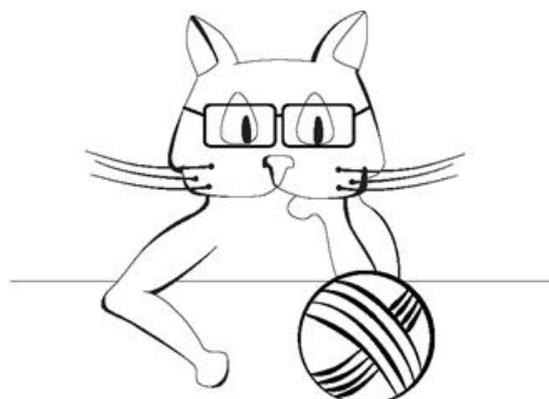
At the lower levels say at environment or behavior you may both be able to adjust some simple habits in order to have a harmonious relationship. You may ask your partner to be tidier at home, for example, while you share the administration of bill paying. Building your skills in an area such as talking freely about your feelings or learning DIY may take more time and effort. Also, working with an individual coach can be valuable to help you examine your beliefs and values or develop a stronger identity for yourself.



Fran was shocked when her husband announced after years that he was leaving home and moving in with one of his good friends. She felt that if they changed house (environment level) and spent more time together (behavior level) all would be well. Through some relationship work she came to realize that her husband had always had completely different values (the beliefs and values level) from her. He was from a large, boisterous family environment and Fran focused all her attention on her work. She never wanted to be a mother or homemaker (the identity level) and felt her sense of purpose was achieved through her work in corporate litigation. In the end they decided to divorce and amicably go their separate ways because they each wanted a fundamentally different relationship.



Often people attempt to solve issues by changing one logical level such as environment or behavior when they need to address a separate logical level such as that of values or identity. Similarly, when you have issues with someone's behavior, remember not to challenge their identity, and to respect their beliefs.



## Employing practical uses for logical levels

You can use logical levels to bring energy and focus in many different situations. Here are just a few examples:

- **Gathering and structuring information**  
Compiling a report, school essay, conducting interviews, or structuring any piece of writing.
- **Carrying out a modelling exercise**  
The logical levels offer a practical framework to start from.
- **Making a career choice**  
Exploring all aspects of a career move from ascertaining the best environment to getting your values met, to how this job connects with your passion and purpose in life.
- **Building relationships in a family**  
Exploring what all members of the family want to work for together. This approach is especially useful when dramatic change occurs in a family's structure such as divorce or remarriage.
- **Improving individual or corporate performance**  
Deciding where to make business changes that help turn around a struggling company or one going through mergers and acquisitions. Coming up with a development plan for an individual employee.
- **Developing leadership and confidence**  
Stepping through the levels to get alignment and feel confident in leading a team or enterprise.

Open any toolbox whether it's a box of colored flipchart pens, a palette of paints, electric drill bits or a mechanic's spanners and some favorite always take the center stage. You keep coming back to these faithful friends and can depend on them for the feel-good factor. You'll discover that the logical levels model provides a value-added feature time and time again. The model is ever-present like a mate helping to decipher complex information whether you need to make sense of a business project or unravel a difficult conversation. If you keep returning to any single well-loved tool in the NLP toolkit the logical levels model may very well be the one for you.



# Finding the right level for change

Carl Jung, one of the leading psychologists of the 20<sup>th</sup> century, once said 'We cannot change anything until we accept it. Condemnation does not liberate, it oppresses.' He was right because the first step to coping with change is to accept that it's happening. You're then in a position to work proactively with the change and give yourself options instead of waiting to be on the receiving end of whatever happens to you. So in order for change to happen you must



- want to change
- know how to change
- get or create the opportunity to change
- keep an open mind

In the following sections we delve further into the logical levels. As you explore keep in mind one important question 'How can you make change easy for yourself?'

We apply all the questions we raise in the following sections to you as an individual but you can ask the same questions to assess what's happening in an organization as well.



## Environment

The environment level is about place and people i.e. the physical context in which you hang out and about finding the right time. If you want to become fluent in a new language the easiest way to learn is to go and live in the relevant country for a while fully immersing yourself in the culture ideally by living with native speakers. Similarly, if you want to get to grips with a new software package moving on to a project to work with a person or team that applies it in their business makes sense. These new environments are, again, conducive to learning and this is already a type of change. The timing is also critical because you can't learn if the time isn't right for you. For example if you're tied up with other needs. Here are some environment questions to ask yourself when you sense that you're not in the right place or now isn't the right time for you to get what you want:

- Where do you work best?
- Where in the world do you want to explore?
- What kind of home environment is right for you? Modern, minimalist or traditional?
- What kind of people do you like to have around you? Who makes you feel good, energized and comfortable? Who makes you feel drained? Or do you prefer to work alone?
- What time of day do you feel good? Are you up with the lark in the mornings or are you a night owl?

Questions such as these give you the kind of data so that you can decide what environment issues you can work on.

## Behavior

Your behavior is all about what you say and do and what you consciously or unconsciously perform. NLP also points out that all your behavior is aimed at a purpose and has a positive intention. Change at the behavioral level is easy to make when you have a real sense of purpose and it fits with your identity, beliefs and values. Ask yourself the following questions when you think that you may need to change your behaviors in order to get the results you want:

- Does your behavior support your goal?
- Do they fit with your sense of who you are?
- What do you do that makes life interesting and fun?
- What do you find yourself saying habitually? Can you detect any patterns?
- What do you notice about other people's words and sayings?
- How much aware are you of others e.g. way of talking, their tone or smile?
- What color changes do you observe in people as they talk?
- How does your breathing change and when?
- What body language do you adopt in different circumstances?
- Does the sound of your voice fit consistently with what you're saying?

## Maximizing effective behaviors

In order to create positive change developing the behaviors and habits that serve you well is a good idea. Often small changes have an incremental effect. If you're slimming to fit into a new outfit eating a healthy salad each day in place of your sandwiches is a valuable habit to cultivate. In the same way if you're trying to improve your meetings at work good behavior for a team would be to set clear beginning and end times.



When Manuela wanted to drop a dress size in weight for her daughter's wedding day she realized that she had to take her dieting seriously. She worked with a nutritionist who taught her about adapting her diet and gave her a record sheet to write down everything she ate. The supplements she took and the exercise regime. She also gave Manuela a notebook to make a daily note of everything that had gone well in her day and introduced her to a motivational fitness trainer. This daily regime kept Manuela on track to regain her slim figure and have wedding photos that she's delighted to look at.

Practicing the right behavior until it becomes habitual increases your capability. How many great sports people or musicians are born wielding a tennis racket or a violin? Tennis star Andy Murray is renowned for the dedication he puts into his gym work as well as the number of tennis balls he hits in preparation for tournaments. Olympic-medal-winning rowers can be seen out on the cold river as early as 5 a.m. when ordinary folks are tucked up safely in their beds. Top violinists begin by squeaking out the notes as they practice for hundreds of hours (often to the despair of their families!). Constant hard practice keeps top performers ahead in their games.

### **Modifying unwanted behaviors**

What about the unwanted behaviors, the things you do and those you'd prefer not to do. Silly habits such as smoking or eating unhealthily? They become hard to change because they're linked to other, higher, logical levels involving beliefs or identity:

- 'I'm a smoker'= a statement about identity.
- 'I need to have a cigarette when I get stressed'= a statement about belief'.
- 'He's a big, strong lad'= a statement about identity.
- 'He can't live on salad and fruit'= a statement about belief.

To make change easier, create a new identity for yourself such as 'I'm a healthy person' and adopt beliefs such as 'I can develop the right habits to look after myself'

### **Capabilities and skills**

Capabilities are talents and skills that lie within people and organizations as valuable assets. These behaviors may be the ones that you do so well that you can do them consistently without any seemingly conscious effort. Like walking and talking at the same time. You learned these skills without ever understanding how you did so: humans are naturally great learning machines.

There are, however, other capabilities you learn more consciously. Perhaps you can fly a kite, ride a bicycle, work a computer, write a blog or run a business. You have deliberately acquired these skills. Or maybe you're great at seeing the funny side of life, listening to friends or getting the kids to school on time. All these capabilities are valuable skills that you take for granted and other people can learn. You're likely to remember the time before you were able to do these things, whereas you probably can't recall a time before you could walk or talk. These individual capabilities also benefit you in employment, because organizations build core competencies into their job specifications, defining essential skills that people need for the company to function at its best.

NLP focuses plenty of attention on the capability level, working on the premise that all skills are learnable. NLP assumes that anything is possible if taken in bite-size pieces or chunks. The HR director of one of the UK's most prestigious retailers told us that 'We recruit primarily on attitude'. Once this is right, we can teach people the skills they need to do the job. Even attitudes can be acquired and changed as long as you find the desire, know-how and opportunity to learn.



The question to hold onto is 'How can I do that?'. Bear this question in mind as you go through every day. The NLP approach is that by modelling others and yourself you become open to making changes and developing your own capabilities. If you want to do something well find someone else who can do it and pay close attention to their logical levels.

Here are some capability and skills questions and ideas to consider when you want to make an assessment of your capabilities and see where you can learn and improve:

- What skills have you learned that you're proud of? How did you acquire them?
- Have you become expert at something that serves you less well? If so how did that happen? What skill may be better in its place?
- Do you know someone who has got a really positive attitude or skill that you want for yourself? How can you learn from them?
- What may you hear if you ask others about what they think you're good at?
- What next? What would you like to learn?

As you build your capability the world opens up for you. You're in a position to take on greater challenges or to cope better with the ones you struggle to face.

### **Beliefs and values**

You can read in Chapter 3 how beliefs and values direct your life and yet often you may not be aware of them. What you believe to be true is often going to be different from what another person's truth. We're not talking about beliefs in the sense of religion but instead your perception at a deep, often unconscious, level. Your beliefs and values change over time.



Lee is an amateur club golfer with a passionate desire to launch his career on the international circuit. He believes that he has the same potential as his top golfing heroes and can create a living as a professional golfer. Such beliefs drive his capability and he's highly competent in his game. His beliefs also drive his behaviors. He can be found determinedly practicing on the golf course most days of the year and he works at developing relationships with the media and sponsors. His beliefs also determine the environment where he spends much of his time. When not on the golf course he's working out in the gym.

Over time Lee has come to understand the harsh reality of life on the competitive sports circuit and what he has to give up in order to pursue his dream. Checking how pursuing his dream impacts his ability to have other important things in his life, such as his own home, encouraged him to evolve his beliefs and values. So alongside the primary goal to reach the top, he's also developing new skills as a fitness and golf instructor believing that he needs a range of career options if he wants to earn the money to have his own home and family as well as a precarious career in the game he loves. Values are the things that are important to you, what motivates you to get out of bed in the morning or not. Criteria such as health, wealth or happiness.

Beliefs and values. Resource No. 17. Page 4. Edited by Olde Vechte Foundation

The way people rank them in order of importance are different for each person and change over time. For this reason motivating a whole team of people with the same approach is extremely difficult. One size doesn't fit all as regards beliefs and values.

Values are also rules that keep people on the socially acceptable road. You may seek money but your values of honesty and respect for others stop you from stealing cash. Sometimes a conflict exists between two important values, such as family life and work.

In terms of making change, understanding your beliefs and values offers huge leverage. When people value something or believe in it enough that value becomes an energizing force for change. They're concentrating on what's truly important to them. Doing what they really want to be doing and becoming closer to who they want to be. These people are in a place that feels right and natural. Beliefs and values drive you and influence the lower levels of capability, behavior and environment. So by sticking to your values, other logical levels begin to come into alignment.

Often we coach people who move from one job to another with increasing dissatisfaction and are desperate to find a job they love. IT director John got fed up with his job. He decided that he needed a change and applied for another similar job with more money a better benefits package in a new location hoping that things would be better somewhere else. He simply made changes at the environmental level. A new company, new country and new people.

As he began to evaluate his own values and beliefs he realized that some essential ingredients were missing. He invested time and energy into taking an MBA and valued professional learning and development as important. Yet he always ended up in hire and fire organizations that were too busy to invest in their staff or to work strategically places that drained his energy. His beliefs and values didn't match those of the organizations for which he worked. When he understood this discrepancy he took his skills to a prestigious international business school that valued his education and skills and gave him the opportunity to develop further.

Here are some beliefs and values questions to ask yourself when you sense that a conflict exists at this logical level that's hindering you getting what you want:

- What factors are important to you in this situation?
- What's important to other people?
- What do you believe to be right and wrong?
- What has to be true for you to get what you want?
- What are the assumptions that make you say what is a 'must', 'should', 'must not' and 'should not' in a situation?
- What are your beliefs about this person or situation? Are they helpful? What beliefs may help you get better results?
- What would somebody else believe if placed in your shoes?

Armed with the answers to these questions you may want to work on your beliefs and values to ensure that they support you through difficult times. As you question your beliefs about yourself you may choose to discard some that no longer serve you well.



In business-change management programs you often hear talk of 'winning the hearts and minds' of people. If you're leading a group of people you need to address their beliefs and values. When you have the right beliefs firmly in

place. NLP suggests that the lower levels- such as capabilities and behaviors fall into place automatically.

## Identity

Identity describes your sense of who you are. You may express yourself through your beliefs and values, capabilities, behaviors and environment and yet you're more than all these factors. NLP assumes that your identity is separate from your behavior and recommends that you remain aware of the difference. In other words you're more than what you do. NLP separates the intention that lies behind your action from the action itself. For this reason NLP avoids labelling people. Phrases such as 'men behaving badly', for example, doesn't mean that men are intrinsically bad just that some behavior is bad behavior.



If you want to give feedback to encourage learning and better performance always give very specific feedback about what someone says or does in terms of the behavior rather than commenting at the identity level. So instead of saying 'John, Sorry mate but you were just awful.' Try 'John, it was difficult to hear you at the meeting because you looked at the computer all the time and had your back to the audience.'

Here are some identity questions to ask yourself when you have a sense of conflict around your identity:

- How is what you're experiencing an expression of who you are?
- What kind of person are you?
- How do you describe yourself?
- What labels do you put on other people? How would others describe you?
- How would your best friend or family member describe you?
- What pictures, sounds or feelings are you aware of as you think about yourself?

A greater awareness of self is a valuable insight in any journey of personal development. Too often people try to change others when changing themselves would be a more effective starting point.



## Purpose

This 'beyond-identity' level connects you to the larger picture when you begin to question your own purpose, ethics, mission or meaning in life. Purpose takes individuals into the realms of spirituality and their connection with a bigger order of things in the universe and it leads organizations to define their raison d'etre, vision and mission.

Human survival, amid incredible suffering, depends on true acceptance of your circumstances that goes beyond identity. Witness the resilience of the Dalai Lama driven from his homeland of Tibet or the story of Viktor Frankl's endurance of the Holocaust in his book 'Man's Search for Meaning'.



As you become older and approach different life stages you quite naturally start to question what you're doing with your life. Sometimes a trigger inspires action and lights up your passion. A friend and logistics manager in industry, Alan, travelled to Kenya on holiday and saw at first-hand the educational needs of the country. Thus began a powerful one-man campaign that took over his life and led him to create an international charity taking educational materials in to Africa thanks to his personal passion to make a difference. When interviewed he often says 'I don't know why me. It's mad but I just know I have to do this'. His purpose was stronger than his identity.

Here are some purpose questions to ask yourself when you want to check whether you're steering your life in the right direction:

- For what reason are you here?
- What would you like your contribution to be to others?
- What are your personal strengths that you can add to the wider world?
- How would you like to be remembered when you die?

In his book 'The Elephant and the Flea' management guru Charles Handy conveys the passion that comes from a sense of mission and underlying purpose. He talks of entrepreneurs he's written about and his wife, the portrait photographer Elizabeth Handy, as people who leap beyond the logical and stick with their dream:

'Passion is what drove them, a passionate belief in what they are doing, a passion that sustained them through the tough times, that seemed to justify their life. Passion is a much stronger word than mission or purpose and I realize that as I speak that I am also talking to myself.'

When you're operating in a purposeful way, notice how you're unstoppable - you're then in the best place to gain true alignment at all the logical levels.

# Figuring out other people levels

## Language and logical levels

The intonation in people's language, the way they speak, can tell you at what level they're operating. Take the simple phrase. 'I can't do it here' and listen to where the stress (shown in italics below) is placed:

- I can't do it here= statement about identity.
- I can't do it here= statement about belief
- I can't do it here= statement about capability.
- I can't do it here= statement about behavior.
- I can't do it here= statement about environment.

When you know the level at which someone's operating you can help that person to make change at that level. For example, if the person's working at the environmental level the question to ask is 'If not here where can you do it?'. If they're at the identity level the question is 'If not you, who can do it then?'



# Perceptual positions

Perceptual positions is a simple technique that enables you to see the other person's point of view and gain a greater understanding of other's perspective in a certain situation. Essentially, perceptual positions is a dissociative technique that is used to take the emotional charge out of a situation, making people feel resourceful in situations that previously made them feel un-resourceful. The principle behind perceptual positions is the very simple idea of standing in another person's shoes. In other words, you can't really understand someone until you have experienced what it is like to be in their situation.

## How to do it?

**Position 1** - You as you, fully associated into the problem or situation.

**Position 2** - The other person or persons in the problem or situation.

**Position 3** - A neutral position, someone who is completely independent. The wise old owl if you like.

**Position 4** - A doubly dissociated position, which is used to advise the neutral position (*position 3*) if the client is struggling to step back from the situation. Also known as the meta-position.

Now most people, particularly if they are stuck in a situation or a conflict, are in position 1. They might not have even considered that there might be another point of view. One of the things we do in perceptual positions is to move them to another position to get that other perspective. What is important here is to associate the person in each of the 4 states with the help of VAKOG.

## Example

Ok so let's look at the process. Before we start let's put some names to this rather than practitioner, client and other person. Let's say that the client is Anne and the other person with whom she has a problem with, is Bob.

1. Mark three places in the room either with an object (e.g. chairs) or just point to the floor. These places are for the positions.
2. Explain the process (sometimes an example is the process – point 2 requires process description, introduction to it and it's purpose) to Anne so she knows what to expect.
3. Now ask Anne about the problem and to scale the level of it from 1 to 10. Explain to her that if it is less than a 7 she won't have as powerful of a result as with a situation with a higher ranking.
4. Ask Anne again to decide that out of 10 what would be an appropriate mark for the current situation?

5. Let's say Anne wants to move from 8 to 3. Check her motivation for getting there because if she isn't probably it's not worth doing the exercise. 3 positions will work well if there is a big gap between the present and desired state. If there is only a small gap then the result won't be so powerful.
6. When you know that the client is both motivated and that there is a good gap then check the relationships between the client and their natural, social and created environments and how a proposed goal or change might impact on their relationships and environment. In NLP this is called an ecology check and it's a frame within which the desired outcome is checked against the consequences in the client's life and mind as systemic processes.

It treats the client's relationship with self as a system and their relationship with others as subsystems that interact. So when someone considers a change it is important therefore to take into account the consequences on the system as a whole. The ecology check is done with questions to see both the positive and negative consequences of resolving the problem:

1. What would happen if you solved this problem?
2. What wouldn't happen if you solved this problem?
3. What would happen if you didn't solve this problem?
4. What won't happen if you don't solve this problem?

This last one will identify if there are any secondary gains of the client keeping their problem, which if there are the technique will not be as successful, as on an unconscious level the client doesn't want to solve their problem. Once you know from the ecological perspective that it is appropriate for the client to solve their problem then start the process.

7. Ask Anne to go to Position 1, either standing or sitting.
8. Then ask Anne 'What are you thinking, feeling and hearing as you look over there at Bob?'. Keep Anne in this position until she has associated back into the situation. Once she has the emotions keep her there only as long as necessary then take her out of it.
9. Once you have a few points ask Anne to either stand/or step towards the middle and break state. It means when you say or do anything in order to make the client think of something else. For example, if the fire alarm were to go off now you wouldn't be in the same frame of mind as you are now reading these lines. You would probably be in a state of alarm, worry or even panic. Just by asking the client to stand up or move away from the position that could be enough to break a state, or ask them '*How do you take your coffee or do you prefer tea?*'. Any question that will give you a short answer.
10. Then move her into Position 2 and ask Anne to become Bob. Stand like Bob, think like Bob, talk like Bob. Now the language in this part is very important, always address the client as the other person so in this case it would be: 'So, Bob as you look over there

towards Anne what are you thinking, feeling and or hearing.' Ensure that you speak to Anne as if she was Bob.

11. Anne as Bob will say 'Blah, blah, and blah...'  
As the practitioner keep on asking 'What else?', 'What else?', 'Anything else Bob...?' whilst they are in position 2 to uncover and elicit further information from Bob's point of view.
12. After Anne finished because she exhausted all of her insights (of which you should find several, or at least one very big insight) move her into the middle, out from Position 2 and do another break state.
13. Then take the client into Position 3, the completely neutral position. I use the wise old owl in a tree, which for me works really well as it uses the metaphor of the 'one that knows all' and it dissociates the client in distance from the other two positions. Again the language you use is very important. You would say something like: 'So here you are, the wise old owl, and over there you can see two people Anne and Bob who have been having some problems. From up here you can see the whole relationship between them and you can see both sides of the story. Now that you have the different perspectives from those two people down there is there any advice that you want to give them?' Wait for the response and ask 'What else?' and ask 'Anything else?' when the client is out of advice and you judge it's safe to close this part. Then you can ask is there anything that Anne wants to say to Bob, then again 'Anything else?' Then ask if there is anything Bob wants to say to Anne and again say 'Anything else?' Before you take the client back to Position 1 ask if there is anything else they needed to notice about their situation.
14. Give Anne the chance to reflect then move to Position 1 without breaking states getting Anne to take the learnings with her. Then ask Anne 'How's that different now?' Take note of the presumption that it is different, that something has changed. Then ask Anne what are the 1, 2, 3 things she is going to do differently in order to take things forward. Have Anne rescale the problem to see where it is between 1 and 10. If it is 3/10 then great, you're done. If not, e.g. 5/10 you could ask Anne if she knows what she needs to do in order to get the problem down to a 3. Often you will hear things like 'Yes, I need the 1<sup>st</sup> and 2<sup>nd</sup> thing to have happened then I can plan how to further resolve the conflict.' If necessary you can take Anne round again starting from the position she would be in if she had done what it was that got them down from 8 to 5.
15. Then future pace Anne by asking her what she will be seeing, hearing and feeling in 1 week after she initiated her plans that she said in Position 1. Then take Anne to 3 months into the future: what will she be seeing, hearing and feeling with regards to her relationship with Bob now that the conflict had been resolved. Then do the same for 6 months.

## Summary of process

Follow the script, remember to elicit and don't advise.

1. Build rapport
2. Check ecology
3. Take the client into Position 1
4. Break state
5. Go to Position 2 - speak to the client as the other person
6. Break state
7. Go to Position 3 - remember elicit, do not advise
8. Return back to Position 1
9. Test
10. Future pace

## Key Points

### 1. Have a checker

Score out of 10 the situation as it is now (8/10) how would you want it to be (2/10).

### 2. Always break state

Essential between Position 1 and 2 so the client will go into the next position with a neutral mindset and emotions. It makes it easier to look at the other person's point of view with an 'empty' mind.

### 3. Always use appropriate language

Meaning in the position that you are in, as this will keep the client in the position and focus them. For example 1<sup>st</sup>/ 2<sup>nd</sup> position = I, 3<sup>rd</sup> = they.

### 4. Stand next to the client

Use your sensory acuity, be in rapport and support the client. You will be able to use your own body language to direct the focus of the client. By nodding your head or pointing in the direction of the position you are talking about.

### 5. Always start and finish in Position 1

Draw the client's attention to how things have changed. 'How's that different now?'

### 6. Don't suggest, advise or coach

Ask open questions. The client can't argue with their own advice.

### 7. Skip position 2 if necessary

In this example the client moves from Position 1 to 2 then to 3 equally. This may not, however, always be the case, especially if the situation is a particularly traumatic or emotional one.

If you see there is any resistance, fear or uncertainty on the client's side to go into Position 2 take note of it. Especially when it is difficult to even look over to Position 2 from Position 1. In such and similar cases go straight to Position 3 instead where they are dissociated from the situation. The client will still have really big insights and take the learnings away that they need in order to move forward.

**8. Appreciate their effort**

If the situation improved from, say, 8 to 5 (out of 10), and the client would ideally like it to be 2 out of 10, firstly congratulate the client and ask the client 'How would it get to a 4?' (i.e. reduce incrementally)

**9. Look, Listen and Feel - sensory acuity**

**10. Change starts with one person**

Now some people doing this exercise will say that you will never really know what the other person is thinking. Which on the one hand is true, but on the other hand if one person in the system changes then the whole system changes. If Anne changes her approach to Bob then he will change his approach back. I have done this technique countless times and in multiple different ways and I have never known it not to work. Even when the situation has not been completely resolved the client has always got enough insights in order to move the situation forward.

Now I am guessing that some of you are wondering how you can apply this in practice, as there may be certain people that you don't feel would get up and walk around, or that wouldn't want to do this technique.

Well this is one of the beauties of perceptual positions. You can do it sitting at a desk by just moving your body, so that you are facing different directions, ensuring that you break state between position 1 & 2 and 2 & 3

It is ideal if you are in an appraisal or with a senior member of staff who you don't feel would walk around the room. Perceptual Positions can also be done all linguistically in the form of a conversation without you having to tell the other person what you are actually going to do.

## VICTIM - ACCOUNTABLE CHART

ACCOUNTABLE

Implement solution  
Find solution  
Accept ownership  
Acknowledge reality

VICTIM

Wait and hope  
Excuses  
Blame  
Automatic thoughts

# MATRIX OF KNOWLEDGE

## Question

		KNOW	DON'T KNOW
Answer	KNOW	<p><b>A</b></p> <p>I know what I'm looking for and have good access to the answer.</p>	<p><b>B</b></p> <p>The answer lies somewhere in the data I've collected, but I don't know how to analyze or access it.</p>
	DON'T KNOW	<p><b>C</b></p> <p>I know the question, and I just need to collect the right data to answer it clearly.</p>	<p><b>D</b></p> <p>I need to leverage the opportunity to access my data so that I can discover insights and drive more intelligent strategies.</p>

# Levels of awareness



Traditional learning can be divided into four main stages:

## **Stage 1 - Unconscious incompetence**

You don't know and you don't know you don't think that some activity you do well, such as reading, playing a sport or driving a car. Once upon a time you did not know anything about it. You were not even aware of it

## **Stage 2 - Conscious incompetence**

Now you practice the skill, but you aren't very good. You learn fast at this stage, though, because the less you know, the greater the room for improvement. You see immediate results.

## **Stage 3 - Conscious competence**

Here you have skill, but it is not yet consistent and habitual. You need to concentrate. This is a satisfying part of the learning process, but improvement is more difficult. The better you are, the more effort is needed for a noticeable gain.

## **Stage 4 - Unconscious competence**

Now your skill is habitual and automatic. You do not have to think about it. This is the goal of learning, to put as much of that skill as possible into the realms of unconscious competence, so your conscious mind is free to do something else, for example, talk to the passengers and listen to music while driving a van.

This is the traditional learning path. I think there is one further step:

### **Mastery**

Mastery is more than unconscious competence, it has an extra aesthetic dimension. It is not only effective, but also beautiful to watch when you have reached mastery. You no longer have to try, everything comes together in a constant flow. You enter a low state and this takes time and effort to achieve, however, the results are magical. You know when you are watching a master because although you may not appreciate every facet of their skill, they make it look easy.

Learning at any level takes time. It takes about 1.000 hours to reach conscious competence at any worthwhile skill. It takes about 5,000 hours to reach unconscious competence, and it takes about 25,000 hours to reach mastery. There are two short cuts.

### **Shortcut #1 – A good teacher**

A good teacher will keep your level of motivation high, divide the work into manageable chunks, give you a constant series of small successes, keep you in a good emotional state and satisfy your intellectual curiosity about the subject.

They will also be good at the subject themselves and accelerate your learning by being a good role model. They will not only give you the knowledge, but also a good strategy for learning it.

### **Shortcut #2 - Accelerated learning**

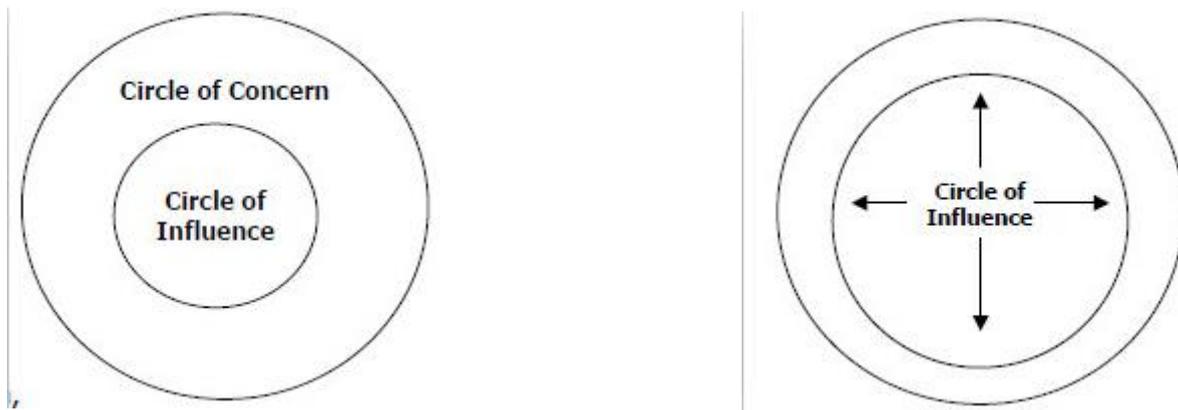
Accelerated learning goes directly from stage one (unconscious incompetence) to stage four (unconscious competence). Bypassing the conscious stages, NLP modelling is one way to accelerated learning.

# The circle of influence

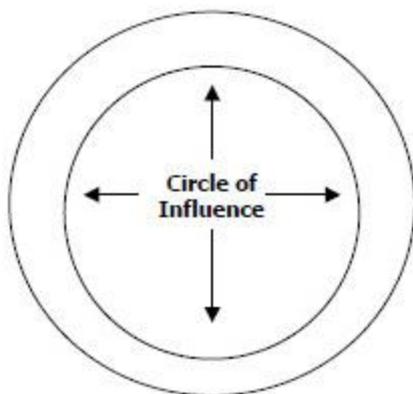
All of us have a wide range of concerns in our lives – our housing, our health, our friends and family, the environment, the price of a pint of beer, how to lose weight, animal rights, how to put on weight, sex and drugs and rock and roll, third world debt... Within this whole universe of our concerns, there are some things we can influence and some things we can only stay concerned about.

Now we have a choice about where we focus our attention and energy. We can choose to focus all our attention on the area that is outside our influence.

We can get annoyed about the shortcomings of other people, we can blame the government, global capitalism, the weather, a rotten childhood, bad luck or fluoride in toothpaste. This focus leads to more and more blaming and accusing, the feelings of victimization, 'poor me'. This negative way of thinking, accompanied by inaction to change things, results in the circle of influence shrinking.



Alternatively we can choose to focus on things that we can influence. This does not mean just the more immediate or 'trivial' concerns. It might mean focusing on those aspects of really huge problems that we can exert some influence over. And 'influence' does not mean direct 'control'; we can influence things direct and indirect way, for example in our own personal, daily behavior. By focusing attention and energy on our circle of influence, we become increasingly proactive. The energy we expend is enlarging; each little victory motivates us to find new ways of exerting influence.



We don't waste energy on things we can't do anything about, but direct it towards what we can change. With each step we feel stronger and more creative and so our circle of influence expands.

It often happens that, in widening our circle of influence, we also widen our circle of concern. It becomes worth

caring about some of the really challenging things in our world if we learn we can influence them.

It can be incredibly liberating to realize that, in choosing how to respond to circumstances, we affect those circumstances. This model is taken from Stephen Covey's *The 7 Habits of Highly Effective People* (1989).

# Sources of success

1. Result

2. Action

- planned
- hesitated

3. New understanding

4. Insight (aha!)

5. Identified mistake

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