



Fields of Learning

Module 2

You as Coach



Programme

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Introduction & Overview

You as Coach

Welcome to the second RETREAT module of our Coaching Mastery Programme. The retreat is a chance to hit a pause button – still yourself so that you can really listen and reflect. We will be focusing on YOU and your full awareness of yourself and of your coachees. In this module we will cover some more models and have time to develop your coaching skills with practice. It will also be a time to tune in and to start to use your intuition as coach. We will look into resourcing yourself as a coach – building your own resilience and putting your own oxygen mask on first so that you are fit to practice. All the models you will experience you can of course use with a coachee

In the second phase of coaching you will have completed your chemistry and your first session; now you will be getting feedback and evidence of progress from your coachee. You will be uncovering the next layer of patterns – possibly unpicking the past in relation to specific events. You will be assessing impact and progress on the coachee. You will be reflecting on your input and the relationship between yourself and your coachee. Or you maybe noticing coaching conversations as well as the more formal coaching sessions.

One of your roles as a coach is to help coachees be aware of what might be happening below their surface structure behaviour. To invite them to think about how the feelings and interactions they are having now might be like other situations they have been in in the past. The use of personal histories might be useful at this point to help them, and you, explore where behavioural patterns might be coming from. Then the task is to help create new, more useful and resourceful choice points.

To create new choices, people need to learn, in order to learn well they will need a still reptilian brain, an engaged limbic system and the presence of myelin in their brain to help the new learning “stick” in their neo-cortex as they practice the new behaviour.

Much of this will be down to the relationship YOU establish with them. Your presence needs to act as a regulator to help them see that they can do things differently. You need to be able to give them a reference experience. Something we have termed as Re-regulating. For change to be sustained they must build a new neural pathway and, as coach, you can help them through a regulated attachment experience with you as they work to see that this is possible.

Together you need to bring together

- Information
- Energy
- Relationship



By doing this you are working with the mind of the coachee. A mind that has good information; positive energy (startle, excitement, joy, love and trust); and the experience of an equal and secure relationship can enable the brain to work most effectively in building new neural pathways for more effective behaviours. So easy then!

In this module we will help you learn more about yourself and how you as coach can support your coachee.



Pattern spotting

“A habit is something you can do without thinking...which is why most of us have so many of them!”

Frank A. Clark

What are patterns?

Patterns are the habits of our lives. The ruts, the grooves, the tracks we run on, the tunes we play to...and we're made up of 1000's of them! Many serve us very well. Many serve us less well and often this is contextual. Spotting them in coachees is a core competency of coaching.

Why is it useful?

When we can spot patterns in our coachees or in ourselves, we then create the possibility of choice about whether or not to continue to run them. This is one of the most powerful tools that coach can use. It can enable people to see, hear or feel for the first time what they are actually doing...it makes conscious the unconscious and it gives meaning where none existed before. This gives awareness, leading to decisions and actions about what to do next.



Pattern spotting

What do we mean by pattern spotting? Effectively in NLP terms we 'model' the person's strategies that are at play in performing everyday actions. Giving feedback, handling conflict, making friends, managing a project, alleviating stress, applying for a job....to name a few!

In modelling these patterns we are using all of our acuity to develop a 3D model of the person's external behaviour, thinking strategies and internal emotional



state. It's rather like looking at a cut crystal. It has many facets and if you look at it from different directions you see different facets. If you look at it in different lights it shows you different things and will resonate in different ways. And when you piece all of these together you get the whole pattern.

What tools can help you to unpick your patterns?

So every NLP tool and others in your armoury can help you to gain evidence of any of the three things that make up the model. These include:

Thinking strategies:

Presuppositions

NLP Metaprograms

Transactional analysis

- Parent/child/Adult
- OK corral
- Drama triangle

Attachment patterns

Internal dialogue

Psychometrics: MBTI, SDI, Voiceprint, FIRO etc

External behaviours:

Body language and use of voice

What they wear

Internal state:

Language about feelings/emotions

Body language that demonstrates state

Internal dialogue - Self talk, inner critic, angels & demons

Felt emotional response

When you piece all three together you start to see how patterns are a combination of all three. Identity and beliefs affect all three areas and sit at the core of them.

What else can you do?

Notice as you listen to others what kinds of things you pick up and what you delete/distort etc. This gives you further clues to your own patterns and as to how you may notice things or not when you coach!

Challenge yourself to listen differently next time!



Pattern Spotting in Observed Coaching Piece

What was process, what content?

What patterns were observed?

Where were the threshold / trigger moments?

Where were the moments of insight?

What questions ignited the mind?

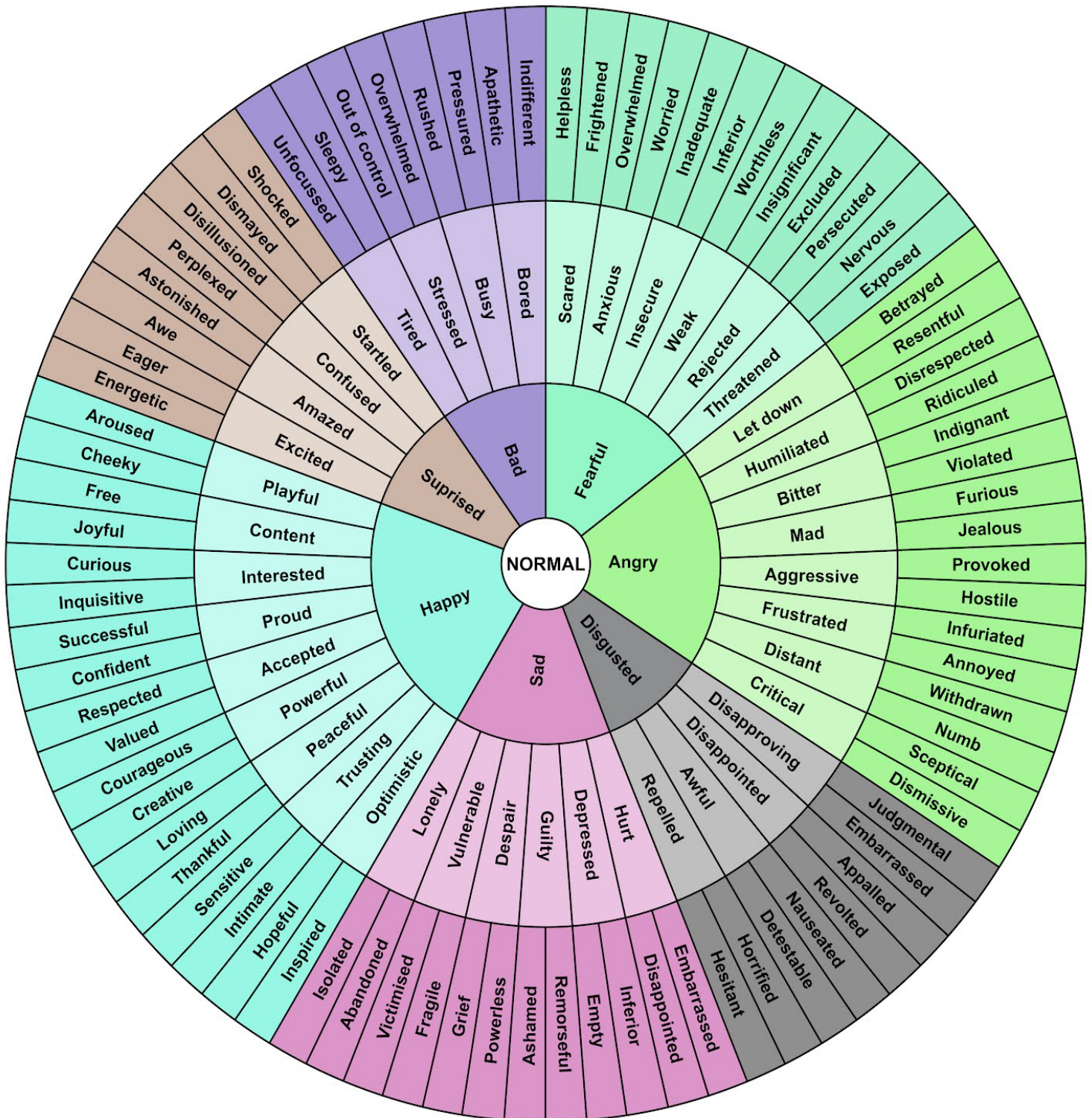
Practice this with your buddy – example exercise

Pick something from a previous exercise you have already explored e.g. one of your Angels/Demons patterns to unpick.

Analyse the pattern as the person talks about it - from the 3 aspects of external behaviour, internal state and thinking strategies. What do they tell you with all three of these – just record your evidence for now. Solutions come later!



Emotions in coaching



Emotional Granulation

Research shows that most people can only identify happy, sad and angry. This model can help to develop your coachee’s emotional range.



Working with emotions is not about tools and techniques and more about the coach's capacity to show up in the coaching relationship in such a way that emotions can be acknowledged, expressed and worked with.

Previously coaching was seen as all about the future and separate from therapy. Over the last 20 years that has shifted - the past and emotions are now seen as important territory to cover with coachees.

ICF's core competencies reflect these.

- Develops and maintains the ability to regulate one's emotions
- Mentally and emotionally prepares for sessions
- Acknowledge and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
- Manages one's emotions to stay present with the client
- Demonstrates confidence in working with strong client emotions during the coaching process

Emotions play a central role in human life - they shape our actions and capacity for change. They are deeply connected to motivation and play a crucial role in decision making.

They underpin the relationship part of coaching.

Emotions are not just something we are born with - they are something we learn. Research into attachment theory shows how we learn how to relate which emotions are acceptable and which are not.

The narratives of the world we live in continue to impact emotional learning throughout adult life. So, it is important to reflect on what narratives have shaped our coachees' emotional life and as practitioners how we have been shaped. We all have biases about both negative and positive emotions and their place in professional and private lives. Whether explicit or implicit emotions are always present in coaching. The coachee that sits in front of you has been shaped by narratives which impact their behaviours world view and choices.

Emotions are not just about feelings - they predispose us to action and the decisions we make. When someone is happy, they will see different options available than when they are sad.



Emotions tell a story:

- Sadness tells us we have lost something we care about.
- Anger tells us a boundary has been violated,
- Boredom tells us we have nothing to engage us.
- A coachee who is feeling hopeless will show up in the coaching space very differently to someone who is feeling enthusiastic.

While coaching is about helping people choose different futures it also important to be able to be with a coachee who feels they have no choices. This is where we think about the importance of coaching presence - so, rather than it being about what a coach does it's more about how the coach is in the relationship.

'When we meet the other, it is our presence that helps them more than words' (*Murdock 2011*)

This is all based on staying present in the moment with compassionate empathetic listening and this develops from working on ourselves.

"What makes a difference between a good coach and a great coach is ongoing work on self" (*Whitmore 2006*)

As coaches we need to work our own autobiography and emotional history - how we label emotions and how this has shaped our own systems of thought and our approaches to coaching.

Doing our own work enhances our capacity to be of service to our coachees. We can then be immersed in the connection with our coachees and be impacted on many levels - by what our coachee is saying and not saying, and by how they are being.

This begins with being curious about the coachees' emotions. What do we notice in terms of what emotions they speak about or show? What do we notice about their bodies or the language that might be a cue for an unexpressed emotion?

Also be curious about our own emotions. What changes are there during a coaching conversation what's happening to us as the coachee speaks? Our response might be in service of the coaching by surfacing things that are not explicit in the coachees' words.

Being curious about our own emotions and our bodies as an instrument as a coach – we are using our bodies as an asset in achieving the helping relationship.



“It is not an option but the cornerstone of our work:” (*Cheung – Judge 2001*)

Also being curious about the emotions the client has learnt across their narratives which in turn shaped their actions. Our work is to understand their structures of interpretation and then in partnership alter this in order that change, and action can lead to the desired outcome.

For example, a coachee might have been brought up in a family where it isn't OK to be angry or 'boys don't cry'. Exploration of this can help clients understand why some emotions are difficult for them. Crucially if we see that some of our emotionality is learnt, we can learn new emotional responses.

We also know that emotions are contagious, and we become emotionally congruent very quickly. You might want to ask about the emotions in the groups they live and work in.

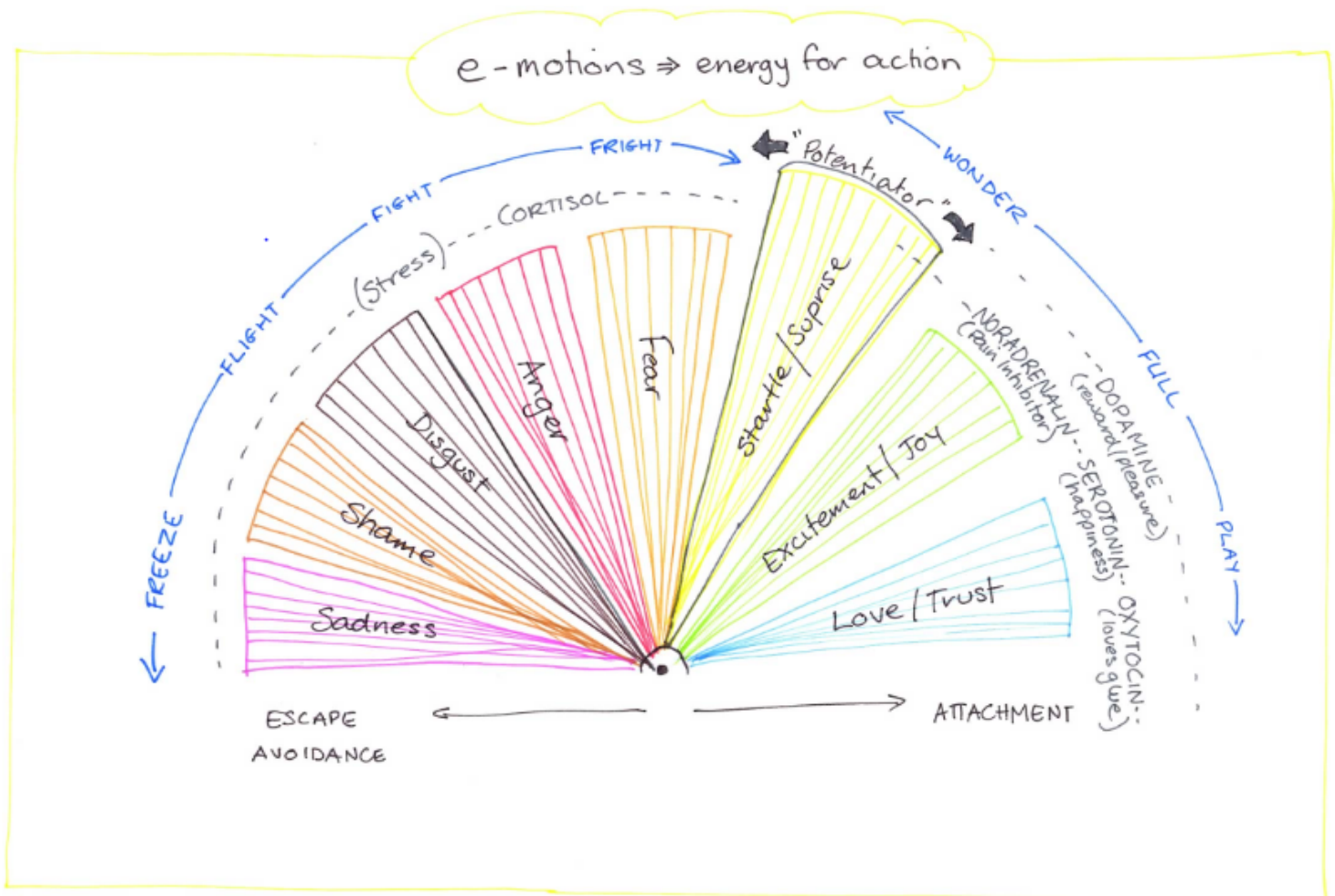
We can help clients legitimise their emotions and learn from them. A large part of the value of coaching is the relationship and the space we create to allow coachees to reflect deeply on issues they are facing and the underlying causes and emotions. The more comfortable we are with emotions the more present we can be with the coachee.

“People don't often have the chance to tell their stories in this unhurried way.”
(*Hardingham 2003*)



The Emometer

The brain works as an energy management system. It is driven by the energy attached to the emotions responding to external and internal stimuli.



From the work of Professor Paul Brown as adapted by Catherine Doherty

As we know the brain is wired to maximise reward and minimise threat. We are 5 times more likely to see the threat in any situation than the reward. This is due to the reptilian and mammalian part of the brain that is wired to keep us safe from danger – remember the amygdala scanning for and triggering a greater number of threat emotions: Fear Anger Disgust Shame and Sadness.



Feelings when our needs ARE being met				
Absorbed	Composed	Expansive	Keyed up	Satisfied
Adventurous	Concerned	Expectant	Loving	Secure
Affectionate	Confident	Exultant	Mellow	Spellbound
Alert	Contented	Fascinated	Merry	Sensitive
Alive	Cool	Free	Mirthful	Serene
Amazed	Curious	Friendly	Moved	Stimulated
Amused	Dazzled	Fulfilled	Optimistic	Surprised
Animated	Delighted	Glad	Overjoyed	Tender
Appreciative	Eager	Gleeful	Overwhelmed	Thankful
Ardent	Ebullient	Glorious	Peaceful	Thrilled
Aroused	Ecstatic	Glowing	Perky	Touched
Astonished	Effervescent	Good humoured	Pleasant	Tranquil
Blissful	Elated	Grateful	Pleased	Trusting
Breathless	Enchanted	Gratified	Proud	Upbeat
Buoyant	Encouraged	Happy	Quiet	Warm
Calm	Energetic	Helpful	Radiant	Wide-awake
Carefree	Engrossed	Hopeful	Splendid	Wonderful
Cheerful	Enlivened	Inquisitive	Relieved	Zestful
Comfortable	Enthusiastic	Inspired	Rapturous	
Complacent	Excited	Jubilant	Refreshed	
Intense Interested	Exhilarated	Joyous, Joyful	Relaxed	

Feelings when our needs are NOT being met				
Afraid	Despairing	Frustrated	Mean	Surprised
Aggravated	Despondent	Furious	Miserable	Terrified
Agitated	Detached	Gloomy	Mopey	Tired
Alarmed	Disaffected	Guilty	Morose	Troubled
Aloof	Disenchanted	Harried	Nervous	Uncomfortable
Angry	Disappointed	Heavy	Nettled	Unconcerned
Anguished	Discouraged	Helpless	Numb	Uneasy
Annoyed	Disgruntled	Hesitant	Overwhelmed	Unglued
Anxious	Disgusted	Horrorified	Panicky	Unhappy
Apathetic	Disheartened	Horrible	Passive	Unnerved
Apprehensive	Dismayed	Hostile	Perplexed	Unsteady



Aroused	Displeased	Hot	Pessimistic	Upset
Ashamed	Disquieted	Humdrum	Puzzled	Uptight
Beat	Distressed	Hurt	Rancorous	Vexed
Bewildered	Disturbed	Impatient	Reluctant	Weary
Bitter	Downcast	Indifferent	Resentful	Wistful
Blab	Downhearted	Intense	Restless	Worried
Blue	Dull	Irate	Sad	Wretched
Bored	Edgy	Irked	Scared	Withdrawn
Brokenhearted	Embarrassed	Irritated	Sensitive	Woeful
Chagrined	Embittered	Jealous	Sceptical	
Cold	Exasperated	Jittery	Shaky	
Concerned	Exhausted	Listless	Shocked	
Confused	Fatigued	Lonely	Spiritless	
Cool	Fearful	Lazy	Sorrowful	
Cross	Fidgety	Leery	Startled	
Dejected	Forlorn	Lethargic	Suspicious	
Depressed	Frightened	Mad	Tepid	

Hormones and Neurotransmitters

Neurotransmitters (NT)

Dopamine
Oxytocin
Serotonin
Noradrenaline / Norepinephrine

Hormones (H)

Testosterone
Oestrogen
Adrenaline
Cortisol
Endorphins

What's the difference between a Neurotransmitter and a Hormone?

Neurotransmitters are chemical substances that are released from the ions of one neuron, travel across the synaptic space, and bind to specially keyed receptors in another neuron, they produce a chemical reaction that is either excitatory or inhibitory. "A small molecule released at a chemical synapse that binds to a specific receptor on the postsynaptic membrane"

A neuromodulator are neurotransmitter substances that are released by neurones and circulate within the nervous system to affect the sensitivity of many neurons to their natural transmitter substances.



A neuromodulator is a chemical or neurotransmitter that has the ability to modify the efficiency of neurotransmission when released. It diffuses to many neurons and therefore can affect a large number of neurons simultaneously.

A Hormone is a chemical messengers secreted by endocrine glands to regulate the activity of target cells. They play a role in sexual development, calcium and bone metabolism, growth and many other activities. It is secreted into the blood at one location and transported in the blood to another location, where it exerts an effect on a target organ.

Simple notes on these chemicals.

Dopamine is involved in the brain's reward and pleasure centres and is also involved in regulating movement and emotional responses. It is often blamed in popular writing as the main chemical involved in behavioural addictions, like eating too much; but its actions are far too widespread and subtle to think of such a simple cause-effect relationship for any one chemical.

Dopamine gives a bursts of pleasure and reward. We feel good and often feel valued when dopamine is secreted. Praise, acknowledgement, appreciation, reward are ways as managers and leaders we can help people produce dopamine. It is not a universal rule. Knowing the person you want to produce this chemical (so their brain might work better and they feel better) will enable you to exhibit behaviours and responses that are important to that person.

In today's world they have measured adolescents and seen that for instance when they get a "like" on Facebook they register a small boost in Dopamine. Therefore, it may help to explain the addictive nature, a self-esteem booster that Facebook can become. Equally if you don't get the likes you are looking for, it can result in feelings of lower self-esteem and rejection.

Oxytocin is profoundly concerned with all kinds of attachment. It floods in when a mother is feeding a child. It creates the sparkle in eyes when people are in love. It is hugely implicated in feelings of trust and has many beneficial health effects. A genetic lack of oxytocin has been associated with aggressive behaviour. Oxytocin is the social glue chemical. Neuroeconomist and author Paul Zak calls oxytocin 'the moral molecule'. He believes it is not only implicated in trust but in empathy and other feelings that help build a stable society.



We want to be able to generate this attachment chemical in an appropriate way at work. Connection, chemistry, team bond, understanding all help describe it. Underpinning it all is a sense of trust and fairness. All these things require us to get to know people, find out their positive intentions, give and receive lots of feedback, and help align personal intentions with work ones wherever possible.

Serotonin. Feeling good is the special purpose of serotonin. It has a particular effect on the management of mood and anxiety. High levels of it correlate with feelings of serenity and optimism. This is also involved in managing sleep, pain, appetite, and blood pressure.

Its nickname is the happiness neurotransmitter. It has links to motivation and achievement. Clearly this is a good chemical to have in a work location. Consequently, supporting emotional states of motivation, excitement, joy and trust and security even when under pressure become key management and leadership factors.

Noradrenaline (also known as **Norepinephrine**). The general function of norepinephrine is to mobilize the brain and body for action. In the brain, norepinephrine increases arousal and alertness, promotes vigilance, enhances formation and retrieval of memory, and focuses attention; it also increases restlessness and anxiety. In the rest of the body, norepinephrine increases heart rate and blood pressure, triggers the release of glucose from energy stores, increases blood flow to bones and muscles, reduces blood flow to the gastrointestinal system, and inhibits voiding of the bladder.

It enables big efforts to be put in and often acts as a pain inhibitor in short bursts. At work we may experience this when we are so engrossed in something or striving for a deadline or event that we can literally soldier through it without noticing tiredness or pain. It is only when we stop that our tiredness hits us. It is good in these short bursts and not possible to sustain for very long periods. As managers, encouraging the excitement and joy of getting things done and rewarding the burst of energy required can be a useful way of encouraging appropriate use of noradrenaline.

On the other side of our emometer we have 2 key chemicals playing big roles.

Adrenaline. Adrenaline is produced by the Adrenal glands situated above the kidneys. On a good day Adrenaline gives us that burst of energy and strength. The Pituitary gland in the brain tells the adrenal gland to create adrenaline when it is needed. Adrenaline helps us purposefully jump into action and work at a high energy



level. However, when not balanced by the positive effects of noradrenaline (Norepinephrine) and periods of calm and rest it can cause an overload to the system. It works in conjunction with Cortisol and in short bursts is very valuable to us. See below for more explanation of the interplay between these 2 substances on a good day and on a bad day!

Cortisol. The body is extremely well designed to deal with stress. Cortisol is often referred to as the stress hormone. Without appropriate pressures human beings would lapse into what kind of torpor. We would not get out of bed without a morning burst of cortisol. The whole of the nervous system is designed to deal well with stress. But this is true only for the short term. Our evolution as humans has prepared us for short term physical stresses rather than psychological stress which seems to be how society pressures humans in this century. Our evolution has not caught up with how to best manage this sustained it psychological stress when we encounter it. As managers and leaders we need to be aware of stress related fragility in our teams and colleagues, and in ourselves.

So, cortisol is useful in short term bursts. Small increases in Cortisol can have a positive effect and can create:

- Quick burst of energy for survival reasons
- Heightened memory function
- A burst of increased immunity
- Lower sensitivity to pain
- Help in maintaining the balance of all the functions of the body.

Think a bit like a small tap on the accelerator to get around the tricky bend rather than keeping your foot down all the time and flooding the system and burning out the engine.

Cortisol is often described as a corrosive chemical as under some conditions it can actually kill off neurons. Prolonged and unnecessarily high levels of cortisol in the bloodstream have been shown to be associated with adverse effects such as:

- Impaired cognitive performance
- Suppressed thyroid function
- Blood sugar imbalances
- Decreased bone density
- Decrease in muscle tissue
- Raised blood pressure
- Lowered immunity and impaired inflammatory response is such as slower wound healing



- Increased abdominal fat
- Higher levels of bad cholesterol.

On a good day adrenaline and cortisol work effectively in short bursts and an effective loop is set up between the pituitary and adrenal glands. In a bad period and when there is prolonged stress this circuit called the HPA (hypothalamic-pituitary-adrenal axis) can become over stimulated and floods the system with cortisol causing an increase in escape avoidance behaviours characterised by **freeze; flight; fight; and fright**. This begins to have a negative effects, especially on lowering cognitive performance, creating poor sleep and setting up a pattern of worrying and ruminating. The symptoms of stress then can become the causes of stress. The constant presence of cortisol in the system has negative health effects and negative cognitive impact. So it is no use just working harder or longer to try and put the system right. Arguably, coaching is a key adaptive response, to help people manage chronic stress in working lives. By talking things through and finding new strategies for managing stress and understanding new ways of achieving outcomes; giving feedback; and adapting new behaviours as managers and leaders we can coach people to gain perspective and keep their systems balanced.

This also shows us as managers and leaders that we must manage our own emotional state and neither create for ourselves the emotional states of fear; anger; disgust; shame; and sadness, nor intentionally create these states in others. We can liken overuse of cortisol to bad quality fuel that gives a much lower percentage return on effort in the workplace and in life.

You can read much more about and neuro psychology for coaches from reading Professor Paul Brown and Virginia Brown's book *Neuropsychology for Coaches – Understanding the Basics*.

Compassion Focused Coaching

Compassion Focused Therapy is rooted in an evolutionary model of human psychology. It explores the difficulties that the human brain encounters as a result of its evolutionary history. We explore the way in which old motivation and emotional systems interact with newly evolved cognitive competencies and intelligences, causing difficulty and complexity in the mind.

It brings an evolutionary framework to the conceptualisation of mental health problems and their alleviation.

- The human has the ability to self-monitor – this can be a source of shame, anxiety and depression



- The three-affect regulation system (threat awareness & coping, reward & resource seeking, and contentment & soothing) forms complex patterns within the mind
- Early life experiences can shape the organisation of our emotions and underpin mental health difficulties

The components of self-compassion and how its application can facilitate and promote wellbeing. There are fears, blocks and resistances to self-compassion that can occur.

There is an understanding of compassion as flow: compassion to others, being open to compassion from others, and compassion towards oneself. Its important to encourage the use of practices that stimulate compassionate mental states and those that build a sense of the compassionate-self identity.

Compassion and Coaching

Many of us agree that compassion ought to be a core component of the coaching process and up there with other attributes such as empathy and non-judgement. Yet we often think about being compassionate towards our clients rather than ourselves.

Paul Gilbert says that compassion is a motivation rather than solely an emotion and a definition is found below:

“Compassion is about stimulating the positive emotion system related to feelings of reassurance, security, safeness and calm peacefulness (as opposed to the positive emotion system linked to drive and excitement).

Liz Hall has developed her own definition of compassion which she believes is the other wing to mindfulness. Her definition is as follows:-

“Compassion is the motivation to empathise with another, to feel what they’re feeling, to care deeply about their wellbeing, happiness and suffering and to act accordingly And the heartfelt emotion (is evoked within us when this motivation is activated”
Hall 2013)

Boyatzis has said that if we have a compassionate approach in our coaching then clients are more likely to learn and make the behavioural changes they need to. If we are compassionate then we are more attuned to others and it promotes a more harmonious relationship. Self-compassion can greatly enhance our emotional well-being and reduces anxiety and depression which puts us in a resourceful state for life and working with clients.



Paul Gilbert – The Compassionate Mind

Professor Paul Gilbert's model shows the interaction between our three emotion regulation systems (Gilbert 2009) and this can be useful to look at the difference between doing and being. We can think of the threat and self-protection system as red, the incentive and reward, resource-seeking system as blue and the soothing, contentment and safety system as green. Mindfulness can help us to operate more within the green system and also to help us operate more mindfully within the blue system too.

So let's have a look at this model in a little more detail. Science has revealed that our brains contain at least three types of major emotional regulation systems. Each one is designed to do different things and also to work together as a system to be in balance and counter-balance.

Types of Affect Regulatory Systems

The threat and self-protection system

The function of this system is to pick up threats quickly and then give us bursts of feelings such as anxiety, anger or disgust. These feelings ripple through our body alerting us to take action against the threat – to self-protect. The threat system will always overestimate the danger. Our system is on constant alert through the amygdala scanning the environment for danger. It has developed in evolution to keep us safe when danger is present for example, is better to have lunch than be lunch.

Incentive and resource seeking system

The function of this system is to give us positive feelings that guide, motivate and encourage us to seek out resources that we will need to survive and prosper. We are motivated and find pleasure in seeking out, consuming and achieving nice things e.g. food, sex, comforts, status, recognition. When balanced with the other two systems this one can support us towards important life goals. If this system is over-stimulated then and it will drive us into wanting more and more and ultimately to frustration.

Soothing and Contentment System

This system enables us to bring a soothing and peacefulness to ourselves which helps to restore our balance. It is an inner peacefulness that is quite a different system from the hyped up excitement of "striving and succeeding". You can access this system through mindfulness and meditation. This system is also linked to affection and kindness and compassion. Affection and kindness from others helps to



soothe us as adults. This soothing system is a central focus when we are developing compassion.

People who suffer from depression will have their threat system on high alert whilst the drive and affiliative system will be low. It is important that we have a balance in all three systems.

Modern society in a variety of ways can overstimulate our threat system and our incentive system (“want more” and “need to do more”) Paul Gilbert states that happiness does not lie in over-stimulating those brain patterns but in balancing our emotions and desires, recognising the ups and downs of life and learning how to stimulate and develop the soothing system. The latter gives rise to peacefulness and helps to regulate the threat-based emotions of anxiety, anger, disgust and depression and the excessive “need” and “want” feelings of the incentive system...

Also if the drive system is unregulated you can get out of control. This system is usually pulled into line by the threat system.

Our brain is also designed for soothing kindness by others. We have to work on our affiliative and soothing system. Mindfulness can help with this system. You need to work in all three systems and gain a balance as a recipe for a healthy and happy life.

Compassion arises from the balance of the three emotional systems. It is underpinned by the release of natural hormones in the brain such as opiates and oxytocin. When our brains are in caring mentality pattern this brings on line certain feelings and ways of thinking and certain behaviours e.g. concern and kindness for others and working for their welfare which is essential within the context of a coaching relationship. However it is a brain pattern and can become lost if the incentive/resource feeling or self- protection system is dominant. We can learn certain exercises such as mindfulness that can stimulate this soothing and contentment system.

3 Affect Model – Reflective questions for the Coach

- What happens when a coaching client doesn't get what they want within the incentive and resource seeking model?
- What happens when a client rarely operates from the soothing and contentment system?
- What happens when our client mainly operates from the threat and self-protection system?



- Invite the client to draw their own circles of the model? What size are they in relation to one another? How does a client get into balance within all three systems?

Compassion Exercises

- Developing a compassionate image or symbol
- Settle into your posture with your feet connected to the ground and your back is self-supporting. This is a posture that represents dignity and presence.
- Bring your awareness to your breathing and noticing the in-breath and the out-breath. Slightly deepen and slow your breathing and allowing your awareness to flow softly with the movement of your breath, letting it soothe you and to bring you more fully into your body.
- Bring your attention to your out-breath and notice how when you breathe out the body relaxes a little and how your centre of gravity begins to drop from your head and into your body.
- Setting your intention to play around with developing an image that represents compassion for you (It can be an imaginary person, a real person, God or another deity, something from nature such as a tree or animal, a symbol, even a shape or a colour)
- Seeking to bestow your image with positive qualities including Wisdom, Strength, Warmth, Understanding and Non-Judgement. Your compassionate image has wisdom, strength, warmth, non-judgement and compassion through having gone through similar experiences to you. It understands the nature of life on earth. It understands that we all find ourselves with a brain we didn't choose which gets fired up with many emotions, fantasies and worries. It understands that we all share a common humanity. Your image is committed to your well-being and doesn't judge you in any way.

You may like to consider the following questions to help you develop your ideal caring compassionate image or symbol:

- What colours and sounds or anything else are associated with the qualities of: wisdom, strength, warmth, understanding, non-judgement.
- If personified do you want your caring/nurturing image to feel/look/seem old or young: male or female?



- If non-human looking do they look like an animal or perhaps something else from nature, the blue sky, the sea or light?
- How else do you want compassion to look like?
- How do you want your ideal caring compassionate image to sound (e.g. voice tone)
- What other sensory qualities can you give to it? How would you like your ideal caring compassionate image to relate to you?
- How would you like to relate to your ideal caring compassionate image?

(Adapted from Gilbert & Choden, Mindful Compassion 2013)

Loving Kindness Meditation

- Checking in with your posture so your back is straight but not rigid and your feet are connected with the ground. So bringing awareness to your posture so it reflects dignity and presence.
- Take a few deep breaths and close your eyes or gaze in an unfocused way as if you're thinking of something in the distance, relax your shoulders, perhaps checking in with your jaw to check it is not clenched.
- Set your intention for this meditation practice about taking out time for you and cultivating compassion for yourself and others.
- Turning your mind to yourself deserving of love and just doing the best you can.
- Staying with this. If it is difficult to extend loving kindness to yourself just staying with that if you can try to avoid piling further judgements or evaluations.
- Perhaps bringing to mind a loved one or pet – something or someone that you have unconditional love for and then moving back to yourself.

This is a very important part of the practice and you may like to do this first step a number of times before going onto the next stages.

Now wishing yourself the following

- May I be well
- May I be happy
- May I be free from suffering
- May I have peace of mind



Welcoming each statement into your heart. Really feeling the message. Notice how you are responding to what is going on for you. Staying with this as long as you wish before moving onto the next step.

The Loved One

Now bringing into your mind somebody you love, perhaps a partner, child, dear friend, pet or creature you find easy to love. Imagine them in your mind's eye. Again they are just doing the best they can. As you did for yourself sending them the following well wishes.

- May you be well
- May you be happy
- May you be free from suffering
- May you have peace of mind

Staying with this as long as you wish, radiating loving-kindness and good intent to this person.

Someone neutral

When you are ready extending your loving kindness to someone 'neutral', someone you have no strong feeling either way. Perhaps someone you saw at the bus stop or was in the same shopping queue as you or post-office or who you saw walking their dog. Bringing them to mind as best you can and sending them the following well wishes and loving kindness

- May you be well
- May you be happy
- May you be free from suffering
- May you have peace of mind

A person who you are having difficulties with

So now bringing to mind someone you have difficult feelings for. Imagine this person in front of you being their annoying or unpleasant self. Reminding yourself that these are just your perceptions which may have no bearing on reality at all. Tuning into how they like are like everyone else and are just trying to do their best. If they've done something to upset you then trying to find in your heart forgiveness. Staying with meaning them no harm at least. And if you can sending them well wishes and loving kindness.

- May you be well
- May you be happy
- May you be free from suffering
- May you have peace of mind



All Beings

Now extending that same loving kindness to all beings on the planet including your loved ones, strangers and those you find difficult and of course yourself.

- May we all be well
- May we all be happy
- May we all be free from suffering
- May we all have peace of mind



Outdoor Coaching

“In every walk with nature one receives more than he seeks” John Muir (1918)

Benefits of Being In Nature

- Improves mental health and mood.
- Strengthens immune system.
- Combats Seasonal Affective Disorder.
- Maintains healthy levels of Vitamin D.
- Lowers blood pressure.
- Restores focus after time spent at work.
- Develops awareness of wider environment and environmental change.
- Boosts creativity and improves memory.
- Encourages taking breaks and physically distancing from work

Why take coaching conversations outdoors?

The benefits of spending time in natural environments is far reaching, from relieving stress and depression, to restoring our brain’s ability to think creatively and come up with new ideas. In a world that embraces noise, pace and technology, there is a countermovement: one that recognises our essential quality as part of nature.



Our Systemic Connection to Nature

Being outdoors with nature is not about embracing something new. It is about re-connecting with something we already know. It’s in our DNA. Whenever we walk outside we are sub-consciously connecting to the footsteps of those that have gone before us, be that someone on the same path an hour previously or 10,000 years ago! For 99% of our time on earth we have lived as hunter-gatherers. No cities, no internet. Our ancestors only survived because they had an intimate connection to nature. For over 2.2 million years, our ancestors (in the genus Homo) etched out an existence within natural environments. To survive necessitated finding sustenance and shelter, and predator avoidance. These experiences have shaped many aspects of our



modern brain function. They continue to influence emotion, motivation, learning, and reasoning in subtle ways.

In addition, since our ancestral experience was mostly an outdoor one, sleep and mood-regulating circadian rhythms became coordinated by the cycles of natural light. Just imagine what a sedentary, centrally heated, IT focused, electrically lit, life is doing for us today both physically and mentally. Not to mention that many of us have lost the deep nature connection our ancestors had to; sense of direction, lighting and tending a fire, finding water, edible and medicinal plants, moving silently and making things with our hands. And that's just our ancestors. The earth has been here for 4.6 billion years. We are all related to the first the first cell on earth with its strands of DNA. Every single plant and animal can trace its ancestry to that first cell, which means we are all related to each other. Our spine, nervous system, heart and gut are all descended from fish. In the womb we breathe with gills and have a tail!

“A human being is a part of the whole called by us universe, a part limited in time and space. He experiences himself, his thoughts and feeling as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.”

Albert Einstein

The benefits of outdoor coaching

One of the basic concepts of coaching outdoors is that nature provides a therapeutic setting. Nature is a live dynamic environment that is not under the control or ownership of either the coach or the client. Nature is necessary for our physical and psychological wellbeing. Interacting with nature teaches us to live in relation with the other, not in domination over the other. Being outside in nature re-establishes our vital and fundamental connection with the earth. We relax and become more aware of what our intuition is telling us without all the 'noise' that usually blocks it out.

*You didn't come into this world.
You came out of it, like a wave from the ocean.
You are not a stranger here.'*

Alan Watts



What is Coaching Outdoors

In its most accessible form, Coaching Outdoors is a coaching session in the grounds outside the office building, sitting on a wall in the sunshine in the car park or on a bench in the roof garden. If you are lucky enough to be working with someone who has an office near a park or in the countryside then coaching outdoors could be taking a stroll through the park, meandering through the local woodlands, walking a path along the side of a field or sitting on a log. The key is that you are outside and not in the 4 walls of the office or a hotel.

A more sophisticated style of coaching outdoors would be somewhere less urban, more rural, where we feel more connected to the natural world. An environment where nature can play a bigger role, either consciously or unconsciously, in the facilitation of the coaching conversation.

We may have the same conversation that we would have had in the office but more noticeably at a slower pace and often with a very different client outlook. Or you can invite nature into the coaching conversation, expanding the process and opening the door to additional dimensions, unlocking things which would probably not have been reached without nature's active presence. For example, offering a client a moment of reflection while looking at a beautiful view, you could even walk on a small way, leaving them with some space.

Nature can also help us to deepen our coaching conversations. Nature is a living, sensual place evoking work that involves all the senses and communication channels; physical, emotional, imaginative and spiritual. Working with nature as a partner in coaching can be transformational for coach and client.

Practicalities for Coaching Outdoors

There are essential coaching practicalities to be considered for coaching outdoors:

- **Planning.** Walk the route beforehand as a risk assessment (know the terrain and duration of the walk) – is there a circular route, any hills, all flat? Is there likely to be mud? Ensure you are aware of these realities and if the coachee is capable of the walk. Always have a plan B to take account of bad weather and busy or closed routes.
- **Logistics.** Remind the coachee in advance of the type of clothing appropriate for the walk as well as the likely terrain, duration and



forecast. Ensure someone else knows the route you will be taking and your start and end times.

- **You as an Outdoor Coach.** As important as indoor coaching, outdoor coaching should also be coachee-led. The coachee may determine the pace or look to you to set it. It is important to be able to sense when it is useful to stop and take a break or sit in silence or let the coachee walk ahead of you or independently for a period.
- **Contracting.** With the usual contracting requirement, additional contracting considerations for the outdoors include meeting for the first time in a public location is help with ease; find out any aversions (e.g. animals, allergies, water, mountains) so you can avoid these when planning

Biophilia Neuroscience and Wellbeing

“A human being is a part of the whole, called by us ‘Universe’, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separate from the rest “This delusion is a kind of prison for us . . . our task must be to free ourselves from this prison by widening our circle of compassion and embracing all living creatures and the whole of nature in its beauty.”

Albert Einstein

What is Biophilia?

German-born American psychoanalyst and philosopher Erich Fromm (1900–1980) called this longing for nature “biophilia.” This is people’s love for nature, for the living. The term “biophilia” comes from the Greek and literally means “love of life or living systems.”

The twelfth century, German Benedictine abbess and scholar Hildegard von Bingen wrote down her discoveries about the healing nature of plants. Nearly nine hundred years later, many people still closely associate her name with herbal medicine. She called the power in plants and all other living beings “greening power.”

To feel a sense of emotional connection with other forms of life and be in touch with their vitality is linked to what the eminent Harvard biologist E. O. Wilson promoted biophilia. He put forward the idea that there is an innate ‘emotional affiliation of human beings to other living organisms’. Since he first proposed his biophilia hypothesis in 1984, biophilia has become a buzz word within environmental psychology. Wilson’s hypothesis is based on the fact that the natural world was the



main influence on the evolution of our cognitive and emotional functioning. People who were most attuned to nature, and most predisposed to learn about plants and animals, would have survived better. Because we no longer commune with the natural world on a daily basis, we do not develop the same level of attunement, but still it lies latent in all of us.

What is the Neuroscience behind it?

Homo sapiens evolved over millions of years from nature, in nature, and with nature. Evolution-wise, we are clearly more connected with natural habitats than with urban, technological, and highly modern ones. Based on the chronological benchmarks of evolution, humans have been living in modern cities and accessing industrial technologies for a couple of milliseconds.

In nature, in the wilderness, every one of us is a living creature among countless life forms. We are surrounded by plants and animals, mushrooms and microorganisms, which all have one thing in common: they don't judge us or expect us to behave in a certain way. We are just present among them, interconnected with them in the all-encompassing network of life, and no one looks for mistakes to hold against us. No one tries to squeeze us into a straitjacket or demands a certain performance from us. In nature, we can be who we are.

The reptilian brain is an archaic legacy of humans and other animals that has been time-tested for over 500 million years by evolution. As the name suggests, it unites us with reptiles — and amphibians, as well. The reptilian brain may be no bigger than a thumb, but it controls the most important, vital functions of our body, such as our heartbeat, blood pressure, breathing, and sweating. The reptilian brain watches over us when we are sleeping. It controls our different sleep phases down to the last detail and induces dreams while activating other parts of the brain, so we can have experiences in our sleep.

The neurotransmitter serotonin is also produced in the reptilian brain and plays an important role in controlling our emotional state. In other words, the reptilian brain is an important, completely unconscious, and independently functioning nerve centre that exercises immense influence over our vital functions and our emotional state. And it is in constant contact with the environment. Our reptilian brain passes along many impressions from the outside world to our brain: ten out of twelve brain nerves have their nuclei in the reptilian brain. That is why it reacts as quickly as a flash of lightning to various stimuli when we are in nature.



Our Mammalian Brain / limbic system developed in response to nurturing live young and living in social groups and is equally important for our archaic connection to nature. Evolutionarily speaking, the limbic system is about 200 to 300 million years old. This seasoned brain area is mostly, but not solely, responsible for our emotions, and it also influences our sex drive.

The limbic system tells us when we can relax and recover, but also when we should be active and ready for flight. This function is extraordinarily important when we concern ourselves with how, for example, we can relieve stress, find new mental energy, restore our awareness, or rid ourselves of fears and worries by spending time in nature. Modern neuroscientists assume that processes in the limbic system play a role in mental disorders such as depression, schizophrenia, phobias, and bipolar disorder, also known as manic-depression.

If we regard the human brain as an evolved organ especially designed to analyse and respond appropriately to the opportunities and constraints that existed in ancestral environments, we begin to look at human interactions with the natural world in a new way.

Our reptilian brain and limbic system could classify all of these burdens as threatening, similar to the hungry lion and sabre-toothed tiger. The only difference is that we don't run away from them. Once our archaic brain parts are switched to alert, relaxation and recovery, as well as creativity and clear thinking, are put on the back burner. Our body can handle acute stress situations well by buffering them with complicated neurobiological and hormonal control circuits. But stress at work, school, and home, in a hectic city life, and stress from the pressure to fulfil social expectations usually doesn't diminish, but rather continues on indefinitely. The natural control circuits for acute stress then fail, which can lead to chronic stress symptoms.

Examples of stress-related civilization maladies are difficulties concentrating, heart and circulatory diseases, sleep disorders, fear and depression, eating disorders, addictions, stomach and intestinal problems, immune deficiencies, and neuroses. It has also been shown that stress can play a role in the appearance of cancer.

Evolution

In terms of evolutionary time environmental scientist Jules Pretty has calculated that for 350,000 generations, people lived in close proximity to nature and that our brains evolved and developed in response to that environment – in contrast Jules Pretty calculated only 6 generations of people have been inhabiting large, densely built up cities.



‘Put human history into one week, starting Monday,’ he writes, ‘and this modern world emerges about three seconds before midnight on the Sunday.’

Many of the negative effects of city living stem from a fundamental mismatch: the human brain evolved in the context of the natural world, yet we expect it to function optimally in the unnatural urban surroundings that people inhabit today.

States of relaxed and immersive attention helped our remote ancestors survive in the wild. Successful hunting and gathering depends on this kind of attention and in being relatively effortless it can be sustained for long periods of time.

By contrast, contemporary lifestyles rely more heavily on a narrow, focused form of attention. The significance of the two different kinds of attention was demonstrated in a series of experiments starting in the 1980s, by the psychologists Rachel and Stephen Kaplan.

Our preferences for certain landscape elements and tree shapes can be explained by the fascinating history of human evolution. The memory of this type of landscape was written into our unconscious in ancient days, and these memories are carried forward with each and every generation.

Clemens Arvay reports, people can heal from chronic psychiatric conditions such as anxiety disorder, panic attacks, and derealisation (the feeling of being unreal or living in an unreal world) thanks to their personal rewilding in the presence of rivers, lakes, trees, or even the desert.

Nature offers us the space for “being away” from the influences of our commercialized society, in which everyone and everything must have economic value.

But the Biophilia Effect isn’t important only because of the enormous effect nature has on our psyches and bodies. It also calls us to something important in terms the future of our planet: our very existence depends on our paying close attention to all of nature and her intricate tapestry of diverse and magnificent landscapes. We are members of a vast and interconnected community in the web of life.

In nature, everything is intertwined with everything else. Each of the parts depends on all other parts.



Allowing the deep richness and diversity of nature to affect you in an intimate and personal way helps reduce stress and allows the natural world to fill you with hope and inspiration.

Effects on patients

Qing Li (Qing Li and Tomoyuki Kawada “Effect of the forest environment on immune function” in *Forest Medicine* ed Qing Li (New York: NOVA Biomedical 2013) could verify that the forest atmosphere consistently lowered stress hormones, cortisol and adrenaline, in patients. After one day in the woods, men’s level of adrenaline dropped by almost 30 percent and after two days, by 35 percent. Women’s adrenaline level was reduced by more than 50 percent on the first day, and on the second day by more than 75 percent in comparison to the original values. What psychotherapeutic drugs can do that? A shopping spree did nothing for the patients in comparison.

Roger Ulrich (“Biophilia Biophobia and Natural Landscapes” in *The Biophilia hypothesis* ed Stephen R Kellert and Edward O Wilson (Washington DC Island Press / Shearwater 1993) showed that a simple view of greenery and trees through a hospital window after a surgery substantially accelerated recovery. The study results were scientifically significant, so Ulrich kept researching. Patients in the “tree group” needed considerably fewer painkillers after surgery, and those who did need them took a lower dose, and the effects were more sustainable because they had fewer postoperative complications as well. Even having plants in the room improves healing after an operation and reduces the need for painkillers. But of course plants are not allowed in our hospitals for hygienic reasons. Ulrich also showed that even seeing movies or images of nature has a beneficial impact on patients and alleviates pain. Hospital employees around the world have made similar observations, especially in geriatric units. When older patients were able to visit gardens, they needed fewer painkillers and antidepressants.

Loss of motivation is a common mental health symptom. The neurotransmitter dopamine is one of the basic chemicals of life and we share it with other mammals. Dopamine triggers the kinds of exploratory or seeking behaviours needed for survival and plays a crucial role in the brain’s ‘reward’ system – which is in fact more like a seeking system because it is driven by the anticipation of a reward more than the reward itself. It gave our hunter-gatherer ancestors the ‘get up and go’ to explore their surrounding terrain: if they had waited till they were hungry they would have lacked energy to traverse the ground and collect food. As a result, the brain evolved to reward us for learning about our environment. Most of our dopamine arises from two tiny clumps of cells deep within the ancient layers of the brain; long



nerve fibres convey it to the farther-flung reaches, including the cortex, which means that in humans the urge to explore that it engenders is intellectual as well as physical. Dopamine generates a sense of purpose and a state of optimistic expectation and it boosts connectivity and communication throughout the brain so that if our dopamine levels are low, we feel that we have lost our 'mojo'.

Decades of research on laboratory rats – whose neural systems bear similarity to our own – have shown that when they are raised in what neuroscientists call enriched environments, they are healthier, more resilient to stress and better at learning than rats which have not been. Their brains show evidence of increased neurogenesis and raised levels of BDNF with twice as many neurons in the dentate gyrus of the hippocampus, which plays a critical role in learning and memory.

An enriched environment cage typically contains a wheel, a ball, a tunnel, a ladder and a small pool – the rat equivalent of a playground. The different forms of stimulation within it trigger seeking and exploring activity. The comparison rats are reared in standard cages containing only food and water. Laboratory work on the effects of environmental enrichment on the brain has until recently had nothing to do with natural forms of enrichment.

That situation changed when Kelly Lambert, Professor of Behavioural Science at the University of Richmond, Virginia, decided to include a third type of cage; one that contained soil and plant material, including sticks, stumps and a hollowed-out log. Rats are nocturnal, so their behaviour was monitored under a form of red light that is not detected by them. When Lambert looked at the footage the next day, as predicted, the rats in the standard, relatively empty, cages were, in her words, 'behaving like zombies' – barely interacting with each other. The rats in the artificially enriched cages were more active and sociable.

But when she looked at the rats in the naturally enriched cages she could not quite believe what she was seeing. She was so surprised that she called over her assistant to watch with her. For generations back, none of these lab-bred rats had been anywhere near nature, so they might have been expected to prefer plastic toys to sticks and dirt. But surrounded by the little bit of nature in their cages, they were the most excited and active lab rats the research team had ever seen. They were playing and digging and clearly enjoying themselves. More than that, they were connecting and interacting with one another in a much more sociable way. The findings were so striking that Lambert and her team ran a second set of experiments, this time for a longer period of sixteen weeks; again, the 'city rats' and the 'country rats', as Lambert by then was calling them, were compared to each other, as well as to the rats



reared in standard cages. The results of the biochemistry tests on the city and country rats were largely similar with both being superior to the unstimulated rats, although the ratio of the hormone DHEA to corticosterone was healthier in the 'country rats'.

But it was when it came to the analysis of their behavioural patterns that the 'country rats' definitely had the edge. Compared to the 'city rats', they were more resilient when they were exposed to stress, they explored for longer and showed more persistence in tests, and they were more sociable with other rats. Although Lambert calls them 'city rats' and 'country rats', what she gave her country rats was not countryside – that would have involved setting them free – it was more like giving them a garden to play in. What is amazing about this is that in all the decades of research on enriched environments, the difference between natural and artificial stimuli had been so little investigated. It seems that contact with natural elements stimulates the nervous system in a more powerful way than artificial elements can. The rats certainly recognised the difference; they were demonstrating the rat equivalent of biophilia.

You do not have to be a scientist to speculate about the soothing attractions of nature.

Forest air

Forest air is a rich biomedical mixture of substances that we can inhale or absorb through our skin, and plants release volatile compounds called "terpenes," which significantly increase our immune functioning. Terpenes can even activate the natural anti-cancer-mechanisms of our bodies that eliminate dangerous cells as well as those that have already become tumours. Further, being in the forest or walking across meadows with trees and shrubs stimulates our adrenal glands to release more of a biomolecule called DHEA into our blood, which protects us from heart disease and supports its cure. Wide, green landscapes with solitary trees help against chronic stress, depression, and burnout, and lower the blood pressure of patients with cardiovascular diseases.

The forest atmosphere activates the vagus, the nerve of calm and regeneration. Responsible for relaxation and renewal of our physical and mental reserves, it represents the archetypal female side of our involuntary nervous system. Japanese scientists studying the local tradition of forest bathing, *shinrin-yoku*, assume that the stress-relieving effect of the forest in regard to the visceral nervous system and stress hormones occurs through the soul as well as through terpenes, which plants use for communication.



Plants communicate via pheromones, that is, fragrances, and by a clicking of their roots (inaudible to humans) and that a forest is a single, coherent, constantly communicating creature.

Tree crowns are transmitting stations, that forest air contains “anticancer terpenes” with anticarcinogenic and immune-strengthening effects, and that inhaling them is like ingesting a healing potion. Just a single day in a wooded area increases the number of our natural killer cells in the blood by almost 40 percent on average.

Birdsong in a deciduous forest, which rings out from the crowns of trees and that our ears soak up like a lovely wave, probably doesn’t make us ready for fight-or-flight, but rather creates a soothing mood. Birds aren’t a threat, and our archaic brain parts that were trained by evolution know it. The same applies to the gurgling of a small stream that might be trickling down through a grassy hillside. A fruiting berry bush along the edge of a field also triggers pleasant feelings in us. Berries have always been a feast for the eyes, especially for our ancestors when they were still gatherers. After all, these delicious fruits were part of their nourishment. Our brain connects them with food and survival, not with danger and flight. The same applies to flowers.

Flowering plants signal to our brain trained by evolution that food is nearby. Our ancestors gathered honey, which bees make from the nectar. They also ate the nourishing pollen. An edible fruit often grows from a flower after pollination. It doesn’t matter if it’s a fruit, berry, nut, or vegetable, such as a tomato, pepper, or aubergine. We can observe ourselves being drawn to impressive mushrooms, edible berries, autumn elderberries, or bright rowanberries from European mountain ash trees. We enjoy these impressions. We are fascinated by the beauty of nature, partially because it is useful to us. For example, we can eat it and absorb it. At the sight of such berries, the aesthetic beauty is accompanied by thoughts of nourishment.

Our ancestors used trees for protection and shade, as safe places to sleep and eat, and often as a source of food, since numerous trees have many edible parts such as flowers and fruits, buds and leaves, and some roots or sap that flows within the trunk that is rich in minerals. People living close to nature still use birch tree sap as a painkiller and refreshment. Our ancestors often found wild bee honey in the tree crowns. Most people today have an affinity for trees as well.

Another example is still bodies of water, such as a lake in an idyllic location: they don’t pose any risk, and they provided our ancestors with food in the form of fish.



Studies verify that both children and adults from around the world have a strong preference for still, sparkling water surfaces, which arouse positive feelings in all of us and ensure relaxation in the reptilian brain, regardless of our cultural background. The fact that we are particularly attracted to sparkling surfaces of water is an important remnant of our evolution. It used to be essential for humans to recognize drinking water in open landscapes from far away. Flowing water also provides food and drinking water.

Numerous smells from nature soothe us, too. The fresh air, which we can breathe deeply, promotes relaxation, and the aroma of the forest soil, which smells of mushrooms, is not a bit menacing for us, but instead suggests edible delights. Nothing about these fragrances triggers the fight-or-flight response in our brain.

We often forget the significance of nature smells because our senses of seeing and hearing are more apparent to us. But in biology and medicine, it has been demonstrated that smells have an immense impact on our psyche and our unconscious, and therefore on our health. This impact also occurs when we are not aware of it. We even have an olfactory memory that allows us to associate certain places or events with smells. Thus, smells alone can trigger emotions that an incidence or place originally awoke in us and that we associated with the smell. For aromatherapy in hospitals and psychotherapeutic institutions, patients receive various smells of nature. For example, caregivers sprinkle essential oils on absorbent towels and stick them in patients' collars. That way, patients can carry those smells around with them all day. This complements the healing treatments for patients with pain or people with chronic stress symptoms, anxiety, panic, or depression.

Nature is full of aesthetic attraction — sounds and scents that create a neurobiological foundation in our body to feel good and relax.

Homo sapiens didn't evolve over millions of years among cement blocks and densely built-up cities, but in natural habitats dominated by plants and animals, rivers, mountains, lakes, hills, and meadows. It's no wonder that our reptilian brain and limbic system function best in their natural environment. Our evolutionary home is nature. We are interconnected with nature, and the reptilian brain, along with the limbic system, is the unconscious biophilia operating centre — that is, the heart of our connection with nature: where we belong.

The general conclusions drawn by multiple studies over the years are that if you want to reduce stress and set your archaic brain parts to relaxation, look for the following landscape elements in nature or in a park:



- Standing, sparkling water such as lakes, ponds, and lagoons
- Calm, flowing water, such as streams and rivers (rushing white water can be invigorating but is not suitable for reducing stress and relaxing.)
- The sea
- Flowers, blooming trees and shrubs, and green meadows in bloom
- Gardens with fruits and vegetables
- Berry bushes
- Peaceful places where you can see or smell growing mushrooms
- Plants and communities of plants where you encounter birds, so you can listen to their songs
- Trees with sweeping crowns, under which you can find cover
- Trees you could potentially climb to look out over the landscape
- Clearings or meadows scattered with trees and bushes, like a savannah

Trees

Gordon Orians, professor emeritus of biology at the University of Washington in Seattle is a true tree expert and has a comprehensive archive of tree shape images that he and his wife made. Together with environmental psychologist Judith Heerwagen, he used these pictures with trial subjects to see which shapes people prefer. They discovered that we unconsciously stick to three rules when we spontaneously judge trees based on their appearance. First, we like tree trunks that we can easily climb better than those that don't provide support for climbing. Second, we prefer trees with crowns that give us sufficient shade. And third, we are intuitively fond of those trees that are useful for our health and nourishment.

All plants release secondary phytochemicals many of which are healthy for us when we inhale them. We know, however, that trees in particular provide much of the anticancer terpenes that provide a boost to our immune system.

Tatsuro Ohira and Naoyuki Matsui doctors in forest medicine in Japan demonstrated conifers especially emit a lot of healthy terpenes especially cedar cypress pine Scots pine spruce and fir. After conifers come the deciduous trees. Beech, Oak, Birch and Hazel also give off the higher levels.



The Savannah Effect

It is clear that our aesthetic perception arose in an interplay with nature, in which humanity evolved. Our biophilia is a creation of the earth, where we live. It unites us with our home planet.

We've learned from studies that different types of landscapes are also effective to differing degrees when talking about stress reduction in the reptilian brain and limbic system.

During one study, people were exposed to different landscapes, and field researchers measured stress parameters, in their blood and saliva, for example. They also recorded brain activity. In doing so, they discovered that there is a type of landscape in which we humans can relax and alleviate stress particularly well. It is the savannah landscape. It has green surfaces, covered in grass, on which bushes and trees grow. These do not grow as densely as in a forest, but instead are sparsely scattered. Of course, savanna-like landscapes are not limited to one specific geographic region but can be found almost everywhere around the planet. Landscape designers have known for a long time about the relaxing effect of the savannah, which is why most parks that provide a place to rest are based on this archetype.

The savannah landscape provides a good view of the green space, and the trees are far enough apart to see between them and keep an eye on the surroundings. There are few places we cannot see where deadly danger may lurk, such as a predator or other aggressor. Our reptilian brain and limbic system function from an evolutionary perspective in spite of modern life and therefore see in the savannah-like ambiance even less of a reason to be bothered with alarm responses. Savannahs are also best suited for the human physique. We can walk upright there without a problem, and our arms are free because we don't have to fight our way through undergrowth or climb up or around obstacles. For our ancestors, the savannah was the safest place. There were also plenty of wild animals to hunt, and people could gather plant roots, fruits, leaves, seeds, and pollen there. Savannahs additionally had numerous bodies of water that could be seen from far away, such as lakes and rivers, where fish could be caught as well. Evolutionary biologists all agree that access to drinking water was and is a central criterion of evolutionary selection.

Our biophilia has been, evolutionarily speaking, strongly influenced by savannahs. Exactly like animals, we humans have a gut feeling for what is a good or poor habitat. This sensorium has been imprinted in the brains of animals and humans alike over millions of years of evolution. Suitable habitats trigger positive feelings of relaxation and safety in us.



Multiple experiments re savannah photos induced relaxation children elderly rural or urban dwellers – even indigenous rain forest dwellers despite some never having left the forest – savannah landscape is deeply embedded in our evolutionary unconscious.

People often describe how they feel calmed by a view of the ocean; a walk across endless meadows and grasslands; a hike up a silent, rocky mountain; and so on.

Attention restoration theory

The Kaplans (Rachel + Stephen Kaplan and Robert Ryan, *With People in Mind: Design and Management of Everyday Nature* (Washington DC Island Press 1998) discovered that nature fascination as a special form of attention helps us recover our capacity for directed attention, which we need every day at work. That is why they talk about the attention restoration theory (ART). Since directed attention is tiring, the Kaplans saw the absolute need for a timeout from this exertion. If we let ourselves be fascinated by nature, which happens automatically, our directed attention can rest and be replaced by fascination as soon as we move through a landscape with our senses open. Neuroscience backs this up in terms of needing focus to help us make better decisions.

According to the Kaplans, nature is the best environment for restoring someone's directed attention through fascination and remedying the consequences of fatigue. Other scientists confirm this conclusion.

Many studies show that nature fascination actually restores directed attention quickly. This was measured by first assigning certain attention-demanding tasks to the test subjects. They then sent the participants into nature and afterward gave them tasks again. They were first able to demonstrate that directed attention leads to fatigue, impulsive behaviour, agitation, irritation, and poor concentration. Secondly, they found that too much directed attention leads to neuronal inhibition mechanisms in the brain. Teachers, in particular, should take this information to heart. The walks in nature restored the participants' attention, and the results of their tasks improved greatly. Stephen Kaplan wrote that if you can find an environment where the attention is automatic, you allow directed attention to rest. And that means an environment that's strong on fascination.

Terry Hartig, professor of applied psychology at Uppsala University, conducted research on backpacking enthusiasts in Sweden. He and his team divided the backpackers into three groups. One group went hiking through a forest. Another group walked around in cities. The



third group stayed home. To test the participants' attention before and afterward, they were asked to proofread a document, and their work was evaluated. The trial subjects that were in nature did by far the best job and were able to concentrate longer, be more attentive, and find writing errors more efficiently after their walk in the woods. Those who remained in the city or at home didn't improve at all. Professor Hartig emphasized that he was not comparing extremes in his studies, such as remote areas in the Sierra Nevada versus downtown Los Angeles, or a wildly romantic peak in the Allgäu mountains of Germany versus the industrial zone in Berlin. He always sent his subjects to average natural and urban areas around the region.

Nature fascination can trigger a “flow” experience in adults and children. This is a mental state of concentration and full involvement in an experience or activity. The flow experience is associated with happiness, creativity, and often with spiritual experiences. Nature fascination is the mechanism that triggers and maintains the flow experience in green space. Many people know this feeling from gardening when they are completely absorbed in their activity with the soil and plants. The flow experience can, of course, also occur outside of nature — for example, when enjoying art, playing music, writing, or being absorbed in a hobby. It is a meditative state.



Key Drivers

What are Drivers?

Drivers are unconscious internal pressures that makes us do things certain ways, e.g. quickly or with emotion, and they tend to satisfy inner needs rather than actual events. Here we look at Drivers in the context of a coaching relationship.

Driver Questionnaire

Answer the following questions by indicating “Yes” (Y) “No” (N) or “to some extent” (S) next to the question number:

1. Do you hide or control your feelings?
2. Are you reluctant to ask for help?
3. Do you set yourself high standards and then criticize yourself for failing to meet them?
4. Do you do things (especially for others) that you don't really want to?
5. Do you have a tendency to do a lot of things simultaneously?
6. Do you hate 'giving up' or 'giving in', always hoping that 'this time it will work'?
7. Is it important for you to be RIGHT?
8. Is it important for you to be LIKED?
9. Do you have a tendency to start things and not finish them?
10. Do you set unrealistic time limits?
11. Are you fairly easily persuaded?
12. Do you dislike being different?
13. Do you have a tendency to put yourself (or find yourself) in the position of being depended upon?
14. Do you feel discomforted (e.g. annoyed, irritated) by small messes or discrepancies such as a spot on a garment or the wallpaper an ornament or a tool out of place, a disorderly presentation of work?
15. Would you describe yourself as 'quick' & find yourself getting impatient with others?
16. Do you hate to be interrupted?
17. Do you tend to compare yourself (or your performance) with others and feel inferior or superior accordingly?
18. Do you find yourself going round in circles with a problem feeling stuck but unable to let go of it?
19. Do you have a tendency not to realise how tired, or hungry or ill you feel, but instead 'keep going'?
20. Do you tend to talk at the same time as others, or finish their sentences for them?
21. Do you like to explain things in detail and precisely?
22. Do you like to 'get on with the job' rather than talk about it?
23. Do you prefer to do things on your own?



- 24. Do you dislike conflict?
- 25. Do you have a tendency to be the rebel or the odd one out in a group?

Scoring

Look at the response you have for each question, i.e. Y N S and give that response a score as follows:

Score: **Y** = 1 **S** = ½ **N** = 0

The score for each question then needs to be placed against the question number in the columns below.

Score each mark in the following columns:

Column	ONE		TWO		THREE		FOUR		FIVE	
	Q	Score	Q	Score	Q	Score	Q	Score	Q	Score
Question No.	3		4		5		1		6	
	7		8		10		2		9	
	14		11		15		13		17	
	16		12		20		19		18	
	21		24		22		23		25	
Total										

Now transfer your total scores for each column to the table below.

Column	Driver Statement	Score
ONE	Be perfect	
TWO	Please (others)	
THREE	Hurry up	
FOUR	Be strong	
FIVE	Try Hard	



Notes: The 'driver statement' is a summary of learned behaviour. We all have learned behaviour and it influences our actions to a greater or lesser extent, depending upon how powerfully we were given those messages, or how we reacted for or against them.

There are no right or wrong answers, better or worse ways to behave, all we need to be able to do is to understand our behaviour, and sometimes that of others, in order to increase communication and reduce friction.

Drivers - Hurry Up

People with Hurry Up characteristics work quickly and get a lot done in a short time. Our major strength is the amount we can achieve. We respond particularly well to short deadlines and our energy peaks under pressure. We actually seem to enjoy having too many things to do. The saying 'If you want something done, give it to a busy person' was probably invented with us in mind.

Our underlying motivation is to do things quickly, so we feel good if we can complete tasks in the shortest time possible. Like organisation and method specialists, we look for the most efficient way to do work in the hope of shaving even a few minutes off each task. These few minutes can add up to significant time saving across the week. We also spend less time preparing than others do, giving us chance to meet people and contribute more to the team.

However, give us time to spare and we delay starting until the job becomes urgent - then we start to work on it. This can backfire because in our haste we make mistakes. Going back to correct the mistakes takes longer than doing the job right first time, we may miss the deadlines after all. At the least, the quality of our work may be poor because we have not left enough time to check it over and improve it. Our urge to save time may be inappropriately applied to everything we do, instead of being reserved for those tasks where it will make a real difference.

Our ability to think fast may lead us to appear impatient. We speak rapidly and have a habit of interrupting others. We may even finish their sentences for them, often misunderstanding and getting involved in needless arguments. We use words and phrases like: 'quick', 'hurry up', 'get going', 'don't waste time', 'there's no time to...'. Our body language reflects our impatience through fidgeting, tapping with our fingers or toes, looking at our watch and perhaps even sighing or yawning.



Our appointments are planned too close together, so we rush from one to another, arriving late and leaving early. We are likely to turn up at a meeting having left the necessary paperwork in our office. We may even fail to arrive because we didn't stop to check the location of the meeting. When we do arrive others must wait while we are given a summary of what we missed. Our constant rushing, coupled with an emphasis on task efficiency, may prevent us from really getting to know people, so that we feel like an outsider.

A typical event for a Hurry Up is the time we approach a door that opens towards us, while we are carrying two cups of coffee. Most people would put one down, open the door, go through, put the cup down and return for the second cup. Not a Hurry Up, we juggle! Usually it's quicker, every so often it's slower because of the coffee we have to clean up or the accident book to fill out. A Hurry Up will try to carry everything in one trip - groceries, files, suitcases etc. There really is an overriding impression of someone in a hurry!

Stress and Hurry Ups

Having time to think, nothing to do and silences cause stress for Hurry Up people. As the stress increases anything we do will become increasingly frenetic.

Ways of reducing stress

- Learn to love and enjoy life for its own sake.
- Realise that people will respect and like us without having to prove how much we can do.
- Practise our empathy and listening skills.
- Be on time for appointments by resisting the temptation to do 'just one more thing before I go'.
- Make time to express our appreciation of what other people do.
- Make lists and create structure around us and our work - although this may be against our natural inclination.



Drivers – Be Perfect

Be Perfect people are as unlike Hurry Ups as can be. Be Perfect characteristics involve a quest for perfection - no errors, everything must be exactly right first time. Our major strength is our reputation for producing accurate, reliable work. We check the facts carefully, we prepare thoroughly and we pay attention to the details. Our written work will look good because we aim for perfection in layout as well as content.

The working style means we are well organised because we look ahead and plan how to deal with potential problems. In this way we are not taken by surprise but have contingency plans ready to put into effect. Our projects run smoothly and efficiently with effective co-ordination and monitoring of progress. Unfortunately we cannot be relied on to produce work on time because we need to check it so carefully for mistakes and this checking takes time. Due to our concentration on how something looks, we are likely to call for whole series of relatively minor changes to layouts. Our concern about being seen to be wrong means we are reluctant to issue a draft copy, preferring to wait until the final version is completed, so opportunities for incorporating the ideas of others may be lost.

We are also likely to misjudge the level of detail required. We include too much information and have the effect of confusing the recipient. Our reports become lengthy, our sentence patterns also suffer when we are writing or speaking. We have a tendency (as demonstrated here) to add in extra bits of information in parenthesis; not so difficult for the reader (who can always glance at it again) but hard for a listener to follow. We choose our words carefully and may therefore use long, less familiar words or technical terms that others do not understand. We may say: 'as it were', 'probably', 'possibly', 'certainly', 'completely', 'one might say'. We will use completed sentences, perhaps numbering the key points. When speaking we may count the key points off on our fingers. Our language and appearance can all be indications of our desire to be perfect.

There is a danger that we end up doing everything ourselves because we do not trust others to do it right. We apply our high expectations constantly and fail to recognise when a lower standard would be appropriate and acceptable. This makes us poor delegators and may earn us a reputation for demotivating criticism. On the other hand, when we recognise the errors in our own work we may feel worthless and not good enough even though others are satisfied with our performance.



The Be Perfect carries the coffees on a tray. The really Be Perfect even has a napkin on the tray to mop up the spills. When the Be Perfect carries out joinery, they never say the wood is too short, they check the measurements several times with a range of measuring tapes. If they get different measurements they postpone the cutting of the wood whilst they write letters of complaint to the manufacturers of the measures.

People influenced by this Driver are likely to be purposeful, moral and have very high standards. We can be task oriented and extremely logical, and very good at seeing the best way of achieving success or completion of a task.

Stress and Be Perfects

Stress can be caused by anything that indicates the danger of loss of control. Examples could be: other people's perceived 'low' standards or illogical approach; over emotional reactions from other people and failure to achieve goals. As the stress increases there is a tendency to become more and more single-minded - unable to see the points of view of other people. We are likely to become more and more controlling. We may become arrogant and aggressive in arguments, only able to see our own point of view. We can be focused on the goal and may ignore the people around us.

Ways of reducing stress

- Be prepared to appreciate the views held by other people, rather than seeing only our own as valuable.
- When under stress we have a tendency to treat everything as important and so energy is wasted on issues that are not actually important in themselves.
- Become more conscious of our tendency to be self-righteous and to respond to people in a parental manner. Make a point of communicating our feelings.
- Be prepared to laugh at ourselves.



Drivers – Please People

Please People types are the good team members. We enjoy being with other people and show a genuine interest in them. Our aim is to please other people without asking. We work out what they would like and then provide it. This working style means we are nice to have around because we are so understanding and empathetic. We use intuition a lot and will notice body language and other signals that others may overlook.

We encourage harmony within the group and work at drawing the team closer together. We are the ones most likely to invite the quieter members into the discussion so that their views are shared. This is especially useful when someone is not airing their concerns and might otherwise remain psychologically outside the group. At the same time we are considerate of others' feelings and will not embarrass or belittle them.

Unfortunately this style can have serious drawbacks because of our avoidance of the slightest risk of upsetting someone. We may worry so much about earning approval that we are reluctant to challenge anyone's ideas even when we know they are wrong. We may be so cautious with criticism that our information is ignored. Our own opinions and suggestions are so wrapped around with qualifying words that we seem to lack commitment to them. We spend a lot of time smiling and nodding at people to indicate our agreement with them. Our own views are presented as questions only, ready to back off if others do not like what we are saying. Our facial expression is often questioning with raised eyebrows and an anxious smile. We may be seen as lacking assertiveness, lacking critical faculties, lacking the courage of our convictions. When criticised by others, we may take it personally and get upset even when the comments are worded constructively. Due to our reluctance to say no, we let people interrupt us and we are likely to accept work from them instead of concentrating on our own priorities. We hesitate to ask questions because we feel we should somehow know the answer only to find out later that we've not done it the way they wanted. Our attempts to read people's minds often result in us feeling misunderstood when they do not like the results.

Please People types fetch the coffee frequently. They also open doors for other people who are carrying coffee, even those with only one cup. Please People often rush to open the door long before you reach it with your coffee or even offer to carry your coffee.



A characteristic of the way we speak is that we may start a sentence positively and end it negatively. For example, “My new car is wonderful, I wish I had been able to get the red one I really wanted.”; “I got my report finished quicker than expected, I suppose something unexpected will happen that will take away the time I saved.”. Statements are often turned into questions by adding phrases like “Is that OK with you?”; “What do you think?”; “Is that what you were thinking?”. The tone of the voice rises at the end of the sentence giving the impression that a question has been asked even when a statement had been made. The person with a Please People driver may put a lot of effort into looking attractive and dress in an appealing way rather than looking smart and neat.

Stress and Please People

We can become stressed when we are ignored or criticised. We fear being rejected and being ‘to blame’ for something.

We tend to become more and more emotional, refusing to respond to requests to ‘be logical’. If the stress increases we find it impossible to say ‘no’ to anyone. A disturbing aspect of this stress pattern is the urge to *rescue* anyone and everyone. Rescuing in this context is doing something that has not been asked for or doing more than your share. This approach does not really help the person being rescued in the long term. Rescuing is different to taking charge in the event of an emergency - a positive reaction. Every time we do something for someone they are missing an opportunity to do it themselves and consequently learn from that action.

Ways of reducing stress

- By feeling responsible for others, the person with a Please People driver expects others to reciprocate by taking responsibility for our well-being. Try accepting responsibility for what happens to you and what you do to others.
- Avoid jumping to conclusions about what other people want. Listen carefully to what they are saying.
- Develop self support systems - become autonomous.



Drivers – Try Hard

The Try Hard working style is all about the effort put into the tasks, so we tackle things enthusiastically. Our energy peaks with something new to do. People value our motivation and the way we have of getting things off the ground. We may be popular with colleagues in other sections and with customers or clients because of our enthusiastic approach to problem solving. Managers especially appreciate the fact that we often volunteer to take on new tasks.

Because of our interest in anything new and different, we may well be noted for the thorough way in which we follow-up on all possibilities. Given a project to undertake, we will identify a whole range of ramifications and implications that should be taken into account. The result is that we pay attention to all aspects of a task, including some that other people may have overlooked.

However, we may be more committed to trying than succeeding. Our initial interest may wear off before we finish the task. Managers begin to realise that we are still volunteering for new projects even though we have not completed any of those tasks given to us previously. Our colleagues may come to resent the fact that we do the early exciting parts of a project but then expect others to finish off the boring, mundane, detailed work. We may also fail to finish because we spread our interest over too broad a range. Our attention to so many aspects makes the job impossibly large. Even if we complete most of it, we may still think up yet another angle to pursue before we agree that the job is done. Thus a small, straightforward task may be turned into a major exercise creating havoc with the time schedule. We miss the deadline or hand in a report full of items that are largely irrelevant. It is as if we are secretly making sure we do not succeed, so that we can just keep on trying.

Our communication with others may be pained or strained as we frown a lot while we try to follow them. Our own sentences are likely to go off at tangents because we introduce new thoughts just as they come to mind. The listener becomes confused both around the constantly changing content and about judging whether we have finished speaking. Sometimes we string questions together so the listener has to 'try' and sort out what to respond to. When asked questions we may well answer a different question - a skill used deliberately by politicians but not so useful when it is outside our awareness.

Try Hards forget they are going to collect the coffee because something else takes their attention. They stop at the notice board on the way and, having read something interesting, go off to find some more information.

The word 'try' often appears in sentences spoken by Try Hard people. Such as: 'OK, I'll try to do that by Friday' or 'I'll try my best.....'. In this context it usually means 'I'll try to do it rather than actually doing it'. Other typical words are: 'I can't.....', 'I don't understand.....', 'It's very difficult.....'



Try Hards are Intense and committed. We are very hard workers who take on lots of tasks - although often not completed. We set ourselves very high standards that are often not achieved. We are passionate about supporting the underdog and righting wrongs; often workers for political or other causes.

Stress and Try Hards

We hate being told that we are 'not trying' and being criticised for not caring or for being irresponsible. A problem for Try Hard people is that we believe that we are only acceptable if we try hard. Therefore how will we survive when we have succeeded in completing a task? Finishing is less important than to go on trying.

Ways of reducing stress

- Monitor how many times we use the word 'try'. Say 'I will' or 'I won't' instead.
- Check our work schedules before taking on extra work. Decide what to give up in order to do something new.
- Be prepared to distinguish between things we can and cannot change.
- Stop comparing ourselves with others.



Drivers – Be Strong

Be Strong people stay calm under pressure. With this working style we feel energised when we have to cope. Due to being good at dealing with stressful situations we are great to have around in a crisis. We are the ones who will keep on thinking logically when others may be panicking. We seem to be able to stay emotionally detached from the situation enabling us to problem solve around difficult personal issues and deal efficiently with people who are angry or distressed. We are able to make ‘unpleasant’ decisions without torturing ourselves with guilt about the effects of those decisions on others. As supervisors we are likely to handle staff firmly and fairly. We will give honest feedback and constructive criticism. We stay even-tempered so that people know what reaction to expect from us. As we are good at staying calm and dealing with all that the job throws at us, we are seen as consistently reliable, steady workers. Our strong sense of duty ensures we will work steadily even at the unpleasant tasks.

One problem with this style is that we hate admitting weaknesses and we regard any failure to cope as a weakness. So we get overloaded rather than ask others for help. We may disguise our difficulties by ‘hiding’ work away, often our desk looks tidy but correspondence is filed away in a rather large pending tray. We may be highly self-critical about our shortcomings as well as seeing it as a weakness if other people ask for help.

Colleagues may feel uncomfortable about our lack of emotional responses. This may be especially pronounced in those situations where most of us would feel the strain. It can be hard to get to know us when we seem to have no feelings. Occasionally someone with this style will appear to be very jovial and friendly. However, this will be a mask that prevents anyone from getting to know the real person beneath the superficial layer of jokes and banter (which may be perceived as sarcasm by the recipient).

Our communication may reinforce the barriers to getting to know us. We are likely to use the passive rather than the active voice. Words like: ‘one’, ‘you’, ‘we’, ‘it’ are used to replace ‘I’. For example - ‘It occurred to me’ rather than ‘I thought’ We may depersonalise ourselves saying - ‘One often does.’ rather than ‘I often do.’ . Our voice may be monotonous or dispassionate; our face may be expressionless confirming the urge to hide any evidence of feelings, which may mean weakness. The observant person will spot that our smile does not extend from our mouth to our eyes. We fear to ask for anything in case it will be refused. Be Strong is all about not appearing vulnerable.

Be Strongs are very matter of fact regarding coffee. They get coffee when they are thirsty. They carry one cup because they get it for themselves. This means opening the door is not a problem. Be Strongs never have problems, they specialise in coping with anything. If they cut themselves when chopping



vegetables for dinner, a Be Strong will apply a tourniquet, finish preparing the meal, put it in the oven, and then drive themselves off to hospital while it cooks.

We are self-sufficient, helpful, and reliable. People with dominant Be Strong drivers enjoy tasks which are repetitive and like working on our own. We are extremely stoical when difficulties or problems occur, carrying on regardless.

Stress and Be Strong

We may become stressed when rejected as we could be seen as vulnerable. We dislike being 'forced' to show our feelings about a situation - saying what we feel and exposing our weaknesses. Someone with a Be Strong driver tends to become withdrawn under stress, withholding behaviour. We may become quieter and quieter and reluctant to communicate. A typical conversation could be something like - *"Is something wrong?"*; *"No."*; *"Are you sure?"*; silence!; *"There really seems to be something wrong - what is it?"*; more silence. The questioner becomes an interrogator in their attempt to get a response.

Ways of reducing stress in self

➤ Be prepared to accept help as well as to give it. As generous givers, Be Strong are always ready to help, and by being like this we never have to reveal our own needs. Be more balanced; express our own needs.



Drivers - Summary

Drivers are considered to be what we use to convince ourselves that we are 'OK' in the world. We do this by telling ourselves things such as:

- “I’m OK as long as I’m strong”: Be Strong
- “I’m OK as long as I work perfectly”: Be Perfect
- “I’m OK as long as I work fast and hurry up” :Hurry Up
- “I’m OK as long as I keep on trying” : Try Hard
- “I’m OK as long as everyone likes me” : Please People

These Drivers are the ones we use to drive ourselves and will be greater or lesser in strength. A dominant Be Perfect driver will result in a constant striving for perfection even in areas where it may not be possible, e.g. interpersonal skills. Conversely a very weak Be Perfect driver could result in a slipshod and careless activity.

To satisfy our drivers on an ongoing basis is impossible. Eventually we will fail, resulting in an unpleasant feeling, which we have set up for ourselves. There is a tendency for us to be dominated by two or perhaps three Drivers rather than just one, although we can have traits of all Drivers to varying degrees. Some combinations appear more difficult than others - e.g. Be Perfect and Hurry Up. We deal with such combinations by compensating in various ways to meet them.

By their nature Drivers are energy sapping. Increased awareness of them allows us to change our attitude to a more positive diversion of this energy.

It is possible to group Drivers to observe some general characteristics exhibited by people dominated by them.

<p>Be Strong with Be Perfect</p> <p>Find failure unacceptable. Cool and controlled appearance. Uncomfortable with the irrational and intuitive. Tendency to control.</p>	<p>Try Hard with Please People</p> <p>Find acceptance of success difficult. Pleasant and co-operative. Uncomfortable with organisation, rationality and planning. Tendency to be submissive.</p>	<p>Hurry Up and Be Strong</p> <p>Finds commitment difficult. Energetic and busy. Uncomfortable if not active. Tendency to be isolated or difficult to tie down.</p>
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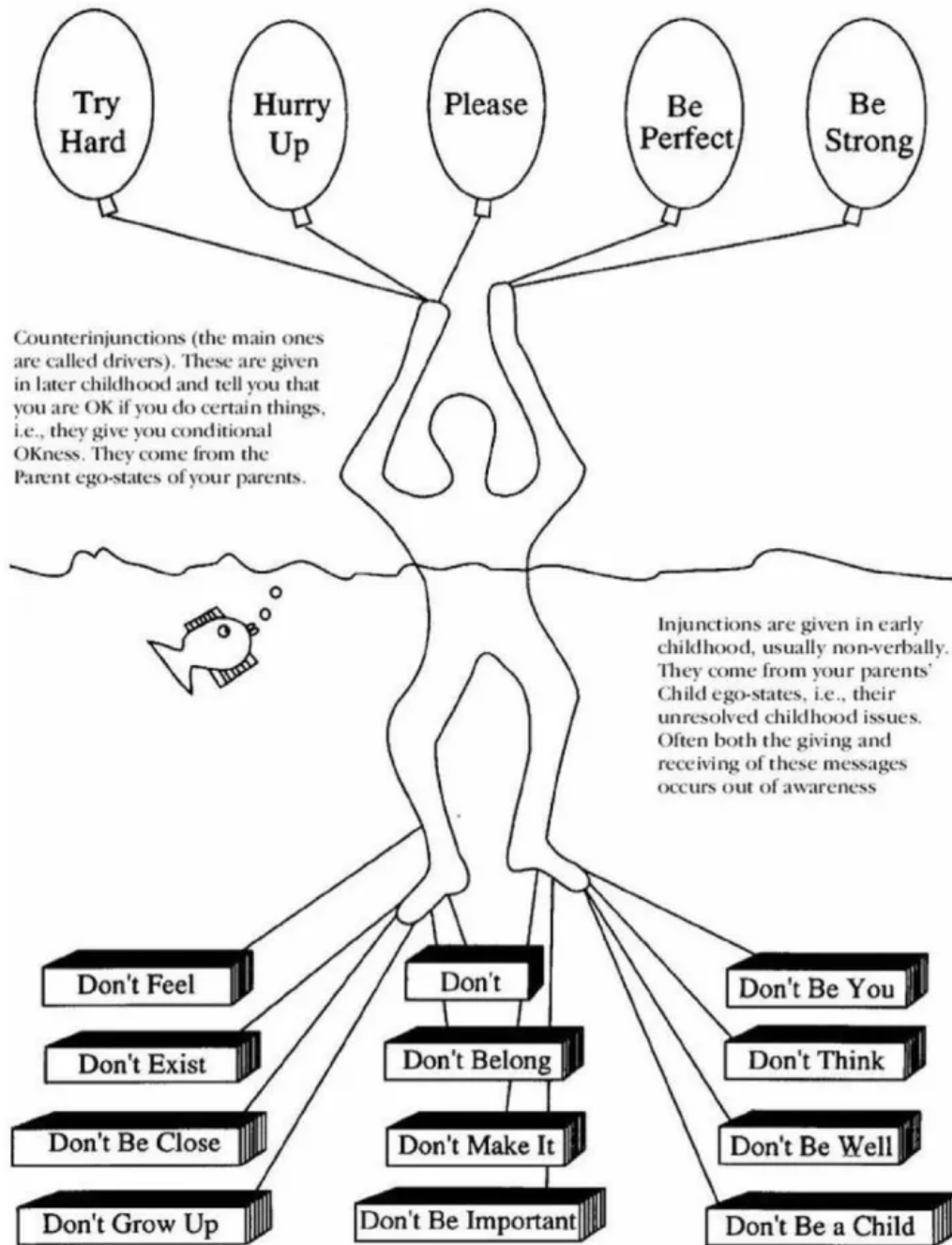


Driver behaviour in the working environment

<p>Be Strong</p> <ul style="list-style-type: none"> ➤ Never shows excitement, anger, sadness etc. ➤ Never asks for help. ➤ Works long hours; does not take holidays even when exhausted. 	<p>Be Perfect</p> <ul style="list-style-type: none"> ➤ Never turns down an assignment. ➤ Finds it difficult to complete projects. ➤ Gives out too much information when asked a simple question. 	<p>Hurry Up</p> <ul style="list-style-type: none"> ➤ Always on the go thinking of the next place s/he has to be. ➤ Interrupts people and finishes sentences for others. ➤ Talks first when delegating, leaving out part of the instructions as a consequence.
<p>Try Hard</p> <ul style="list-style-type: none"> ➤ Popular with people as they are all about putting effort into tasks. ➤ Enthusiastic, particularly with new tasks. ➤ Often volunteers to take on new tasks. ➤ Often does not finish a task. 	<p>Please People</p> <ul style="list-style-type: none"> ➤ Agrees with the boss, even when knowing s/he is wrong. ➤ Smiles most of the time, agreeing with you before your statement is complete. ➤ Goal is to maintain human relationships. 	



Drivers & Injunctions



Angels and Demons

"We don't see the world as it is...we see the world as we are."

Anais Nin

Your map of the world

We bring our own map of the world to our coaching. We bring us...which is what gives us the potential to become a great coach...and also means that our own glorious, unique and un-sorted world is at play!

Why do we need to look our map?

Looking at our own 'stuff' is not so much about 'sorting' us as being aware of what is going on for us on a certain day, a season or indeed those patterns that have and will live with us for our whole lives. Then we have choice!

- We may need to 'sort' something in order for our health and wellbeing to be OK.
- We may need to be resourceful in order to ensure that our coachees health and wellbeing are being looked after.
- We will want to ensure that the quality of our practice is upheld and improved.
- We will want to be clear on our boundaries.

Looking at our own maps enables us to sometimes pre-empt and always to recognise interference from our own world in coaching with the mastery that we've attained.



Your Angels and Demons

So, we need to be able to identify our patterns or strategies...not always easy, as we've been running them all our lives and often are therefore blind to them. As NLP practitioners or experienced professionals you will have spent considerable time spotting and getting feedback on your own patterns, so you have a head



start at both recognising them and deciding on what action you need to take as a result.

What patterns might you like to explore that could have an effect on your coaching? The glib answer would be all of them as they make you up as a whole...and in reality we will focus on those most likely to impact coaching.

An example list of possible patterns below includes patterns that we run around our work, conflict, intimacy and emotional expression, influencing others, motivation to achieve something...and you may find that patterns you run in one context you may well run in another... or that some are purely contextual.

It would be un-ecological to unpick all of these patterns at once and it is very ecological to consider when you've been coaching what have been the patterns most at play for you and to explore these ongoing through your practice with the help of supervision and/or coaching of yourself as an individual.

Where are the Angels or the Demons?

Depending on your patterns...you may be asking at this point, so why do you include Angels here? Aren't all of these demons? Or...why do you include Demons here? Aren't they all Angels?

Either of these patterns could lead us to run our patterns without considering their appropriateness. The first assumes that all our patterns are hindering us...the second that they are all helping us...either perspective could lead to blind spots about our effectiveness and flexibility for ourselves and with our coachees.

How do we examine these?

What is the typical internal dialogue that you run around your work? Other people?

What do you recognise here that you run in some form? What about it helps you or hinders you in your coaching practice?

I'm not good enough...
I'm great at this

I don't know...
I know everything I need to...

I need to do more...
I need to relax and be more...



I want others to like me...
 If I help you, you will you like me...
 I like everyone....
 I don't need to be liked....

Hurry up...
 Take it one step at a time...
 Slow down...
 You're so slow

I wouldn't /don't want to do that...

I must get better....
 I'm good enough....

Give it a go...
 I'm not sure...I can only act when I am sure...
 I need more training...

I don't do (X).....

People who ask for help are weak...
 Crying is a sign of weakness....
 Anger is bad....

Expressing emotion is important...
 Expressing emotion is embarrassing...

And many, many more....

What if?

....as part of your learning log you notice the patterns you run as you coach – take these to your supervision

....use your Angel and Demon to explore these patterns further...what's the positive intention of the dialogue and ensuing behaviour? What are your options for different behaviour?

...notice how you and everyone else's patterns make sense to themselves!



Taking a History

Why might taking a personal history be useful?

It is useful to undertake a personal history for the following reasons:

- Relationships with authority figures evolved from our relationships with our parents and parent figures such as teachers. Our relationships with peers will have been affected by how we got on with our siblings and early friends. These influences on relationships at work will have important effects on approaches to leadership and interpersonal skills
- Patterns of emotional response are laid down in childhood through attachment patterns with parents and authority figures. It is important to look for the common patterns so we can gain a sense of bringing awareness to the client's issue and how they are making meaning and for change to take place.
- Understanding the landscape of the person you are working with will help them and you be able to navigate where they might go next.

How might we take a personal history or biographical inquiry?

Position these questions with your coaching client. Perhaps saying "I would like to get to know you and work across the landscape of your life. We may notice patterns as we explore this territory that may support awareness when working on your coaching goals.

Personal History - Questions

- What was your place in the family – birth order?
- What effect has your birth order had on you?
- How did you parents meet?
- What are the dominant family messages?
- Who gave them?
- How have you incorporated them/revised them?
- How did your parent's occupation shape the person you have become?
- How did you feel about school?
- What were you rewarded for as a child? What were you punished for?



- If you had to point to one outstanding experience in your childhood, what would it be?
- How would you describe your relationship with each parent?
- How did you get on with your siblings?
- What effect has marriage/partner relationship had on your life?
- What does the experience of being a parent done for you?
- How did you make your career choices?
- What helped you decide to move on from earlier jobs?
- What themes and patterns do you see emerging in the story as you have told it?
- What are the links to the coaching we will be doing?

What if?

You use a walking session to explore past life experiences.

You use a reflective timeline to look at significant relationships and experiences

You use a metaphor such as a stage play of life – who were the characters in your life, who is off stage but still has influence, what are the key scenes that have shaped you?



Personal History - HASIE Model

Paul & Virginia Brown

Biographical data can be so important for us to understand as coaches on the basis that it is only through understanding the client's actual (not coach imagined) life experience that the coach has any chance of making good judgements about whether the coaching goals are:-

1. Attainable
2. How they are to be attained
3. What aspects of self are to be built on
4. What aspects of self will limit points 1 - 3

The way we see the world determines our perception. In fact, the way we see the world has an epigenetic effect and affects our neuro-chemistry. We are powered by emotion and then the cortex rationalises this emotion to make decisions.

We need to get inside the head of our coachee so we and they can understand their emotional patterning and capacity for relationships through their eyes. We can gain a sense of their neuro-chemistry and how energy creates action and motivation. Having brain sense allows us to be more explanatory rather than descriptive. Feelings are how we make sense of the world.

Dan Siegal, who is an Interpersonal Neurobiologist had a definition of the mind which he describes as the output of the brain. The mind operates to manage information, energy and relationship. The mind works best with relationship and trust.

One way to get inside the head of our coachee is to undertake a personal history at the start of the coaching. Paul and Virginia Brown offer a HASIE (Hierarchy, Attachment, Siblings, Identity Emotional Tapestry) working model which is a way of structuring the personal history in the following areas:

- Hierarchy**
- Attachment (Secure/Avoidant/Anxious)**
- Siblings**
- Identity**
- Emotional Tapestry**



This is not necessarily the order in which information will occur and it is what is needed to be known according to Professor Paul Brown and Virginia Brown. So let's have a look at each one of these in turn:-

Hierarchy

This is about the shape of the family and where the coachee comes in it and what happens in the family. So some questions to ask as a coach are:-

- Where do you come in it – birth order? What happened in the family?
- Tell me about your early family stories? Where were you born and where did you live?
- What effect has your birth order had on you?
- What were you rewarded for as a child? What were you punished for?
- What were the dominant family messages? Who gave them?
- How did your parent's occupation shape the person you have become?
- How would you describe your relationship with each parent?
- If you were to describe one outstanding experience of your childhood, what would it be?
- How do you feel that your overall family experience has affected your adult personality?

Attachment

As a coach you are looking for signs to create a working hypothesis of whether your coachee has secure, insecure or avoidant attachment patterns. You will start to get a sense of this from the questions around the "Hierarchy" stage of the personal history and the coachee narrative as they tell their story. Also, as a coach we are looking to create a secure attachment wrapper around the coaching and model in a securely attached relationship between coach and coachee. Early attachment experience shapes the brain and leads to specific attachment styles which are reflected in how an individual relates to others. The way a client talks about themselves reveals how they have organized their attachment experience. The coaching experience is an opportunity to model secure attachment.

So, how organized was their attachment experience? Some features to notice are described below.



- **Secure**
You will notice a free narrative style which is flexible and coherent, with self-reflections and a balanced perspective.
- **Avoidant**
You will notice a dismissive, incoherent, inflexible style. The coachee will minimize emotional significance. There will be a lack of recall in early life.
- **Anxious**
You will notice a preoccupied and entangled style. Preoccupations on the past will intrude on the present. There will be intense idealization.
- **Disorganised**
You will notice an unresolved style, disorganization, disorientation around issues of grief and trauma.

Questions to ask

- When you were hurt or upset as a child what did you do?
- What else are you attached to (collections)

Siblings

- What is the nature of the sibling relationships? What have they done? How is the client seen? This will provide an insight into how the coachee works in teams.
- How do you describe your early relationships with your siblings?
- Are your siblings close to you now or elsewhere?
- How would you describe your early relationship with them?

Identity

- How do you begin to establish your identity?
- What are the key aspects of self (or selves)
- What the individual feels to have been the key turning points of their existence?
- What do you want to be (yourself)
- Explore our own feelings around who we are.
- What has motivated us and emotionally pushed us in our work.

Emotional Tapestry

- What were your key emotions in the childhood family?
- What were the colours and patterns?
- Where does joy come from in the family system?
- Choose 5 adjectives or words to describe your early family life. (Between the ages of 5 – 12)



- Where do specific emotions feature in your life?
- What are you passionate about outside of work?

By carrying out a personal history you can enable your client to look at the world in a HASIE way and also so you, the coach, can get inside the head of your client and look at the world through their eyes and discover the emotional patterning of their lives. This will put you in the best position to understand how they will deal with their coaching goals, so your client can achieve the change they desire in a sustainable way.

(From the work of Professor Paul Brown – the Science of the Art of coaching)



Logical Levels

"I always wanted to be someone... but I should have been more specific."

Lily Tomlin

What are Logical Levels?

This is a model originally developed by Gregory Bateson and refined by Robert Dilts. You will also see it titled Neurological Levels, or Levels of Influence.

It is a fundamental model for the application and understanding of how a whole system works. The model breaks down our experience into different levels that need to be attended to for something to be sustainable, congruent and integrated.

Why it can be useful

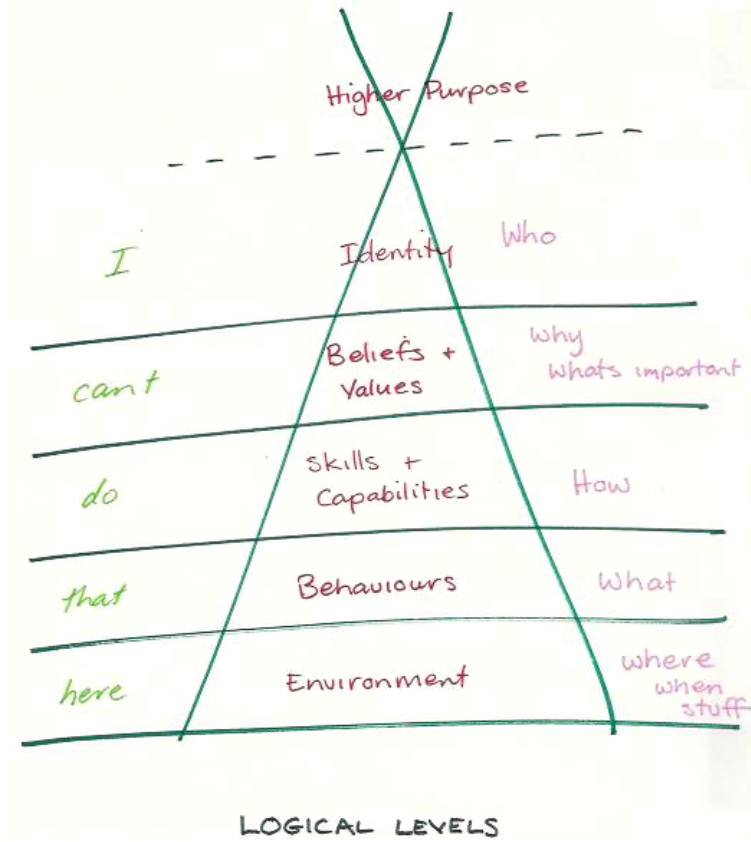
There needs to be a high degree of congruence and alignment in any change in life or at work that you want to put in place in order for it to all fall into place and have the impact you want. Without this congruence, things don't ring true, or don't feel right for those that experience it.

An example of things lacking this congruence would be when there is a large "say – do" gap with an organisation stating that "we really value our people", and then not allowing any of them to have development opportunities within the workplace.

The model can be used at an individual, team or organisational level to effect change, influence communication and enable learning. It is good when you want to improve something or to find out at which level something isn't quite right.



Model



What are the Logical Levels?

This model is simply a way to structure experience. Once experience has a structure, we can understand it and change it if we choose. We can tailor each level to suit our goals. The higher up the logical levels you can make changes, the greater and more lasting are the effects at other levels.

HIGHER PURPOSE

This is the overall driver for doing what we do **on a meta scale**. It is sometimes described as Mission or Spirituality. For instance a doctor may have the higher purpose of “improving the health of the nation”. This higher purpose statement is often connected to the individuals’ view of themselves and their world.

To get to the higher purpose you can ask the question “What is important about that?” until the respondent can find no higher reason. In business terms this is often where mission statements best sit.

IDENTITY

Who you need to be. Often prompted by the question who do I need to be here? Who do I want to be seen as? It will be an “I am” or a “we are” statement. Whilst it may reflect role and responsibility or title, it is worth delving to the deeper layers to elicit the real identity at play. For example, 2 project managers were recently asked this question and on delving deeper one said “I am a Guide for my team” and the other said “I am the Controller of my team”. You can imagine the differences in approach that stem from such different identities. Sometimes a blockage can occur at this level that is not useful, for instance “I am not a singer” may mean that someone never sings, and therefore never discovers if they can or can’t sing. “I am a stay at home person” may prevent someone from travelling at all. “I’m not a people person” may hinder social or work engagement.

BELIEFS

Why you do (or don’t do) things. Beliefs are like the mini rule sets you run. They are often characterised by “I can” or “I can’t”. They encapsulate the cause of your actions and help unlock **what is important** to someone about doing what they are doing. Beliefs can be both enabling or limiting in what they allow you to do. Interestingly you do not have to actually believe something but just to “pre-suppose” something in order to bring about a change at this level. For instance, the “stay at home person” may believe that all foreign places are dangerous and frightening. What would it be like if they just took on



the presupposition that travel could be enlightening and fun and safe – imagine what that change in belief might allow them to experience?

SKILLS AND CAPABILITIES

How we do things. Often, we need to acquire a new skill to do something. More often we just need to focus on the capabilities we do have that could enable us to do things. What knowledge do we already have to do something, and what additional knowledge do we need? This level deals with high level skills such as “communication skills” “analytical skills” “using insight” etc.; specific technical skills that are required to do something; include here as well your knowledge about the situation; as well as your inner states such as resourcefulness, calmness or energy for example. Running a checklist at this level will then help us top up with what is needed in order for us to be successful.

BEHAVIOURS

What we do. These are the individual behaviours and actions we carry out. Often important at a micro level, for instance the degree of eye contact we make. These tiny behaviours can have a huge influence on the impact that we make. The speed with which we respond would be another behavioural indicator. Having the awareness and the ability to change things at a behavioural level allows us the flexibility to make great choices dependant on the circumstances we find ourselves in. The more behavioural flexibility we have, and the more aligned our behaviours are with the other levels above it, the more influence we are likely to have on achieving the higher purpose. This is the first level people can actually observe us doing something. Behaviours provide evidence of the congruence (or not) of the stated levels above it.

ENVIRONMENT

Where we are and When we do things. This also includes the “Stuff” around us. Whether it is equipment, systems, procedures, competitors, temperatures etc, this level often has a disproportionate degree of attention paid to it. Although environment is important, it will have less impact in many scenarios than those levels above it. Nevertheless, it appears to be the level that many people are comfortable operating at and talking about. A challenge is to elevate thinking and increase alignment throughout the logical levels.

It is the second level that provides proof and evidence of something being aligned (or not) in a system. It can be a thing of beauty (artwork or a building); or efficient and easy to operate (system); when it is aligned and congruent with all things above. When it is not it may jar; generate disappointment or not ring true to the promises made.



Further thoughts from Dilts' work

Dilts has written extensively on how changes can be made using logical levels. One of his thoughts centres around how you can often determine where the blockage is in the levels by listening to the emphasis people use when they speak. Using the general script of "I can't do that here" imagine someone said "I can't present statistics at the board meeting" The problem could lie at any level.

I can't present statistics at the board meeting (Identity level – not me!)

I can't present statistics at the board meeting (Belief level – I don't believe I could do it)

I can't present statistics at the board meeting (Capability level – I don't know how to do presentations)

I can't present statistics at the board meeting (Behaviour level – I am unsure what to do for statistic layout)

I can't present statistics at the board meeting (Environment level – I just can't do it at a board meeting, as I don't like the board room)

Dilts further feels that whilst the voice tone may well give you the accurate information about what level the problem actually lies, the best change will occur when you work one level ABOVE the level of the problem.

How to use logical levels

1. Start by identifying the change or impact you want to make or the outcome you want to achieve.
2. Next, start at the top or bottom – whatever seems right for you - of the logical levels and identify or record what needs to be in place at each level for the this change to be affected and correct alignment to be in place.
3. Now compare this to the present situation level by level and identify what you need "more of" and "less of" at each level. (This is a helpful way to both eliminate limiting factors and increase enabling factors at each level.)
4. Notice how changes at one level will have an impact at other levels and identify the highest level at which change is needed.



5. Decide on what intervention you could make at this level or the one above it in order to effect the change and gain congruence.



Logical Levels - Process checklist

Logical Levels can be used to personally or as a team or an organisation to achieve a goal / plan or implement a change:

- 1. GOAL** - decide on the goal you would like to address. - Make sure it is positively stated, that is, towards what you want. **e.g. I want to improve my public speaking, I would like to feel confident making difficult decisions, I want to plan my wedding /party**
- 2. CHANGE** – decide what the desired change in your own behaviour or impact is that you want to make / or the team makes or an organization makes **We want to build trust**

*Next, start at the **top or bottom** – whatever seems right for you - and identify or record what needs to be in place at each level for the this change to be affected and correct alignment to be in place. Starting at the top (Higher Purpose) may give you a more congruent plan as the higher the change generally the more potent it is. Now compare this to the present situation level by level and identify what you need “more of” and “less of” at each level. (This is a helpful way to both eliminate limiting factors and increase enabling factors at each level.)*

Use this process checklist and adapt with your own questions.

<p>ENVIRONMENT - When and where do you want the goal /change? Picture the environment in which you want this goal. Where are you? Who will be there? What will be there? See what you see, hear what you hear, feel what you feel. What do you notice this is specific to this particular environment that maybe you missed before?</p>
<p>BEHAVIOUR - What will you need to do to achieve your goal/change? How are people behaving? What specific actions? How are you behaving? What are you saying to yourself? What else do you notice that maybe you missed before</p>
<p>SKILLS/CAPABILITIES - What skills will you need to have to achieve your goal/change? What capabilities do you have? What skills do other people have? What Knowledge do you have here? Are you capable of different behaviours if you need to use them? What else do you notice that maybe you missed before?</p>
<p>VALUES/BELIEFS - What beliefs and values will support you to achieve the goal?</p>



What beliefs do you hold that support your behaviour to achieve this goal?

What do you believe here?

What is important about this goal to you? To others?

What are your strongest values that are driving your feelings or behaviours in this context?

What else do you notice that maybe you missed before?

IDENTITY - Who do you need to be as a person to achieve the goal? Who are you being here?

Who are you in this context? Who are the others in this context?

What is it about you as a person that is important here?

What kind of identity does the team/organisation/family have?

What do you notice now, that maybe you missed before?

PURPOSE/SPIRIT – Why bother achieving the goal/ change what's the purpose for you? What is the bigger purpose here? What's important about that?

Why bother? Why does the team/organisation/family exist at all?

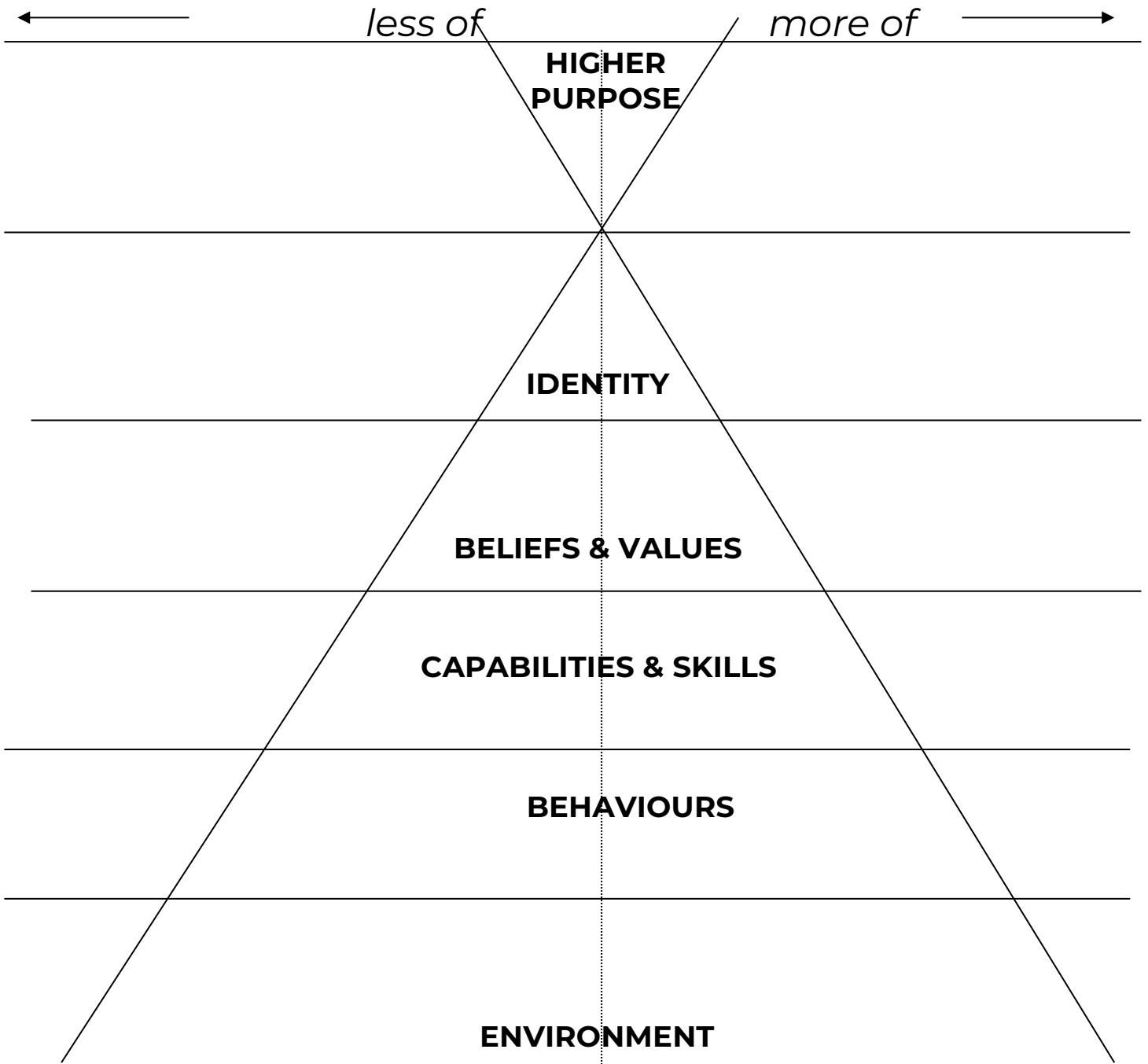
Why are you here and a part of it?

What do you notice now, that maybe you missed before?

Use the logical levels charts attached to prompt you in recording logical levels statements for the change you want to effect.



Logical Levels



Purpose in Coaching

In uncertain times having a strong sense of purpose is very helpful and an important ingredient in long term resilience.

1. Timeline lists of what is important to you

Make a list of all the things you've valued most from your past, all the things that are most important to you at present, and all the things you want in the world.

These three areas (the things you've had, the things you have and the things you want) are a map of your desired past, your present and your future. This is your foundation for building your mission statement.

2. Find the themes

Go through your three lists (past, present, future) and figure out if there are any commonalities, or consistent themes. For example, the 'future' column might reflect a desire for a family, and the 'present' column might include close friendships. The common theme here might be community, or close personal relationships.

Using a career-focused example, the 'present' column might include your current working environment, and the 'past' column might include previous work experience you've had, but the 'future' column might reflect a different kind of desired career experience. The common theme here might be success, or ambition, or intellectual development.

If you can't find a common theme between your 'future', 'present' and 'past' lists, think about the elements that seem most important to you – which aspects stand out to you as key priorities?

3. Craft the language

Once you have the key elements narrowed down, it's time to craft your language. Mission statements often work best with powerful, assertive language – they should be confident, goal-orientated and bold. To start, you can use the phrase: 'my mission is...' – and then you can remove this part once you have your statement.

Here's a basic example:

My mission is... to be an inspiration to my community, and to lead a balanced life.



This mission statement identifies two aspects: community and self-care. One is externally focused (inspiring others), and the other is internally focused (making sure the author's life is set up in a balanced way).

Notice, too, the things that are not present within this mission statement – career goals, or big ambitions about changing the world. That's not to say they won't have a place in your mission statement, but it does demonstrate what is important to this particular person.

Another example:

My mission is... to use my natural abilities as a team leader to encourage positive change.

This mission statement draws on the author's personal talents and works on the basis that the individual has enough self-awareness to recognise their own abilities (in this example, leadership). This self-awareness might have come through personal development work, or it might be a product of feedback, formal reviews or mentoring. The second part of the statement focuses on the impact of the author's skills: a clear assertion that the author will be utilising their skillset to try and make a difference.

As with the first example, notice what isn't present in this mission statement – a focus on the self, or on close personal relationships.



Values in Coaching

What is a value?

Values denote what is important to a person. A value is a kind of rate of exchange. If I say an object is not worth a certain price this means that I am not willing to exchange money for it. If I say a certain task is worth the effort, then this means I am willing to exchange my time, energy and perhaps money for the results I will get. So, in this sense a value could be described as a response that determines what people consider worth doing (and to what degree) or not doing. It may determine what needs to be in an activity for them to feel right or not right about.

There is no universal list of “correct” values. (Except for the one that we each believe in).

Asking about life purpose takes the coach into the territory of the BEING self rather than the DOING self. It is saying to the coachee

What really matters to you?

You may get answers to this question through exploring life purpose or you may prefer to look at it through activities explicitly designed to identify the coachee’s values and drivers.

Work on identifying values and drivers is particularly useful with coachees facing dilemmas such as career change, mid-life change points etc as they start by identifying answers to the questions

What do you really want? What’s important to you?

In leadership roles, it is also critical that individuals have a clear sense of what they stand for and how they operationalise those values in their daily leadership behaviour.

Your purpose / Mission Statement

Whether it’s a daily mantra or a quote to return to when times get tough, having a personal mission statement brings focus and purpose to your life.

Why?

Stephen R. Covey wrote “The 7 Habits of Highly Successful People” in 1989. He suggested that individuals create their own mission statement as part of his second habit: **“begin with the end in mind”**



34 years later personal mission statements, sometimes called purpose statements, are proving to be a key tool for high achievers and are an important part of staying resilient.

Examples

DENISE MORRISON

CEO OF CAMPBELL SOUP COMPANY

“To serve as a leader, live a balanced life, and apply ethical principles to make a significant difference.”

OPRAH WINFREY

FOUNDER OF OWN, THE OPRAH WINFREY NETWORK

“To be a teacher. And to be known for inspiring my students to be more than they thought they could be.”

JACQUI

“A guiding lights who motivates and inspires and enables greatness in others.”

SUE

“To bring energy, compassion and connection to all my relationships and enable those I work with and love to grow to reach what they want in their lives.”



Brené Brown Living into our Values

Extract from Brené Brown Dare to Lead
Download available on www.brenebrown.com and values podcast
(Dare to Lead: Brené & Barret, Jan 22) Try this for yourself.

Values Clarification

Content and exercise covered on pages 185–197 of Dare to Lead.

Refer to the [Values list](#) and identify your two values—the beliefs that are most important to you, that help you find your way in the dark, that fill you with a feeling of purpose.

When selecting your values, ask yourself the following questions:

- Does this define me?
- Is this who I am at my best?
- Is this a filter that I use to make hard decisions?

Value 1:

Value 2:

Taking Values From BS to Behavior

Answer the following questions to dig into your values:

Value 1:

- 1.** What are one or two behaviors that support your value?

- 2.** What are one or two slippery behaviors that are outside your value?

- 3.** What’s an example of a time when you were fully living into this value?

Value 2:

- 1.** What are one or two behaviors that support your value?

- 2.** What are one or two slippery behaviors that are outside your value?

- 3.** What’s an example of a time when you were fully living into this value?



Keeping in mind both of your values, answer the following:

1. Who is someone who knows your values and supports your efforts to live into them?

2. What does support from this person look like?

3. What can you do as an act of self-compassion to support yourself in the hard work of living into your values?

4. What are the early warning indicators or signs that you're living outside your values?

5. What does it feel like when you're living into your values?

6. How can you check yourself?



Your Values

From Jenny Rogers, Coaching Skills, A Definitive Guide, 4th Edition

This is entering the Being rather than Doing territory of coaching. It's about asking what really matters to the coachee. What's important to you? What do you really want.? Knowing your values can help to reinforce your goals.

Being in the zone / flow

This is based on the work of Positive Psychology.

When you are in the zone / in flow you are performing at your best and it feels effortless, where time passes quickly and your mind and body feel as if they are working as one. Where you have a sense of playfulness, energy and a conscious happiness. You are confident and very much present and focused with no self consciousness or embarrassment. The activity is intrinsically rewarding so there is an effortlessness. You are stretched yet in control and anything is possible.

How to use this with a coachee

1. Describe this state to your coachee.
2. Then ask them to think of at least 3 examples (or more) of moments in your life both personal and professional when you felt "in the zone" – moments of peak performance It would be good to get examples from phases of their life.
3. You write down the key words they use when describing these moments. (Either use a flip so they can see the themes or a sheet of A4/A3 that you share afterwards)

Prompt questions

- What made this moment or time special?
 - Who else was present or involved? What were they doing?
 - What was it that you specifically did that made it so important?
 - What were your feeling then?
 - What was achieved / done or learnt?
 - How did you feel about that learning?
 - What values / beliefs were you working on?
 - What need was it serving?
4. You hand them a highlighter and ask them to highlight the key words that jump out to them and then any links / themes between those highlighted words. You may be able to help them see links. They then list the values and drivers that emerge.



5. Invite them to ponder the implications using some of the questions below:

- Having listed those values and drivers how do they seem to you?
- What is so important about them for you?
- What surprises are there for you as to what is not on the list?
- How far are you satisfying them in your life currently?
- What is it like for you when you are honouring your values?
- What is it like for you when you are not honouring them?
- What needs to happen to make these values real drivers in your life now?
- How prepared are you to make those changes?

This exercise has many uses especially when focusing on career – how do these show up in your career / life right now. If going for a new job its worth looking at the list or if you have a difficult decision how is that made against these list.

While goals are important Eckhart Tolle in his book “The Power Of now 2001” describes that if you make them the be all and end all focusing on what he calls large scale waiting e.g. better job or more prosperity what he calls “outer goals” These are subject to the impermanence of all things, where all you want is the future and so you reject the present.

Setting goals is important for action but not at the expense of feeling alive now.

Your life's journey has an inner and outer purpose. The outer purpose is to arrive at your goal or destination, to accomplish what you set out to do which implies the future. But of your destination, or the steps you are going on to take in the future, take up so much of your attention that they become more important to you than the step you are taking now, then you completely miss the journey's inner purpose, which is nothing to do with where you are going or what you are doing and everything to do with how. (Tolle 2001:71)



Other Values Exercise Values Elicitation Triangles (VETS)

An alternative version of the Values Hierarchy exercise is the VETS model.



This approach helps distil down to a core concept of what is important to us.

The basic premise is that an investigation of values can be useful where an individual is struggling to make strategic life-career or business decisions. Greater clarity of values can help direct their choices and afford them some assurance of a degree of coherence in their strategy. This exercise helps individuals drill down to core values.

Procedure:

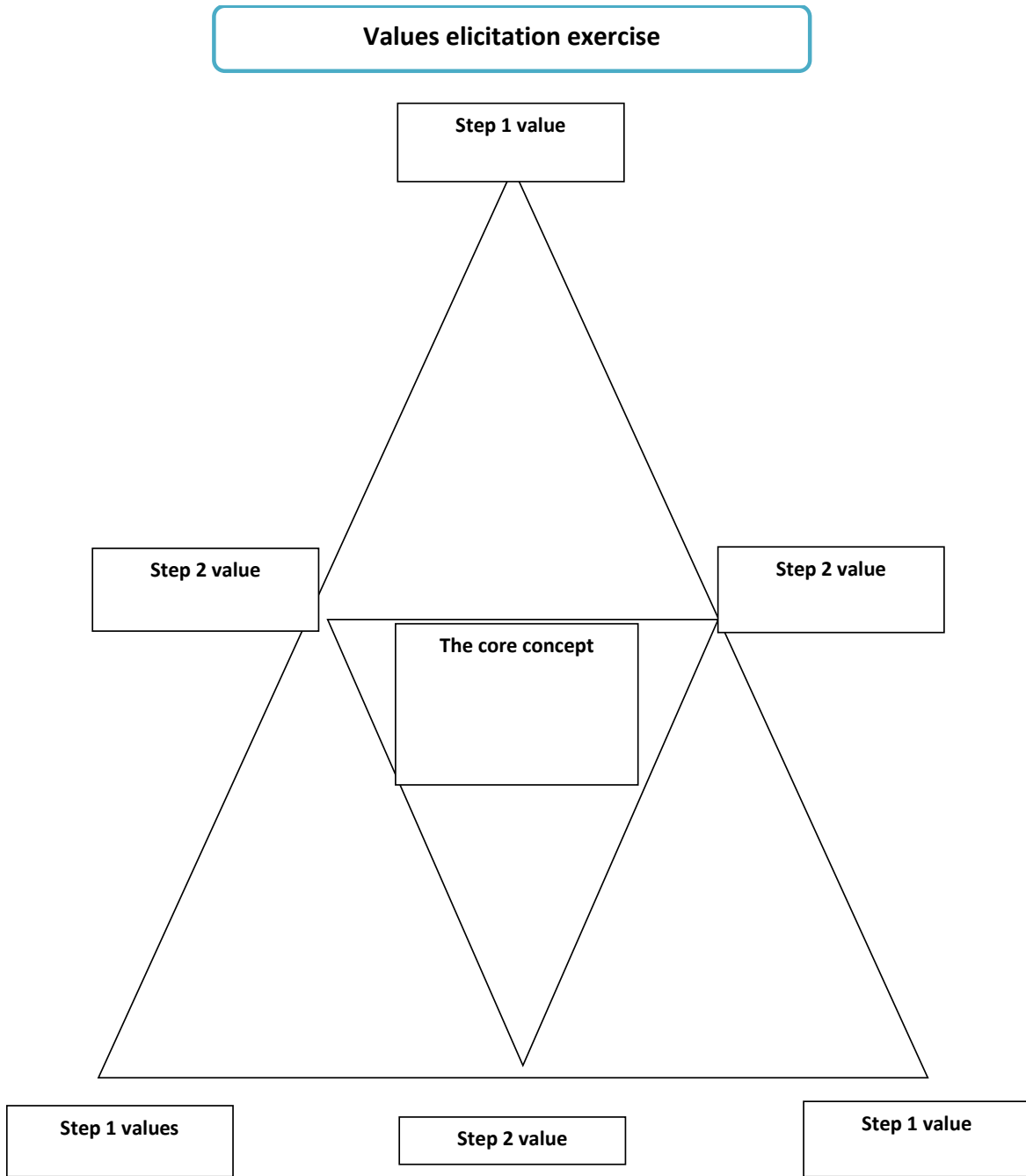
1. **Values.** *Brainstorm a list of six or eight important values.* Some clients may find it difficult to respond to a straight question, “what are your values?” Some may find it difficult to relate to the term “values”. It may be better to ask a question such as “can you think of some words that describe what’s most important to you?” Some may find it easier to choose from a standard list. It is not important at this stage what these terms actually mean
2. **The first triangle.** *Choose the three most significant words from your list and mark these on each corner of a large triangle drawn on a sheet of paper.* Having chosen three, the other words on the list are now not relevant anymore (though you may find them cropping up again later in the exercise – this is also ok). Again, if a Coach is working through the exercise with a client, it doesn’t matter what the coach thinks these three words mean. The individual will have their own meaning.



3. **The second triangle.** *Mark a point halfway along each edge of the triangle and write next to it a word which 'connects' the two words at the points of the triangle.* Say you have an initial triangle with the points labelled "honesty", "wealth", "people". You are now asking, "what one word can you use to describe how honesty and wealth are connected?" This word is written at the point halfway between "honesty" and "wealth" along the edge of the triangle. When there is a word halfway along each edge of the triangle, the three points can be joined to make a smaller triangle within the original triangle.
4. **The third triangle.** *Repeat stage 3, and so on.* In our worked example, you will be looking for what word connects "communication" and "innovation"; "innovation" and "service"; "service" and "communication". Remember, it doesn't matter what the coach thinks these words mean, though it might be worth asking for an explanation, *if it helps the client move forward*. You can keep constructing smaller and smaller triangles until you find that the words are being repeated, or that it becomes impossible to generate new words, once this is done ...
5. **The core concept ...** *find a word which sits in the very middle of the triangle.*
Different people will use very different vocabulary and may use words that don't look to you like "values". Remember that it's only the individual's thinking that counts.

Here is a simple template, to help the individual to work through the different stages. I have only put 2 sets of triangles which probably suffice, but you can create additional triangles if needed.





Values Hierarchy

What is a value?

Values denote what is important to a person. A value is a kind of rate of exchange. If I say an object is not worth a certain price this means that I am not willing to exchange money for it. If I say a certain task is worth the effort, then this means I am willing to exchange my time, energy and perhaps money for the results I will get. So, in this sense a value could be described as a response that determines what people consider worth doing (and to what degree) or not doing. It may determine what needs to be in an activity for them to feel right or not right about.

There is no universal list of “correct” values. (Except for the one that we each believe in).

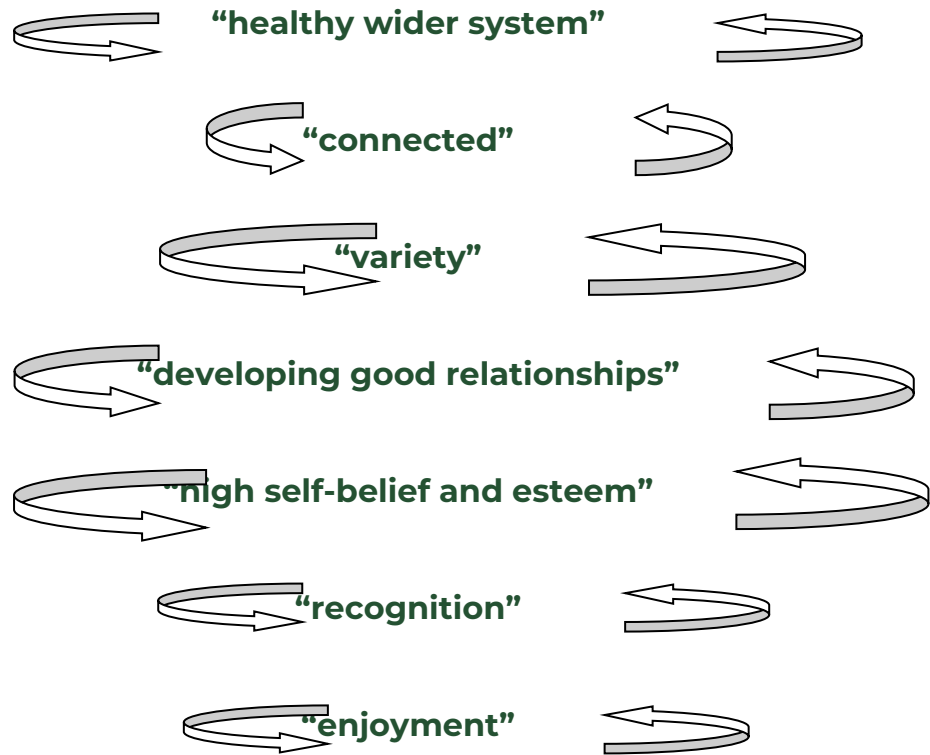
What is a values hierarchy and why is it useful?

Just as we value something, there are some things that we value more than others. Understanding that there is a hierarchy to our values in relation to anything we do, or think, or want to be, can help us to ensure that we seek for opportunities based on our higher values rather than on just any old value. The higher the values that are satisfied usually the more congruent, comfortable, and more “right” we feel.

This is a technique for eliciting the values and the hierarchy they need to be in for an individual person. It can be done in any sphere of their life.



Here is an example of one person's hierarchy of values in relation to her career.



List of values

Accountability	Customer satisfaction	Involvement	Respect
Achievement	Dignity	Justice	Responsibility
Adaptability	Diversity	Knowledge/ expertise	Results
Advancement	Empathy	Leadership	Reverence
Adventure	Energy	Learning	Risk Taking
Attentiveness	Enthusiasm	Listening	Safety
Authority	Entrepreneurship	Long-term View	Security
Autonomy	Environmental awareness	Love	Service
Balance	Ethics	Loyalty	Socializing
Being the best	Fairness	Making a difference	Spirituality
Belonging	Faith	Money	Stamina
Caring	Family	Opportunities	Status
Caution	Friendship	Organisation	Success
Challenge	Focus	Partnering	Teamwork
Collegiality	Forgiveness	Peace	Tolerance
Collaboration	Honesty	Positivity	Tradition
Community	Humour/Fun	Power	Trust
Compassion	Improvement	Prestige	Unity
Competition	Independence	Productivity	Variety
Confidence	Influence	Profit	Vision
Contribution	Initiative	Purpose	Wealth
Control	Innovation	Quality	Winning
Cooperation	Integrity	Recognition	Wisdom
Creativity	Intelligence	Resilience	Work-life Balance



Values within a slice of life pie / wheel

Having mapped out the broad balance you would prefer using the life pie exercise, how do you know if you have got what you need within each slice? Take work for example. How do you know if you are in the right kind of work? You can help answer that question by understanding the component elements that you really value in each slice of your life. What are 'elements' that if they are in your working life in the right quantities, give you that satisfying feeling of harmony and stability?

Simone's story.

Eliciting values.

We worked with Simone to go through an exercise to elicit her values for work. Simone chose to call it "career"; others may call it other things. We began by working through a process that helped her identify what would be really important to her for 'career' to be really good. Later you will have the opportunity to use these same questions to elicit your values. Simone's responses are in purple

Label the slice.

"In describing this slice of your life, what would you call that? (work, career, occupation, profession, livelihood. etc)"

Simone's response was an emphatic use of the word 'career'. It was important to use her own word as the label for this slice of her life pie.

Generate a list of values for this slice.

"What would be important to you, Simone, for a career to be really good?"

"Part of a healthy wider system – it has to be congruent"

What else has to be there for career to be great?

"I need to feel connected"

What else?

"Working on new experiences – variety"

What else needs to be there for you?

"Good relationships at work – ones that grow"

When you've got all of those, what else needs to be there?

"Self esteem and belief that I can do it"

"Others recognise my contribution"



she then refined her statement to be...

“making a valued contribution”

Check for anything missing.

“If you’ve got all those is there anything else that would cause you to leave?”

Simone answered “Enjoyment” and this was added to list.

There may or may not have been anything to add at this stage

Simone now had a list of 7 items (remember 7+/-2 is easily processed by our minds) which she condensed into the following words. These represent her work values and they are useful indicators to know if her current or next job is in line with what she wants.

A “healthy wider system”

B “connected”

C “variety”

D “developing good relationships”

E “high self-belief and esteem”

F “recognition”

G “enjoyment”

The value of the right order. This list is even more useful when the values are in order. This is because you may be lucky enough to find a career that satisfies everything you want, and you may not. If it does not, having the items at the top of the list rather than the bottom will be important. In most cases, the order that things were first mentioned in will not be the final order. Here is the script of how we went through these questions with Simone for getting her “career” values in the right order.

“Of all of these, Simone, if you could only have one, which would it be?”

“high self belief and esteem”

“Is high self belief and esteem more important than A? is high self belief and esteem more important than B?, is high self belief and esteem more important than C?, etc.



If something else was more important than high self belief and esteem move it to the top of the list and go through the process again) high self belief and esteem now becomes A at the top of the list.

We then asked Simone to:

“choose the one on the list that she thought was next important”.

Simone chose D.

“Is D (developing good relationships) more important than C etc etc?”

This was done until we had checked each item? At any point where Simone felt unsure, we asked the question “if you could only have one of these, which would it be?” That choice should then be the higher one on the list.

Check by choice. To complete this technique of eliciting a list of values and getting them in the right order, it is useful to cross check. We did this by saying

“I am going to offer you a choice of jobs. One that is with a company that has a clear and honourable purpose and a healthy working culture where you will be encouraged to connect with your ideas and build strong relationships with those you work with. (A and B and C on her list). The other is a job where you will enjoy what you are doing and get recognition” (F and G). If you can have one job, and not the other, which would you choose?”.

If the order in the list were correct for Simone, she would choose the first job offered, if she chose the second job, it might be that the order was not right and that enjoyment and recognition should be higher on her list. In this case, Simone chose the first job.

This list was then of great value to Simone as a yardstick for knowing whether what she was currently doing was a good match to her values. It helped her to see what she needed more of or less of in her current career position and was even more valuable in allowing her to test options in a re-organisation that soon after took place in her company.

Checking the list in each segment. Over a couple of sessions, Simone worked through what values she held in each segment of her life pie. This simple process helped Simone bring focus and balance back into her life and to begin to structure her time and energies to coincide with what was of value to her. And when you get that right work or career, even when it remains busy, becomes somehow ‘lighter’ and you achieve a sense of balance and harmony into your life.

How do you do this? EXERCISE for self



This technique allows you to see the values you ascribe to any segment of your life. The same approach could then be taken for any or all of the segments in your life pie, if you wished to do that.

You may wish to ask someone else to pose the questions in this exercise and record the answers for you, so that you can let your mind attend to generating the responses. If you do this exercise on your own, let your intuitive answers come out, as it is your un-conscious that can hold the key to this being a revealing and rewarding insight into yourself.

Here are the questions for the technique of eliciting values.

1. Name the segment of the life pie you are talking about. In describing this slice of your life what would you like to call it? (x)
2. What's important about (x) to you? What does it give you?
3. What's important to you for (x) to be great? What do you need to be there to feel aligned?
4. What else needs to be there for (x) to be great?
5. What else?
6. What else needs to be there for you to know (x) is really good?
7. When you have all those, what else needs to be there?

When you feel you have your list, check with this question:

8. If you had all those is there anything else missing that would cause you to leave?

Now you come to putting these values for this slice of your life pie into an order. Begin with the question:

9. Of all of these if you could only have one, which would it be?
10. Now cross-check, is that more important than a), more important than b) etc until you have been through the list. At any point if something else is more important go back to the beginning of step 9
11. You now have the value that is at the top of the list, the next stage is to list what is the next most important thing and crosscheck this in the same way as 9. Until you have all your values for this segment of your pie in order.
12. Finally, get someone to invent two jobs. The first will have a mixture of the top half of the list of values, and the second job offer will have a mixture of the lower half. If you choose the first job, it is likely that you list is accurate, if you don't, you may want to re-visit the process above to re-work your order.

You can repeat this process for some or every segment of your pie and see where you are getting what you value, and where you are not. This gives you



the choice to change what you are doing now so you can get more of what is important to you.

What if??

You did this exercise for yourself to see what really matter to you in life. What are your values criteria for each segment? What if you then focused your attention on seeking to get and give the things that really matter to you in living your life in a way that you value? What if you used this as a coaching tool to help others assess what they value and then come up with strategies on how to get it.



Resourcefulness and Choice

"I feel good... (da da da da da da dum)" James Brown

What is an anchored resourceful state?

An easy and quick way of getting into an enabling state of emotion and thinking. You may see this referred to in other texts as a circle of excellence.

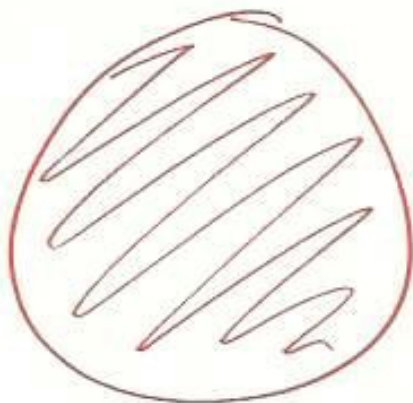
Why is getting into a resourceful state useful?

Understanding that we can have choice about our mood, state of mind and energy levels is for many people a real breakthrough.

Equally, recognising that if we are in a bad mood, state of mind or inappropriate energy level to get our outcomes – it is also because we choose to be can be a revelation.

At this stage we are going to work with the idea of creating a resourceful circle as our first experience of anchoring a resourceful state.

Resourceful circle to alter your state.



RESOURCEFUL CIRCLE



Further detail....

A resourceful state is created using the fact that we have all at some time in our lives been resourceful! So we can be again. And particularly, we can bring this memory into an easy and quickly accessible way to use it to change our state in the current moment.

In other words we can choose to feel better than we do in the moment.

We may wish to feel confident, joyful, professional, focused, relaxed....these are all common examples of resourceful states people choose to create.

The following describes how to coach someone into a resourceful state. Once we have done this once we can more easily create such a state for ourselves and possibly even short cut this process.

In coaching terms, you would use this process if someone presented to you an emotional reaction to a situation that they would like to change.

Description of how to coach someone to create a resourceful circle

1. Ask the coachee to consider a resourceful state that they would like to have at their immediate disposal.
2. Then ask them to remember an experience when they were particularly resourceful in this way before. Ask them to choose one that has a high intensity of feeling for them.
3. Once they have a memory in mind ask them to recall it more precisely and actually be there – as if they are looking out of their own eyes on the scene. You might ask them:
4. ‘Where were you?’ ‘What can you see/hear/feel when you are there?’ ‘What else do you notice?’ ‘How does it feel?’
5. (Note: you ask these questions in the present tense as you want them to fully associate into their prior experience.)
6. Next, ask them to imagine a circle on the floor in front of them. Get them to describe precisely where it is and how big it is.
7. Now ask them to give the circle a colour that they relate to the experience they have just described. An exact hue that reminds them of that time.
8. Now ask them to think again of the previous resourceful experience now. To go back a re-live it
9. As soon as they have re-accessed those images, sounds and feelings ask them to take a deep breath and step into their circle.
10. As they stand inside the circle help them to intensify their experience by asking ‘What else do you notice?’ (If they have not described through all their senses ask them about their other senses) and ‘What do you need to do to that picture/those sounds and feelings to make the feeling of being resourceful even stronger?’
11. Once they have intensified the feeling say ‘So now, step out of your circle when you are ready to or as



12. the feeling begins to diminish'
13. Once out of the circle break state by asking a question unrelated or making a comment
14. Now ask them to choose a kinaesthetic trigger that they can also use to anchor this resourceful state. It needs to be unique and relatively discreet.
15. Ask them now to step into the circle again and feel the resourceful feelings flood back through them. When the feelings reach their highest intensity get them to apply their kinaesthetic anchor and hold it until the feelings start to fade.
16. Then release the anchor and step out of the circle.
17. Break state again and repeat steps 11 through 13 until you and they are sure that the anchor has been set.
18. Now, to test the anchor - ask them to consider a time in the future when it would be useful to have this resourceful state. Then ask them to step into their resourceful circle, applying their anchor at the same time, and experience how this future situation unfolds in this resourceful state for them. Ask them what is happening in this future situation and allow them time to process this fully.
19. When complete ask them to step out of the circle again and break their state.
20. Finally, ask them to collect up their circle in whatever works for them so that they take it with them where ever they go.

What if?

You used resourceful circles to influence how you performed in the future – in meetings, interviews, presentations, going to visit your family and friends

What do you do if someone cannot recall a time when they were resourceful. Use these responses

- "What would it be like if you could recall just one experience that had some of these qualities – which experience would that be?"
- "OK, so if you could just imagine having this state, what would you be doing? What would you see, hear, feel etc?"
- They are still stuck and can't imagine doing it. OK ask them to "act as if" they were someone else
- who could do this. What will they then be doing, seeing hearing and feeling??



Timelines

'What you need to know about the past is that no matter what has happened, it has all worked together to bring you to this very moment. And this is the moment you can choose to make everything new. Right now.' Author unknown

What are timelines?

A timeline is a metaphorical way of representing time in our lives. They are visual or spatial manifestations of time so that we can distinguish past, present and future and work with them.

Why are timelines useful to us?

We can use timelines to access resources, change our sense of past events, try out the future, see where we've come from, and create compelling outcomes... They help us to move through and experience time in order to gain a resourceful view of it.

Timelines...

Time Storage Filters

These patterns relates to how we code experience and are sometime labelled as meta-programs. It is important to understand how someone codes experience before working with them within the metaphor of time as it will give an indication of how easy of difficult they find it to associate onto their timeline.

In Time

People who run this programme tend to store time as if they are standing on their own timeline with the past to the back and the future in front. They can easily associate into memories and these can be seen as a series of unrelated episodes. They are not so aware of the duration of time and can get caught up in the here and now and my need to be kept on track. They can be easily associated into the now and can also go to a specific past time easily.

Through Time

Someone who runs a through time meta programme tend to store their memories from left to right and tend to be outside looking on to their timeline. They tend to store memories as related episodes and they can collapse them into one single construct – a memory that represents all memories of that type. For them, time is linear and they are very aware of time and tend to place value on time. They tend to be punctual and like to achieve tasks within a certain time



frame. People who run this meta program tend to be disassociated from their timeline.

Timeline techniques

Timeline techniques are used as tools in NLP to access subconscious resources and provide solutions to conscious and unconscious blocks. They use a number of other NLP concepts and techniques to achieve this including reframing, anchoring, state management, beliefs, perceptual positions and disassociated behaviour, ecology, future pacing. And obviously they use the concept of time!

Walking timelines is a spatial way to associate people into past, present and future events. There are many uses of walking timelines and we will be demonstrating the two following techniques – one for collating positive resources from our pasts and the other for changing limiting beliefs and their associated behaviours. These techniques work by associating people into past events and either recognising the resources that these events gave us or changing our perception of those events, with the knowledge that we now have about our lives, to reframe them.

The steps to the techniques are provided below. The important things to remember as a coach when helping someone to walk a timeline are:

- Conduct the process in a state of deep rapport!
- Ensure that they can access their own resourceful state and that you know when they have
- Explain that this process is largely about accessing unconscious responses and talk about how trusting that our unconscious knows far more than our conscious self. So even if it doesn't appear to make rational sense to go with the response.
- When they are on the time line they are associated. When they step off they become disassociated.
- Match and pace – with body language, voice and language – keep it clean!
- Hold the belief, yourself, that they can and will access what they need
- Be prepared to check that they have really reached all the points on a timeline that they can
- Future pace the results of a timeline to ensure that it has worked
- Always complete timeline work by stepping back into the here and now



Resourceful timeline

You would use a resourceful timelines to provide someone with a 'super-resourceful state' based on past experiences to enable them to believe they are resourceful for the present and future. You are asking them to pick the resources that they want/need and the process needs to run with those.

How do you use timelines?

Resourceful timeline

1. Establish a position and direction for their timeline, identifying direction of past and future and position of present on this line.
2. Outline that they are going on a collection exercise to pick up great resources from the past to take into the future.
3. Now ask them to face the past and step into times when they have felt particularly resourceful. Get them to fully associate into the experience and describe (see hear feel) what was happening. Notice who else is there and what enabling beliefs are in operation. What do you know here that is enabling?
4. When they have revisited about half a dozen experiences, ask them to step off the timeline and decide how they would like to collect these resources as they travel back up the timeline? Once they have these, get them to step back onto the timeline at that most distant point, facing the future and re-experience and collect each resource until they reach the present position.
5. Face the future and identify a scenario in which they wish to be resourceful. Now with all the enabling resources and experiences and beliefs they have collected, step into the future scenario and ask them to describe how they will be and what will be happening because they are so resourceful
6. Step back into the present to re – orientate before stepping off the timeline

What if?

You can use timelines for establishing well-formed outcomes! Get the person to step onto their present and then step forward into their future to the time when their outcome has been achieved and ask them what they can see, hear, feel. You can then make it well-formed by applying the other criteria – such as looking back down the timeline at the internal and external resources, fit, desirability etc.



Resilience Coaching

Useful tools and approaches

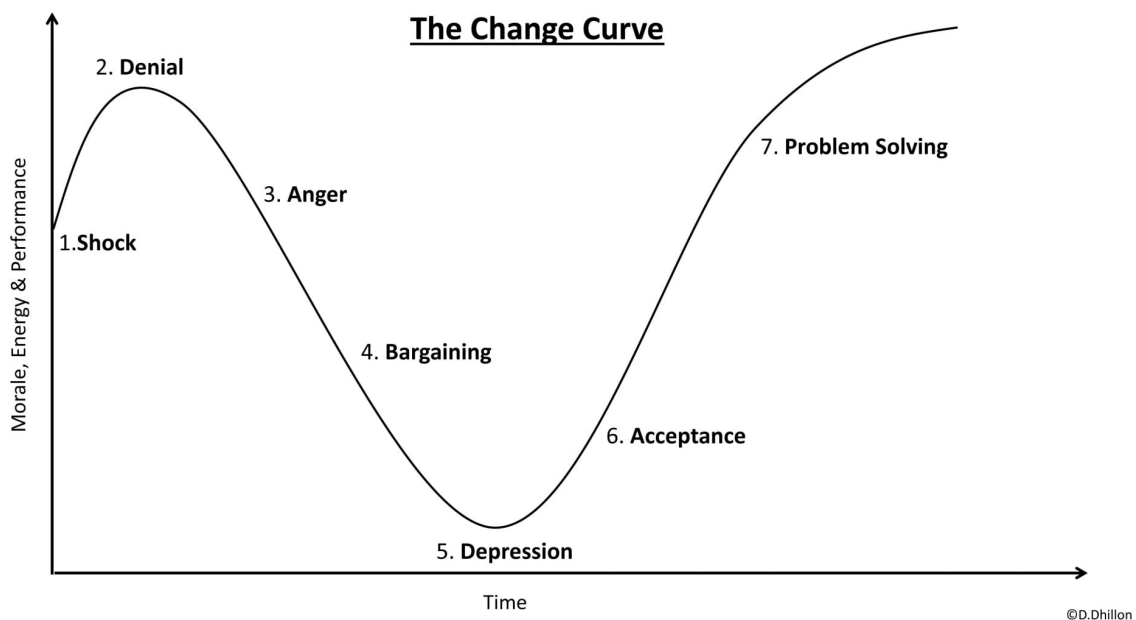
With the ever-changing VUCA environment in which we live and work, paying attention to our own and our coachees' resilience is vital.

Recycling – Helping a coachee understand the impact that change on us as humans. What can you draw on already? How have you built your resilience through your lived experience?

Resourcing – Using models that help develop resilience strategies in coachees

Re-authoring – Creating new learning and insight in order to embed behavioural change and conscious attention to personal resilience.

Change Curve - Kubler Ross



How much of the change curve patterns are relevant to your coaching clients or to yourself? What patterns do you notice in your environment and globally during the COVID pandemic? A useful model to examine any type of change or professional and personal levels and may be useful to examine if and where your coachee sees himself/herself on the curve and a useful model to talk through experience. Remember the emometer model and the impact of staying in the emotions of fear anger shame and sadness. You are helping to create a psychologically safe space where a coachee can reflect on and build their resilience – putting their oxygen mask on first.



Stage 1. Shock: change is coming – “I can’t believe it”

Stage 2. Denial: defensive energy results in a temporary improvement in performance and mood – “It’s ok, it’s just the flu”

Stage 3. Anger: change is still happening – “What do you mean I can’t go outside?”

Stage 4. Bargaining: to try and prevent the change – “Ok, I can keep my distance, but can I still sunbathe in the park?”

Stage 5. Depression & Confusion: leads to the lowest point in terms of energy & morale – “This is real, what am I going to do?”

Stage 6. Acceptance: change is accepted, and the individual resolves to face the future – “We can do this, does anyone need help?” “I need help”.

Stage 7. Problem Solving: plan how they will adapt to the new situation – “How can I play a part in the future?”

It is important to note that this is not necessarily a linear process, so you can still get angry having reached a level of acceptance.

Ideas and Approaches for working with Resilience Loss	
1	Loss of confidence
	Limiting beliefs timeline / Resourceful states / Time to think Amy Cuddy – Visualisation -physiological state Power questions – journaling Values hierarchy – outcomes – confidence in area Growth mindset – noticing reflecting Perceptual positions with a person practice Self-awareness work – drivers, strengths finder etc
2	Unable to manage emotions
	Using resourceful timeline (empowering – help the coachee feel what they felt) Use of ‘tell me more’ – what impact did that have on you / others Noting avoidance Use of Y-junction (ham it up!) – provoke a reaction Active listening Using emotional landscape – noting that work goes on for the client even if they don’t say it / share it in a session How to manage coachees that are crying in a session?
3	Loss of Flexibility



	<ul style="list-style-type: none"> - Discussion about what they notice about their behaviour now and previously (before loss of flexibility). A reflective exercise on noticing the differences in behaviour. - In the context of leadership - use leadership styles to discuss different approaches in terms of flexibility and the pros and cons of each, in which situations may each style be appropriate? - Understand the context of the experience, what is leading to/triggering the loss of flexibility, is the trigger within or outside the client's control? - Get the client to see their experience from different perspectives. e.g. if you had a friend with the same issues what would your advice be? - Consider a time you have been flexible and the positive outcome of this approach (resourceful state) - Ask what is the purpose or what benefit are you currently getting from a rigid approach? (Secondary gain) - Link into timeframes - short term gains/longer term losses of a rigid approach? - Think about are you "a leader who has lost flexibility" or "a follower who has lost flexibility" - what's the difference to you?
4	Inability to make decisions
	<ul style="list-style-type: none"> - Find a way to distil the pressure & find a softness kindness to self - Where does the responsibility lie / what's the cost of not making the decision
5	Not taking care of themselves
	<ul style="list-style-type: none"> - Emotional landscape - playing with the different zones to raise self-awareness - Tell me about a time when you were thriving - Y junction - ham it up - Exploring what's behind the overwhelm – possibly values / what's important to them being compromised – ie. interrupting the downward spiral - Mindfulness - perspective + therefore helping emotional overwhelm - Self - compassion mindfulness and discussion - Future visualisation and inner mentor work - Resourceful state and timeline - Self-care – check on mental health are they depressed? is signposting needed? - Physical wellbeing check in sleeping eating drinking exercise – heartmath / first beat = heart rate variability soft ware for lifestyle measurements and managing stress
6	Thought processes are negative and catastrophic
	<ul style="list-style-type: none"> - recognise their state - establishing space and time

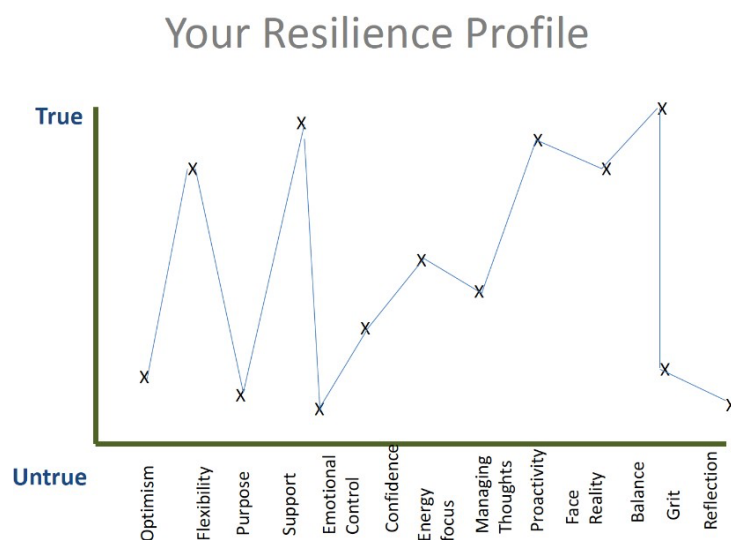


- tolerate the 'tidal wave' to then enable them to believe there is a choice
- create a safe space - perhaps through resourceful anchoring - to give space to them and to you as coach
- disconnect emotion of language from the person: I am feeling angry vs I am angry
- use of metaphor and testing out language they present with e.g. 'at the bottom of a well'....play with this and an alternative to their own metaphor
- some specific models - drama triangle, parent-adult-child, circle of influence



Resilience Profile

This is a really useful exercise to help a coachee break down her resilience into specific areas that they can then consciously build on. It is simply a graph onto which they plot their own score in response to 13 questions about different aspects of resilience. The aim of the profile is to enable you to establish the base line of resilience resources that you carry with you on a daily basis. You will probably see that some are more developed than others. The aim is to understand the place from where you start.



The questionnaire is designed around 8 contributors to resilience and to its loss.

1. Self-Belief. The trust that you have in in your own actions, and your capacity to deal with whatever comes your way. A lack of self-belief stops individuals from taking actions which could make a difference or taking necessary risks.
2. Elasticity. Your ability to adapt to changing circumstances through being flexible in your thinking and your behaviour. A lack of elasticity leads us to keep on doing the same things, because we fear we don't have the ability to deal with what is happening. It leads to rigidity in our thoughts, actions and emotions.
3. Meaning. Getting through difficult times is helped by having a sense of purpose, and the creation of meaning. This helps you to



know what you are working towards and why. You can use that purpose to help your persistence when times get tough. A lack of meaning means we lose sight of why we are doing what we do. Our ability to persist at tasks or go the 'extra mile' is impacted when we cannot attach meaning to our actions.

4. Solution Building. Being able to work with what's there and be creative when resources are limited. A lack of solution building means we miss out on the opportunity to look at things in new ways and to find ways around problems.

5. Support. What gets individuals get through challenging times is the availability of emotional support, so that you know you are not facing things alone, and you are being listened to. It is equally important to be able to offer support to others. A lack of support leads us to feel we are alone, and to keep fears, anxieties and concerns hidden from view, as though we alone are feeling this way. The one learning from all studies on resilience is that having emotional support available and keeping connected to other people at a time of challenge is key.

6. Proactivity. Change and uncertainty can cause a freezing up, as individuals wait for ambiguity to disappear. When we are proactive, we look to take action to improve the situation, rather than hoping things will get better, or someone else will improve things for us. A lack of proactivity leads us to feel helpless, as though there is nothing in our control, and we are simply victims of what is happening, waiting for certainty to reappear.

7. Managing Emotions. When under pressure emotions become heightened and more volatile, with negative emotions often dominating how we assess our world. Being able to manage our emotions helps us retain a sense of perspective and flexibility in our thinking. A lack of managing emotions leads to strong emotions becoming accepted as a norm. It impacts on those who are exposed to those behaviours and can be frightening for the individual who experiences themselves as not in control of themselves or trapped by only feeling negative emotions.

8. Realistic Positivity. Blind optimism has little value in getting through difficulties as when expectations are not met, there is a



collapse of belief and confidence. Realistic positivity comes from facing the reality of the situation and accessing our strengths against that context. A lack of realistic positivity has a profound impact when the dreams are not realised. Setting a date by which you will have achieved something, regardless of present circumstances is a recipe for becoming depressed and giving up hope when that date passes. People who look at their present situation and ask themselves 'how can I make the best of what I have?' are better equipped to stay resilient, even if their situation is not perfect.

The questions:

1. How true is it for you that you are optimistic about the work you do? (optimism)
2. How true is it that you find it easy to change your approach when something isn't working or valued any more? (flexibility)
3. How true is it that you know what you want from your work / career and why? (Purpose)
4. How true is it that when struggling you talk to people who can help you? (support)
5. How true is it that you can regulate your emotions even when under pressure? (emotional control)
6. How true is it that your confidence is strong regardless of any difficulties? (confidence)
7. How true is it that you can focus your energies even when under pressure? (energy focus)
8. How true is it that you manage your negative thoughts when under pressure? (Managing thoughts)
9. How true is it for you right now that you are decisive and not procrastinating? (Proactivity)
10. Think about yourself right now how well do you face reality even when it is uncomfortable to do so? (facing reality)
11. How well do you keep a sense of balance in your life regardless of how



demanding life is?
(balance)

12. How well do you stick at things once you have decided to do them?
(grit)
13. Are you taking time out to think even when you have no time?
(reflection)

Interpreting the profile

Look at the pattern of the coachee responses. There is no right or wrong profile. Equally, no-one is equally strong across all the factors.

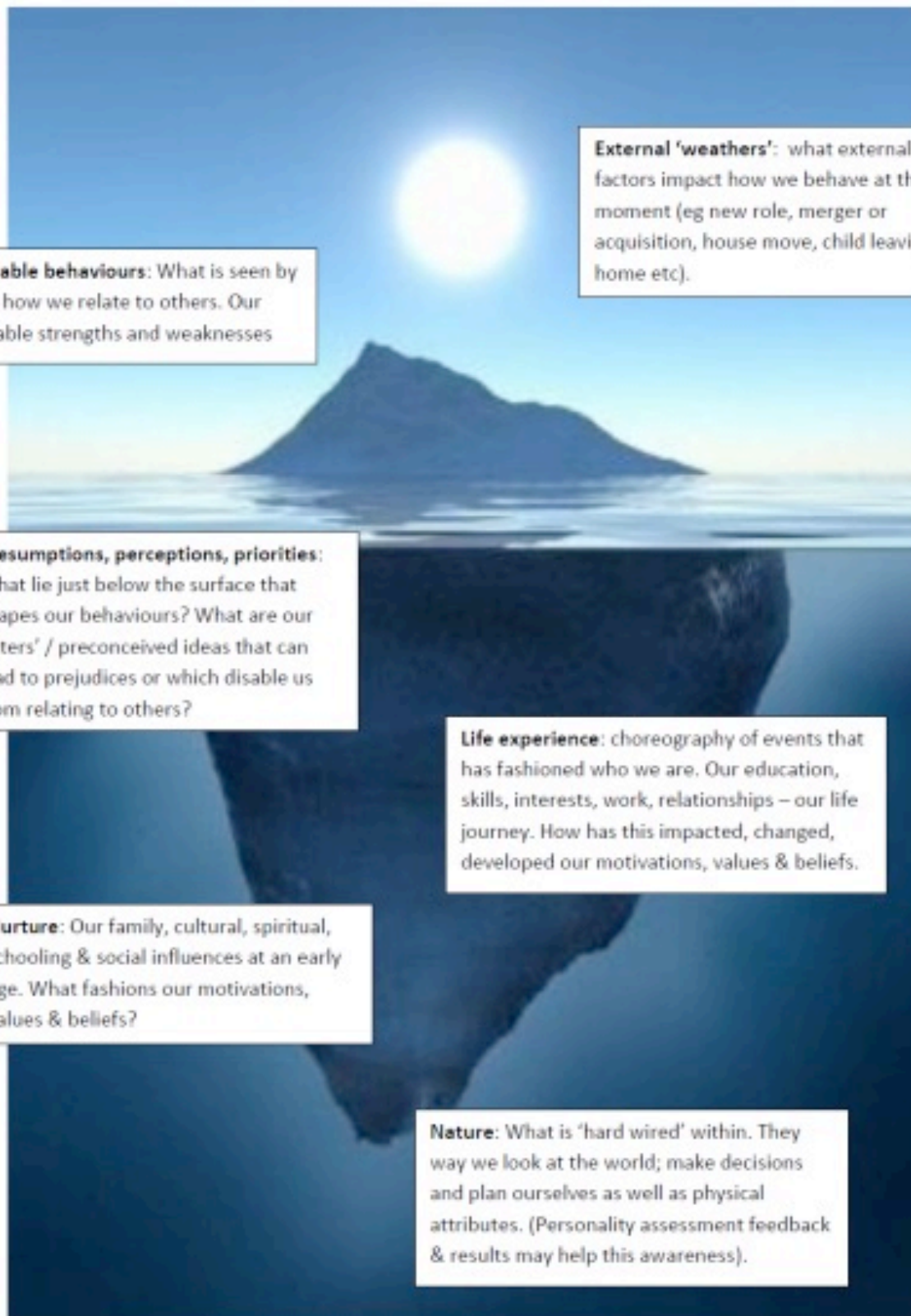
We each have developed our own profile in response to our own personality, family patterns and the contexts we have worked with e.g. studies of entrepreneurs have shown they take a more optimistic view of business possibilities than do those who work in corporate environments.

Questions to reflect on with your coachee

- Are there any resilience factors where your results are noticeably higher? These are factors which you can continue to rely on, even when under pressure.
- Are there any resilience factors which are noticeably lower? How is that lack showing itself in your work and/or life.
- Is your profile flat with little to differentiate between factors. Look at the factor descriptors and consider how you are feeling and behaving in our work/life right now. Use your own judgement to give an extra weighting to factors which you think are most being impacted in your work/life.



Personal Icebergs



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'Knowing Me' Audit

Task

Spend some time in quiet reflection about yourself. Gather all the information you can about yourself and do your own 'self-audit'. Reflect on what you need to know about yourself such as strengths, weaknesses, your motivations, limiting beliefs, drivers, needs, beliefs, values, behaviours, character etc. The headings and questions give some examples but don't feel you need to restrict yourself to these – feel free to make your own headings. Think: 'what is it I need to know about myself?'

Our Iceberg

Consider yourself as an iceberg; our visible self and behaviours that are seen by others are like the top of the iceberg, and what shapes these behaviours and makes us the person we are is hidden below the water. Reflect on what has shaped you, as you complete the exercise on the next page.



What is seen 'above the water'

What is known about me to others, what is the identity I have created about myself, how I am known by and perceived by others, what are the external factors that impact on my behaviour?

What is unseen/unknown 'below the water'

What lies below the surface that shapes my behaviours? What are the filters through which I see the world – that lead to my ideas / beliefs / perceptions / prejudices? How has my life, education, relationships and career experience developed my motivations, values & beliefs? What nurturing, culture and social influences at a young age fashioned my early values and motivations? How do I think I am 'hard wired' in terms of my personality?



'Knowing Me' Audit

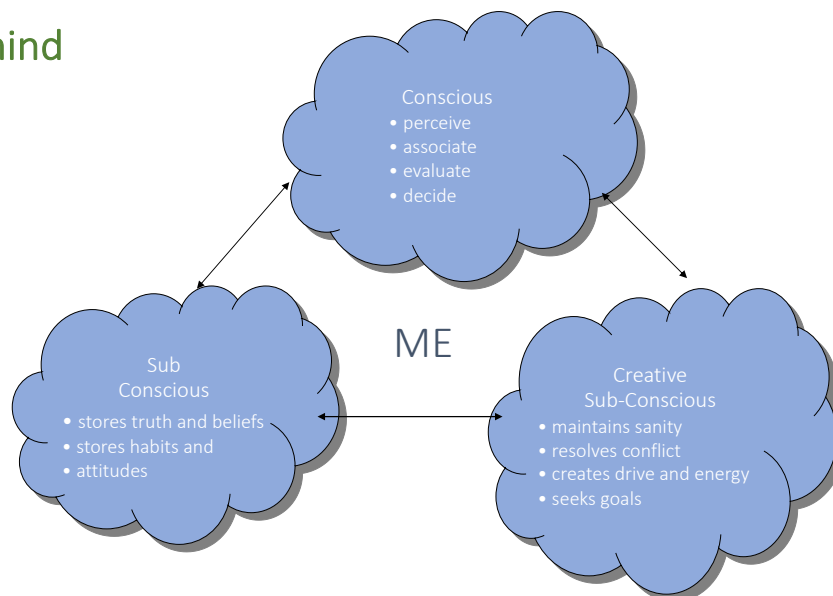
	Me Aware	Why I think this?
My Strengths What I am really good at, What skills do others recognise in me, What do I get rewarded for, What I am most proud of.		
My weaknesses What skills I struggle to master, What I think are my weaknesses, What I strive to improve.		
What motivates / drives me? What motivates me ('lights my fire'), What do I enjoy doing, What is important to me. What do I need for my success / satisfaction?		
What irritates me? What triggers conflict in me? What makes me cross or irritated?		
My beliefs and values? My deep seated core: my convictions, the words that describe my personal values and influence my actions, my aspirational values?		
How do I think I am perceived by others? What I think my character and behaviour is like to others, What I think others think of me?		
Other thoughts		



Creativity in Coaching

Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. The use of imagination or original ideas to create something: inventiveness.

Our mind



By tapping into our creative subconscious, we move away from our analytical logical brain and into mulling creative subconscious.

What do Creativity and Innovation actually look like in coaching?

In order to provide a comprehensive and complete “picture” we need to examine each of the aspects of creativity as mentioned above.

Openness

In order to enable coaches and their clients to think “outside the box” there must be an openness and willingness to explore concepts and ideas. Trust and rapport building provide fertile ground for a solution-focused, facilitative approach adopted by effective coaches that encourages creative thinking.

Imagination

In the process of engaging in reflective practice, by setting rhetorical questions (those starting, “if you could.....what would.....?”), by helping to develop “preferred future” scenarios and by displaying empathy (which itself demands a degree of imagination) and encouraging “blue sky” thinking the coach will be demonstrating an imaginative approach.



Flexibility

Recognising when a particular tool can be used or adapted to suit an individual requires flexibility of approach which is linked to openness, in that in order to be flexible, we need also remain open to possibilities, possibilities that may not seem obvious at first. I would suggest that this flexibility is directly intertwined with creativity since it seems to be that the opposite – a closed mindset – at the very least inhibits, and more probably stifles genuine creativity.

Invention

This aspect of creativity in coaching might manifest itself in a variety of ways. Perhaps the coach is able to come up with a method or a tool which is completely new and different, they may also “invent” a novel approach for the client to consider. It is said that “necessity is the mother of invention” and perhaps this has a place in a coaching conversation, for instance, when there appears to be a stumbling block to progress and the coach must figure out a way to help the client move forward.

Innovation

To be truly innovative, one must be able to recognise and take advantage of, alternative ways to present a concept, manage a tool or initiate a “lightbulb” moment. The models we have used such as PRIDE and OSCAR lend themselves very well to opportunities for innovation.

When dealing with a client who is predominantly a kinaesthetic learner, creating a “physical” and tangible timeline (a “chain” of A4 paper, or a washing line made of ribbon) can be seen as innovative in that it is presenting a concept in an alternative way.

If they are visual – getting them to draw out where are now on a particular issue and where they want to be in the future. Metaphor is also useful – asking them what metaphor they would use to describe how they are feeling. Or getting them to expand on a metaphor they have used.

Some people who like the written word could either write a poem, haiku or short story themselves. Or the coach offers a poem/ short story that intuitively they feel may speak to the coachee. It’s useful as a coach to keep and add to a number of poems / stories that they think may be useful to future clients.

A reflective log can be useful to note the change in feelings or particular behaviour change they are working on.

ARIA model - David Rock

Awareness

This is the phase where you state the problem and activate the prefrontal cortex of your brain. Simplify the problem with a short statement: *I want to explain what triggers me in X....*

And here comes the hard part. Do NOT try to solve this problem. That would not result in a new, creative approach. Let it “mull”.



Reflection

This phase is about reflecting on your thoughts. Again, it's not about resolving the issue or getting down to the details. It's about activating an unfocused state of mind with the power of regions in the right hemisphere. Ideas can emerge freely here.

As you reflect (subconsciously), alpha waves spread over brain, serotonin is released and relaxation occurs allowing the coachee to think in a different way - more internally. It's the deeper meaning of the metaphorical message our unconscious mind absorbs (Milton did this a lot) when using story, metaphor, drawing, writing, poems etc.

The more images, emotions, language patterns are used, the more the mind drifts into almost a REM state. Here we tend to use more of the whole brain connecting left (logical) and right (creative) leading to what neuroscientists call a collective intelligence.

Insight

As we subconsciously start to gain insight, adrenalin is released and strong bursts of gamma waves. These are the fastest brain waves you can get and are found in all areas of the brain as the brain simultaneously processes information across different regions. Neurons are firing in union back and forth. It increases the flexibility in the coachee's mind. It's a brief moment with an energetic punch. This is the "A-HA" moment.

Action

This is your chance to harness the energy and creative burst from the Insight phase. It's powerful but short-lived. This is much more likely to lead to action. At this point it is helpful for the coach to help the coachee prioritise their intended actions, building on the moment of insight.



Drawing it out

What is it?

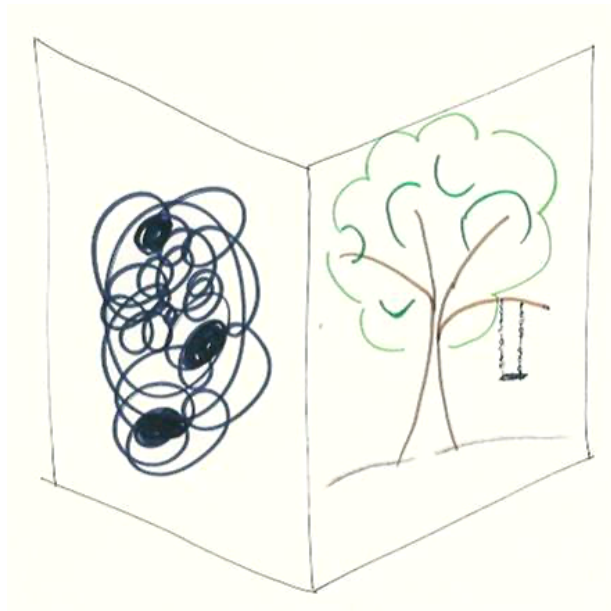
An approach that uses a drawing to portray a current state and a second drawing to compare a desired state.

Coachees are likely to play out all their feeling and associations in a metaphoric way.

Why is it useful

It allows discussion about how something IS without having to discuss any specifics. People can put out their own meaning in the picture without having to express things in words. It allows people to share something without having to talk about it. It gets things OUT and expressed and allows the coachee to choose how much, if anything they want to say about it.

Picture



How - exercise

1. Have a piece of paper folded in half. And some pens to work with.
2. Ask the coachee to draw on the left hand page how they are experiencing the issue or problem state now.
3. Invite them to talk about the drawing and allow them express their feelings by saying what the drawing is like.
4. Once they are ready, invite them to draw a picture of how they would prefer it to be and look. Talk about this with them.
5. Now talk about their strategies to create their desired state



What if - challenge

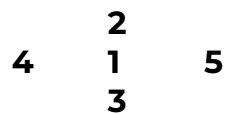
You use a drawing of your own states when things are not going so well and then create your desired state and the beliefs and actions that are needed to create your change.



Working with Persona/Mythos/Saga cards

Invite your client to think about a problem or issue that they would like to work with in coaching and keep it in their mind.

Invite your client to take 5 cards and place them face down according to the diagram:-



Ask your client to turn over card number one and ask them: 'In what way does the card represent your problem?'(Coach to reflect back what they hear from the client.)

Ask your client to turn over cards 2 and 3 and ask them: 'In what way are they connected to the origins (history) or causes of the problem or contribute to its understanding?' (Coach to reflect back what they hear from the client.)

Ask your client to turn over card 4 and ask them: 'What are the hopes or fears that surround this problem/issue?' (Coach may reflect back what they hear from the client.)

Ask your client to turn over card 5 and ask them: 'What is at the core of the problem that you think and feel needs to be addressed but maybe is still in the background?'(Coach may reflect back what they hear from the client)

Ask your client overall: 'So, from looking at the cards, what has emerged? How do you feel? What do you think? What are the key learning's for you? What might you do next? (Coach may reflect back what they hear from the client.)

Invite your client to take a photograph of the cards if they wish to, as a memory jogger for this session.



Haiku

*"In the city fields
Contemplating cherry-trees...
Strangers are like friends"*

Kobayashi Issa. Japanese Haiku

"Haiku" is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The final line has 5 syllables. The lines rarely rhyme.

The secret to writing an Haiku is to be observant and appreciate the nature of things or people. It is to distil the deeper meaning in something to just 17 syllables.

I recently visited the garden in France. It was a vertical garden full of alpine plants originally constructed as a whimsical folly and now tended and preserved for the pleasure of local people and for visitors. My experience of this was enhanced by a series of Haikus written by a visiting artist. The little poems hugely enhanced my experience and allowed me to see more than my eyes were aware of in this garden.

As a Haiku is such a simple structure it is an easy way for you to set a reflective piece for a coachee. Something they can reflect upon and distil their feelings. They could use it to refine their purpose in something. It is a wonderful way to engage right and left brain thinking.

Equally you could also use it to distil your ethos as a coach; what coaching means to you; the distillation of the impact of coaching. Imagine doing this and then having it as a poster in your coaching space – perhaps with a metaphoric picture to invite intrigue and thought about the process of coaching. A page on your website, the reverse of a your business card.



Below are some prepared by previous graduates...

Together we walked
 this road – you the traveller
 me the book of signs. Alan

Bright moon rises full
 Holding the promise, waves crash
 Repeating patterns. Sue

Happiness is yours
 when you choose to make it so
 facing your questions. Sharon

When tired geese V
 and the waters are perturbed
 where then comes the calm. John

**The water that moves
 Takes my choices in the ripples
 And it washes over my soul.
 Patricia**

Enriching maps
 that were impoverished
 mostly using words. Richard

Real change, really well
 possible is everything
 you are all you need. Cath

**Questions open locks
 Revealing untrodden paths –
 New vistas shine forth. Andrew**



Holding safe spaces Creates opportunity.... for the universe. Helen

Words given with love
Land and bounce Sweet learning here
Gifts made. Present held. Catherine

The still waters flow
Passing bridges of our lives
Inner peace arrives. Jane

Discovery. Change.
Empathy. Performance.
Truth.
Fly high. Fly free. Soar. Santa



Using humour...

'Sometimes all you can do is laugh. If you can laugh, you're not sunk yet!'
Anon

Is coaching a laughing matter?

For centuries, friends have used humour with each other to gently and sometimes less gently challenge our view of ourselves and the world. In good rapport humour creates shifts in our reality that can help us to gain perspective in a multitude of ways.

Why is it useful

Using humour as an intervention with coaching clients can create shifts in their state, their self awareness, and awareness of the world around them on a more specific basis. It is a great tool juxtaposed to the sometimes serious nature of either the issues or the coaching session itself and lifts the needle on the stuck record in someone in a way no literal cognitive approach will achieve.



Using humour to coach

A specific method for coaching with humour is Provocative Therapy, developed by Frank Farrelly an extraordinary psychotherapist who developed the provocative approach as part of finding new ways to enable shifts in patients with chronic conditions and recalcitrant attitudes.

Provocative Therapy is a system of psychotherapy in which the therapist plays the devil's advocate, siding with the negative half of the client's ambivalence toward his life's goals, his relationships, work and the structures within which he lives. The therapist also plays the satanic role by facetiously agreeing with the



doom and gloom feelings and expectations of the client, and "tempting" him to continue his "sinning," his self-defeating attitudes and behavioural patterns.

The purpose of this therapy is to change the client. One of the therapist's main tools to implement this change is warm-hearted humour in its varied forms -- exaggeration, irony, self-deprecation, Daliesque absurdities, etc.

With a twinkle in his eye, a smile playing about his lips, and genially employing the style of affectionate banter between friends, the therapist uses humour both to sensitise and desensitise the client to problematic cognitive, affective, and behavioural patterns. This is the key to Provocative Therapy -- humour. Jocular, whimsical, caring, supportive humour.

The root meaning of provocative is *pro + vocare*, to "call out" or elicit, and there are five different types of behaviours that are "called out" in the client in this approach. Every single interview with every single client does not elicit all five of these, but each interview with each client demonstrates at least some of these five.

The client, then, is provoked by the therapist to:

1. Affirm his self-worth, both verbally and behaviourally.
2. Assert himself appropriately both in task performances and relationships.
3. Defend himself realistically.
4. Engage in psycho-social reality testing and learn the necessary discriminations to respond adaptively. Global perceptions lead to global, stereotyped responses; differentiated perceptions lead to adaptive responses.
5. Engage in risk-taking behaviours in personal relationships, especially communicating affection and vulnerability to significant others with immediacy as they are authentically experienced by the client. The most difficult words in relationships are often "I want you, I miss you, I care about you" -- to commit oneself to others.

The model that the therapist works with here is 'With a twinkle in the eye and love in the heart'

How do you do this - exercise

Two provocative therapy exercises to try are:

Firstly, hear the problem statement from the coachee and then respond by exaggerating the problem hugely. For example, a woman stated that she wanted to lose weight and Frank said to her, 'Why? Look at you you're almost looking Buddha-like. Embrace the Buddha blubber' I saw Phil Jeremiah say to a



woman to 'Make a feature of her expanding belly by maybe having tyre marks tattooed on them'

Secondly, respond by laying the blame for the patient's condition at everyone and everything else's door. The more ridiculous and far removed from the person themselves the better. For example, on the weight issue suggest that you can understand why they feel so helpless about it with all the magazines in the world promoting thin, beautiful bodies. It's all the fault of the media, the film industry, the beautiful people all over the world who force people like you into this sense of hopelessness.'

What else can you do?

www.provocativetherapy.com is Frank's website with links to others and also his books!

Notice how you use humour already to 'provoke' with friends/family...how can you incorporate these into your coaching to make interventions?

