

JULY 2013 ISSUE



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NEWS**

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AND COACHING**

By Robin Hills

**HOW NLP
HAS EVOLVED?**

by Dr. Justin Kennedy

**NLP
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JULY 2013

EDITOR'S NOTE



Welcome to the 4th edition of the International Coaching News (ICN) Magazine!

The theme for this edition is Neuro Linguistic Programming in Coaching. NLP is the study of human excellence and communication. It provides us with the tools to manage our states, emotions and behaviours, and was originally developed by Richard Bandler and John Grinder in the 1970's.

Today NLP is used extensively by coaches, sales professionals, business leaders and educators as a way of assisting their clients to achieve maximum results easily and quickly. For this edition *Chris Delaney* introduces us to *NLP – Does Anyone Know What It's All About?* Our feature article *NLP, Meta-Programmes and Coaching* by *Robin Hills*, also brings a unique perspective on NLP. We have a special treat for all coaches that we hope you will find useful in our Coach Tools section, *Simple Steps for getting more clients* by *Hunter Phoenix*. Another unique approach and application of NLP, this time in aiding parents who have children with Autism, is discussed by *Scott Hardie* in his article *NLP and Autism Spectrum Disorder*. And do look out for the thought-provoking approach and explanation of *How NLP has evolved* by *Dr. Justin Kennedy*.

In addition to this rather rich in content edition, I am also pleased to announce that we have launched our now revamped ICN website. This is a big milestone in our efforts to expand and improve our user friendly design, thereby encouraging more readers, advertisers and academics to access and contribute to the site. One of the significant features of the site is that it is now mobile friendly, with download speeds drastically improved and excellent picture quality.

We value our users', subscribers' and readers' opinions and thoughts, that is why we added a *Forum* feature in the website. ICN subscribers can now actively interact in the forum sharing feedback, comments and ideas on coaching perspectives. Please login and browse the website and experience the new features and functionalities of the new ICN website. We hope that you will enjoy your experience of the site, and look forward to your feedback.

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Lovelía Caracut
Editor, iCN Magazine

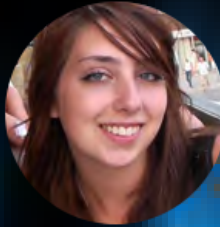
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What is NLP?

= unleash your potential

by Malcolm Nicholson (United Kingdom)

NLP is a term used widely in the self-help market, with over 2,700 books on the subject listed on Amazon alone. Its proponents are zealot like in their effusiveness about the results NLP is claimed to achieve. These claims include curing blindness and common colds and appear from the outside to be as wild as those of the Snake Oil salesman of the Wild West.

ABOUT THE AUTHOR

Malcolm Nicholson is the owner and Principal Coach for Aspecture, and have worked successfully with a wide range of senior business people since 1998, enabling them to improve business results through transformational changes.

Current ratings and testimonials from clients are available on Malcolms www.aspecture.com and [http:// aspecture.wordpress.com/](http://aspecture.wordpress.com/)

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One of life's little ironies is that the two co-creators of a world class analysis of communication methods don't communicate with one another. There are other elephants in the room – major lawsuits between them, as well as one of them (Bandler) overdosing on cocaine and being embroiled in a drug and prostitution related murder trial. Proof, it seems that none of us are the finished article. You cannot, as they say, make this up.

Others are less effusive about the subject. Most of the discomfort around NLP appears to be around the lack of academic rigour in the original research. "NLP is really a collection of good practice from different areas of psychology, particularly cognitive psychology with some neuroscience overlaid. It offers good insight on body language which some coach training programs don't give much attention to. The NLP field is attractive to coaches because it presents different models in an easy-to-digest format. From a marketing viewpoint, it also gives the impression that the coach is using science."⁽¹⁾

How did NLP come about and how valid are the claims of its proponents?

Neuro-Linguistic Programming was developed on the west coast of America in the 1970s when John Grinder and Richard Bandler, both academics, teamed up. They shared a deep interest in human excellence and what made up genius or extraordinary performance, and whether it was replicable, initially for psychotherapy.

They used modelling of behaviours as a core part of NLP, in other words they analysed and looked for patterns of language and behaviour in people who were outstanding in their field. They began by using three individuals who were highly effective in different types of therapy. Bandler & Grinder realised that the "intuition" being used had a structure. (Their two early books reflect this and were called 'The Structure of Magic I & II') From this study they produced a ground breaking therapeutic model from which grew Neuro-Linguistic Programming.



In step with the tremendous energy centering around Silicon Valley at that time, the pair set about developing their discoveries with intense hard work and long hours and an approach that was outside of, and challenging, the therapeutic establishment. The implications for counselling and psychotherapy were quite radical. Then, as now, the psycho-analytical mainstream was taking a long time to get to a cure, primarily due to the passive role that therapists were trained to take. Hence, NLP became known as the 'fast food' of therapy.

The boundless energy that Bandler & Grinder brought in the early days of NLP when they worked together lost momentum when they split. The thrust changed from therapy to a more mainstream approach in the fast emerging and lucrative self-help and business markets.

NLP is used in a wide range of settings – some of which have contributed to its negative image. It varies from pick-up lines, business, relationships, sales, sports, self-help, therapy, education, many fields of high achievement and coaching.

Obtaining a definition of NLP is akin to questioning blind men about an elephant. Richard Bandler (who declined an interview for this article) states on his website that:

Neuro-Linguistic Programming is a method of influencing brain behaviour (the "neuro" part of the phrase) through the use of language (the "linguistic" part) and other types of communication to enable a person to "recode" the way the brain responds to stimuli (that's the "programming") and manifest new and better behaviours. Neuro-Linguistic Programming often incorporates hypnosis and self-hypnosis to help achieve the change (or "programming") that is wanted. ⁽²⁾



John Grinder however, in a slightly more free form interview states:

"NLP has at its core activity is the modelling of excellence which includes the phase of unconscious assimilation, in which you suspend all attempts at

conscious processing to make meaning out of your experience in favour of registering it with macro or micro muscle movements and imitating the behaviours – which are the behaviours which make a difference between the genius and the average – in a parallel context until you can then produce in your behaviour and invoke from your group the same responses with the same quality in roughly the same timeframe. That's criteria. Until you achieve that criteria you remain unconscious and imitative. When you achieve that criteria then (clicks fingers) you can switch on all these analytic competencies... you've worked so hard to develop then you go ahead and do a very powerful and challenging part of modelling which is to find an explicit vocabulary (sensory grounded) to code what you are now capable of doing behaviourally using two data points – the model...and your own behaviour..." ⁽³⁾

Grinder then goes on to say that NLP for 99% of the people in the world has nothing to do with what he described! This is due to the fact that most people come to NLP as a result of courses or books, which look at the application of NLP techniques in a packaged form. (see below)

Robert Dilts, who is, to many, the heir apparent to Bandler & Grinder says that 'NLP is a pragmatic school of thought - an 'epistemology' - that addresses the many levels involved in being human.' He goes on to state that NLP is based on two fundamental presuppositions:-

1. The Map is Not the Territory. As human beings, we can never know reality. We can only know our perceptions of reality. We experience and respond to the world around us primarily through our sensory representational systems. It is our 'neuro-linguistic' maps of reality that determine how we behave and that give those behaviours meaning, not reality itself. It is generally not reality that limits us or empowers us, but rather our map of reality.
2. Life and 'Mind' are Systemic Processes. The processes that take place within a human being and between human beings and their environment are systemic. Our bodies, our societies, and our universe form an ecology of complex systems and sub-systems all of which interact with and mutually influence each other. It is not possible to completely isolate any part of the system from the rest of the system. Such systems are based on certain 'self-organizing' principles and naturally seek optimal states of balance or homeostasis. ⁽⁴⁾

Dilts goes on to say that, all of the models and techniques of NLP are based on the combination of these two principles.



Confused? Well, these definitions show it's fair to say that the NLP movement has splintered. The fallout between Bandler & Grinder, their initial lack of copyrighting and subsequent acrimonious lawsuits has meant that a variety of different commercial organisations saw the value, moved in and developed an industry offering training packages and certification for Practitioner, Master Practitioner and Trainers Training using the NLP name or brand. High profile individuals like Anthony Robbins and Paul McKenna are able to charge significant sums for their NLP infused seminars.

Both Bandler and Grinder are currently active in the commercial marketplace and have developed their own forms of NLP, including Grinder's New Code NLP, whilst Bandler has a number of new 'human change technologies' available, all with a conspicuous trade mark or registered name mark next to them! Grinder seems to be marketing to the lucrative business market, whilst Bandler, who despite not seeming to be intent on winning popularity contests, aims at the rest of us. Robert Dilts and Judith Delozier have developed NLP New Coding in their NLP University.

The length, quality and content of training inevitably varies around the globe and within country, and there does not appear to be, despite various organisations' protestations, a core best practice agenda. However the range of techniques that are typically covered in certification courses are around understanding use of language, metaphors, representational systems (how we relate to the outside world through sight, sound, feelings and less so smell & taste) then moving on to actual 'cure' techniques. Some key patterns include:

Anchoring looks at the links we make between what we see, hear and feel and our emotional state. We can repeat a new (better) link and like Pavlov's dogs trigger it with a stimulus (like touching thumb and forefinger together for example). This is a great way of accessing a more appropriate 'state' for a situation – calm and collected before a speech for example.

The swish pattern disrupts a pattern of thought from one that used to lead to a seemingly inevitable (learned) behaviour to a new one that leads to a required behaviour. This involves visualizing a 'cue' that leads into the unwanted behaviour, such as nail biting or smoking, and reprogramming the mind to 'switch' to a new picture of the desired outcome, such

as perfect hands or a healthy look person, energetic and fit. It helps to disrupt the previous chain of events by an auditory command – saying 'Swish!' or similar when swapping to the new pictures.

Future pacing is a form of mental rehearsal, based on the assumption that the subconscious mind does not know the difference between a real and an imagined event. It can be used therapeutically to check that a cure has worked, or for enhancing future performance by rehearsing the outcome.

Reframing, not original to NLP is based on the principle that, as Shakespeare said, 'There is nothing either good or bad, but thinking makes it so.' A sunny day can be a disaster for someone yet a godsend to another. So by changing the way we perceive an event by the language we associate with it, we can change the way we react to it. This may include the 6 stage reframing model and the development of well-formed outcomes.

So, what are the outcomes? Is it successful? The answer, in the absence of rigorous academic research, could depend on whether you believe that the plural of anecdote is data, or is not data.... Go to a travelling road show where a visiting NLP guru teaches their wisdom for a fee and you will hear time after time you will hear delegates saying 'NLP changed my life.' Whilst the science establishment tries to debunk NLP, (who respond that it is "the study of the structure of subjective behaviour") the pragmatic proof in the form of people who have (or, just as importantly, believe they have) a better or easier life makes a compelling case. Additionally, the number of excellent coaches, writers and practitioners who are implementing its techniques week after week would seem to indicate there is no collective blindspot about what they are working with.

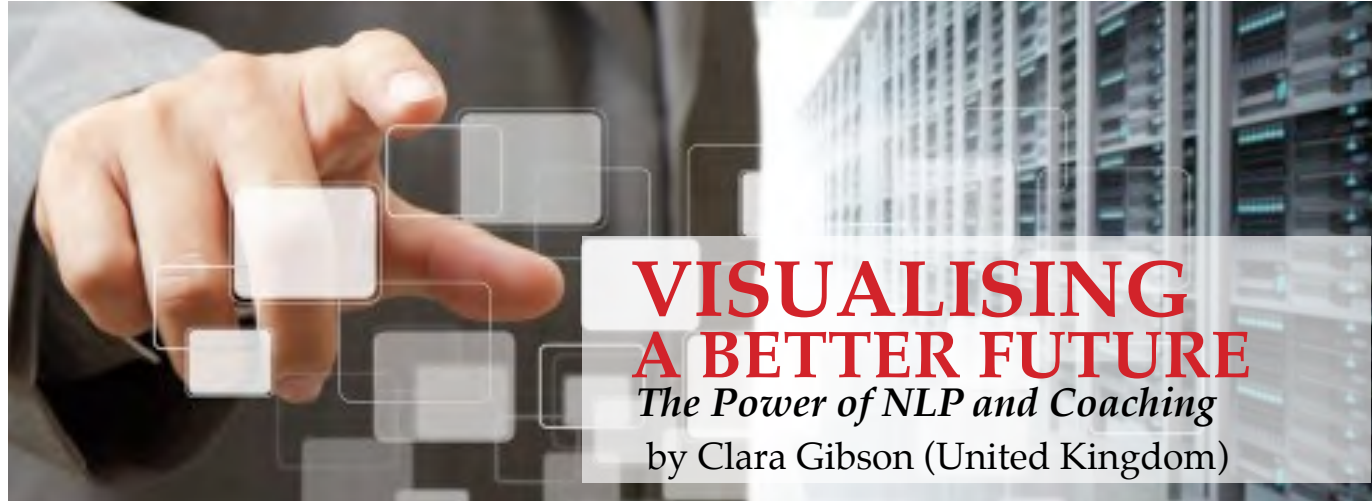
At the end of the day, thousands of people, in their everyday lives, in the therapeutic, high performing, sports, educational and public life arenas are experiencing often transformational changes. Bandler & Grinder never set out to start a science. They initially wanted to create a paradigm shift and improve the outcomes from therapy. NLP may not have had the dramatic impact that was first envisaged on the establishment that is mainstream academic therapy, but, through the growth of the self-help, coaching and business training markets, it has touched the lives of far, far more people than could have ever been imagined when Richard Bandler & John Grinder first modelled the work of Virginia Satir. Ω

1 Dr Geoffrey Abbott – interview with author.

2 <http://nplifetraining.com/what-is-nlp/index.html>

3 <http://youtube.com/watch?v=hJzO5x6ko6w>

4 http://nlp.com/NewDesign/NLPU_WhatIsNLP.html



Coaching and NLP are perfect partners. Coaching assists clients to take action towards their goals and to develop their potential. NLP gives depth to coaching that enables clients to step aside from the patterns that have kept them struggling to realise their goals as effectively as they might. It can then help them to choose and to develop new patterns and strategies that are right and beneficial for them and which enable them to be more effective.

Even the most goal-orientated individuals can find themselves struggling at times. Coaching gives them the space, time and support when they find themselves trapped and assists them to re-engage, re-adjust and to move onwards towards their goals. NLP offers a huge range of 'tools' to enable clients to become aware of the patterns that have trapped and limited them and to then develop new strategies. NLP is an essential component for effective coaching. Its focus is not so much on the 'why' but the 'how' we do what we do.

Focusing on goals and outcomes is of course essential to live our lives effectively. The media of the modern world we live in often draws our attention to the need for having goals and to have dreams of great success and a life of financial freedom. Indeed our brains need us to have goals to help us prioritise and to know where we are going.

Sid Savara writes about a Harvard study of MBA students regarding the statistics of those with written goals, unspecified goals and no goals. It is illuminating. Only 3% had written goals and 84% had no goals; in a follow-up study having written goals had a huge impact on earning capacity and the 3% who had written goals were earning ten times as much as the remaining 97% put together! (I would love to see an analysis of that 3% - the role models, patterns and beliefs they had taken

on-board throughout their lives.) This is where the combination of NLP and coaching can really assist clients who are struggling to succeed. We are often completely unaware of the patterns and beliefs that we have assumed since infancy. Those patterns and beliefs are the rocks that trip up individuals again and again throughout their lives; detracting from and having a negative effect on their health, happiness and effectiveness.

Consider the fact that our every thought impacts upon our biochemistry; positive thoughts enhance our effectiveness, happiness and health, whilst negative thoughts have a negative influence - each bringing its own compounding effect. In recognising this, it is possible to see that there is real value and benefit in striving to develop thinking patterns that are resourceful and positive, to maximise the benefit of a positively compounding effect.

Beliefs are convictions or acceptances that certain things are true or real. They are constructed by our thought, many of which we may be unaware of. They are our generalisations about the world. They are what we hold to be true - we may have simply taken them on board or may have created them in response to events and then apply them to our understanding of our world. A core premise of NLP is that we do not see the world through our eyes but through our belief system. This





subtle veil of beliefs can distort what we believe we are capable of, what's possible or permissible – impacting either through negativity and limitation or conversely through opening up possibilities in every aspect of our lives.

It is at this level that Neuro-Linguistic Programming has such enormous benefit to making lasting change. We do not need to know how or why we developed our beliefs. NLP offers the opportunity to unravel the past from the present and the future, to gain understanding, clarity and perspective and to become aware of the patterns of language and behaviours through which we have translated our every experience – knowingly or otherwise. As we gain greater understanding of the repetition of our behavioural patterns and how they may have run in the opposite direction to our desires, we are in a better position to visualise a future we desire and how it might be achieved. Through the application of NLP and in particular through 'visualisation' a client can be assisted to construct a more positive and resourceful set of patterns and strategies, and the ongoing coaching can support the establishment

of them into the future.

The integration of NLP with coaching enables the Coach to give additional added value to the client. Using the 'tools' of NLP, it is possible to develop more quickly a deeper rapport with the client as the Coach is better equipped to learn from the body language and visual cues of the client. The aim is to assist the client in developing awareness of incongruence's between their beliefs and desires and their unconscious and conscious levels of functioning. This process can help the client to become more effective as they can adapt their goals or their beliefs to bring them into alignment. Change then feels more natural, less like hard work and taking action to develop new resourceful patterns and strategies is more easily achieved and sustained.

The importance of aligning our beliefs, our thinking, emotions and actions has a direct impact on our ability to heal, the effectiveness of treatments, our relationships and effectiveness. Our fulfilment. NLP has the tools to help clients in their coaching to get measurable, long lasting results. Ω

ABOUT THE AUTHOR

Clara Gibson an ICF (International Coaching Federation) accredited coach, and master practitioner of NLP (Neuro Linguistic Programming) of New Oceans NLP training (INLPTA). She have very strong lifeskills and a health background - working with professionals and families across the spectrum of life issues including addiction, bereavement, disability, parenting, domestic violence, abuse, weight loss, professional support and mentoring.

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WHAT IS NLP?

by Dr. Györgyi Stenger (Hungary)

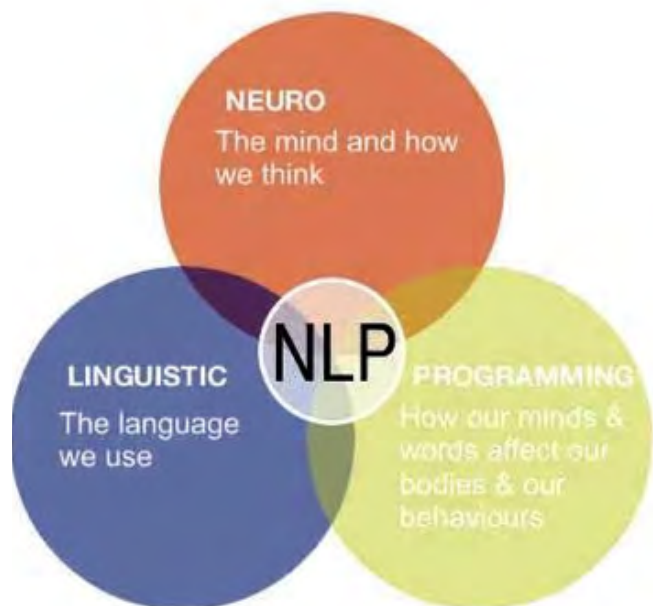
NLP - this high-tech name of Neuro-Linguistic Programming is the baby of the early 1970s when the founders Richard Bandler and John Grinder were searching for the essence of change and modelled some of the most successful therapists of that time: Fritz Perls, Virginia Satir, Dr. Milton H. Erickson.

ABOUT THE AUTHOR

Dr. Györgyi Stenger is a certified NLP Trainer by INLPTA in the UK – 1998. She was invited by NLP Comprehensive coaching at summer intensive NLP trainings for almost a dozen of times. She also had the pleasure to work with Steve Andreas, Charles Faulkner, Tom Best, Jan Prince, Robert McDonald, David Gordon.

She is the owner and senior trainer of NLP Academy Hungary active in providing courses of classical NLP (NLP Practitioner 160 hours/ NLP Master 160 hours). With her team they created new NLP based trainings: Peak Performance and Mission Compass.

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Having almost 20 years of practice in the field of NLP I like to call it the Art of Change. As a change agent I have been admiring that when using NLP change can happen so elegantly and smoothly, either a deep personal change on the identity level or just changing a disliked behaviour.

'Let us examine why 'neuro', why 'linguistic', why 'programming'? 'Neuro' refers to our nervous system, the mental pathways of our senses; 'linguistic' refers not only to our ability to use language for expressing our mental worlds, it embraces also the "silent language" postures, gestures and our behaviour patterns; 'programming' is borrowed from computer terminology and refers to the way we use our senses and language in order to achieve outcomes.

An NLP trainer once said, "Human beings are the only supercomputers without instruction manuals. NLP could be considered the software manual for our brain." Developing further the computer metaphor our thoughts are like software programs, if we upgrade our mental software, change happens immediately in our behaviour.

How does NLP work? Human experience has structure. If we change the structure, we change the experience. The structure is built up from our perception of the world. We collect information through our five senses, code this information and remember when we need it. This process is unique for each individual. The map is not the territory - NLP presupposition number 1 reflects this approach. Each person's map differs from the territory and from every other map. We respond to

our mental maps of the world and not the world itself.

Most of our perception is unconscious. Our conscious mind can only pay attention to 7 ± 2 units of information at the same time, everything else is being recorded by the unconscious mind. Isn't it useful to know that our unconscious wisdom has more knowledge than we think and we can learn to trust our intuition to act upon? The quality of our perception depends on our sensory acuity. Most of NLP skills are based on sensory acuity. It is again an NLP jargon meaning sensory awareness, in everyday language: open your eyes, ears and all your senses to what is happening. The more feedback you can process the more successful your communication will be. NLP is also called the Art of Communication. Most communication trainings are NLP based without even mentioning it. Anything going on inside our mind is reflected in our external behaviour. The more you can notice unconscious external changes in skin colour, muscle tension, breathing patterns, the more you can calibrate others' emotional states. Excellent calibration skill is a key to successful communication and this is much more than reading body language.

Another title from the 1990s: NLP is the New Technology of Achievement effectively helping people to reach their unlimited internal resources, facilitating transformational change. The field has been developing and expanding ever since penetrating all areas where you want to improve performance.

One of my favourite NLP trainers Tom Best classified NLP as the Shamanism of the 21st century. We travel on our timelines, step into "other position", create altered states of mind using hypnotic language patterns of Milton Erickson - all these are shamanistic capabilities. NLP and shamanism both are bridges between the present and the future possibilities.

His words stay with us: "Wisdom is knowing where to put your attention." Ω



NLP – Does Anyone Know What It's All About?

By Chris Delaney (United Kingdom)

Anyone interested in any type of coaching has heard the famous acronym NLP. But many people do not understand what NLP really is. Even trained NLPers often struggle to explain what NLP is, but know the techniques they use to help their clients. The problem is, NLP is not one technique, it has several layers to it. I once heard a coach explaining it by saying "imagine there were 3 blind men stood around an elephant. These men had neither heard of nor seen an elephant before. Through touch they have to describe what the elephant is. The first man stood at the face of the elephant, described it as a solid and smooth object much like a statue, as he stood rubbing the elephants tusk. The second man shouts out its hard and wrinkly, it must be big and heavy, while rubbing the elephants body. The third man stroking the elephants back leg, describes it as a giant column". To the unknown NLP can be hard to describe in one sentence. As the elephant has many different parts, so does NLP.

NLP is based on modelling. Bandler and Grinder the co-founders of NLP modelled successful therapists including Fritz Perls, Virginia Satir and Milton Ericson. They wanted to know why some therapist got better results than others. After observing these successful therapists they quickly realised that there were many communalities across the therapies such as the use of hypnotic type language,

with some therapist not realising themselves that they were doing it. Richard Bandler is famous for joking about psychotherapist, saying a profession with psycho in the name can't be good. Rather than talking to people about why people have problems, Bandler wanted to try something different. Instead of studying the problem, such as a phobia, Bandler wanted to study the people who had overcome a phobia. So he put an advert in a paper offering \$50 to anyone who had successfully gotten over a phobia. With a surprising response, Bandler had the opportunity to discuss with a large number of past phobic's, how they view the situation differently now and found that when people were phobic they viewed the phobia in an associated way i.e. if they thought about a spider, they could see it, as if they were there in the room looking at the spider. People who are not phobics are more disassociated to the image or memory; they tend to see themselves looking at a spider or the image of the spider is often a lot smaller than that of a phobic's image.

NLP teaches you the processes that successful people have used to become successful, if you model that persons process you will gain the same results. One day, Richard was walking along the river and observed an artist at work, he was so impressed that he asked the artist how he got the painting so life like. The artist told Bandler, that he

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imagines that he is drawing around the object itself, in this instance the tree. And that he imagines there is a piece of string attached to the imagined hand drawing around the real tree, to his real hand drawing the picture on his canvas. To improve your artist ability you can use this same process, this doesn't mean you will instantly be as good as the artist, as repetition is the key to mastering any skill, but it does mean that you can improve your artistic ability.

What the co-founders of NLP found when modelling successful people is that their processes, in many cases were the same. When modelling excellent spellers, the spellers would see the word in their head, and get a feeling if the letter was right or wrong. If they felt it was wrong they would simply change the letter until it felt right. Compare this visual way of spelling to those who find spelling a chore, many will say the word to themselves, rather than see the word. The issue here is words sound different to how they are spelt.

NLP became famous through the realisation of how people interpreted their world and how information is taken in through our senses. Bandler observed that when people were asked to remember something they would often look up and to the right. Compared to when they were asked create an image, where many would look up and to their left (from our point of view). Eye accessing cues put NLP on the map.

When modelling people you could ask them how they did X, as they tell you their eye cues would give away their structure. As would the words people used to express themselves. Our senses are part of our internal filters of how we view the world. People respond differently to the same question worded in different ways. If I asked "does this project sound good to you?" compared to "does this project look good to you?" you will represent these questions differently. Language effects our perception of the world and creates behaviours.

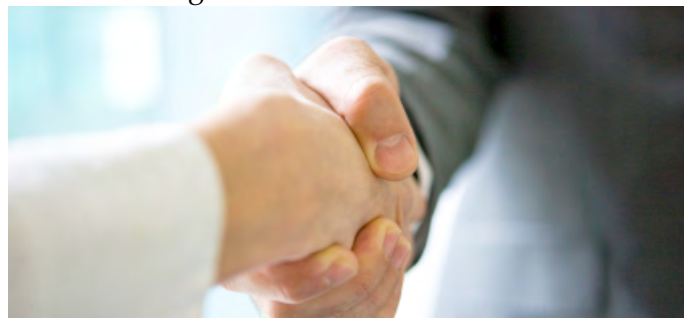
We have programmes running inside us all the time. This is a great advantage, as these programmes help us make decisions quickly. When driving, you see a red light, you automatically stop. You don't need to relearn what the red light means.

These programmes refer to the notion that the neural network pathways are designed to help us make quick decisions, working in a more predictable way IE you often break when you see the red light without

consciously realising you are breaking, it's automatic. For many clients some of these programmes are no longer productive, NLP can help the coach work out the persons programme and change it, giving them a new way of working, which may have been modelled from someone successful at that particular task.

This why NLP is often referred to as a therapy that is interested in 'how' to get the desired results, instead of 'why' we get the results.

Through NLP we have learnt about changing sub-modalities. When we make images in our mind, we feel a certain way. If this image is close up and colourful we will feel one way, if for an example you move the image away from your mind's eye, and turn the colour off, you feel something different. For many people, imagining something as if you are there now is more powerful than, seeing the same situation from a disassociated point of view. If you become aware of a strong feeling, and notice the direction this feeling travels in, you can stop it, and spin it in the opposite direction and gain a new outcome.



There are many ways to use NLP as a coach, to support your client. When you watch Richard Bandler in action, he uses a mixture of techniques and has often said he uses what the client brings to the session. He will often chunk down a client's situation, using the Meta Model to challenge the client's generalisations and using clean language to build rapport. Many of the NLP techniques are used under hypnosis often via the Milton Model, but what I like about Richards style is that he believes that you can change your problem, when you learn to laugh at your problem. As you watch Richard you can see that a big part of his therapy is humour; using a play on words, reframing situations or repeating back what the client has said, so they can hear how ridiculous it sounds.

During a NLP session you can breakdown what the client does internally and anchor in a new way of working. The tools I have learnt from NLP have helped me to help my clients to help themselves. Ω

ABOUT THE AUTHOR

Chris Delaney is an NLP Life Coach and Hypnotherapist www.christopher-delaney.com and the Author of The 73 Rules for Influencing the Interview using Psychology, NLP and Hypnotic Persuasion Techniques

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NLP versus Coaching

By Joseph O'Connor (United Kingdom)



Both NLP and coaching have very broad definitions that are process rather than content oriented. Here are some common definitions of NLP: 'The study of the structure of the subjective experience' and, 'NLP is an attitude and a methodology, which leave behind a trail of techniques,' the latter attributed to Richard Bandler. John Grinder defined NLP as, 'The epistemology of returning to what we have lost - a state of grace.'

For sure, NLP came from modelling exceptional communicators, primarily Fritz Perls, Virginia Satir, Gregory Bateson and Milton Erickson. NLP is a modelling methodology that has generated a number of techniques. Sometimes NLP is wrongly identified solely with the techniques. It would be nice if NLP modelling techniques were applied to coaching - what are the thinking patterns, goals, values, beliefs and behaviours that make a great coach? I have never seen this done and think it would be an extremely interesting union of NLP with coaching.

Here are some definitions of coaching. Coaching is '...a form of process consultation where a client understands, with the help of the coach, their way of generating problems.' (1) and, 'coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them. (2)

What NLP models are useful in coaching? What in our metaphor does NLP give that would enrich the merger? NLP deals in the subjective world - how people generate goals, values and habits of thinking, and this is clearly extremely useful in coaching. These are the pillars on which coaching stands, helping clients discover and explore what they want, what is important to them, and the habits of thinking and acting that pull them back from achieving those things. NLP also has models of eye movements that indicate how a person is thinking that can be useful in coaching.

NLP also has a model of questions (the Meta Model) to challenge linguistic patterns that do not reflect real experience. These too are useful, when the client takes their language as reality rather than their experience, this is like confusing the finger that points at the moon with the moon itself. The Meta Model is very procedural, but can be useful on occasions in coaching if it is used conversationally. NLP also deals with Emotional states but coaching does not lend itself to anchoring techniques to try to stabilise emotional states, although the coaching concept of structures is clearly related to anchors. Other NLP based linguistic models that elaborate questions, the main tool of coaching are especially useful.

NLP deals with individual subjective experience, so brings nothing to coaching from developmental psychology, cultural diversity, political or systems science. Because NLP has been heavily dependent on the models of Milton Erickson, it has a strong element of trance built into its patterns. In my opinion, the inducement of trance is not appropriate in any type of coaching. It belongs in NLP therapy and hypnotherapy. Remember too, that an increasing amount of coaching is business coaching, and business people resist being hypnotised, even in the name of better performance.

Natural trances will always happen when people think, but induced trances are different. The neurological levels model is also used in NLP, but as a model of perspectives, Ken Wilber's Integral model is far superior and more useful in my view.



NLP models are codified into patterns or techniques and these are the next level down. Examples are New Behaviour Generator, Six Step reframe, Anchoring etc. I would say these procedural patterns are not appropriate in coaching, they belong to the NLP domain.

NLP tends to put more emphasis on the methodology than the practitioner, coaching more emphasis on the role of the coach rather than the model or school they come from. I believe NLP and coaching would agree on the following three most important things in both NLP and coaching, regardless of methodology.

First is the skill and self development of the coach or NLP practitioner. A tool on its own is only as good as the user. Coaching also goes a valuable step further in my opinion and emphasises the role of the coaches 'presence'. NLP would hardly disagree, but has no model for presence.

Secondly the relationship between coach and client is crucial. NLP has some excellent models of studying and generating rapport, although the deepest rapport does not come from a technique 'done' to the client, but from a genuine human desire and willingness to connect.

Thirdly and perhaps the most important is the commitment of the client. This is not generally dealt with in NLP, but is in Coaching. A committed client will transform, and change and transformation is best made through generating client commitment, lighting the blue touch paper and standing clear rather than adjusting the firework.

NLP and coaching have a lot in common, they were born at much the same time (mid nineteen seventies), in the same place (West coast of the USA, although coaching jumped both the Atlantic and Pacific more quickly and successfully than NLP) and deal in the same areas of human change. So rather than Coaching versus NLP, let's have coaching and NLP, where NLP can enrich coaching in useful and pragmatic ways, while theoretical boundaries stay intact, Coaching is not NLP, NLP is not coaching, but their mix gives an interesting offspring. [Ω](#)

THE AUTHOR

Joseph O'Connor is an executive coach, author of fifteen books on NLP and two books on coaching (How Coaching Works and Coaching with NLP). He is the co founder of the International Coaching Community, one of the largest coaching organisations in the world, and an NLP master trainer.

1 Schein E. (1999) Process Consultation revisited Addison Wesley
2 Whitmore, J. (2002) Coaching for performance Nicholas Brealey

WE ARE ALL PUPPETS IN A PLAY. THAT IS NOT AT ISSUE. THE VEXING QUESTION IS JUST WHO OR WHAT IS PULLING THE STRINGS?

By Martin Goodyer (United Kingdom)

"NLP is not a religion. There are no high priests of NLP and I am not a God" is how I recall being introduced to NLP by its co-originator Dr Richard Bandler. I had completed a previous programme organised by a firm of London PR agents way back in 1987, but this was at the first 'Master Practitioner' training I attended in 1998 with the man himself. Yet, it was years before any of that, that the concepts behind NLP first captured my interest. I'm a business coach and psychologist now, but in my teens I'd wanted to be a performer. I



wanted to sing professionally. I'd already started on that path by the time I was 16 and was a cabaret and club singer working hotels, pubs and wherever else

Technically I was not even allowed in a bar in the 1970's, but if you looked old enough to be there then nobody really asked any questions. So midway through my sixteenth year I found myself 'resident' in a big pub singing to crowds of day trippers stopping off for their 'chicken-in-a-basket' on the way home from an outing. It wasn't hard to be a hit with middle aged ladies having a tippie, a velvet jacket, frilly shirt and silver ingot was pretty much all it took. Even so, I was always amazed by how emotional some could become. While singing, some would smile, some would just keep on eating and others would well up and cry. Not because it was bad, but because it stimulated an emotion. I was fascinated as to why it was that some people could be unaffected, yet others were brought to floods of tears by the same song, sung at the same time, performed in the same way. It didn't take long to figure out that it wasn't actually the song or even the singer, it had to be something to do with interpretation and meaning. The interpretation of each individual and the meanings each one of them was giving to what they'd heard.



Even way back then it was clear to me that it wasn't the message that really mattered so much as the way the receiver made sense of it. What mattered was how they matched it to their own experiences. I wasn't surprised then to learn, in my mid twenties on my first introduction to NLP, that these guys Bandler and Grinder had concluded that; 'the map is not the territory'. They had figured out that every person creates their own mental map of the world and then uses it to navigate their own journey through life. I was fascinated to learn how improving my understanding of the mechanism by which people created and understood their map would help me be a better communicator. It was the start of a long learning journey.

NLP is a shopping basket of pragmatic psychological goodies. The canny observations and insights of Richard Bandler and John Grinder were the foundations that underpin a very different understanding of communication. Leaders have always sought to both understand and be understood and NLP provides a set of rules and tools that make this easier to achieve. NLP works in a similar way to how we recognise someone that speaks a different

language and so attempt to communicate with them in their own tongue. Awareness that the internal 'map' a person is using to navigate the world helps us change the way we behave to bring us closer to their expectations.


In his early books 'The Structure of Magic' parts 1 and 2, Richard Bandler unwraps the tremendous impact NLP can have. Those books among others were my constant companions during my early years of applying NLP. At the close of training with Dr Bandler I asked him a simple question: "What must I do to become really good at NLP?" His reply was gruff but sincere; "You ****ing practice!" Those that know him will recognise the authenticity of his response. It wasn't offensive, it was merely punctuated with an expletive to add weight to the sentiment.

I took him at his word and did a 'deal' with a local hotel. They promoted me as an NLP 'specialist' to all their local health club members and gave me a room to consult in. I did all the work and they took all the fees. It was a terrific arrangement. I had a full diary every Sunday of clients wanting to experience some change or other; from removals of phobias to changes in attitude and behaviour. The hotel were delighted with a new revenue stream at no cost, and the clients got a great deal too; a win-win all round. After 2 years of a full schedule almost every Sunday I registered again for another Master Practitioner programme with Dr Bandler. Not as an unpaid helper but as a full participant. I knew this time that the learning would be far deeper, but I also wanted to be able to look him in the eyes and say "I practiced!" (No expletive necessary).

Those experiences helped me make sense of the raft of psychological research that is still being produced around the issue of decision making and 'free will'. For example; around 20 years ago MIT (Massachusetts Institute of Technology), after attaching what were effectively 'black boxes' to students and lecturers, figured out that with a few calculations it was possible to predict with uncanny accuracy how a person might behave. They concluded that human beings were deluded in believing they were consciously in charge of their own actions. Studies like those in the University of Amsterdam demonstrated how behaviour in IQ tests could be made to improve or get worse merely by sitting people with others they unconsciously accepted were of a higher or lower intelligence. A couple of years ago the University of Berlin did a fascinating test using an fMRI scanner; the experimenters asked participants to make a decision to push one of two buttons. Their goal was to predict which button the participants would press. Not only did they get it 100% right but they knew up to 10 seconds in advance of the person actually making the decision which they would choose!

There are hundreds of good quality experiments and observations that all boil down to the same broad conclusion; it may feel like we make our own choices but the reality may be very different. The more tests are done, the more we realise that what we think is going on is not what's happening at all. We are all the sum of everything we've experienced and not merely what we experience in the moment. The pioneers of NLP helped make that more understandable and user-friendly. They helped explain that there are strings that pull us and that it is possible to take at least some control of them. They also helped demonstrate just how easy it is for someone or something else to become the puppeteer. Singing didn't become my career but I don't think I'd have found my path without it, a path that I'm glad to say no longer includes neither frilly shirts nor silver ingots. I connect with people now in a different way. My job is still to make it easier for them to be moved emotionally, but by using coaching. Improved performance only happens when something changes, and change is always driven by emotion. No emotion, no change, no improvement. That's just how it works and I know I that without NLP this path would have been harder to follow. I'm grateful for the chance to climb on the shoulders of pioneers like Dr Bandler even if it's only for a fleeting moment with an NLP inspired insight as part of a wider intervention.

If you haven't discovered how NLP can help you pull your own strings then I encourage you to take a look, find what resonates or feels right for you. If you are already familiar with NLP then I urge you to do

whatever it takes to get really good with it. If you are already good get better and if you're already fabulous then set an even higher standard. I know I have and I'm loving the journey. How curious were you about the singing? Would you like to hear me sing? You won't find my name on iTunes but take a look and you will find a 'LoveUnderdogs' charity recording of 'Billy the Underdog' singing Castles in the Sky. It's a 'feel good' project and all for a good cause - and it's my voice you'll hear! 

ABOUT THE AUTHOR

Martin Goodyer (MBPsS MAC) has been a full time coach for 15 years with more than 10000 hours of one to one coaching experience. With qualifications in business administration and psychology it is no surprise that the majority of Martins work now is with senior executives and business owners, however he is also a veteran of personal life changing coaching interventions. He is passionate about coaching and teaches coaching skills at the highest level; as an accredited ILM (Institute of Leadership & Management) in the UK, and with a university accredited iABCt (International Academy for Business Coaching & Training) programme in Europe. He is also often invited to work with the media both on air, on screen and behind the scenes. His credits include Channel 4's 'Fit Farm', ITV's 'Jack Osbourne Adrenalin Junkie', Discovery Channels 'Diet Busters', and he appears regularly as the on-air coach and psychologist for BBC CWR. He is co-author of audio programmes 'Business Success Strategies' and 'Maintaining Coaching Excellence' and his new book 'Brilliant Coaching Conversations' will be published later in 2013

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NLP and Rapport BUILDING

By Krystyna Howe (Poland)



It was Maya Angelou who stated without illusion: People will forget what you said, they will even forget what you did, but they will never forget how you made them feel.

In any relationship, including a coaching relationship, it is so important to show how much people matter to us and how much we care about them. 'People don't care how much you know until they know how much you care' – says Peter Lewis of Leader Shape. We have to be aware that within a matter of four seconds we can lose that precious commodity that is trust. Within those 4 seconds our brain is computing and assessing the initial impression which is crucial to establishing rapport. And, at this moment, we need to find our unique way of dealing with every person.

What exactly is rapport?

Rapport comes from the French verb *rapporter* – to bring back, to refer. The English meaning, a relation of harmony and conformity indicates its importance to communication. It is being said that rapport is 'emotional glue' and a 'magic formula' for establishing

a relationship. In a coaching relationship, the client and the coach must be comfortable with each other, have mutual respect and approach the sessions with good intention.

All coaches know that if there is no rapport, there is no communication and the better the rapport the better the results. Rapport can be built on four different levels:

- Non-verbal level (body language, eye-contact, posture, gesture, breathing etc; very important as 55% of communication is made on this level)
- The voice level (pace, volume, pitch etc – 38% of communication is made on this level)
- The language level (use of visual, audio and kinaesthetic (VAK) words, including taste and smell; 7% of the communication is made on this level)
- The level of beliefs and values (someone is 'like us', thinks and behaves in a similar way).

Rapport is a loop between the models of the world of different people. In creating rapport we agree to enter someone else's model of the world, and to let them into ours. It is for that reason that just being with a warm, trustworthy and trusting person can help sort out our own difficulties.

What NLP tools can help to build rapport?

One of the signs that people are in rapport is that they have become alike in some way. When we enter someone else's world, we begin to match some aspects of them: posture, gestures, voice, language etc. In real life we do it subconsciously with our friends, and it's easy. But if we are in a situation where rapport would be useful and is not there yet, we can begin the process by matching some aspects



and being open to what they are thinking and experiencing.

I recall an NLP trainer telling his students how he once - eventually - gained rapport with a young boy. The adopted boy was said to be a 'problem child', had visited numbers of therapists, nothing worked and he closed himself off completely. When the trainer started a meeting with him, the boy ignored his questions and any attempts at conversation, and sat quietly looking down all the time. It went on like that for a long time. The trainer couldnot get any contact with him. At some point he noticed a slight movement of the boy's foot and started matching this delicate rhythm, and then the boy's breathing... All of it took about an hour! Some time after, the trainer said gently: "I think I know how you feel..." And then, the boy burst out suddenly: "You don't know anything!" and... started talking! It appeared later in the conversation that he, as a black child of white affluent parents, felt deep inside discriminated against and not respected by them, despite their best efforts to provide everything for him. He appreciated their effort and therefore couldnot speak about it. He was dragged to all the 'counsellors' so he duly visited them as his parents wished. The parents had no idea about the problem as they thought they treated him well and did everything to create the best conditions for his development. This conversation was the beginning of a new life for all of them. And it all started with matching one small foot movement.

It was Abraham Lincoln who said: 'If you would win a man to your cause, first convince him that you are his sincere friend.'

So, how do we coaches 'convince' our clients that they we are their 'sincere friends'? How do we need to make them feel so that the invaluable trust is built and they will listen to us? Ω

Krystyna Howe - Polish, studied literature and communication in Warsaw. In 2002 Krystyna married an irresistible English man and since then she has been living in London. After the 'credit crunch' in 2009, Krystyna decided to go back to what was always her interest and studied life coaching with Noble Manhattan. Now she works on simplifying everything, learning to return to the roots and enjoying life as it is, starting as a freelance writer. In addition to life coaching, Krystyna is trained as NLP practitioner and Clean Language facilitator. As a life coach, she has a particular interest and passion towards children's education and their development. Prior to coaching, worked for several years in hospitality and banking, gaining experience in different customer facing roles.

Her interest includes ongoing personal development and effective communication, observing life and people, writing and travelling; and simple cooking (Italian is the best) and dancing (favourite Argentinean tango).

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of the other person. It is our way of offering to join them.

NLP has come with a range of tools that we can use to enhance rapport, including:

- Mirroring and matching somebody's behaviour (match as in a dance, not copy exactly, which is very annoying)
- Pacing (establishing a common rhythm for a journey) and leading
- Sensory acuity (picking up very small differences)
- Congruence 'acid test' (if words are matching body language)
- Calibration skills (watching what people do and recording it in different situations).

Good rapport may not necessarily be comfortable or cosy. If the other person is upset or angry, rapport may consist of taking on a bit of that distress or anger. Two people are sharing their experience, their learning, their support, their useful strategies, and they both go away richer. It is useful sometimes to find people least like ourselves to create rapport with, because they offer the greatest learning opportunity.

How do we develop rapport?

Rapport involves connecting with the other person

NLP and Autism Spectrum Disorder (ASD)

By Scott Alchemy Hardie (Australia)



If you are anything like me, then you may be concerned about the current 'Epidemic' facing many families today. Autism Spectrum Disorder (including Asperger Syndrome) is the fastest growing diagnosis given to children and adolescents today.

At the point of diagnosis, the parent has to consider all including:

- What does this mean to me? As my role as a parent?
- What does this mean for the life-long future for my child?
- What does this mean for my family? My relationship? Schooling? Finances?
- A penultimate amount of thoughts and emotions that follow.....

At the same time, with the increased social media content in our lives it also may be argued that parents have almost too much information to consider, and the frames of language utilised for Autism Spectrum Disorder in the media, medical circles or communities is of greatest concern.

'ASD is an epidemic. Recent research indicates that Autism is diagnosed in America about 1 of every

120 girls and 1 in every 70 boys. In some areas, it is far more prevalent. This is a worldwide epidemic.' Everyday a new cause of ASD is hypothesised in social media.

The above is a piece of generalised information printed in the social media world today. Can you imagine how confusing that is having that language provided to you at the same time as, "Your child has a diagnosis of Autism Spectrum Disorder?"

I can speak from a platform of knowledge what it is like, as my parents travelled this journey; I was diagnosed on the Autism Spectrum in 1975. I have travelled this journey, and while the medical team in my early years were constantly in doubt of my prognosis and progress, I endured each step of the way to graduate university as a Speech Pathologist, to work in Mental Health and Education sectors, and then become an NLP; Time-Line Therapy ® and Hypnotherapy Trainer.

Of course there were many steps throughout that help me transform consciously, and NLP created the greatest unconscious change process within me; re-positioning me on an internal platform of strength, and changing my mind about myself. This is where change is required for ASD individuals to transform.

There are so many tools in NLP that we can utilise with these children and adolescents, and I am currently training people in Australia and the USA to work with these tools with individuals, families and schools.

If you would like to know more, please contact me on scott@coachingmbs.com

In order to serve you most effectively in this short article, I have provided you with a simple formula for Parent Coaching and the home environment.

Parent Coaching

- Interview parents for the inner workings of THEIR family – individualise the program to work with the family structure and values
- Teach 'Pre-framed knowledge'
 - Magnificence of Belief
 - All limitations can be transformed; neurologically, physiologically, and biologically
 - NLP Presuppositions – change and progress is possible always.
 - Unconscious Mind – These children are unconscious; teach them to become conscious of current strategies; remove unconscious patterns; install new strategies
- Release of old limiting beliefs and constructs within the mind
 - The state of adults around them will create unconscious modelling moments for the child – change the state of emotions of

parents/caregivers; change the potential learning moments for the child.

- Pre-frames for behavioural change for the family
 - Reframing for hope and possibility – consciously and unconsciously
 - Neutral Emotional Response Model
 - Know the 'bottom-line'. Create rules and boundaries for the desired direction, and be neutral and consistent in approach
 - Teach the concept of strategy; reward and consequence are skills we all utilise to move toward and away from specific elements of life.
- Create /Teach the use of visual tools to facilitate transitions between events or ideas
 - Time & Space
 - Boundaries
 - Sequence (story)& Change
- Building capacity and anchoring to utilise tools effectively at home
 - Add value for your service
 - Be present and seek support if you require any further knowledge
 - Empower with functional and adaptable tools
 - Teach the masterful language tools of NLP and Hypnosis; for example - Hypnotic Language Patterns, Milton Model; Meta Model; De-Identification Technique, The importance of Rapport

My approach combines a unique recipe of intervention for the individual, parents and school environment. If you would like to know more about my approach, I am based in Melbourne, Australia and my business is National throughout Australia with face to face, skype and phone consultations, and training. Skype and phone coaching is conducted for international clientele. Ω



ABOUT THE AUTHOR

Scott Hardie is a Speech Pathologist, Autism & Behavioural Coach and Master Coach & Trainer of NLP; Time Line Therapy and Hypnotherapy. He has worked within the Education and Mental Health sectors for the past 14 years.

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SECTION: COACH TOOLS



ON BEING A COACH... REFLECTING WITH A SUPERVISOR

By Michelle Lucas (United Kingdom)

In our last issue Michelle Lucas shared her thoughts on how reflecting with peers can help generate fresh perspectives and allow us to benchmark our work in the marketplace. Reflection can come in many forms and in this third and final part of this series we will take a look at reflection with the help of a supervisor.

Supervision is often poorly misunderstood – the word itself does not help as it gives the impression of someone who is looking over your shoulder and telling you what to do. However a properly trained coach supervisor will typically take a much more collaborative approach. There are three primary functions of supervision.

The first is known as “restorative” and gives us a clue to the origins of supervision from therapy and counselling. It is still pertinent to coaches because our clients issues can often have an impact on us – hasn’t everyone had a nightmare boss at some point, who still makes our hackles rise at the thought of how we were treated? The restorative function of supervision helps us “vent” in a safe space. Importantly where a client issue raises some unfinished business for a coach there needs to be an opportunity to work this through and on occasions identify that further work (coaching or counselling) might be beneficial.

The second function is known as “normative” – within an organisation this might be about ensuring the coaching being delivered “fits” with the model of coaching in that organisational context. For an independent coach it’s more about whether their practice is congruent with their rhetoric. Occasionally the supervisor will identify some coach practice

that hints that an ethical issue is in play. Here the supervisor may offer up their own experience of how a coach might be “expected” to act. Mostly, the supervisor will be curious about how the coach came to act in the way they did. The supervisor’s primary aim is to raise the coach’s awareness of the choices they have as well as ensuring the coach understands what best practice “should” look like.

The final and probably most obvious area of supervision is “formative” or developmental support. This is where the coach may work through times when they have been “stuck”, or encourage the celebration of successes and in doing so identify existing and new techniques to use in future. As a coach matures this developmental function becomes less about “tips and tricks” and much more about what is going on with their client that could inform their coaching practice. Often this means the coach learns new things about themselves in the process. In this sense thinking of it as “formative” does not quite go far enough for me, rather I see this is a “transformative” function.

When working with independent coaches, a supervisor can sometimes find themselves drawn to another function – a coach may want to clarify how they articulate how their work to the market, their USP- unique selling point. Sometimes they want to problem solve how they get additional clients. These more commercial aspects are where a supervisor could put a mentoring hat on to support the ongoing development of a coach’s business.

DIFFERENT TYPES OF SUPERVISION

Most coaches who have had supervision will have received it on an individual basis. This is perhaps the classic execution of supervision because it gives the coach dedicated attention to review their work. However, as the economy has tightened so has group supervision become more popular. It makes a lot of sense to share the cost of the supervisor with a group of coaches. This does however mean that each coach gets less time. But there are definite benefits in terms of witnessing a variety of approaches and learning through others. Just like coaching, supervision can be done face to face or on the phone/skype, and to a certain degree via e-mail.

DIFFERENT TYPES OF SUPERVISOR

Not all supervisors will deliver both individual and group supervision, and in our book it’s entirely legitimate to use more than one supervisor. However, it can be useful to work with a supervisor consistently and regularly – it gives continuity and your development can be more easily charted. Choosing a supervisor is a bit like choosing a coach. As an independent coach most times you have a choice and as an internal coach most times you don’t! However, if you do have the opportunity for choice it can be helpful to consider the following:

- How do you know they are safe to practice

supervision? Training? Accreditations? Testimonials? References?

- Do you want them to have a similar or different background to you? We've found it can be helpful for newer coaches to have supervisors from a similar background. The empathy is higher and they can provide more concrete examples to help learning. Typically a more seasoned coach will benefit from a supervisor with a different background – this makes it easier to be challenged, to become more curious and to pick up different techniques and philosophies.
- Do you get on? Rapport is often important, even if you are looking for someone to challenge you, generally you'll still want to like them!

SO WHAT'S SO SPECIAL ABOUT SUPERVISORS ?

A common question is" if supervision is a collaborative experience, why not just do it with a peer?" Firstly, as we discussed in the last issue of this magazine, we do think there is a place for reviewing your client work with a peer. However, but this is more accurately "reflective practice" rather than supervision. One of the biggest downsides of working with a peer, is the potential for collusion – especially if you review each others work on a reciprocal basis. Returning to the 7 eyed Model mentioned in part 1 of this series, eyes 5 & 6 are specific to reflecting with a supervisor.

Eye 5: the relationship between the coach and the supervisor. This operates at a number of levels, all of which hold useful information. What types of intervention the supervisor makes will probably be based in their "assessment" of the coach's developmental level. A supervisor will be considering what the coach is "ready" for. Hawkins (2006) has

articulated a 4-stage model to Coach Development. If you are interested in finding out more there is a quiz and further references on our website. There may also be some parallel process going on – this is where the way in which the coach is working with the client, also plays out in the supervision room. For example : often a coach will bring a client case to supervision where the client is stuck and is looking to the coach to "tell them what to do". The coach then comes to the supervisor "stuck" in knowing how to help the client and asking the supervisor "what should I do?". That's parallel process.

Interestingly, if you map over time what you choose to bring and not bring to supervision – this also says something about the relationship. Do you always bring problems and therefore keep a "mentor – mentee" dimension to the relationship? Do you always bring your successes because you want affirmation and recognition from a "tutor" ? Do you bring "impossible" situations because you are looking to "test" your supervisor? It can be an interesting question to consider what you are not bringing to supervision. For example, often you can get stuck into a routine of only reviewing "your struggles" – it can prompt a change in your relationship dynamic if you start to bring your successes.

Eye 6: the supervisor herself. Just like eyes 1 & 4 where both the client and the coach have their baggage to content with, the supervisor doesn't come in "clean" either. So it's important the supervisor has clarity about her own "stuff". Because it is this "stuff" that might be prompted either by the coach in front of them and/or the ultimate client. It is essential that the supervisor has a good sense of where things bubble up from, because the supervisor is an important "conduit" for the parallel process. The supervisor needs to tap into how she is experiencing the coach and understand how much of that experience is being provoked by the supervision content and dynamics and how much is being prompted by her own "private" experience.

The supervisor uses her "here and now" experience to articulate things that are emerging for her which may stem from things which are just beyond the coaches conscious awareness. Inevitably so much can go on in a coaching relationship that we may only be able to respond to a proportion of it. Much is "experienced" but not all of it processed at a conscious level. In "re-living" the coaching session in the supervision room, the supervisor may physically experience how things were at the time (the height of empathy) almost "on behalf of" the coach. She may also be reminded of similar experiences of her own and be able to share those experiences to help raise the coach's awareness of what may have been going on for them. Of course sometimes the supervisor gets it wrong. She's actually experiencing some of her own "unfinished business". Handling this authentically and in a way which does not undermine her credibility is a one of



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the toughest moments that a supervisor has to manage. Her challenge is to continue to be available to her client, the coach in the room when some “unfinished business” has just surfaced.

With all of this going on, it's perhaps not surprising that in our view, supervision is best carried out by a trained and experienced coach supervisor.

INTENSITY OF SUPERVISION

Some coaches take the view that they will “have supervision when they need it”. We always find that a bit worrying. That's a bit like saying you'll have your car serviced when it breaks down! We also don't think that the more experienced you are as a coach, the less supervision you need. In fact one of the key dangers we see in “seasoned” coaches is a tendency for complacency and a lack of self-doubt - two characteristics that are positively evident in coaches fresh out of training. In our view “self-doubt” is often where good coaching questions and certainly good questions for reflection come from, whereas complacency is more likely to blunt our awareness.

There are some guidelines from the professional bodies which match the number of hours you spend coaching to the number of hours you need in supervision - 20 to 1 is typical. However, what we have noticed is that coaches who aren't particularly busy, can “atrophy” and lose their sharpness. On going group supervision is a great antidote to this, because it's not always necessary to bring a case of your own. However, you can still contribute to others cases using the experience you do have and you can learn some things through “osmosis”. Usually a group session reminds these coaches of how much they love the coaching work and it energises them to go and see if they can find some new clients to add to their practice.

SUMMARY

The intention of this 3 part series was to help you consider the importance of reflection to your coaching practice, whatever your learning style. Finding the mix of individual, peer and supervisor related reflection that works for you can be tricky. Changing work and personal commitments are likely to challenge the reflection habits you develop. So have a variety of means for reflection so that you have some contingencies if your preferred methods fail. The most common comment we get from coaches at group supervision once they have shared their coaching dilemma, is “phew! so it's not just me then!”. Almost all coaches will at some time struggle with “professional loneliness” - it's almost inevitable in the one-to-one nature of the work we do. You support your clients - but who is supporting you? So reach out to your fellow coaches - you know what they say, a problem shared, is a problem halved. More importantly the more you can reflect on your issue alone before sharing with others, the greater the insight you are likely to generate with your colleagues. Ω

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URL for resources :

http://www.greenfieldsconsultancy.co.uk/CoachingSupervision/Reflective_Resources.htm

TOOLFUL COACH COLUMN VOL. 3 – USEFUL NLP COACHING TOOLS WITH A CASE STUDY

By Andrea Szabados ACC (Hungary)

Even without solid background in NLP, you can enhance the effectiveness of your coaching relationships by applying the key elements of Neuro-linguistic Programming, including building rapport and using advanced communication techniques. Actually, NLP is already a tool in itself that is indispensable in coaching. In this article, we introduce a few coaching tools that are based on the concepts and models rooted in NLP. For a whole range of useful coaching tools, please see the Toolful Coach book (www.toolfulcoach.com).

POSITIVE VISUALIZATION

As a coach, you have probably experienced that people have very different ways of describing and experiencing the world. This is related to the representational systems through which we remember and communicate our experiences, thoughts and emotions. According to NLP, mental processing of events and memories can be treated as if performed by the five senses.

When setting a goal in a coaching relationship, the coach should assist the coachee in viewing the goal very precisely. Prior to setting the goals, the coach should train the coachee to consider things from a different vantage point. The coachee should verbally describe their goal, with as much detail as possible. They should draw each goal and imagine what they will feel, hear, and see upon achieving it.

In NLP, the acronym VAKOG stands for visual, auditory, kinesthetic, olfactory, and gustatory, and refers to the various representational systems people use to describe their worlds.

If your coachee wants to go on vacation to the sea, you could ask him/her to describe how s/he was feeling when s/he imagined being already there, asking a question relating to each representational system. Their descriptions might be:

V – VISUAL – I imagine the captivating blue sea, the movement of the waves...

A – AUDIO – I recall the squawk of the seagulls, the soft sounds of the waves...

K – KINESTHETIC – I feel the sun is shining caressing my skin and the gravels pressing on my back...

O – OLFACTORY – I smell the scent of algae...

G – GUSTATORY – I can taste the salty gush in my mouth...

We as coaches can help the coachees find the most suitable way to keep their goals in mind. Some of them keep pictures of the goals they wish to achieve, such as a desired car; others have this picture as a screensaver. There are clients who use the brief description of their goals as a password to their email or Facebook account, thus being forced to type the goal several times a day.

You as a coach can use your creativity to find the best way suited to the coachee's most frequently used representational system.

My Hotel

a true story on the power of visualizing your goal

A boy named Conrad used to work as a bellboy at a five-star hotel in the United States. He posted a photo of himself on the inside part of his metal locker in the basement. On the photo, he was standing with his shoulders squared back in front of the hotel. The caption beneath the photo read: 'My hotel'. The other bellboys were mocking him, saying: 'If he wants to ingratiate himself with the bosses, why does he post it inside the locker instead of outside?' But Conrad was not doing it for his supervisors but for himself. Conrad Hilton proved the success of positive visualization, and in fact, the hotel became his property a few years later. Currently, nearly 500 hotels in 124 countries around the world belong to his hotel chain.

ROLE MODELS

Role Modeling is also a technique that produces empowering changes in coaching.

Who have been the client's role models from childhood until now? These individuals should be included on the list even if they were appealing to him or her because of only one characteristic. Why do they appreciate these individuals and what can be learned from them? The client should list the attractive features on the basis of the aforementioned and indicate on a scale from 1 to 10 where he or she is now, where the role model is, where the others are, and to where he or she would like to arrive. When asking questions or summarizing, try to use exactly the words used by your coachee.

META QUESTIONING

In NLP the Meta-model is designed to challenge and expand the limits to a person's model or 'map' of the world by understanding their language patterns. In coaching, this framework may help the coach to get to the relevant details of the client's language. This questioning technique helps the coach refine the imprecise statements, situations and words with multiple meaning.

Practical technique: Asking Meta Questions

Below you'll find a few specific cases that illustrate the significance of this questioning technique (i.e. we focus on a topic until its meaning becomes clear to both parties):

– My life is very stressful.

– What do you mean by stress? How do you know it is stressful? How do you define stress?

or

– My boss is very condescending to me.

– What do you mean by condescending? How does your boss behave when you feel that he is condescending? What does the adjective condescending to you?

Although the meaning of the words may be found in the dictionary, we may accord a different interpretation to a word. Because the coach may associate different thoughts and feelings than the client, that's why it is worth analyzing it in-depth.

PERCEPTUAL POSITIONS

Using perceptual positions, you as a coach can help the coachee imagine and understand what their situation looks like as perceived by other people. In NLP, this is related with the basic concept that 'the map is not the territory' and offers a way to enrich an individual's map of the world.

As a first position, you ask the coachee to describe the situation from their own natural perspective, where they are fully aware of what they think and feel regardless of those around them.

As a second position, you ask them to imagine what it's like to view the specific situation from another person's perspective who is also involved in the situation. Some coachees are good at considering others' concerns; for a more self-focused person, imagining another position is a tough task.

As a third step, you ask the coachee to take the position of an independent person; an impartial observer noticing what's going on in the relationship between two other people. The benefit of this perspective is that the coachee will gain an objective insight into the specific situation and their relationship with the other person involved.

Use the entire coaching space when introducing perceptual positions to coachees. It is worth encouraging them to physically move to different chairs or places in a room when describing and discussing the various positions. To reveal new insights on their specific situation, ask them to notice what they experience in each position. Ω



5 QUESTIONS TO ASK WHEN YOU'RE NOT MOTIVATED TO ACHIEVE YOUR GOALS

By Anne M. Bachrach (USA)

Even the most motivated of achievers can sometimes feel unmotivated. So what do you do in those crucial moments of inner negotiation - do I commit to two steps forward or relent to two steps backwards - and how do you justify your decision?

What if not being motivated to achieve your goals is a sign of a deeper, unresolved issue? Here are five questions to uncover the possible reasons you're not motivated to achieve your goals:

1. DO I REALLY WANT THIS?

Before you start discounting yourself as being weak or a failure, ask yourself if you really want this. Do you really want the end result? Do you want it bad enough to do whatever it takes to achieve it? If the answer is no to either question, it's pretty obvious why you may not be motivated to doing the work the goal requires to actually achieve it.

Achieving your goals does not necessarily have to be hard, but it can be challenging for any number of reasons. If you do not have enough fire, passion, and desire to achieve a goal, the process is likely going to be a lot harder than it has to be.

Tip: Stick to goals that you want bad enough that the decision to do what you need to do, in order to achieve it, is easy.

2. IF I DO NOT WANT THIS, WHAT DO I WANT?

If you have asked yourself, do I really want this? and "no" was the answer - there's only one remaining question to ask:

If I do not want this, what do I really want?

The answer may require some soul searching or big dreaming; just be sure it is something that has enough desire to pull you through the "work" of achieving the goal.

Tip: Committing to goals you do not really want serves little purpose. Instead, craft goals you desire with your heart, guts, and soul - those goals that inspire you to

do the work required. These types of goals will get you excited and motivate you to achieving them.

3. WHAT'S MY BIG WHY?

In the middle of doing the "work" of goal achievement, it's easy to lose sight of why you are doing it. When you find you are not motivated to keep going, focus on the emotional reason behind why you made the initial commitment. So ask yourself:

- Who/what inspired me to make the initial commitment to this goal?
- Is my reasoning behind the commitment (my big why) still a high priority - a high enough priority to continue my commitment to doing whatever it takes - and nothing less?

If the answer is yes, connect to your big why. It is as easy as reminding yourself of the emotion that prompted your initial commitment - the why behind your decision. Connecting to the why allows you to feel emotions and renew your commitment to the goal.

If the answer is no, then your why is not a big enough why - or it may be time to revise your goals so you can find a big why.

4. WHAT ARE THE CONSEQUENCES OF NOT DOING THE WORK?

The goal of this question is to get you thinking about the consequences of not doing the work. There is only ever one reason behind every choice you make: it's that you believe your choice will bring about greater comfort or happiness and/or reduction of pain or discomfort.

Let's take weight loss as an example. On one hand, you commit to losing 25 lbs because you want to live a long, healthy life, well into your elderly years (goal driven by increasing pleasure and overall good feeling). On the other hand, you commit to losing 25 lbs. because you don't like the way you look in a bathing suit (goal driven by reducing pain).

So the question is:

Are the consequences of not doing the work undesirable enough to motivate you to do the work needed - right here, right now?

If the pleasure of achieving a future goal is not enough to motivate you, then turn the tables. Instead of trying to motivate yourself by pleasure, think about the pain. Is the pain enough to motivate you to do the work?

Tip: Pleasure is a more sustainable motivator and is initially the best way to inspire you, but sometimes the realization of pain can provide just the kick-in-the-pants you need to get moving.

5. DO I WANT TO STAY STUCK HERE?

If you really want this and you have a strong emotional connection to your big why, but you're still

not motivated enough to do the work, then ask the following questions:

- Do I want to stay stuck here?
- What if I'm still here, in this same place, next week - next year - in five years?
- What if things never change?
- If I give up today, how will I feel tomorrow?
- Am I going to be happy with any of these realities?

Tip: Again, if you cannot find motivation in the pleasure of doing the work, maybe the pain of not doing the work will be enough to get you motivated to achieve your goals. Sometimes a little accountability will also help get you going in the 'right' direction. Find someone who you can work with to hold you accountable to your goals and who would like you to hold them accountable to achieving their goals. A little accountability can go a long way and make all the difference.

Think of the moments that you find yourself not motivated to achieve your goals not as a reason to beat yourself up for being weak or less than perfect, but as an opportunity to check-in and examine if your goals are still in alignment with where you're headed.

Goals should inspire you into action and propel you along your path to success; if they are not, use these questions to help you uncover the real issue. Ω

ABOUT THE AUTHOR

Anne M. Bachrach is known as The Accountability Coach™. She has 23 years of experience training and coaching. Business owners and entrepreneurs who utilize Anne's proven systems and processes work less, make more money, and have a more balanced and successful life. Anne is the author of the books, *Excuses Don't Count*; *Results Rule!*, and *Live Life with No Regrets*; *How the Choices We Make Impact Our Lives*, and *The Work Life Balance Emergency Kit*. Go to <http://www.accountabilitycoach.com/Achieve.Your.Goals.Free.Gifts.Now/> and get 3 FREE gifts including a special report on 10 Power Tips for Getting Focused, Organized, and Achieving Your Goals Now. Join the FREE Silver Inner Circle Membership today and receive 10% off on all products and services, in addition to having access to assessments and resources to help you achieve your goals so you can experience a more balanced and successful life (<http://www.accountabilitycoach.com/coaching-store/inner-circle-store/>).



THE POWER OF ASSESSMENTS IN COACHING

By Ken Keis, MBA (Canada)

Everything in life centres around measurement—money, travel, time, age, weight, volume, temperature, stock indexes—the list is endless. That is true even in underdeveloped countries that use the rising of the sun and moon and the changing of the seasons as measurements.

Yet, our experience has been that most people do not have a personal measurement strategy to help improve

their lives or to help them establish their career path. A proper assessment/measurement strategy can offer amazing freedom, clarity, direction, and release to individuals and organizations.

Without offending people's sensitivities, I believe it's doubtful (maybe even unprofessional) that a coaching practitioner or coaching process can be fully successful without an assessment strategy. Why? It is essential to understand, benchmark, clarify, and measure.

If you went to your doctor, and he or she just guessed your temperature or blood pressure, without taking a measure with the correct equipment, you would think they were a quack – certainly not someone who you would trust with your life.

Coaching and professional development is no different.

One of the most important aspects of assessments can be ownership by the individual or individuals who are engaged in the coaching process. Change or wise decisions must be based on awareness and a full understanding of the situation. Without some type of assessment strategy, how can we, as professionals, ask the right questions and offer the



correct responses? The fact is we can't.

Using assessments is one part of a coaching process but it is one of the most efficient and effective strategy to provide you with a tactical advantage.

WHAT IS AN ASSESSMENT?

An assessment is any process, tool, or methodology that benchmarks and measures a set of criteria for individuals, teams, or organizations. Like money, volume, or distance, assessment is a form of measurement that helps individuals know where they are and where they are going. Measurement does not create results; it only documents what is already true.

Note: The exception is when an assessment compiles raw data and the developer of the test applies some type of interpretation to the information. Then you must confirm that their interpretation has validity.

WHAT DO ASSESSMENTS MEASURE?

There are no limitations to what assessments can measure, including personal style, job style, character traits, leadership skills, team compatibility, aptitude, values, stress & health, self-worth, integrity, trust factors, and much more.

Who can benefit from completing an Assessment?

Given the wide variety of areas that can be measured, everyone at some level can benefit from assessments—individuals, teams, businesses of all sizes, partners, families (including kids with a grade 6 reading level and up), and non-profit and volunteer organizations.

The fact is that many of the current career, coaching, or life success processes cannot be defended. Depending on the research you source, it is acknowledged that 70% to 80% of individuals dislike their work, from a feeling of mild irritation to loathing. With less than a 20% of individuals living their life on purpose, there is much room for improvement. That is why coaching is growing - the majority of the population can benefit from our help. A planned and intentional assessment process is one of the strategic factors that will improve any coaching intervention.

DO I NEED A PROFESSIONAL TO HELP WITH THE ASSESSMENT PROCESS?

The answer is Yes and No.

First, a professional almost always adds value to an assessment process. Whether an expert is required for a specific assessment depends on the type of resource being used.

Some assessments require expert interpretation where the coaching professional must debrief the results to the individual who has taken the assessment. In our opinion, the best application for this type of test is for the screening side of hiring or HR not coaching or professional development.

Our experience has shown that the best assessments in coaching applications are those where the participant can understand the content, then self-interpret the results. Yes, as a coaching professional, your interaction with participants and their results is highly beneficial, but the fact remains that the more the individual understands the model and the content of the assessment, the better equipped he or she is to make independent and intentional career decisions.

DO I CATCH A FISH FOR YOU OR DO I TEACH YOU HOW TO FISH?

To teach people how to fish, we equip them to take ownership of their career path and development. Self-interpretation assessments like the ones that CRG publishes help achieve that objective.

How can you effectively use the Assessments in personal, career, and/or organizational applications?

- Before conducting assessments, establish the primary items you want to measure.

- Make sure you select assessments that apply well to your situation.
- With a team, all members should go through the assessment process.
- Confirm your assessment strategy and consistently implement it.
- Never abuse the privilege and confidentiality of the process. Share all results with the individual.
- It is not the results that are important; it's what you do with them.
- Choose assessments that are proven in the marketplace and that are well regarded by their users. Just because an assessment is well known by name or has high market awareness does not mean it is high quality and will meet your needs.



- If you have no experience in the assessment world, contact a qualified professional who can recommend several options and choices. The use of assessments is a must for any progressive individual or organization.

In research conducted by the American Society for Training and Development (ASTD), the most profitable and successful organizations were, on average, doing twice the training and assessments of businesses performing at below-average levels.

It is difficult to determine where you want to go if you don't know your starting point. Use assessments to evaluate where you and your clients are now and to plan where to go next.

Start now. Take your personal or business life to the next level with the right assessments for your situation.

Attention: Coaches and Development Professionals

The entire family of CRG assessments in the Personality Development Factors Model© can

help you benchmark the condition of your clients easily and quickly. CRG's assessments include the Personal Style Indicator, Sales Style Indicator, Stress Indicator and Health Planner, Self-Worth Inventory, Entrepreneurial Style and Success Indicator, Values Preference Indicator, Learning Style Indicator, Instructional Style Indicator, Job Style Indicator, Leadership Skills Inventory-Self or the Leadership Skills Inventory-360°.

Note: CRG and ICN have partnered to provide you access to CRG's Holistic Assessment System. CRG was founded in 1979 to address the concerns they had (and still have) with assessments like DiSC, MBTI, True Colors and others. They started with the Personal Style Indicator (now in 12 languages) one of the first multi-theory based style tools. Their track record is that 80% of professionals switch to CRG assessments once they learn about the differences from others.

The purpose of CRG's Holistic Assessment System (over 100 items) is to provide you the professional, internally or externally, the resources you need to benchmark key indicators in several areas. From personality, sales, leadership, values, stress and wellness, self-worth, learning and instructional styles, business, entrepreneurship, job fit and compatibility, communications, team building, purpose, and others - CRG has built a comprehensive solution for you. Because CRG tools are all self-score and self-interpreted, you are not required to attend certification before engaging them, however it highly recommended you attend CRG's certification since training on other assessments will hinder the proper use of CRG assessments. CRG's 3-Day Assessment Systems Certification takes place in Vancouver, Canada, though you have the option of hosting an event at your location. This certification qualifies for 30 IIC or ICF CE Credits.

To learn more about how CRG can support your coaching process and business go to www.crgleader.com/home?partner=icnmag Ω

ABOUT THE AUTHOR

Ken Keis, MBA President of CRG, is considered a global authority on the way assessment strategies increase and multiply your success rate. In 24 years, he has conducted more than 2500 presentations and 10,000 hours of consulting and coaching. Author of *Why Aren't You More Like Me? Discover the Secrets to Understanding Yourself and Others*, Ken has co-created CRG's proprietary development models and written over 3.5 million words of content for 40 business training programs and 400+ articles. Ken's expertise includes assisting individuals, families, teams, and organizations to realize their full potential and to live On Purpose! Contact Ken at 604 852-0566, info@crgleader.com, or to www.crgleader.com/home?partner=icnmag

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Shawna Medley, MA - Senior Counselor, Trinity Western University

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Simple Steps for Getting MORE Clients

By Hunter Phoenix (USA)

Whenever I talk to new coaches, one of the first things I am asked is "How do you get clients?" To be honest with you, this is something I really did not give much thought to before going into business. It seems so naïve now, but I really did have a "build it and they will come" mentality – that did not work nearly as well as I had hoped.

Very early in the game, how to secure a steady flow of clients was really all that was on my mind. I knew that I was doing something incredible, I just needed people to share it with! I did a ton of networking, some internet advertising, and a lot of praying and

hoping that somehow people would "find me". What I did not have was a reliable plan of action for how to go about this easily and consistently. The lack of a system kept me feeling constantly uncertain, needy and out of control. What I know now is that playing the waiting game only leads to frustration and fear... and very few clients.

To help you avoid this harrowing pitfall I have put together 5 simple steps to make it easier to attract more clients to you and your work.

1. **DECIDE.** This may sound ridiculously simple, but this first step cannot be overlooked. I have spent



my fair share of nights in nail-biting indecision, and it is incredibly disempowering. If this is you, I would urge you to just decide – quickly. Sitting in uncertainty erodes your self-confidence making it more difficult to move forward. When you make a concrete decision to do what needs to be done, no matter how uncomfortable it may seem in the moment, everything changes. Deciding to make it happen means getting clear, focused, taking more strategic action and being responsible for the outcome. Things that seem uncomfortable at first, when practiced will become second nature.

2. LEARN MORE. PLAN MORE. DO MORE.

If you are serious about getting more clients, bookings or referrals than you are currently experience, something is going to have to change. You will need new information, followed by action, action, and oh yes, more action. Commit to learning a little more about marketing and client attraction on a weekly basis, create a simple plan to implement this new information consistently, and then get going. If the information is reliable, the plan is good and you get moving, you'll start seeing results very quickly.

3. SET TARGETS. KEEP TRACK. “What gets measured gets managed.” When we are trying to lose weight, we track it. Run a marathon, we track it. If you want to book more clients, make more money, or get more referrals, track it. Start by setting a target. A 30-day target is the simplest, but I also encourage yearly, quarterly, monthly and weekly targets for entrepreneurs who are really driven and committed to results. A 20% increase is a good place to start. It's enough to get you to stretch and take action, without the fears, failure and overwhelm. Once you have decided on the number, start tracking the actions you're taking to get it on a daily basis.

4. WATERFALL MARKET. Do not just trickle a little stream of information about who you are and what you do, or mention your business here and

there, it's time turn on the full flow. Create a mega plan to “be known everywhere” (“everywhere” could be your entire city, or the entire world – up to you!) for what you're really good at and reach everyone you possibly can. This in and of itself will require substantial, sustained effort, but will pay off in the months and years to come.

5. BELIEVE. This can be the single biggest challenge for new coaches; to really believe that people want and need what you have to offer. Remember the reasons you were so passionate about coaching to begin with? They still hold true. If you can ease someone's pain, lessen their challenges, resolve their struggles or just give someone something that feels good (I'm deeply grateful for my favourite chocolatier) you are needed and wanted. Believe in this, and share your gifts through your marketing; it's the way for new business and new clients to come in.

When you start playing a bigger game, you get bigger results. You will change your world and the lives of those around you. Remember, people need you. Let's get people coached!

Up for a little coaching challenge? Commit to a 30-Day Challenge to get more clients. And for a little accountability? Post your targets and comments on the blog. [Ω](#)

ABOUT THE AUTHOR

Hunter Phoenix is a Certified Life & Success Coach, national speaker, author of “Perfect Lives and Other Fairy Tales” and the creator of the Live Out Loud™ & Blissful Biz™ Coaching Systems. She helps clients strike the sweet spot between simple self-care and accelerated growth. You can learn more about Hunter at: www.HunterPhoenixCoaching.com

NLP, META-PROGRAMMES AND COACHING

By Robin Hills (United Kingdom)

NLP, or Neuro-Linguistic Programming, is the study of human excellence and communication. It provides us with the tools to better understand the workings of our brain and to manage our states, emotions and behaviours. Today NLP is used extensively by coaches, sales professionals, business leaders and educators as a way of assisting their clients to achieve maximum results easily and quickly. NLP can help you achieve, maintain and enhance excellence whether you are just starting out as a coach, you are already succeeding as a coach or if you are looking for further ways to improve.

Developed by Richard Bandler and John Grinder, amongst others, in the 1970's, it provides a series of tools and techniques and a way of thinking that are phenomenally powerful when used in coaching to assist us and our clients to create lasting transformation.

NLP was created originally through generating and working with conceptual models - by studying an expert in their field and then breaking down what they do so successfully into thoughts, beliefs, values and actions. Replicating the same results became possible because the core elements of the results were discovered and then 'modelled'.



In this article, we will take you through one such model – meta-programmes - and how it can be applied in coaching.

A person's motivation is a complex construct incorporated into a multifaceted meta-programme. Operating at an unconscious level are our deep-rooted mental processes, which automatically filter our experience, guiding and directing the way we think. Known as meta-programmes, they result in significant differences in thinking and behavioural styles between people.

The motivational meta-programme is constructed of six distinct components that blended together give us our individual outlook around motivation; triggering and maintaining our interest levels and, conversely, acting to demotivate us.

Our level of motivation is prompted by whether we take the initiative ourselves or wait for others to act. The criteria of our motivation is linked to what we value driving the direction of motivation, which provides our energy. The source of our motivation comes either from within us or from external stimuli and the reason for our motivation is associated with



how we work with established procedures or look for alternatives. Finally, decision factors affect our motivation by how these underpin our response to change and the frequency of change.

Components of the motivational meta-programme

Level	Proactive – takes the initiative Reactive – waits for others
Criteria	These are a person's labels for what they value
Direction	Towards – achievement or attainment of goals Away from – solving problems
Source	Internal – own internal standards External – judgements from external sources
Reason	Options – looks for alternatives Procedures – follows established procedures
Decision Factors	Sameness – wants little or no change Sameness with Exception – prefers change to evolve slowly Sameness with Exception and Difference – likes evolution and revolution Difference – prefers change to be constant and drastic

Rodger Bailey determined that people who have the same behaviour patterns generally use the same form of words. Our personal evaluation and perception direct our thoughts, our behaviour and the words that we use. His work on meta-programmes has been further developed by Shelle Rose Charvet in her book "Words that Change Minds".

Within this article, we will look in more detail at the component that considers the direction of motivational energy (Toward or Away From). The component assesses whether someone is motivated by moving towards improvement goals, or away from a problem / issue that they would like to avoid and is very easy to incorporate into your coaching sessions.



Our directional component of motivation is deep-rooted into a natural work-based focus.

Toward - a focus on specific goals. Words used are to have, get, achieve or attain. People motivated this way will be clear in terms of what they want. They will be good at managing priorities and sometimes have trouble recognising what should be avoided or identifying problems.

Away From - a focus on what should be avoided, removed or fixed. Words used are to solve, avoid or fix a problem. People motivated this way are good at trouble shooting and identifying possible obstacles because they are focused on what is wrong. They

may set goals but they respond to negative situations dropping everything to fix something. They can have difficulty managing priorities.

Within a work-based context, the distribution is broadly:-

Mainly Towards	40%
Combined Towards and Away From	20%
Mainly Away From	40%

As a coach, the way to determine a person's motivational direction is relatively straightforward. It is directly linked to the **criteria** of their motivation. Begin by asking them *what* criteria are important to them at work and then, more specifically, *why* having those criteria is important to them. The language used to answer the question will give you the information you need about their direction of motivation.

For example, "Promotional opportunities give me a chance to develop and earn more money" is *Toward*, whilst, "A good home / life balance means I am not travelling a lot and I have less pressure" is *Away From*.

It is interesting to note that medical practitioners tend to focus primarily on what is wrong with patients – they move *away from* sickness and dying scenarios – wholly appropriate in treating and curing illness. If this is their motivational direction in a work context, then coaching *towards* goals to *attain* certain outcomes will not have the same impact as *fixing things or solving problems*.

Subtleties and nuances of listening are paramount in working with another person's meta-programmes to understand the complexity of the communication process linked to motivation.

If you seek to understand and focus on the direction of a person's motivation it enables you to use of appropriate words to support their meta-programme that will enhance coaching or mentoring. Utilising specific, influencing language, empathetically, will also help you to build trust and rapport more easily and to avoid misunderstandings meaning that you will be able to accomplish successful coaching conversations more readily. Ω

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Robin Hills specialises in training, personal development and coaching focused around emotional intelligence across a wide range of industries and sectors.

Robin co-leads the Manchester Business NLP and EI Group, which meets monthly At the Manchester Conference Centre to share ideas and best practice in the business application of NLP and emotional intelligence. www.manchesternlp.org.uk

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Can “NLP” improve MY BUSINESS?

By Esther Coronel de Iberkleid (Bolivia)

Even though Entrepreneurs and Executives globally are paying attention to the abbreviation “NLP” Neuro-Linguistic-Programming more than ever, there is still a group of people that thinks “NLP” comes from a “new era guru” talking about things that look like nonsense’s.

For 25 years I have been working in a manufacturing plant, fighting with people, the market and words. I asked myself many times “How can I do things easier?” Thinking there had to be an easier way! I did not know who to ask, and where I could find the answers to my questions. I was struggling regarding how to make the connection between the “Product Development Department” of the business and the market, what I call today the connection between the “senses” and the words, something I learned with “NLP”.

The problem was not about what I was doing, since as a Chemical Engineer I understand processes. There was something that is also a process, of which I was not aware yet: “the fact that communication occurs at all levels of our being”.

Today I find this fact fascinating, fantastic and at the same time amazing, since this turns the language we use on a daily basis into an absolute different level of communication, regarding its power, value and an ally in life to achieve our goals and as well be able to live a better life communicating better with the world and ourselves.

I discovered by studying “NLP” that when we understand the “other languages” we can work more efficiently. Like when you decipher a hieroglyph and things get much clear regarding the history of a certain civilization for example. You are able to read the body language and be aware of new responses and from there interact from a complete different place improving relations and results. And it is very easy to do it once you get it and discover how to open that door.

How many times have you been in front of a person and your ego response does not let you achieve a good connection because “it” (you) feels hurt? What if you (“it”) could read this differently and make another decision bringing the human relation (connection) to a successful end?

There is a language everybody talks and nobody speaks about “out loud”. Maybe because they are not aware about that language as I wasn’t till

the moment I discovered it, when I studied NLP. I became a member of a new universe understanding the fact that there were people that could read and understand the “other languages”, to take advantage of them toward successful negotiations in business, as well as in their daily life.

Like having a magic wand that with a single touch changes the direction of communication; in many cases this is priceless!

It does not mean to tell stories that are not true or to implement strange programs into people minds. Not at all and this is possibly part of the myth people consider today when they listen to the abbreviation “NLP” thinking it is a bad thing. It is totally the opposite when you understand what “NLP” can do for you to help you achieve results from a different perspective.

What do we want in business?

We want to be able to reach a certain target market, a certain population through all their senses. We want them to react and love our products, so they just see them and buy them with no doubt. We are talking here from a sensory perspective!

What do we need to do, to achieve this purpose?

The first important fact in business is to achieve a clear vision and understand the mission of the company or the business about what they do and their offer. When this happens it is much easier to make “the translation” so that the offer can be understood through the different senses of the members of the target market.

It is very important to have clarity about the fact: People may not remember what you said but they will never forget how you made them feel. We never forget a feeling or an emotion even though we may forget words and sentences. These are elements to be taken into consideration in our equation toward a successful business by the “Product Development Team”.

This works for a big company, and is of great value and help, for individuals that are developing their business, offering one product or their experience as “the product”. This is why it is recommended to know which your target market is and develop a message to sell your product or expertise from there. Why is this like that? Where is the real connection? The real connection begins when you know who you are talking to, since you can identify their response and from there wrap and craft your products the best way for them to be seen by the right people.

What do I mean by “making the translation”?

It means once I understand in my business which is

my message, my mantra, I have to wrap and craft it to be delivered to my target market so that they will be attracted through their senses. I have to speak all the “languages” to achieve that purpose.

Knowing the target market it will be easier to connect through the offer to solve a certain problem since a product is a solution to solve a specific problem. Remember the product is about them, you create it for them so the product has to speak to their senses all the time.

All these details can be managed using “NLP” since they speak to the senses of the target market. Shapes, colours, smells, textures, type of packaging, fonts, are also a language. They are a language to the target market senses. And we have to understand how to speak our target market’s languages to communicate the value of the offer.

Many times we listen to advertising agencies talking about these topics and still I personally believe there is a missing link between what they do and what the client understands. Why do I mention this here? Because the disconnect comes from the fact the marketing people do their great work while the client is still trying to get which are the details and decipher the language of the target market. So they are in a different frequency and their languages are not the same. This is the reason tweaks have to be worked out.

The first time I heard about “tweaks” I had no clue about the meaning of it and where I had to look for what to do, for it to be efficient. Today I understand the tweak is a way to a better connection with the reader for him to recognize himself.

It is exactly here that the entrepreneurs need to understand the benefits they would have, by hiring an “NLP” specialist. He will be the one researching which are the characteristics of the “ideal client” and he will know “who is this company talking to” He will be able to work out the translation easier.

This works for a massive product already positioned in the market, as well as for a new brand coming to the market with a new product for a specific group of people, or even for a specialist in a certain topic coming to the market.

This is what makes it fundamental to have as part of your team, someone understanding how to read the language of the target market you want to address to, selling your products. Someone understanding the meaning of “NLP”

For me today Neuro Linguistic Programming is about why people react the way they do and how to read their feelings through their actions and/or reactions.

“NLP” makes easier the sales process, knowing

what works and why the target market will listen to a clear message that gets to the point. The message shows the client that the company understands their problem and has the solution they want. This generates TRUST! As a consequence there is no doubt and they buy the product.

The “NLP” practitioner is the translator that helps the business sales team, together with the Entrepreneur or Executive, understand how to wrap and craft the product with the right words, to sell it to a specific group of people that will see it attractive and buy.

This may be called reverse engineering. We study the market first and then we make the translation that improves the process of sales. And as soon as you realize the process works, it is about repeating the process with the same product or new products again and again.

When the message about a product is clear and people get it, they pay the price of the value imprinted in the product. This is the financial goal of the business delivering a product.

When I discovered “NLP” and decided to study it, I began to understand its power. “NLP” is not just a “TOOL FOR LIFE” but the science of communication to achieve success. It helps you blend the words and the psychology to achieve more sales.



What do entrepreneurs want?

They want to be successful! How will they become successful? Selling more and transforming products into money by increasing their sales. What do they need for that to happen? They need great sales people trained in the knowledge of all these tools and languages. What does this mean? It means people that can get the power of words and have no fear of using them to connect with their target market.

It is about building a bridge to find the balanced relation from where to communicate a message about a product that is part of the solution of a problem, with trust.

This is the reason why people buy a product.



Of course there are other parameters to take into consideration of which I may write in another article but today I am writing about “NLP”.

Some people have “charme” when they talk and connect with other people but others do not have it, due to their own fears. I believe that “charme” can also be developed when someone looks inside themselves and connects with their inner love and compassion, and process the fears.

If you are an Entrepreneur I invite you to implement the new tools of today that will lower fear and improve communication and sales. It is important to train the sales force so they know the psychology of the sales and for this they need to first overcome their own fears. We are all learning; we are all evolving; we are all human beings looking for answers to make our life easier.

When we understand that the world today is about collaboration and we give people the tools they need to achieve it, their results change dramatically for the good!

This is exactly what I was looking for over 25 years!

I know its value and this is the reason today I share it and teach visionary leaders and entrepreneurs how to achieve wealth. I worked out the formula for myself first and it works! Ω

ABOUT THE AUTHOR

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“My Journey toward YOUR success – The Magic Wand of Life”

“Transforming YOUR Life from the first Session”

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Esther Coronel de Iberkleid, lives in La Paz, Bolivia. She has a doctorate in Chemistry and is trained in TFH, PKP, EFT and “NLP”. She has certificates as a Life Coach, Business Coach and Social and Emotional Intelligence Coach. Esther offers specific tools and guidance toward Clarity, Confidence and Self-esteem to men and women feeling they lost their “course”, w/ depression, anxiety and unsatisfied as well as in the Business arena. Executive Coaching is available. Her specific target



HOW NLP HAS EVOLVED

By Dr. Justin Kennedy (South Africa)

This is not an article singing the NLP song, but rather to show where it went wrong. So what is it about NLP that is a phenomenon? The answer lies in understanding what NLP really was trying to do and where it had no clue at all. So let's start with a definition: NLP has shown to be an effective style of thinking that provides challenges to oldthought patterns. But sadly since the 1970's NLP has not tried to keep up with developments in neuroscience, linguistics, CBT and computer programming, so it flails. Yet somehow some coaches still find NLP to be a cool tool.

I was first exposed to NLP via Tony Robbins, who blew my socks off! I left formal academia and became an NLPer. After being in a coma, I realised I could not NLP myself back to normal brain function by “Training my brain to change my mind”. I learned that the ‘neuro’ in NLP was sadly missing. The emotional brain functions from the limbic system and Dopamine had me fall in love with NLP. I had to go back to mainstream psychology and put in the heavy lifting to complete my doctoral thesis where I learned that if I wanted something valuable, there weren't NLP quick fixes; not saying that I don't apply NLP especially when working with phobias but it just isn't the Holy Grail.

Looking into the structure of linguistics I realised that NLP basically was rebranded, applying hypnotherapy techniques. When I was part of a research lab we applied NLP (but mainly neuro-cardiology) to develop an FDA cleared medical device: the StressEraser. We realised that the technology needed coaching processes to ensure full benefit, so then we developed a brain targeted coaching program. This led to Neuroscience Coaching courses, which we teach to neurology and other students. We also realised that we needed to include the neuro and linguistic link in more detail and the research led into neuro-linguistics which is really the real deal NLP! Neurolinguistics is the study of the neural mechanisms that control language. It draws from these fields: neuroscience, linguistics, cognitive science, neurobiology, communication disorders, neuropsychology, and computer science.

But yes NLP is a great methodology - otherwise it would never have taken off - but it's still very 1970




and needs to serious reboot employing hard core neuroscience to coach sustainable change.

If you are still not convinced, please look at the work of Dr Paul Ekman – who mapped the link to the eyes, face and emotions in a profound way that even Disney use. Look at what CBT has done to employ computer programming and finally look at the disciplines of neurocardiology and neurolinguistics and learn how the brain makes us feel stuff before it becomes conscious and how the mind employs a program – called language found in the Broca (and other) neurological areas.

So NLP is not magic! But correct application of Neuroscience in a CBT coaching approach can be very effective indeed, empowering people to take charge of themselves. NLP is only 1 and not THE ONLY approach to change ... it's just one methodology. So yes, NLP is still very much alive in the hearts and minds of coaches. But be brainy and take time to test what is valid and what is really "snakes and mirrors" like Derren Brown's NLP mental magic shows. Fun yes ... neuroscience no. There's a difference. Do the homework as there's no quick fix to sustaining

change.

If you would like to know more about the University based Neuroscience Coaching Certification please email me via: dr.kennedy@ugsm-monarch.ch 

ABOUT THE AUTHOR

Dr. Justin Kennedy is the CEO of Sherpa Coaching Africa and holds the position of Professor of Organizational Behaviour and Regional Dean of Africa at UGSM-Monarch Business School, Switzerland. At the University of Pretoria he teaches Neuroscience Coaching as part of the Neuroscience Research Group Management Committee:

<http://web.up.ac.za/default.asp?ipkCategoryID=20710&sub=1&parentid=17753&subid=20709&ipkloolikid=76>

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GET RID OF YOUR BAGGAGE!

*A practical application of NLP in dating coaching
by Viktoria Soos (Hungary)*

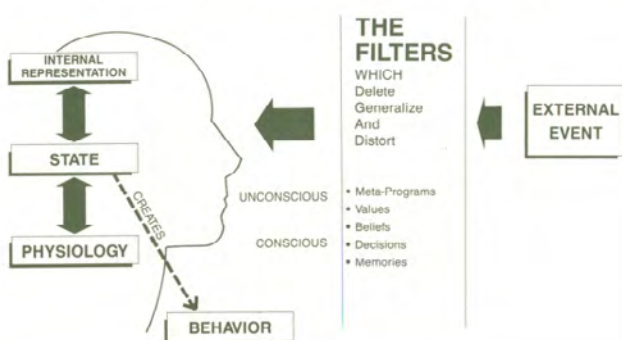
Dating coaches have to deal with 4 major problems when it comes to their clients. These are: baggage from the past, inhibitions, gender stereotypes, and lastly, lack of dating skills (as described in 3rd issue of ICN, p. 58). NLP tools could be used in all of these areas; in this article we will see how it can help the client get rid of the first of the four problems: emotional baggage. What can be done when a bad memory, such as a painful breakup or an ugly divorce procedure, destroyed the client's self-worth and still haunts him/her, preventing the healing process and impeding him/her from dating with confidence?

The NLP map as a key to the solution

What I love about NLP is its easy-to-use "communication model" that gives us a map so we know where to intervene. According to this model we have five areas: filters, internal representation of reality, emotional state, physiology, and behaviour.

The reason why someone is stuck in the past is the following: an external event created a filter that affects the beliefs, values, decisions, meta-programs or memories of the person so that his or her internal representation of reality changes and affects the emotional state and behaviour, and sometimes even the physiology.

NLP Communication Model



The NLP map (source: Rashelle Reid)

Let us follow the map: in the case of a break-up or divorce (external event), a filter is created, for instance, the person generalizes or distorts information when it comes to dating and relationships. Typical generalizations are: "Men can't be trusted," "All women are cheaters," "Relationships don't last," etc. Typical distortions are: "It was all his fault," "I'm the



victim here," "my life is ruined forever," etc. Because of these filters and distortions, it is easy to see why the client is scared (emotional state) and fails when it comes to dating and establishing a new relationship. His or her internal representation – how love is perceived – is affected by the above described filters, so most probably the outcome will be an uninviting and unattractive behaviour towards the possible candidates. So as coaches, our task is to pay careful attention to all the filters our client is using, because the outcome largely depends on them.

Where to intervene

Strategic intervention occurs most often in a different area of the internal map to where the problem occurs. So instead of talking about the generalizations and distortions the client is using, we can try to intervene at a different place: for example, the internal representation of the ex or the break-up or divorce, because that is where the key to the problem is. It is not useful to encourage talking about bad memories because that makes things only worse; also, talking about the past is not our task.

What if, instead of cherishing even the worst memories, we try to play with them? As Bandler suggests in one of his live demonstration videos, the emotions attached to painful memories can be changed so the constant pain and emotional baggage are relieved.

If your client has a bad memory, you can first explore how often he or she thinks of it, how strong it is, and what kind of emotional effects it has. You don't have to listen to the details in order to play with the memory.

Play with the memories

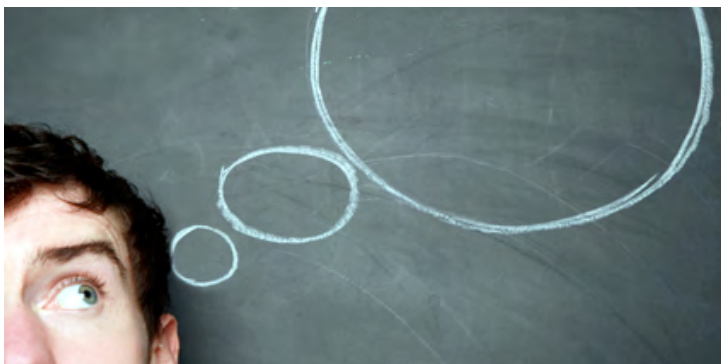
Take 5 to 10 minutes and ask your client to close his or her eyes and bring back the bad memory in question. Now let us play with that memory. Try changing the following details so that the emotions

attached to the memory change. Try to set a comical tone the events, or to make the client imagine them as if in a movie. You can experiment with the following aspects:

- Colours (e.g. change the colours of the memory to neon or pure pink to make it more funny)
- Place (e.g. place yourselves in a lion's den at the local zoo)
- Smell, taste (e.g. imagine the whole scene next to a dump yard)
- Time, tempo (e.g. speed up the events or play them backwards just like in a slapstick comedy)
- Brightness of the image (e.g. darkens the picture, or brightens it up)
- Size (e.g. change the size of your partner to an inch)
- Characters (e.g. change the character's image, clothes, put clown hats on him/her, etc.)
- Music, sounds (e.g. play some funny music)
- Temperature (e.g. change it to extreme hot or extreme cold)

The original memory will not be lost, but after this exercise the client will never be able to think of it without thinking about the modified version. Because of this, the emotions attached to the memory will change. So will the internal representation, and

that will affect the filters, too, bringing new and better results in the client's love life. **Ω**



ABOUT THE AUTHOR

Viktoria Soos, with more than 50,000 subscribers to her online dating lessons, tips, and articles, is one of Hungary's first and favourite dating coaches. Implementing coaching tools in dating, besides individual coaching packages she has designed for online and offline trainings, has organized conferences and has held summer "boot camps" for those looking for love. This year she was a guest speaker at the International Matchmaking Conference in New York; she has also published a book titled "Get over it – the four things keeping you single." As of 2013, she is working with international clients.

Viktoria's website on dating and dating coaching:
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WANTING TO ADD A 5TH DIMENSION TO YOUR COACHING?

*Dr Lisa Turner (United Kingdom)
Founder of Psychademy Reveals How*

What separates a fantastic coach from a good one?

Any well-trained coach can get good results for their clients. However, some coaches seem to be truly "gifted" and can take their clients to a whole new level. These great coaches are often trained to the same level as the average "good" coach, so what is it that gives them this edge of mastery? The things that make a good coach a great one, are intuition and the courage to use it!

Most coaches will be familiar with the experience of having a strange sudden urge to ask their client a completely random question that's totally off topic, and coaches with the confidence to trust this urge, are the ones that can lead their clients to the place they didn't think they wanted to go, but it's the exact place they needed to go to get the result. Great coaches allow their intuition to lead them to the exact place where the client's problem or block was. This is your intuition at work.



Great coaches will quietly and occasionally openly admit that often when they are coaching they will experience something working through them that does not seem to be coming from them.

It's as if a higher power intervenes and guides the session. The 5th dimension is that which is beyond space and time. Space is measured by first 3 dimensions of length, height, width. Time creates the 4th dimension. The 5th Dimension is where spirit,

source or the universe, or whatever term you're comfortable using, intervenes to support and assist both coach and client. This is what we call the 5th Dimension in coaching. It is that which is beyond space and time.

How to access the 5th dimension

Accessing your intuition and higher-level insights is easy when you understand how the mind works. Rather than residing in the brain, the mind is usually described as a non-local energy, and there are three aspects to it.

1. The Conscious Mind
2. The Unconscious Mind
3. Your Higher Self

The Conscious Mind

Your conscious mind makes up everything that you are paying attention to at any given moment. This changes all the time from moment to moment and is limited to about 7 – 9 things at a time.

Your Unconscious Mind

Just as the name suggests, this is everything that you are NOT (or UN) conscious of at any given moment. This also changes from moment to moment as things move in and out of conscious to unconscious awareness.

The unconscious mind stores all your memories, learned behaviours and beliefs. According to research we can only process about 5 - 10% of all thoughts with our logical conscious mind. A staggering 2 million thought processes happen every second, entirely unconsciously. Our unconscious mind is literally a powerhouse of supercomputing that our poor conscious minds can simply never keep up with. This gives our unconscious mind access to much more information, if we can access it consciously.

Intuition is the ability to understand or know something without conscious thinking. It's entirely normal and natural, and many of the greatest scientific discoveries in history were triggered by a flash of intuitive insight.

Not only does your intuition help you make better decisions, avoid mistakes, or even accidents, it can also make you a much better coach. Intuition comes from the unconscious mind.

Your Higher Self or Collective Unconscious

Finally there is the higher mind, higher self and sometimes called the collective unconscious, or even

your holy guardian angel. Your higher self is that part of you that is pure spirit or soul. It is the part of you that is God (or the universe) that exists inside each individual. It is completely trustworthy, loving, forgiving and supportive. Inspiration and that magical 5th Dimension comes through the Higher Self.



How to tap into the 5th Dimension

Take a look at the diagram and notice that the unconscious mind is the pathway or connection between your conscious mind and your higher self. So the only way to access your intuition is VIA your unconscious mind.

And it's this that's so exciting, because it gives all coaches a simple way to access that 5th dimension and use it with their clients. Here are the steps.

Step 1 is to communicate with your unconscious mind.

Step 2 is to allow that 5th dimension into your unconscious and then conscious mind.

Step 3 is to trust it and act on it.

Any time you get an intuitive hit just trust it. It comes from a place much more powerful than you can consciously comprehend.

So when you get that random question, comment or suggestion that seems to come from nowhere, just open your mouth and say that random comment, ask that off the wall question. You will surprise yourself, and astonish your client. Ω

ABOUT THE AUTHOR

Dr Lisa Turner is a Master Spiritual Trainer and founder of Psycademy where the most successful and empowering intuitive coaches on the planet are trained. Check out her free personal transformation resources at www.psycademy.co.uk

CLEANSE REBUILD HYDRATE ALKALIZE REJUVENATE

By Dawn Campbell (France)

Remember that all important quote 'if you don't look after your body, where else will you live'? Well, this is the perfect chance to get toned and fit. Being healthier makes us feel happier and sexier and we all want more of those feelings don't we!

Our bodies detox and eliminate toxins quite naturally 24/7. They just do not do it as effectively or efficiently as they used to. 21st Century lifestyle choices combined with less than optimal dietary habits are taking their toll on the majority of us. Yes we may be living longer, but the fact is we're simply dying slower; it's the quality of life that is the real benchmark.

Incorporating a bi-annual detox into our health protocol is fundamental to our vitality for the remainder of the year. Think of it like an insurance policy, this preventative measure ensures a stronger immune system and it's quite easy to implement too. Here are a few easy top cleansing tips that will help you improve your health and weight:

1. Start each day by sipping warm water, lemon, ginger and cayenne. Your skin, kidneys, liver and heart will thank you for this amazing drink. Lemon is a stimulating, alkalizing drink; it's also an antiseptic so keeps the bloodstream clean, it aids poor circulation, improves digestion and provides a daily boost of Vit C. Cayenne pepper is the best herbal blood circulation stimulant, it thins and keeps the blood pumping and lowers pressure. Ginger is warming, combats dyspepsia and relieves wind. It cleanses the skin by stimulating perspiration and therefore, aids the removal of toxins. It is also a diuretic so cleanses the kidneys too.
2. Increase your intake of living foods (that means ripe, organic, seasonal foods) to at least 75% of your food intake. We need to consume high water content rich chlorophyll based live foods. They are packed with enzymes, minerals, vitamins and phytonutrients. So swap cooked breakfasts for a smoothie, swap stodgy lunch time sandwiches for a fresh mixed salad or raw fruit muesli and finally, swap heavy dinners for lighter steamed, baked or raw vegetables. This is a great time to practice raw food combining to lose the winter tummy bloat, get rid of bad breath and dull skin tone

3. Keep hydrated with pure water not coffee (decaf is worse), fizzy drinks (chemicals), milk (mucus forming) or alcohol (for obvious reasons), they are all dehydrating! It must be water. Many overweight people have excess fat because they simply misunderstand their body's cry for water with the need for more food. Simply pinch your skin to check how hydrated you are, if it doesn't pings back into place, you are already dehydrated (likewise, if your urine is dark, smelly and it's infrequent, you are chronically dehydrated). When you think you are hungry, drink a glass of water and wait 30 mins. If you still feel hungry afterwards, fine, go ahead and eat. If you are not hungry, you are now learning to recognize the different between thirst and genuine hunger.
4. Extend your life by eating less. Treat yourself to a supervised water only fasting retreat and if that's too scary, then try juice feasting instead at least twice a year. Remember if you are juice feasting then vegetable juices are great for building and rejuvenating while fruit juices promote a superfast cleanse (and potential healing crisis), both are re-alkalizing. Alternatively, if that's a stretch too far, just adopt the practice of not eating one day of each week (Mondays are good, especially if you have over indulged over the weekend). If the thought of not eating panics you, eat a mono diet of just one type of fruit all day once a week. You will soon get into the habit and actually look forward to the extra time and energy that day gives you! Eating less means concentrating on quality not the quantity of what you eat. It is what you do not eat that tends to ensure longevity and vitality. To ease into calorie reduced dietary habits simply reduce your meals from three a day to two a day, or improve portion control by swapping your average 12 inch size dinner plate to an 8 inch plate. People often worry about over indulging over Christmas and New Year when in fact they should worry more about what they are eating between New Year and Christmas!
5. Take up rebounding for 20 min a day I use http://www.starbounding.com/44_minitrampolines_europe.html which offers a fun safe workout for all ages and conditions (except bone cancer) and effectively supports your lymph glands encouraging the body to drain away toxins. These mini in-door trampolines mean there is virtually no



excuse for not moving, especially not the weather. In fact, any vigorous movement that lasts over 20 mins a day that effectively raises your heart beat is healthy and it doesn't have to be traditional exercise either. It could be housework, sex, or walking the dog fast. What you do is irrelevant, just doing something is the key to mobility in your old age. Remember, if you don't use it you risk losing it!



6. Book yourself a course of colonics before, during and after each detox. Yes you read right, I really did say colonics. It's really not as weird or embarrassing as you may imagine so go on find out more, especially if you are bloated. You may find after a colonic you did not have such a fat tummy after all and that you were actually carrying around a putrefied, fermented sewage system. People have been known to drop pounds on the scales after a colonic as well as improve their assimilation of nutrients which actually meant they did not need to eat so much! To find a registered therapist visit <http://ipch.org.uk/> or <http://www.colonic-association.org/members.html> or <http://www.colonictherapists.co.uk/> A good colonic therapist will tell you about the presence of parasites, yeast (Candida), the general state of your health and your transit time. If a colonic is a stretch too far for, then opt for weekly home high enemas. Contact me for more detailed information.
7. 70%+ of ailments doctors deal with could be eliminated with improved colon care. That means 70%+ of all our health issues are in our hands! To improve your health, start with the health of your colon. To keep toxic matter moving out in a timely manner simply blend a cup of water or nut milk with a spoon of physillim husk or ground flax seed (linseed) daily. Optional - add bentonite clay, powdered greens like chlorella or spirulina. For sweetness add prunes, figs, or apricots and drink

this tasty shake daily after your warm lemon. It is also a great weight loss drink too because it's filling! Remember, if what goes in must come out. If you eat 3 times a day, it stands to reason you need to eliminate 2/3 times a day. If you don't, you are starting a new day with backed up faecal matter in your colon from an earlier meal. Times meal times by 7 days a week, 4 weeks a month, 12 months a year and it's easier to understand why 70%+ of our niggling ailments are preventable if only we took better care of ourselves!

8. Skin brush for 5 mins every morning then take a shower alternating between hot and cold water which is a great way to stimulate your largest organ as well as eliminate toxins while exfoliating dead cells that clog up our pores. This practice improves circulation and skin tone making you glow.
9. Clean out your kitchen and bathroom cupboards of chemicals. There will probably be a lot of them too! Swap all these different products for natural products instead. For instance, products in your bathroom and beauty cabinet, ask yourself 'is this a product I would eat'? If not, challenge why you are putting it on your skin or your hair which are both porous. Assuming you wash daily you do not need to use soaps, just wash in water; when brushing your teeth just use a drop of tea tree oil for the freshest of breaths; use olive or coconut oil for cleaning your face and moisturising your body; get rid of any sprays like D.O. and swap for a crystal salt stick instead – the list of healthier body, healthier environmental alternatives goes on. Likewise, use natural cleaning products in your bathroom and kitchen like lemon, vinegar and bicarbonate of soda instead of all the chemical concoctions in your cleaning cupboards and save yourself a lot of money at the same time.

Finally, cultivate a practice of gratitude. 50% of the world's population lives on less than £1 a day. If like me you have a healthy source of fresh food to eat, a warm safe place to live, you are loved and able to give love, then count yourself truly blessed with the real benchmark of what it means to be rich beyond your wildest dreams. Ω

This is just a brief sample of holistic tips and best practices that will help you live a life of vitality. To find out more information on any of the above practices or a tailored program, please contact me at <http://www.dawncampbellholistichealth.eu/contact/> Still don't think your health is worth the effort? Then take 3 minutes to listen to Diane's moving words about how Dawn helped her regain responsibility for her health <http://www.dawncampbellholistichealth.eu/2011/01/diane-bushell-testimonial/comment-page-1/#comment-1289>

Wishing you the very best of health.
Dawn Campbell
Master Coach & Holistic Health Practitioner
<http://www.dawncampbellholistichealth.eu>

SUCCESS-INSPIRING STORIES WITH THE USE OF NLP IN COACHING

By Malcolm Nicholson (United Kingdom)



Having studied Ericksonian hypnosis under Stephen Brooks of British Hypnosis Research, I occasionally use this approach for helping clients in their change process.

I recently worked with a Sales Director who had been promoted to Managing Director of his business. He came along to our meeting, was tall, well built, immaculately dressed and charismatic. My immediate reaction was why is he here, and where am I going to add value?

Information gathering questions lead him to unburden. He had not wanted the MDs job, and felt out of his depth. To use his metaphor he said he felt that he was sitting at the table with his father's friends. He was tense, resistant to change and feeling despondent.

Having met him previously, rapport building was straight forward. We went to an indirect command induction, involving imagining walking through a series of scenarios in different seasons. Normally it is easy to tell when a person is in a trance (See *Trance-Formations*, Neuro-Linguistic Programming and the Structure of Hypnosis; Grinder J & Bandler R, Real People Press, 1981. Take note – if you have a copy, look after it; it could be worth hundreds of dollars!) as their breathing changes and becomes deeper, their muscle tension diminishes and skin tone changes. In this case, the person started snoring as well! I was a little perplexed as to what to do, then thought that if the connection with the

subconscious had been made, then we should continue.

We then went through a processing of reframing outcomes – looking at how things were going to be going forward; relaxed, in the zone, quietly exuding leadership, having time and confident. From somewhere came to me an analogy about 'changing out of short trousers and now wearing long trousers', which was followed by a re-integration process and helping the person come back to a conscious state. He apologised, and said that he may have nodded off for a moment. I replied that I had not noticed, even though the previous half hour had been conducted to the accompaniment of thunderous snoring! We agreed to speak the following week to catch up and see how he was progressing.

We spoke again some 5 or 6 days later. I was delighted when he replayed to me the metaphor used when he was asleep. He said that he felt as if he was at last wearing long trousers and was a grown up sitting at the table amongst equals.

It was great to see the individual immediately flourish and grow in his new role. He took charge, was charming but in command, decisive yet inclusive and insightful. It reminded me that whilst all things may not be scientifically proven, there is tremendous power available in the change process by accessing the subconscious mind. Ω


COACHING COUCH @ ICN

The Coaching Couch is a forum where we share with you questions that are posed to us from some of our readers. In this edition, Joseph O'Connor and our Division Head Leeann Naidoo have responded to these questions. If you wish to leave more questions, or contribute to the various coaching topic discussions, please visit our Facebook page <https://www.facebook.com/internationalcoachingnews>.

WHAT DOES LINGUISTIC 'MEAN' IN NLP?

NLP has a model of questions (the Meta Model) to challenge linguistic patterns that do not necessarily reflect a client's reality, but more that of their perceived reality. These questions are useful when the client takes their language as reality rather than their experience - like confusing the finger that points at the moon with the moon itself. Modelling exceptional communicators, primarily Fritz Perls, Virginia Satir, Gregory Bateson and Milton Erickson proved useful in aligning thoughts, language and actions. The Meta Model is very procedural, but can be useful on occasions in coaching if it is used conversationally. Other NLP based linguistic models that elaborate questions, the main tool of coaching, are especially useful.

SOME PEOPLE DISMISS THE USE OF NLP BECAUSE OF ITS PERCEIVED SIMILARITIES TO HYPNOSIS AND TRANCES. CAN YOU CLARIFY PLEASE?

NLP deals with individual subjective experience, so brings nothing to coaching from developmental psychology, cultural diversity, political or systems science. Because NLP has been heavily dependent on the models of Milton Erickson, it has a strong element of trance built into its patterns. In my opinion, the inducement of trance is not appropriate in any type of coaching. It belongs in NLP therapy and hypnotherapy. Remember too, that an increasing amount of coaching is business coaching, and business people resist being hypnotised, even in the name of better performance. Natural trances will always happen when people think, but induced trances are different. The neurological levels model is also used in NLP, but as a model of perspectives, Ken Wilber's Integral model is far superior and more useful in my view. NLP models are codified into patterns or techniques and these are the next level down. Examples are New Behaviour Generator, Six Step reframe, Anchoring etc. I would say these procedural patterns are not appropriate in coaching, they belong to the NLP domain. NLP tends to put more emphasis on the methodology than the practitioner, coaching more emphasis on the role and presence of the coach rather than the model or school they come from. 

Response from
Joseph O'Connor, Lambent UK,
International Executive Coach

With inputs from Leeann Naidoo,
Concordia Coaching, ICN Division Head



SECTION: BULGARIAN

Да бъдеш или да не бъдеш ...

Катрин Прентис, ASC (ПС),
life and executive coach, България

Млад господин ми писа по скайп преди няколко седмици от Украйна, казвайки: „Здравей, Катрин, каква книга би ми препоръчала на тема ‘успех’ или нещо подобно?”

Първата ми мисъл бе: „хмм, ‘нещо подобно’ звучи някак си много общо”. Дори думата ‘успех’ изглежда неопределено. Успех къде? Какво изобщо означава „успех”? Предполагам, че успехът има толкова дефиниции, колкото сме и хората, понеже за всеки един от нас успехът има различно звучене, форма, или значение.

Какво ви е необходимо, за да знаете, че жънете „успех”?

Обикновено успехът е равнозначен на постигането на някакъв желан резултат или цел, което от своя страна ни позволява да се сдобием с нещо, което е ценно за нас, например било то обществено положение, мечтана романтична връзка, повече пари, подобрена телесна форма, която да ни кара да се чувства привлекателни, или нещо друго. И се втурваме да тръсим какво да ПРАВИМ, за да ПРИТЕЖАВАМЕ това, което желаем.

Само след няколко седмици усилие, обаче, независимо колко усилено сме се старали да правим това, което са ни съветвали други хора, е много вероятно да се озовем обратно на стартовата линия, тухкайки се, че „нищо не става”.

Коя е причината ‘правенето’ не винаги да води до ‘притежаването’? – Тайната се крие в това, че ‘правенето’ само по себе си не би довело до желния резултат, освен ако не бъде предложено от един трети много важен компонент в уравнението на успеха, който понякога лесно може да ни убегне – а именно, какъв човек трябва ‘ДА БЪДЕМ’, нещо много тясно свързано с начина на мислене.

Та когато моят познат ми зададе въпроса си, спонтанният ми отговор бе: “Бих ти препоръчала горещо книгата на Наполеон Хил ‘Мисли и Забогатявай’ / Think and Grow Rich.” Просто защото разглежда важния първи елемент в уравнението на успеха, свързан с „мисленето”, нещото, което трябва да предхожда „правенето”. “Не случайно, заглавието на книгата е ‘МИСЛИ и Забогатявай’, вместо ‘Работи усърдно и Забогатявай’ или ‘Намери си хубава работа и Забогатявай’”, казва Робърт Киосаки в книгата си „Четири потока на парите”.

След което Киосаки допълва:

“Не това, което ‘правиш’ трябва да се промени. Това, което ‘мислиш’ трябва да се промени най-напред. С други думи, какъв човек е нужно ‘да бъдеш’, за да ‘направиш’ това, което е нужно ... Не диетата е от значение. От значение е какъв човек трябва да бъдеш, за да следваш диетата ... Една диета сама по себе си няма да ти помогне, ако не се промени нещо в мисленето ти. “Когато става въпрос за парите, много хора се опитват да ‘правят’ това, което богатите правят и да ‘имат’ това, което богатите имат. ... Често пъти ще ги видите да си купуват големи къщи и да инвестират на борсата, защото си мислят, че така подобава на богатите. А в същото време, ако те продължават да имат мисленето или вярванията на бедни или средно-заможни, даже и да подражават на това, което правят богатите, те ще продължават да жънат резултатите, присъщи на бедните или средно-заможните.” (стр.138-140, подобрени цитати, собствен превод от оригинала).

Запомнете: “Не това, което ‘правиш’ трябва да се промени. Това, което ‘мислиш’ трябва да се промени най-напред. С други думи, какъв човек е нужно ‘да бъдеш’, за да ‘направиш’ това, което е нужно.”

Независимо, че коучингът се фокусира на поставянето на цели и придвижването напред посредством конкретен план на действие, като коуч вярвам, че дори по-важно от изготвянето на правилния списък със задачи е вътрешната промяна, която се случва в процеса на коучинг взаимоотношението и която дава на клиента силите да възприеме правилния стил на мислене, позволяващ му да постигне новото ниво резултати, които търси в живота си.

Ето защо бих дефинирала коучинга така: Коучингът е процес, който укрепва начина на мислене (“ДА БЪДЕШ”), необходим за предприемането на правилното действие (“ДА ПРАВИШ”), което позволява постигнето на желаните цели (“ДА ИМАШ”).

□Задача:

1) Помислете: Какво е важно за вас да ‘имате’ в живота си?

2) Отговорете за себе си:

1. Какъв човек трябва да ‘бъда’ – или да ‘не бъда’ – за да ‘имам’, това, което е важно за мен?

2. Какво трябва да се промени в начина ми на мислене, за да ‘имам’, това, което е важно за мен?

В заключение:

‘Правенето’ ще се роди като продукт на вашето мислене. Правилният начин на мислене ще ви тласне към правилния курс на действие. ‘Мисленето’ е това, което поражда действието, водещо до резултатите, които сте решили да ‘имате’. Ω

Курс „Основни коучинг умения“[©]

COACHING FUNDAMENTALS CERTIFICATE[©] COURSE – BULGARIA

Акредитираната програма на Нюбъл Манхатън за изграждането на “Основни Коучинг Умения”[©] е първата по рода програма за професионално обучение на коучове, предлагана изцяло на български език и международно акредитирана от две независими институции: Международния Институт по Коучинг (ИИ), както и от Института по Лидерство и Мениджмънт на Ниво 3 (ILM level 3).

Относно изискванията за акредитиране на коучове

Към ИИ (International Institute of Coaching):

Минималното изискване за първото ниво APC (ИИ) (акредитиран практикуващ коуч) е:

150 часа специализирано коучинг обучение и

50 часа практика с клиенти

http://www.internationalinstituteofcoaching.org/coach_accreditation.php

Към ICF (International Coach Federation):

Минималното изискване за първото ниво ACC (ICF) (асоцииран сертифициран коуч) е

60 часа специализирано коучинг обучение и

100 часа практика с клиенти

<http://www.coachfederation.org/credential/landing.cfm?ItemNumber=2201&navItemNumber=770>

> Програмата на Нюбъл Манхатън “Основни Коучинг Умения” ви дава 150 часа специализирано коучинг обучение и предлага на успешно завършилите участници международно признат Сертификат – „Practitioner Coach Certificate” – NMP Cert.

За кого е подходящо това обучение?

Сертификатът „Основни коучинг умения”[©] е предназначен за хора, които желаят по-съкратена програма на обучение. Този курс е идеалното начало по пътя в коучинга на работното място. Ще ви осигури най-важното като теория, познания и практика по отношение на коучинга. Курсът предлага безпрепятствена възможност за надграждане по-късно към дипломното обучение, ако желаете лиценз за професионално практикуващ лайф-коуч или корпоративен коуч. (Practitioner Coach Diploma или Corporate Coach Diploma)

Обучението включва:

- 125 часа дистанционно обучение
- 22 часа присъствено обучение в група
- 3 менторски часа – индивидуално обучение с личен ментор

В зависимост от скоростта, с която работите, цялостното обучение би могло да ви отнеме от 4 до 6 месеца.

Следващите присъствени дати на обучението до края на 2013 год.са:

☒ Варна, 18,19,20 Юли

☒ София, 18,19,20 Октомври

ЗА РЕГИСТРАЦИЯ:

Пишете ни веднага на адрес:

Bulgaria@noble-manchattan.com

Обадете ни се сега на телефон:

0884419867 – български

0884411954 – for English

Web: <http://coaching-in-bulgaria.com>

Web: introductiontocoaching.europe-ce.net

Този курс е за вас ако:

- Сте начинаещ в областта на коучинга и горите от нетърпение да започнете да се обучавате;
- Желаете да прилагате коучинг на работното си място при работа с колеги
- Желаете да подобрите своите лидерски, екипни и управленски умения;
- Имате интерес от гъвкаво обучение;
- Държите да се обучавате при лидерът в индустрията.



Szalay Ádám a Sikerkód vezető tréner, (<http://www.sikerkod.hu>) TV2 Naplójának főszerkesztője volt az áprilisi CSG Pest/Budapest előadója. Nyugodtan mondhatom a visszajelzések és személyes véleményem alapján is egyik legjobb és legemlékezetesebb előadás volt, ahol olyan azonnal hasznosítható ötleteket, módszereket tanulhattunk, amely pozitív, minőségi változást hozhat mindenkinek az életébe, ha alkalmazza. Ennek kapcsán kértem meg feleségét VIETORISZ SZILVIA, NLP MASTER-T, beszéljen egy kicsit erről a Neurolingvisztikai Programozás nevű önismereti módszerről, ami sikeresen alkalmazható az üzleti és magán életben egyaránt.

Kertészkedj NLP-vel!

“Amikor gyomok ütnek fel a fejüket a kertedben, akkor nem segíts, ha azt mondogatod: nincsenek gyomok, nincsenek gyomok, nincsenek gyomok... Nem segíts az sem, ha úgy teszel, mintha nem lennének ott. Nem számíts, milyen erővel összpontosítasz a gyönyörű virágokra, amelyek ugyancsak a kertedben nőnek. A gyomok nem tűnnek el, csak akkor, ha leguggolsz és kihúzogatsz őket. A saját életedben se használ, ha semmi mást nem teszel, csak a pozitívra fókuszálsz, a pozitívra fókuszálsz, és közben arra vársz, hogy a problémáid eltűnjenek. Ha ott vannak a gyomok, törődnöd kell velük.” - Nick Ortner.

- **Erős és egészséges akarsz lenni?** Akkor itt az ideje, hogy felhagyj a kifogásokkal, ami a súlyodat, az étrendedet és a testmozgás hiányát illeti.
- **Olyan intim kapcsolatra vágsz, amely a tiszteletre és a szeretetre épül?** Akkor szakítanod kell a magyarázataiddal, amelyek arról szólnak, hogy te és a partnered miért nem jöttök ki egymással.
- **Azt szeretnéd, hogy örömmel üdvözzölj a hétfő reggeleket és izgatottan indulj munkába minden nap?** Akkor fel kell fedezned, milyen elfoglaltság tölt el szenvedéllyel és végig kell gondolnod, mi az, amivel a hátralévő életedben minden nap szívesen foglalkoznál.
- **Egy életre meg akarsz szabadulni az adósságoktól?** Akkor fel kell térképezned a költsékezési szokásaidat és meg kell alkotnod egy olyan, személyes költségvetést, amelyben a kiadásaid nem haladják meg a bevételeidet.
- **Szeretnéd, hogy meghittebb viszony fűzzön az életedben fontos szerepet játszó emberekhez, például a gyerekeidhez, barátaidhoz vagy kollégáidhoz?** Akkor nem panaszkodhatsz többé a rossz kapcsolataidra és rá kell jönnöd, miért nem olyan meghittek amilyennek szeretnéd.

A szembenézés azért fájdalmas folyamat, mert az az igazság, hogy tenned kell ezekben az ügyekben valamit, hogy az életed végre úgy működjön, ahogy azt szeretnéd. Le kell hajolni és gazolni kell, vagy éppen fel kell állni, elő kell keresni a tápoldatot, a locsolót és energiát kell adni életed bizonyos területeinek.

Persze tudnunk kell, hogy a gyomok nagyon hasznos résztvevői a kertnek, sok mindent megmutatnak, sok információt hordoznak, és ezt ki is kell használnunk. A jó hír az, hogy a saját kerted megműveléséhez minden eszköz a rendelkezésedre áll, már most!

Mi köze ennek az NLP-hez? Nos, ez az a módszer, amellyel megláthatod a gyomokat, megtalálhatod a szerszámokat, tápoldatokat; és ez az a tudás, amely segít különbséget tenni a kultúrnövény és a gyom között.

Az 1970-es években Richard Bandler és John Grinder alkotta meg a neurolingvisztikai programozás fogalmát és eszköztárákat. A kor leghatékonyabb, különleges képességekkel rendelkező terapeutáit (Virginia Satir, Milton H. Erickson, Fritz Perls) figyelték meg munka közben. Megfigyeléseik alapján modelleket, struktúrákat alkottak meg, amelyekkel céljuk az volt, hogy taníthatóvá tegyék ezeket a hatékony módszereket, képességeket.

Így jöttek létre, egymásra épülve: neuro- vagyis az idegrendszer működésére alapozva, az ingerfelvétel és kódolás folyamatát felhasználva, a nyelvi - lingvisztikai – egységeken keresztül a programok, struktúrák (NLP). Amelyek bárki számára elsajátíthatók és használhatók a mindennapi élet során. Lehetőséget teremtve arra, hogy valamennyien megtapasztalhassuk a saját „kertünk” minden aspektusát, lehetőségét és a kompetenciánkat az életünk felett. Megtaláljuk az erőforrásainkat, rálássunk a nehézségeinkre és kezünkbe vehessük életünk irányítását.

Használhatjuk a társas kapcsolatainkban, a másik jobb megismerése, az egymásra hangolódás érdekében, akár a másik gondolatainak feltérképezésére (a szemmozgások törvényszerűségeit megértve, elsajátítva).

Hatékonyabbá, sokkal hatékonyabbá tehetjük a kommunikációinkat, néhány egyszerű alapelvek alkalmazásával, nyelvi minták és tükrözés segítségével. Tudatosan alakíthatjuk saját érzelmi állapotainkat. Az NLP megtanít, hogyan hívhatod elő bármikor, könnyedén, számodra kellemes érzéseket, vagy éppen azt, hogyan találhatod meg önmagadban a szükséges erőforrásokat.

Álmaid életét élheted, ha megtanulod és alkalmazod a célkitűzés szabályait, és cselekvővé válsz. A NLP rendszere erre is pontos struktúrát, kézzel fogható eszközöket ad.

Segít új és sikerre vivő szokásokat kialakítani, letenni korlátozó hiteinket, félelmeinket.

Az NLP minden alapelve, struktúrája, technikája, folyamata ugyanúgy alkalmazható kiskertekre és termelő szövetkezetekre (egyéni és csoportra, magán- vagy az üzleti életre) egyaránt!

Jó kertészkedést! Ω

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DRIVING OVER TRUFFLES!

By Wendy Jeffery

The connection between Coaching and Truffles is far from obvious; yet training as a Coach and later a Mentor for Noble Manhattan led me to Spain and growing 'Black Gold' – Perigord Truffles.

In the early dawn of Coaching, Noble Manhattan was emerging as a real force for good, with Gerard, Gail and the team trailblazing and spreading the word of Coaching into the UK and Europe. Choosing Noble Manhattan was one of the best decisions of my life and aside from the obvious benefits of qualifying, working through the training and pro bono coaching enabled me to discover so much about my values and life goals.

A regular working class gal, my working life had been blessed with gifted mentors particularly in sales and small business management and growth and this foundation was to become very important in time.

In session with clients how often do they act as mirrors to us? – empowering us to review our ambitions and motivation and this personal journey set the path for me to move to Spain with my coaching toolbox and telemarketing skills.

Gerard invited me to become a Mentor Coach and this fitted my lifestyle very well and took me to a deeper level with my skills and the



students were, as always inspiring, stimulating and totally committed to their coaching goals.

Deep listening became second nature and one day, sitting on a sunny terrace in Andalucia, a Spanish friend remarked on the growing scarcity of truffles. Having an enquiring mind, I started to research the history and romance of truffles and discovered that Spain had always supplied 35% of the world market for truffles and that commercial truffle farming could be done. My research kept leading to Dr Paul Thomas who at that very moment was searching for a partner for Spain, to capitalise on the perfect climate for truffle growing.

My coaching skills gave me the confidence to pick up the phone and call Dr Thomas with no introduction, and it was a real meeting of minds.

Jumping to today, 6 years later, my company has over 10,000 truffle trees planted in Spain and although it has been an eventful and highly challenging I kept my life goals in mind and kept focussed. Planting trees and providing work in the local community and redistributing wealth via the medium of such a luxury fungi has ticked all my value boxes and by always striving to do good business we have gone from strength to strength.

As with many start up businesses there were times when it would have been easier to quit, facing endless red tape in Spain and shifting economic times meant that I had to sit down and do a '360 degree' frequently on the business, to keep re-creating a workable model. By stepping into my potential clients shoes it made me realise what they wanted – to be a truffle farmer with all the work done for them and a guarantee of free replacement trees – so the 'lease as tree for 15 years and share the crop' model was born. It was the absolute turning point of the companies' fortunes.

I can truly say that training to be a Coach and having the good fortune to be around Gerard and the Team gave me courage and energy and the sheer determination and passion of NM students from the UK, Romania and elsewhere kept me in touch with reaching for my dream and truly striving to be 'the best I could be'. Ω



OUTCOMES-BASED COACHING - Part 1

By Peter Zoefitg (United Kingdom)

This is the first part of this series of articles. Peter Zoefitg recommends authentic, natural and focused coaching methods, utilising NLP insights, to increase acquisition of communication skills.

This article encompasses and expresses the principles from which I work successfully and with highly demanding and discerning senior managers, every single day. Rather than hand out ready-made materials or use text books, I use coaching techniques involving correction, pacing and leading, highly focused on the coachee's own experience and their surfacing insights into language, to enable very rapid developments. The article below presupposes that the reader has an awareness of what coaching is, and draws comparisons with more conventional teaching methods, to show that moving away from teacher-produced materials and towards student-centred experience, with the additional benefit of coaching techniques and insights provided by NLP, we can promote change and rapid improvement.

PART 1

Outcomes-based coaching and skills acquisition, as I define it here, is where the learner defines his/her targets in alliance with a coach, and is engaged positively in the adventure of how to reach them. The coachee learns where he/she needs to be, and what resources are needed to go there; and whatever assistance is given by the coach along the way, is not laid down by a textbook, theory of thinking, or teacher belief but allows for the discovery of aspects of the linguistic and cultural paradigms of his/her target language, as well as insights into him/herself, which are key elements in reaching the goal successfully. Instead of teaching methods based on syllabuses or textbook exercises, we use strategies and insights that are well-established in coaching.

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This “outcomes-based” coaching model represents a re-think of how we address issues of learner-centred models of acquisition, allied with a variety of coach talk strategies informed by NLP, and references the Natural Approach and coaching skills involving self-assessment wheels and emotional awareness. Key points include how outcomes can be measured in terms of critical shifts of understanding and behaviour in the learner, and the coach’s reading of the how inner dialogue develops in the learner.

The emphasis is on explicit and clear outcomes and deepening practice methods.

COACHING

Coaching is distinct from teaching, and should be

- collaborative,
- mainly non-directive
- non-judgmental,
- challenging

It involves

- authentic use of language
- self-observation by the coachee,
- the right level of pitch, purpose and performance

It has direction, is explicit in its skills practice, and includes varying degrees of preparation, intensity and resting. It places crucial importance on the surfacing of insights (of self and of language), recognition of patterns, and the management of performance, as well as being delivered at the right pitch to stretch and challenge the coachee. Though this, the coachee surfaces his/her own understandings, competences and language use.

DIFFERENCES WITH TEACHING

Where in a conventional training session the teacher would be “aiming” at a certain level by preparing a communication or learning exercise with plenty of instructions but limited or non-existent use of tempo, pacing, or listening to emerging language, in a coaching lesson based on outcomes, the coach will be encouraging visualisation, self-listening and repetitive practice of situations and topics largely chosen by the trainee, with a very hard edge of (self-)challenging language practice and clear focus on subjective and objective improvements every step of the way. Crucially, both coach and coachee will learn how to read subjective shifts that are occurring naturally, and develop them incrementally.

HOW DOES NLP APPLY TO OUTCOMES-BASED LEARNING?

The strength and integrity of NLP insights are that everybody’s reality exists within his/her own world of language and experience. The various versions of experience that may be provided by a text book or critical model etc., may be interesting material to read but as a means of acquiring skills in language, internalising grammar rules, vocabulary and language

skills, or developing performance, have very little to do with the coachee’s own experience, and little impact on changing his/her ability to communicate more effectively, unless other key factors are in place.

These factors include the establishing of rapport with the client/coachee; matching and pacing him/her; leading him/her. These very specific skills cannot be learnt very quickly; however while the goal of avoiding the main pitfalls does not necessarily require a deep understanding of NLP or of coaching, it is probably useful to know what the methods of the “technology of achievement” known as NLP coaching, are and are not. When coaching techniques are understood, they can be applied successfully to the traditional learning environment.

NLP is not about forcing change, or promises of rapid success (though these can in fact be achieved), as it has been billed by organisations hungry for profits and commercial kudos. It is about respecting the integrity of the subjective experience. Thus, here, an understanding of coaching assists outcomes-based learning by allowing the learner to learn at their own rate, through sensitive developments, staying with the coachee as they determine these for themselves through discovery, observation, the use of their senses (using models given by those around them, noting, writing and speaking, visualising and re-visualising, framing and re-framing) in their own good time, led on by the coach by a challenging and engaging objectives-oriented approach.

CLIENTS’ NEEDS AND DESIRED OUTCOMES

Essentially, coachees should be able to step back from their emotional connectedness with the problematic question of language learning (personal change), since leaning a new language also implies a shift of cultural perspectives and occasionally taking a new look at one’s identity. All coaching involves personal change and growth and the use of new language; it involves understanding cultural differences and personal status questions. Coaching supplies answers that teaching a language in the traditional way often does not. Through doing imaginative work of their own choosing related to their own experience, experimenting with language in a comfortable environment (challenged when necessary but not pressurised too early to “perform”); given the means to work towards personal goals in clear manageable steps. The coachee “associates with” and “disassociates from” the “real” context in many ways. The resources (in language, techniques, performance, self-control when speaking and interacting) will fall into place more successfully.

Obviously, the exact way in which the coach can help this “leading” process is a sensitive core element of the change process. The fundamental insight here is that changing this performance aspect so that it is “better” according to grammar, vocabulary and cultural norms requires giving space and time to the one undergoing this experience; without other elements that may tend

to confuse, complicate and even damage the process we are trying to engender by overloading the coachee at critical moments. When a person is learning or practising a new language skill, and is being led forward through the technique of reflective listening emphasising self-correction and being challenging in a productive way, the language output will start to surface naturally.

A NATURAL APPROACH TO LANGUAGE SKILLS ACQUISITION

As Stephen Kraschen has pointed out, traditional learners do not acquire very much from what they learn. What is memorised can certainly help when dealing with situations such as a test, and one exercise will help them to perform in another exercise, and so on. Students may be able to repeat trained and practiced scenarios, but there is often (unfortunately) little transference from this to the acquisition of real language skills in their real world. When the pressure is on, they just forget what they have “learnt”.

The central dichotomy is the question, can we accelerate acquisition by bringing learners into a classroom? By definition, however, the language classroom focuses on language itself, and is distinct from the real world in that conscious attention is given to this. Hence, teachers bring examples of ready-made language into the room, and “give” these to students, as if knowing that these language parcels are valuable items for study. However, in the context of an outcomes-based coaching environment, this misses the point and leads to coach- or school- determined outcomes, and are not integrated by the student. However specific the “objectives” claim to be, what often happens is that students end up working on pre-prepared things that the school or coach have selected.

To create a natural and authentic environment for acquisition the very thing the “classroom” does not need, is imposition of content or method. On the other hand, it is unnatural to assume that the coachee does not know what he/she needs or wants in terms of outcomes, whether in performance, grammar or critical understanding. While this may be true of some young learners, it is generally not the case with highly experienced and skilful professional adults, and so, a certain kind of presentation skill, negotiation technique or critical business analysis could be a natural area for training, steering clear of pre-assumptions, and integrating a suitable correction method. Coachees are often very familiar with soft skills development. So, here, when we are working ON some kind of task, and when we are engaging personally IN a task, are very different, and this difference can be exploited positively to increase acquisition.

CORRECTION

So, anything that is authentic and natural in this is good for acquisition; anything that is unnatural – such as switching focus suddenly in a training session to a

“new exercise” or turning to a page in a prescribed textbook; developing tasks that do not directly reflect needs or that are not set up skilfully; saying “today we are learning the past perfect, because you need it”, when no thought has gone into questioning if they do, when they do, where they do, and how they themselves would handle this in a REAL professional situation - all of these examples are inauthentic use of language, time and space, and will not be helpful to positive acquisition by the coachee, and indeed may lead to negative feelings about the value of the experience, and even create affective filters.

On the other hand it is completely natural for coaches to correct coachees, in such an environment, when the elements of trust in the skills of the coach are there, and are handled skilfully.

The aim of correction, when done in a leading method, is to input as much in the way of example and of opportunity for practising outcomes. Parents do this when correcting children; the difference here, is that the correction should be less value-laden. By using sensitive peer-correction, too, much may be achieved, depending on the rapport that has been developed. Clients who are experienced, widely-travelled, sometimes very important people in their industries must be accepted in their entirety as autonomous learners; such is the nature of our relationship. Correction using coaching methods, showing up mistakes and looking at them together, and drawing attention to corrective practice and doing this repeatedly, viewing a skills task or communication task from a large number of perspectives, using reading, role-play and discussion, is totally congruent with the idea of training towards better outcomes, and will enable better memorisation at a deep level.

CONTENT OF COACHING SESSIONS

The issue here is that many methods prepare a situation for the coachee to study and understand, that is not his/her immediate or own situation. They may be similar to it but they are not it. They exist on paper, in textbooks. While a supply of prepared texts, to reinforce certain training objectives (when requested by coachees) may be helpful (e.g. to use in the development of specific skills), the main resource will be model sentences and phrases that are generated with the coachee, from the coachee’s own experience and practiced and returned to continually. The key point is that the coachee’s own experience is the key resource here, and not a book

Books, general and specialised dictionaries, and a range of other specialised visual materials and other resources should be everywhere available in the training centre for reference, but the centre should not be especially “school-like”, rather provide opportunities for real interaction! And in my view, schemes of work merely replace the richest resource of all: the coachee and the coach, themselves, if we but open our ears and discover how to listen and lead during the training sessions. Sadly, coaches often

forget to ask themselves how.

METHODS

So, let's return to the question of correction methods and the structure of the experience. Let's first go back to the question of Rapport, Pacing and Leading. Since, in an Outcomes-based approach, there must be absolute respect for the coachee's own processes, in every way, at every moment, flexibility is paramount. Pacing, listening to, and staying with the coachee in the real and authentic environment that they have elected to experience, is what creates outcomes!

Further, a timetable of activities, that is flexible, tailored to their stated needs and objectives, to actively promote the natural process of acquisition and lead coachees effectively, avoiding theoretical or directive models that exist in books, is entirely possible, having clearly understood outcomes that evolve and surface; allowing clients to talk about their lives, stories, experiences, dreams and plans, which can flower, change, grow and live authentically in the coaching centre itself.

The problem of coach talk in correction methods

The key element, as will be understood from the above, is how the coach engages with coachees.

If we think about this, how we talk is what we are. To this key definition can be added the elements of body language and our general physical (cultural) appearance. In the minds of others, what we believe and how we act, are drawn together in how we talk, and what we talk about, connected to these physical aspects, their interpretation of who we are, how we think. A coachee can use all this way of modelling his/her own outputs.

A key aspect of what is going on in the coachee's mind, relating to their desired outcomes, and of how to adjust the processing in the brain, that leads to these, comes from this awareness of the inner dialogue of the coachee, and crucially, his/her own awareness of this.

Essentially the coach must learn how to hear, interpret and guide the coachee's inner dialogue, by using correction and self-correction rather than telling a coachee what to learn. I have seen very rapid changes in the process, progress, level of skills and quality of favoured outcomes taking place, using a rigorous Q&A leading technique; however, whilst a lot of useful coach talk is good up to a point, it shouldn't be intrusive on the natural experience of acquisition by the learner, in their own (subjective / authentic) way, which may also require regular silent periods. The debate around IRF (Initiate, Respond, Feedback) left out the need for pacing and leading in a way sensitive to the emerging inner dialogue.


So, above all we must learn to ask the right questions and to listen more deeply. To put it another way, would you like it if you were a blind person trying to cross the

road to pick up your keys and a do-gooder grabbed you by the arm and led you to the other side and stuck you on a bus that has just stopped there, because they hadn't been bothered to ask you or listen to where you were going?

CONCLUSIONS

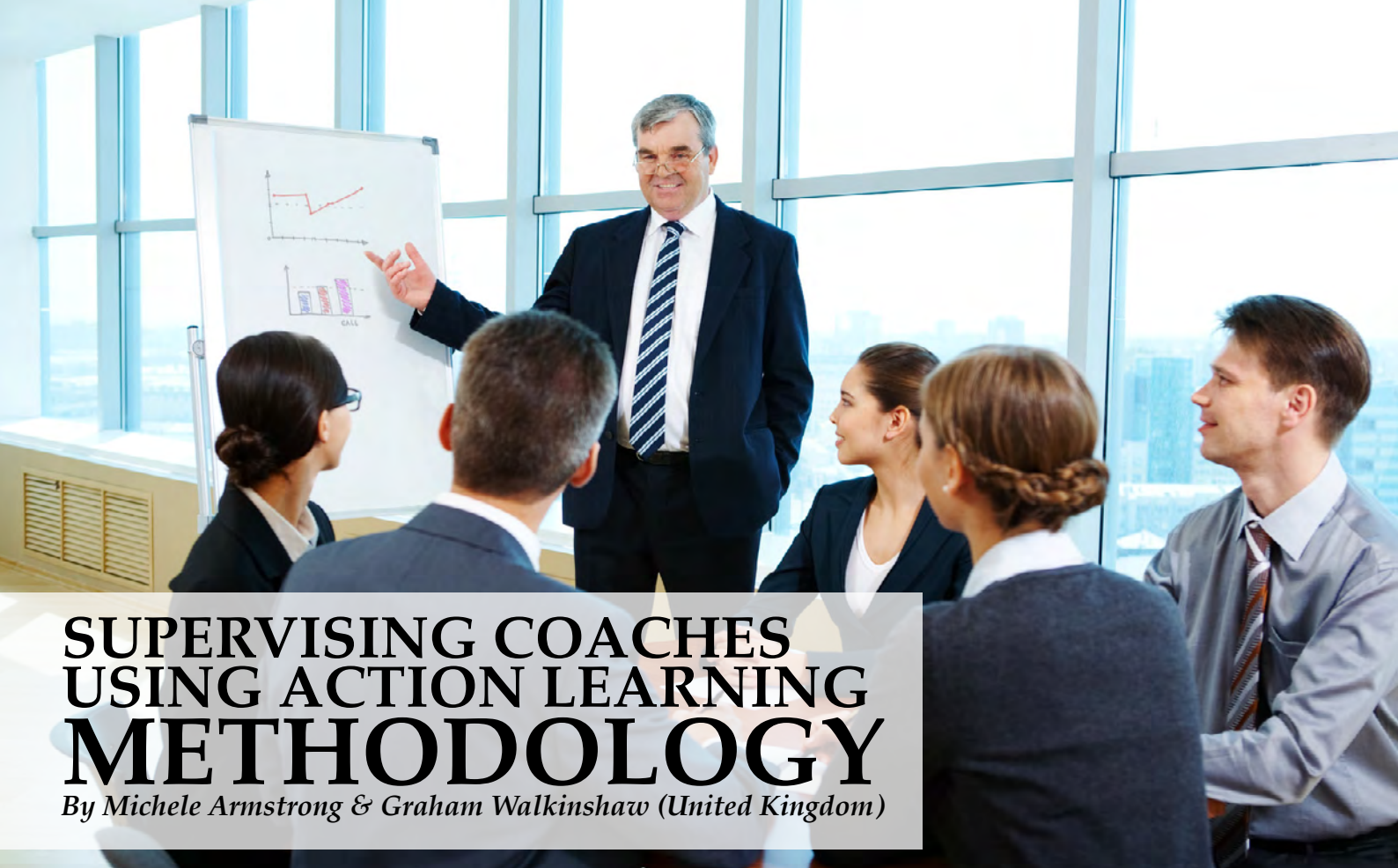
Whilst I definitely support the move towards materials-light methods as an interesting new direction in some training environments, I admit that I am unclear about the cognitive and training model from which it draws conclusions about acquisition. Many ideas for lessons are "communicative method" role-plays with some coach input, using hand-outs of materials. I prefer to insist that coachees try to use their own resources, and look inwardly and outwardly, for themselves, not wait for the coach to provide "answers". Rather, by accessing and reframing the experience of the new language, the coach is "pacing" the coachee and working alongside him/her at his/her own rhythm. Indeed, by "speeding things up" in order to reach a prescribed point in a scheme of work, the teacher may simply be removing the learner's opportunity to learn, by him/herself, altogether.

In contrast, the work of the coach (and of the school/establishment where the coaching is going on) is to create fundamentally secure environments where the coachee is able to benefit from this challenge and where the process does not fall back into being a prescribed series of "learning objectives" or syllabus, core text and learning programme (timetable) that is merely labelled "coaching". To achieve this, the key insights mentioned above, relating to the learner, coach, school or, "philosophy" must have consistency, congruency and integrity, where the coachees' own values and identity are paramount, and the coach is a skilled catalyst in this process using an approach that is clean of presuppositions, but involves challenge, and leading techniques.

The more time and effort is given to these practices, through skill and sensitivity to the question of dealing with surfacing language, improving L+1 and to leading a person non-directively (and sometimes directly), the better the outcomes will be. For a better understanding of this, a deeper study is required than I have been able to give here, and in a future article I will address how the coach works with the inner dialogue of a coachee or group, so that coach talk reflects key elements of this processing in order to lead to the outcomes desired. 

For any queries or comments, please write to me at info@tostig.co.uk

Peter Zoefitig has over 25 years' experience of teaching and coaching, having worked in over a dozen International establishments, in France, Belgium, Saudi Arabia and the United Kingdom (in York and Bromsgrove) and holds qualifications in NLP and coaching. Peter is involved in both Personal and Business Executive Coaching at the highest levels, more recently providing training for CERAN in Spa, Belgium.



SUPERVISING COACHES USING ACTION LEARNING METHODOLOGY

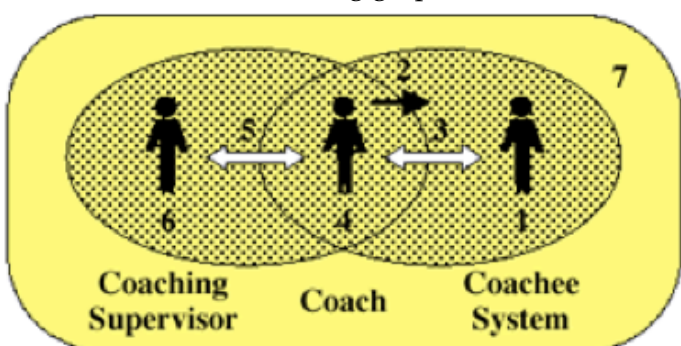
By Michele Armstrong & Graham Walkinshaw (United Kingdom)

Part 3 of 3

This paper was written by Michele Armstrong & Graham Walkinshaw (Directors of Acorn Principle Plus) to describe how action learning is being used to enhance the delivery of group supervision for coaches. In Parts 1 and 2 we focused on the journey leading to our decision to use the action learning approach to coach supervision and set this within the context of supervision development within the coaching industry as an emerging profession whilst describing how we applied the principles and structure of action learning within a group supervision context. We now conclude by outlining the learning we have taken from this method of supervision for coaches.

SHARED LEARNING FROM ACTION LEARNING

To further consider the use of this approach in supervision for coaches we can compare it with an already existing model which itself draws from comparative models developed for use in counselling and psychotherapeutic relationships: The 'seven-eyed process model' is described in Peter Hawkins and Nick Smith's 'Coaching, Mentoring and Organisational Consultancy: Supervision and Development' and describes seven distinct areas on which supervision can focus as in the following graphic from their work;



1. The CoacheeSystem
2. The Coach's Interventions
3. The Relationship between the Coach and Coachee
4. The Coach
5. The Parallel Process
6. The Coaching Supervisor's Self-reflection
7. The Wider Context: The focus is on the wider organisational, social, cultural, ethical, and contractual context within which the supervision is taking place.

More details about the use of this model can be found within the relevant chapters of the book. Here we simply want to use the areas of focus as a useful tool to highlight the broad nature of the action learning programme.

Areas one to three in the model will focus on supervision which concerns itself with consideration of the coaching itself; what's going on with the client, what the coach does in the particular relationship established. Supervision focussing primarily on areas four, five and six, deals with what is going on for the coach at the time of the supervision (albeit that some of that will result from reflections about the coaching undertaken by the coach with a client or clients). The focus for area seven brings the attention of the supervisee to the impact and context within which the supervision activity is taking place.

"As a small group (I get) the opportunity to hear more than one person's viewpoint. Coaching tends more often than not (to be) a 1:1 process"

Is this method broad reaching enough? Using the seven-eyed model as a means by which to describe the action learning supervision process, the set will agree within the context of establishing the contract (as described in Part 2) those areas on which they wish to focus within the overall life of the set. Acorn Principle Plus' perspective on this is to keep these parameters broad so that all seven areas of focus can be included as the set meets. As a result, within each meeting the set has the capacity to cover all levels of focus even though the individual presenter brings, say a specific issue a client has raised for the coach's practice, the breadth of perspectives in the group will raise attention to most if not all of the areas listed in the seven-eyed model within each meeting: Questions may initially focus on the approach the coach has taken to a topic brought by a client to a coaching session. Powerful/open questions on this issue will bring into focus for the presenter a more 'objective' stance and so insight and possible actions can result. As the powerful questioning round continues however, and certainly as the group continues to meet and become more at ease in challenging each other, questions focussing on the learning each presenter can take from 'in the moment' reflections about a specific issue and how these can be translated into other areas of personal and/or practice development become common. In addition, this more conscious perspective of the presenter about their own practice (and to a broader extent – the entire group's more conscious perspective concerning practice) is developmental and reflective in action: In feeding back at subsequent Arrival Rounds it is evident that the presenter has approached the particular topic from a consciously re-evaluative standpoint. That is, they have gone into subsequent coaching sessions with an enhanced appreciation of the quality and nature of their coaching approach, having the benefit of both their own reflection(s) as well as the perspectives of all other members of their coaching supervision set at the forefront of their thinking. The very accountability inherent within the coaching relationship is mirrored in the action learning set in a powerful way.

"(The process) Adds a richness to my learning – I learn a huge amount from everyone else's presentations as well as my own. This has in turn influenced my practice, in fact I have 'taken on board' some of the learning and changes other coaches have decided for themselves as well as my own!"

On feeding back to the group they are reflecting on the action they have taken, evaluating the change this has brought to their practice and can present again to further develop this change if desired. The set members have also gained from this learning on hearing the impact of the action regardless of the fact that this was not a topic on which they themselves presented.



It is interesting to note that the 'wider context' focus as outlined in Hawkins and Smith's model sits consistently within the Reflections stage of a set meeting even though it can arise during the Open Questioning stage: Group members are encouraged by the facilitator to reflect on what they have taken away from the presenters topic - in particular what learning it has bought for them and this would usually see at least one member of the group describe how the topic as brought a perspective which would either relate to the contractual nature of their work, the role coaches/coaching may have within a wider organisational context, and/or raise social, cultural (organisational culture as well as ethnic) and ethical considerations which all members of the group take away to consider.

"(The process provides) Shared learning in a professional, supportive environment. Dedicated CPD time. This is of huge value in a working environment that focuses on the 'do-ing' over learning from reflection."

The focus on trust building results in what exactly?
The number of times presenters say, "I am realising this as I speak" or "Now that I am talking this out I know what this is about for me" demonstrates the levels of 'self expertise' which exists with the sets - This echoes RegRevans' thinking that "We don't need experts".

The trust which is established within the sets that allows individuals and the group as a whole to speak openly to share those more vulnerable aspects of themselves and their practice exists partly and/or largely as a result of the time taken at the formation of each new set during the extended introductions first day. Even when members of a set have a pre

existing relationship, the time and focus taken during the extended introduction sessions opens up new levels - deeper levels of knowing which sets the tone for rapport and trust building between group members. This echoes the focus on building rapport and trust in a coaching situation where the client and their coach seek to explore goals and topics in an environment of trust and support.

Having had experience in groups in a number of forms - support, co-counselling, self help, therapeutic, training and development, we are encouraged by the quick level of trust which builds within action learning sets following the process described. Supervision can only take place when there is trust and rapport. This allows the supervisee to share those areas of practice which they may view as 'weaker' or as creating more vulnerability which can create a sense of defensiveness or potential 'no-go areas' in practice. Such fixed mindsets can be challenged within a powerful and strong one-to-one supervising relationship even where the supervisee may 'hide' issues that are difficult and or personally emotional for them to raise. What makes the group level of trust deeper/more powerful is that those presenting are opening up to a number of individuals rather than just a single supervisor. In this respect, this aspect of the process is more akin to the activity of a self help or therapeutic group where members are encouraged to be 'emotionally available' in the belief that they will gain an unburdening of the feelings (release/relief) and so achieve some 'distance' from the difficult emotion(s). There is the hope that this distance will support them to deal differently (more positively) with the issue causing the emotion(s) and as a result with the emotions too.

"The value of the ALS is the group sharing: shared experiences, shared thoughts/ideas, shared challenge - the group reinforces learning, clarifies questions and pushes challenges. All is a safe learning environment."

Rather than seeking distance from an issue the focus of the action learning group in this context is for the presenter to be able to see more clearly, to insightfully come to a new place of standing in relation to the subject that then brings a change in practice and/or moves a stuck issue forward. As in coaching, the tools which support this perspective shift are powerful questions. Unlike coaching the questions come from more than one person and so can be potentially more challenging and cover a broader range of perspectives on the topic - there may also be fewer places to 'hide'. This can feel a little like being under a microscope and some presenters in the early days did in fact feel that it was quite a pressured place to be - this presenting role - initially holding a mindset of being under scrutiny. What seems to shift this sense very quickly is that everyone at some point has this experience - taking their turn in the

spotlight - as well as the gains of positive perspective shifts and insights that come as a result. As the name suggests action learning sets are about taking action and so (as in the coaching relationship) a change or shift in perspective creates the opportunity for action to follow, with accountability held to the set at the next meeting.

"It's (the set) more probing than 1:1 sessions. More questioning, therefore perhaps more challenging but may be that depends on your 1:1 supervisor/the ALS participants and facilitator"

Is there enough challenge? Is there a risk of meetings becoming like those self help groups where the level of emotional distress being 'mined' becomes the focus - sometimes/often competitively to see who can take more risks and share deeper emotions? Alternatively, will the set become complacent - individuals choosing not to raise powerful questions on an issue which is challenging for them as presenter and/or questioner? The clear parameters of the contract serve to hold this in check: This, and part of the key role of the facilitator to focus on the well being and needs of the presenter (and by doing so guide and/or steer the set towards meeting those needs) ensures space is created within each round for the presenter to reflect on what is coming into conscious awareness for them. An attentive set will respond to this developing awareness by following questions which support this shift from non to full consciousness and possibly insight. By ensuring that actions are captured based on these reflections both the process and the facilitator ensure that change is an inherent part of the outcome for the presenter and also for the wider group who reflect on what the presenters' awareness brings into focus for them individually. In addition action learning sets are not only about problem solving alone - effective as they can be in this area. An experienced coach may bring an issue that they are well versed in dealing with but where they wish to move to greatness. The questioning stages and 'encouraging challenge' of each set meeting support the presenter to see what actions can be put in place to create even more powerful coaching as a result.



Looking ahead: In looking forward to the development of the action learning/supervision provision, we first have to look back; to reflect on the learning gained from set members' and coach supervisor/facilitators' experience of the process. Again we return to the initial contracting of the sets on the first day. It was at this point that agreement was made for periodic review of the group process (see the set process in Part 1). At these points we, as facilitators, have been able to gather views of set members concerning their engagement in the process and their suggestions and preferences for any amendments to the original contract. It is at these times that we have gathered feedback to inform our list below of 'points to consider' in our ongoing development of this practice model. We are grateful to those who have shared their thoughts with us and for their permission to use their feedback in this format.

Points to Consider in moving forward

- Offer a variety of time frames to suit different groups of people (3 months, 6 month and a full year supervision contracts for example);
- Explore work with current sets as to how they can move to become self facilitating with recognition of this as an acceptable form of coaching supervision. This could involve having Process Review sessions of such self facilitating sets with an external facilitator to support the sets' ongoing development.
- Meetings between different sets to explore what bringing experienced set members together has to offer;
- In gathering feedback from participants in any group situation there's usually the dilemma of not being able to please all of the people all of the time – particularly as we all have different preferences. This came up for us on the issue of timing of presentations within the 3 hour session. Some expressed a desire to see more presentations within the timescale – which would mean tighter facilitation by the supervisors - and others felt the timings worked well and wouldn't change it and still others felt that having two presentations within a single session put us at risk of using up too much time and energy on the first.
- Taking this model into other areas such as action learning groups for small business owners, support groups and more self help type groups to bring a different perspective to these areas of work.
- Making links between this work and the World Cafe approach we are also involved in and linking these two 'methodologies' together within a specific context.

CONCLUDING COMMENT


We have found the learning of great value in contributing to the ongoing discussions about supervision for coaches. The closely aligned approaches and/or techniques of action learning

certainly work well together and exploration of the subtle differences in the 'questioning styles' between coaching's 'powerful questions' and this model's 'open questions' has assisted both coaches in their practice as well as the facilitators/supervisors of the groups to take a different perspective – arguably to the betterment of both. There is a power and depth to this approach that sits well with the impact coaching can have and which is a key principle for us at Acorn Principle Plus and aligns to the neuroscience/brain based approach at the core of much of our work: The stages allow for our brain's natural ability to work with things in chunks and have a single focus on each step. In addition we create space through the use of reflection and silence for new neural pathways to form thus encouraging the linking of different ideas or making new insightful shifts in perspectives.

'Neurons that inspire together wire together'

We are clear that we intend to develop this work further by offering supervision opportunities for coaches and others using action learning methodologies as it clearly supports reflection on areas of practice and encourages sharing of both experience and expertise in a non-competitive manner. For us this means refining our facilitation of such groups to continue offering this as a cost effective way of supporting good supervision for coaches and others. In addition we would want to take this learning into areas where action learning is little used – into the self help and therapeutic areas which some action learning facilitators feel is less well suited for this approach. We feel that in combination with a coaching mindset we can build further ability and capability in some of the community based groups we work within.

Although it would appear to provide challenges to coaching practise we would like to further consider how this approach would challenge what might be considered as 'bad practice' in coaching. We offer the individual 1:1 model which sits alongside this group supervision experience to pick up on complaints against a coach's practise to build in the necessary confidentiality on such issues. How this would sit purely within the action learning set model is yet to be explored.

From the comments and feedback we have received from the participants these groups have helped to challenge fixed mindsets and approaches and allow for the sharing of resources and wider approaches in coaching work. The much needed 'time away' from the 'pressure' of life/work commitments to reflect purely on how we are doing our work as coaches is one of the most positively received aspects of these groups as is the encouragement received for adding to our growth both as coaches and as people. 



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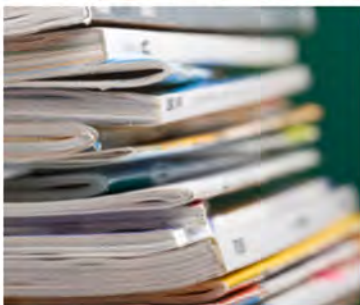
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