Professional Coach

Course Manual

Introduction

Welcome to the Professional Coach course.

I am always excited to start a new course because. . . well, I know what's coming.

Which is probably a good thing.

On this course you will journey through the world of coaching, you will learn a lot about yourself and other people and you will learn a lot of excellent tools to help you to coach others (and yourself).

This is a really practical course and consequently, it's not what you know that's important – it's what you **do** with what you know that will make the difference.

So, listen, challenge, ask questions, debate and try stuff out.

I hope you learn stuff and apply it and, importantly, you enjoy the process.

Assessment Process

The Professional Coach course is assessed in the following ways:

Continuous observation –

This is carried out by your Trainer and is recorded in the Assessment Log
The observation takes place during the course sessions and is reinforced by the delegates' feedback at the start of each session. You will be expected to demonstrate how you have acted upon any feedback given.

You will have the opportunity to practice the skills learned by working with each other during the online sessions. In addition you will be expected to carry out a minimum of 12 hours of coaching outside the training room. Help will be provided with finding candidates for coaching where needed.

"Trust yourself, you know more than you think"
Dr Benjamin Spock

 Assessment

In addition, you will be expected to:

•	Keep a detailed learning log throughout the course. This will include reflective points from your notes. You need to make weekly entries as a minimum.
•	Keep a coaching Log.
•	Produce 1 video of a coaching session and a 1,000 to 2,000 word evaluation.
•	Write a case study following the progress of your coaching practice.

What is Coaching?

Coaching focuses on getting the person being coached to think and therefore act in a different way than they have in the past, in order to get different results in the future. It is becoming one of the most sought after programmes for improving business performance, job satisfaction and general well-being.

Coaching is all about a relationship that helps you to develop and maximise the potential that lies within a person through artful questioning, active listening, challenging, stimulating and supporting.
In order to understand the concept of coaching, it is useful to go back to its roots in sport. Top sportspeople have coaches – not because they aren't much good and need improving, but because they are good and want to be even better. Through regular coaching they become top performers and medal winners. This concept has now been brought into the world of business. Like sports coaching, the coach does not need to be better than the person being coached (otherwise the coaches would be the ones winning the medals!!). What the coach needs to be good at is questioning, listening, challenging appropriately and being supportive.

Coaching gets a person to think and come up with their own solutions, rather than simply following instructions. Research shows that people like to be in control of their own actions and fewer than 10% will act consistently on solutions which are given to them whereas over 90% will act consistently on their own solutions – it is therefore non-directional.

What is Coaching?

Coaching is Not:

- Instructing

- Mentoring

- Advising

- Consulting

- Counselling

- Directional

- Judgmental

Coaching is not about advising or telling anyone what to do or not to do – as discussed earlier, coaching is non-directional. This is an important distinction and one that is often missed by people who coach, particularly in the business world.

The Coaching Process

- Support your clients to
  - Be more
  - Achieve more
  - Feel better

- Encourage organisation so that they can fit in all they need

- Coach the whole client:
  - Work
  - Family
  - Relationships
  - Spirituality
  - Finances
  - Leisure
  - Etc

- Help them to realise that all areas are related to each other and work on one can impact on another without necessarily addressing an issue

- Be creative

- Look at causes of problems, not just symptoms

- Ask more of the client than they have been asked before, or differently, encouraging choice and expectation. If you are out of line, they will let you know if you have set up the relationship correctly

The Coaching Process

- Use your intuition, but check it out

- Discourage dependence

- Build ground in all areas of their lives

- Remember your growth and development too: this will impact on your clients

- Use reframing

- Unlock the clients potential and abilities

- Experiment

- Support the Nike ad: just do it

- Teach your clients

- Advise, but do not insist that they take your advice

- Be positive, exuberant loving, passionate

- Be a navigator

- Offer assessment

- Be curious, always

- Let go of results

- Avoid preconceptions

- Be neutral and do not absorb their stuff

- Lead by following

Types of Coaching

Coaching is generally either directive or non-directive.

Directive coaching works when the client brings along a problem and the coach tells them how best to solve it. Whilst this can bring about quick and effective change it reduces the amount of personal responsibility taken by the client. If it doesn't work whose fault is it?

Non-Directive coaching puts responsibility on the client to come up with a creative solution to a problem. The coach helps him/her to explore the issue, to consider the barriers to change and to draw on previous experience to solve the problem. This is the most commonly used form of coaching in the UK at the moment. The potential weakness to this is when the client genuinely does not have the answer or can only come up with a partial or limited solution.

Semi Directive Coaching

Evolution have developed semi-directive coaching as a "best of both worlds" approach. As in non-directive coaching the coach challenges the individual to find his/her own solution to a problem. However, when the coachee becomes stuck or can only identify a limited approach to solving the problem, the coach will make suggestions based on key models for learning. In order to support this approach all of our consultants are skilled coaches and suitably experienced deliverers of training/management development.

Semi Directive Coaching.
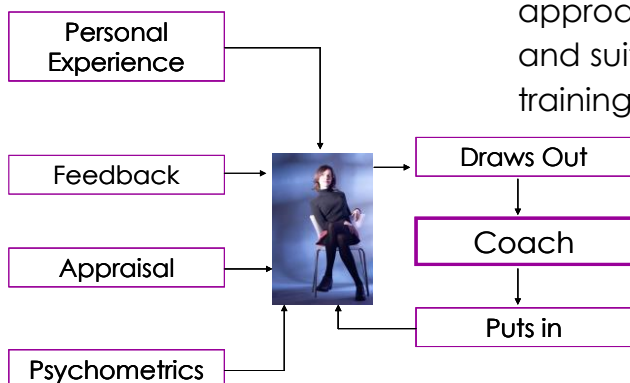
Confidentiality

Generally, when people confide in you it implies that you will treat the information with respect and keep it confidential. This puts you in a position of trust. However, it is important to negotiate the boundaries of confidentiality with colleagues – there will be times when you will feel the need to share information with others.

If someone asks you to keep a secret you need to be sure of the content before you can agree. In general, when helping someone, you should respect their desire for privacy. This means that:

- You should not gossip about them with others.

- You should keep any notes from the meeting under lock and key.

- You should explain to them the circumstances in which you might need to breach their confidentiality.

- You should encourage them to disclose the information to someone who can help before you do so yourself.

In general you should only disclose private information if you believe that:

- The person is at risk of harm (mentally or physically).

- The person is putting others at risk of harm.

- The person is in severe breach of company regulations.

- The person is in severe breach of the law.

Most counselling and therapy models have the idea of the relationship between client and therapist at their core. The theories are given many names, but all stress the need for the client to feel safe, and it is this safety which allows exploration and provides a space for experimentation and thence change.

The relationship between coach and client is somewhat different to that between therapist and client, but the importance of the nature of the relationship and the provision of safety cannot be over-emphasised.

The client needs to trust the coach. This trust can best be developed by creating a relationship based on the Rogerian Core Conditions.

These conditions are often misinterpreted, as they have been adapted by the client-centred counselling theorists to sometimes an extreme stance of a lack of challenge. As a coach, however, challenge is very much a part of your work. But this can be done from the basis of the core conditions.

At the three core conditions are:

- Empathy

- Unconditional Positive Regard

- Congruence

Empathy

Sympathy happens when two people both feel the same way about a situation and it involves a mutual sharing of emotion.

Empathy is much deeper. Empathy is the ability to step into someone else's shoes and experience the world as he/she perceives it even when that experience is different to our own.

E.g. During a redundancy programme many people will be at risk of losing their job – however this risk will be experienced differently by each and every one of them. It would be a mistake to imagine that your experience is the same as theirs.

Carl Rogers defines Empathy thus:

> "Empathy is the ability to perceive the internal frame of reference of another with accuracy, and with the emotional components and meanings which pertain thereto, as if one were the other person, but without ever losing the 'as if' condition. Thus it means to sense the hurt or the pleasure of another as he senses it, and to perceive the causes thereof as he perceives them, but without ever losing the recognition that it is as if I were hurt or pleased etc. If this 'as if' quality is lost, then the state is one of identification."

Unconditional Positive Regard

Unconditional Positive Regard is very similar to respect. It requires the counsellor to respect the client no matter what he/she has done. The counsellor has to be able to separate the person from the behaviour. A good counsellor never judges a client.

E.g. Imagine a situation where you have told a person that their job is going to be made redundant. It is easier to respect the person who accepts it quietly than the one who shouts and gets angry but both people are deserving of your respect. However, you do not have to accept their behaviour.

Rogers said:

"When the therapist is experiencing a warm, positive and acceptant attitude toward what *is* in the client, this facilitates change. It involves the therapist's genuine willingness for the client to be whatever feeling is going on in him at that moment, - fear, confusion, pain, pride, anger, hatred, love, courage, or awe. It means that the therapist cares for the client, in a non-possessive way. It means that he prizes the client in a total rather than a conditional way. By this I mean that he does not simply accept the client when he is behaving in certain ways, and disapprove of him when he behaves in other ways. It means an outgoing positive feeling without reservations, without evaluations. The term we have come to use for this is unconditional positive regard. Again research studies show that the more this attitude is experienced by the therapist, the more likelihood there is that therapy will be successful."

Congruence

Congruence is akin to honesty. Being congruent requires a counsellor to share the world honestly with the client.

E.g. If someone is afraid of losing their job, it is tempting to reassure them by saying something like "it might not happen". However, it might happen and their fear needs to be taken seriously. Being honest about the possibility allows the person to explore his/her fears.

"The first element in the creation of the climate has to do with what has variously been called the therapist's *congruence,* realness, authenticity or genuineness. In essence this congruence depends on therapists' capacities for being properly in touch with the complexity of feelings, thoughts and attitudes which will be flowing through them as they seek to track their client's thoughts and feelings. The more they can do this the more they will be perceived by their clients as people of real flesh and blood who are willing to be seen and known and not as clinical professionals intent on concealing themselves behind a metaphorical white coat. The issue of the therapist's congruence is more complex than might initially appear. Although clients need to experience their therapists' essential humanity and to feel their emotional involvement they certainly do not need to have all the therapist's feelings and thoughts thrust down their throats. Therapists must not only attempt to remain firmly in touch with the flow of their own experience but must also have the discrimination to know how and when to communicate what they are experiencing. It is here that to the objective observer person-centred therapists might well appear to differ widely in style. In my own attempts to be congruent, for example, I find that verbally I often communicate little. I am aware, however, that my bodily posture does convey a deep willingness to be involved with my client and that my eyes are highly expressive of a wide range of feeling - often to the point of tears. It would seem that in my own case there is frequently little need for me to communicate my feelings verbally: I am transparent enough already and I know from experience that my clients are sensitive to this transparency. Another therapist might well behave in a manner far removed from mine but with the same concern to be congruent. Therapists are just as much unique human beings as their clients and the way in which they make their humanity available by following the flow of their own experiencing and communicating it when appropriate will be an expression of their own uniqueness. Whatever the precise form of their behaviour, however, person-centred therapists will be exercising their skill in order to communicate to their clients an attitude expressive of their desire to be deeply and fully involved in the relationship without pretence and without the protection of professional impersonality."

Brian Thorne

Achieving the Core Conditions

To achieve empathy, acceptance, realness and create a safe place for the client, a coach needs:

* An ability to be involved whilst also detached, to be outside as well as inside.

* To have their own feelings/opinions but keep them out of the session.

* To focus on the client, rather than the coach's own needs/views etc.

* Judge behaviour rather than the person (and refer them on if cannot).

* Show respect at all levels, keeping time, quality of room, giving full attention etc.

* Be aware of own bias, blocks etc and work with these.

* Be prepared to look at what is raised in themselves by the client..

    what do they tell you about your self.. who do they remind you of.? etc.

* Be committed to growth and professionalism

* Be open and receptive.

* Use intuition but always check it out.

* Never over-step empathy by invasion. The client has the choice of how far to let you in.

* Stay congruent: with self (by owning own views and feelings)

    and with the client (by owning response to their behaviour and not blaming.)

* Not colluding.

* Using 'responsibility language' ..'I' statements and acknowledgement of choices.

* Maintaining own boundaries and empowering the client to have their own.

* Explore why the client is behaving/feeling as they do.

Achieving the Core Conditions

Awareness is the first step in achieving the Core Conditions – once you are aware of them, you will start to become more aware of when you are and are not behaving in accordance with them.

In these ways you establish rapport with the client and build a relationship based on understanding the other person.

The client needs to know that there is nothing that cannot be discussed with their coach. By creating this environment you are enabling the client to feel safe to share and explore anything.

Finally, the client should be encouraged to keep the process "secret"! There is nothing worse than loved ones laughing at your goals, or watching for you to slip up. Goals can be shared when they are reached, and the process shared with the coach.
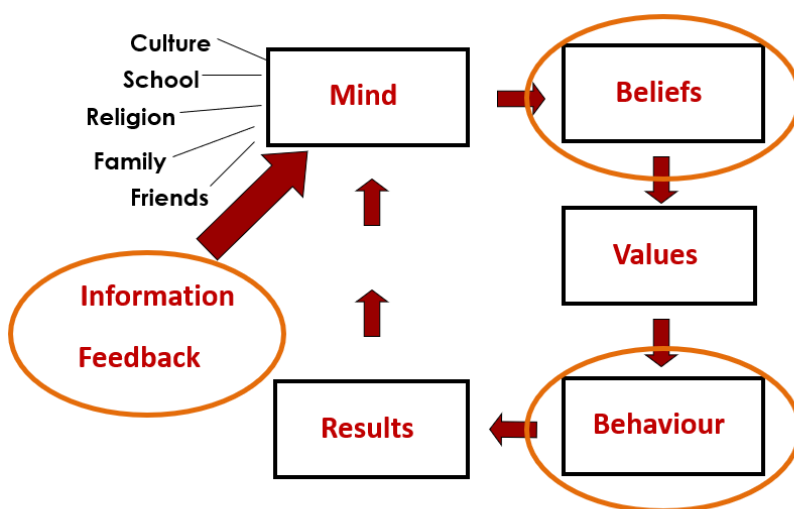
The Presuppositions

The Presuppositions of NLP are often called the 'convenient assumptions'

This is not necessarily the case, they are more than just convenient assumptions, they are the foundations of NLP and are what makes NLP work.

If you believe them, or behave as if you believe them, you are more likely to be successful in your use of the tools and techniques. Your use of the tools will be much more congruent and you will be much more focused on whoever you are working with.

Belief Systems Loop

Culture
School
Religion
Family
Friends

Mind

Beliefs

Information

Feedback

Values

Results

Behaviour

The Presuppositions

1. **Have respect for the other person's model of the world.**

2. **Evaluate behaviour and change in terms of context, and ecology**

3. **Resistance in a client is a Sign of a lack of rapport.** (There are no resistant clients, only inflexible communicators. Effective communicators accept and utilize all communication presented to them.)

4. **People are not their behaviours.** (Accept the person; change the behaviour.)

5. **Everyone is doing the best they can with the resources they have available.** (Behaviour is geared for adaptation, and present behaviour is the best choice available. Every behaviour is motivated by a positive intent.)

6. **Calibrate on Behaviour:** The most important information about a person is that person's behaviour.

7. **The map is not the Territory.** (The words we use are NOT the event or the item they represent.)

8. **You are in charge of your mind, and therefore your results** (and I am also in charge of my mind and therefore my results).

9. **People have all the Resources they need to succeed and to achieve their desired outcomes.** (There are no unresourceful people, only unresourceful states.)

10. **All procedures should increase Wholeness**

11. **There is ONLY feedback!** (There is no failure, only feedback.)

12. **The meaning of your communication is the response you get.**

13. **The Law of Requisite Variety:** (The system/person with the most flexibility of behaviour will control the system.)

14. **All procedures should be designed to increase choice.**

Belief Systems Loop
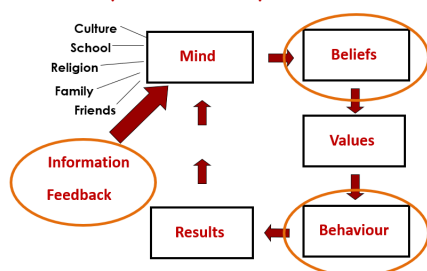
What are Values?

Values are basic and fundamental beliefs that guide or motivate attitudes or actions. They are not just beliefs but are beliefs which we give importance to. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

Values in a narrow sense is that which is good, desirable, or worthwhile. Values are the motive behind purposeful action. They are the ends to which we act and come in many forms. Personal values are personal beliefs about right and wrong and may or may not be considered moral. Cultural values are values accepted by religions or societies and reflect what is important in each context.

You probably have a hierarchy of values, where some values are more important than others and may affect your behaviour accordingly – usually at an unconscious level.

For example, you may value family above everything else and therefore not understand why you sabotage your career when it means you have to work away from home too often.

Understanding values, especially your core values can really help you to understand your behaviour, help you make decisions and help you to achieve the outcomes you desire.

(0-7)   Imprint Period –

Up to the age of 7, we are like sponges, absorbing everything around us and accepting much of it as true, especially when it comes from our parents. The confusion and blind belief of this period can also lead to the early formation of trauma and other deep problems.

The critical thing here is to learn a sense of right and wrong, good and bad. This is a human construction which we nevertheless often assume would exist even if we were not here (which is an indication of how deeply imprinted it has become).

(7-14)   Modeling Period -

Between the ages of 7 and 14, we copy people, often our parents, but also others. Rather than blind acceptance of their values, we are trying them on like a suit of clothes, to see how they feel.

At this age we may be much impressed with religion or our teachers. You may remember being particularly influenced by junior school teachers who seemed so knowledgeable--maybe even more so than your parents.

(14-21) Socialisation Period -

Between 14 and 21, we are very largely influenced by our peers. As we develop as individuals and look for ways to get away from the earlier programming, we naturally turn to people who seem more like us. Other influences at these ages include the media, especially those parts which seem to resonate with our the values of our peer groups.

(21-35) Business Persona -

Between 21 and 35 we are influenced by our working experience. This is the environment which influences a lot of our beliefs and values in the key area of providing money, shelter, food and support for ourselves and our families.

Groups of people tend to share values.

This is true for different types of society, different friendship groups and different types of organisation.

As we evolved sociologically, our shared values changed, and continue to change.

Here are some generalisations

Band – Survival Oriented

Tribe – Tribal Oriented

Empire – Aggression Oriented

Passive Hierarchy – System Oriented
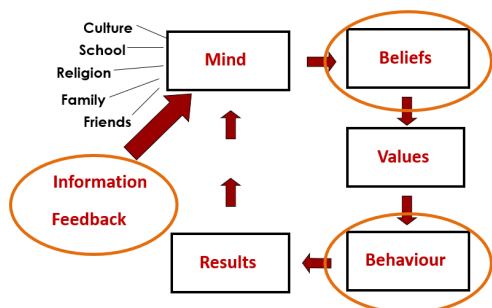
Active Hierarchy – Materialistically Oriented

Social Network – Group & Cause Oriented

There are always exceptions to these of course.

It is possible to apply these categories to organisations.

What sort of organisation do you belong to?

Belief Systems Loop

Eliciting Values

1. **Standard Elicitation: "What's important to you about _____?"**

- Career

- Relationships

- Family

- Health & Fitness

- Personal Growth

- Spirituality

1. **From Motivation Strategy:**

a) "Can you remember a time when you were totally motivated in the context of _____? Can you remember a specific time?"

b) "As you remember that time, what was the last thing you felt just before you were totally motivated?"

c) "Can you give me the name of that feeling?"

d) (If the word they give you is of a too low level, ask:) "What's important to you about that?"

e) Continue with steps 1-4 until you get repeat words.

1. **From Threshold Values:**
   Show the client the list of values you have so far:

a) "All these values being present, is there anything that could happen that could make you leave?"

b) "All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you stay?"

c) "All these values being present, plus (value(s) just mentioned) what would have to happen such that would make you leave?"

d) Continue with steps a-c until you get repeat words

Belief Systems Loop
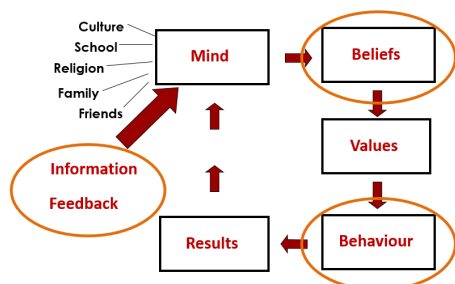
Values Utilisation

Example: Values as elicited, in hierarchy
Results
Integrity
Success
Relationship
Money

In this case, you might feedback to them a sentence such as, "You know, John, that because I am so committed to RESULTS and INTEGRITY, I want to tell you about a program that will ensure our SUCCESS while improving our ability to improve our RELATIONSHIPS while making a lot of MONEY."

Now, take the most important – your number one value and notice how you represent it. What is the picture that you have?

Values Utilisation

Notice, is it:
- Associated –or- Disassociated?
- Black and White –or- Colour?
- Focused –or- Defocused?
- Near –or- Far?
- Bigger than Life, Smaller –or- Regular Size?
- A Movie –or- Still?
- Is the Movement Fast –or- Slow?
- Panoramic –or- Does it have a border?
- Does it have a Location?
- Are the sounds:
  - Loud –or- Soft?
  - Fast –or- Slow?
  - Is there anything about the Pitch, Rhythm, or Tonality?
  - Are there feeling? What are they?
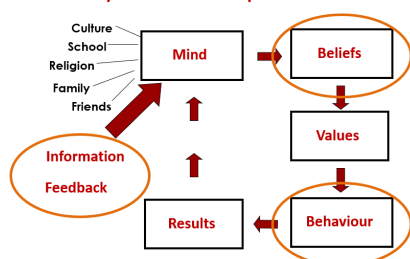
Now do the same thing with another value, and notice that some of these elements are different with the second value. The elements that are different are the critical variables in YOUR storage of a value. These elements that you found to be different may not be the critical elements in someone else's storage of values.

Belief Systems Loop

Culture
School
Religion
Family
Friends

Mind → Beliefs

Information Feedback

Values

Results ← Behaviour

The GROW Model

This model was first introduced by Sir John Whitmore in his book "Coaching for Performance" in 1992 and has become one of the best known and widely used of coaching models. It provides a simple, yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost.

Goal

Reality

Option

Way forward or **W**ill

Goal It is important for a session to have a Goal or an outcome to be achieved in order to give the session focus and clarity. An overall Goal also helps the client to focus on what they want and how to get there – to quote an old cliché "if you don't have a dream, how can you have a dream come true?"

R**eality** As well as knowing the final destination, it is also useful to identify the starting point, which is the current reality. We often fool ourselves with our perception of the reality and this is often why we do not achieve our goals – once we clearly see the reality rather than the imagined one, the resolution often becomes obvious and straightforward.

Options These are simply all the routes that we could take to reach our destination. It is important to list and explore all the different options before choosing which appears to be the best.

 Way Forward/Will This is where you select which of the options you are going to commit to. It is also essential to have the Will or motivation to get there. perceive information is likely to be clouded by these views.

The First Session

The initial interview is of great significance for the following reasons:

1. Sets up the relationship, allowing you to demonstrate the core conditions and so start the process of creating rapport.

2. Gives you and the client a chance to get to understand each other and the issues involved.

3. Sets the groundwork for future work.

How you conduct the initial interview will depend on several factors:

1. Your own personality and style of working

2. The client, their reason for seeking coaching and their comfort level

3. Whether you are coaching face to face, by phone or Skype.

For example, if you are an experienced in coaching and have a counselling qualification, you are likely to feel more at ease with asking in depth questions early on. Equally, if your client appears timid or in distress, you may keep more distance. If you are face to face you are better able to judge the person's comfort with the questions and so may be able to delve further than by phone, but using the internet, the client may be able to give more detail as they will be able to give more thought to what is said and the "distance" may offer some safety.
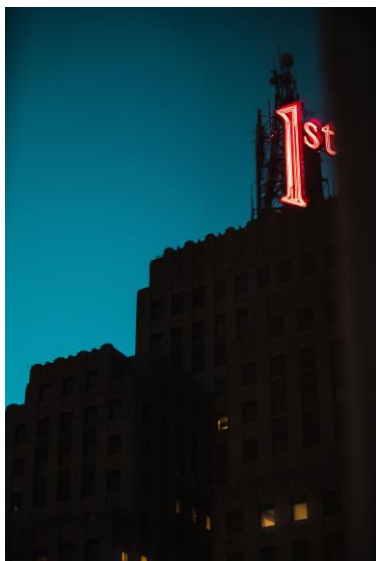
Contracting

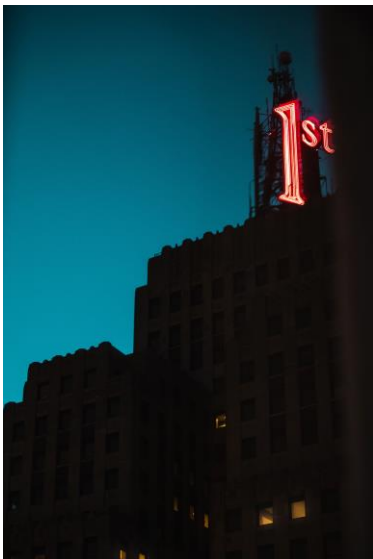The contract between client and coach must address the following issues:

Method of contact (in person/phone/email/Skype)

Duration of sessions (or amount of contact for email)

Fees and payment methods (if applicable)

Confidentiality

Each person's statement of commitment

Rapport

If you think about your friends, what is it about them that makes them friends?

Do you work in the same place?

Do you share interests?

Do you have the same sense of humour and laugh at the same things?

Do you have similar backgrounds?

Do you share beliefs and values?

You probably answered yes to most, if not all of these questions.

With some friends you probably answered yes to more questions than for others. We will look at why that is later.

The fact is that we are attracted to people like us. We **like** people who are like us.

We would probably say that we have a rapport with our friends.

The Concise Oxford English Dictionary defines rapport as:

"A Close and harmonious relationship in which there is a common understanding"

Interestingly, the word 'rapport' is derived from the French word 'rapporter' which means 'to bring back'

So is having rapport useful?

It certainly makes interpersonal relationships run more smoothly, but how else can it help in Coaching?

Rapport

Think about it from a sales point of view, at some stage in the Coaching process you are likely to have to sell an idea, a concept or a behaviour – who are you more likely to buy from, someone you like, or someone you don't like?

You probably find that there are some people you find it easier to sell to (whether that is products, services, ideas or points of view) than others.

The people you find it easier to sell to are the ones you have rapport with.

The problem is, we aren't like everyone in the world, so we are unlikely to be liked by everyone we meet.

The people we have rapport with are the people who's 'map of the world' overlaps ours to some degree. The greater the overlap, the more rapport we naturally have.

Rapport isn't about being friends or friendly though. You can have rapport with someone you don't get on with. You can also have rapport with someone you don't agree with, or not have rapport with someone you do agree with.

Rapport can also be created very quickly and lost very quickly. It has to be maintained and is a dynamic process which is more usefully seen as a dance, rather than a step by step process with a beginning and an end.

Rapport is crucial to the success of Coaching. Without rapport, it is very unlikely that you will be successful in achieving a 'win win' outcome.

It is, as already mentioned, unlikely that you are like everyone else in the world, but you can **be like** anyone you meet.

Rapport

Building and maintaining rapport involves stepping out of your world and into the world of the other person. This is called 'Pacing' It is almost as if you are walking alongside someone else at their pace. Once you are pacing them, it is easier to lead them to where you want them to be.   People are unlikely to be led until they have been paced.

How To Develop Rapport

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Building Rapport
The key to building rapport is 'matching'. By this we mean that you are stepping out of your world and entering the other's. It is possible to match on every level and is something you do naturally with people you already have a rapport with.

Behaviour
On a fairly superficial level, we attempt to match people's behaviour on first meeting by finding out what we can about them and demonstrating our own experience in that field.
 For instance, you might, on meeting someone for the first time ask if they've been on holiday if they look particularly tanned or relaxed.
On hearing that they have just been to Crete, you might ask where they stayed because you were there last year. You will continue this line of conversation demonstrating how much you have in common and how **like** the other person you are.

Building Rapport

When you are in a restaurant, look around at the people you believe are getting on well. You will notice that their movements and gestures match each other's. If you can look closely enough, you will notice that their blinking rates match and they even breathe in unison.

Watch a group of people leaning on the bar in a pub. They will often have the same foot on the bar rail, they will drink at the same time and laugh together.

As all behaviour is communication, in the sense that we are always sending out a message with our behaviour, there are three key areas of behaviour to match which will tell the other person "I'm like you". Logically, if you're like me, I will like you and will be much more likely to be influenced by you, so the more you can be like me (while still maintaining your own identity).

These three areas are: Body Language, Tone of Voice and Words.

Body Language

We are more influenced by body language than we are usually aware.

Have you ever walked into a room, seen someone and thought, "They look alright, I'll go and talk to them" or, "I don't like the look of them, I'm staying well away". What did you base that decision on when they hadn't said anything to you?

You based that opinion on their body language. You looked at them and made a generalisation based on your own experience of someone who looked like them in your past. This took place in your unconscious and happened extremely quickly.

Matching someone's body language sends a very strong message to the other person's unconscious that "I am like you"

So to create rapport by matching body language you need to match:

Posture
Gestures
Facial Expressions
Breathing
Blinking
Eye Movements
Body Space

Building Rapport

A Word of warning: If someone is talking and moving their arms around a lot, its probably not a good idea to match them at the same time. Waving your arms around when you are listening is not something that most people do and the other person will become aware of your matching them. When something unusual or unexpected happens with someone else's body language, we become aware of it at a conscious level and this will almost certainly break rapport. It is better in this instance to match their arm waving when it is your turn to speak. Also, don't match nervous twitches. Most people are unaware that they do it themselves so they will be very aware of your twitch.

Tone of Voice

Have you ever found yourself, when speaking to someone from elsewhere in the country, speaking with the same regional accent as them, even when it is not your accent?

This is a natural process of rapport building, just as the matching of Body Language is.

It is not necessary to 'put on' an accent as this is often noticed as being false.

In fact, what is happening when you have rapport is that the person you are talking with has modified their language, you have modified your language, and you have met somewhere in the middle.

The best thing is to match:

Speed of speaking

Rhythm of speech

Volume

Timbre (quality – richness of speech)

Pauses

Idiosyncrasies (sniffs, clearing the throat, 'erms' etc)

Words

The words people use to describe their thoughts and communicate their ideas are unique to them.

Words themselves have no meaning other than that which we put on them. If I ask you to think of a table, what comes to mind? It could be the table you are sat at now, or the dining room table at home, or the white plastic patio table in the garden, or next year's projected sales figures.

There are many regional variations of words to describe situations.

Building Rapport

Individuals' preferred Representational Systems cause them to use different words, or 'predicates' to describe their experience. These predicates help you to understand what Representational System they are using, and also give you information you can use to help build rapport.

The key is to match the words people use. Although the words are the least important part of the communication, we use to convey concepts and thoughts and, if you are using the same words as the person you are talking to, you demonstrate a real understanding of them and what they are saying, they believe you are listening and will feel that they have rapport.

Building Rapport

Some Definitions:

- **Matching** - If someone moves their left hand and you move **your** left hand in the same way, or they cross their right leg over their left leg and you cross and you cross **your** right leg over **your** left leg in the same way; that is matching. If you match your body language, tone of voice or words to theirs exactly – you are **matching** their behaviour.
- **Mirroring –** This is just like looking in a mirror. If someone moves their left hand and you copy the movement but with your **right** hand, or they cross their right leg over their left leg and you copy the movement but by crossing your **left** leg over your **right** leg. That is mirroring. Mirroring only applies to body language.
- **Cross Matching** – This is when you match behaviour with some other part of your body. For example you can cross match someone's breathing by moving your foot at the same rate. You can also match the tone of voice by cross matching with your body language. For example, you can move your hand to match the speed of speech or raise and lower fingers as the pitch of voice changes.

Subtlety – The more subtle you are with your matching and mirroring, the less likely people are to notice what you are doing at a conscious level. Once they are aware that you are 'copying' them, you are likely to lose rapport. When you have a good rapport, you can be as extreme as you like with your matching and mirroring and they will not notice what you are doing at a conscious level. Valuing the other person will also help with your subtlety. Treat people with 'unconditional positive regard' even if you don't share some of their beliefs and values.

Building Rapport

- Keep the Presuppositions of NLP in mind. This will make your rapport building less mechanistic and more natural. It will also help you to build rapport with people you don't like. The important point to remember hear is that the purpose of building rapport is to help you achieve your outcome which should be a win - win.
- **Resistance** – You cannot build rapport with people who **really** don't want to be in rapport with you. At an unconscious level, if someone is trying to build rapport for a win – lose outcome, you will become aware of it and almost certainly become aware of it at a conscious level. This may be in the form of a feeling that something is wrong, or you may notice that they are copying your behaviour. The more you practice your sensory acuity, the more able you will be to notice when someone is consciously matching your behaviour, and whether that is based on a win – win or win – lose motivation.

Capability

This level of rapport depends on sharing interests, experience and skills.

People who play sport together or work at the same job often have rapport naturally at this level. This is often why people don't like a member of a team who they perceive to be of a lower skill level than themselves, this person will often be disliked and excluded by the whole team.

Often, people who have rapport at this level naturally have rapport at an environmental and behaviour level. From a business point of view, it is important for you to demonstrate that you have the required capabilities to do what you say you can do. Sometimes, for some clients, this depends on your qualifications, so it may be worth having this on your business card. For other clients it is important that you can demonstrate success. Use Parallel Metaphors to help with this "We had a client who . . ." or put testimonials on your website so that clients can check your credentials for themselves.

Building Rapport

Beliefs and Values

You may have heard the phrase 'opposites attract' or e puzzled about a couple who are together for a long time while seeming to have nothing in common. The fact is that they share beliefs and values and so have a rapport at an unconscious level.

You may not share the beliefs and values of someone you want to build rapport with, but if you can **respect** and **understand** these, you will find it easier to create and maintain the rapport you need.

Remember that beliefs and values are not rational and should not be challenged directly. This is a sure way to break rapport.

Identity

Building rapport at this level depends on your ability to really understand and respect the other person. You need to respect their core beliefs and values, their experience, their thoughts, state of mind, behaviours and everything that makes them who they are. Listen carefully and demonstrate that you are hearing them. Share some of your own beliefs and values.

It is possible to have rapport at some levels and not at others. Breaking rapport at any level will affect the rapport you have at others, although it is still possible to have rapport at a behaviour or environment level if you have broken rapport at the beliefs and values level.
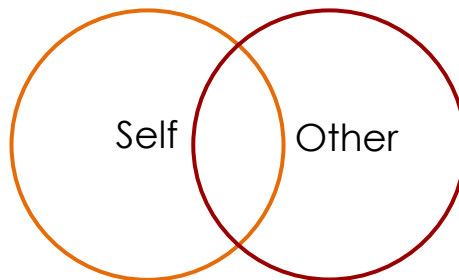
Levels of Rapport

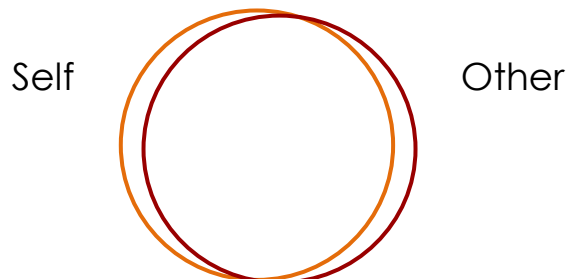If rapport can be described as joining someone in their world, then it must be possible to choose how far you step into their world.

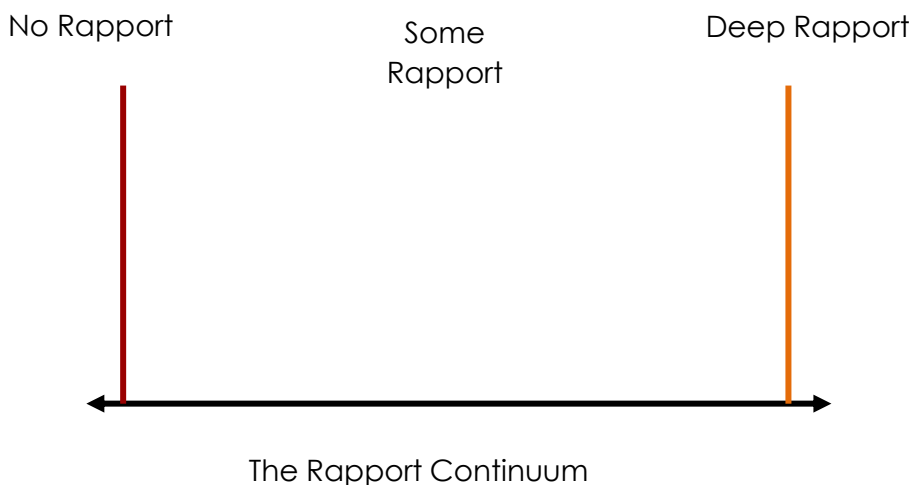Self   Other

No Rapport

Self   Other

Superficial Rapport

Self   Other
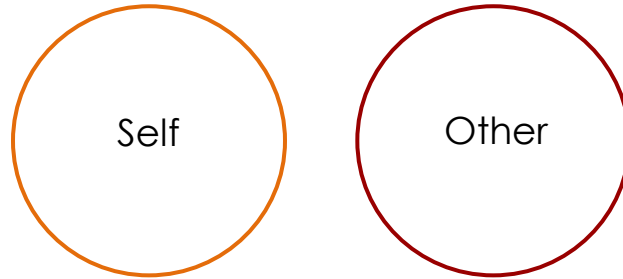
Deep Rapport

Rapport Continuum

There are no defined 'stages'. Rapport is more like a continuum, with 'no rapport' at one end and 'deep rapport' at the other. Depending on the effort you put into the process, you will move along the continuum.

No Rapport   Some   Deep Rapport
                             Rapport

The Rapport Continuum

Deep Rapport

To achieve deep rapport requires a lot of energy, observation and concentration.

There is no difference in the technique for achieving deep rapport or superficial rapport. You still need to match:

- Body Language
- Tone of Voice
- Words

The difference is the amount of accuracy. Generally, to achieve superficial rapport, you only need to *approximate* the Words/Way/Body language

With deep rapport you need to match the other person exactly. The more accurate you are, the

deeper the rapport you can achieve

Building Rapport

Summary

Rapport is crucial to success when interacting with other people. We are attracted to people who are like us. To have rapport with someone is to be like them. We are not like everyone we meet, so to create rapport we have to consciously behave like they do. We need to match their communication processes.

We need to match

- Body Language
- Tone of voice
- Words used

It is possible to test the level of rapport by 'leading' the interaction. Make a gesture, or change your tone of voice, or use some new words and notice if the other person follows your lead. If they do, you have rapport. Don't stop there though, rapport is a dynamic process so it is important to continue to pace and lead throughout the interaction.

In any interaction, you will move backwards and forwards along the rapport continuum. You have the choice to decide where you want to be at any moment.

Remember that rapport is crucial to your success in Coaching

Rep. Systems

We take information in through the senses – that's the only way we can interact with the outside world.

When we think about, or *represent* the world in our heads, we use the senses to do that. These are called Representational Systems – or Rep. Systems.

When you remember what something looks like, or imagine what something *will* look like, you are using your **Visual** Rep system.

If you remember a sound, or a conversation, or imagine what someone will say to you, you are using your **Auditory** Rep system.

If you remember how you felt, or whether it was cold or hot you are using your **Kinaesthetic** Rep system.

And, if you are remembering a smell or taste you are using your **Olfactory/Gustatory** Rep system.

We each have a preference. Some of us prefer to think in pictures, or sounds, or feelings.

This means that we also prefer to take our information in in this way; so visual people like to see pictures and certain body language and speech patterns attract our attention more than others.

This has an impact on us as presenters in that we need to be able to flex our communication style to meet the needs of the audience.

Preferred Rep Systems

V: Visual
People who are visual often stand or sit with their heads and/or bodies erect, with their eyes up. They will be breathing from the top of their lungs. They often sit forward in their chair. They tend to speak quickly and use lots of hand gestures – often above shoulder height. They memorise by seeing pictures, and are less distracted by noise. They often have trouble remembering verbal instruction because their minds tend to wander. A visual person will be interested in how your presentation looks. Appearances are important to them.

A: Auditory
People with an auditory preference typically breathe from the middle of their chest. They typically speak more slowly than visual people with less inflection in the voice. Their hand gestures tend to be more deliberate and between shoulder and waist. They are easily distracted by noise They can repeat things back to you easily, they learn by listening. They memorise by steps, procedures, and sequences. They will be interested in what you have to say about your presentation.

K: Kinaesthetic
People who are kinaesthetic will typically be breathing from the bottom of their lungs, so their voice often has a breathy or rich quality. They often move and talk slowly. They respond to physical rewards, and touching. Their hand gestures tend to be even more deliberate and contained. They memorise by doing or walking through something. They will be interested in your program if it "feels right".

Ad: Auditory Digital
This person will spend a fair amount of time talking to themselves. They will want to know if your presentation "makes sense". The auditory digital person can exhibit characteristics of other major representational systems.
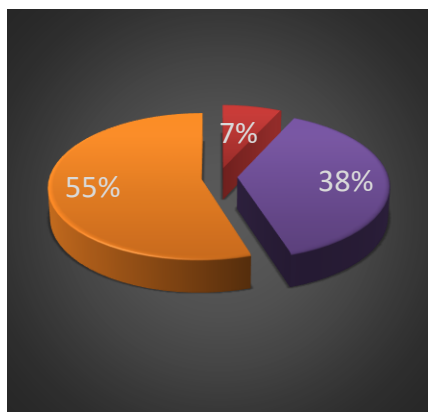
Preferred Rep Systems

For each of the following statements, place a number next to every phrase.
Use the following method to express your preferences.

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

1. I make important decisions based on:
   - Gut feelings   ....
   - Which way sounds best   ....
   - Which way looks best to me   ....
   - Precise review and study of the issues   ....

2. During an argument, I am most likely to be influenced by:
   - The other person's tone of voice   ....
   - Whether or not I can see the other person's point of view   ....
   - The logic of the other person's argument   ....
   - Whether or not I fell I can relate to the other person's feelings   ....

3. I most easily express what is going on inside me by:
   - The way I look   ....
   - The feelings I share   ....
   - The words that I choose   ....
   - The tone of my voice   ....

4. It is easiest for me to:
   - Find the ideal volume and tuning on a stereo System   ....
   - Select the most intellectually relevant point
   concerning an interesting subject   ....
   - Select the most comfortable furniture   ....
   - Select rich, attractive colour combinations   ....

5. This is very typical of me:
   - I am very aware of the sounds of my Surroundings   ....
   - I am very good at making sense of new facts and information....................
   - I am very sensitive to the way my clothing feels on my body   ....
   - I respond strongly to colours and to the way a room looks   ....

Scoring

Step one: *Copy the score from the test questions to these lines:*

1) ....K
   ....A
  V
   ....D

2) ....A
  V
   ....D
   ....K

3) V
   ....K
   ....D
   ....A

4) ....A
   ....D
   ....K
  V

5) ....A
   ....D
   ....K
  V

Step two: *Transfer your scores to the relevant box and add up the columns*

	V	K	A	D
1				
2				
3				
4				
5				
Total				

Preferred Rep Systems

Predicates:

Words might only be a small proportion of our overall communication, but they can give you a clue to the Representational System someone is using. These are called predicates. Here are some predicates and some predicate phrases

Visual	Auditory	Kinaesthetic	Unspecified
see	hear	feel	sense
look	listen	touch	experience
view	sound(s)	grasp	understand
appear	make music	get hold of	think
show	harmonise	slip through	learn
dawn	tune in /out	catch on	process
reveal	be all ears	tap into	decide
envision	rings a bell	make contact	motivate
illuminate	silence	throw out	consider
imagine	be heard	turn around	change
clear	resonate	hard	perceive
foggy	deaf	unfeeling	insensitive
focused	mellifluous	concrete	distinct
hazy	dissonance	scrape	conceive
crystal	question	get a handle	know
picture	unhearing	solid	sense

| Visual	Auditory	Kinaesthetic
An eyeful	Afterthought	All washed up
Appears to me	Blabbermouth	Boils down to
Beyond a shadow of a doubt	Clear as a bell	Chip off the old block
Bird's eye view	Clearly expressed	Come to grips with
Catch a glimpse of	Call on	Control yourself
Clear cut	Describe in detail	Cool/calm/collected
Dim view	Earful	Firm foundations
Flashed on	Give an account of	Get a handle on
Get a perspective on	Give me your ear	Get a load of this
Get a scope on	Grant an audience	Get in touch with
Hazy idea	Heard voices	Get the drift of
Horse of a different colour	Hidden message	Get your goat
In light of	Hold your tongue	Hand in hand
In person	Idle talk	Hang in there
In view of	Inquire into	Heated argument
Looks like	Keynote speaker	Hold it!
Make a scene	Loud and clear	Hold on!
Mental image	Manner of speaking	Hothead
Mental picture	Pay attention to	Keep your shirt on
Mind's eye	Power of speech	Know-how
Naked eye	Purrs like a kitten	Lay cards on table
Paint a picture	State your purpose	Pain-in the neck
See to it	Tattle-tale	Pull some strings
Short-sighted	To tell the truth	Sharp as a tack
Showing off	Tongue-tied	Slipped my mind
Sight for sore eyes	Tuned in/Tuned out	Smooth operator
Staring off into space	Unheard of	So-so
Take a peek	Utterly	Start from scratch
Tunnel vision	Voiced an opinion	Stiff upper lip
Under your nose	Well informed	Too much of a hassle
Up front	Within hearing	Topsy-turvy

Active listening

Listening is at the core of coaching. Without good listening skills your client will not FEEL heard, and this feeling of being heard is vital.

We all know people who appear to listen, but we always know whether this is genuine. So you, as a coach must have, or develop, the skill of listening, and showing that you have listened.

NB: listening does NOT mean agreeing. We constantly hear people accusing the government of not listening, but what they really mean is not agreeing. This is different, and luckily it will not matter to your client what you think as it is not your job to make changes to their lives: that is their job!

Many people believe that listening is something we do automatically; unless we are hearing impaired we each spend a large part of the working day listening to other people talk. *However, if we were to ask those same people whether they feel truly listened to they may give a different answer.*
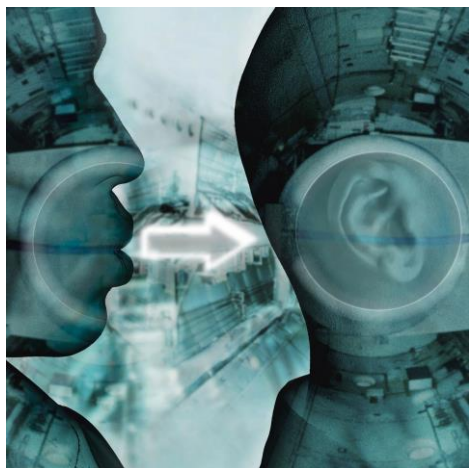
Active listening

Active listening is not just something we do automatically but is a skill that can be learned.

A good listener will be aware of the speaker's:

- *Choice of words*

- *Tone of voice*

- *Body language*

A good listener will:

- *Work hard to build rapport*

- *Take the necessary time to listen*

- *Employ a range of questioning techniques*

- *Genuinely try to understand*

- *Use appropriate non-verbal behaviour*

- *Paraphrase regularly*

- *Demonstrate understanding*

- *Use eye contact effectively*

In general we want more from a listener than just their physical presence. How many times have you tried to talk to someone who is quite simply more involved with their computer screen than they are with you?

Call to mind someone who doesn't listen to you, think about what you dislike about his or her behaviour and make sure that you don't do it yourself.

Active listening

Words

Listen carefully to what the other person is saying; don't jump to conclusions before they have finished talking. The choice of words will also give you some indication of how strongly he or she feels about the subject matter. Remember, the words used can also give you a clue to the other person's representational system thus enabling you to "speak their language" when you respond.

Tone of Voice

Tune in to the tone of voice you are hearing, it will help you to pick up on the emotional content of the message. The person opposite you may be telling you that he/she is quite happy to work late but the tone of voice could be telling you something else. Reflect this back to them and check out if your suspicions are right.

E.g.   You are telling me that you don't mind working late tonight but you sound quite angry. Is that how you feel?

Body Language (Non-verbal Communication)

Observing a person's body language can give us clues to how a person is feeling and can show us evidence of an imbalance between their words and their meaning. However, the observation of body language is not an exact science and you should always be cautious about diagnosing.

Remember to match Body language as part of your continual focus on rapport.

Eye Contact

Good eye contact is an essential part of active listening. Focussing your eyes on another person's shows that you are giving them your undivided attention. However, unbroken, staring eye contact can be threatening and invasive. Good eye contact will be broken regularly by flicking the focus away from and back to your colleague.

Active listening

Paraphrasing

Paraphrasing is stating back to the client the essence of what they have just told you, by picking out the most important elements.

For example

Client: "My boss called me into the office, told me to sit down and just glared at me all the time he was finishing his phone call. I was getting really nervous. Then he just launched into a tirade about how my work wasn't good enough and that if I had to have a sick child then I should make sure there was someone there to look after it as I was letting him down. He went on and on and on. He made me feel really small and I found I couldn't stand up for myself so I just snivelled a sorry and it wouldn't happen again and went into the loo and cried."

Coach: "So, just sitting and waiting started you feeling nervous and then you just felt worse and worse until you couldn't answer back?"

Client: "That's right, I was trampled under foot and I need to stop that happening"

Paraphrasing:

- Demonstrates attention and understanding

- Lets the client know he/she has been heard

- Aids clarity for coach and client

- Keeps the encounter focused

- Reassures by validation

- Keeps the flow going

- Gives the client a chance to correct, a feedback for accuracy

- Allows insight and shift of perspective

- Allows for greater self-awareness for the client

- Aids awareness of client's perspective for the coach

- Gives space and pace

- Enables the client to adjust, expand and find what's important

Active listening

Reflecting Feelings

This skill involves the coach acting as a mirror to the client, but showing the feelings involved rather than the content (or story).

For example:

Client: "I was just so tired that when she started on at me to bath the baby, I just snapped and all my good intentions went out of the window. It didn't help that just then the phone rang and it was my business partner telling me I had to phone an awkward so and so who didn't want to pay his bill. "

Coach: "It sounds as though you felt angry and by being tired you were less able to stop yourself showing these feelings"

Reflecting Feelings:

- Brings hidden emotion to the surface

- Gives client 'permission' to have and express feelings

- Acceptance of feelings allows client to accept them too

- Helps the client and counsellor explore what is really there

- Takes the session to a deeper level

- Aids the formation of the therapeutic relationship

- Clarifies, checks and allows correction

- Keeps flow going

- Demonstrates empathy

NOT FOR   passing comment

              making judgment

              adding in something of your own

Questioning Techniques

It is important to become aware of the value of asking questions. You will find that the vast majority of clients are very happy to be asked what may appear at first glance to be rather intrusive questions (in fact you will also find that as you get used to asking questions, so you will do so more in your everyday life: and strangely, it is rare that people object!) .

Questions can be used:

- To help get started

- For elaboration

- To get clearer

- To get to the specifics

- To bring the client to now

- To focus on the client, not others

- To focus on feelings, not facts

- To encourage responsibility

NOT

for filling in silence

for own interest

for making suggestions / possibilities / comment / judgement

for a conversation

Closed Questions:

It can be very frustrating when the person we are talking to gives one- word answers to every question asked. However the fault may lie more with the questioner than with the respondent. Closed questions can usually only be answered with a simple yes or no.

E.g.   Did you come by car? If the respondent answers "yes" then you have your information but if the respondent answers "no" then you have to ask a further question (or 5) in order to find out how they travelled.

An open question will get you more information but the closed question does have a role. Sometimes a simple "yes" or "no" is all that is required, especially if you are simply checking your understanding of the situation or summarising what has been said so far.

E.g.   John: "Jane asked me to type up some reports for her but I had to say "no" because I was already working on something important for you. She got a bit upset with me because she thought her work was more important."

*   Emma: "Did you explain to her what my work was?"*

John: "Yes."

Open questions:

Open questions are used to draw out

more information on a subject and

are designed to encourage the speaker

to elaborate. Open questions typically

start with the words who, why, where,

what, when or how.

E.g.   How did you get here today?

This leaves the respondent free to

tell you in his / her own words about

the morning's journey.

Sometimes open questions can seem a little interrogatory; be especially careful with the use of questions beginning "why?"

E.g.   "Why did you do that?" may get you the information that you need but get the tone wrong and it implies that you are allocating blame. A softer alternative would be "What was the thinking behind that?" This will get you the same information without the defensive behaviour that may have accompanied it before.

Leading Questions:

The good listener rarely uses leading questions as these are really designed to ensure that someone agrees with your point of view.

E.g.   When faced with the question "You think it's a good idea don't you?" it is very hard to say no. If you really want to know what someone thinks ask them an open question: "What do you think about this idea?"

Hypothetical Questions:

Hypothetical questions can have a really important role in the active listener's repertoire. These are questions which allow the respondent to consider an approach to a situation in a non-threatening way. They are especially useful in recruitment interviews when you are exploring issues outside the respondent's current expertise. Hypothetical questions are often phrased "What if?".

E.g.   If you were managing this team, what would you do to motivate people?

Probing Questions:

Probing is useful when someone is giving you incomplete information or when you think that perhaps the issue has not been thought through. They allow the respondent to consider their options more fully without you having to give advice.

E.g.   What do you think would happen if…?

*   Can you tell me more about…?*

*   What are the potential repercussions of taking that action?*

Reflective Questions

Reflecting is useful when someone is giving you incomplete information or when it would be useful for them to think more deeply about the situation. The technique is simply to reflect what has been said to you, but as a question.

E.g.   You: Do you understand that?

Respondent: I understand most of it

You: Most of it?

Summary

Above all active listening is not simply about listening but about showing that we are listening. We have now seen some key ways of conveying that we are actively listening, however, a word of caution is in order; the best way to show that we are listening is to be genuinely interested in what our colleagues have to say. It's easy to spot a fraud!

Some Useful Questions to Ask

How will you know at the end of the session that it was worthwhile having the session today?

- How will you know when things are good enough for you to stop coaching?

- Tell me about the times when it doesn't happen / happens less.

- When does it bother you least?

- What is different about those times?

- You report being at 3 on a scale of 1 to 10. What is different that means you are at 3 not 1?

- How will life look when you are at 10?

- What are you doing to stop things getting worse?

Collusion

When you find yourself getting caught up in agreeing with the client, being fascinated by the content and asking questions for you own interest, making comments on the other people and the situation; then you are communicating a judgement and may well be colluding with them. This is different from having positive regard which means communicating your acceptance and valuing of the client without judgement.

In a typical counselling relationship, collusion is comparatively easy to avoid; in coaching it is trickier as one of the coach's main roles is to be the client's biggest fan, motivator and supporter!

So the tricky part is to do this, without colluding for the problems detailed below can still occur.

Examples of collusion:

"That sounds awful for you"

"how upsetting"

"so he made you feel angry"

laughing with them when it wasn't funny

"Oh I know"

"Yes people are so.........."

"So there was nothing you could do about it"

"How uncaring of her"

Why might we do it?

Feeling sympathy, it's easier, because the client is manipulating us, to avoid confrontation, to rescue, for our own needs (eg to be liked, in control), through boredom, through wanting to get results.
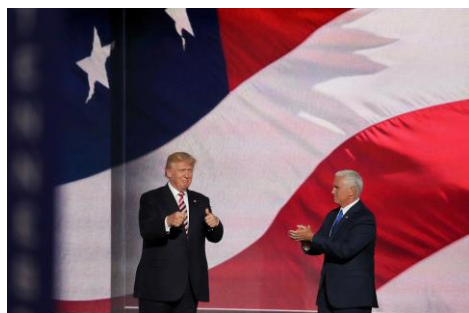
Collusion

Feeling sympathy, it's easier, because the client is manipulating us, to avoid confrontation, to rescue, for our own needs (eg to be liked, in control), through boredom, through wanting to get results.

When you notice yourself doing this, or feel the impulse to do it then:

-Use empathy as a focus, NOT sympathy, getting into their experience alone, helps keep YOU out of it.

-If the CONTENT is interesting, ask how they are in it or keep paraphrasing. This moves into PROCESS and gets away from your connection to the content.

-Remember you do not know any one else in the story and don't know their experience so don't pass comment on them, reflect back that this is your client's experience of these people/the situation.

-Keep boundaries. You care but are not involved.
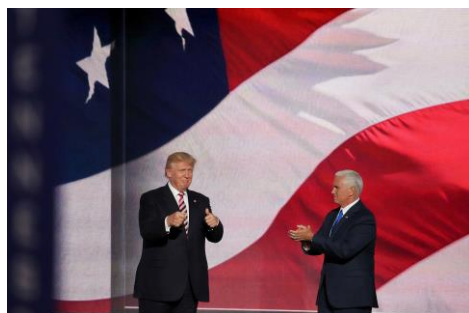
Responsibility

Many of your coaching clients will start from a place of taking inadequate and/or inappropriate responsibility. They may take not enough responsibility, or too much. Here are examples of things they may say to indicate this issue:

- It's not my fault I eat too much, my boss insists I take clients to lunch

- I feel guilty that my husband got caught speeding

- I've tried everything to stop smoking

- I'm just disorganised; it's how I've always been

- I'm sorry you didn't like what I cooked (this sort of phrase could be ok or not depending on the tone of voice etc)

- I only hit you because you made me so angry

- I didn't mean to make you feel sad

- It's my parents fault that I haven't got a degree as they wouldn't let me go to University

The coach's task is to move the client to a place where they take responsibility for what is theirs, and to let go of responsibility for what is not.

This, however, is not an absolute. As a student on this course you are likely to be happy to hear the statement that your arrival at this point in your life is the result of all the choices that you have made, all the actions you have taken and all the situations you have avoided. But most clients will not initially be ready to hear this.

Responsibility

Some people have stronger beliefs about responsibility than others. Do you agree with the following? (These are given as examples and do not necessarily reflect the views of the authors)

- Each individual is responsible for all their actions, whatever the circumstances

- A person chooses their path in life before conception

- The body is completely under the control of a person's mind therefore an illness is the person's responsibility

- Depression is a choice

- All mistakes are unconsciously deliberate, therefore "I didn't mean to" is no excuse

Remember that your clients may or may not believe these things, and nothing is guaranteed to upset a client more easily than what they would perceive as inappropriate and "unfair" blame. Eg, avoid telling a depressed client that they can choose to feel better!

The idea of responsibility is crucial in coaching, as the client needs specifically to take responsibility for what is achieved in the process. You need to keep the client accountable, give them the responsibility for sticking to tasks etc, and then give them credit for achievements. If you take responsibility for their progress, that is inappropriate (sorry!)

However, the coach has significant responsibility to control the process. The client is in control of the content, you are in control of the process. You have a responsibility to behave ethically and to provide a thoroughly professional service to your clients. Part of this is to monitor your own performance.

We advise all coaches to seek professional support and to use checklists to review their own commitment, presence and to look for blind spots etc.

Truth

Your client needs to be able to rely on you to be absolutely truthful. You need to be explicit about this, and ensure that they know to expect this.

It is a very unusual situation to be in; not only being allowed to be completely honest, but having to be! And it's rather difficult!

By creating the relationship as previously described, however, you are creating an environment in which truth is possible. It's also important that your truth encompasses differences in perception and TACT.

Imagine a client who you see face to face is looking to get a new job. When they come to see you, they are wearing odd socks, in need of a shave and have BO. It might be considered truthful to say:

"If you go to an interview like that, you don't stand a chance. You need to get yourself together; you are a mess and you smell"

But this has forgotten perception and tact! Maybe this would be better:

"Do you remember that I promised that I would be truthful with you, and by being so you know that you can trust all the comments I make about you, good or bad? Well, lets think about what an interviewer may be looking for, bearing in mind that initial impressions often (rightly or not) count a lot. Today you are wearing odd socks. Maybe you like to, but if I were an interviewer, I would see that as a sign of being somewhat careless and might wonder whether you would be careless at work. You also haven't shaved, which similarly might be interpreted as not caring. So you might like to think about how you present yourself, looking at it from their point of view. Finally, this is a delicate one, but perhaps I could just say that it might be time for that t-shirt to have a wash……"

Note the "gentle" use of language that would be matched with gentle tones. The coach would also be looking for reactions, verbally or non-verbally to what was being said throughout and adapt as required.

Finally, a reminder that "truth" is not absolute, so most "truths" would be best couched in terms of opinion to be on the safe side.

Tasking

Tasking is one of the most crucial aspects of the coaching relationship. It is one of the fundamentals ways of motivating your clients. As long as you ensure they do not see this as being like "homework" (unless of course they liked homework!), you will find that being required to complete tasks, which are designed completely for their benefit (this fact must be 100% clear), will be appreciated.

You, as coach need to be aware that you are "requesting" your client to do things, but you cannot make them! They always have a choice. As choice is one of the primary things you are encouraging all your clients to accept as a basic premise in life, this can work to your advantage!

Clients have the option of saying "yes", "no", "I'll think about it" or making a counter offer. It can be a good idea to set up the thought of counter offers at the contracting stage, to avoid the "no". However, a "no" can open up an interesting line of discussion. Why are they saying no? Is there resistance going on?

When the client has agreed to a task in general, lets say to call two firms each day to enquire about job vacancies, the task then needs to be pinned down. Here are the standard questions to ask, which can be varied according to the circumstances:

- What will you do?

- When will you do it?

- How will I know?

In the above example, it would be more appropriate to ask "How are you going to choose the firms to call?" rather than question one as the what was already clear.

A specific way to do this is to encourage them to set their own consequence system in place. Consequences are to be positive for achievement, and negative for the opposite. In our example, the client may decide to put £5 toward a new dress for every call she makes, and to give £5 to charity for every call she misses. Amounts will obviously vary according to the person's circumstances, and consequences do not need to involve money.

Goal Setting

Many of us have dreams: "I would love to live in a big house in the country with stables and horses, lots of trees and a lake with fish" for example, or "I wish I could be Managing Director of this company, I would be able to make a profit"

The problem is, dreams very rarely come true. To change a dream into reality, it must become a goal. To express a goal in the same way that your mind works means that it is more likely to happen. The unconscious cannot distinguish between what has happened and what has not, so the creation of a goal in a way which is 'real' in sensory terms is much more likely to be achieved.

It is also crucial to understand that the goal is really what you want. If, at some level in your unconscious, you do not want to live in a big house with a lake, conscious planning will make it happen. This is the 'ecology check'- what affect will having this goal have on the rest of your life?

By taking the time to ask the right questions your goal has a greater chance of becoming a reality.

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 By taking the time to ask the right questions your goal has a greater chance of becoming a reality.

Although you may have used SMART goals in the past (Specific, Measurable, Achievable, Relevant and Time Constrained) you may still not have achieved the goal. This is due to a lack of congruence between the conscious and unconscious motivations and your unconscious will sabotage your plans.

'Well formed outcomes' is a process which helps to connect the conscious and unconscious and ensure that the goal is what you really want – that it is "Ecologically Sound".

Goal Setting

A statement of the obvious:
In order to get what you want, you must know what you want

Ok, so it's not always true: I didn't know I wanted a digital camera until I won one in a competition, but conversely, I would never have got to the position of running this course if I hadn't known I wanted to!

A client (including yourself) will often have only a vague idea of what they want and need. Their ideas may be abstract, precise or anywhere in between. They are unlikely to come to you saying "I want to buy a Porsche in 6 months time". More likely they will say "I don't feel I have any status".

So the process is to get the to the specifics, and then to find routes to achieve the aims.

The Process:

Start from where the client is now.

Look at
Needs
Wants
Desires
Ambitions

Likely to start with high level abstractions:
Happiness
Fulfilment
Success
Freedom
Wealth

Then chunk down to specific detail,

Goal Setting

for example

Coach's Questions	Response
What do you want?	Freedom
What would you need in order to have freedom, specifically?	
	Money
How much money?	
	Enough money to do what I want
What specifically?	
	Provide the family with 'little extras'
Specifically?	
	Holidays and a Jacuzzi
How much do you need, per year to do this?	
An extra £8,000	

Goal Setting

So now we know what the client wants, specifically, and we can move on to look at how and to break this down into small measurable steps and actions to take to move in this direction.

Lets continue the example, and presume the client is a freelance journalist who works mainly for local newspapers and small-scale magazines.

Coach: To get extra income, this could be from your main occupation or from a new source. Which shall we focus on to start with?

Client: My work: journalism

Coach: So you could get more assignments or maximising the income from a piece of work. Which shall we look at first?

Client: Maximising a piece.

Coach: OK. I presume that ethically, you can only sell one piece to only one publication, unless they agree for it to be sold elsewhere?

Client: Yes. Which seems such a waste when I've written a really good piece and only a few people read it.

Coach: But presumably the Exeter local paper wouldn't mind if the article was also put in the Glasgow one? And the Times wouldn't mind if it was printed in the New York Times?

Client: Guess not, but how would I do that?

Coach: Between now and the next session, how would it be to discuss this with other journalists, your professional organisation, editors?

Client: I could do that! I could check the library and bookshops too to see if there are any ideas there!

Coach: Great! And how about also working out how many extra 'resales' you need to sell in order to reach the £8000 a year target?

Goal Setting

Goals should be:

1. small rather than large

2. concrete, specific, behavioural

3. the start of something, not the end

4. positive indicators of success, not the absence of problems

5. realistic and achievable

6. realistically achievable: break them down to short timescales (eg two weeks)

7. involve work, as perceived by the client and/or family

When the goals have been set it is vital they should be written down! Drawing can also help, as can creating scrapbooks. But however they are put onto paper they must then be used, not just hidden in a draw.

Goals should be reviewed daily, without fail!

How To Set Goals

1. Stated in the positive.
What specifically do you want?

2. Specify present situation.
Where are you now'? (Associated)

3. Specify outcome.
What will you see, hear, feel, etc., when you have it?
As if now.
Make compelling
Insert in future. Be sure future picture is dissociated.

4. Other evidence
How will you know when you have it?

5. For what purpose?
What will this outcome get for you or allow you to do?

6. Is it self-initiated?
Are you in control?

7. What is the desired context?
Where, when, how, and with whom do you want it?

8. What resources are needed?
What do you have now, and what do you need to get your outcome?
Have you ever had or done this before?
Do you know anyone who has?
Can you act as if you have it?

9. Is it ecologically sound?
For what purpose do you want this?
What will you gain or lose if you have it?

What will happen if you get it?
What won't happen if you get it?
What will happen if you don't get it?
What won't happen if you don't get it?

Perceptual Positions

Have you ever tried to put yourself in someone else's shoes and been unsuccessful? Have you ever tried to second guess the questions you will be asked at an interview? If you have, how accurate were you? Were you asked **all** the questions you expected, or were there some you really **weren't** expecting?

Does it sometimes surprise you just how different people's understanding of a situation really is?

Of course, everybody's perception of situation will be unique because they all have different 'maps of the world' based on their own experience, beliefs, values and ability to take information in and process it.

Would it be helpful If you could **really** understand the world from another person's viewpoint ?

Understanding Perceptual Positions will help you to **really** put yourself in someone else's shoes and see the world through their eyes. Although we all attempt to do this at times, this process dramatically improves the quality of information we obtain.

People use Perceptual Positions to prepare for meetings, resolve relationship problems, plan presentations, market research and many other situations when seeing another viewpoint would help. It is even possible, with practice, to do this while you are actually talking to someone, or in the middle of a presentation.

Often, when we want to resolve an issue, or influence others we just jump in without any preparation and interact and react in an unconscious way. We then wonder why we are often unsuccessful.

Sometimes, to avoid these results, we prepare by trying to put ourselves in someone else's shoes and see the world their way.

Perceptual Positions

The problem is that it is difficult to separate our own thoughts, beliefs and values from that of the person we are trying to understand. This means that our thoughts are confused with the other person's and we find it difficult to gain a clear insight into another map of the world.

Perceptual Positions helps to distinguish between our thoughts and that of the other person's. It also adds an extra dimension in the form of objective 'fly on the wall' observers.

If you have ever taken part in Role Play exercises on a course, and have had the opportunity to have the role of Observer, you will recognise the benefit of observing without having any emotional connection with the participants.

Perceptual Positions helps you to gather information from your own point of view, that of the other people involved in the interaction and from that of objective, uninvolved observers.

This information will help you to choose the most effective course of action – it increases your **flexibility.**

Perceptual Positions

Where to use the Perceptual Positions

- As preparation for meetings – what will other people think of my ideas?
- As preparation for presentations – how will the audience react to my style and content?
- As preparation for interviews (as interviewer or interviewee) – what questions will be asked or need to ask to obtain the information I need?
- As a review – how could I improve my performance?
- As research – what do customers and potential customers think about our products or services?
- As preparation for interviews (as interviewer and interviewee)
- In coaching – what is the best way of helping the coachee?
- In strategic planning – how does the market view our product or organisation?
- During 'live' conversations to help modify your response
- In fact, in any situation where preparation, review or even realtime changes would benefit from another perspective.

Perceptual Positions

How does it work?

A key component of this technique is the concept of **association** and **disassociation**.

Simply, when you are **associated** – you are experiencing a situation as if you were reliving what happened. You see the world through your own eyes, hearing what you really heard and feeling your own body state and the emotions you actually felt at the time.

When you are **disassociated –** you experience the situation as if you were an uninvolved, external observer, almost as if you were viewing yourself on a film.

Disassociation is often used to help people deal with distressing or painful situations. Once someone is disassociated, they no longer feel the feelings, being detached from them and so are more are more able to deal logically with the situation and hence find a workable solution.

We feel an emotional content in any event we experience and it therefore becomes very difficult for us to be objective. By disassociating from the event, it makes it possible for us to be more objective.

Communication Loop

Self

Other

Neutral perspective

Observer
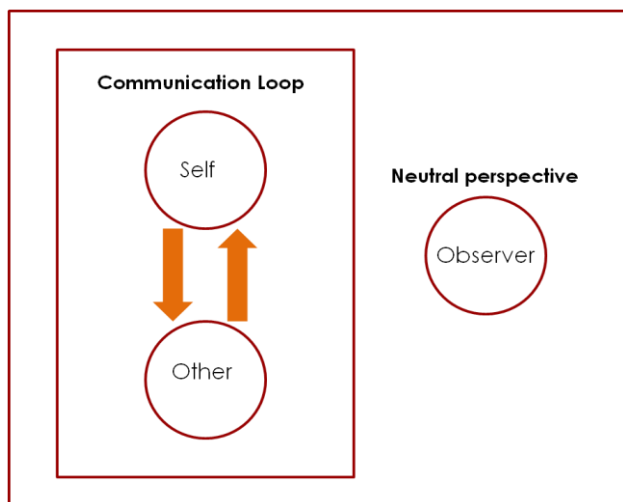
Perceptual Positions

In any interaction, there is more than one person involved. Although we often attempt to see the situation from the other's viewpoint, we find it difficult to move from our associated position and so any thoughts will still contain an element of our own emotions.

One of the ways disassociation can be facilitated more easily is by physically moving. We then literally and figuratively see the world from a different perspective. Some people find this is the only way to disassociate and is worth trying initially. You may find it easier to disassociate with practice.

It is often useful to disassociate from the situation completely and act as an objective observer. This helps you to understand what is going on within the interaction and can provide invaluable information.

It is possible (and often helpful) to disassociate a stage further and observe how the observer is observing

Perceptual Positions

Step 1: Take position 1 – **Self**

This is often described the person being themselves.

Imagine the other person or people sitting or standing opposite you.

Think about the situation from your own point of view:

What are you thinking?
What beliefs do you have about the situation? What is important to you about it? What outcome do you want?
What are you saying? How are you saying it? What is your posture? What gestures are you making?

- **What do you see?** What facial expression are they wearing? How are they standing or sitting? What gestures are they making?
- **What do you hear?** What are they saying? How are they saying it? What words are they using?
- **How do you feel?**

Self

Observer
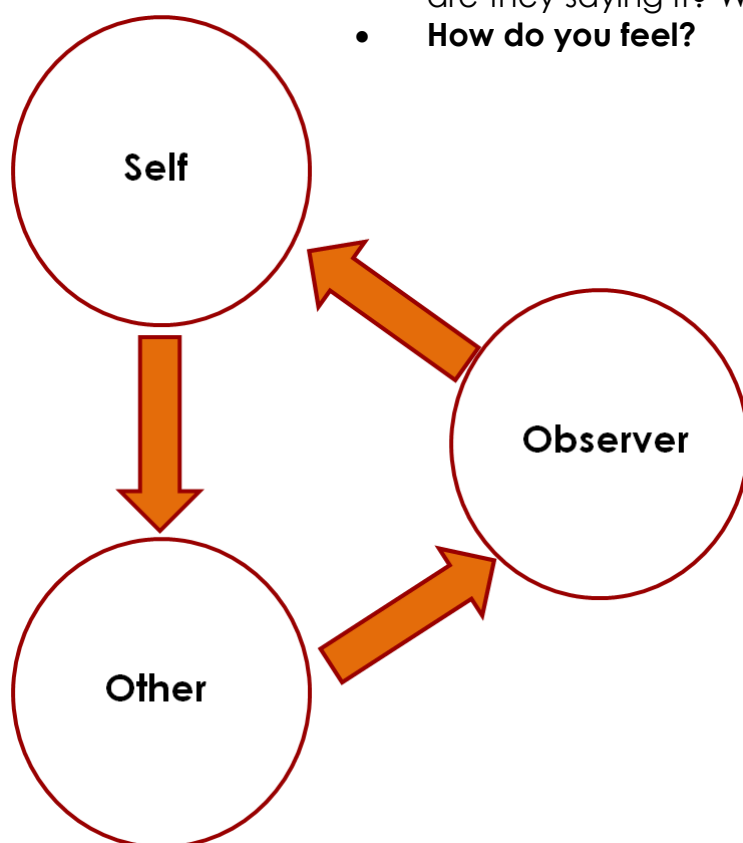
Other

Perceptual Positions

Step 2: Physically move to position 2 **- Other**

This position helps intuition – "By imagining inside one's own head what it is like to be in another's shoes allows our unconscious to come up with material that would not be available through conscious thought" This is still mind reading, but is a much more accurate way of mind reading than usual.

This position relies on a high degree of sensory acuity. The higher your sensory acuity, the more accurate your mind reading will be.

Take on the physical attributes you noticed in position one – facial expression, posture, tone of voice, movements.

Look back to position 1

Imagine seeing yourself sitting or standing there. Think about the situation from the **other** person's point of view:

As the **other** person,
- **What do you see?** What facial expression is the person in position 1 wearing? How are they sitting or standing? What gestures are they making?
- **What do you hear?** What are they saying? How are they saying it? What words are they using?
- **How do you feel?**

Physically move to position 3 – **Observer**

Imagine seeing the interaction from a completely disassociated, objective view – as if you are watching a film.

- **What do you see?** How are they interacting/ what body language do you notice? Are they in or out of rapport?
- **What do you hear?** What words are they using? What tone of voice are they using?
- **How do you feel?**
- **What thoughts come into your mind?**
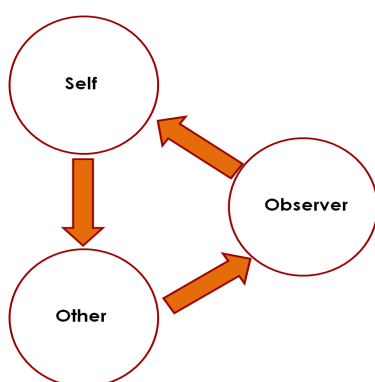
. **Step 3:** Move back to position 1 – **Self**

Take the information gained from position 2 and 3 back with you to position 1.

- **What new information do you have?** What new thoughts do you have? What new feelings do you feel? What new insights do you have?
- **How are you going to use this new information?** Are you going to do anything different as a result?

Experiment – try going through the cycle with your new behaviours and notice the difference.
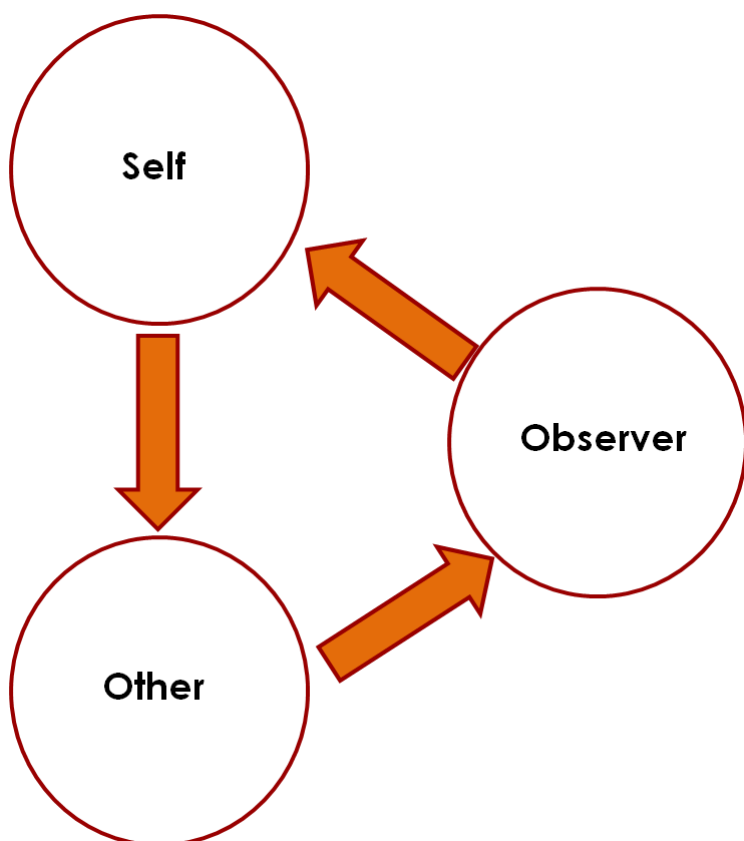
The Meta Mirror

The Meta mirror is a process developed by Robert Dilts and is used to explore the relationship with another person.

Choose a relationship you want to explore

1. In first position:

What makes the relationship difficult?
What are you thinking and feeling in this relationship?
If you are feeling challenged:
Is the challenge related to your environment? - where you work, your friends, where you live
Is the challenge related to your behaviour?
Is the challenge related to your skills or capabilities?
Is the challenged related to your beliefs or values?
Is the challenge related to your identity – who you believe you are?

2. In second position

As the other person: How do you feel about the relationship?
How do you see yourself in the relationship?
Which Neurological level are you concerned about?:
Environment?
Behaviour?
Capabilities?
Beliefs/Values?
Identity?
Does the other person in the relationship appear congruent?

Substitute feeling 2 for feeling 1

3.   Back to first position briefly

4.   In third position

Look at both sides of the relationship
What sort of relationship is it?
What do you think of the person in position one?
What do you think about the person in position two?
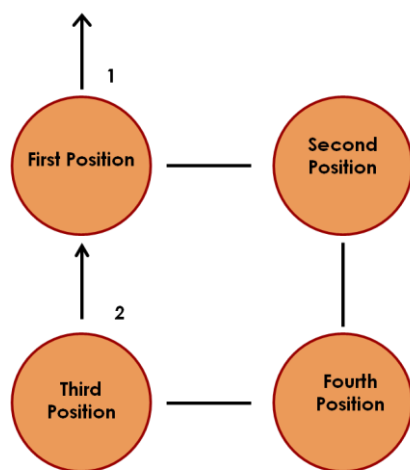
5.   Back to position one briefly

6.   Take a further outer position (position four)

How does position three relate to position one?
How did you feel (in position three) towards the person in position one?
For example, were you angry? Sad? Frustrated?
Once you are clear about the relationship between position three and position one move back to position one

7.   in position one

Switch your position one and position three reactions around. For example if you felt overawed by the person in position two (when you were in position one)and angry with the person in position one (when you were in position three) swap these around so that as the person in position one you are angry with the person in position two .
What is that like?
What has changed?
How can that feeling be helpful?

8.   in position two

How is the relationship different when the person in first position has this new resource?

9.   Back to position one and finish

First Position

Second Position

Third Position

Fourth Position

Substitute feeling 2 for feeling 1

Anchoring

Anchoring is the process in which a specific behaviour of other people (or of yourself), triggers almost consistently a specific internal experience within the individual in question, for example, seeing a blue flashing light in the rear view mirror triggers a feeling of anxiety.

The stimulus which triggers the process of **Anchoring** is called the **Anchor**.

Although Anchoring is closely related to Pavlov's Conditioned Reflex, there is a clear distinction between the two. The conditioned reflex requires a number of repetitions of the loop of stimulus/ response whereas with Anchoring the process of triggering the specific internal experience is usually established through only one single stimulus. (This difference is found because Conditioned Reflex is related to the conditioning of "external behaviour/external behaviour" [hearing the bell/salivating, in the case of Pavlov's dog], while Anchoring is connected rather with the conditioning of "external behaviour/internal behaviour".

It seems to be due to the fact that sensitivity towards internal behaviour [experiences] in human beings is much greater than that towards external behaviour [experiences] for instance, Heinz Von Foester points out in "The Invented Reality", edited by Watzlawick, that the nervous system of a human being has 100 million sensory receptors and about 10,000 billion synapses, and therefore that we are 100 thousand times [!] more receptive to changes in our internal than in our external environment.

We set Anchors for ourselves throughout our life. Most of these are set unconsciously and often, as in the above example, create negative states.

We can choose to set positive anchors for ourselves and to change negative states into positive states through the use of anchoring.

Any time a person is in an associated, intense state, if at the peak of that experience, a specific stimulus is applied, this links the two neurologically. That stimulus when applied in future will cause the state to be re-accessed.

Anchoring can assist you in gaining access to past states and linking the past state to the present and the future.

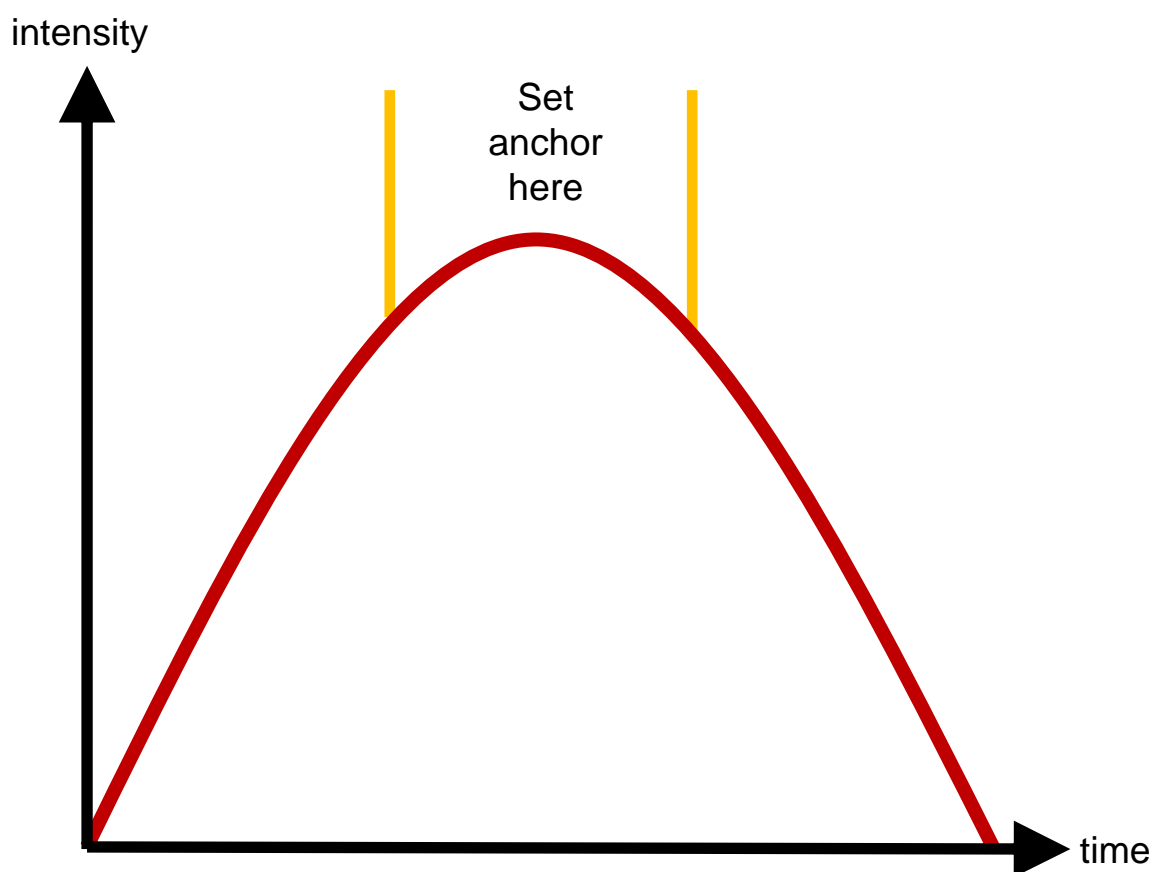Anchors can be internal or external and can be visual, auditory, kinaesthetic or spatial

Setting an Anchor

Process:

The Four Steps to Anchoring:

1. Recall a past vivid experience.
2. Provide a specific stimulus at the peak (see chart).
3. Change the person's state.
4. Set off the anchor to test.

intensity

Set anchor here

time

To Ensure Success:

Intensity – choose an intense state to anchor, **really** confident, rather than **slightly** confident

Timing – choose to set the anchor at the peak of intensity. To make sure this happens, set the anchor as the intensity is reaching the peak and hold it until the intensity drops.

Uniqueness – Choose an anchor which you have to choose to trigger – not something you do all the time

Replicable – choose something you can replicate every time you need to. If your anchor relies on your being in a certain place, it is difficult to change your state whenever you need to.

Accessing a state

The best states to anchor are naturally occurring states. Next best are past, vivid, highly-associated states. Least preferable are constructed states.

"Can you remember a time when you were totally ...... X'd?

Can you remember a specific time?

As you go back to that time now ... go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel the feelings of being totally .... X'd"

States for stacking anchors – this increases the intensity of the anchored state

To stack anchors elicit several instances of states and anchor them in the same place. The state chosen for a particular stacked anchor can be the same or different.

(In collapse anchors, the states stacked should be different and in chaining anchors the states used for each stacked anchor should be the same.)

Example

A time when you felt totally powerful.

A time when you felt totally loved.

A time when you really felt you could have whatever you wanted, a time when you felt you couldn't fail, when you could have it all.

A time when you felt really energetic, when you had a ton of energy.

A time when you fell down laughing.

A time when you felt totally confident.

Language patterns

Virginia Satir

The NLP model of communication illustrates what happens when external events are processed internally. Our internal filters delete, distort and generalise the information we receive and, when we communicate we pass on these deletions, distortions and generalisations.

The **Meta Model** is a set of language patterns and challenges that reverse engineer the language to uncover the sensory experience behind the words.

It is used to identify the Distortions, Generalisations and Deletions and through challenging them gather information, clarify meaning and identify beliefs and limits set by the speaker.

This enables the speaker to expand their map of the world (and their choices).

The **Milton Model** could be described as the mirror image of the Meta Model.

This is a technique which utilises abstract language to enable the listener to find their own meaning.

In effect, we use Distortions, Generalisations and Deletions deliberately to pace and lead the listener into an "altered state", distract the conscious mind and allow the listener to access the more resourceful unconscious mind.

This is very useful in therapy and any other learning situations when you want the listener to make connections in their own mind and take their own learning from the situation.

3% information   **30% information**   **100% information**

Internal Representation	Filters	
State	Delete	
	Distort	External Event
	Generalise	
Physiology	Senses	
	Beliefs	Behaviour
	Values	Results
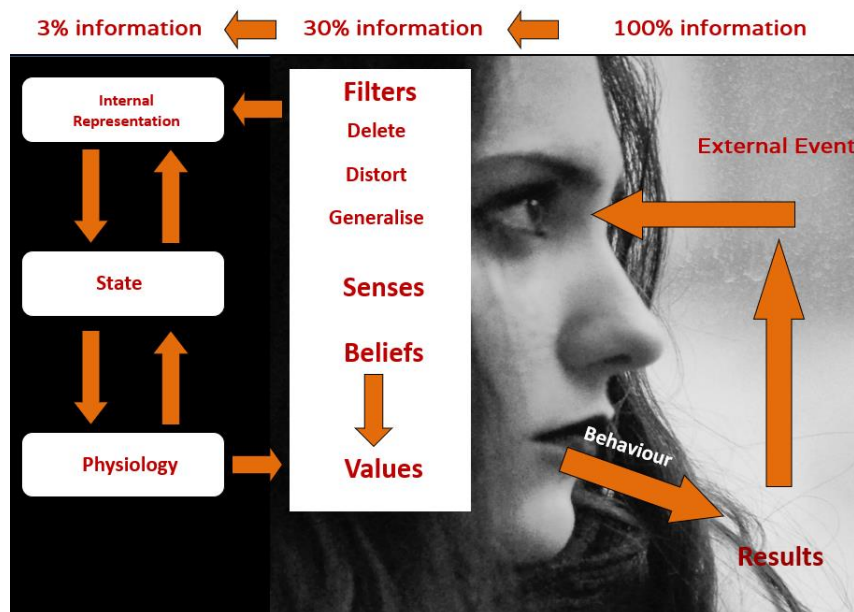
Distortions

1. **Mind Reading:** Claiming to know someone's internal state. Intuitive response to someone's body language.

Ex: "You don't like me."
Challenge: "How do you know I don't like you?" Recovers Source of the Information.

2. **Cause & Effect:** Where cause is wrongly put outside the self.

Ex: "You make me sad." "They irritate me"
Challenge: "How does what I'm doing cause you to choose to feel sad?" (Also, Counter Ex., or "How Specifically?" Recovers the choice.

3. **Complex Equivalence**: Two statements linked so they become one.

Ex: "She's always yelling at me, she doesn't like me."
Challenge: "How does her yelling mean that she..?" "Have you ever yelled at someone you liked?" Recovers Complex Equivalence. Counter Example.

4. **Presuppositions**: "When you get smart you will understand this"

Ex: "If my husband knew how much I suffered, he wouldn't do that."
There are 3 Presuppositions in this sentence:
(1) I suffer,
(2) My husband acts in some way, and
(3) My husband doesn't know I suffer.
Challenge:
(1) "How do you choose to suffer?"
(2)"How is he (re)acting?
(3) "How do you know he doesn't know?" Specify the choice & the verb, & what he does.

Recover the Internal Rep., and the Complex Equivalence

The Meta Model

Generalisations

5. **Universal Quantifiers:** Universal Generalizations such as all, every, never, everyone, no one, etc. Perceptual filter

Ex: "She never listens to me."
Find Counter Examples.
"Never?" "What would happen if she did?"
Recovers Counter Examples, Effects, Outcomes.
" You never take me out"
"I must always put others first"

6. **Modal Operators:**

   a. **Modal Operators of Necessity:** As in should, shouldn't, must, must not, have to, need to it is necessary.
Ex:. " I have to work late"
Challenge: "What would happen if you didn't?"
   b. **Modal Operators of Possibility**: (Or Impossibility.) As in can/can't, will/ won't, may/may not, possible/impossible.
Ex: "I can't leave early/ take a holiday"
Challenge:
a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?"
b. "What prevents you?" ("What would happen if you did?")
Recovers Effects, Outcome.
Recovers Causes

7. **Nominalisations:** Process words which have been frozen in time, making them nouns.
Ex: "There is no communication here."
Challenge: "Who's not communicating what to whom?" "How would you like to communicate?"
Turns it back into a process, recovers deletion, and Ref. Index.
"We do a lot of training"

8. **Unspecified Verbs:** Ex: "He rejected me."

   Challenge: "How, specifically?" specifies the verb.

9. **Unspecified Nouns:** Ex: "Can you bring me a table please?

   Challenge: What specific table do you want?"

The Meta Model

Deletions

9.   **Simple Deletions:**
a. **Simple Deletions:**
Ex:"I am uncomfortable."
Challenge: "How specifically are you uncomfortable?"

10**.**   **Lack of Referential Index**: Fails to specify a person or thing.
Ex: "They don't listen to me."
Challenge: "Who specifically doesn't listen to you?"

11.   **Comparative Deletions:** As in good, better, best, worst, more, less, most, least.
Ex: "She's a better communicator."
Challenge: "About what/whom?"
"Better than whom?" "Better at what?" "Compared to whom,what? Recovers Deletion.
Recovers Ref. Index.
Recovers Comparative Deletion.
Example: Advertising:
New Ariel is better
Gillette – the best a man can get

12.   **Lost Performative:** Value judgments where the person doing the judging is left out.

Ex. "It's bad to be inconsistent."
Challenge: "Who says it's bad?" "According to whom?" "How do you know it's bad." Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief. It's good to talk
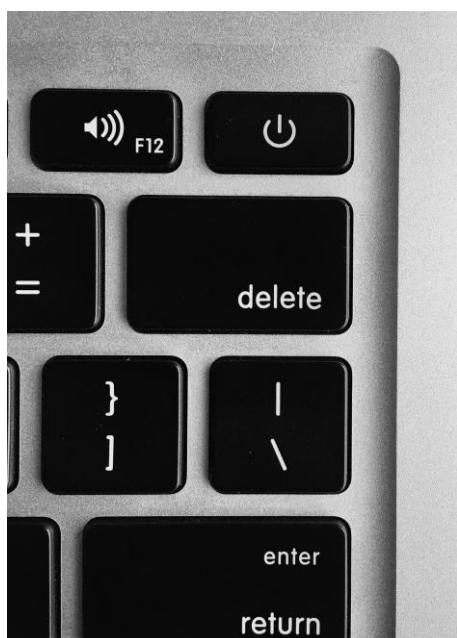
Meta Model Patterns	Example	Ask	Challenge
Deletions Unspecified Noun	" They don't want me here."	"Who specifically doesn't want you here?"	Who/What specifically.
Unspecified verb	" I helped Joe."	"How specifically did you help Joe?"	"How specifically is this happening?"
Lack of Referential Index	"They don't listen to me"	"Who specifically doesn't listen to you? How do you know they don't?"	Who specifically? How do you know?
Lost Performative	"Laughing is bad."	"Who says and on what grounds is laughing bad?"	"Who says and on what grounds?"
Comparative Deletion	"Talking is worse."	"Talking is worse compared to what?"	"Compared with what?"
Generalisations Model Operator of possibility	"I can't stay here."	"What prevents you from staying here? What would happen if you did?"	"What prevents you and what would happen if you did?"
Model Operator of Necessity	"I must leave."	"What would happen if you didn't leave?"	"What would happen if you did/didn't?"
Nominalisation	"Dangerous."	"Who/what is dangerous? How is it dangerous?"	"Who/what is "N" doing about what and how is this being done?"
Universal Quantifier	"I never do anything right."	"Have you never, ever done anything right?"	"Always, never, everyone? Has there ever been a time when....?"
Distortions Complex Equivalence	" If I go first I will fail."	"How does going first mean failing?"	"How does this mean that?"
Presupposition	"Why can't you listen to me?"	"What leads you to believe that I am not listening to you?"	"How do you know I'm not listening?"
Cause and Effect	"You make me angry."	"How exactly do I make you angry? What would I have to do to not make you angry?"	"How exactly does that make this happen? What would have to happen for this not to be caused by that?"
Mind Reading	"My Colleagues don't like this."	"How exactly do you know that they don't like this?"	"How exactly do you know this?"

The Milton Model
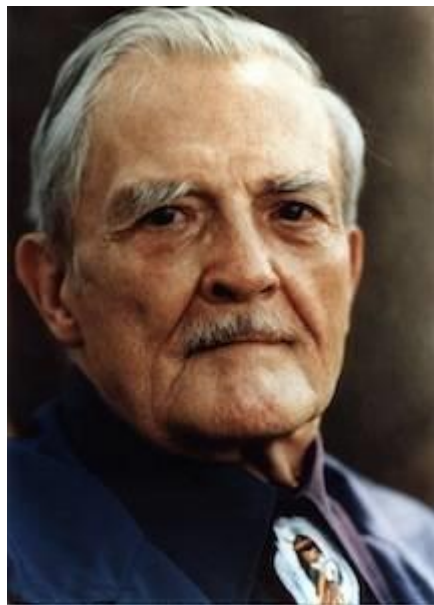
Milton Erickson

1. Mind Read

Claiming to know the thoughts or feelings of another without specifying
the process by which you came to know the info.

"I know that you are wondering..."

2. Lost Performative

Value judgments where the performer of the value judgment is left out.

"And it's a good thing to wonder..."

3. Cause & Effect

Where it is implied that one thing causes another. Implied Causatives include:

a.   C>E makes

a.   If *you are happy with what I say* then *you can decide to buy*..

a.   As you ... then you ...

" Because.. "

4. Complex Equivalence

Where two things are equated - as in their meanings being equivalent.

"And that means..."

5. Presupposition

The linguistic equivalent of assumptions.

"You will like these..."
6. Universal Quantifier

A set of words having:

a. a universal generalization and

b. no referential index.

"Everybody likes these..."
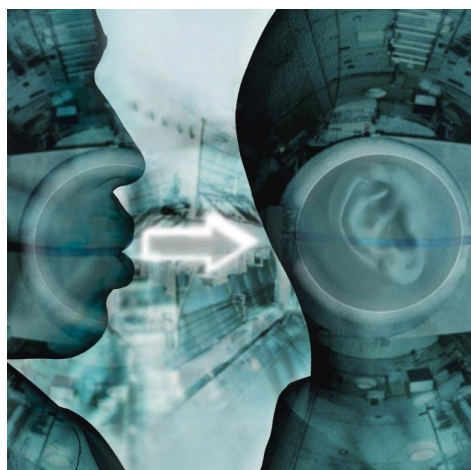
7. Modal Operator

Words which implies possibility or necessity, and which form our rules in life.

"You can benefit from this..."

8. Nominalisation

Process words which has been frozen in time by making them into nouns.

"Provide you with new insights, and new understanding."

9. Unspecified Verb

"And you can decide to buy this.."

10. Tag Question

A question added after a statement, designed to displace resistance.

"Can you not?"

11. Lack of Referential Index

A phrase which does not pick out a specific portion of the listener's
experience.

"One can, you know..."

12. COMPARATIVE DELETION (Unspecified Comparison)

Where the comparison is made and it is not specified as to what or whom it was made.

"And it's more or less the right thing."
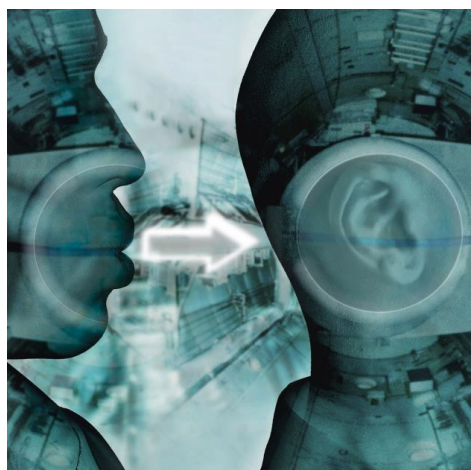
The Milton Model

Putting it all together:

"I know that you are wondering... and it's a good thing to wonder... because... that means... you are learning many things... and all the things, all the things... that you can learn... provide you with new insights, and new understanding. And you can, can you not? One can, you know. And it's more or less the right thing. You are sitting here, listening to me, looking at me, and that means that your unconscious mind is also here, and can hear what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order. Do you feel this... is something you understand? Because, last week I was with a client who told me about a Customer Service course where he listened to the Trainer who said, "This organization values its customers..."
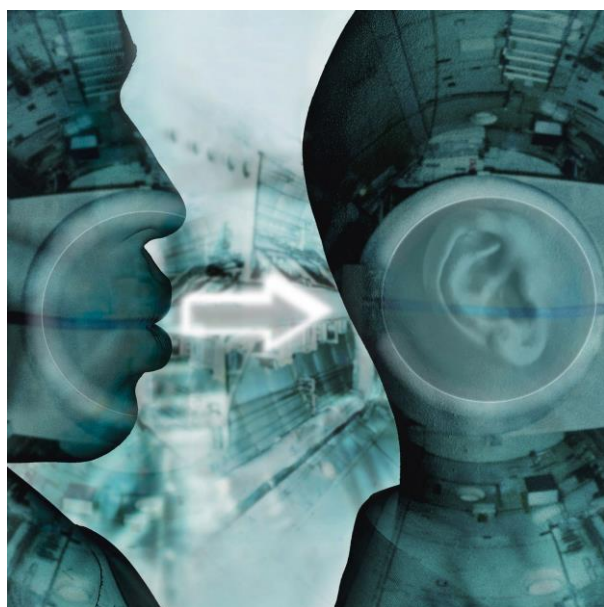
Metaphors

People love stories. Often, they will remember the story you told long after they have forgotten the detail of your presentation content so using a carefully selected story can really make a difference.

In a presentation we are trying to take the audience from one 'state' to another, desired state.

The current state may be one of not understanding the importance of the topic, not willing to buy, feeling uncomfortable about change or a myriad of other states.

These specific 'stories with a purpose' we call Metaphors. These provide a bridge between the present state of the audience and their desired state.

There are essentially two types of metaphor:

Parallel metaphors use real examples such as "I had a client who. . ." and are designed to give a simple and straightforward message and to create a specific state in the listeners.

Deep structure metaphors are designed to allow the listener's unconscious to search and create its own state which will be the most appropriate one at that time. Deep structure metaphors may, on the surface have little relevance to the current situation (Fairy tales are a good example of a deep structure metaphor), and may have a great deal of relevance at a deep level. It may be difficult to bypass the individual's filters with logic and specific examples but the deep structure metaphor does this very effectively.

It is possible to combine the two types and tell a "I had a client who" metaphor which has a deep structure within it. This approach may be more appropriate in a business or training environment when credibility is important - launching into a rendition of Cinderella during a consultancy visit with a board of directors may not be the best approach (then again, sometimes it will be!)

A metaphor is a bridge from a present state to a desired state

Metaphors

So where do we get our metaphors from?

There are a lot of possibilities:

From your own experience - you will know the story and find it easy to recall and tell.

From the audience's experience – easy for them to revisit the experience and the feelings.

From the media – it's amazing how often I hear a news story on the way to a presentation and use it that day.

From other people – borrow other people's stories (but don't personalise them).

Make them up – but make sure you aren't found out. I often start the story with " I read this somewhere", or " someone told me. . .

Construct an Isomorphic one - see next page

Websites and books – there are lots of specific metaphors available on line (but be aware that the audience may have already heard them).

Golden Rules of Metaphor

1. Don't give the message at the end – the audience will have taken their own meaning from the metaphor and may lose the learning from it if you tell them they were wrong.

2. Always have a happy ending – people respond better to a happy ending. Even if the metaphor has a disaster in it bring our the positive outcome at the end. This may be what they learned to make sure it never happens again.

Constructing an Isomorphic Metaphor

The major purpose of a metaphor is to pace and lead a client's behaviour through a story. The major points of construction consist of;

1. Displacing the situation/ issue from the client to a character in a story,

2. Pacing the client's problem by establishing behaviours and events between the characters in the story that are similar to those in the client's situation,

3. Accessing resources for the client within the context of the story, improved skills etc

4. Finishing the story such that a sequence of events occurs in which the characters in the story resolve the conflict and achieve the desired outcome.

The basic steps to generate a metaphor are:

1. Identify the present state, paying regard to the context, the people present, what is happening and especially what thoughts and behaviours are occurring

2. Identify the desired state, paying regard to context, the people present, what will be happening and especially what thoughts and behaviours are desired

3. Transpose the crucial relationships between the elements of the problem to the story

4. Change the context. Replace significant people and objects with different people and objects

5. Design a story line that takes you from the present to the desired state

6. Make resources available and ensure a happy ending

At all times use sensory predicates and remain ambiguous

Some more techniques

Death bed scenario

This technique involves looking forward to your own death bed scene, and from there looking back.
NB: don't use this with people who are or could perceive themselves to be close to death, or who are depressed, or have little hope.

The aim is for them to see a fulfilled life, to feel happy with all they have done and achieved. This question gives them a chance to see what will make them complete.

Miracle question

This technique is designed to help a client see what needs to happen to move on, solve a problem etc.

This is what you ask:

"Just imagine that after you have gone to bed tonight, a miracle happens and your problem is resolved. You are asleep while the miracle occurs. When you wake up tomorrow morning, what will tell you that the miracle has happened? What will be different? How? What will you be doing differently? What will others be doing differently?"

This gives the client clues as to the steps they need to take.

Some more techniques

I-CAN-DO

This model of coaching has been taken from "The Life Coaching Handbook" by Curly Martin.

The acronym stands for:

Investigate
Current
Aims
Number
Date
Outcome

And is a model to follow through any coaching session. Here is an example of its use:

I:What is your reason for wanting to run a marathon?
C: How far can you run comfortably now?
A: What is your aim, completion or is the time important?
N: How many ways can you think to get more training in?

D: When do you want to do this?

O: How will it feel when you achieve this?

Some more techniques

Breaking Chains

Chains are what tie us down, hold us back, keep us connected to past habits. They can be seen as self-limiting beliefs.

Here are some examples of chains:

- I have to support my mother

- I don't deserve a good job

- I fear failure

- I can't stop thinking about whether my ex might take me back so I keep emailing and popping round, just in case

Here are some ways to break chains:

Ask yourself what a loved one would say about your chain. Eg. would your mother agree that you should hold yourself back to support her?

1. Use affirmations to counteract the chain. Eg. Say out loud 10 times each morning and 10 times at night "I deserve a good job"

2. Talk to yourself in the mirror. Eg. Discuss with your reflection the chance of failing and the implications if you did. Look at best and worse case scenarios.

3. Use the Viking principle: ie burn your boats. Eg. Decide to cut off all connection. No more emails or calls. If he wants you he knows where you are.

Accountability

Aha! This is a biggy. All the coaching books talk about how client needs to be accountable, and most give tips on how to achieve this. Often these tips include making the client feel beholden to you so that they agree to what you suggest and do what they have agreed. Also they talk about ensuring that the client is motivated to achieve and that they set appropriate goals.

These ideas are all absolutely fine, of course, but ultimately the clients ARE accountable only to themselves, as we all are in life. Part of what you will be encouraging will be autonomy for your clients; you must beware of promoting this with one hand and taking it back with the other.

So, this is a difficult line to walk, and we suggest that you bring this factor into the open as soon as possible, and often if necessary!

Scripts, Injunctions & Patterns

A script is the way a person lives their life. It is set up in childhood as a strategy to ensure the best chance of survival, based on the child's perception. The child decides how best to live and can make their script very complex. But we will look at two of the basic elements of life scripting.

Firstly, everyone lives the majority of the time from one of four positions:

1. I'm ok, you're ok

2. I'm ok, you're not ok

3. I'm not ok, you're ok

4. I'm not ok, you're not ok

Secondly there are some standard scripts that many, many people have as part of theirs:

- Be perfect

- Be strong

- Try hard

- Please people

- Hurry up

Scripts, Injunctions & Patterns

Injunctions are the opposite of scripts. Here are some typical ones:

- Don't make it

- Don't grow up

- Don't think

- Don't be well

- Don't be

- Don't do anything

- Don't be close

- Don't be you

- Don't be important

- Don't feel

- Don't be a child

- Don't belong

Patterns are scripty phrases that many people live by. For example

- I can't have fun until I've finished my work

- I can have fun today but I'll pay for it later

- I can never get what I want most

- Why does this always happen to me?

- I almost made it this time

- I made it this time but it wasn't good enough

Or how about a combination:

- I can't have fun until I've finished, but I never finish so I get no fun!

Drama Triangle

All these positions are maladaptive and inauthentic: their capital letters indicate that they are roles and not reality.

Persecutors believe themselves to be ok and others not. They need Victims to Persecute.

Rescuers also believe themselves to be ok and others not. They need Victims to Rescue.

Victims believe themselves to be not ok and others to be ok. They need Persecutors to persecute them and are looking for Rescuers to rescue them.

Be wary of getting caught up in this as a coach. It is easy to be perceived as a Rescuer by the victim, this often results in you becoming the Persecutor as the other two forget their differences and focus on you

Persecutor

Rescuer   Victim
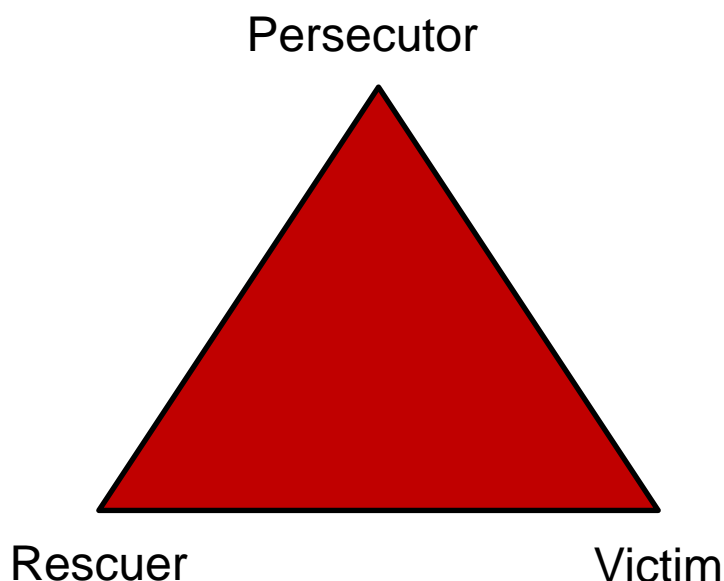
Transactional Analysis

Games

Games are maladaptive means of getting ones needs met. The concept was introduced in the book "Games People Play" by Eric Berne, written in 1964. Despite this book's age, the ideas hold up very well!

Games are repetitive interactions following rules but played without awareness. They always end up with players feeling a familiar emotion that is based in childhood and are inappropriate for adulthood.

Lets give some examples of games to explain the process:

Why Don't You, Yes But.

In this game one player sets up the other to offer advice and then rejects each option. To end the game there is usually a switch into blaming the advisor as being useless or to reinforce the victim mentality.

If you get a client like this (or rather when…) you can cut across their pattern using the triple negative technique. This technique sounds ridiculous and needs practice. Lets say you want to suggest that the client asks her husband to help with the washing up (when you would expect a "yes but he might get cross" or similar response). Using the triple negative you say "No. You wouldn't want to ask him to help you wouldn't you?" She will do it!

Wooden leg

This is another game played by Victims. They constantly "say" in one way or another "I can't do that because I have got a wooden leg/wasn't loved by my mother/am female etc. They will continue avoiding in this way and receiving strokes for their "poor me" attitude until challenged. They then switch into persecutor of the challenger.

Gee, you are wonderful professor

This game is one that all Coaches should beware of! The player will set someone up, typically an advisor/professional of some sort as being THE one who can help. Perhaps they've tried everyone else, or they have heard wonderful things. But this is just a game. The professional is set up to fail so that the instigator can then belittle them.

Transactional Analysis

This model states that at any time each person is either in Parent, Adult or Child mode.

- Parent is acting as one's parents did and can be termed "controlling" or "nurturing".

- Adult is using current information and resources to choose appropriate behaviour.

- Child is behaving as one did as a child and can be termed "adapted" or "free".

All these ego-states have their place, and can be appropriate.

For example:
- Being in controlling parent may be appropriate for a police officer dealing with a drunken lout.
- Being in nurturing parent may be appropriate for a nurse with a frightened patient.
- Being in free child might be appropriate for a honeymooning couple running on a beach.
- Being in adapted child might be appropriate for someone having tea with the Queen (remembering their manners!)

BUT they can be inappropriate:

For example:
- Being in controlling parent when dealing with a late employee.
- Being in nurturing parent by doing someone else's work for them when all they needed was a hand.
- Being in free child when driving a motorbike down a crowded road.
- Being in adapted child when discussing an ailment with your GP.

The Ego-state Model

As a coach you will hear your client give you examples of these. Examples may be of their own inappropriate behaviour, which can then be challenged using the model , or typically in how they are relating to others. Perhaps a boss who is treating them from Parent to Child, or a real parent who will not communicate Adult to Adult.

TA therapists use the term crossed transactions for when communication is not parallel. This, when used in awareness, can be a very useful tool.

To use the examples above, if the boss speaks to your client as parent to Child, the client can deliberately respond as Adult to Adult. The result is one of two things: either the boss is forced to shift to a parallel communication, or the communication breaks down. The same would apply with the other example.

A complication to this theory is that of "Ulterior transactions". An example is of a salesperson who explains that a product is top of the range, but probably out of the customer's price range. This, on a surface level, seems to be an adult to adult communication, but at a deeper level the salesperson is communicating to the customer's Child, hoping to push them into a child like response of "I'll take it!"

Looking at obstacles

We have looked at various sorts of barriers before, in the sections on breaking chains and self-sabotage for example, but here we are going to look specifically at barriers to achieving goals.

Lets look at the following formula:

Success = goal + movement + resources – obstacles

If we use a football analogy, success (scoring), requires a goal (literally), movement of the player, resources (ie a ball) and an absence of obstacles (ie players of the other team) OR getting round the obstacles.

This formula shows the factors that are needed in order to be successful. The obstacles can be internal or external. Continuing the above analogy, if the player has a fear of success, or a sore big toe, these can also prevent him scoring.

A part of the monitoring process therefore is to ascertain what obstacles there are for your client, and find ways to deal with these obstacles if possible. Often simply an awareness that an obstacle is there can shrink it. They often take on unrealistic proportions until analysed.

Obstacles can be REMOVED, gone OVER, UNDER, AROUND or THROUGH, SHRUNK, or UTILISED.
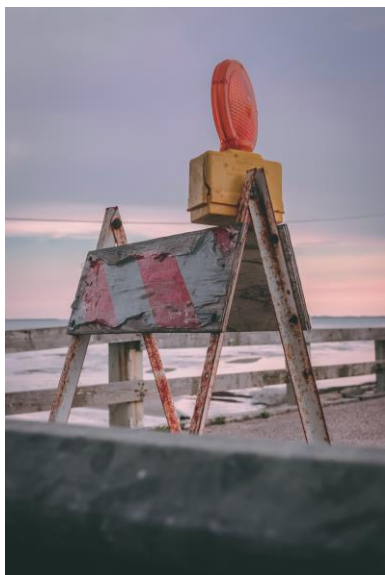
Obstacles

Here are some examples:

- A client wants promotion, but doesn't get on with his boss, therefore can't get a reference, etc etc. You find a way AROUND this obstacle by getting a reference from the HR department instead.

- A client wants to lose weight but can't stop eating chocolate. You REMOVE the obstacle by getting their partner to do the shopping so that there is no chocolate available (yes we know this is simplistic!)

- A client wants to enrol on a degree course but is terrified of rejection. You get THROUGH this obstacle by "feeling the fear and doing it anyway"

- A client wants to change career from being a lawyer to running a cattery but knows that her mother will not approve. You SHRINK this obstacle by working with the client on her adult status in relation to her mother.

- A client wants to improve their income but has chosen not to go out work so that he is at home when the children come home from school or are ill. You UTILISE this obstacle by realising that this gives him 6 and a half hours of peace each day to plan and run an Internet accounting business.
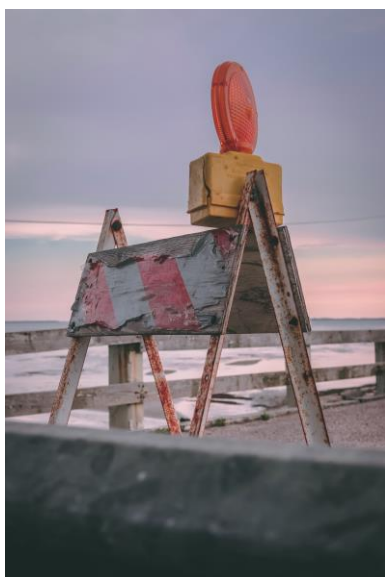
Set Backs

Set backs

Another primary role of the coach is to be a support in times of set backs. You can envisage yourself as being ready to catch your client when they fall.

Because it is inevitable that if your clients are going for things, then sometimes things will go wrong. You need to

- Be positive

- Encourage

- Find ways to reframe

- Look for alternatives

- Listen to their disappointment/despair/anger without joining in
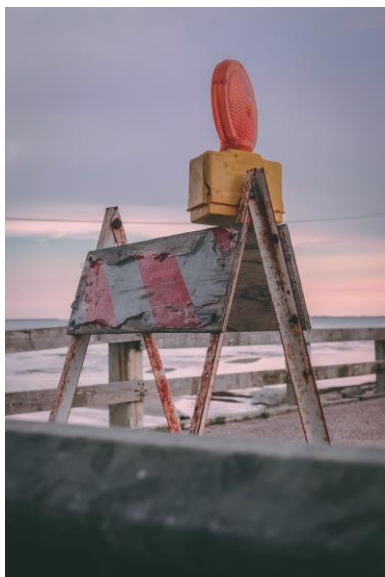
Stickability

By now you can probably write this section yourself!

Yes, you've got it: if you get all the bits right, stickability follows naturally.

However, this is one of the hardest processes in coaching, as although we might understand motivation and how, why and where it can break down, actually ensuring that motivation is maintained at a high level requires YOUR commitment and modelling of your motivation on their behalf and your ability to communicate this effectively.

Unlike in therapy, we cover this more closely in coaching by the use of contracts and also by being specific with the client as to their motivations and lack of same.

Giving answers/direction

This is an area of potential difficulty for all. Any students who come from a counselling background are likely to baulk at the idea of ever giving answers and direction, and those without a therapy background may find it hard not to give advice!
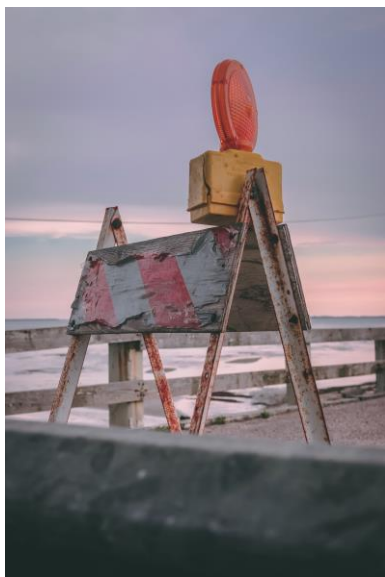
So lets set some parameters.

This process is for

- Tasking

- Helping a client to set goals

- Helping a client to monitor progress

- Challenging

- Creating accountability

It is NOT for

- Taking responsibility (as coach)

- Telling client what they "should" do

- Limit options

- Impose your values or opinions

Forced Connections

A client wants to find ways to make his wife happier as she has said she is fed up with him. He has decided to get home earlier, do more to help at home and to take her out more. Now he is stuck and can't think of any other ideas.

 Coach: look around the room you are in now and tell me three things you see:

Client: a notebook, a computer screen, a mug

Coach: Now how could the thought of a notebook connect with making your wife happy?

Client: I could write her poetry as I used to do

Coach: and how could a computer screen connect?

Client: we could watch a film together at home but make it as though it was at a cinema: popcorn, dark etc

Coach: and how could the mug connect?

Client: I could bring her a coffee in the morning.

This technique can be taken another step, by asking the client to be really outrageous in their thinking. In this case ask what he could do that would be so outrageous she would leave, or for a career based situation ask what might get them fired. Their ideas are then, of course, toned down!

Our client may suggest running down the street naked saying I love you, which can then be adapted into sending flowers with a soppy message attached, or spending all their savings on a holiday, which can be adapted to treating her to a luxury break.

At work, a client may think an outrageous way to get a payrise would be to threaten the boss with violence, which can be adapted to writing a letter giving his reasons for deserving a rise.

The technique can also be used by finding a word to connect to by opening a dictionary at random.
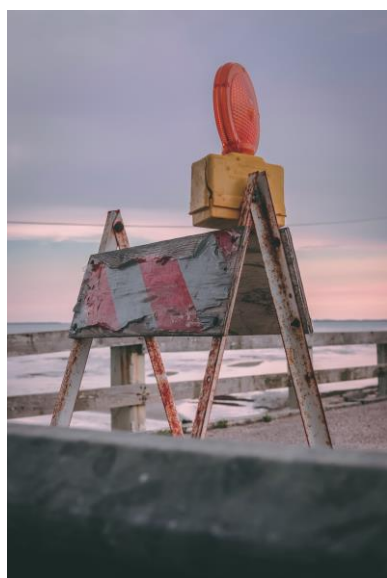
Strategies

NLP uses the idea of strategy in a specific way. Rather than the usual meaning of a long term defined plan, in NLP strategies are **how** we do what we do to achieve an outcome. Strategies are those sequences of external experiences and internal representations that we use to achieve a specific outcome. They often happen very quickly, and for the most part, take place at an unconscious level.

We have strategies for everything we do - for buying a car, for getting the birthday present we want, for falling in love with someone, for learning and for every behaviour which gets a result.

Strategies start with a trigger which creates an internal state (an anchor). We then go through a series of operations which is the process of running through the strategy. These operations will utilise all of the representational systems (although not necessarily in every strategy) and will include internal and external stimulus (I see the car, I picture myself inside the car, imagine what the leather upholstery feels like, hear myself saying you look good in this, say "I'll buy it" to the assistant and feel great afterwards)

With NLP it is possible to find out what these strategies are in individuals (and organisations, because teams and companies have unconscious as well as conscious strategies for everything they do). By finding out what these strategies are, it is possible to alter them - to get a different outcome, or to play them back to individuals and teams to help influence them.

If you know that an individual's buying strategy is the same as the example above (Visual external, visual internal, kinaesthetic, auditory internal, auditory external, kinaesthetic) you can replay that strategy to them look at the finish on that car, you can see you face in the paintwork, how will you look driving through town in that? How will that feel as you tell yourself "I look great in this car?" Just tell me you'll have it and you can feel really pleased with your purchase"

Discovering another's strategy and using them yourself is a key part of modelling - the basis of NLP.
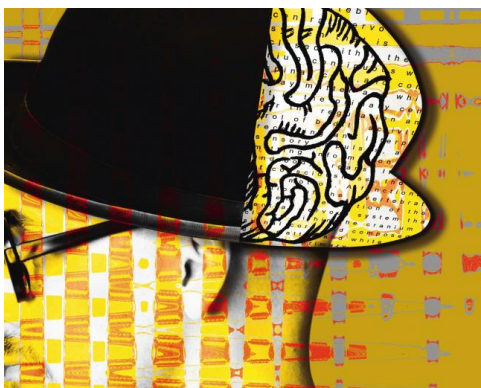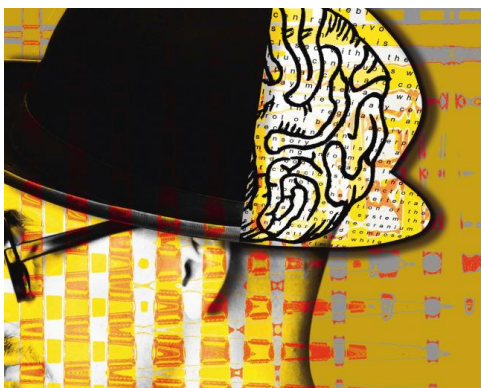
Strategies

Definition:

A specific syntax of external and internal experience which consistently produces a specific outcome. Human experience is an endless series of representations. To deal with this endless sequence it is useful to suspend the process, and contextualise it in terms of outcomes.

The Components:

- Elicitation: The first step is to discover the person's strategy through the process of elicitation.

- Utilisation: The next step is to utilise the strategy by feeding back information to the person in the order & sequence that it was elicited

- Change: The next step is to then be able to change the strategy to make changes in it so that it produces the desired outcome

- Installation: We then may want to install a new strategy if needed

Types of Strategies:

Everything We Do: Strategies involve everything we do. All our daily activity is generated, maintained by strategies. Whether or not we finish what we do is governed by a strategy. We have strategies for....

Love	**Decision**	**Relaxation**
Hate	**Motivation**	**Tension**
Learning	**Happiness**	**Fun**
Forgetting	**Sex**	**Boredom**
Parenting	**Eating**	**Marketing**
Sports	**Health**	**Wealth**
Communication	**Disease**	**Depression**
Sales	**Creativity**	**Poverty**

...... and actually, everything else we do.

Strategies

Elements:

The elements of a strategy are the representational systems or modalities (Visual, Auditory, Kinaesthetic, Olfactory, Gustatory, Auditory/Digital), which may be expressions of external experiences or internal thoughts. Like a good recipe, those elements go into the strategy in a specific order to produce the result. If you leave the eggs out of the soufflé it won't rise!

By asking questions we can capture each step of a strategy and code it accordingly.

- Which Representation System is being used? Visual, Auditory, Kinaesthetic, Olfactory/Gustatory, Auditory Digital

- In the step External (relating to something in the outside world) or internal (taking place in the mind? Use 'e' for external and 'i; for internal. For example:
    - Ve – looking at something in the outside world
    - Vi – seeing an internal image

- If it is internal, is the representation remembered or constructed. Use 'r' for remembered and 'c' for constructed. For example:
    - Vir – Remembered internal image
    - Vic – Constructed internal image
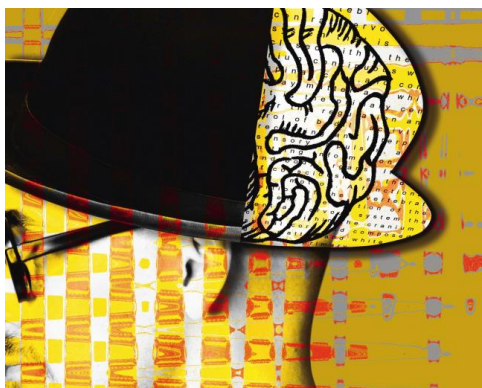
| Vi – Visual internal	Ai – Auditory internal	Ki – Kinaesthetic internal
Ve – Visual external	Ae – Auditory external	Ke – Kinaesthetic external
Vir – Visual internal remembered	Air – Auditory internal remembered	Kir – Kinaesthetic internal remembered
Vic – Visual internal constructed	Aic – Auditory internal constructed	Kic – Kinaesthetic internal constructed
Vd – Visual Digital	Ad – Auditory digital	K+ - Kinaesthetic positive
	At – Auditory tonal	K- - Kinaesthetic negative
	Aid – Auditory internal dialogue	

Strategies

An individual's car buying strategy might be:

I see the car	**Ve**
I picture myself driving the car	**Vic**
I imagine what the leather upholstery feels like in Summer	**Kic**
I hear myself saying "what will the neighbours think?"	**Aid**
I ask the price	**Ae**
I feel excited	**K+**

**So the strategy would be captured quickly & easily by writing:**

Ve → Vic → Kic → Aid → Ae → K+

As a car salesman, if your selling strategy doesn't match the buyers, buying strategy, you will not sell the car. By understanding their strategy, it is possible to choose the right selling strategy to increase your chance of success.
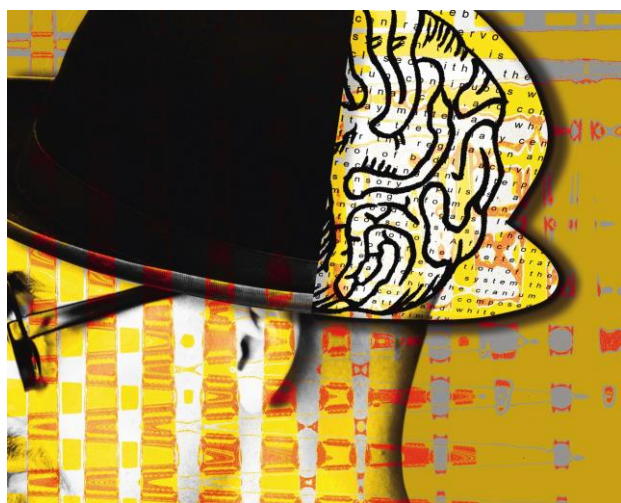
TOTE Model of Strategies

1. The first **Test** is a cue or trigger that begins the strategy. It establishes the criteria "fed forward" and used as a standard for the second test.

2. The **Operation** accesses data by remembering, creating, or gathering the information required by the strategy from the internal or external world.

3. The second **Test** is a comparison of some aspect of the accessed data with the criteria established by the first test. The two things compared must be represented in the same representation system.

4. The **Exit**, or Decision Point, or Choice Point is a representation of the results of the test. If there is a match, the strategy exits. If there is a mismatch, the strategy recycles.

5. The strategy may recycle by:

- Changing the outcome or redirecting the strategy.

- Adjusting the criteria, chunking laterally or reorienting.

- Refining or further specifying the outcome.

- Accessing more data
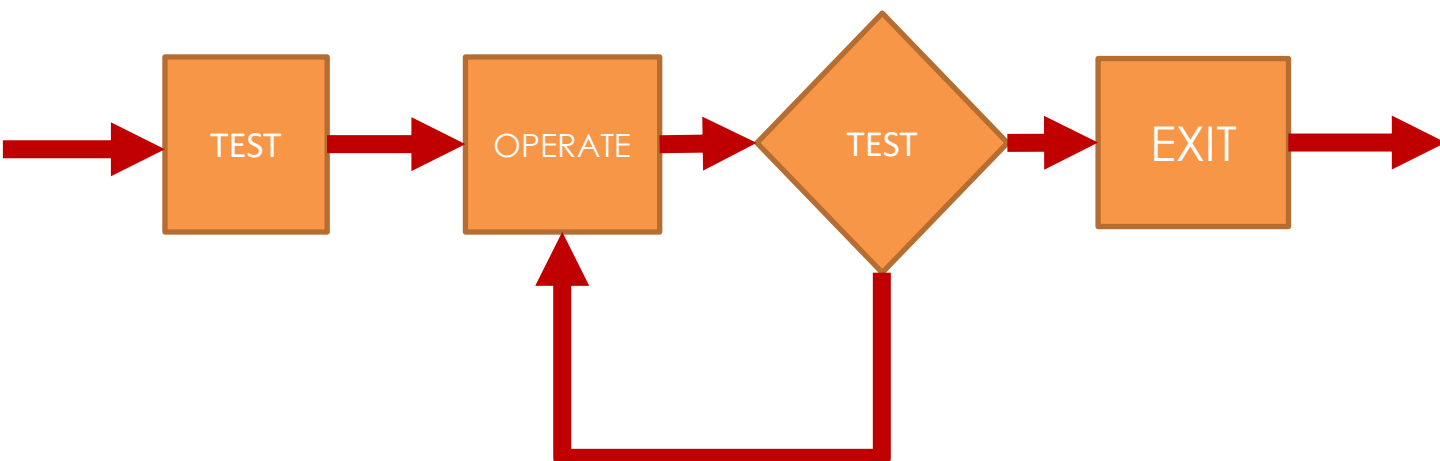
Questions to Elicit Strategies

Test:

What let you know it was time to decide?

When did you begin deciding?

How did you know it was time to decide?

Operate:

How did you know there were alternatives?

How do you generate alternatives?

Test:

How do you evaluate alternatives?

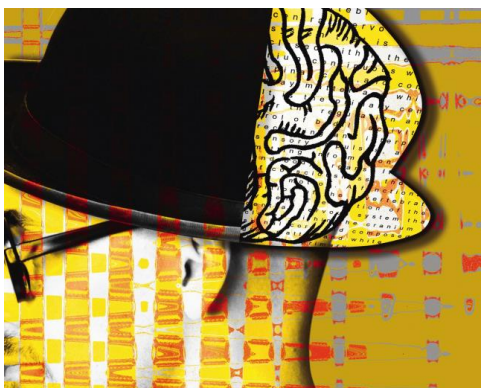What has to be satisfied in order for you to decide?

Exit:

How do you select which alternative to take?

How do you know (or what lets you know) that you have decided?

Installing or Changing Strategies

- Rehearsing
- Reframing
- Metaphor
- Anchoring
- Dissociated state rehearsal
- Design Principles

Design New Strategy

Design:

- Maintain the function
- Intervene before the strategy goes haywire
- Calibrate
- Reframe or use Submodalities on unpleasant feelings or voices
- Delete unnecessary steps
- Make sure that the criteria are accessed sequentially and not simultaneously
- Make least amount of change to get the results you want
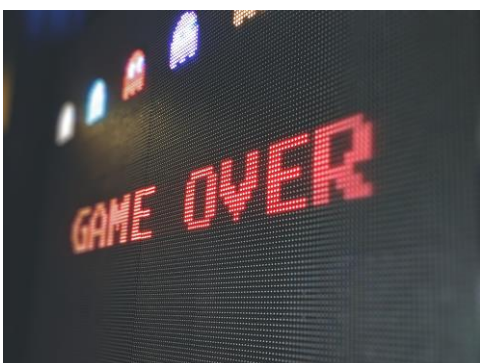
Redesign:

- Make up what you think could work
- Check your own strategy for applicability
- Model someone else who has a good strategy
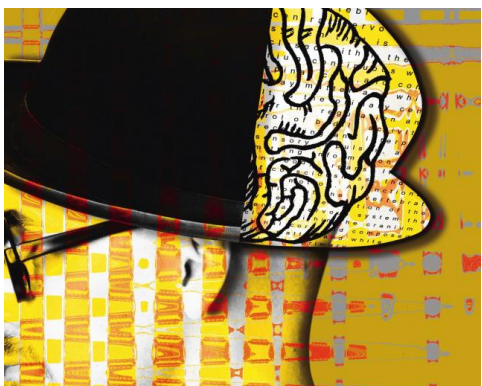
A Final Word

To be a successful coach you need to:

- Look after yourself

- Care for your clients

- Want to support your clients

- Believe that you can make a difference

- Recognise that as you help a client, that will have a knock on effect to improve the lives of those around them, and so on

- Be willing to develop

- Be willing to accept your faults and work on them

- Be willing to take risks

- Be a life long learner

- Believe that you ARE a coach (NOW!)

- Give 100% when you are coaching (there is a huge difference between 99 and 100%), and let go when you are not!

- Develop tools and skills constantly

- Practice, and use the tools on yourself

- Have confidence in your ability to give to others

- Consider developing areas of specialism

- Have coaching yourself, or get a mentor

- Ensure you have people to offload onto or to ask for advice

- Learn from your clients

3% information ← 30% information ← 100% information

Filters
Delete
Distort
Generalise

Senses

Beliefs

Values

Internal Representation

State

Physiology

External Event

Behaviour

Results