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The Performance Solution:

A Research Journal of Coaching, Mentoring, Supervision and NLP

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Editor's note

This is the first edition, Volume 1, Issue 1 of the *The Performance Solution: A Research Journal of Coaching, Mentoring, Supervision and NLP*. Since 2006 The Performance Solution has been committed to improving the academic position of coaching, mentoring, supervision and NLP and as such has designed and directed several post-graduate courses from Certificate to Masters level at Portsmouth and Kingston Universities.

It is our feeling that this field of work should be recognised by the academic community and has in the past been overlooked due to lack of proven research. However the growth of both coaching and NLP over the last few decades has allowed us to put the tools in place to earn the credibility we deserve.

The standard of research undertaken by our delegates on these programmes has helped to promote the case for a field of coaching in business academia. Due to their outstanding results, there is an outline plan for Kingston University to open a Centre for Coaching, Mentoring and Supervision within their faculty of Business and Law in 2011. This will be directed by Sally Vanson of The Performance Solution.

It has been a privilege to work with so many dedicated coaches and NLP practitioners and we thank them for their permission to reproduce their work in this journal.

Megan Thompson, Editor.

Contact:

Megan Thompson
The Performance Solution
The Studio, The Old School House
Lower Westwood
Bradford on Avon
BA15 2AR
Megan@theperformancesolution.com

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WHAT MAKES A GREAT EXECUTIVE COACH?

William Pennington

[William's research was published in 2009 called: "Executive Coaching World : A Global Perspective" and is based on the largest Executive Coaching Survey conducted so far from 1,190 executive coaches who have been practicing for over 8,000 years! Please visit www.executivecoachingworld.com for more information.]

Against what set of competencies and capabilities will I identify the strengths in my own coaching practice and identify development opportunities?

The coaching industry is relatively new and there is much information available about coaching techniques and tools, both coaching schools and accrediting bodies are eager to publish a set of competencies that a new coach should gain. However there is relatively little advanced training or even models of excellence in coaching.

The main outcome from this ALQ is to describe clearly and concisely a model of excellence of what makes a great executive coach, the purpose is to develop a framework for evaluating and developing my own coaching practice but ultimately one that could be used by any coach.

Methodology; ALQ Outcome

A mind map of the methodology:

My approach was initially to review and consolidate the competencies and standards from the major 4 US, European and UK independent accrediting coaching bodies into a framework of excellence.

Then I tested the validity of that framework by interviewing experienced executive coaches and reviewing what they have written about excellence of executive coaching. I was particularly interested in any differences between approaches in the US and UK, as the coaching industry is more mature in the US.

I will know I have achieved this outcome when I feel that I have a suitable framework against which I can measure my own competencies (or ask my supervisor to measure) and have received feedback from The Performance Solution that the structure and content of this ALQ is to the standard required.

I will exceed my outcome when my sponsors of this question which include very experienced coaches also give me feedback that they believe this document would have great value for themselves and other coaches.

Introduction

The UK Coaching industry is still in its infancy and growing fast. Executive Coaching is an acceptable part of personnel and professional development for senior people. The market is becoming more aware of the value that Executive coaching can deliver, but there are moves to create standards and accreditation (Tulip 2006). There is a parallel with the issues facing psychologists in the 60s and an urgent need for regulation (personeltoday.com 2005a 2006b). There is also recognition that it maybe a difficult task to define standards for executive coaching. (Hardingham 2005)

There are a number of coaching bodies that publish competency standards, the most prevalent bodies in the UK and US market are:

- AC - Association of Coaching (associationforcoaching.com 2007)
- EMCC - European and Mentoring Coaching Council (emccouncil.org 2007)
- IAC - International Association of Coaches (certifiedcoach.org 2007)
- ICF - International Coaching Federation (coachfederation.org 2007)

There are significant differences between the way the bodies go about accrediting coaches and training schools

Accreditation of	**Coach**	**Training school**	**Words**
AC	Yes	No	600
EMCC	No	Yes	200
IAC	Yes	No*	3,000
ICF	Yes	Yes	1750

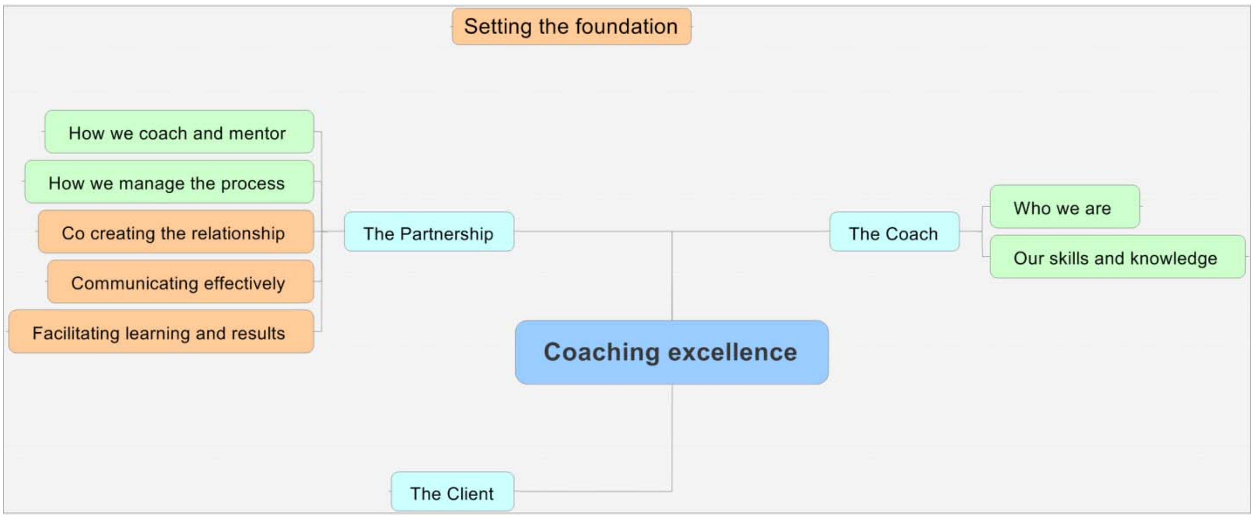
* The IAC has its own on line training course that prepares coaches for their accreditation.

There are significant differences in the philosophy underpinning the accreditation of these bodies, for example the EMCC standards seem to be focused on meeting the needs of academics to define how coaching is to be taught at different levels of accreditation, while the AC standards seem to be as open as possible to allow a broad church of membership.

It was interesting to note that the US originated bodies seems to have much more detail about the process of coaching than the UK bodies. For example – the ICF specifies a coach "Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go" while the AC says "The coach demonstrates good listening and clarifying skills."

There were significant differences in the volume of information provided to support the accrediting process from the 200 words from the EMCC to the 3,000 words that the IAC uses to describe its new Coaching Masteries. It was Interesting to note that both replaced much longer documents (2,200 and 23,000 words respectively).

The first step was to create a meta-model of the competency standards. Initial analysis of the categories used by each bodies (see below: AC = blue, EMCC = green, ICF = orange, IAC = none) revealed that the AC categories seemed to be at the highest level. Then after grouping all the others categories within them resulted in the following map:



During the next stage of the analysis I concluded that two changes were necessary to the categories. The first was that that there was an important dimension that the ICF called setting the foundation that together with other competencies from other bodies could be represented under a separate category called "Professional Practice".

The second was that category the AC call "The Partnership" includes both the relationship between the coach and the client; and what occurs during a coaching session. I considered splitting this category into two but concluded that simply calling it "Coaching" made the model clearer.

A detailed analysis of the competency maps then created the complete meta-model with 13 dimensions in these four categories:

A. Professional Practice: How will a great executive coach structure their practice?

1. Professionalism

2. Contracting

B. The Coach: What is the identity of a great executive coach?

3. Identity

4. Development

C. The Client: How does a great executive coach view the client?

5. Positive regard

6. Independence

D. Coaching: What does a great executive coach do in a coaching program?

7. Trust

8. Presence

9. Active Listening

10. Questioning

11. Feedback

12. Approaches, Models and Process

13. Systemic

The final step was to compare the meta model with the research and interviews with experienced executive coaches.

The Professional Practice

Professionalism

All the accrediting bodies agree that it is important to meet ethical guidelines and professional standards. The AC goes further suggesting awareness of your own philosophy, approach and ethics.

The AC and ICF agree that a clear understanding of what differentiates coaching from other modalities. However one executive coach in the US defines coaching as a euphemism for psychotherapeutic intervention and suggests the minimum time a coach should work with a client is 2-5 years. (Siegel 2005). All the professional accrediting bodies argue that an executive coach needs to know the boundaries of their practice and therefore when and how to refer clients on for psychotherapy, counselling or other intervention.

Many of the issues that I have observed executive coaches take to group supervision are around the area of integrity and ethics, they are looking to unravel the boundaries and complex issues around the sponsor (Human Resources), the stake holder (line manager) and the client (coachee) in an organisation. These ethical dilemmas and how well they are resolved seem to define the excellent executive coach and it has been suggested that ethics should be placed above both training and professional accreditation (de Jong 2006)

I have concluded that a great executive coach must have a professional philosophy and approach together with a clear vision of their ethics and having the **integrity, honesty and sincerity** to put these into practice.

Contracting

It is important to start by defining what exactly is contracting. The AC talks about the comprehensive contractual agreement that is made with all stakeholders. In more depth it can be defined as the goals, roles and accountability of each party (Sherman and Freas 2004).

The group of experienced executive coaches (DBM Focus Group 2006) use contracting as a process that enables them to deliver value to the organisation and the individual and be recognised for this. During this process they establish the agreed outcomes, the evaluation, stakeholder management, the guidelines for how the relationship will be managed and the logistics. This is an opportunity for the coach to determine if they believe they can facilitate the client (coachee) to achieve their objectives and those of the organisation.

The EMCC and ICF both include elements of managing the commercial relationship into this area, such as fees and commercial contract. I concluded that these are dimensions of being an effective business person rather than an effective coach.

An excellent coach will know how to structure an effective coaching partnership and a number of models have been put forward to enable a coach to create a viable contract that creates the ground rules of a coaching program. (Morgan, Marshall & Goldsmtih 2005) (Tulpa 2006)

The Coach

Identity

Identity is asking the question “Who am I?” and has been described as:

We answer this question by how we respond to life from moment to moment. When we are centered, present in our bodies and connected with ourselves and the world around us, we become naturally in touch with our life’s purpose and meaning. (Dilts & Bacon 2007)

The EMCC describes this as “Self” encompassing self belief, self awareness, self management and integrity while the AC also talks about self awareness but goes into more depth suggesting awareness and management of one’s own values, emotional intelligence and map of the world.

‘High Performance Coaching’ is a NLP model of the most successful executive coaches (Breen & Percival 2004). They define not only the skills and behaviours of the leading executive coaches but also the attitude. They described the inner brilliance that you identify not only in clients but in yourself as the coach.

One experienced executive coach talks about a balance with the client and that a great coach must be "self aware enough that he or she can maintain a distinct identity while fully engaged at an intellectual level. The coach succeeds by seeing the client succeed while never putting his or her personality ahead of the players." (Prahalad 2005).

Another says that executive coaches must "know themselves" and that "self awareness allows a coach to step aside from his or her own needs and be fully focused on the client." (Garfinkle 2005)

I have concluded that a great executive coach will be clear about and true to their values, identity and purpose but will be able put these aside as necessary to ensure the best possible coaching takes place for the client.

Development

The US accrediting bodies have little to say about this in their competencies, the IAC leave this to a paragraph in their ethics. The ICF imply a program of development with their various levels of accreditation and mastery of their range of competencies. Contrasting that with the EMCC that specifies a long list of skills and knowledge that a coach should have **communication skills** of listening, questioning, feedback, style and language, **technical skills** such as planning, systems thinking, artistic and creative skills; **knowledge** of learning theory, therapeutic approaches, psychological and psychotherapy models and **experience** of corporate life, OD theory and management/leadership. They describe in more detail for training organisations by specifying how much knowledge a coach should have at each level, for example, specifying the number of psychological models and OD theory that a "Master" coach should have.

When I contrast that with the evidence from the 100+ experienced executive coaches interviewed or studied for this paper, I noticed there was a huge diversity in the quantity and mix of knowledge they possess. I have also noticed that clients and coaching employers make their own judgements about the experience and knowledge that is most relevant for them. For some a senior executive career is a pre-requisite for delivering executive coaching, for others a psychological degree and psychotherapy background is vital.

In contrast the AC specifies that a coach should undertake personal and professional development and simply described the steps of that process and mention supervision as a critical part. A recent report by the CIPD concluded that it was "the pivotal link between theory and coaching practice". They also concluded there are enormous benefits for organisations in getting better value from Executive Coaching (Hawkins & Schwenk 2006). Coaching suppliers are also recognising this need and specifying that their coaches should have supervision (DBM Focus Group 2006) (Giber 2005).

Morgan, Harkins and Goldsmith (2006) put forward a very different 27 point model of the technical skills, experience & background and coaching attributes that a "best practice coach" will have. They do not mention models, theories or systems but the pragmatic observations of the top 50 executive coaches in the US. One of the most relevant here is "A best practice coach has a keen knowledge where his or her experience starts and stops and how that will match the client's needs".

I have concluded that a great executive coach will be on a continuous journey of development and learning, gaining insight through self reflection, supervision and other forms of evaluation. This will be in the context of what clients, suppliers and the market needs.

The Client

Positive Regard

This dimension encompasses competencies from all the accrediting bodies; they talk about belief in others, valuing diversity, acceptance and validation, respect for client, etc. A recurring theme is having Empathy and Belief.

Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner (Merriam-Webster 2007).

The evidence from experienced coaches suggests going further and talk about caring more for the person than the program and honouring the humanity of the coachee (Ulrich 2005) (Sherman 2005).

Belief, but the question is belief of what. The EMCC simply suggests “others”, while the AC suggests “potential and capability”, the IAC also talk about the client’s potential and holding them in high esteem while the ICF about respect for the client’s personal being.

That is a theme that one experienced coach expanded even further on by asking the question about the ‘anthropology’ of a coach.

This is a deeper question than one of philosophy or technique. Is it asking “What do you believe about human beings? Where did we come from? Where do we find ourselves? and Where are we going?” (Leider 2005)

I have concluded that a great executive coach will have unconditional positive regard for their client. They will recognise their potential, believing in and empowering them while maintaining complete empathy with the whole person and seeing their world as if it was their own.

Independence

The EMCC explicitly suggests “supporting independence” while the AC and IAC go into more depth by describing how a coach should encourage self belief, inspire curiosity support self determined learning, facilitate setting and keeping clear intentions as well as provide feedback and celebration of progress.

A coach may create “not-to-do lists” and action plans for their clients and hold them accountable for results but it is important not to create co-dependent relationships (Little 2005).

There are conflicting views on whether a coach is a teacher or not (Whitmore 2003) (Downey 2002) (Burke 2005). If the role of the teacher is to have the answers and the role of a coach to have the questions, where should a great coach sit?

The client remains independent from the coach, always keeping ownership of the content but acknowledge there are times when the coach will have something to contribute “with permission” (Bresser & Wilson 2006).

My own experience is that as I become a more experienced coach, I have found it useful to share knowledge that I possess with my clients. But I have also experienced times when this teaching even with permission has done some damage to the coaching relationship.

I have concluded that a great executive coach will foster independence, empowering the client to take full responsibility for their own results. They will recognise when they have useful knowledge that can add to the client’s situation without compromising the coaching relationship.

Coaching

Trust

All the accrediting bodies talk about establishing and maintaining trust at the core of the coaching relationship. They use a range of words and concepts associated with this including mutual respect, rapport, confidentiality, safe & supportive, intimacy, firm connection, non judgemental, acceptance, values diversity, et al.

When asked in a survey of more than 100 clients; what was the quality they look for in a coach; the top rated answer is that a coach is “trustworthy and honest” (Morgan, Harkins & Goldsmith 2005).

A critical aspect of successful coaching is that the coach will build trust quickly (Morgan 2005). In a focus group of top UK executive coaches the view was that the key to gaining trust is through credibility, rapport and commitment to the client (DBM Focus Group 2006).

The IAC suggests that the client feels safe to tell their deepest fears without judgement. My experience suggests that client will fell able to expose their dreams, their fears, their hopes, their weaknesses and their strengths without judgement. Or with judgement they can trust.

I have concluded that a great executive coach will be able to quickly build and develop trust with clients. They will be fully aware of the impact of their approaches on the coaching relationship.

Presence

The concept of “presence” is one that appears only in the ICF and IAC competencies, further analysis of these descriptions reveal that there are internal and external dimensions.

The internal dimension is described by the ICF as “dancing in the moment”. The IAC description is very close to that of Active Listening (see below), but with evidence from experienced coaches that maintaining focus and concentration can be a major challenge with some clients (DBM Focus Group 2006) lead me to conclude that it would be difficult if not impossible to get and maintain trust or to practice active listening if a coach was not fully present in the session.

Internal presence is more than just the attention you bring to a client, but also that you leave behind your own agenda and ego (Prahalad 2005) (Morgan 2005).

The description of the external dimension to presence given by the ICF and IAC use words such as open, flexible, confident, intuitive, lightness, energy, holistic, space et al. to describe the “place” that a coach must create for the client in order for the most effective coaching can occur.

One experienced executive coach described this as a critical dimension that a coach needs to be able to “carry the room” so that the client believes that the coaching will help (Tracy 2005).

I have concluded that a great executive coach will manage their own state to be fully present with the client at all times, leaving their own ego and agenda out of the coaching and create the most effective place for amazing coaching to occur.

Active Listening

This is the one competency that all training courses, every certification standard, every book on coaching cites as being the main core skill required for coaching. Certainly all four accrediting bodies selected for this study and all the coaches who expressed an opinion agreed.

Taking all these definitions together active listening is the combination of hearing every word that a client says – precisely as he says it, giving that meaning from both directly what has been said and what has not been said, and placing it all in context while aligning it with other non verbal signals.

It would not come as any surprise therefore that some coaches believe this is the single most important skill for a coach (Bartlett 2005) (Bolt 2005).

I have concluded that a great executive coach will gain the maximum possible insight into their clients by hearing, seeing, feeling and knowing more.

Questioning

The accrediting bodies all agree that asking powerful questions is an important competency. The AC suggests this is for the purpose of identifying areas for development, while the IAC suggests this is for the alignment of purpose, vision and mission, identify key values and needs and identify blocks. The ICF stress the importance of the connection between powerful questioning and active listening and for the purpose of evoking discovery and creating insight, commitment or action.

It is remarkably difficult to find any coach who talks much about questions. Even the ‘The Queen of Powerful Questions’ says “You want a coach who has the ability to not just listen well, but to listen for.” (Baker 2005).

One experienced coach suggested that the skill of appreciative enquiry is useful i.e. the ability to go deep into an issue while keeping a watch for the solution. The skill of asking questions is more of an art than science that improves with experience (Helgesen 2005).

I have concluded that great executive coaches will, not only be able to ask the right question at the right time and understand when to use feedback and challenge

Feedback

All the accrediting bodies agree that feedback is an important process to provide information, summarise, reflect, re-iterate, paraphrase or provide clarity and understanding. The IAC suggests that this should be done in clear, articulated, appropriate and respectful ways.

Both ICF and IAC talk about feedback that challenge and the focus group talked about how to create the right level of distress for the comfortable (DBM Focus Group 2006) and as one coach quoting John Gardner said:

"Pity the leader caught between unloving critics and uncritical lovers" ….. What leaders need are 'loving critics'" (Kouzes 2005).

Another successful coach stressed the need for coaches not to be afraid to confront leaders with difficult feedback (Barnes 2005).

There is little said about the situation where a coach does none of this and says nothing at all! Only the IAC talks about "productive silence" allowing silence to give the client space for discovery. And what about non verbal communication? Most of the accreditation bodies talk about being aware of a clients' non verbal communication but only the IAC talks about using non verbal communication in return.

I have concluded that a great executive coach will be able to find the right balance between challenge and respect, provide the appropriate feedback, use productive silence and have the appropriate style in the moment.

Bringing together Active Listening, Questioning and Feedback

The IAC encompass the whole process of active listening, questioning and feedback as "Inviting Possibilities" - a process of exploring and discovering by curiosity, courage, openness and trust.

One experienced coach helps leaders discover their purpose and build on strengths while managing weaknesses" (Leider 2005) Another says "In the most mature coaching relationship ……. the coaching flows from a continuous creative conversation." (Anderson 2005)

I have concluded that a great executive coach will have mastered these three essential skills and have integrated them together seamlessly.

Approaches, Models and Process

The coaching industry brings together an eclectic mix of many disciplines in one place; there is NLP, personal development, psychological and therapeutic modalities, sports coaching, counselling et al. In talking to and reading about experienced and successful coaches I have observed that each has collected a mix of favourite tools, techniques and models that they use in their practice.

The EMCC and ICF talk about the understanding and management of a client's goals, attitudes, beliefs, values, behaviours, motivation and actions. The High Performance Coaching model (Breen & Percival 2005) takes most of these elements and maps them to a visual guide that guides a student through a coaching process. However my experience has been that it rapidly becomes something you refer to as a diagnostic and other experienced coaches have commented that models become internalized, so that they become an unconscious process (Alexander 2006).

I have concluded that a great executive coach will have approaches, models and processes developed to be a seamless part of their practice.

Systemic approach

There is relatively little said by the accrediting bodies about a systemic approach that acknowledges that executive coaching takes place in the context of a complex system, i.e. the organisation. The EMCC suggests that a business focus and political awareness are important competencies coupled with corporate knowledge and organisational development theory.

It is perhaps an obvious pre-supposition of executive coaching that the primary objective should be to deliver the maximum value to the organisation. Perhaps it is not so obvious. One coaching supplier interviews over 100 coaches a year and only finds a handful who continually asks themselves “Why am I in this room?” (DBM Focus Group 2006).

An experienced and very successful coach now spends most of his time with key stakeholders around his clients and as a result gets dramatically better outcomes (Goldsmith 2005).

I have concluded that a great executive coach will be aware of the systemic influence on their clients and the coaching program. They will look for ways that they can engage with stakeholders in the organisation to make them an integral part of the intervention.

Conclusions

In my research and interviews I have found much that has been written about the science of executive coaching, but less about the art. For example how would intuition fit into this model and what other factors are missing that could make up the art?

I have concluded that a great executive coach recognises that it is a journey towards mastery! But it is not about **recognising** the journey but about **taking** the journey.

“A coach, like a leader, can be developed if she/he possesses the original passion. But this is a personal journey more than an educational attainment. Coaching accreditation programs probably can’t teach the art of coaching any more that golf instruction can teach the art of golf. Skills can be learned and techniques replicated, but true understanding only comes from carefully honed practice in real-world situations” (Morgan, Harkins and Goldsmith 2005).

I will use these 13 competencies as useful markers on the chartered paths that lie ahead in my development as an executive coach. But I also believe there will be uncharted water too – in our understanding of human capability, creativity and purpose and in the practice of how we, as great executive coaches, make them work for our clients better.

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WHY IS INTERDEPARTMENTAL COLLABORATION INEFFECTIVE DURING A CRITICAL INCIDENT AND HOW CAN SUCH INTERDEPARTMENTAL COLLABORATION BE IMPROVED?

John Spiers

Abstract:

This paper reviews why interdepartmental collaboration is ineffective during critical incidents. I examine the significance of major client impacting problems to our clients, giving a specific example occurring in December 2004 that led to this paper. I then review research conducted primarily into how the military and emergency services act under critical incidents, and from this I extrapolate why we may not work together as effectively as we could during our own critical incidents. This led me to conduct a survey to review how various staff will behave during a critical incident. This led to a final workshop involving several departments to define a way in which we could collaborate more effectively during critical incidents by forming a 'Tiger Team'. I conclude with a discussion into how we can bring the research into our newly defined process; where further research could be conducted; and the implications on NLP of some of this research.

INTRODUCTION

Background

Reuters provides financial information to their clients across the globe. Some of the most active markets in Europe can update up to 800 times per second. So incorrect or delayed data can cost our clients millions of pounds on a single trade. Therefore timeliness and accuracy of Reuters' data is of paramount importance.

Interdepartmental Connections

The three departments who will typically "run with" Critical client impacting Incidents are: Data Operations, who perform the day to day activities that ensure that the latest data is available for our clients: Ticker Support, who develop and support all the software; Operations – who administer all systems and services that deliver the data to our clients.

Operations have recently launched a well-defined process to manage Critical Incidents under a programme called "One World" where they will invoke an "ICC" (Incident Control Centre) (See Appendix A). However, this process does not extend to cover Development and Data.

Severity One Incidents

Client impacting incidents are given severity levels. A severity one (S1) incident has serious impact to our clients, whereas a severity five would be a simple administration task, or similar.

An example of a S1 occurred in December 2004, where an attempt to add additional data to German instruments failed. In addition, an obscure bug in our main computer system caused the new software to corrupt a number of other markets in both Germany and the US.

Data complained that they had no idea of what had happened, as they received no information of the software release, and were unable to contact the Ticker Support. Ticker Support complained they were unable to resolve the problem effectively as they were inundated with calls from all over the company requesting information, and had no time to work on the actual problem.

A knock-on effect of this was that client information was not issued until over 20 minutes after the start. Given that one impacted German market updates 500 times a second, this was a significant delay. The target is five minutes.

Data and Ticker support decided something had to be done. This ALQ is one of the initiatives to improve how we work together during future incidents. This extends to working together prior to an incident: Proactive Incident Management; and collaboration between departments during a severity one: Reactive Incident Management. (Pavlak, 2004). This ALQ addresses reactive incident management, and includes informing our clients of the problem, with regular status updates.

Stakeholders

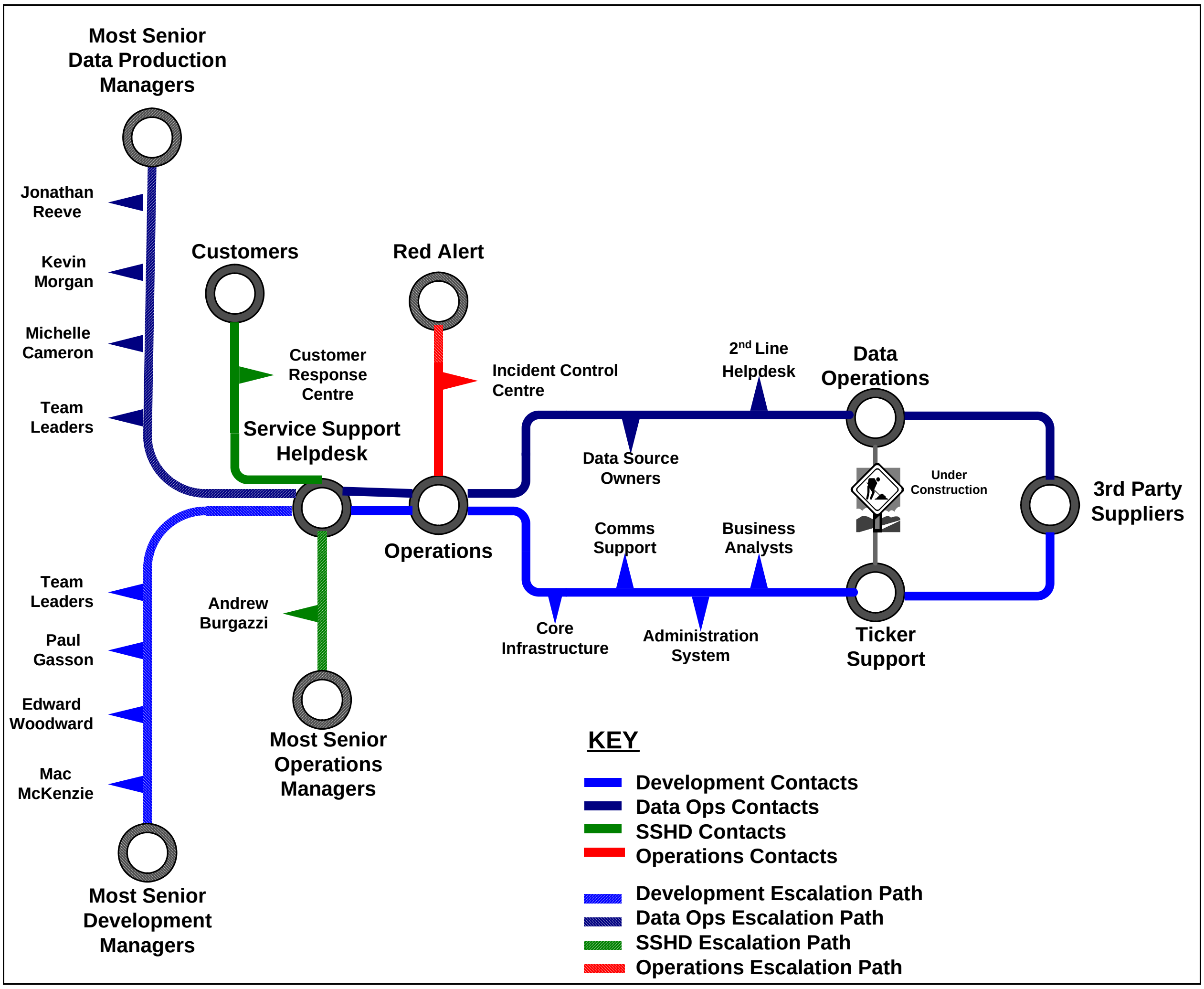
This ALQ extends beyond my previous ALQ papers, as several departments are involved in resolving a critical incident.

A fundamental objective of Reuters is to inform clients of a S1 within five minutes, and to provide regular updates until the problem is resolved. Obviously an S1 affects large parts of the organisation, including our clients. So clients appear for the first time in my stakeholder map.

The stakeholders are mapped graphically in figure one. Previous ALQ papers have been largely limited to work with Ticker Support.

Note: In the stakeholder map the Service Support Helpdesk (SSHD) are responsible for advising clients of incidents, and keeping them up to date.

Figure 1 Stakeholder Map



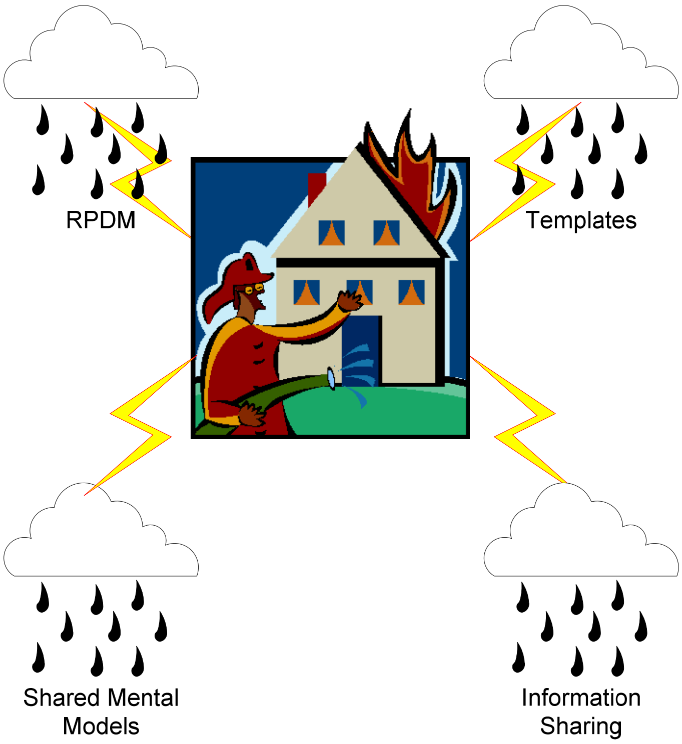
Research

The timing of my research coincided with the aftermath of the Asian Tsunami disaster in December 2004. So I was overwhelmed with research papers that addressed critical incidents of a magnitude beyond what I was concerned with. Whilst worthy and important, there was little that I could readily apply to my situation.

Given that the emergency services have to make rapid life or death decisions this would be a fruitful avenue to explore. How does decision making under pressure affect our behaviour? How do teams make decisions and work with others geographically distant?

This led me to "Recognition Primed Decision Making" (RPDM) from research into fire brigade and the military. Related research into team dynamics, especially team decision making. I chose four areas of research that I felt related particularly to our situation and why S1 collaboration is poor. See Figure 2.

Figure 2 Decision Making & Teamwork in Critical Incidents



Recognition Primed Decision Making (RPDM)

A number of papers (e.g. Zsamok, 1993; Beach, 1993) cite research conducted by Gary Klein into the decision making strategy of highly trained and experienced personnel (fire service and armed forces) under conditions of extreme pressure.

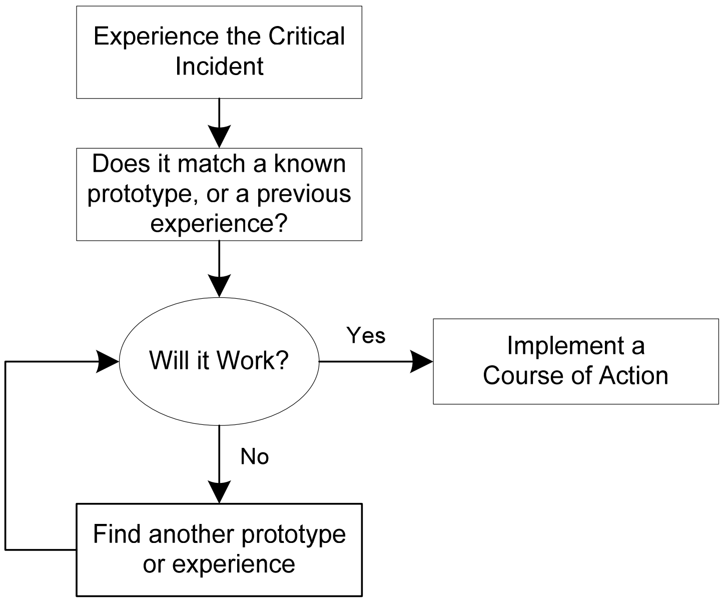
Klein had hypothesised that such decisions would follow 'planned' (classical) decision making theory (e.g. www.standto.com), where the optimum solution is chosen from a number of options. This in fact proved to be far from the case.

With RPDM, the Fire Officers Klein interviewed reported that they just "knew" what to do. Klein, used observation and questioning akin to NLP modelling to determine the characteristics of RPDM.

Officers rarely consider more than one option, or have time to spend planning. If the choice does not have a reasonable chance of success, it is modified to fit the situation better. If it cannot be modified, it is discarded, and the next possible course of action is chosen.

RPDM does not generate the optimum solution. Officers evaluate the situation against a prototype based upon their previous experience, and implement a course of action based on that. Expectations are that if we've seen something work in the past, it will work again. (See Figure 3). The process is extremely fast.

Figure 3 RPDM Model



Further research (e.g. Zsambok, Beach) suggests that RPDM is typically employed in every day decision making. The implication is that we automatically make decisions based on our experience, picking the first viable solution, not necessarily the best.

In terms of this ALQ, both departments will verify that there genuinely is a problem, and then attempt to find the cause and fix the problem. We don't check with our counterpart department, as this doesn't match a prototype for resolving a problem.

The use of templates forms the basis for the next section.

Templates

De Groot (1965) studied the difference between Grand Masters in chess and lower ranked levels. He concluded that the Grand Master expertise was not due to greater information processing skills, but the acquisition of large amounts of "domain specific" information (templates) in their long term memory. These templates consist of previous game positions played by other (or with other) Grand Masters. Not only do Grand Masters have a large number of templates, but these templates are far "richer" than those of novices.

As NLP suggests, an individual can only recall seven plus or minus two “chunks” of information (Dilts et al, 1980). Each template represents a single chunk. However, for the novice, they can recall the position of a maximum of seven chess pieces, whereas the Grand Master can recall up to thirty pieces. (Gobet and Simon, 1998).

This suggests that in critical incidents it is vital to have an experienced member of the team to quickly resolve the problem. The experienced staffer would have richer templates, and more of them to select from when making a rapid decision.

The downside of this is that there is a danger of getting trapped in the “if you do things the way they’ve always been done, you will get what you’ve always got” (John Wilmott). Experienced software staff will employ templates that involve examining the code to find the problem. The data operations staff employ templates that look at the previous days production work, and try to replicate the problem. RPDM employs these templates, and these templates don’t include collaboration with other departments.

There is also a potential danger that as each Critical Incident is unique, available templates may quickly run out, leading to “I don’t know where to look next” paralysis.

Information Sharing

RPDM and template theory largely focus on the individual. Critical Incidents are never (at Reuters) handled by just one person. Information is shared with others. How does this normally manifest itself, and how can it help or hinder collaboration?

Stasser (1999) found that teams are influenced by the “common Knowledge effect”, where team decisions are based upon knowledge shared by most (if not all) team members. Unique information is often rejected.

Social Validation (Stasser, 1999) also affects individual willingness to share. A team member whose previous information has been rejected is unlikely to share again. Stasser and Titus (1987) defined the likelihood that a shared piece of unique information will be considered by the team is based on “Collective Information Sampling” (CIS). CIS states that the amount of unique information that will be shared and recalled by the team decreases as the size of the team increases.

Ferzandi et al (2004) discovered this affect to be even more pronounced in a virtual team environment.

Our Data Management teams are based in Devon, UK and Bangalore, India. Our Ticker Support team is based in London, UK. This suggests that there will be little information sharing between London and Devon during a Critical Incident. Each team shares information with that which they are familiar.

Further, the CIS model implies that the information from other teams is less likely to be shared or considered, at least at the outset of the problem.

This leads to the question of why is unique information likely to be discounted.

Shared Mental Models

Espinosa et al (2002) notes that coordination in large scale (software) projects is important because of the number of people involved and the complex dependencies. I suggest that the same is true for the handling of Severity One Critical Incidents.

Whilst software tools may help coordinated effort, they only go so far. Espinosa quotes studies that have discovered that where team members have shared knowledge of their work domain, task and each other, they are more likely to be well coordinated and will perform better. This is known as shared Mental Models. This is related closely to “work familiarity.” However, this defines how much knowledge an individual has about their work, whereas Shared Mental Models concern knowledge similarity within a team.

Espinosa points out that distance between teams will impact the effectiveness of team coordination. Allen (1977) found that teams find it difficult to coordinate even if they are only a few feet away.

Without the benefit of common ground, such as shared work environment and familiar local conditions, effective communication between dispersed teams is reduced (Curtis et al. 1988)

Research Summary

RPDM shows us that experienced personnel will have a greater number of prototypes from which to draw on to make critical decisions. However, this also limits the decisions made. If problems in the past have been resolved without collaborating with other departments, or advising the customers, these choices will not form part of decision making model.

Templates add further support to the RPDM model. However, this also offers hope for progress. Templates can be expanded (more pieces on the board) to incorporate collaboration and customer communication. However, this needs to be “enforced” in every Critical Incident until it becomes “second nature” – that is, part of an RPDM prototype.

Information sharing theory and shared mental models suggest that teams will work effectively with those who think, act, and work in the same way. Add in the dimension of geographically dispersed teams and the need for shared mental models increases, as working conditions and practices diminish. However, this requires concerted effort on behalf of all the teams concerned, if such shared mental models do not already exist.

Methodology

Preliminary Workshop

Following the “black” December we held a workshop between Ticker Support, Data Management and Operations to review how we could improve our collaborative working. This was an open, facilitated discussion which focused primarily on the proactive management side, as mentioned in the introduction. In this sense, proactive management referred to ways in which we could keep each other informed of work we are conducting that may contain an element of risk. This includes all software releases to the operational environment.

We identified a number of things we could do proactively, but did not draw any satisfactory conclusions about how to interact during a Critical Incident. Therefore this became the focus for this ALQ.

Other than a general consensus that we must collaborate better during an S1 two other key elements were revealed.

1. Improved collaboration must include ensuring our clients are informed regularly on the status of an S1.

2. One World – the Operations management process – is set in stone. Any new methodology adopted by Ticker Support and Data Management must feed into One World effectively.

Survey

In an effort to learn how we (Data Management and Ticker Support) operate under a Critical Incident situation, I conducted a simple survey. The aim of this survey was to understand where our priorities are and what we do initially. I was interested to discover how much my areas of research were supported by this survey.

I grouped similar answers together to identify whether there were any patterns that would help understand why interdepartmental collaboration is ineffective, and how it may verify my research. This is summarised in Table Three.

Table 1 Survey Summary of results

Questions	Ticker Support	Data Management
During a Severity One condition:		
What is your first Priority?	• Fix the problem	• Issue an ALERT • Contact suppliers to determine if they have problems.
What do you do first?	• Verify the problem • Get the technical expert looking at the problem.	• Contact suppliers to determine if they have problems. • Verify the problem
What do you do next?	• Start a dialogue with the Business Analyst and Operations. Maybe Tiverton.	• Find out start time • Contact suppliers to determine if they have problems
Who do you contact?	• Developers; Operations; business Analyst	• SSHD; Local support group; operations
Who do you escalate to?	• Team Leader; Paul Gasson	• No formal path; Supplier;
When do you issue and ALERT or when do you find out if an ALERT has been issued[1]	• I don't issue or check the ALERT • Its someone else's job to issue an ALERT.	• First and foremost • After verifying the problem

There were a number of interesting patterns that emerged.

In Development, the first priority is to fix the problem. Answers mostly centre on the problem itself. Whereas in Data Management, the common theme is around contacting the supplier. This lends weight to the RPDM Model: the decision to take a certain course of action is based upon past experience. In the developer context this is fixing the problem comes first and foremost and always has done. For Data Management, their experience is that problems are most often caused by our suppliers, so RPDM "kicks in" and this becomes a key action. Each department has their own, valid templates.

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[1] ALERT is the mechanism with which we advise clients and staff of a S1. This is delivered by email, on Reuters screens, with the option for text alerts on mobile phones and Instant Messaging.

Similarly, that common themes run throughout the two departments lends weight to the idea of shared mental models. In addition, possibly the most significant aspect for the purpose of this ALQ, is that neither group rate contacting the other department very highly. This lends weight to Information Sharing theory, as we work together as a group, but to not seek or encourage information from other departments.

Another interesting issue was the statement from Data Management that the ALERT was the first priority and most important. For December, the target for issuing all S1 ALERTS with five minutes was 50% **-** a low figure. The actual value achieved was 43%. Suggesting that issuing ALERTS first is an espoused value, rather than actual. See Appendix C

Final Workshop

If RPDM, Templates, Shared Metal Models and Information sharing all act against us in terms of interdepartmental collaboration, how can we jointly overcome this?

I decided to run a workshop that would be split into two sections.

In the first section I gave a brief, highly visual, presentation defining the issues we faced in interdepartmental collaboration. I feel that knowledge is a key element in overcoming problems, and as I presented the information as very much part of the normal human condition, there was no opportunity for blaming and shaming to enter the frame.

In the second section, I opened the discussion up to the audience. The aim was to agree a simple process (as a flow diagram) that would be shared by Data Management and Ticker Support. This would become a new *template* agreed by both departments. We would *share information* to produce this new template which will lead to a *share mental model* by both groups. *See Figure 4*

I felt audience selection was critical. This new process needed to be rubber stamped by senior management from both departments if it was to stand any chance of being widely adopted. Similarly, the process had to fit with the ICC in Operations to work effectively. Therefore the audience included senior managers from Data Management, Ticker Support, SSHD (who issue the ALERT) representing Operations, and our CRM (Customer Relations Management) group.

In an attempt to make the process feel more dynamic, I introduced the idea of Tiger Teams:

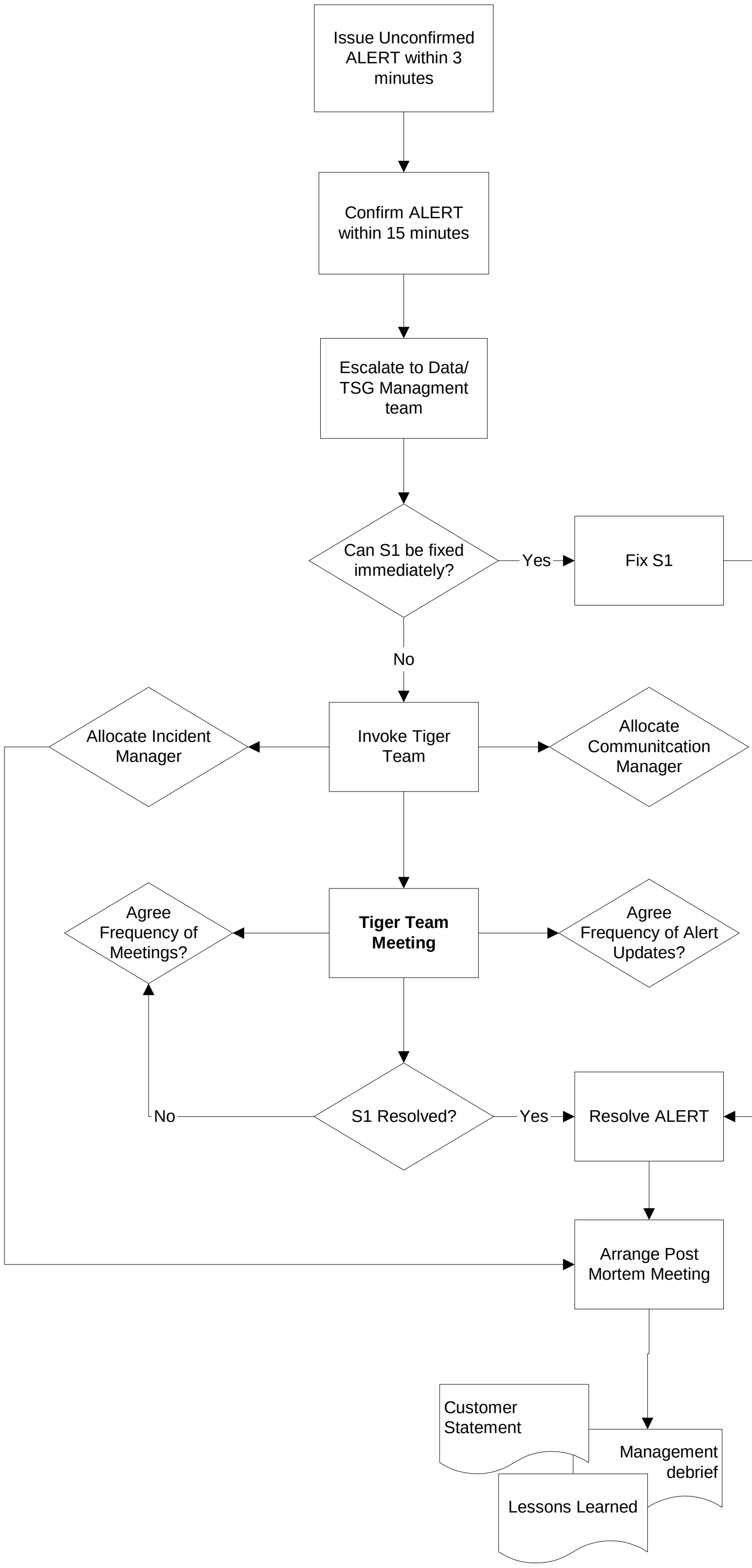
"Tiger teams are high performance problem-solving teams. Tiger teams find solutions when a difficult problem must be solved; an unprecedented system concept is needed; or key decisions must be made". (Pavlak, 2004).

I suggested that we could consider forming our own “Tiger Teams” should the problem require it. This idea was readily taken up. The discussion then led to how we can ensure that our new process will cover issuing an ALERT; will involve Data Management and Ticker Support at the outset; and when and if to form a Tiger Team. All this was captured on a white board.

The proof of the process will be at the next S1 incident. We have proposed a simulation dry run, although no decision (RPDM or classical) has been made on that yet. A direct measurable outcome will be an improvement in the time taken to issue an ALERT.

The process (see figure four) extrapolated from the white board Output will be included in the official document library of Data Management (available to Bangalore and Tiverton, as well as our DSOs) and the official document library of Ticker Support. This lends credibility to the process.

Figure 4 Collaborative Template for S1 Management



Discussion

Overview

The primary ALQ question asked why we do not collaborate effectively during a Critical Incident. A number of different factors contribute to this: RPDM, Templates, Information Sharing, and Shared Mental Models.

These all suggested that people will generally behave in certain ways that limit collaboration with another department, particularly when geographically distant.

This effect is likely to become even more pronounced when the new Bangalore office is fully operational, and there is a time difference as well to consider.

The final workshop attempted to overcome these differences by working collaboratively across several departments to define a new template that will eventually become a shared mental model across a number of departments.

If my research is correct, there are a number of critical elements that need to be observed in the new template. The management team are all experienced members of staff from data management and ticker support. A fast decision is needed as to whether to invoke a Tiger Team or not. RPDM combined with this experience will give the best chance of making an effective decision.

If a Tiger Team is formed, an Incident Manager and a Communications Manager are assigned. The nature of the problem will determine which departments these are assigned from. Again, the Incident Manager will need to be experienced. Quick decisions are needed, and the greater number of templates will improve the chances of an effective decision being made.

However, there is a danger that using only very experienced staff will lead to lack of information sharing – with RPDM overruling suggestions from others. Therefore, I suggest the communications manager be a less experienced member of staff where possible. Managing external communications allows this person to take an observer position, and this allows them to consider what could have been done, without embedded templates preventing optimum options being considered.

The Incident (post-mortem) Review is essential. The communications manager must be allowed to offer their insights and opinions, with open sharing of information to form new shared (interdepartmental) mental models thus building new templates. The aim to maximise the positive impact of RPDM (rapid decisions from a large array of templates), whilst minimising the negative (templates are confined to narrow bands of experience).

Only time will tell how successful this will be. However, the new model will be included in the global library for Data Management set for review at six monthly intervals.

Research Review

The bulk of my initial research concerned dealing with major world disasters such as famine and poverty.

Using the NLP technique of "chunking down" and recalling some NLP training I had received that mentioned the emergency services, I was able to find research I felt went some way to answering why we don't collaborate effectively during an S1, and pointed to how we could aim to circumvent this.

There are several areas that I could have included, and I chose those that I felt would be most easy to explain and hence accepted by my audience of key stakeholders. However, these areas are potentially significant, and add to understanding team collaboration (or lack of). I would recommend that any further research review this additional material. My current work may be limited by excluding these areas, briefly referenced below.

1) **Stimulating Structures:** looking at the behaviour of insect colonies such as ants and bees. (Bonabeau et al, 1994).
2) **Distributed Cognition:** An alternative framework for analysing and explaining collaborative working. (Rogers and Ellis, 1994).
3) **Transactive Memory:** *"A combination of the knowledge possessed by each individual and a collective awareness of who knows what."* (Austin, 2003)
4) **Awareness:** How *"cooperating actors align and integrate their activities with those of their colleagues in a seemingly 'seamless' manner."* (Schmidt, 2002).

NLP and RPDM

In conclusion, some consideration as to how RPDM, in particular, fits with NLP is warranted.

NLP tends to adopt the classic decision making model. This is highlighted by one of the fundamental NLP presuppositions:

> *"People behave in the best way they can under the particular circumstances".*

RPDM offers a starker, less sympathetic, viewpoint:

> *"People behave (unconsciously) in the first way they think will get the result they want, optimum solution or not".*

The debate between the two forms of decision making could rage on. It seems that experience leads to RPDM as a primary decision making technique. A novice and Master may (attempt to) use classical decision making: the novice searches for the best possibility, having few templates to draw on. The Master becomes conscious of choices and selects from a large range of available templates.

What does seem clear is another NLP pre-supposition:

> *"If you keep doing what you do, you'll keep getting what you've got"*.

If a particular course of action works (even ineffectively), it will be adopted again (RPDM and Templates). A novice will learn this approach from the more experienced (Shared Mental Models) and this will mean unique information, that which doesn't fit with the Template (Information sharing), will be discounted.

Departments and teams know what they do, and do what they know. Collaboration with other team or departments may not be a part of that process.

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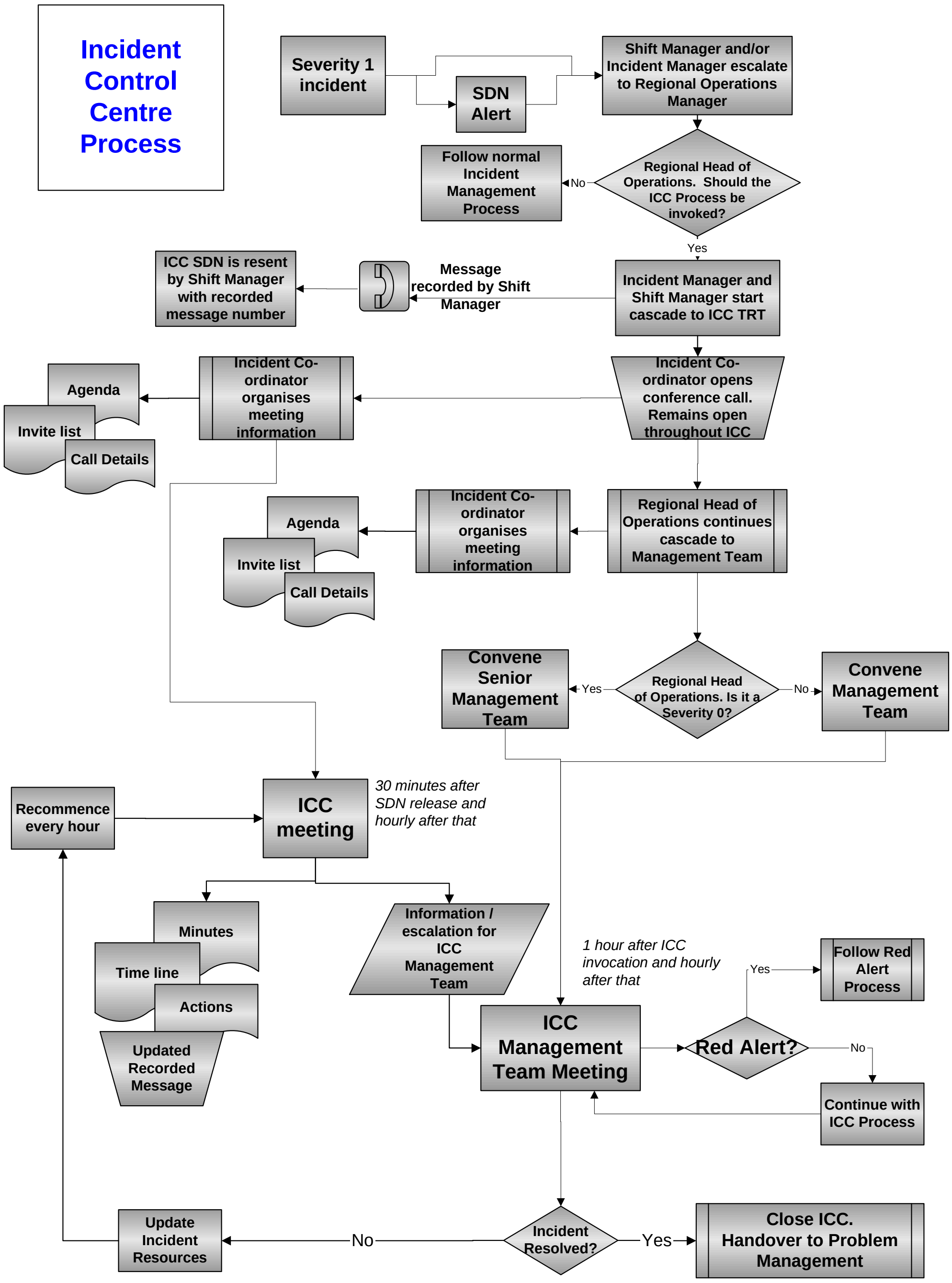
Appendices

Appendix A - Incident Control Centre Process Flow



Appendix B – Semi-Structured Interview Results

Semi-Structured Interviews:

Questions:

1. What is your first priority?

i. Verify there is a problem, whilst taking phone calls: Issue an unconfirmed ALERT *(me, how do you decide it is confirmed?)*
ii. Find out which Instruments are affected, and check if an Alert has been issued.
iii. Check if the timer RIC is updating.
iv. To my main exchange MICEX
v. Communicate with TL to start investigating. Follow best practice
vi. Identify the problem
vii. Fixing the problem
viii. Fix the problem
ix. Try to determine the cause.
x. Check if there is an Alert.
xi. Work with the developer to fix the problem

2. What do you do first?

i. Replicate the problem and verify it.
ii. Contact Radianz to check lines to exchange *(ME: RPDM?).* Contact Exchange to check if they have problems.
iii. Raise an ALERT
iv. Check the Timer RICs, then issue an ALERT.
v. Get the technical Expert involved
vi. Get the developers looking at it.
vii. Process of elimination to identify cause.
viii. Try to disbelieve the problem
ix. Verify if it is a genuine problem.
x. Ring the Exchange. Check if the problem is there end?

3. What do you do next?

i. Confirm the ALERT
ii. Try to find out problem start time, and possible resolution time.
iii. Confirm there is a genuine problem
iv. Either reload PCU or contact Exchange/RTI Control/Local Comms group.
v. Liaise with Ops/BA/BA Team Leader
vi. Start a dialogue with Ops, BA, Tiverton (maybe exchange)
vii. Ask “why?” Find out what’s wrong, go back to the originators
viii. If our problem, aim to retrieve the service ASAP
ix. Go to the developer

4. Who do you contact?

i. SSHD, Helpdesk, RTI (Operations), possibly Exchange (dependent on problem), Severity 1 dist list.
ii. SSHD to issue an alert; local technical desk; client facing staff.
iii. Exchange technical Team followed by Local Reuters technical team.
iv. Exchange/RTI Control/Local Comms group. Ticker Support
v. Tell Paul and BA concerned
vi. Advise the “notifier” that the problem is resolved.
vii. Find out the root cause and who to blame

viii. Inform whoever needs to know. I wouldn't think of Tiverton
ix. Tell the developers

5. Who do you escalate to?

i. Severity 1 Dist list. No formal path as each problem is different.
ii. If ongoing, check again with Radianz and call Docklands.
iii. Senior staff at the exchange and/or Reuters Engineers.
iv. Ticker Support Team Leader.
v. Escalate to Ed Woodward
vi. Escalate to Paul
vii. Escalation depends on the problem, maybe other TL or Paul (best practice)
viii. I don't escalate
ix. Escalate to the Team Leader, Paul Gasson

6. When do you issue and ALERT (client information), OR When do you find out if an ALERT has been issued?

i. First and Foremost.
ii. As for question 4.
iii. Once I have verified there is a problem or I am advised by the customers that something is wrong.
iv. After checking the tickers.
v. I don't check if the customer ALERT is up to date
vi. I never issue Alerts (that's the BA job), but I do get involved (not proactively) in setting ERT.
vii. I have to sort out the status report and give an explanation to many different people. Often unclear as to who should be doing it. Ownership is not brilliant, and could be better.
viii. I don't check for ALERTS and don't waste time with them. I concentrate of fixing the problem.
ix. Check to see if there is an Alert, but only to see if there is any useful information. If there isn't one, I wouldn't start phoning around.
x. I don't provide a written status report, but I will take ownership of the Alert if necessary.
xi. I leave the Alert to Tiverton, but will check it is correct.

Key

Data Management Team Leaders, Tiverton

2 Data Source Owners Austria, Greece

2 Data Source Owners Kuwait, Israel

2 Data Source Owners Russia, Czech Republic

Paul Gasson

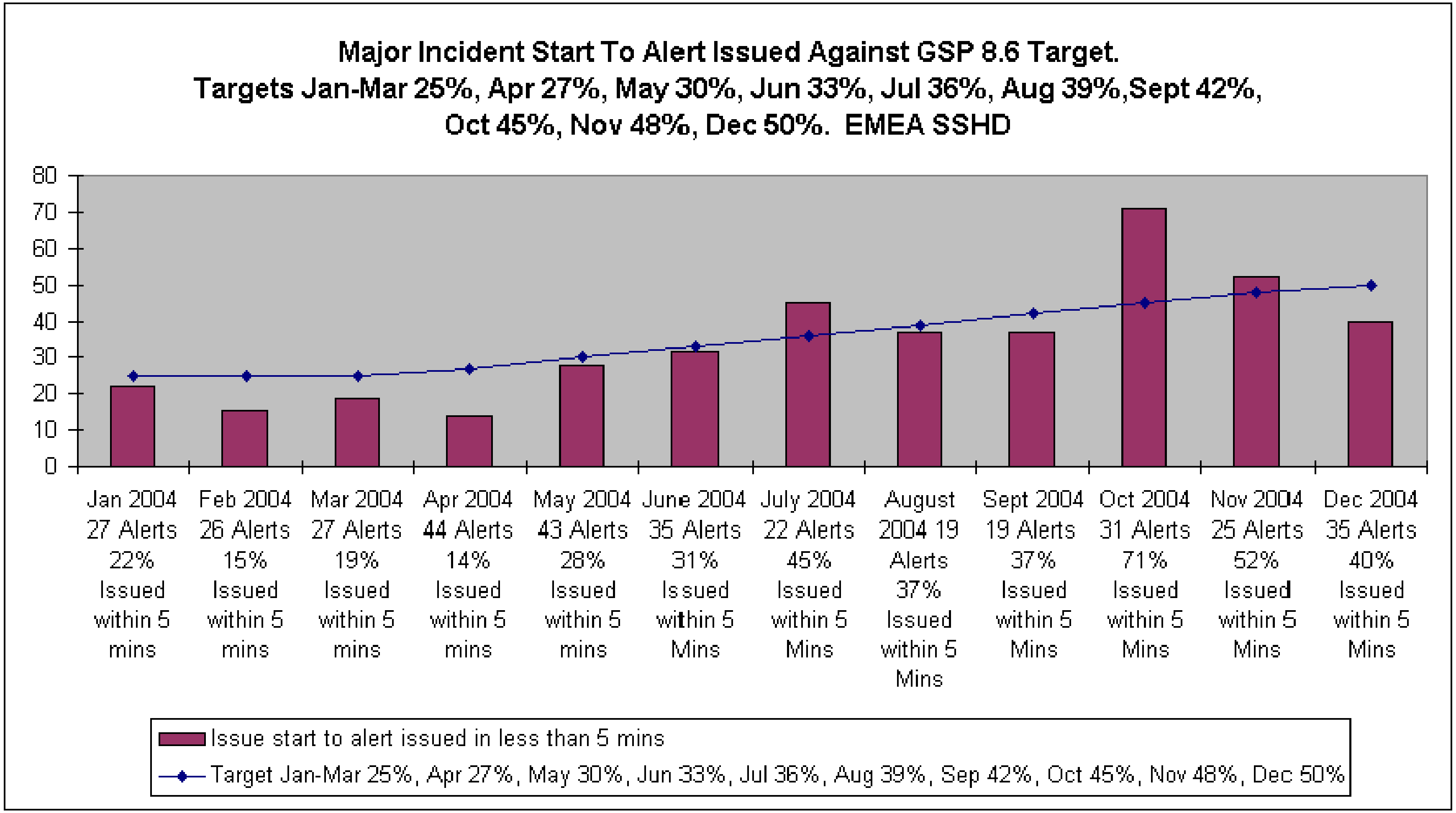
Chris Nordberg

Phil Hughes

Charles Bowyer

Lee Banner

Appendix C – ALERTS issued within target



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FLEXIBLE MANUFACTURING SYSTEMS NEED FLEXIBLE PEOPLE – BUT HOW DO YOU RECRUIT, MANAGE AND DEVELOP THEM?

Dr A. Parker*, S.A.Vanson †

*Chief Operations Officer, The Performance Solution, UK,

† CEO, The Performance Solution, UK,

Keywords: People, behaviour, leadership, coaching, metaprogrammes.

Abstract

In this paper we present the background to and integration of a range tools and methodologies into a holistic approach for selecting, managing and developing the sort of flexible people that are required for modern agile manufacturing systems. The sciences and methodologies are introduced and we explain how these powerful approaches can be understood and deployed for business benefits by line managers. Some examples, as well as implementation strategies are used to explain the methodologies and their limitations.

1. Introduction

Over recent years there has been an enormous amount of work undertaken on “agile manufacturing systems”, how they operate and how they can be developed and implemented. However there seems to have been much less interest in “agile people” to operate them, so why should we be surprised when so many of these systems fail or struggle to deliver the benefits claimed for them?

As an engineer that has come through many years of technology development and change management one of the authors has seen numerous examples of projects to introduce new technology fail because the people aren’t on board, and equally initiatives to change and develop people fail because they weren’t given effective processes and systems. Attention must be paid to both the hard systems and to the people. The technology side tends to be the one concentrated on by engineers, it is tangible, measurable and logical. The people side tends to be concentrated on by HR and OD professionals, is training and development oriented and is not technically complex. Both groups seem to lack understanding of the other, get frustrated and tend to ignore those issues they are not “comfortable” with. So how do you address both sides? LINE MANAGERS must take responsibility and need to understand the softer people issues and develop interpersonal and influencing skills to enable them to lead and motivate their people, these are not “technical” skills but they are “professional” skills and are just as important. In future technical skills will be the prequalifiers to get into the game, these softer professional skills will be the differentiators of the great leaders and great teams!

Agile manufacturing systems need highly competent, highly trained people with excellent interpersonal and influencing skills to lead and operate them. These “agile” systems do not respond well to the traditional disciplines of "management" they require transformational leadership skills not hierarchical management; flexible and dynamic organisation development skills not "follow the book", non- directive coaching skills not "do as I say".

If we require agile, intelligent people we must therefore take a different approach to the way we recruit, lead and manage and develop them. We need to understand why people behave the way they do, why they respond in the way they do and why they are more responsive to some people than to others.

2. Behaviour, Values and Beliefs – Why do people behave the way they do? [1,2,3,4]

2.1 People focus on what they want

The human brain is extremely complex and capable however it cannot store and process all of the data that it receives, if it tried we would all immediately go into sensory overload and cease to function.

Our brains receive approximately two million bits per second of incoming data from all five of our senses, however they can only deal with approximately one hundred and thirty four bits per second, or between five and nine "chunks" of information. In other words we delete, distort or generalise well over 99.9% of the data that our brains are receiving! Since we all have different filter systems that we use to achieve this, it is not surprising that we all have different representations of the data and information that our brains receive.

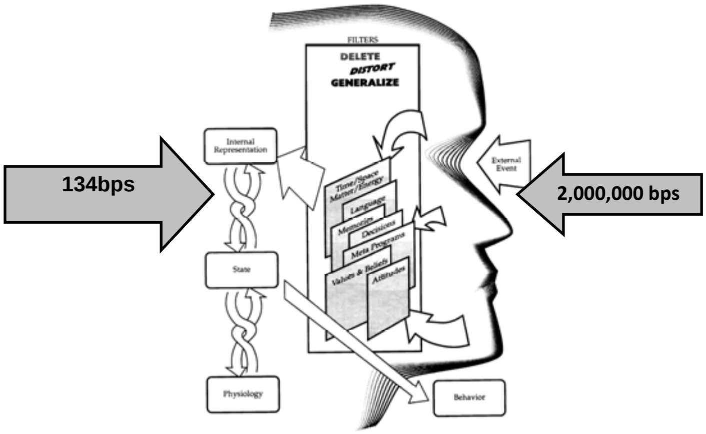

Figure 1: Deletions, distortions and generalisations, Advanced Neuro Dynamics

When our brains filter all of this information it gives us our own internal representation of the world. However our representation is different from everybody else's, our map is not the territory! Our model of the world is different from everyone else's, yet their model is just as real to them as ours is to us. We must as leaders and managers therefore respect other people's models even if we do not agree with them, we will never change their behaviour and can only influence it if we respect their model of the world.

However our brains are not an entity on their own! They are part of a complex highly integrated and interactive system. Our brains representational systems affect our "state" (of mind), if we perceive that the information we have filtered is good then we will "feel good", we will be in a "good state", however if we perceive the information we have filtered is bad then we will "feel bad". Our "state" (of mind) then affects our physiology and our physiology and our state affect our behaviour. We all know how easy it is to spot when one of our close friends "feels bad", just by looking at them.

If our representational system believes that a business goal can be achieved (for whatever reasons our personal filter system decrees) then our language and subsequent behaviour will be such that achievement of the goal is highly likely! The converse will also be true.

I'll do my best	**I will**	**I want to**	**I'll go for it**
I can	**It's a possibility**	**I'll do it at any cost**	**I'll try**

Figure 2: My language causes my results

The ability to affect the representational systems, and hence language and behaviour, of our colleagues and team members is therefore a very powerful means to enable desired personal and team outcomes to be achieved. But how can we do this when our own filter systems, beliefs, values, experiences, memories, attitudes etc are different from those of our colleagues?

2.2 Logical levels of Influence

If we wish to influence people to enable them to change their representational systems and hence behaviours then we must build rapport with them at many different levels. We can only build rapport by really understanding the people that we are working with and their representational systems and then matching their systems so that they do not feel threatened.

Maslo's levels of hierarchy have been used for many years to understand the factors that drive people to behave in the way that they do. Over time there have been many variations and developments of similar criteria, one of which is Robert Dilts' Logical Levels model derived from the work of Gregory Bateson

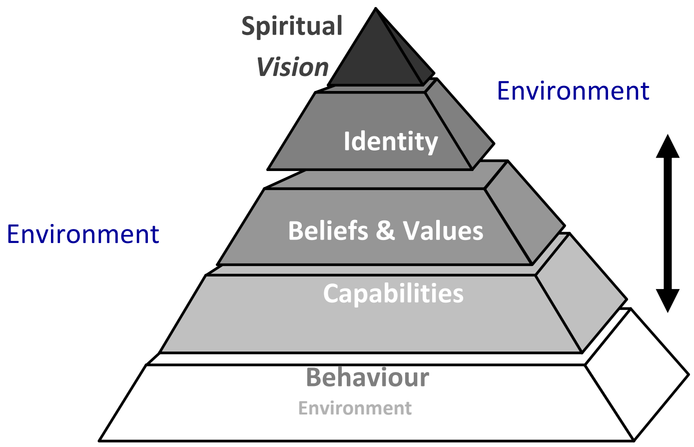

Figure 3: Logical levels by Robert Dilts

In manufacturing, when assessing people and working with them on their personal development a lot of effort is applied at the "Environment" and "Capabilities" levels. We spend a lot of time and effort on "improving" the working environment, we put in new facilities, introduce agile manufacturing systems, change the organisation structures, etc. We measure their capabilities through aptitude tests for numerical, verbal and spatial reasoning, etc and we send them on training courses for project management, six sigma, etc. However rarely do we address their development at any of the other levels and hence we have very little opportunity to affect their behaviour, values or identity and so it should not be surprising that often they fail to achieve the organisation's goals and are blamed for being "difficult" or "luddites". They are just not aligned with the organisations' values. Unless we address and help them align their representational systems at all levels we will continue to get the same behaviour that we have always had from them

Fortunately there are psychometric tools and methodologies that enable us to assess most of these different levels.

2.3 Behavioural Analysis - Extended DISC® and other DISC tools [5, 6, 7, 8, 9, 10]

These are psychometric tools based on Jungian theory that work at the "behavioural" level and measure peoples' natural and learned behavioural characteristics. The model is a four quadrant one, which people tend to fall into with areas of flexibility where they are comfortable

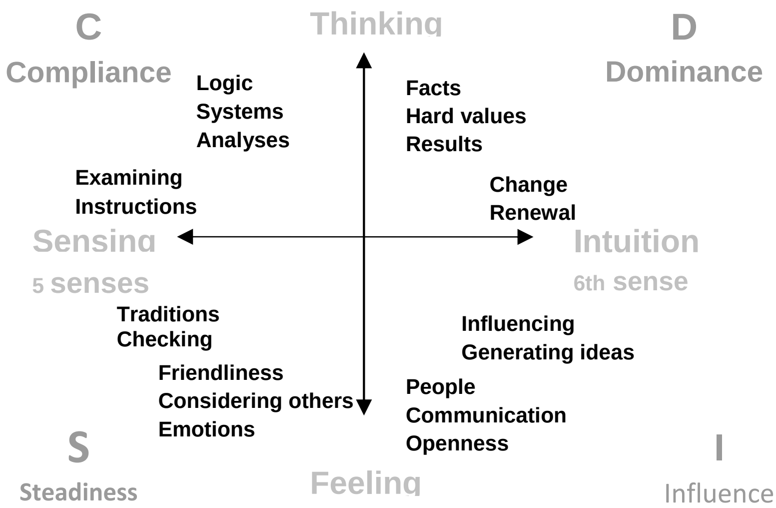

Figure 4: the four-quadrant model from Extended DISC

There are no right or wrong/good or bad behavioural styles, just different styles. People that exhibit Dominant behaviour tend to be strategic, innovative, drive change and are fact oriented. People that exhibit Compliance behaviour tend to be interested in detail, process oriented and logical. If a D behavioural style person needs to communicate with/influence a C style person then there is no point them talking about high level strategy or innovative change, the C style person's representational filter system will just delete or distort this information! The D style person must modify their behaviour and talk about the detail of the strategy and the process for any change in order to build rapport and hence the desire for change! Similar behavioural changes must occur for all communication/influencing between all different styles.

For teams [11] a mix of behavioural styles is necessary, for balance. Too many D style people will mean that the team will be like “a herd of cats”, everyone trying to go in different directions and constantly changing, if there are too many I style people the team will have a great time, will bond well together and feel good but will not pay attention to any detail or achieve the goals. It is therefore critical that we as leaders understand not only the competencies of manufacturing teams but also their behavioural styles and that we modify our own behaviour and communication when we work with them. It is also imperative that the behavioural balance of the team is appropriate to the achievement of goals. We recently worked with a manufacturing team that was going through a lot of change, were keen to change and to meet the objectives, but they were just not gelling as a team and were not therefore being successful. A behavioural team analysis showed that there were no I (Influence) behavioural style people in the team!

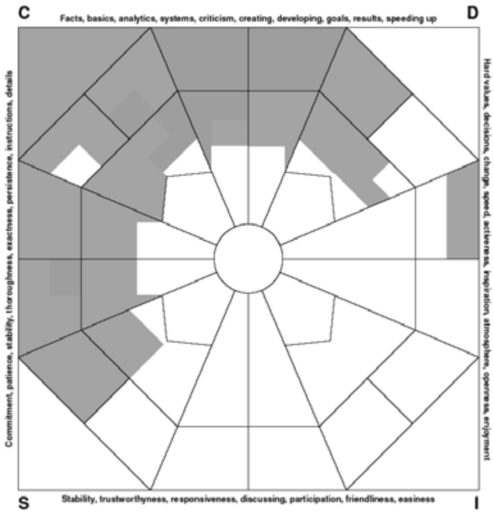

Figure 5: Engineering Team Analysis

So everyone was working on their own thing doing there own work, but no-one was bringing the team together, building rapport, making the team feel good, sharing common goals. It was not necessary to recruit new team members but to work with the existing team to develop their behaviours so that some of them picked up the roles and responsibilities for working with the others in a team-building role. Within weeks the team performance had turned round!

Team role assessment tools (e.g. Belbin [12, 13]) have been available for many years, though not used as much as they should have been, due in part to perception of being “clumsy” and requiring “expert knowledge” to use. However in recent years significant new tools (e.g. Extended DISC Team Analysis) have become available, which provide very easy to use, low cost options. These provide significant amounts of information both on the team roles of individuals and analysis for complete teams showing gaps and overlaps in roles together with gaps and overlaps for typical tasks that teams need to undertake. These tools are very powerful as they give simple graphical representations of overall team compositions together with detailed analysis and development options to ensure that the members of that team can cover all behaviours and activities required within a high performing team.

2.4 Values Systems Testing – Spiral Dynamics (Job EQ and other tools) [14, 15]

These are psychometric tools based on the work of Clare W Graves that work at the Values and Beliefs level and measure the value and belief systems that people use (sub consciously) to base their behaviour on. People's beliefs and values drive their behaviour; to change behaviour people need to adapt their value systems. If you have people in a tight flexible manufacturing cell team with significantly differing value and belief systems then achieving common goals will be difficult.

By measuring a persons' value systems and value hierarchy (the ranking of most important values for that person) we can obtain an understanding of how people fit into a team and an organisation and how they can be developed to achieve outstanding success.

We have worked with individuals, teams and organisations for many years and we are continually exploring ideas to bring to our work. The Spiral Dynamics work of Don Beck and Christopher Cowan is one of the most useful models we have come across.

When we were introduced to this model we were hit by a series of insights and 'aha' moments. It made sense of situations we see in our work, we saw it had broad practical application to the world at large and we valued that it was solidly based on extensive and academically rigorous research.

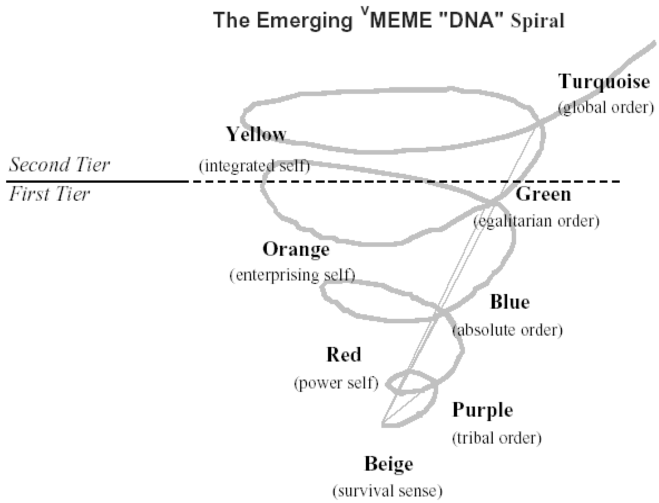

Figure 6: The Spiral Dynamics Model

Spiral Dynamics is not the whole answer by any means. However, it is a model that helps us understand how it is that people think and behave the way they do and how we need to respond in order to either get the best out of them or to help them change. It has helped us to make sense of the behaviour of individuals and of what we see happening in teams, organisations and society at large.

The model explained for example, why an intervention that works brilliantly in one situation does not create the same results in another. It calls for leaders and managers to move beyond the easy option 'one size fits all' approach. What Spiral Dynamics shows is that what works best with an individual,

group or organisation depends on where they are on the spiral. The spiral being a sequence of value and thinking systems that human systems from individuals to societies seem to pass through.
Beck and Cowan's Spiral Dynamics model is based on the work of Clare Graves. He derived his model from many years of research, which started in the 1950s, asking people the question "What is a mature human being like?" From the data Graves identified what he called Levels of Existence. Each level reflects a particular way of looking at and thinking about the world which then feeds through into behaviour.

We all know that people are different, that they have different motivations and values and thinking patterns. What Clare Graves showed and what Spiral Dynamics maps out, is that there is a pattern to these differences, a sequence of identifiable levels, with their distinct belief systems, deep values, thinking patterns and motivations and that people individually or in groups move between levels in response to the life conditions they are experiencing.
So far eight levels have been identified as present in all human society. Some have only emerged in recent times so what we have now in the world, in our organisations and indeed within ourselves is a greater range of values and thinking patterns. Spiral Dynamics maps this increasing complexity. Much as we would wish it otherwise not everybody sees the world in the same way we do. We can however begin to understand how others see the world, which may in itself be enough, for example to appreciate the contribution someone else, who frankly annoys us, makes to the team, but further this model can point the way to how to lead and bring about appropriate change.

As the name implies this is a dynamic model, it embraces open systems rather than closed typologies because change is constant, (new value systems and behaviours emerge in response to changing life conditions). People can move on the spiral over time, so they may need to be managed or interacted with quite differently today than a few years ago and people may be moving on the spiral further and faster than their managers, peers or subordinates! We need to learn how to look forwards and backwards and learn to teach, manage and work with people where they are, not where we are. This model challenges us to look to a broader picture and skilfully work with these differences.

What is also so attractive to us about this model is that rather than contradicting other approaches to human profiling it can embrace them and enhance the understanding and application of these other approaches. Spiral Dynamics has been likened to scaffolding within which many other theories and approaches can fit. It provides the high level map that points towards best fit of other theories, practices and processes to the situation at hand, providing a structure to answer the questions "How is it best for who to manage (or teach or lead) whom, to do what, when?"

Much of our own work involves identifying and highlighting the fundamental patterns being played out by our clients to help them identify what is really going on so as to better define what they want, where they are now and how to get from here to there. Spiral Dynamics typically phrases the question 'Change from what to what?' since the change that is appropriate depends on where the human system (individual, group, organisation, country) is on the spiral.

To borrow from another discipline, "If you know what you are doing you can do what you want". It is a question of awareness and not just awareness of presenting symptoms, behaviours or surface values but deep structure patterns, beliefs and value systems upon which, often unconsciously, we are making choices and decisions. In Spiral Dynamics it is not what we are thinking about (content) but how we are thinking about that content which gives us a clue to what level we are operating from. It is sometimes this distinction between content (what) and process (how) that leads to confusion and misinterpretation.

The context we live in today is in greater flux than ever, we need to be nimble, have a variety of choices and be behaviourally flexible. When designing strategy, does it fit a limited set of circumstances or is it adaptable to the positional changes on the spiral, which are possibly inevitable and certainly likely? Has it considered that certain thinking styles might be better suited to certain problems in a particular space/time appropriately tailored to the particular organisation?

Using this model and the Values Systems questionnaires with teams we can profile the individual team members, their relation to each other and the team as a whole. These may then be mapped against the profile of other stakeholders and the organisation. This information then points the way to how they can best match-pace-lead others and the organisation. Designing and implementing the 'how' then brings in other models and skills.

Spiral Dynamics is an open ended, dynamic and widely applicable framework. In our opinion it is worth knowing both professionally and personally.

Graves' Value Systems

According to the book "Spiral Dynamics", by Graves' students Don Beck & Christopher Cowan (1996), we can witness the following value systems in different contexts. The examples here often indicate the extreme examples, and the reality is usually more moderate.

1. **Survival -** At this first level we are focused on the bare necessities to survive. Finding food and shelter come to mind. There is little attention for other people. There is only room for the basic emotions of anger, fear, disgust sadness and gratification. While this level is present in all of us, people generally operate at a higher level.

BEIGE	Survivalistic, 1st awakening, 100,000 years ago
Basic theme	do what you must to stay alive, be humans not just animals
Characteristics, beliefs and actions	• Uses instincts and habits just to survive • Sense of 'self' is barely awakened or sustained • Food, water, warmth, sex and safety have priority • Forms into survival groups to perpetuate life
Where seen	The first people, newborn infants, senile elderly people, late-stage Alzheimers' victims, mentally ill people, starving masses, bad drug trips and 'shell shock'.

Figure 7: Characteristics of Survival level

2. **Safety -** This level is more concerned with finding a safe mode of living in a world, which is seen, as unpredictable and unsafe. When this values system prevails, people form more closed groups within their own culture and preserving traditions is seen as important.

PURPLE	Magical, 2nd awakening, 50,000 years ago
Basic theme	Forming tribes, keep the spirits happy and the tribes' "nest" warm and safe
Characteristics, beliefs and actions	• Obey the desires of spirit beings and mystical signs • Show allegiance to chief, elders, ancestors and the clan • Preserve sacred objects, places, events and memories • Observe rites of passage, seasonal cycles and tribal customs
Where seen	Belief in guardian angels, voodoo-like curses, blood oaths, ancient grudges, chanting and trance dancing, good luck charms, family rituals and mystic ethnic beliefs and superstitions. Strong in 3rd world settings, gangs, athletic teams and corporate tribes

Figure 8: Characteristics of Safety level

3. **Power -** This level is about expressing oneself. It is typified by the warrior who values power and glory and is on a quest of heroic status. Survival of the fittest is the common theme.

RED	Impulsive, 3rd awakening , 10,000 years ago
Basic theme	Be what you are and do what you do regardless, warlords, conquest and discovery
Characteristics, beliefs and actions	• The world is a jungle full of threats and predators • Breaks free from domination and restraint to please self as self desires • Stands tall, expects attention, demands respect and calls the shots • Enjoys self to the fullest right now without guilt or remorse • Conquers, out-foxes and dominates other aggressive characters
Where	The 'terrible twos', rebellious youth, frontier mentalities, feudal kingdoms,

seen	James Bond villains, epic heroes, soldiers of fortune, wild rock stars, Attila the 'Hun', "Lord of the Flies"

Figure 9: Characteristics of Power level

4. **Obedience -** This is about discipline and law, searching for a world order, an everlasting peace. However, there is a catch: its style of thinking is absolutist: there is only one truth and peace and it can only seem to be obtained by making sure everyone adheres to that truth. In these cultures there is a strict hierarchy where one is obedient to those higher up.

BLUE	Purposeful, 4^{th} awakening, 5,000 years ago
Basic theme	Life has meaning, direction and purpose with pre-determined outcomes, literature and purpose
Characteristics, beliefs and actions	• One sacrifices self to the 'cause', 'truth', or 'pathway' • The Order enforces a code of conduct based on eternal, absolute principals • Righteous living produces stability now and guarantees future reward • Impulsivity is controlled through guilt, everyone has their proper place • Laws, regulations and discipline build character and moral fibre
Where seen	Billy Graham, Puritan America, Dickensian England, codes of discipline, chivalry or honour, Islamic Fundamentalism, Girl Guides and Boy Scouts,

Figure 10: Characteristics of Obedience level

5. **Success -** This is about the Scientific-Materialistic value system, which focuses on the material fulfilment here and now. This level is also very much about competition. This often translates into business spirit and scientific challenges. The challenge is seen as "making it this life," reaching status, and keeping up with the Joneses. Instead of discipline and law, it's money that really rules the world.

ORANGE	Achievist, 5^{th} awakening, 1000 years ago
Basic theme	Act in your own self-interest by playing the game to win, mobility, individualism, economics
Characteristics,	• Change and advancement are inherent within the scheme of things • Progress by learning nature's

beliefs and actions	secrets and seeking out the best solutions • Manipulate Earth's resources to create and spread the abundant good life • Optimistic risk taking and self-reliant people deserve their success • Societies prosper through strategy, technology and competitiveness
Where seen	Emerging middle classes, the cosmetics industry, breast implants, Chambers of Commerce, colonialism, DeBeers diamond cartel, fashion, J.R.Ewing and Dallas

Figure 11: Characteristics of Success level

6. **Friends -** This is about a pluralistic, egalitarian, relativistic and subjectivist worldview. The person becomes socio-centric, searching for a personal fulfilment, coming to peace with their own inner self and being accepted by others. Progress and profit can be dangerous if not well managed. Harmony, equality and social acceptance are key values, as is self-realization.

GREEN	Communitarian, 6^{th} Awakening, 150 years ago
Basic theme	Seeks peace within inner self and explores with others, the caring dimensions of community, human rights, liberty, collectivism
Characteristics, beliefs and actions	• The human spirit must be freed from greed, dogma and divisiveness • Feelings, sensitivity and caring supercede cold rationality • Spread the Earth's resources and opportunities equally among all • Reach decisions through reconciliation and consensus processes • Refresh spirituality, bring harmony and enrich human development
Where seen	John Lennon's music, Netherlands' idealism, Rogerian counselling, Doctors without borders, Green Peace, animal rights, deep ecology,

Figure 12: Characteristics of Friends level

7. **Function -** This is about systems thinking. One searches for integrated living, trying to find a balance between one's own needs and the needs of others. The person thinks in terms of competence, they see authority as contextual, based on expertise. The world becomes an information-based

society, where individual competences, as well as flexibility to adapt to circumstances, determine your quality of life. You are open to learning at any time and from any source. Freedom and autonomy are important, regulations and structures limit one's choices. Creating abundance and reaching win-win partnerships are the new way of life.

YELLOW	Integrative, 7th awakening, 50 years ago
Basic theme	Live fully and responsibly as to what you are and learn to become, complexity, chaos, interconnections
Characteristics, beliefs and actions	• Life is a kaleidoscope of natural hierarchies, systems and forms • The magnificence of existence is valued over material possessions • Flexibility, spontaneity and functionality have the highest priority • Knowledge and competency should supercede rank, power and status • Differences can be integrated into interdependent, natural flows
Where seen	Astronomy, Peter Senge's learning organisations, chaos theory, eco-industrial parks,

Figure 13: Characteristics of Function level

8. **Global Village -** This is about achieving 'Cross-Paradigm,' differential and holistic thinking, which integrates and transcends paradigms. The focus is on the living system, where everything is linked to everything else. New knowledge helps to understand the patterns underlying the chaos, the dynamics linking the parts to the larger whole.

TURQUOISE	Holistic, 8th awakening, 30 years ago
Basic theme	Explore the wholeness of existence through mind and spirit, globalism, eco-consciousness, patterns
Characteristics, beliefs and actions	• the world is a single, collective, dynamic organism with its own collective mind • self is both distinct and part of a larger compassionate whole • everything connects to everything else in ecological alignments • energy and information permeate the Earth's total environment

	• holistic, intuitive thinking and co-operative actions are to be expected
Where seen	Gandhi's ideals of pluristic harmony, NLP,

Figure 14: Characteristics of Global Village level

If we go back to the early industrial revolution in the UK many successful organisations (and even some would say "Great Britain" itself with its empire building) could be seen to be operating at the Power level, with scant concern for other individuals or organisations and success at all costs the main value. Many organisations then developed through the Obedience level believing that success came through rigid structures and hierarchies and strict adherence to procedures. Indeed some organisations remain at this level! Many others are at the Success level, focussing on material fulfilment and thriving on competition. "Money" rules the world. However for agile manufacturing systems to fully achieve their capabilities the organisations that use them need to have moved through these levels and the Friends level and be working at the Function level at least. Only at this level of beliefs and values will the organisation truly encompass systems thinking in it approach both to business and its people.

Social Pattern Variables

1. **Universalism -** A person with a high score accepts rules as absolute, and prefers to follow rules. This person likes to work in a formal way, such as using contracts. This person tries to be consistent, and treat everyone the same way.
2. **Particularism -** A person with a high score claims the right to judge for oneself whether or not a rule applies to a situation. This person prefers informal networks and relationships instead of formal rules. He or she accepts several perceptions of reality.
3. **Specific** boundaries - A person with a high score sets a clear, objective boundary between work and life outside of work. This person may act or think very differently from context to context.
4. **Diffuse** boundaries - A person with a high score tends to have flexible or no boundaries between contexts. What happens in one context will be seen as interfering with other contexts as well.
5. **Left Brain -** This pattern is associated with logical thinking, words, reasoning, and a linear style.
6. **Right Brain -** This pattern is associated with creative thinking, rhythm, pattern recognition, and images.
7. **Match and Mismatch** - These variables illustrate people's discussion styles, and how comfortable people are with conflict during discussion. They describe to what degree one matches (looks for patterns, forms correlations) or one mismatches (looks for exceptions and counterexamples). A matcher will try to avoid conflict, while a mismatcher will feel at ease during conflict, and may consider it a normal phase in decision-making.
8. **Efficiency** - This pattern relates to meetings and discussions at work. A high score indicates someone who prefers short meetings or no meetings at all.
9. **Flexibility -** A person with a high score is always looking for multiple answers, or way to combine options, such as the other social patterns.

By understanding the beliefs and values and social pattern variables of team members leaders and managers are much better placed to influence individual and team dynamics and take the team towards alignment with achieving the required goals. Without this understanding they will always be wondering why things aren't going quite the way they were planned "It is obvious what is needed why won't they just get on with it!"

2.5 Identity level testing – iWAM and other tools

iWAM (Inventory for Work Attitude and Motivation) is based on NLP Metaprogrammes, a model of cognitive thinking styles. Metaprogrammes are the series of mental filters, which determine how one behaves based on how one thinks and what one pays attention to during observation. For instance: *Do you focus on the information or on people? Do you like to look at the big picture or are you a detail-minded person?*

Think of it like the wiring in your brain. Every person is wired a little differently, and this affects the way they see and act in the world. Understanding how people are wired can have profitable rewards in the field of Human Resource Management.

Among other things, metaprogrammes can be used to determine whether a person will be motivated by certain jobs, environments, or input.

The reports identify a person's motivational and attitude preferences in the job context and predicts how this person will behave in various job types, such as administrative, customer contact or managerial tasks. The iWam Attitude Sorter predicts key motivational preferences and development areas.

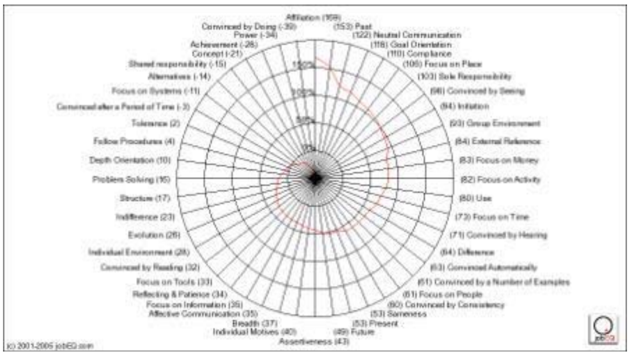

Figure 5: iWAM Attitude Sorter

The Attitude Sorter ranks the 48 attitude patterns from “high” to “low”. It displays the 8 highest patterns and the 4 lowest and explains the consequences in terms of personal strengths and development areas.

By viewing people side-by-side a view of how a team would behave, who has what strengths, and how the group would communicate can be developed. You can compare the people you want and even show a standard group. If there is a reference model, the team can also be compared to that model.

It is the uniqueness of individual wiring that makes up the identity of each and every human being, and those unique combinations work together to form unique teams. Finding the DNA of these teams is vital to providing the competitive advantage we need in organisations today. Everyone can learn and apply technical principles – it’s the humanness that makes the difference.

2.6 Systemic impact – team alignment, employee engagement, and customer feedback

Even at the highest level we need to be able to measure the impact of our performance. This is where tools such as team alignment surveys are key. Once teams know and understand the goals of the organisation, they need to be able to benchmark and improve their progress against these goals.

The days in manufacturing when "operators" ran machines and were told what to do (and how to do it) by a "foreman", who was in turn given instructions by "managers", have gone. Factory operations are now too dynamic, priorities, schedules, product mixes, machine requirements, product types all change from hour to hour and day to day (if not minute by minute). It is not possible any more to have centralised and hierarchical control to "centrally" manage these complex systems.

In order for agile manufacturing systems to work, let alone perform optimally agile manufacturing teams MUST be set up and empowered to flexibly manage their own environment in order to best achieve the manufacturing goals and requirements. We expect everyone to use their brains and contribute to overall success. Teams cannot therefore just be told individual by individual to undertake tasks and not to question or challenge based on their own knowledge and capabilities. In order for such empowered teams to perform successfully then all of the team members must be aligned to the overall goals of and share the necessary values and behaviours of the team.

Such teams do not happen by accident! As they come together teams have to go through a "Forming", "Storming", "Norming", "Performing" process that take them through the different stages of team alignment:

- **Forming Group –** The team is established but not working as a team; the team has few rules; Commitment and processes are lacking.
- **Functional Group –** The team is not working together; Individuals styles can interfere; Problem solving and delegation work is based on someone giving orders.
- **Efficient team –** Goals are still unclear, sharing of responsibility is not consistent; they are working more as a team – roles have been developed; There is more commitment.
- **Real Team –** There is team commitment to team results and joint goals; there are self-directed actions towards common goals; members utilise each other's strengths for common good; there are efficient methods of working.
- **Self Managing Team –** The team knows and recognises its business purpose and can develop its own goals; Rules and methods are initiated by team members and they support organisational ones; Members are interested in each others growth and success as well as in team goals.

Once the team understands what is required, employee engagement questionnaires can be used to check the buy in of employees, thus testing the climate or context in which the goals are being communicated. The external world is also key and similar on line tools enable us to flex and gain immediate and ongoing customer feedback.

3. Implementation into Manufacturing Teams

So if the Behaviours, Values and Beliefs of individuals are critical to the performance of individuals, their alignment to the achievement of desired goals and the ultimate performance of the teams of which they are part, and these Behaviours Values and Beliefs can be assessed using current methodologies how should we be using them in modern agile manufacturing organisations to improve performance and achieve objectives?

There are three main areas where application of these methodologies can be simply applied with outstanding beneficial impact.

3.1 Recruitment

Simple CV assessment and interviews are not enough to be able to select the type of people that are needed for high performing teams in these highly flexible and rapidly changing environments; even most competency based assessment tools are of little use in assessing behaviour (logical, numerical, verbal reasoning etc are valuable but do not help in trying to predict how people will react and communicate in a dynamic environment). However the tools described earlier in this paper are available to assess how people will behave and align themselves to group values and objectives within a team environment. These types of tools give invaluable insight into how people will perform in dynamic environments. Equally as valuable they also enable interviewers to couch questions in ways that will elicit insightful responses. (In Jung’s terminology) there is no point in questioning a “D” style person in terms of the detail and process compliance of a “C” style person, they will not give of their best! These tools are also able to indicate how people will fit in with the sorts of behaviours required in the job.

So when recruiting for a team what should we do? For the short list of candidates we should;

- As well as a CV and whatever competency tests are appropriate ask all short list candidates to complete behavioural, values/beliefs and identity level profiles.
- Assess these profiles both on a personal basis for each candidate to understand how they will behave individually and also assess how they will fit into and impact on the existing team and the team members that they will be working with. For this purpose all existing team members and managers need to have completed personal analyses and these need to have been combined to produce the team profile. Potential candidates can then be added into the profile one by one for assessment.
- From these assessments develop a view of where any gaps or overlaps may lie and what development activities may be required, for new members or existing team members, to ensure full integration into the team, its values and its goals.
- From the much deeper understanding now available for each candidate plan the strategy for each interview. Assess the areas that need to be probed in more depth and assess the type of language and approach the interviewers will need to use to fully explore each candidates possible contribution.
- Remember after the interview to be sure to feed back the results of each psychometric assessment to each of the candidates.
- Do not use any of the results from any of the psychometrics as a pass/fail for any of the candidates but use them as an important and additional part of the information necessary to build a holistic view of each candidate.
- For the successful candidate feed all of the psychometric information into a comprehensive induction programme that targets not only hard skills and functional integration but also soft skills and behavioural integration into the team.

3.2 Management

Basic man management skills are no longer sufficient, for people to be flexible they must feel empowered to act in the best interests of the organisation, they need leading not instructing in what they should do.

So how does a good leader approach this?

- By using the psychometric tools described, which indicate people's natural behavioural styles, how they will fit in with work groups and project teams, what motivates them, what demotivates them and what language they should use to get the best out of their people.
- By understanding why people process and filter information the way they do, why some people search out similar situations whilst others search out difference, why some people need visual images whilst others respond to verbal images and by ensuring that they know which is which and respond accordingly.
- By modifying and adapting their own behavioural styles and language whenever they communicate with any members of their team to ensure that communication is as effective as possible and that the messages they think that they have transmitted are the messages that have been received. The meaning of the communication is the message that was received not the one that was transmitted. Influencing skills are not just about explaining the "logic" to others!
- By becoming a coach, not a manager. The best leaders do not instruct or even "guide" their staff but non directively coach them. They work with them and empower them to develop their own solutions and plans to meet agreed goals. Everyone has a brain and has all of the resources they need to achieve their goals. The only person that can change someone is himself or herself, so leaders therefore have to coach all their staff so that they individually take on board and own the need for development and change.

3.3 Development

Annual career appraisals where people are measured against hard performance targets are fine but no longer sufficient. We need to get people to understand themselves, understand how their behaviour affects their own and their colleagues' performance at work. More importantly we need to enable our staff to reach the position where they understand their own and others behaviours and develop their own capabilities so that they can truly get the best out of themselves and others. Imagine what it would feel like to have an entire team that instinctively knows where it is going, how it is going to get their and what each and every member needs to do and what support each other needs. Imagine all of the time and effort that could be saved from the removal of arguments, disagreements and aggravation. Imagine what such a team could achieve for you.

So alongside hard skills development we need to introduce soft skills development activities for our staff in the areas described above. So that they can begin to truly achieve their own and their teams potential

4. Conclusions

In order to obtain the best performance from agile manufacturing systems it is imperative that much more attention is paid to the selection, management and development of the people that operate and manage these systems. Traditionally considerable effort and resources have been invested in the facilities and environment of modern agile systems, but the staff have continued to be selected and developed purely on the basis of improving technical skills and competencies. Very little effort is paid as to how these people will behave; either individually, or in a team, or to how their beliefs and values are aligned with those of the organisation and team. It is not surprising therefore that most implementations of such systems either fail completely or do not achieve anywhere near the full benefits that were expected of them. The alignment of "behaviour and values" of the staff is critical to the success of the agile system.

Traditional methods of management are no longer sufficient. To be effective the people must be capable of working in "self managing teams", teams that are based on:

- Reaching goals and committed to joint goals
- Understanding the purpose of their existence
- A good mix of team members
- Taking responsibility
- Ensuring good communication

- Equality of all members

Such teams know and recognise their business purpose and can develop their own goals. Rules and methods are initiated by team members and support organisational ones. Members are interested in each other's growth and success as well as in team goals.

Such teams cannot be built by selecting members solely on the basis of technical skills and capabilities. Members, and in particular their leaders, require transformational leadership skills not hierarchical management; flexible and dynamic organisation development skills not "follow the book", non- directive coaching skills not "do as I say". Technical skills and capabilities will become prequalifiers for such teams in the future; the possession of the softer skills will provide the real differentiators.

There are several, simple to use, low cost, tools and methodologies now available to help in the assessment and development of these softer skills. Their use in other areas of commerce is rapidly increasing; their use within manufacturing has been slow to take off. Those organisations that use them and build on them will reap significant benefits in terms of team performance.

Just imagine what could be achieved if all of your team members worked in harmony and as one as a team, if they were totally aligned with the teams and the organisations values and culture and if they were totally committed to supporting each other in the achievement of their and the organisation's goals! Imagine what could be achieved if ALL their energy could be directed to achievement of their goals.

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REFLECTION AND CRITICAL EVALUATION OF THE WAY AN UNDERSTANDING OF MODELS IMPACTS ON THE PROFESSIONAL PRACTICE OF A PERSONAL COACH.

Johnathan Brooks
http://www.spiritbearcoaching.com/

[This paper was first submitted as an assignment for a Post-Graduate Diploma in Coaching and NLP at Kingston University]

"From childhood onwards, man is essentially an 'imitative animal'. His whole educability and in fact, the whole history of civilisation, depends on this fact."
~ William James (1842-1910)

"Modelling is a child's primary way of learning"

"In youth we learn; in age we understand"
~ Baroness Marie von Ebner-Eschenbach (1830-1916)

"Human potentiality – how to define it, achieve it, and use it for social good…the most fascinating subject to be addressed by the human mind"

~ Norman Cousins, 1990 ~ Preface to *Inevitable Grace (*Ferrucci, 1990)

INTRODUCTION

Key Words: Learning, Models and Coaching

Coaching

The International Coach Federation (2010) defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."

There are many schools with their own definition of what coaching is, but to date there has been little evidence of *how* the *coaching process* works. However, "the evidence is incontrovertible: who provides the therapy is a much more important determinate of success that what treatment approach is provided." (Miller et al, 2008).

My own definition from what I have learnt is that:

Coaching is goal/outcome orientated, with a multitude of self experienced processes, in either personal and/or professional life.

This definition I find useful divided into:

Goals Synthesis Life Impact

Synthesis

The Collins English Dictionary (1972) defines synthesis as:

The putting together of <u>*components*</u> *or elements to make up a complex whole.*

The Bush (1984) study based on the five component model of Joyce and Showers (1980) tested the efficiency of these components towards achieving a defined goal.

The first theoretical component – a <u>description</u> of a new skill, was shown to have a transference use into practice of 10% of the persons.

The second component – the modelling or <u>demonstration</u> of that skill raised the level by only an extra 2-3% of the persons.

The third component was the <u>practice</u> of that skill – again an extra 2-3% rise in the number of persons.

The fourth component was <u>feedback</u> – 2-3% making the combined effect of only 16-19% of the persons (from one hundred) able to transfer the new skill into their workplace.

When coaching, the fifth component was added to the process a full 95% of the persons transferred the skill into practical usage for satisfactory outcomes.

However, the fifth component is made up of the ‘coaching process’ and the ‘coach’ and there needs to be a distinction between the two. Bearing in mind Joyce and Showers (1980) five component model and Miller (et al, 2008) research conclusion that “the evidence is incontrovertible”, then perhaps a sixth component needs consideration as an addition to the five component model, that of the *coach himself* as a component.

The coach becomes the *model of excellence* as a “way of being and thinking” (Drake, 2009). This means that the coach needs integrity of his own ‘wholeness’ and operates at a higher level of energy/consciousness than his client. See Appendix C.

"You can't find a solution on the same plane that the problem exists on."
~ Albert Einstein

Learning

A definition of learning from The Collins English Dictionary (1972) is:

The act, process, or experience of gaining knowledge or skill.

This seems to indicate to me that learning the combination of many components is necessary to achieve positive outcomes. However, using the word modelling as above (component two) seems to have little more effect than any of the other components.

Using the word as in NLP seems to me to show that experiencing models and modelling have by far the greatest resulting impact on coaching. The learning is in the doing.

INTENTION

"The learning is in the Doing"
~ O'Connor and McDermott, (1996)

As I understand it, the purpose of this assignment is to evaluate how, in my coaching practice, my level of understanding of models, can help, by its impact on my performance, motivate clients for action towards creative and successful solutions to their problems.

This motivation can be, I believe, inspired and energised by modelling the behaviour of excellent performers.

"If you want to understand – act!"
~ O'Connor and McDermott, (1996b)

MODELS - AN INTRODUCTORY REFLECTION AND DEFINITION

What is a model?

A Definition

A dictionary definition of a model is 'An exemplary representation of its kind', Collins Dictionary, (1972).

A model is therefore fit to be copied or replicated. Man has always learned new skills, and how to express himself, this way.

Structure

Neuro Linguistic Programming (NLP) itself has been described as "The study of excellence, a model of how individuals structure their experience, and the study of the structure of subjective experience, (O'Connor and McDermott, 1996).

Learning and Expression

"Structure creates the space for learning. That space must be filled with expressive and creative energy. Structure without expression leads to decreased life energy. Structure with expression leads to growth, joy and success" (Beaulieu, 1994).

Expression and Accomplishment

In NLP form and function come together through the function of mind, the use of and response to language (speech and body), and a subjective experience of events in time, expressed as behaviour in accomplishing tasks, or achieving goals.

Sequence

"The process of discerning the sequence of ideas and behaviour that enables someone to accomplish a task is called modelling. This is the basis of NLP." O'Connor and McDermott (1996).

Gestalts

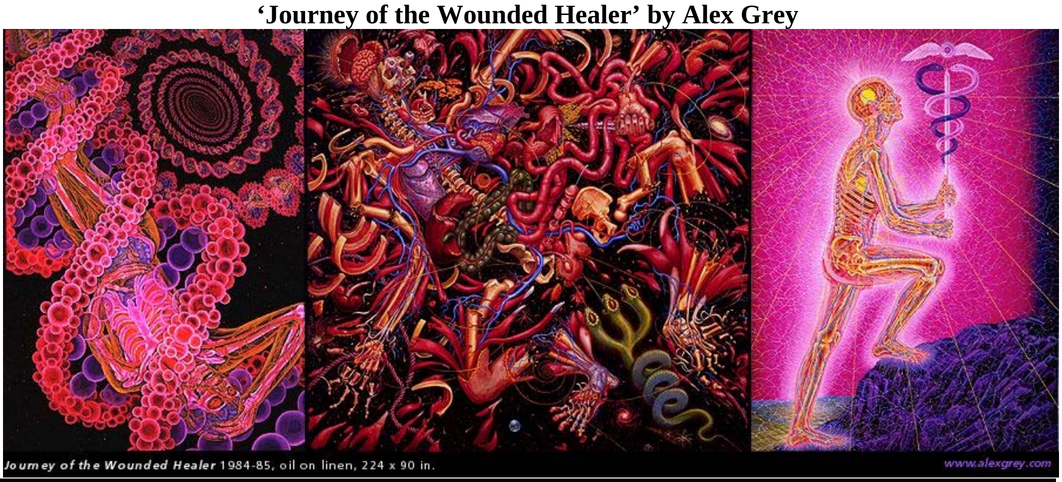
A further understanding of the meaning of models might be reflecting how we learn to create new gestalts (wholes), from old disparate or incongruent perceptions and beliefs, through the development of greater awareness of our whole environment, i.e. greater sensory acuity.

Archetype

In archetypal terms, the maturing of the wounded self into becoming one's own healer seen in the classical figure of Chiron the Centaur, born of rape and abandonment, into becoming the wise teacher and healer might be seen as one appropriate general model.

By Sue Tomkins

'Journey of the Wounded Healer' by Alex Grey



The journey through chaos towards wholeness

A REFLECTIVE LEARNING ON MODELS OF EXCELLENCE

There have always been people perceived by others as excellent models to replicate.

> ***"Throughout the course of human history, a number of individuals have shown exceptional capacities. They have perceived realities to which other people were blind, invented the unimaginable, or entered into unknown worlds"***
> ~ Ferrucci (1990)

Ferrucci, the renowned exponent of Psychosynthesis goes on to ask "How did these individuals become capable of such feats?"

Early Studies

The founders of NLP – John Grinder (a linguist) and Richard Bandler (a psychologist – information sciences and mathematician) began in the 1970's to study exactly this.

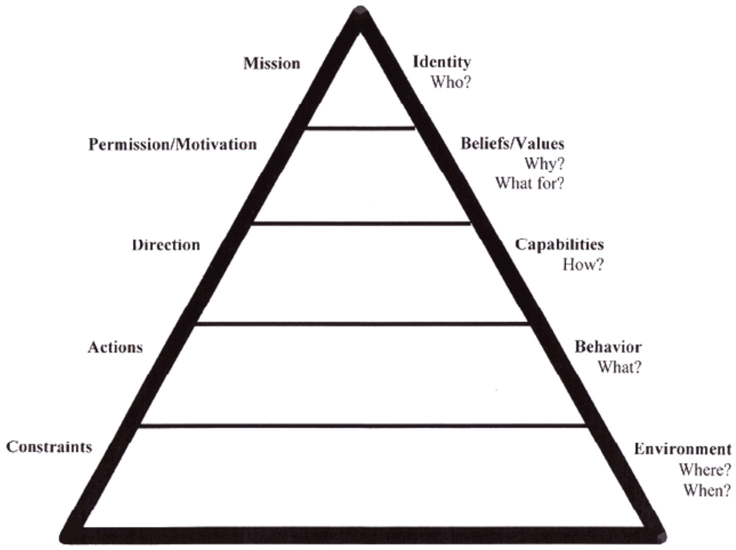
Their studies based on the exemplary work of (especially) family therapist Virginia Satir, Fritz Perls Gestalt Originator, and Milton Erickson hypnotherapist, led to an understanding that each person who achieves excellence in the performance of their different disciplines does so in their own unique way, while at the same time, were found to have much in common with other exemplary performers in the language patterns they used, and the beliefs that guided their behaviours, and that these ways could be analysed and copied, (i.e. modelled) with success, by anyone (Weissman, 2005).

The process has been described as "aligning with a high energy attractor field." Hawkins (1995).

He shows how the influence of weak energy field patterns of shame, guilt, grief, fear, anger and craving, which he evaluates numerically, result in failure and suffering. Reflecting on the many contrasting pairs of qualities can initiate a conscious raising process, so that a client can gradually become aware of the patterns operating in relationships, business affairs and all the various interactions that make up the fabric of life**.** See Appendix A.

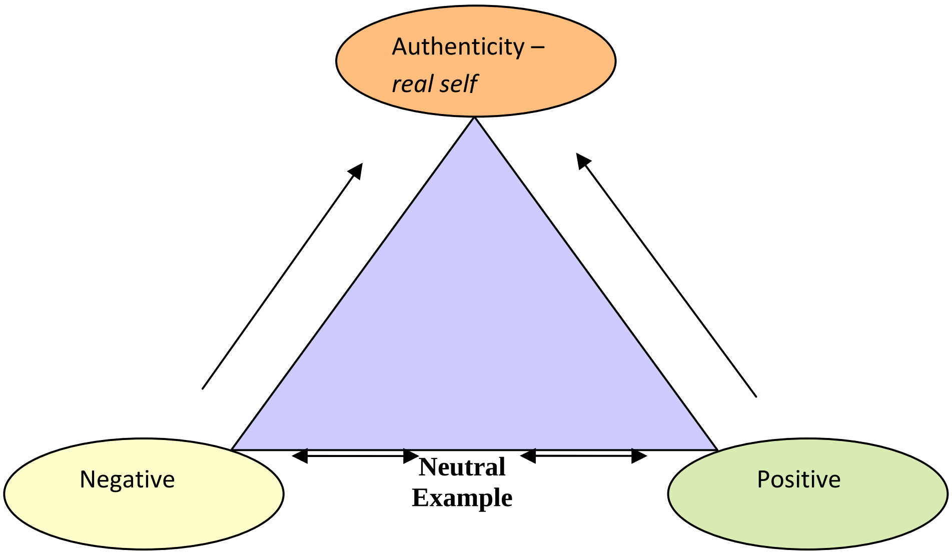
In NLP terms anything can be modeled, once it is learned how.

The pattern of this process is similar in structure to that of Robert Dilts model for identifying and working with the levels or categories of thought (energy fields) indicating where negative beliefs and poor expressiveness limit life energy.



Robert Dilts Neurological Levels

In addition Teilhard de Chardin the great Jesuit geologist wrote “What converges ascends”.



This structural model used in Psychosynthesis again seems a useful framework for understanding how the releasing of blockages and redirecting the flow of energy can lead to the achievement of goals and positive outcomes.

But first there has to be a motivational attractor model to help define the desired goal, because the defining of a goal is in itself a releaser of energy.

A REFLECTIVE LEARNING ON BELIEFS AND GOALS

"The world we see that seems so insane is the result of a belief system that is not working."
~ William James (1842-1910)

Certain clients come for coaching because they find themselves at an impasse. They do not know which way to turn.

Preliminary questioning Dilt's chart of neurological levels seems to show they are suffering from an identity crises. At that level they are unable to focus on a goal, a mission or imagine a desired state.

They seem to believe a solution as in the GEO Goal Setting Model cannot work for them. The constraints inhibit any choice and they believe they have no access to any resources.

(Burn, 2005)

"Beliefs and values direct our lives to a considerable extent, acting both as permissions and prohibitions," (O'Connor and McDermott, 1996).

Two types of client have made it necessary to look more deeply into ill or undefined goals.

The first most frequent type that I have encountered are those mothers with very young children who are torn between two identities and two life models.

1.<u>The Bread Winner</u> With a financial need to work, and a need for social contacts outside the home.	and	2.<u>The Responsible Mother</u> With a need to nurture her child full time.

The second type are the sons usually from more traditionally based cultures employed in a family business to which several generations are expected to contribute. They may be torn between:

1.<u>The Dutiful Son</u> and 2. <u>The Self Fulfiller of Dreams</u>

Michael Neil (2009) in *Supercoach* suggests there are three ways people have learned to go for what they want. His third way seems to be for people who don't know what they want, or believe no model to suit them exists.

These ways he describes as:

1. Aquistration, if you want it, go and get it - The power is outside us in the visible world.

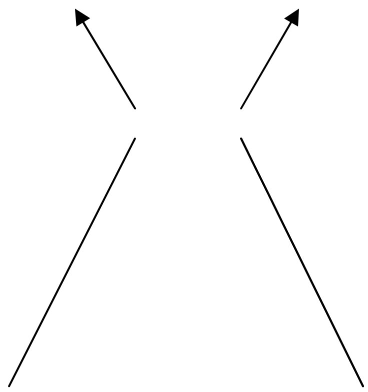
2. Attraction – Like attracts like – you become what you think about. Thoughts become things. The power is outside us in the invisible metaphysical world.

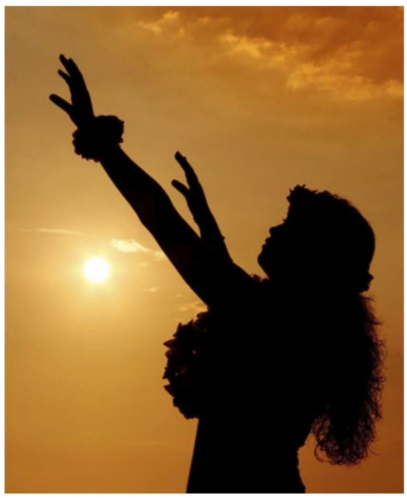
3. Creation – What would you love to create? The power is (as it always has been) inside ourselves.

If I ask the client “what are your dreams?” and ask them to see their lives as a blank canvass, they can begin to make small changes which do not affront their values and legitimate responsibilities. This gradually enables them to create an empowering belief system and then go on to create their own new unique satisfactory life pattern.

This process is called “Day Dreaming Your Future Reality” by Burton and Ready (2007) in *NLP for Dummies.*

Learning about it has helped me to encourage my clients to believe “anything is possible” as other people have done it before them.





~ Huna Praying

Structure and Energy Model – Accessing energy through prayer and performance.

CATAGORISING CLIENTS PROBLEMS IN MY PRACTICE

Every person in the world is unique, has problems unique to themselves, and a unique potential for greatness.

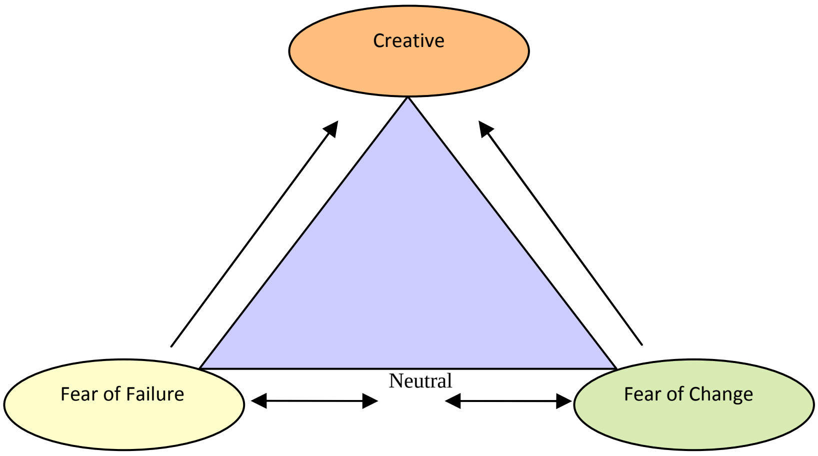
Robert Dilts' (2006) condensed this infinite variety by showing how certain neurological levels in man indicate where constraints to the free flow of life energy may exist.

My coaching practice *attracts* clients, which I have categorised into four types. These are:

1. Those in need of help in a specific situation, usually to do with their environment and their sense of security, job tenure, financial fears, career or status change.

At first interview, their fear of failure seems compounded by a fear of change.

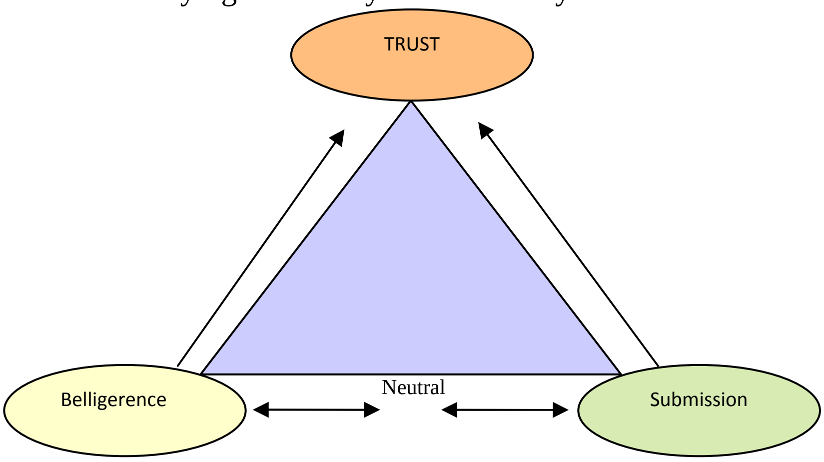
They may have an underlying, but unexpressed belief they are essentially 'losers'.



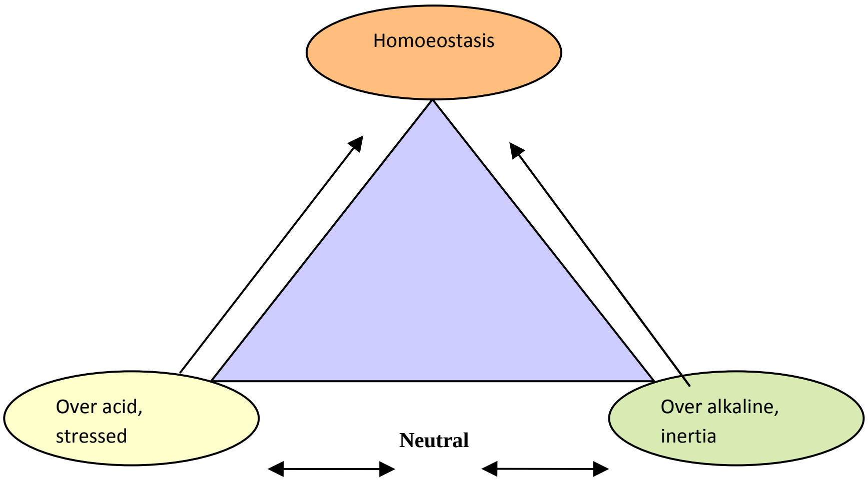
2. Those with problems in a specific life area – for example, in relationships as a result of poor communication skills/rapport at home, at work, or in social life.

At first interview they appear to be suffering from a basic internal male/female, yin/yang imbalance.

They may have an underlying belief they are essentially unlikeable.



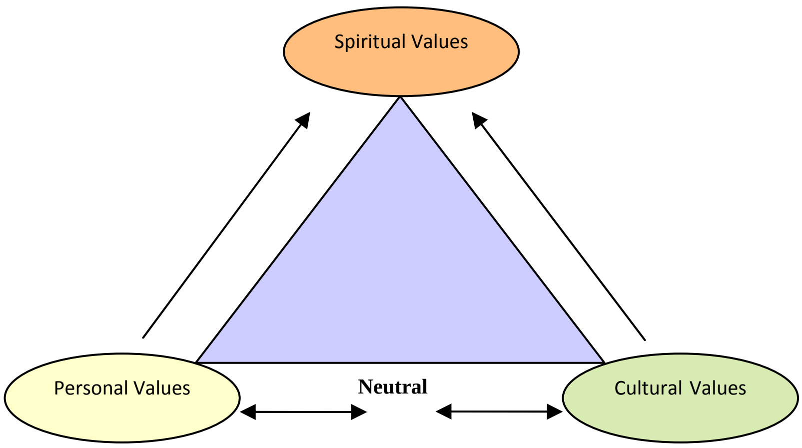
3. Those with health problems, appearing to be the result of both unresolved environmental and relationship issues.



They usually believe their sick state has a purely ‘outside’ cause.

4. The fourth type are somewhat different. They are those aiming at all round personal development called ‘Global Change’ (Neill, 2009).

These people appear to show a degree of congruency between their neurological levels and are realising their new perspectives are leading to them confronting transpersonal rather than ego/personality ‘local’ issues.



They are themselves developing new models of inspirational excellence, and realising they have greater choices than they thought possible.

They may be beginning to wonder if the NLP presupposition, ‘All men are magnificent’ might turn out to be true (JS International, 2009).

A REFLECTIVE LEARNING ON REMODELLING BELIEFS AND MODELS

"We construct our own representation of the world through the way we code and store information from our five senses, of our subjective experiences in life."
~ Beaver (2002)

"Our time line is the memory coding of the brain"
~ James and Woodsmall (1988)

So a clients' present day limited behavior is based on his beliefs, and those beliefs were formed under stress at a time when he was too immature to have much if any understanding. He is conditioned to respond according to those beliefs.

But, "All behaviour has a positive intention" NLP Presupposition.

The client created the best model of reality in order to survive with any degree of equanimity, the situation he then found himself, and this creation became his identity.

"We are what we come to believe ourselves to be."

"To change our beliefs is to change our identities." Geoff Heath from the University Derby (UK) quoted Braden (2008) from his book *Spontaneous Evolution*.

It is clear that to change our self image, our identity, and our perspective on life, will need a powerful emotional situation trigger – which is why clients appear for coaching at significant times, after years of coping somehow.

"Their level of vulnerability is likely to be exhibited and recognised as degrees of shame, guilt, grief, anger or false pride." (Hawkins, 1995).

"It is the coaches job to detach the client from his limiting beliefs, dismantle them and replace them with something more viable," (Braden, 2008).

He needs to understand, these beliefs do not constitute his identity and the significant word here is viable.

His life energy, his enthusiasm for living will depend on how he can be motivated away from his limiting structure of beliefs towards a richer and more expansive life pattern that could inspire others through his example.

Asking him to consider the questionnaire "Are you alive and growing?" might inspire him towards modelling himself on someone with more vitality and enthusiasm for life. See Appendix B. In effect the questionnaire could be seen as a form of Socratic questioning helping him "to clarify his own problems, beliefs and assumptions" (Gilbert, 2007).

A REFLECTIVE LEARNING ON ENVIRONMENTAL ISSUES AND MODELS

"We process all information through our senses"
~ NLP Presupposition

"Interactions between the person and his environment, then, are dependent upon his awareness of that environment". Pearl, Hefferline and Goodman, (1951) quoted in Passons (1975) book *Gestalt Approaches in Counselling.*

Sensory acuity is "The process of learning to make finer and more useful distinctions from the sense information we get from the world," (O'Connor and McDermott, 1996).

When the client's sensory information tells him 'I can't do it <u>here</u>' (Dilts), <u>it</u>, being a solution to his immediate problem, the coaches task is to find out:

Where he could do it,
When he could do it, and with
Whom he could do it.

When I listen to his story, I learn how his senses have filtered, deleted, distorted or generalised the memory of his experiences and I have found the Time Line Process a very valuable part in coaching clients with environmental problems.

"A man is part of his environment and cannot be understood outside of it"
~ Passons (1975)

And the Time Factor has to be included in the environment.

Although "how to turn fear and indecision into confidence and action" is well described in Susan Jeffers (1987) book *Feel the Fear and Do It Anyway*, I see NLP modelling as helping a client out of perhaps a lifelong concentration on what he hasn't been able to do, into what he can. After all, if someone else has 'done it', so can he. Together we can discover his inner resources, help him release the past, and motivate him for change. Aim is to create an empowering belief.

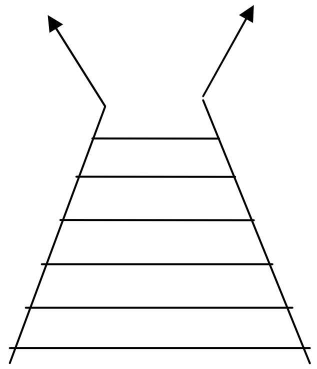
So what qualities does an environmentally stressed client actually seek in a model?

Diana Beaver (2002) has included Sir John Harvey-Jones M.B.E. who was one of Britain's leading industrialists in her list of excellent performers.

He showed excellent qualities of leadership and rapport. He listened, and allowed other people their own beliefs and values. He delegated (took control) – then trusted people to get on with the job without him (to build momentum).

He appeared to send no mixed messages. He did not need a mask of any sort to hide his sensitivity.
He appeared safe and grounded within himself. He exuded a security which was picked up by others.

He was considered a visionary.



Moving up Dilts levels and beyond

He appears to have been quite exemplary in any field of activity he undertook. Each one of his qualities was fit to be replicated, and he seemed in tune with the world at large.

A REFLECTIVE LEARNING ON VALUES AND MODELS

Values *"can be described as the personal rules we choose to live by."*
~ Coombes (2006)

Values direct our behaviour in three main aspects of our lives:

1. Through what we hold most dear in our personal/private lives.
2. Through our work environment – whether a vocation, or a means of keeping the wolf from the door.
3. Through the degree of unity we feel with the rest of humanity and with the earth itself.

Zohar and Marshall (from the original ideas of Robert Greenleaf) have described two American highest rated models and one Eastern.

The American models of excellence range from the responsible belief that 'The buck stops here' in leaders, to a commitment to producing 'quality in goods and services and never ending growth' in businessmen.

The traditional Eastern model values compassion, humility, gratitude and service both to family and 'the ground of being itself'. Zohar and Marshall (2000).

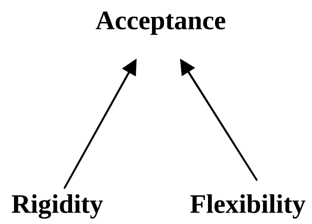
The American models maybe quite rare, but perhaps not as hard to find as an elderly client believed when she told me her grandfather had said it was impossible to be a good Christian and a good businessman. They were antithetical.

A recent British T.V. program interviewed several successful entrepreneurs who told how personal crises as children had helped them emerge victorious in their field of service. Modelling themselves on the values displayed by quite humble people close to home to home had helped them overcome their attachment to objects and status. Their early lack was fulfilled in generous, abundant and creative living now.

These people could act as role models for others.
I believe it is necessary for clients to evaluate whether any of their highest values might be compromised by their choices for action. Very high flyers might not appear to them as suitable models for themselves. I give the example of a man whose values were suspect in any culture but perhaps understandable in both East and West if viewed compassionately. See *Values Becoming Models* at the back of appendix.

A REFLECTIVE LEARNING ON RELATIONSHIPS/RAPPORT AND MODELS

"Rapport means a relationship of trust and responsiveness with self and others."
"Rapport is essentially meeting others in their model of the world."
~ O'Connor and McDermott, (1996)



1. Responsiveness with self

I have learned to assess how comfortable a client feels with himself. Is the image reflected back to him one of aggressiveness, submissiveness or one of balanced assertiveness with which he can live?

I see a lack of rapport within a person as an imbalance between his animus – his inner masculine yang principle, and his anima – his inner feminine yin side, which is demonstrated in his behavior.

In her book *Knowing Women* Catherine Claremont de Castelliego defines the masculine principle as 'focused attention' and the feminine as 'diffuse awareness'. Quoted by White (1995) in the book *The River of Life*.

Guided Socratic questioning can reveal to the client himself from which side he is coming.

NO WONDER I'M ALL CONFUSED –
ONE OF MY PARENTS WAS A MAN,
THE OTHER WAS A WOMAN!
~ Centre for Psychosynthesis Studies (UK)

I have found the client may be helped in this by suggesting the Great Mother and the Great Father as archetypal models for reconciling the polarities.

The Great Mother
Who Nurtures
Gives the sense of uniqueness
Holds the potential

The Great Father
Who Supports
Creates confidence
Inspires courage to adventure freely

While acknowledging that

She can also
Smother
Cause dis-identification

and he can
Create powerlessness and resignation

In their offspring.

Clients have been able to use this balancing model to good effect, and have made such remarks, during guided questioning, as “That was my overpowering father figure speaking wasn’t it?”

2. <u>Responsiveness with others</u>

Our relationships can mirror ourselves in two ways.

I. We see a reflection of our positive beliefs, and therefore we have good rapport with others we see as tryers, carers, conciliators etc.

II. We see in others those things we unconsciously dislike in what we ourselves do, or, are jealous of those things we would really like to do too – i.e. controllers, pushers, winners, leaders etc.

‘Face to Face’ by Nathalie Parenteau

In the latter case I have learned to look for:

1. Signs that their goal is to bring others over to their way of thinking – diversity of opinions may seem to them a threat. They become hostile or silent.

2.Repeated negative assumptions about other peoples' intentions.

Two techniques I have learnt to use to good effect are:

1.To help the client discover his time line, so that he can clarify locations (SEE – Significant Emotional Event) – the root cause of his present problem, and begin to understand the Gestalt he has built of himself around this event and begin to change it, Burton and Ready, (2007) and James and Woodsmall (1988).

2. The second is the NLP Meta Mirror exercise during which he takes four perceptive positions. The basic idea being to encourage him how his problem changes as he sees it from different viewpoints, Burton and Ready (2007).

The evidence that these exercises work is through feedback before and after session questioning and changes in body language has always invariably revealed a release of rigidity and a recognition that others have a right to be different and yet are not hostile towards him.

Several clients have chosen the Dalai Lama as their model of excellence for his lack of aggressiveness in discussion, his apparent rapport even with those opposed to his beliefs and values, his compassion and his sense of humour, as well as for his statement:

My Religion is Kindness

A REFLECTIVE LEARNING ON PHYSICAL HEALTH ISSUES AND MODELS

"The Mind and Body are one system. They interact and mutually influence each other."
"It is not possible to make a change in one without the other being affected."
~ NLP Presupposition

"Our beliefs control our biology."
~ Lipton and Bhaerman (2009)

"Flow – the neurobiology of excellence."
~ Goleman (1996)

The mind and body are one system. I have also learnt man and his environment are a Gestalt.

Man appears to need both a goal and a personal model for him to realise this. In physical health issues the goal is the achievement of homoeostasis or the balancing of two physiological polarities.

How a client reacts to the impact on his nervous system from his sensory experiences is often described as being one of two personality types:

Type A - We find described in words such as:

Aroused. High Energy
The Accelerator
The Excessive Striver
The Goal and Time orientated (towards the future – always on or before time)
The Fright, Flight, Fight Reactor

He works mainly through the Left Hemisphere, of the brain, the Sympathetic Nervous System, the (conscious) cortex. He is a more rationally or mentally focused.

Type B – We find are more likely to be described as:

Satiated
The Braker
The 'Downer' Depressive
The Emotional Controller or Inhibitor
The Slow Responder – locked in either past or present

He works mainly through the Right Hemisphere, the Parasympathetic Nervous System, the unconscious, the Limbic System and is more orientated towards feelings.

The balanced physiological state between the two is called homoeostasis and there has to be a constant flow between the poles to respond to circumstances appropriately.

Feldenkrais has made the rather dramatic statement that:

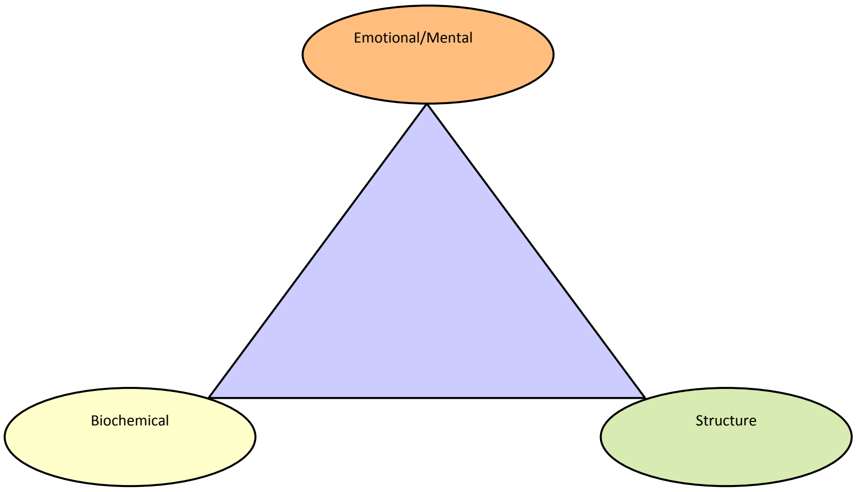
"If there is an impedance to flow, a habit, or fixed unchanging character is established in our physiological reactions, and if one of the elements of action i.e. feeling and thinking, through the five senses becomes so minute as almost to disappear, existence itself may be endangered" (Feldenkrais, 1972).

As a non-medical practitioner (except for a time as a qualified chiropodist) as a first step, I feel it is my role to present to the client a model or exponent of relaxation, so that he can experience the difference between high stress sensory reactions, and a balanced feel good physiological state.

Some practitioners have used the cat as a prime example of the ability to relax, while William Bloom (2007) in his book *The Endorphin Effect* used the curled deer.

Others use completely different models to emulate – again 'if it works, use it'. Bandler quoted by Bartell (2007).

The structural model of health is again the three sided triangle:



The energy is Pranic, Chi, Light or whatever is understood as life enhancing.

It is also enthusiasm, optimism and hope, all of which can be supplied by a model of health excellence.

Age, sex and type of disability will determine the clients' choice of goal model and hopefully help him draw his own conclusions about his condition and take more responsibility for himself.

EVALUATION OF MY LEARNING REFLECTIONS

To evaluate or estimate the worth of anything evidence of change. In this case I have to evaluate how my own understanding has affected my behavior in my practice. Not an easy task even I imagine, for a kinesiologist of Dr Hawkins caliber, who spent decades of research in discovering "a means of calibrating a scale in (1-1000) of relative truth by which intellectual positions, statements and ideologies can be rated."Forward to Hawkins (1995) and appendix C.

In my case I can only use feedback from my clients, giving them the opportunity to assess how they feel (using a scale of 1-10) before and after sessions, as new learning (skills) are introduced to them, giving evidence of the effectiveness of my new expanded learning.

"Modelling helps us to expand our own models of the world, to provide us with new ideas and strategies to play with, and to give us choices in how we are going to react in specific circumstances"
~ Beaver (2002)

I believe this assignment has helped me expand my model of the world, so that I am better able through a wider questioning ability to:

1. Distinguish between the types of negative states my clients are experiencing e.g. shame, guilt, apathy, grief, fear, pride, or anger etc.

2. Appreciate more usefully "the critical line that distinguishes the positive and negative influences of life", (Hawkins, 1995).

This critical line is the appearance of <u>Courage</u>, i.e. when people start "putting back into the world as much energy as they take."

From viewing the world as hopeless, sad, frightening or frustrating, life is now seen as exciting, challenging and stimulating. There is a willingness to try new things and to deal with and to instigate change. Energy to learn new skills is available and productivity begins.

Hawkins has evaluated the energy level of courage as 200 out of a possible 1000. See Appendix C.

His writing seems to the language patterns used by Beaver (above).

I now see models and modelling as providing structure, motivational and attractive energy power to react positively to life.

"We already have all the resources we need or can create them. There are no unresourceful people only unresourceful states."
~ NLP presupposition

IMPACT ON MY PRACTICE

The main impact of my developing understanding of models is that I now require my clients to engage in their processes towards the achievement of positive outcomes much more actively.

I have seen in models and modelling the paradoxical opportunity a lack of congruency and harmony, that the appearance of physical ill health can offer for resolving distress.

Modelling helps release blocked energy.

I now try to show clients that:

1. Merely trying to reverse a negative state to a more positive one may be a short term solution only. They need create their own empowering belief in their creativity, rather than in their ability to adapt or neutralize.

2. If they want to build a fulfilling life on their own terms, they need to consider the meaning of their state, and take responsibility for it.

3. They need to actively engage in their process, by creating a personal support system for themselves, and give evidence that they are at least attempting to keep to that plan, and report back to me at their next session how successful they have been.

In other words I try to get them out of any victim, martyr or 'loser' self image into a one of non-aggressive self assertiveness without delay, and without allowing them to dwell overlong on the past. A model of excellence can be their inspiration.

I have come to understand that suitable pacing is highly important in motivating the client in the transference of unconscious material into consciousness so that inner talents and resources can be expressed in purposeful behaviour.

I need to help the client consider the advantages of change – 'how much better would things be if….' keeping a model of excellence as an example. From this they're pasted selective and separatist view of life, can be expanded revealing inner strengths and abilities they may not have known they possess.

They need to understand that "Beliefs are self-fulfilling prophecies", Burton and Ready (2007).

I feel that I can say that my coaching is more dynamic and offers immediate hope. I like to think we can select a goal, select a model and then **GO FOR IT!**

CONCLUSION

There can be no conclusion to the impact of continued learning on practice.

I began learning the first of four coaching styles in 1996, but the importance of models only much more recently.

Clearly, the relationship between the coach and coachee is a more important indicator than the specific modality. It would seem that so much comes down to the level of consciousness, mindfulness, presence and engagement of the coach and the client. It is hard to measure these characteristics—certainly as it relates to outcomes—but it seems like we need to know more on this front since there is so much anecdotal and experiential evidence in this direction.

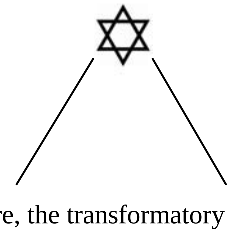
As part of that process, perhaps there needs to be an expansion of the notion of evidence beyond that which emerges from research, as has been suggested by Drake (2007) as traditional forms of research doesn't help all that much in either understanding the process or in generating information that will be useful for or used by coaches.

A coach's model of excellence implies quality rather than a quantitative assessment of outcome. Perhaps a qualitative research approach is more valuable? It could explore in what ways a coach's 'way of being' and rapport impacts the coaching.

I feel that what I have been trying to do is best described in a quotation from *The Pathwork of Self Transformation*, which is to understand that:

"Through the gateway of feeling your weakness lies your strength.
Through the gateway of feeling your pain lies your pleasure and joy.
Through the gateway of feeling your fear lies your security and safety.
Through the gateway of feeling your loneliness lies your capacity to have fulfillment, love and companionship.
Through the gateway of feeling your hopelessness lies your true and justified hope.
Through the gateway of accepting the lacks in your childhood lies your fulfillment now!"

~ (Pierrakos, 1990)



The model is the structure, the transformatory energy and the resolution.

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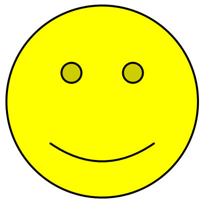
APPENDIX A – Contrasting Pairs

Chart adapted from Bio Energetic Synchronization Technique from Morter DC (2010)



NEGATIVE EMOTIONS			POSITIVE EMOTIONS		
1.	Loneliness	4. Anxiety	1.	Creative	4. Love
2.	Depression	5. Dominating	2.	Inspired	5. Joy
3.	Anger	6. Judgment	3.	Serenity	6. Peace
1.	Guilt	4. Greedy	1.	Hopeful	4. Sincerity
2.	Regret	5. Hateful	2.	Enthusiastic	5. Harmony
3.	Apathy	6. Boredom	3.	Accepting	6. Faithfulness
1.	Despair	4. Doubtful	1.	Pleasurable	4. Gracious
2.	Grief	5. Dishonest	2.	Bliss	5. True
3.	Rejection	6. Self-Pity	3.	Fulfilment	6. Dedicated
1.	Dread	4. Resigned	1.	Agreeable	4. Unwavering
2.	Shame	5. Frustrated	2.	Gratified	5.Conscientious
3.	Impatience	6. Worried	3.	Pleased	6. Careful
1.	Jealousy	4. Upset	1.	Jovial	4. Reliable
2.	Powerlessness	5. Pride	2.	Birth	5. Trust
3.	Resentment	6. Kill	3.	Warmth	6. Honest
1.	Fear	4.Destruction	1.	Intimacy	4. Truthful
2.	Abandoned	5. Grudge	2.	Passion	5. Moral
3.	Abused	6. Bitterness	3.	Benevolent	6. Virtuous
1.	Infidelity	4. Paranoia	1.	Tranquillity	4. Delight
2.	Argumentative	5. Demanding	2.	Calm	5. Sex
3.	Fight	6. Repulsive	3.	Desire	6. Happiness

The Morter Health System Affirmation

Today is a Great Day
And I have the Opportunity
To Show Up as the B.E.S.T. Me Ever!
My Life is a HUGE Success!

My Beliefs Create My Reality
I Think Big Thoughts
Relish Small Pleasures
And Handle All Setbacks Gracefully

I am Deeply Grateful
For all I Create and Receive
My Life is Now in Total Balance and...

I AM THE B.E.S.T.!

Adapted from The Masters Circle
www.morter.com (2010)

APPENDIX B

ARE YOU ALIVE AND GROWING

(Source unknown)

I AM ALIVE TO THE DEGREE THAT I AM –	I AM DEAD TO THE DEGREE THAT I AM –
Aware: in touch with my feelings and with my body	Out of touch with myself
Relating: (communication) with others in depth	Living in the solitary confinement of a world of walls
Authentic: Open and congruent, owning myself	Phony: Hidden, playing a cover-up role
Loving: Spontaneously caring and giving myself in relationships	Manipulating: Defensively controlling for egocentric ends
Enjoying: Pleasing, playing, celebrating life	Plodding: Caught in the rat race I have created
Spontaneous: Free to experience and to choose	Compulsive: Programmed, driven by “oughts” and “shoulds”
Creating: Making or doing something satisfying and/or significant	Vegetating: Treadmilling
Risking: Adventuring	Playing it safe: Living in my box
Present: In the here and now, enriched by past/future	Existing: In memories and future fantasies, not present
Coping: Responsibly with circumstances	Being “lived” by circumstances: Blaming, projecting responsibility
Connected: With the source, nature, human, God	Isolated: “An orphan in the universe”
Growing: Toward using more of my potentialities	Stagnating or regressing: In the use of my gifts

APPENDIX C

Dr Hawkins' Map of the Levels of Consciousness from his book, *Power vs Force*

God-view	Life-view	Level	Log	Emotion	Process
Self	Is	**Enlightenment**	700-1000	Ineffable	Pure Consciousness
All-Being	Perfect	**Peace**	600	Bliss	Illumination
			UP		
One	Complete	**Joy**	540	Serenity	Transfiguration
Loving	Benign	**Love**	500	Reverence	Revelation
			UP		
Wise	Meaningful	**Reason**	400	Understanding	Abstraction
Merciful	Harmonious	**Acceptance**	350	Forgiveness	Transcendence
Inspiring	Hopeful	**Willingness**	310	Optimism	Intention
Enabling	Satisfactory	**Neutrality**	250	Trust	Release
Permitting	Feasible	**Courage**	200	Affirmation	Empowerment
		Below the critical level of integrity	**DOWN**		
Indifferent	Demanding	**Pride**	175	Scorn	Inflation
Vengeful	Antagonistic	**Anger**	150	Hate	Aggression
Denying	Disappointing	**Desire**	125	Craving	Enslavement
Punitive	Frightening	**Fear**	100	Anxiety	Withdrawal
Disdainful	Tragic	**Grief**	75	Regret	Despondency
Condemning	Hopeless	**Apathy**	50	Despair	Abdication
Vindictive	Evil	**Guilt**	30	Blame	Destruction
Despising	Miserable	**Shame**	20	Humiliation	Elimination

-- The beginning of Integrity

-- The beginning of non-linear realm

-- The final gateway to Enlightenment/Non-duality

A person functioning above the 200 level has a more positive manner and is able to move up the levels to higher consciousness. Where as a person functioning below the 200 level is focused on 'fixing and surviving' and operates at a lower frequency vibration, as everything including thoughts and emotions, is energy. This lower frequency is a downward trend as the negative emotions/thoughts spiral out of control.

EXAMPLES: VALUES BECOMING MODELS

Example 1

I was asked to visit, to 'cheer up' a middle aged man, recently diagnosed as suffering from multiple sarcomas. He was facing possibly months of chemotherapy, to be followed by a bone stem cell implant if still well enough. The prognosis was extremely poor.

We came around to talking about endorphins and biophylia, not in those words of course, but how we can utilise our connection with the natural world to absorb vitality for feeling better, (Bloom, 2001).

There was an almost immediate understanding. He took an apple and slowly ate it with great enjoyment. He then struggled into the garden to show me the tree from which it came, breathing in the fresh air deeply as he did so.

From that day he began to take short walks daily, and to cook what he himself fancied.

Over following visits he slowly spoke about his condition. He attributed it entirely to outside poisons and toxicity, which he needed to fight, but disliked the idea of violence towards those cells which he now regarded as a part of himself. (He was cancerous in his mind).

He then began to use T.C.M. – Traditional Chinese Medicine herbs, with the approval of the NHS hospital, and to understand something about release – a change in beliefs.

I knew he had suffered greatly as a child from constant comparison by his alcoholic father with his brilliantly intellectual, attractive brother.

He did not tell me this, but merely said on one occasion 'I have suffered, but I hope I have always managed to keep a stiff upper lip and not complain', i.e. his cultural model of excellence.

This he had certainly done. His whole body and his facial expression showed he related courage to rigid endurance rather than flexibility and freedom to take risks and move on, and he was 'breaking up' as a result.

As he was artistically inclined, I introduced him to the idea of mandalas, which (following Jung's example) he drew daily. He also stuck Dr Emotos water crystal cards around the house, singing or speaking the word they represented as he passed them. Emoto's (2004) book *The Hidden Messages in Water.*

Together we listened to classical music. We eventually came to speak about role models. He said that much as he had admired many people in his life, he did not feel they were excellent examples of 'how to do things and live life'.

His short term goal was to make the furniture he had started designing. He said he had developed a feeling for wood, the element in T.C.M. emotionally related to happiness/unhappiness, love/rage from Whisenant (1990).

His long term goal was to live long enough to see his children reach adulthood.

The last time we met, he presented me with a jar he had decorated himself full of marmalade he had also made.

His medical condition has improved sufficiently for him to finish his chemotherapy early, and he is awaiting a stem cell implant in the New Year.

The best he can hope for is long term remission.

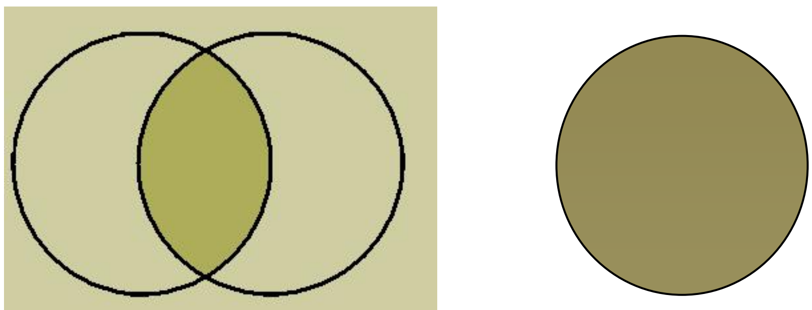
He has not yet chosen a live model that holds an attraction for him.

Never the less, I do believe he has achieved a degree of congruency between some neurological levels, and has an abstract vision of beauty and harmonious living, to which he aspires.

This might be assessed as success even though he has not yet achieved his stated goals.

I see in his process the paradoxical opportunities as expressed by Deepak Chopra (1992) in his review of Greenwood and Nunn's (1992) book *Paradox and Healing.*

"Paradox and Healing' takes us beyond our usual concepts of right and wrong, good and evil, joy and suffering, pain and pleasure, love and hate and shows us that the true healing must involve a joyful reconciliation with, and a lively co-existence of the poles of opposites that make life a meaningful experience".



A Mandorla (Ancient Symbol of 'Wholeness') – The Coming Together of Opposites (Baldock, 1990)

EXAMPLE 2

In my experience, but not as a coach, I have known only one man who appeared to have no values or scruples that prohibited him from making money in any way he could, however, damaging to others. In fact he revelled in it.

Interestingly, or perhaps, significantly, he was the son of poor Asian immigrants, who in their cultures history must have faced many catastrophic episodes of neediness and want.

He seemed to go much further than an attitude of ‘I’m alright Jack’.

In the face of an extreme crisis in his life it would be interesting to know who his choice of model would be to help him uplift his experience. Tony Robbins of *Unlimited Power* fame might be attractive to him.

I believe greed of any type may be a symptom of extreme neediness and emotional craving, and my coaching needs to bear this in mind.

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