

Fundamentals of executive leadership coaching

David Norman



DAVID NORMAN

FUNDAMENTALS OF EXECUTIVE LEADERSHIP COACHING

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“This book is part II of II”. Click [here](#) to read Book I,
“Executive Leadership Coaching”.

ABOUT THE AUTHOR

David is an executive leadership and talent development master coach, trainer, speaker and author. He has a solid track record of experience in advanced human capital development. This has included a background of executive, leadership and talent learning and development, business strategy consulting and corporate roles.

Coaching – Over the past twenty-five years, David has successfully coached [one-on-one](#) hundreds of individual Chairmen, CEOs, CFOs, MDs, VPs, directors, senior managers, fast-track and high potential professionals in global blue chip and other firms. This work has involved successfully boosting strengths and replacing weaknesses across a broad range of cognitive and behavioural competencies. From resolving remedial problems and potential career derailers through fulfilling potential and values alignment directed at accelerated talent development, executive transformation and leadership transcendence.

David has also personally designed, presented and facilitated hundreds of bespoke and structured open and in-company learning and development [workshops](#), programmes, seminars, executive briefings, group coaching events, masterclasses and skills-transfer intensives.

Specialist Coaching – In addition as a way of demonstrating rapid, effective and measured behaviour change and skills development he has developed a range of specialist 121 coaching services, viz:

- Like [business psychotherapy](#) services that for example remove emotional, mental and psychological blockages and build confidence, motivation and self-esteem to help people accomplish fulfilling their true career potential.
- Services for [professional investors](#) (fund managers and investment analysts) that enable better quality investment decisions to be made independent of dysfunctional emotions and behaviours.
- Using [sports psychology](#) to build or increase mental toughness and enhance peak performance in any sport and at any level of proficiency from amateur to elite athlete. Is valuable as a metaphor for executive leadership and talent development.
- Applying [golf psychology](#) to improving golf mental fitness and competitive mental toughness that improves performance, lowers handicaps and builds concentration, confidence and consistency. Successfully used by some of the worlds top 100 PGA tour players. Powerful business coaching metaphor for participants (amateur golfers) in an executive, leadership or talent development event.

Business Background – He also has many years broad experience working as a business strategy management consultant across Europe, the UK and South Africa. He has conducted assignments using for example: scenario planning processes, competitive and value chain analysis, portfolio strategy, creative brainstorming and blue ocean strategy. He held positions with: Towers Perrin, International Data Corporation and Computer Sciences Corporation. In addition for several years he held appointments as: visiting E MBA lecturer and dissertation reviewer at CASS Business School, City of London, Corporate Strategy SIG chairman, Strategic Planning Society, London, active in the global Strategic Management Society, competitive strategy course designer and tutor MCE (Management Center Europe, Brussels) and specialist advisor to the European Commission in Brussels. He has also written a [book on business strategy](#) (available on request as a free pdf download). In his early career he held various marketing and sales, and Research and Development positions with: Texas Instruments, GEC and Racal Communications.

Credentials – David holds a BCom degree with triple majors in organisational psychology, economics and business management, and has completed post-graduate BCom (Hons) studies in advanced finance and marketing. In addition he has invested heavily in time and money in doing applied research, attending a wide range of training programmes in the USA and UK and building a personal library. He has also written a [book on coaching for high performance](#) (available on request as a free pdf download).

As a past (non-player) hobby sports psychologist to some of world's top 100 PGA golfers. Serial entrepreneur involved in a dozen start-ups in UK and overseas. He is an international board-certified trainer, master practitioner (double certification) and practitioner of NLP (neuro-linguistic programming) and holds other related certifications. He is also a UK Chartered Engineer and Member of the Institute of Engineering and Technology (previously MIEE). Past Member/Associate of IoD, CIPD, ANLP, EHRF and Fellow of the Royal Society of Arts.

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E: David.Norman@LeadershipDynamix.com

T: UK +44 (0)1932 872433 M: +44 (0)7971 341406 S: davidnorman1932

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INTRODUCTION

This is book II and is designed to be the follow-on companion to Executive Leadership Coaching book I (Basics). The topics addressed include chapters on developing capabilities and skills, viz; gravitas, values, vision, people, change and (A Way of) Being.

In gravitas we explore enhancing personal stature and bearing. Some are well established and widely adopted theories of power like those proposed by French and Raven and Robert Green's 48 laws. In a section on Influence we have included the 6 principles outlined by Robert Cialdini. These are reciprocity, consistency, social proof, liking, authority and scarcity.

Where the reader may be interested in directly boosting their competence in any of these principles some have exercise suggestions that are covered elsewhere in the book that can be deployed to directly boost your competence. Some additional exercises are included for building congruence in rapport, self-confidence, developing authentic presence, learning new skills, making good first impressions, being assertive and replicating the behaviour and skills of a chosen exemplar.

When questioned about 'what's important' in their lives, careers, finances, and so on, a trend found in values work covered in a chapter on this topic typically shows less successful people rattle off long lists of values whereas more successful people often without hesitation list perhaps at most just a few perhaps as little as only three. Since your values are your unconscious blueprints for life success comes from understanding your hierarchy, having clarity about their meaning, how you represent and practice them in sensory-based terms and vitally how you live them in your day-to-day life.

A chapter is devoted to building the elements needed to create a shared-future-back vision. To enhance the impact of this unique approach it also includes how to create an empowering big picture vision. Understanding, managing and motivating people is a critical component of effective leadership. This chapter introduces you to the relationship vista. An innovative 360 degree/3D cognitive mapping process derived from the way in which people unconsciously and emotionally code their relationships. These can be altered to resolve conflicts more quickly and/or get better results.

Continuous change and managing change is an ever-present topic on the agenda of leaders and aspiring leaders. There are any number of change models. I have just outlined just a few that includes: Adopter-Diffusion, Kubler-Ross, Kurt Lewin and John Kotter, for example. A couple of exercises have been included that deal with changing unwanted behaviours and troublesome memories. We wrap up the book with a review of Joseph Campbell's The Hero's Journey as a metaphor for designing a life, even a leader's life.

1 GRAVITAS – RAISING YOUR PROFILE

1.1 STATURE, BEARING AND PRESENCE

How would you recognise and describe stature, bearing and presence? What would it look like, sound like and feel like? A few simple descriptions might include; dignity, credibility, gravitas, authentic, respect, charisma, poise, integrity, congruency, attainment, conduct, aura, character, seriousness, confidence, and so on. Who might have this iconic quality: Elder statesmen? Politicians? Sportsmen? Blue chip CEOs? Royalty? Entrepreneurs? TV newsreaders? Film stars? Religious leaders? Following this six-step process will enhance your corporate leadership stature, bearing and presence:

1. **Choose a behaviour** – that will enhance your presence, bearing or stature.
2. **Determine what you want** (use WIN Goals for superior results).
3. **Take on Empowering Beliefs** What are your beliefs around stature, bearing and presence? Check limiting or disempowering beliefs? – those that stop or block you from accomplishing your leadership goals. Perception (inner) is projection (outer)...
4. **Authentic Self-Image (Stature)**. Ensure all your actions, feelings, behaviours and abilities are consistent with your new or enhanced image:
 - a) **Relax** – Take a deep breath, and begin feeling...totally calm, grounded and centered
 - b) **Most successful you** – Imagine standing in front of you...the new you who has enhanced stature, bearing and presence
 - c) **Detail** – Pay careful attention to how you dress, move and talk with others. Notice how you act and behave consistent with your new self-image
 - d) **Boost** – intensify or alter pictures and sounds to get right effect
 - e) **Fully step into** – Adjust until feels comfortable. Notice what you see, hear and feel when living with greater gravitas
 - f) **Practice the future** – at an unspecified time in the future – see, hear and feel your new self-image (do three times)
 - g) **Upgrade** – try different situations, and improve your images, sounds and feelings to enhance your self-image
5. **Sphere of Excellence (Bearing)**. This energy bubble/cocoon/sphere of resourcefulness pattern involves the thoughts-and-feelings that we hold as we move through the world tremendously affect whether we operate from a centre of strength or from a vacuum of weakness. By building and anchoring a state of excellence, we can operate from our best states. Using the subconscious mind, this strategy anchors

desirable patterns of behaviour into the physiology, which we can use in all aspects of our lives.

6. **Way of Being (Presence)**. This pattern fully develops our desired outcome and elicits a desired chain of states. Generative transformation will permeate throughout our personality if we make changes at each higher logical level (cascading down from; identity, values, beliefs, competencies, etc.). Once we know our chain of desired states, we can then ask the how and what questions. Because we try to accomplish something of value as we discover these desired states, we can then allow these answers to become the basis of our inner life. In other words, we can just step up into these desired outcome states. We can use them as our way of being in the world.

This 6-step process is designed to help executives learn step-by-step how to easily and quickly craft a sustainable and imposing aura, posture and self-image to create gravitas and command respect.

1.2 POWER, POLITICS AND INFLUENCE

According to John Kotter of the Harvard Business School, “Individuals engage in power-orientated behaviour to reduce their dependence on others.” As a starting point power can be considered as exercising influence over decisions. Politics is the pursuit and use of power in organisations. And individuals and units in organisations use power to take political action.

There are many respected organisational theorists in the field. We shall just consider a few. Consider the ‘5 bases of social power (legitimate, reward, coercive, referent and expert power) model’ described by John French and Bertram Raven. The Npower work of David McClelland. The more recent 48 laws of power by Robert Greene (e.g. Law 5 – So much depends on your reputation – guard it with your life, Law 34 – Act like a king to be treated like one, and so on. Amongst the most pragmatic is HBS Professor Rosabeth Moss Kanter’s research on activities that lead to power. Like, engaging in extraordinary activities: occupying new positions, managing substantial change and taking greater risks. Identify visible activities and publicise them. Cultivate the right people – outsiders, subordinates, peers, superiors (mentors/sponsors).

Whilst intellectually stimulating, theories are typically one/two persons narrow perspective about ‘what’ executives need to do. They offer scant advice on ‘how’ to accomplish this. This chapter should help in this regard. Importantly knowing something about the theories of power is also helpful. Further knowing what you want to accomplish is all you need to kick-start learning how to grasp and exercise greater organisational power.

Several practical cognitive and emotional patterns for enhancing personal power, political savvy and influence is noted in this chapter. This includes for example a shift to solution thinking using the ‘miracle’ question and a simple four-step exercise:

1. **Result** – Isolate and clearly articulate the specific political behaviour that you want or need to acquire, learn or emulate?
2. **Create a WIN Goal** – Want (objective) – What do you want not what you don’t want? I – Imagination (evidence) – What will you see, hear and feel when you have it? N – Need (timing) – when do you specifically want it?
3. **Beliefs** – What are your beliefs around power, politics and influence? Check limiting or disempowering beliefs? Those that block you from accomplishing your career goals. Reframe or relanguage.
4. **The ‘Miracle’ Question** – Is a structured, brief and handy methodology (Adapted from Steve de Shazer (1980 Brief Therapy)) for finding solutions that can be used at any time. Can move you effortlessly and automatically (age progression) in stepping out of the problem space into the solution space. What is your problem, concern or issue? “If at the end of today...you were to go to sleep tonight...and you imagined a miracle happened...how...upon waking as you open your eyes... would you know it had happened...what is the first thing you would notice...what would you see, hear and feel...and how would you know something radical...a miracle had happened...and your problem was solved for ever?...and as you begin thinking more deeply...you begin describing what is different...what has changed... what are the ways forward.”.

Using these patterns with practice will enable you to become more politically astute, gain more power and be more influential in decision-making.

1.3 POWER – WHAT SOME EXPERTS SAY ABOUT POWER IN AND AROUND ORGANISATIONS

“The capacity or ability to direct or influence the behavior of others or the course of events” and “A person or organization that is strong or influential within a particular context” Margaret Thatcher said of power: “There are only two things that matter in politics. One, is achieving power and two, is keeping it.”

5 (+1) bases of social power (John French and Bertram Raven)

1. **Coercive** – compliance, force, bullying, punish for non-compliance
2. **Reward** – give people what they want, reciprocity, promise, compensate
3. **Legitimate** – role, social roles/norms responsibilities, obedience, fair play, expect compliance
4. **Referent** – charisma and fame, perceived respect and worthiness
5. **Expert** – superior knowledge and skill, collaboration, specialisation,
6. **Informational** (6th) – thinking/acting in a different way

High in Npower (David McClelland)

- *Dominance-Affiliation-Achievement*
- *Use to achieve organisational goals*
- *Adopt participative leadership style*
- *Relatively unconcerned with others liking them*

48 laws of power (Robert Greene)

- *Law 5 – So much depends on your reputation – guard it with your life*
- *Law 23 – Concentrate your forces*
- *Law 34 – Act like a king to be treated like one*
- *Law 45 – Preach the need for change, but never reform too much at once*

Activities that lead to power (Rosabeth Moss Kanter)

Doing right things

- **Extraordinary activities** – occupy new positions, managing substantial change and taking greater risks
- **Visible activities** – identify visible activities and publicise them
- **Relevant activities** – right time right place

Cultivating right people

- *Outsiders, subordinates, peers, superiors (mentors/sponsors)*

Power: Why some people have it and others don't ([Jeffrey Pfeffer](#)) (e.g. *learning from expert technique*)

- *The best way to acquire power is to construct a positive self-image (e.g. personal impact technique) and reputation, in part by co-opting others to present you as successful and effective.*
- *Leaders overemphasise their positive attributes and leave out the negative qualities and behaviours.*
- *Repeated exposure increases positive affect and reduces negative feelings. Being memorable (e.g. good first impression technique) means getting picked.*
- *The surest way to build a power base is to help those with more power feel good about themselves (e.g. assertiveness technique) and never directly criticise your boss.*
- *The two things that distinguish people who rise to great heights are will and skill. The three personal qualities embodied in will are ambition, energy and focus. The four skills are reflection, confidence (e.g. self-confidence technique), self-assurance and empathy.*



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1.3.1 SOCIAL INFLUENCE AND POWER

More about French and Raven's five (+ informational power (1965) categories model. Social influence and power could be defined as '*change or the potential for a change in the belief, attitude, or behavior of a person (the target of influence), which results from the action of another person (an influencing agent).*' Expert and referent power are generally considered the most important

Coercive power – *punishment for non-compliance*

The primary objective is to threaten or accomplish compliance by forcing someone to do something against their will. What might be called an impoverished leadership style. Threats, punishment and abuse are characteristics of coercion as are rejection, disapproval and punitive punishment. Examples of coercive behaviour can be found in the personalities and behaviours of corporate psychopaths in leadership roles. Threats of career derailment, denial of privileges, curtailment of advancement and developmental opportunities and financial reward restrictions can be used unethically against an employee if compliance is not achieved. The source of destructive toxic cultures can typically be traced to the inappropriate application of coercion.

1.3.2 REWARD POWER – COMPENSATE FOR COMPLIANCE

One of the main reasons we work is for the money we need to conduct our lives. There are many more forms of reward – in fact anything we find desirable can be a reward, from a million-dollar yacht to a pat on the back. Reward power is thus the ability to give other people what they want, and hence ask them to do things for you in exchange. Rewards can also be used to punish, such as when they are withheld. The promise is essentially the same: do this and you will get that.

1.3.3 LEGITIMATE POWER – DEMAND COMPLETE COMPLIANCE

Legitimate power is that which is invested in a role. Royalty, policemen and managers all have legitimate power. The legitimacy may come from a higher power, often one with coercive power. Legitimate power can often thus be the acceptable face of raw power. A common trap that people in such roles can fall into is to forget that people are obeying the position, not them. When they either fall from power or move onto other things, it can be a disappointment that people who used to fall at your feet no longer do so. More broadly,

legitimate power is based on social rules and can have several different forms and not just be based on position: The social norm of obeying people in a superior position. The norm that we should repay those who help us. The norm of fair play and due compensation. The norm of social responsibility in helping others (the 'power of the powerless').

1.3.4 REFERENT POWER – PERCEIVED RIGHT OF RESPECT

This is the power from another person liking you or wanting to be like you. It is the power of charisma and fame and is used by all celebrities (by definition) as well as local social leaders. In wanting to be like these people, we follow them, hoping some of the charisma will rub off onto us. Those with referent power can also use it for coercion. One of the things people fear is social exclusion, and all it takes is a word from a social leader for us to be shunned by others in the group.

1.3.5 EXPERT POWER – HIGH LEVEL OF EXPERTISE

When I have knowledge and skill that someone else requires, then I have expert power. This is a common form of power and is the basis for a large proportion of human collaboration, including most companies where the principle of specialization allows large and complex enterprises to be undertaken. Expert power is used by Trades Unions when they encourage their members to strike for better pay or working conditions. It is also the power of the specialist R&D Engineer when they threaten to leave unless they get an exorbitant pay rise or a seat by the window.

1.3.6 INFORMATIONAL POWER – POTENTIAL TO CONTROL OR MANIPULATE

Raven (1965) added a sixth source: informational power. This is providing information to a person that results in them thinking/acting in a different way. Information by itself may not be enough for this and may hence be supported by an argument as to why the information should be believed. If the information is accepted then 'socially independent change' occurs as the person continues to believe this information to be true and acts accordingly.

So what? You can use these categories as a checklist to determine what forms of power you and others have available. It is a common negotiating mistake to assume you are more powerless than another person.

1.4 INFLUENCE AND PERSUASION – CIALDINI'S SIX PRINCIPLES

Convincing people to say “yes” isn’t luck or magic according to Dr Cialdini (*e.g. new skills technique*). There is a body of proven science to back it up. Dr Cialdini has spent 30 years studying and identifying the underlying ways in which people are influenced, become more compliant and make decisions (*yes/no kinesthetic inertia algorithm*). Furthermore, he goes on to say “people’s ability to understand the factors that affect their behaviour is surprisingly poor.”

His theory and six weapons of influence are relevant for all leaders and other compliance professionals: sales people, fund raisers, recruiters, advertisers, marketers, lawyers, consultants, advisers, negotiators, and more. The six principles are:

1. **Reciprocity** – obligation or indebtedness to pay and return a favour
2. **Consistency** – need for personal alignment
3. **Social Proof** – the power of what others do
4. **Liking** – the obligations of friendship – salesman liking/price (*e.g. matching and mismatching technique*)
5. **Authority** – we obey those in charge (*e.g. authority demo*)
6. **Scarcity** – we want what may not be available

1. **Reciprocity**

One of the basic norms of human culture is embodied in the rule of reciprocation. That is to repay in kind what someone has provided as a sense of a future obligation to give something before asking for a return favour.

The decision to comply with another’s request is frequently influenced by the reciprocity rule. Three characteristics of exploitability are noted. 1. The rule is extremely powerful often overwhelming. 2. It applies to uninvited first favours. 3. Can spur unequal exchanges in indebtedness. Can also increase compliance by making an initial concession that stimulates a return favour. The rejection-then-retreat procedure increases the person will say yes to a request. (*WIN goal ==> Empathy (perceptual positions)*)

2. **Consistency**

“Once we made a choice or take a stand, we will encounter personal and interpersonal pressures to behave consistently with that commitment” Three sources. 1. Good personal consistency. 2. Beneficial to daily life. 3. Shortcut to earlier decisions. Initial commitment is key being self-fulfilling most effective when active, public and motivated. Notice self-image and signals from stomach and heart-of-hearts. (*chunking – self-image*)

3. **Social Proof**

The principle of social proof views a behaviour as correct in a given situation to the degree that we see others performing it. Powerful imitation effects are found in diverse activities like purchase decisions, charity donations and phobia remission. Is most influential when people are unsure and the situation is ambiguous. And similarly where people are more inclined to follow the lead of similar others. (*Relationship Vista*)

4. **Liking**

People prefer to say yes to individuals they know and like. Physical attractiveness engenders a 'halo effect' that extends to other traits like talent, kindness and intelligence. A second factor is similarity. We like people who are like us. Praise and compliments. Increased familiarity through repeated contact. Association by connecting themselves with advertisers, politicians and merchandisers seek to share in the positivity. Reduced unwanted influence requires stepping back from social interaction so decisions are made solely on the merits of the offer. (*rapport and self-image*)

5. **Authority**

Systematic socialisation practices instil in society those obedience constitutes correct behaviour. Strong pressure for compliance exists from authority. See Stanley Milgram experiments. People with high levels of knowledge, wisdom and power can lead to deference to authorities in a mindless fashion. Symbols of authority like titles, clothing and vehicles accorded more obedience. People generally underestimate the effect of authority on their behaviour. Defending yourself is to show evidence of status and trustworthiness. But being about to some mildly negative information about themselves that creates a perception of honesty. (*Relationship Vista and demo*)

6. **Scarcity**

"Opportunities seem more valuable when they are less available." Techniques like "limited number" and "deadline tactics" attempt to convince people that the offering is restricted by amount or time. The principle works because things difficult to obtain are more valuable and wanting them more than before. The way information is evaluated like limiting access to a message causes increased demand for it. Further, limited information is more pervasive. Optimisation is accomplished when scarce items are heightened in value when newly scarce. People are more attracted to scarce resources when we compete for them. (*timeline*)

1.5 RAPPORT – CONNECTING WITH OTHERS THROUGH BEHAVIOURAL IMITATION TO BUILD TRUST

People like people that are like them. Complimentary matching body language accelerates trust, deepens understanding and corroborates change.

Rapport is a valuable skillset in improving communications. It enables anyone to build trust more quickly, more deeply, in a wide range of cultures, contexts (e.g. meetings, presentations, negotiations, discussions, selling, relationships, interviews, team-building, coaching, leadership) and situations. Developing rapport skills involves matching and mirroring of physiology, voice and words. Are largely unconscious and work on the simple principle that we like people who are most like us! Matching means being identical in say posture where right leg crosses over the left leg. Mirroring would be the mirror image as seen in a mirror with the left leg over the right leg.

Connecting with others at an unconscious level is a powerful skill to master. Is especially invaluable when applied to a wide range of interpersonal communications, relationships and change interactions. Building these soft skills can be practiced pretty much anywhere. Safe environments are best for practicing when getting started. Consider family members, friends or carefully chosen low risk work situations. It is important to mention it is not nor is it intended to be mimicry or impersonation.

Furthermore, rapport is about mutual responsiveness and acknowledgement not ‘liking.’ It is also neither good nor bad it just increases connectivity and flexibility. In other words, it is a process to bond with another’s unconscious mind. Benefits from effective rapport include people are less critical, more open, raise fewer objections and more likely to accept suggestions. Enhances powers of persuasion, impact and congruency when verbal and non-verbal attributes are fully aligned. The characteristics of rapport include: **Body/Physiology** – Posture (head, shoulders, spine, arms, torso, legs, etc.) • Gestures • Facial Expressions • Breathing (rate and location). **Voice** – Tone (pitch) • Tempo (speed) • Timbre (quality) • Volume (loudness) • Content Chunks • Rhythm • Origins (head, chest, shoulders). **Words** – Predicates • Keywords and Phrases • Common Experiences and Associations • Filters • Beliefs and Opinions • Values

A simple and quick way to observe rapport in action is when seated alone and watching a couple of business diners in a restaurant. Being a little more technical, closer observation of one or both diners leaning forward with elbows on the table means they would be fully associated and aligned in conversation. Whereas if one or both people were sitting back this person would be disassociated and most probably talking to themselves, possibly running some critical inner-dialogue. Rhythmic mutual gesturing and good eye contact would accompany positive and reinforcing rapport. Unconsciously each diner picking up to sip

and then putting down their wine glass sequentially is a simple yet powerful demonstration of unconscious rapport. You may well have done this in the past yourself. When done deliberately it is called pacing and leading, 'pacing' by doing the same thing. Then 'leading' by doing something different and observing this is followed, as an important precursor to effective and sustained behaviour change. The better you become at developing these exquisite skills the more you can deepen and accelerate trust, understanding and change.

As regards seating arrangements for optimal rapport when coaching 121 taken from the field of psycho-geography should be noted. Sitting directly opposite is adversarial. Angular postures are better. You may want to experiment yourself. You may want to pay particular attention to how you feel when seated in different positions. Some positions will feel more comfortable than others – a seating 'sweet spot.' Although not illustrated, and appropriate when sharing information in a coaching situation, sitting side-by-side is the most collaborative. As you will have discovered rapport is an entirely natural process. You may have noticed that some people are naturally gifted in striking up rapport and others completely lacking in awareness.

Stanford Prof Mehebran is widely accredited with a widely reported study on the communication of meaning. His research findings showed that 55% was influenced by physiology, 38% tonality and 7% words. An amazing 93% was found to be non-verbal! When questioned, executives predicted that 50% of communication is influenced by words, 30% by physiology and 20% tonality. You will notice that by far the biggest mismatch between perception and research findings was found to be the influence of words.

Whilst matching or mirroring posture and gestures is important, breathing alignment has been found to be especially mesmerising or hypnotic. Typically observed by monitoring movement of the shoulders or chest.

Predicates are picture, sound or feeling words and phrases that is also a powerful way to build, or even mismatch in order to break rapport. Developing a stronger understanding of rapport and taking the time to build these vital skills will enable you to enhance your powers of influence and persuasion whenever you need to gain agreement, cooperation and consensus. In less time, with less frustration and less energy. Useful in meetings, interviews, negotiations, pitching and presenting.

Things to pay close attention to in the rapport skill-building exercise

(e.g. matching and mismatching technique)

Matching Physiology

Pay particular attention to a person: 1. Posture and gestures, 2. Breathing and 3. Movement (80/20), and other characteristics if you can, then match:

1. Stance (legs standing, walking or sitting (straight/crossed) and feet)
2. Breathing Synchronisation (deep/shallow in belly/chest)
3. Movement – still/motion
 - Torso and Spine (upright/curved)
 - Position of Head (angled/tilted)
 - Shoulders (upright/slouching)
 - Arms (open/folded)
 - Hands (open/clasped or clenched/relaxed)
 - Face (frowning/animated/smiling)
 - Gestures (still/animated)

Auditory Matching

Pay particular attention to a person: 1. volume, 2. pitch and 3. Movement (80/20), and other characteristics if you can, then match:

1. Volume (loud/soft)
2. Pitch (high/Low) – comparative location (men/women)
 - Deepen (shift attention lower in body when speaking)
 - Raise (shift attention higher up in the head when speaking)
 - Origins – voice originates from:
 - Head (higher pitch, louder, quicker, clearer, penetrating, lighter)
 - Heart (warmer, resonant, middle freq, slower, inclusive)
 - Belly (low pitch, slower pace, rounded, internal)
 - Tempo (speed) – fast/slow – ponderous/furious chatter)
 - Timbre (quality – resonance) – whisper, whining, clipped, nasal, gruff
 - Content chunks – utterances between breaths/pausing/number of words
 - Rhythm – melodic/monotone/staccato
 - Accents – mimicking may be insulting/unconscious matching

Measuring rapport. The level of rapport can be self-scored on a 10-point scale: from level 1 (low/break) to 10 (high/entrainment) where 1. intolerance, 2. sufferance, 3. cool, 4. neutral, 5. lukewarm, 6. understanding, 7. warm, 8. coordinated, 9. harmonised, 10. synchronous. Physiology is directly related to state. People are often amazed to discover how accurate the information is about another person's experience. Deepened, amplified and accelerated trust and believability is enhanced when congruent. That is when there is complete alignment between all aspects of rapport especially entrainment of the voice and breathing (auditory matching) with body language (matching physiology).

2 VALUES – YOUR BLUEPRINT FOR RESULTS AND SUCCESS – LEARNING MORE, FASTER AND DEEPER

Discover how to elicit, live and align your values to strengthen motivation, performance and results

So, what are values? Values are unconscious guides for success (and failure!) and are what seriously matters most to a person. At the deepest level they determine; what motivates them, how they allocate their time, how upset they get when their values are violated, how they handle conflicting values (e.g. freedom and money), and why they are closely related to work and organisational attitudes, opinions, behaviour, motivation and belief systems. They also enable us to make judgements about whether something is good or bad, right or wrong, appropriate or inappropriate. They are particularly relevant in helping people fulfil their true leadership potential. Words used to list or describe values are typically abstract verbs that have become nouns.

Success	Social Responsibility
Family	Visionary
Money	Inspirational
Achievement	Motivational
Recognition	Ethical
Learning	Power
Results	Energetic
Commitment	Influence
Persuasive	Charismatic
Risk Taker	Problem-Solver
Ambitious	Ruthless
Freedom	Passionate
Change	Challenging
Knowledge	Persistent
Connected	Networked
Persuasive	Political
Intellectual	Pragmatic
Resilient	Performance
Demanding	Big Picture
Change	Strategic Thinker
Control	Competitive
Humble	Collaborative
Creative	Freedom
Integrity	Winning
Recognition	Wealth
Health	Fitness

Fig 2.1. Some Leadership Values

Values are unconscious blueprints for life


Values are acquired and learned from a wide variety of sources. This would include from schools and universities attended, family members, friends and peers, places you have visited, organisations and companies you have worked for, regions and countries you have lived in or visited, cultures you have been exposed to, media channels you follow, and so on. It is believed that people are not born with values. They are imprinted during critical periods.

Sociologist Morris Massey described four periods when values develop. His theory of developmental periods are: 1. Imprint: The period up to the age of seven. Absorbing everything as largely true and helping us distinguish a sense of right from wrong and good from bad. Mainly programmed or adopted through reward (carrot) and punishment (stick) and reinforced by hero's and antihero's. 2. Modelling. The period between eight and thirteen. Copying people especially parents and trying out different values. 3. Socialization, Between 13 and 21. Largely influenced by our peers and people like us. 4. Business persona. The influence involved in the values considered important in building a career. Furthermore, by understanding how values develop it is possible to guide the process.


When we change our goals or self-image our values can change automatically. Furthermore, we are suspicious and uncomfortable with others who have different values. Surprisingly

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most people are unaware of their values hierarchy or that of others. It is difficult to fulfil your own or someone else's needs if they don't know what they are? Nor identify their internal conflicts that limit their performance.

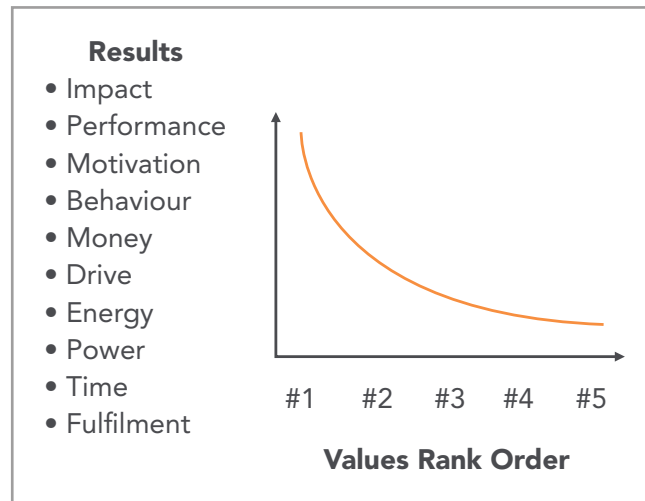


Fig 2.2. Your highest value and value repositioning has the most impact on results

Determining what's really important to you

The first step to understanding anyone's values is to elicit them (within a frame/context, e.g. work, relationships, life, health, wealth, leadership, etc.). In this exercise many people find they are surprised to discover their highest values. Once your values hierarchy is known you will be able to sharply focus (or refocus) your life. It should be noted that only your top five values have most impact on results. Behaviours tied to higher hierarchy values override lower value behaviours. Since you will know how your values direct, energise and motivate (compelling emotion) you at the deepest level. Furthermore, this is a powerful way to bond people by aligning their highest values. Values get outdated and benefit from a regular review. Realignment creates an optimal level of energy, focus, congruence and motivation. Values may change when outcomes, goals, values evidence (specificity/flexibility) and generative change.

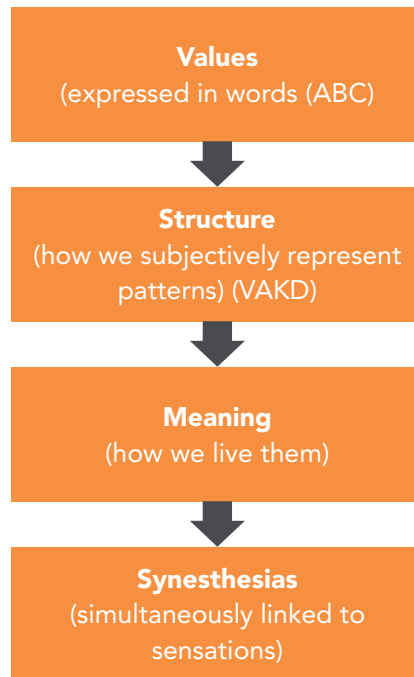


Fig 2.3. Values are Synesthesias

I have noticed when coaching a number of CEO's of large global public corporations that unequivocally the most common top value is *family*. This may not have been so on the way up with the need to make many personal sacrifices. Besides being lonely at the top family members are mostly unimpressed with a CEO's achievements and tend to be grounded and give honest feedback – not found in abundance in the boardroom. It has been my experience from elicitation hierarchy exercises with executives at different organisational levels where 'means' values are logged when chunked up and repeated (looped around) *happiness* is commonly identified as the 'end' highest value. By way of contrast assessment of all the judges top value in the UK version of the TV programme Dragons Den would be simply making *money*. Not even financial security, not wealth creation nor return on investment – just *money*!

Ex 2.1.1 Determining Your Highest Values (Eliciting Values Hierarchy Technique)

1. **List your values?** What's **IMPORTANT** (valuable, significant, meaningful) to you about leadership (career, relationships, money, etc)?
2. **Ranking?** Rank from 1 to ? in order of importance.
3. **Rewrite.** Rearrange the list as a hierarchy.
4. **Abstraction.** Is the #1 value the MOST abstract? Are all other values a subset of the higher value? If you have the higher (# 1) value will you have...?
5. **Syntax.** Starting with the lowest value on the list, does this support the actualisation of the next higher value? (If you're...will that support...?)
6. **Meaning?** What does each value mean...? (complex equivalence)
7. **Evidence procedure?** What has to happen (look, sound and feel like) for you to know that your values are being met or fulfilled (helps you/holds you back)?
8. **Motivation direction?** Is the underlying motivation (or value) what is wanted (toward) or NOT wanted (away from)? Why...is...important to you? Look for don't (negations), new, improved and better – compared with what/to who? (comparative deletions), I mustn't/I have to...(modal operators of necessity)
9. **Representation?** What does each value look, sound and feel like (list submodalities)

Complex equivalence = equivalent verbal (deep structure) description between a word and the meaning
Comparative deletion = compared to what – something you need to know?

Negation = you have to think of something to not think of it. 'Don't think about a large pink elephant!'

Submodalities = the features, qualities or characteristics of each sensory modality of our 'inner movies'

Modal operator of necessity = identifies a person's limits (e.g. 'should') to their model of the world

Tony Robbins recently wrote a book on Money. This included interviews with 12 of the most successful self-made billionaires. The most common top three values are self (make money for yourself first, absolutely hate (OCD) losing money and only make asset allocation investment decisions characterised by asymmetric risk. Massive upside and negligible downside risk. Just like 18th century British nobleman Baron Rothschild's famous quip, "Buy when there's blood in the streets, *even if the blood is your own.*"

Let's assume that values as elicited in a hierarchy were: 1. results, 2, integrity, 3. success, 4. relationship, 5. money. 6. freedom. Presenting the top three values in a proposal might go like this: "because I am totally committed to *results* and *integrity* I want to tell you about a programme that is guaranteed to ensure our *success*. Taking the bottom three values has much less impact "because I am totally committed to *building relationships* I want to tell you about a programme that is guaranteed to generate a lot of *money* and *freedom.*" You might like to rerun this exercise yourself incorporating your top three values and repeating for your bottom three values. And notice how motivated you are say from 1 to 10 for each example. Can you imagine the impact this would have when presenting to someone else whose values you know.

Some technical considerations

Values drive strong feelings or emotions. They are typically abstractions, synesthesias (overlapping modalities) and nominalisations (a verb (action/process word like: visioning, valuing, changing, leading, communicating, competing, etc.). This has become a noun (static word like: vision, value, change, leadership, communicate, competitive, etc.) and dichotomous – you either have or haven't got it! You may want to consider how you cognitively structure each value. If a noun the picture will most likely be dull, small, B/W, still and unexciting, with uninspiring sound (low motivation) whereas if you denominalise it back into a verb the picture will likely be bright, large, colour, moving and exciting (high motivation) with some accompanying inspirational sounds.

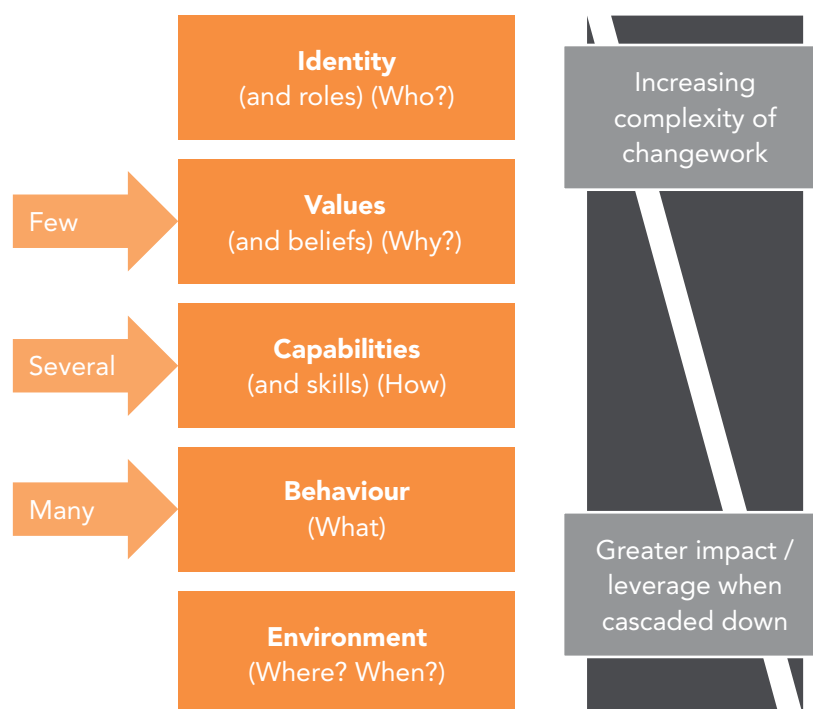


Fig 2.4 Values in the Neurological Hierarchy

Values can also be characterised as being post-changework suggestions. Can think of as being derived from 'state dependent' suggestive positive and negative language and behaviours embedded from critical imprint periods. Incongruity between values and behaviour is a mirage. This is when people know what they want, but don't know why. Their values have shifted but the evidence procedure is still in place with them fixated on some ultimate outcome which when reached doesn't have any meaning any more. To get different results you can change the level of importance in a values hierarchy. This will automatically change behaviour, priorities, outcomes and motivation.

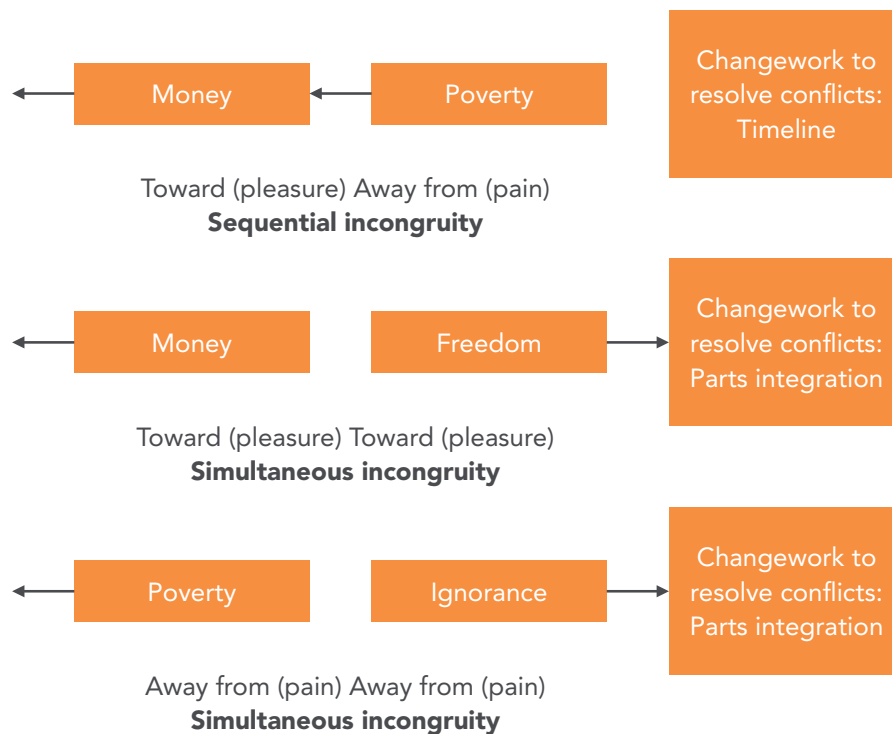


Fig 2.5 Possible conflicts in values hierarchy

What others say about values.

In the Leadership Challenge book by Kouzes and Posner the practice of ‘model the way’ makes two commitments, 1. Find your voice by clarifying your personal values, and 2. Set the example by aligning actions with shared values. In a questionnaire administered to over 75,000 people from around the globe they were interested in responses to the question “what values (personal traits or characteristics) do you look for and admire in your leader?” Characteristics of admired leaders in 2002 chosen from 225 different values, traits and characteristics respondents percentage ratings were 1. Honest (88%), 2. Forward-looking (71%), 3. Competent (66%) and 4. Inspiring (65%). What is most striking is that consistently over time and across continents only four have regularly received over 50% of the votes. When asked to select the most important characteristics in a CEO, senior managers ranked “a leadership style of honesty and integrity” first and “a long-term vision and direction for the company” second.

If you were to look back on past actions, decisions, and ways of solving problems, were your responses consistent? Or have your approaches changed over the years? (Most people’s do.) This is because personal values and motivations change over time. Psychologists have long been interested in these changing reactions. Some well-known psychological theories on motivation have been derived from looking at this very phenomenon. McGregor’s theory X

vs Theory Y and Maslow's hierarchy of needs are just two of the theories that have emerged to explain what motivates people and why. Although each theory is different, the question of what people value is central to the theories of motivation and human development.

Spiral Dynamics, a fascinating but less known theory of motivation, looks at the value systems that drive individuals' beliefs and actions. The Gravesian values system originated from the National Values Center in Denton, Texas and the work of Dr Clare Graves.

In a 2007 Booz Allen Hamilton report 'Link between financial success and focus on corporate values' it is recommended to align values and strategy to make decisions that support corporate values. The most important factor is the *behaviour* and explicit support of the CEO. Their research of financial leaders in public companies ranked *commitment* to employees (88%), *honesty/openness* (85%) and *drive* to succeed (68%) were most important.

“Beliefs are not true, but people act as if they are”

Beliefs are related to values. Beliefs are generalizations and are more conscious than values. They are about our actions, what we are doing or a guide for what to do in future. They make statements about how we believe the world is. The way we talk to ourselves and picture past and future events can often restrict our success and happiness. Our beliefs are shaped by our experiences and thoughts. Types of beliefs fall into three categories. Beliefs about cause (what makes your business successful?), about meaning (does this mean you are a failure?), about identity (I deserve to succeed). Attitudes are based on clusters of belief systems and reflect the sum total of our beliefs and values on a specific subject.

The leadership competitive advantage by fulfilling your true potential

Knowing your values, their position in your hierarchy and how you are living them is critical knowledge about yourself and others. This is because they unconsciously determine the results you get in leadership, business and life. Furthermore, if you are not getting the results you want you can make hierarchy changes that will improve, amplify and accelerate your success. The nine and + two (eleven-step) process outlined here shows you how. Since most people have no awareness of their top five values hierarchy, nor the conflicts that could scupper progress and why reranking can deliver a real personal competitive advantage to any leader with the required skills, awareness and insight.

Ex 2.1.2 Determining Your Highest Values (*Conflicts and Rank Shift Technique*)

10. **Value conflicts.** Detect incongruency and resolve. The more you get X, the less you get Y. The more you get Y, the less you get X (toward-toward conflict/simultaneous incongruity) e.g. Money/freedom. The closer you get to the desired value, the less motivated you become (toward-away from/sequential incongruity) eg money/poverty.
11. **Change ranking.** Map across representation (submodalities) to get different results (or use dichotomy pattern – B/W-Grey spatial coding shift)

Submodalities = the features, qualities or characteristics of each sensory modality of our 'inner movies'

Resolving values conflicts

Where internal conflicts exist in a values hierarchy they impede or prevent that value from being fully expressed and lived by that person. There are two types of values conflicts. Simultaneous incongruity and sequential incongruity. Simultaneous incongruity occurs when conflicting messages are communicated one after the other in sequence. For example, shaking your head 'yes' and then saying 'no.' Sequential incongruity occurs when conflicting messages are offered at the same time. For example, 'I am keen to make this change, but...'. Additional aspects to be addressed in resolving conflicts are verbal and non-verbal signals (e.g. body posture, voice tone, tempo, breathing rate, gestures, eye movement), reframing and motivation direction that is either towards pleasure or away from pain. Conflicts must be ameliorated in order for you to fulfil your true potential.

Reranking to get better results

Having elicited your values hierarchy this may highlight areas of importance yet weakness. Amazingly it is possible to reposition values to change behaviour and motivational intensity to get different results. Values can shift in importance naturally over time. In order to accelerate the process a value could be reassigned. Say a senior executive may have judged money (salary, bonus, pension, shares, etc.) to be ranked #5. Many people then want money to be reassigned to #1 value. It is inadvisable for ecological or personal safety and personality reasons to change a person's top value. Although to increase a person's reward capacity by shifting from rank #5 to say #3 or #4 would likely be sensible and workable. As an aside a controversial experiment was conducted by taking some unemployed people who have never earned much and making their #1 value – money. No questions asked about the legality or ethics involved. But they all made money for the first time in their lives. Demonstrating the power of a values hierarchy to drive success.

3 VISION – CREATING A SHARED STRATEGIC VISION – ALIGNED WITH STRATEGY, FOCUS AND COMMITMENT

How to create a practical, focused and motivational strategic big picture vision of desired future business scope, impact and direction

“In business you have to have Vision. The Vision to understand how changes in the world will upset the competitive landscape. The Vision to know how to transform your business and adapt to change in a way that delivers value for shareholders. That sort of Vision isn’t easy to find.”

– IBM/PwC Consulting merger advert

“You can’t connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”

– Steve Jobs. Apple

Quite simply. “If you can’t imagine it, you can’t do it – you must visualise to actualise!” Everyone can imagine or create single (or even multiple!) pictures or movie clips of a future event in their ‘minds-eye.’ Some find it easier than others, but everyone can visualise to one degree or another successfully if they wish.

The Power of Vision – *Some exemplars and examples of future-back visions*

- *Stephen Covey* (Academic) – One of his 7 habits of highly effective people is “start with the end in mind”
- *J.K. Rowling* (Author) – Wrote last chapter of final Harry Potter series book whilst writing first book
- *Richard Branson* (Entrepreneur) – Imagines (in big picture, detail and symmetrical) matching solutions to future problems before taking a decision (can ‘see’ multiple images and movies)

- *Andrew Carnegie* (Philanthropist) – Imagined creating a steel empire and implement a lasting legacy
- *Jack Nicklaus* (Golfer) – “50% of accurate shot-making is visualisation – must see a clear image of what is wanted.” Walks, surveys and recalls the course backwards before a tournament
- *Cecil John Rhodes* (Magnate) – Imagined building a railway from the Cape to Cairo
- *Walt Disney* (Animator) – Creative visualisation for Fantasia (1. dream (sacrosanct), 2. plan, 3. evaluate)
- *Lord Sugar* – “Can’t ‘see’ you fitting into this business” “Must clarify consumer need and price before designing and building a product”
- *Mahatma Ghandi* (Pacifist) – Had clarity about mass non-violent protest to accomplish independence
- *Ian Baker-Finch* (Golfer) – ‘Sees’ (self-fulfilling) picture of complete disaster (and gets) off the tee
- *Ricardo Tesla* (Genius) – Famous inventor with extraordinary 3D movie imagination
- *Steve Jobs* (Apple) – “You can only connect the dots in your life looking back”

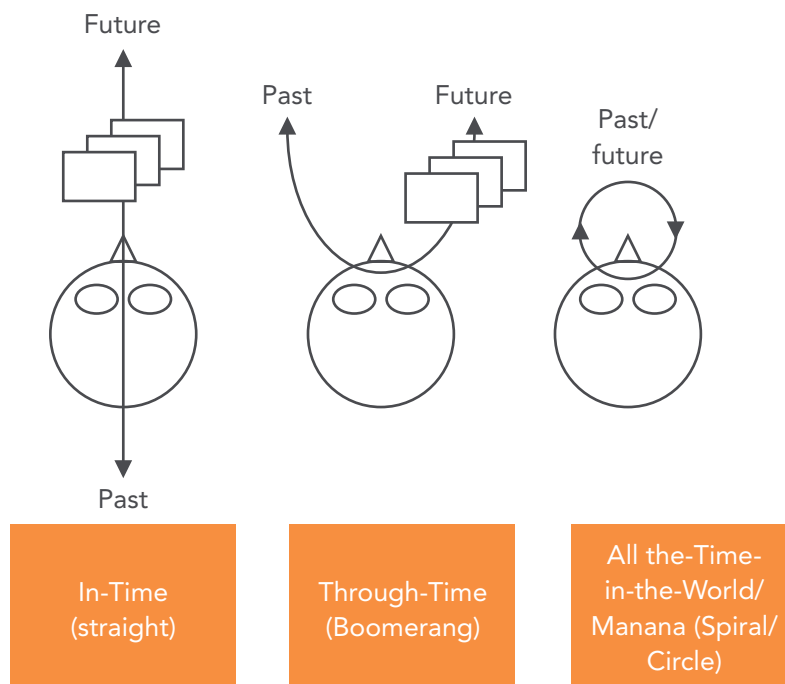


Fig 3.1 Three Different Ways People Experience and Code Time

The best way to predict the future is to create it. Here’s how!

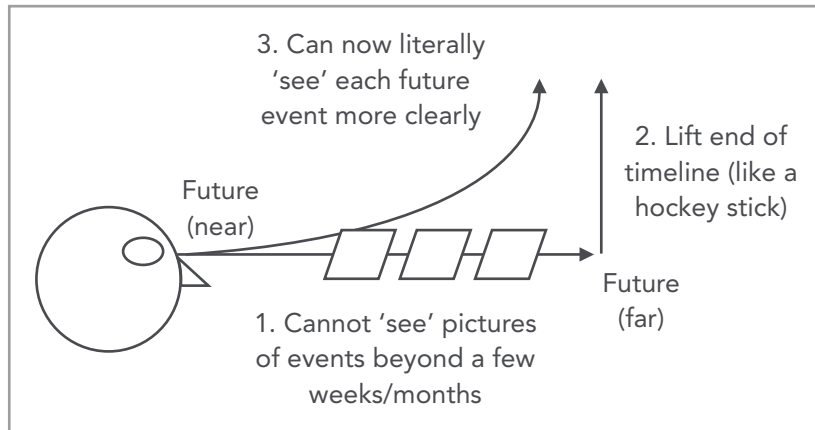


Fig 3.2 In-Time Person – Difficulty in 'Seeing' the Future
How to Reshape Your Future Timeline to Imagine/Envisage Future Events More Clearly

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Time Preference

Past

I want you to shut your eyes...and now think about the *Past*...and as you think about that I want you to point in the direction of your past...if unsure just guess...keep your finger pointing as you open your eyes...

Future

Now shut your eyes again...and begin to think about the *Future* and then point in that direction...keep your finger pointing as you open your eyes...

If you are in a group...keep your finger pointing for both your *Past* and *Future* and notice where other people are pointing...and notice how similar or different they are to you...

Shape Preference

...and now look at the three-time preference charts in Fig. 5.1...and only considering the future trajectory...I want you to imagine events expected in your future as a continuous line...choosing the shape that most closely resembles your time preference.

Spatial Coding

In-Time...

Typically a good operations person delivers immediate short-term results. They may also be an excellent crisis manager (whether or not they engineered the crisis!). There is a tendency to repeat mistakes since the past is behind them and literally out of sight.

Through-Time...

Typically people with this profile are good future planners and rarely repeat mistakes. They may also have a tendency to procrastinate since all of their past memories are in front and off to the left. Future plans are located in front and mainly off to the right side.

Circular/Cyclical/Spiral

There is no beginning or end – ‘All the time in the world’ – ‘manana.’ Typically found in Middle East & South East Asia cultures.

Checking for Picture Clarity

Imagine Future Event

Now I want you to imagine you are attending an exciting or interesting event in about one months’ time...and check that you can ‘see’ or imagine a picture or movie clip of that... and if okay repeat for a different event in say three months...one year...and five years...

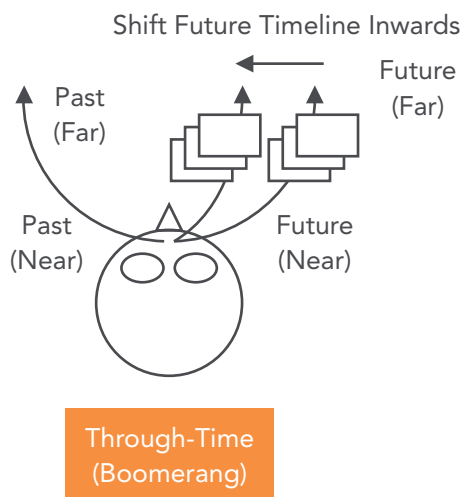


Fig 3.3 Through-Time Person – Unclear to Clear Future
How to Reshape Your Future Timeline and Imagine/Envision Future Events More Clearly

Note: If the following suggestions do not work or you feel it is uncomfortable it is vital you always put your timeline back where it started.

Difficulty in seeing the Future

If you find imagining a future event difficult...and are unable to ‘see’ pictures of events beyond a few weeks, then you can adjust the position of your time-line to see better. Reshaping your future timeline should enable you to imagine and envision events in the future further out in time and with more picture clarity. Even temporarily lifting your picture out...begin to notice how much clearer you can now literally ‘see’ each future event...and your desired future vision...

For an **In-Time** person (see Fig 5.2) imagine lifting the end of your timeline upwards (so it looks like a hockey stick). For a **Through-Time** (see Fig 5.3) Person try shifting your timeline inwards only slightly if you need to improve clarity...

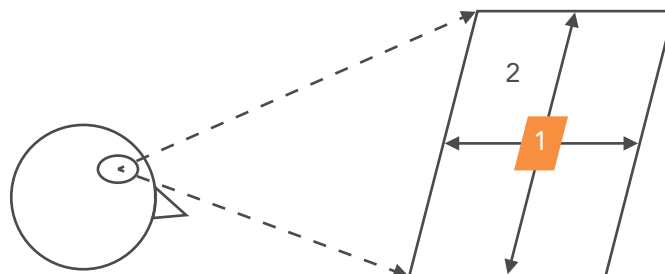


Fig 3.4 How to Create a Big Picture Vision Simply make your 'natural' picture (1) in front of you (2) 'bigger', as well as bolder, brighter, colourful, moving and more exciting, compelling and motivational

Creating A Big Picture Vision

If your picture is life-size or smaller...simply make the picture (see Fig 5.4) you have in front of you bigger, bolder, brighter and more compelling...adjust until you can observe a lot more detail, foreground and background...make distance relevant and comfortable to align with your timeframe – 1 year, 3 years, 5 years, and so on...make it more compelling, more important, more strategic...

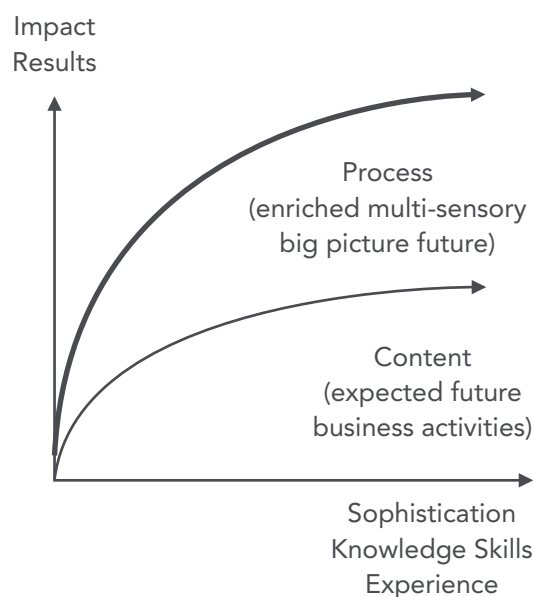


Fig 3.5 Content (1X) + Process (1X) = Impact/Results (2X) How to double the impact of your individual or shared strategic vision

Place Your Vision in the Future

Having created a series of scenarios for your business...and adjusted the process qualities of your future pictures or movies...and added in relevant and reinforcing sounds and emotions...you will have created (see Fig 5.5) a credible, focused and empowering strategic vision that will:

- **Facilitate buy-in** – by board/team members and provides more clarity for all stakeholders (investors, employees, clients, advisors, etc.)
- **Shared vision** – everyone who uses this process will be able to be an active participant in co-creating any strategic or helicopter vision
- **Create your own destiny** – you can design your own personal vision/s for your career, relationships, health, money and so on

Shared Strategic Vision

You can use this process with a facilitator to enable all your team-members, staff and employees to share in understanding, clarifying and targeting your strategic big picture or helicopter vision to underpin with enhanced clarity the direction you have chosen for your business...

Multiple Pictures

Some people have the amazing ability to create in their 'minds-eye' more than a single picture. Observation suggests they appear to be created in multiples of 4 up to as many as 24 in either 2D and 3D pictures and movie formats. Any variation in this format will enable that person to handle greater complexity valuable in decision-making.

Double the Impact

It is common business practice to attempt to create an individual or shared business vision around content only. This misses the real power available (see Fig 5.5) when combined with the multi-sensory qualities that can be used to intensify, amplify and accelerate results that become both reinforcing and self-fulfilling.

Furthermore, much strategic visioning is impoverished to the extent that key insights are restricted to a 'visionary' leader. Who more often than not may only have a limited multisensory ability to communicate and share his vision with his top team, direct reports

and a wider audience. In addition, most visions are only about the content. Paying attention to the process by which visions are formulated (see Fig. 5.5) as outlined in this chapter can be expected to dramatically improve future results. Being self-fulfilling it works by automatically ensuring sustained visionary focus, drive and motivation.

This powerful method works effectively for anyone who wants to create a practical, focused and empowering strategic vision of the future. Everyone can quickly learn big picture visioning, even if they think they can't. At its most basic level this capability will enable leaders, executives and managers at any organisational level to more fully appreciate others' visions. At an intermediate level research shows that many CEO's in large firms (and some small for that matter) is what distinguishes the CEO from other board members. At its most sophisticated it is one characteristic that distinguishes the world's great 'visionary' leaders – Carnegie, Welch, Rhodes, Napoleon and many others.

Process – *Multisensory (self-fulfilling) qualities*

Picture – size (big/small) – location – bright/dim – bordered/panoramic – distance (close/far) – picture (self in/out) – colour/B&W – moving/still – 2D/3D

Sounds – location – tonality – volume – rhythm – tempo – pitch

Feelings – emotion – location – size – shape – temperature – movement – pressure

Content – *some common business strategic vision model checklists*

Product/Market Matrix (Ansoff) – Growth/Share Portfolio Matrix (BCG) – Scenario Planning Model/Nominal Group Technique (Shell/GBN) – 5 Forces/Value Chain Analysis (Porter) 7S Model (McKinsey) – Soft Systems Modeling/Methodology (Rich Pictures/Checkland) – Environmental Scanning (PEST) – SWOT, Competitor Analysis, and many more – Systems Thinking Model (Senge/Warren) – Dilemma Mapping Model (Hampton-Turner) – Core Competencies (Prahalad and Hamel) – The 4 P's (Product, Price, Place, Promotion) – Balanced Scorecard (Kaplan and Norton) – Blue Ocean Strategy (Kim and Mauborgne) – Business Model Generation/Innovation (Osterwalder and Pigneur) – Disruptive Innovation/Technology (Christensen)

Ex. 3.1.1 Empowering Big Picture Vision Of Business Success (*Future Back Technique*)

There are two dimensions you need to consider when creating a strategic vision. 1. The qualities or submodalities of the picture or movie, sounds and feelings you are creating in your mind and 2. The business content.

1. Strategic Vision (Content)

What do you want?...How would you know?...When do you want it?...Choose one single strategic goal...and one timeframe...I want you to imagine what just one aspect of your business will look like in say 1, 3 or 5 years' time...it could be your product range line-up... your client list...your global locations...your people and skills...and so on...you might want to write this list down or draw it first (or skip)...from a 'helicopter' perspective it would be above looking downwards and forward...from a 'visionary' perspective it would be in front like a cinema screen...then imagine as clearly as you can one scenario at a time in your 'minds-eye'...

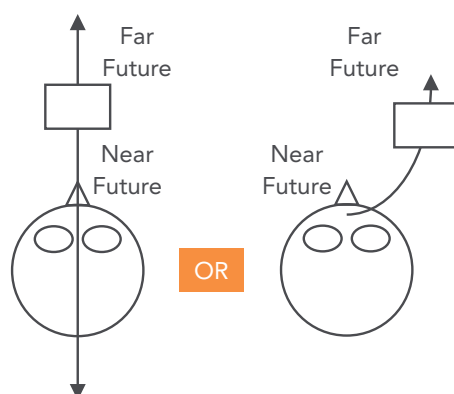


Fig 3.6 Place Your Future Vision in Your Timeline

2. Adjust Picture Qualities (Process)

When you have a picture I now want you to make it a large, compelling spectacle...like a Hollywood style movie, bright, bold, wide-screen, 3D, clear and colourful...add sounds that make it more real...and now get a sense of the feelings and emotions needed to intensify the reality of accomplishment...

3. Creating Your Big Picture Vision

Simply make the picture (see Fig 5.4) you have in front of you bigger, bolder and brighter and make more compelling...

4. Place Your Vision in Your Future Timeline

And now I want you to settle the picture down (see Fig 5.5) in your time-line...at a distance that is relevant and comfortable to align with your strategic timeframe – 1 year, 3 years, 5 years, and so on...

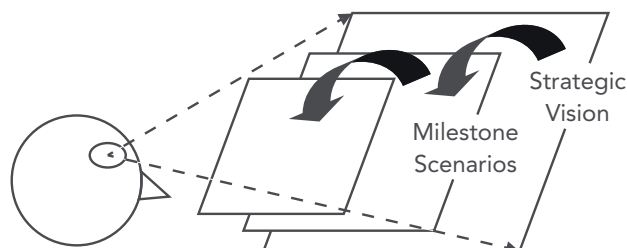


Fig 3.7 Vision and Future-Back Milestone Scenarios
Position 'future-back' milestone scenarios at relevant time intervals between your final strategic vision and now

4 PEOPLE – BUILDING POWERFUL RELATIONSHIPS – THROUGH CONNECTING, LEADING AND INFLUENCING PEOPLE

“By far the major influence on an employee’s engagement is the relationship with their immediate manager...and is the key factor in up to 8 out of 10 decisions to leave a job, the ultimate measurement of engagement.”

– The McCloud Report to Government. May 2009

“70% of people leave their manager and not the job.”

– Employer of Choice CIPD

“People join companies, but leave managers.”

– Gallup

The relationship you create with your immediate manager is important for most people wherever you sit in the organisational hierarchy. But the skills you use to ensure a good working relationship here can also apply to building strong rapport with your direct reports, other directors, co-workers, teams, groups, and other company employees. They are all critical to everyone’s work success and career progression. Despite any reservations you may have you are in charge of the relationship with your Boss. Sharing a critical interdependence with you they cannot do their job without your support. Recognising that leaders, executives and managers come in all sizes, personality types and leadership styles, and will have different values and beliefs, skill levels and effectiveness.

Managing up is challenging for many people. It is a skill that most people will need all their working lives. Fortunately, today there are some truly remarkable tools and techniques like the ‘Relationship Vista’ model that will make this task easier, less time consuming and more effective. Every executive, manager and professional whatever their level of seniority from the boardroom to the post-room can benefit. This chapter is an example introduction to

an accelerated process that delivers step-improvements in interpersonal performance, trust, engagement, collaboration, motivation and commitment.

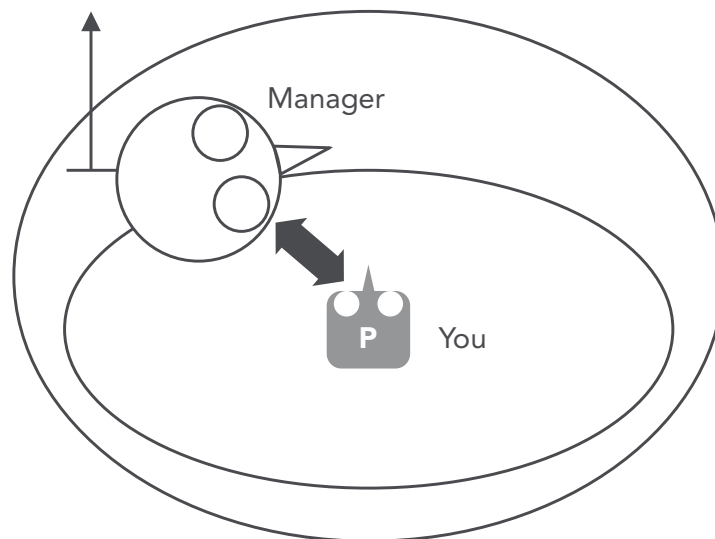


Fig 4.1 Spatial 'Relationship Vista' Mapping (3D 360 Degree) for You and Your Manager Spheres of Influence. Example Assessment of Direct Report and Manager Current Positioning

Consider Your Bosses Working Style

The best way to get a better understanding of the demands of your Bosses job you can temporarily step into their shoes. This will give you a better perspective of their pressures, concerns, constraints and objectives so you can match their demands more closely. Besides valuing their time, this could involve assessment of their: areas of weakness and strengths, greatest challenges and how to help, biggest worries, read their moods and reactions, match their goals and priorities whilst maintaining confidentiality.

A Simple yet Elegant and Powerful Solution

The 'Relationships Vista' dynamic model is conceptually very simple and intuitively works very fast, is very elegant and powerful for understanding relationships, avoiding or ameliorating personality clashes, resolving potential misunderstandings and conflict and making effective workplace relationship attitude, trust and behaviour shifts to get even better results.

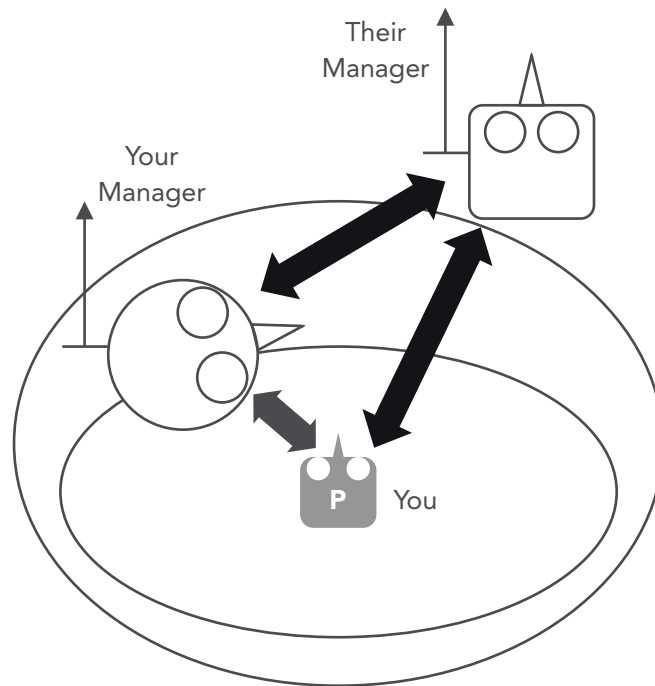


Fig 4.2 Spatial 'Relationship Vista' Mapping (3D 360 Degree) Upward Management Spheres of Influence. Example Assessment of You, Your Manager and Their Manager Current Positioning

The process is based on the knowledge and insight that everyone unconsciously creates a series of 3D and 360-degree spatial maps of their relationships, group representations and emotional connections. Called a 'Relationship Vista' it can be created for different contexts and groups in business, team, personal and family life. It can cover different time periods and provides the opportunity to artificially create 'you must visualise to actualise' future scenarios. The following guidelines will enable you to construct a basic 'Relationship Vista.

Most people have no conscious awareness whatsoever of this powerful yet completely natural 3D and 360-degree mental terrain model of relationships. Although they will have unconsciously created it in their own mind and placed people all around them. Some maybe positioned close and some far away, some in front and some behind, some above eye level and some below, some life size or even bigger or smaller, some bright or dull, maybe facing in different directions, and so on. Sometimes people in these locations and configurations benefit them but equally individuals can unwittingly be positioned in the 'Relationship Vista' unconsciously sabotaging their best intentions.

Having this knowledge and insight together with developing some elementary 'Relationship Vista' skills to increase awareness as well as make some simple adjustments will make a noticeable difference to many individuals repertoire of people, communication and interpersonal skills and the results they get. The following three-step, 3D and 360-degree

self/boss analysis mapping will include yourself, your immediate boss, any gatekeepers (e.g. PA, any overpowering, influential, meddling or difficult persons) and if working for multiple bosses, in a matrix structure or a team (cross-functional, virtual, project, etc.), consider each person in the emotional terrain topography. The three steps are:

1. **Present** – Mapping how is it now (today's date?). Follow exercise 6.1.
2. **Past** – Recall a best experience from a productive past working relationship (with any Boss) (date?)
3. **Future** – Create your practical idealised but workable vista to enhance your relationship/s.

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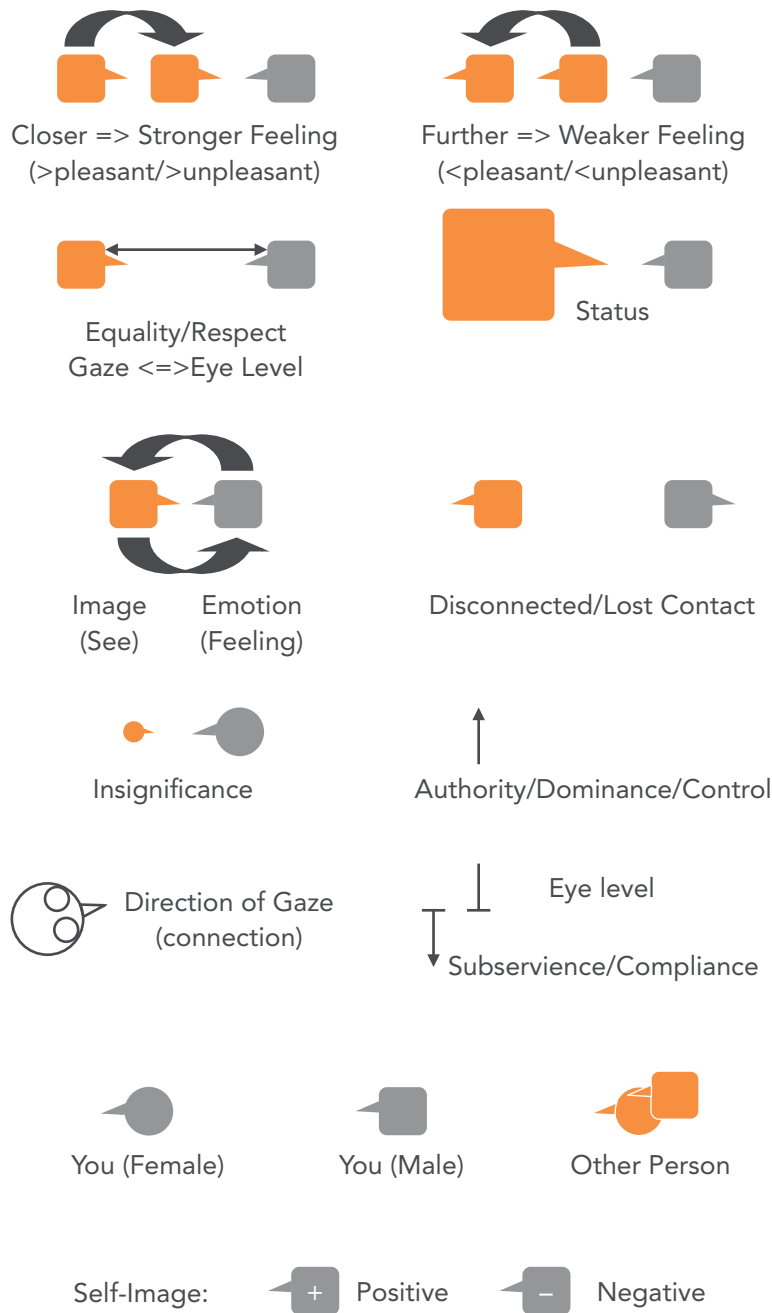


Fig 4.3 Key: A few Guidelines on How to Read, Interpret and Change 'Relationship Vista' Structures

Note: **Adjust** – at any time to obtain better results make the desired change, if no improvement put back as before or simply leave unchanged. **Repeat** – design for another context like a different team, business network, client/customer environment, presentation audience or your family and friends, and so on. Can easily redesign when working for a new boss or bosses. **Challenge** – the next step in taking your skills to a new level – a powerful process for recalling, intensifying and reallocating resources to reshape the dynamics of any particularly challenging, difficult or important relationship.

How to Get a 30% Improvement

If your starting self-score on your relationship health check is 3 out of 10 and you finish with a self-rating of 4 out of 10 that is a 33% improvement. If you started with a 2/10 and finished an entirely feasible 6/10 that is a 200% improvement – in just a few minutes, or maybe it took you a little longer.

Improving Relationships With Your Immediate Manager

You will begin to find the ‘Relationship Vista’ dynamics model extremely valuable in increasing understanding, insight, rapport and influence often at a deep level. It is also especially valuable when integrated with other conventional mainstream models found in social psychology, psychometrics, competencies frameworks, soft-skills and personal development.

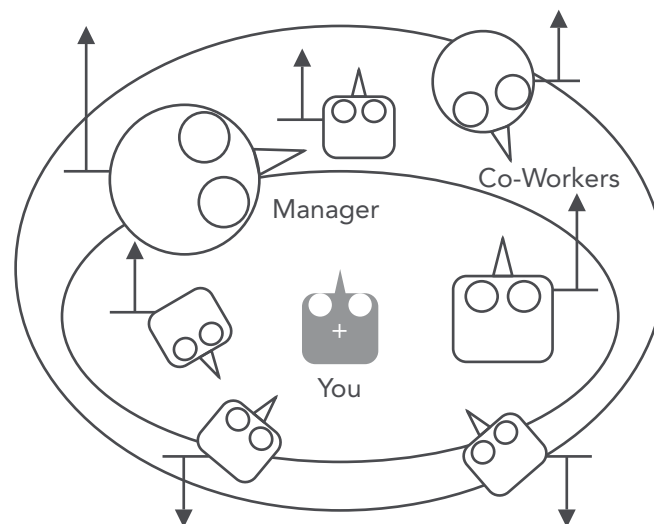


Fig. 4.4. Spatial ‘Relationship Vista’ (3D 360 Degree Mapping of Co-Workers Spheres of Influence. Example Assessment of You, Your Manager and Co-Workers Current Positioning

Getting the Best Out of People

The ‘Relationship Vista’ dynamics model is useful in knowing and improving ‘how to bring the best out of your people.’ It is also valuable when integrated with other conventional mainstream models found in leadership transformation, sales performance, customer service, talent development, project management, change management, OD, CRM, and so on.

Also applies to accelerating soft-skills, EQ and interpersonal development around specific competencies like: confidence, self-esteem, belief change, motivation, trust, values alignment, group dynamics, changing others, in/out-groups, group cohesion, altering feelings of superiority/inferiority, cultural diversity realignment, assertiveness, self-projection, handling criticism, focussed networking, dealing with authority, ameliorating intimidation, difficult people, presenting, training, and much more, in a wide variety of office, working and client in-person and virtual relationships.

'Simplifying the Complexity of Human Relationships'

They are formed as an unconscious 3D 360-degree life-long multi-sensory construct of a person's relationships with specific individuals (family, work colleagues, fellow directors, team-members, friends), groups (clubs, teams, alumni) and institutionalised people representations (government, law, education, firms, supermarkets, religions, cultures).

Why they matter is they unknowingly directly influence the emotional intensity, meaning, quality, influence and outcome of all a person's relationships from deep dislike to adulation. The purpose of the truly remarkable and insightful 'Relationship Vistas' model firstly is to bring these astonishingly amazing constructs into conscious awareness. Furthermore, it is intuitively easy to understand and simple to reshape (at any time!) the dynamics, power, trust, loyalty, influence and emotional intensity of any relationship.

Derived from a confluence of fourteen critical influences around advanced, accelerated and applied social panoramas, values, EQ, rapport, identification, metaphorical structures, social submodalities, strategies, group dynamics and behavioural linguistics. A few professional client relationship characteristics for example that can be identified and changed include: trust, loyalty, influence, respect, commitment, empathy, power, bonding, integrity, intent and motivation.

'Understanding and reshaping your business 'Relationship Vista' profile might be one of the most valuable, practical and instantly empowering life-skills you will ever learn!'

Fig 4.7 What are RELATIONSHIP VISTAS?

Acknowledgements

To develop this 'Relationship Vista' model ("simplifying the complexities of human relationships") for business leadership, board, team, client and workplace accelerated professional (and personal) relationship development I have drawn on the social psychology research, family psychotherapy and social panorama work of Lucas Derks, the advanced submodalities work of Richard Bandler, Michael Hall and Eric Robbie, the psycho-geography work of Robert Dilts and Tad James, the metaphor work of George Lakoff, David Grove and James Lawley, the e/M-MindSkills 'accelerated competencies' work. This model has roots in several well-established schools of psychology, viz: Virginia Satir's 'Sculpture technique,' Eugene Gendlin's 'Focusing,' Salvador Minuchin's 'Topographical chairs,' Kurt Lewin's 'Sociograms,' Jacob Moreno's 'Psychodrama,' and Bert Hellinger's 'Constellation' method.

Ex 4.1 Present – Relationship Mapping Analysis (*'Relationship Vista' Profiling Technique*)

To gauge the important dynamics at play that drive the emotional connection and relationship balance (attitude, trust, power and recognition) and importantly how to make some simple adjustments to get better results. It is Critical to Follow each step *and* Thoroughly Complete all Instructions.

1. **Healthcheck**

How healthy is your relationship with your direct manager (Director/Manager/Client) at present? Rank on a 10 point scale from 1 (Dysfunctional) to 10 (Exceptional)

2. **Draw**

Take a sheet of A4 paper and draw a small circle (if female) or square (if male) in the middle...this represents you...point the nose upwards...now put the pencil down and put aside...

3. **People And You**

Now close your eyes and think of all the people in the world as they surround you...and now think of all the people you know at work...now be amongst them...where do you see, hear and feel yourself...this is you...the observer located and represented by the circle/square in the middle of your paper...

4. **Self-Image**

What do you notice when seeing yourself...is your self-image positive (+) or negative (-)...

5. **Locate Your Boss**

Amongst all the people you know at work point in the direction that identifies the location and distance in mental space of your manager from you...where do you see them...how far away...in meters...to your left or right...at, above or below eye level...how far up or down...in what direction are they gazing...is their body life size, bigger or smaller...is their image solid or shadowy...bright or dull...now make a drawing that shows how you experience the position of your manager (see example Fig 6.1)...and any other dominant, influential or overbearing co-workers that are intruding into your vista in relation to your professional relationship with your Boss (see example Fig 6.2)...

6. What Feelings Do You Notice

Then check your feelings towards your manager...and name or label the emotion you feel...and on a scale of 1 (very negative) 5 neutral to 10 (very positive) rank the strength of feelings you notice for this person...

7. Enhance Relationship

Now pay attention to each characteristic in turn...and adjust or move to improve how you feel about your relationship (attitude)...if no change put back to original position...if change is detrimental move in the other direction...like change the location (impact)...alter distance place nearer and further (influence)...make image bigger or smaller (dominance)...alter height above and below eye level (authority)...shift direction of gaze (attention)...make duller or brighter (importance)...and so on (see example guidelines in Fig 6.3)...

8. How Do You Feel NOW

Recheck your feelings towards your manager now...and name or label the emotion you feel if it has changed...on a scale of 1 (very negative) 5 neutral to 10 (very positive) rank the strength of feelings you now notice for this person...and you may notice how much things have changed for the better...and this is just the start...of how you can orchestrate real step-changes in all of the relationships that trouble you or you would like to improve...you might want to consider mapping your co-workers (see example Fig 6.4) and/or your team-leader/project-team or CEO/director (see example Fig 6.5)...

9. Healthcheck Review

How healthy do you feel your relationship is now? Rank on a 10 point scale from 1 (Dysfunctional) to 10 (Exceptional)...and estimate a potential score for the future...

10. How 'Sticky' Are Your Changes?

Since a lot of what is promoted as behaviour change in conventional trainings does not change much...it is important you revisit your scores after an elapsed period of say three to four weeks to establish how robust and sustainable your work has been...and you may notice it will have remained at the new enhanced level...or improved further...especially if you have rerun through any of the instructions in the steps above and/or made minor enhancements along the way...

Ex 4.2.1 Resolving Disagreements and Conflicts (*Different Perspectives Technique*)

How to successfully settle misunderstandings, arguments and conflicts by expanding perspectives, insight and empathy.

Most of us have experienced misunderstandings, disagreements and conflict situations in business that block progress, sometimes at great cost. Often important issues are not even raised in order to avoid anticipated stressful disagreement. One way to improve this that has many benefits is to use a quick and effective thinking process (algorithm) that would deliver better results.

By looking at the world from different perspectives has a powerful role in successfully reaching agreement, understanding and resolving conflicts. This is accomplished by increasing awareness, insight and empathy of where others are coming from and taking a different standpoint using both different positions and ways of thinking – giving you more informed and better choices.

Important: It is Critical to Follow Each Step and Thoroughly Complete all Instructions

1. Identify

You can start now...but first, think about a specific issue, concern or problem...where you are experiencing disagreement, misunderstanding or conflict and are unable to resolve it, feel stuck or are ineffective...

2. Want

Describe and clarify a situation where you would like to be more resourceful, positive and congruent in your response...and identify a clear solution, approach or way forward...

3. Self

Consider from your own perspective what specifically you need to do to resolve the situation...and as you do this begin to notice what pictures you see in your 'minds-eye' looking out of your own eyes...and what sounds, voices and words you hear in your 'minds-ear'...and what feelings, sensations and emotions you experience...

4. Other

Now step or float out of yourself and into the other person's shoes...and begin to consider what specific benefits this other person will gain in resolving this issue...whilst evaluating the situation imagine looking out of your eyes as them...hearing what they hear...and feeling what they feel...

5. Observer

Now step or float out of yourself and into the position of an observer...and as you become aware of the interaction between the two individuals or parties...you may begin to notice some insights, ideas and suggestions that may help things along...

6. New Perspectives

Taking a few moments step or float back from observer location into your own position taking all the learnings, information and knowledge back into your own position and perspective...and adjust until they align with your own goals, values and beliefs...and repeat by stepping or floating back into the other person's position...and taking all the perspectives and resources and aligning them with your own...

7. Check Out

As you integrate this information you will be able to imagine being more flexible, positive and resourceful...and as you do this notice how this looks, sounds and feels...even if it is a little unfamiliar, weird or strange...and be sure to be looking out of your own eyes...

8. Going Forward

Now mentally rehearse your next planned or expected interaction by going to an unspecified time in the future...and taking all your new insights, knowledge and perspectives to resolve differences and seek a better solution...by seeing what you see...hear what you are hearing...and feeling much better getting the results you want...

9. Reinforce

Repeat between 2 and 5 times for different scenarios.

5 CHANGE – LEADING CHANGE THAT STICKS – STRENGTHENING EMOTIONAL INTELLIGENCE, RESILIENCE AND BEHAVIOUR CHANGE

The pace of change is relentless. Change can cause disruption, excitement, distress and uncertainty. Past experiences and age can influence embracing or resisting change. Personal distress caused by change can adversely influence job performance. We could have chosen any one of several change models to discuss. To keep things simple this chapter draws on the widely-accepted model proposed by Kubler-Ross (see fig 7.1). This model addresses typical experiences, emotional responses and impact of change on individuals. There is a considerable body of informed literature mostly about ‘what’ to expect or do. See a listing of a few popular models listed at the end of this chapter.

What Kon Tiki, Psychologists and Vitamin C have in Common

“Success (of the Kon Tiki Expedition) generated real academic hostility. Accepted theories and established reputations had to be defended.”

Consider the achievements of Thor Heyerdahl of Kon Tiki expedition fame. Who crossed the Pacific ocean in a papyrus raft he built, to prove that migration was possible in ancient times. When interviewed in the Weekend Financial Times (30/1 Dec 2000) and describing his experiences, said, “...the expeditions success generated real academic hostility. Accepted theories and established reputations had to be defended.”

Psychology professionals get paid more if they take longer to solve a problem.

Richard Bandler writing in, using your brain for a change, quote, “When a major technical innovation occurs in any industry, manufacturers around the world are eager to make immediate use of the new method, because they know if they don’t, competitors will put them out of business. Unfortunately, there is much more inertia in fields like psychology, in which professionals get paid more if they take longer to solve a problem.

Since incompetence is rewarded, new and better methods take much longer to become part of the mainstream in these fields. This inertia in the field of psychology has also been lamented by many others. Salvador Minuchin, well-known innovator in the field of family

therapy said: “How did people respond to our (research) findings? By defending their own paradigms. In response to new knowledge, there is always the question of how to maintain oneself doing things one was trained in.”

5. Bring Vision Back and Create Milestones

Now...come back along your chosen timeline from the future and begin creating specific milestone scenarios with ever shortening timeframes and slightly smaller and less compelling images using the same process...and position them at relevant time intervals to your final strategic objective...

It took the Royal Navy a staggering 264 years to adopt vitamin C (from ‘proof’ to ‘policy’), to eradicate scurvy (by far the biggest killer at sea).

As the highly acclaimed sociologist and Stanford Professor, Everett Rogers (The diffusion of innovations. Free Press. 1983, and later) points out; “Most innovations, in fact, diffuse at a surprisingly slow rate”. As he said on “...the widespread adoption of educational ideas: “the average American school lags 25 years behind best practice.”

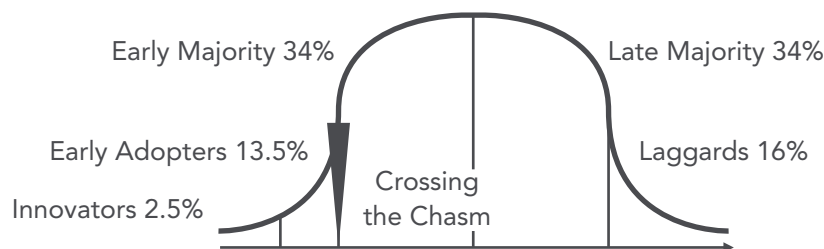


Fig. 5.1.1 The 5 Adopter-Diffusion Categories

Examples of this pattern (adopter-diffusion Fig. 7.3) is well-documented and researched (1000 + cases). The studies address the characteristics, communication patterns and social systems involved. Ranging from the staggering 264!!! years (1601 to 1865) that it took the Royal Navy to adopt (from irrefutable ‘proof’ to ‘policy’) vitamin C, to eradicate scurvy (by far the biggest killer at sea), to studies of the failure of the Dvorak keyboard, and interesting sociological profiles covering the successful adoption of clean drinking water in Peru, snowmobiles in Lapland, solar heating in California, Java software across the planet, and many more.

5.1 THREE KUBLER-ROSS MODELS OF PERSONAL CHANGE

See schematic outline of a simple single-stage personal change management model and single trajectory in fig 7.1 and trajectories 1, 2 and 3 in fig 7.2.

Model 1 – Standard Model – Many contemporary models of organisational change use the Dr Kubler-Ross grief-cycle model as a basis for their own model of change. Many variations of this have been extensively researched, applied and documented to drive large scale organisational change. The basic traditional model is shown in Fig. 5.1. The stages are:

1. Denial: The initial stage: “It can’t be happening to me.”
2. Anger: “Why me? It’s just not fair!”
3. Bargaining: “Just let me live to see my children get married.”
4. Depression: “I’m so depressed, why bother.”
5. Acceptance: “Everything is going to be OK.”

It is essentially an unmanaged predictive model of an individual’s expected emotional state (derived from original studies of bereavement) over time when facing and dealing with significant life change. People have been noted to have a propensity to move through each stage at different rates, oscillate between, remain stuck or even bypass stages.




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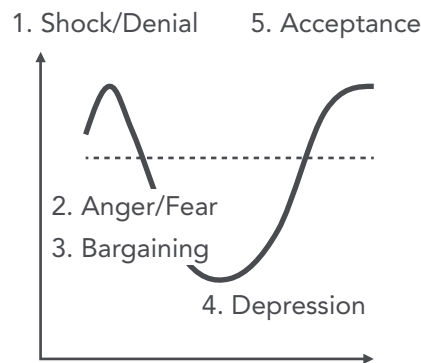


Fig. 5.1.2 Elisabeth Kubler-Ross 5 Stages Change Model

Model 2 – Effective Leadership – Fig. 7.2 contrasts curve 1. Standard (unmanaged model) with the managed 2. Effective Leadership curve that compresses time and demonstrates shallower emotional depth as an individual moves through each stage more quickly. It has been observed that an unusual characteristic of successful leaders is a natural ability (as shown in Fig. 7.2 trajectory 2. Effective Leadership) to compress change. This is accomplished by reducing the intensity and depth of negative emotion and moving into positive states more quickly than others. This means quicker recovery saving time and an increased capability to make clear decisions ahead of others.

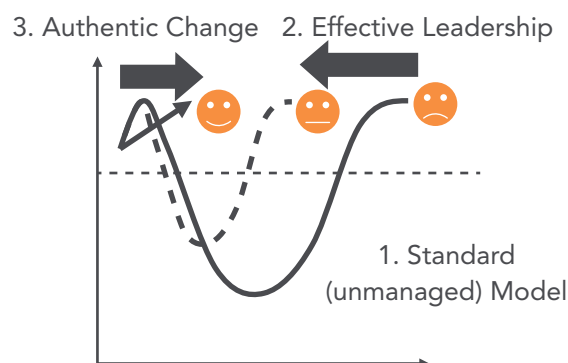


Fig. 5.1.3 Compressing Change – 3 Emotional Change Trajectories

Model 3 – Authentic Change – There are two methods that apply here. One, a learned process for normal people and another entirely natural response found in disordered personalities. It is entirely feasible using appropriate emotional management (multi-sensory cognitive strategies) techniques to bypass or neutralise experiencing any negative emotion and go directly (see Fig. 7.1.3) from 1. Shock/denial to 5. Acceptance. Many executives or even change agents initiating or managing significant organisational change may have little understanding or empathy for the emotional reaction and trajectory experienced by many employees on the receiving end of an organisational change initiative.

A person clinically diagnosed as psychopathic being devoid of emotion (no empathy, fear or conscience) can easily and naturally shift instantly without having any feelings (for themselves or anyone else for that matter!) whatsoever. Leaders with this diagnosis would both enjoy and likely excel at distressing (to normal people) change management tasks like radical cost cutting, downsizing, forced redundancies and job losses. This final emotional change trajectory enables people likely to experience the normal range of emotions to choose to bypass or neutralise whatever negative emotions emerge for them personally. To shift quickly between emotions of say denial to acceptance run through Ex. 7.2 the whoosh behaviour change technique.

5.2 PROCHASKA'S MODEL

The Trans-Theoretical Model stipulates a process of six stages of change (James Prochaska, John Norcross and Carlo DiClementi):

1. *Precontemplation* – lack of awareness that life can be improved by a change in behavior;
2. *Contemplation* – recognition of the problem, initial consideration of behaviour change, and information gathering about possible solutions and actions;
3. *Preparation* – introspection about the decision, reaffirmation of the need and desire to change behavior, and completion of final pre-action steps;
4. *Action* – implementation of the practices needed for successful behaviour change (e.g. exercise class attendance); (“And a miracle happened!!!”)
5. *Maintenance* – consolidation of the behaviours initiated during the action stage;
6. *Termination* – former problem behaviours are no longer perceived as desirable (e.g. skipping a run results in frustration rather than pleasure).

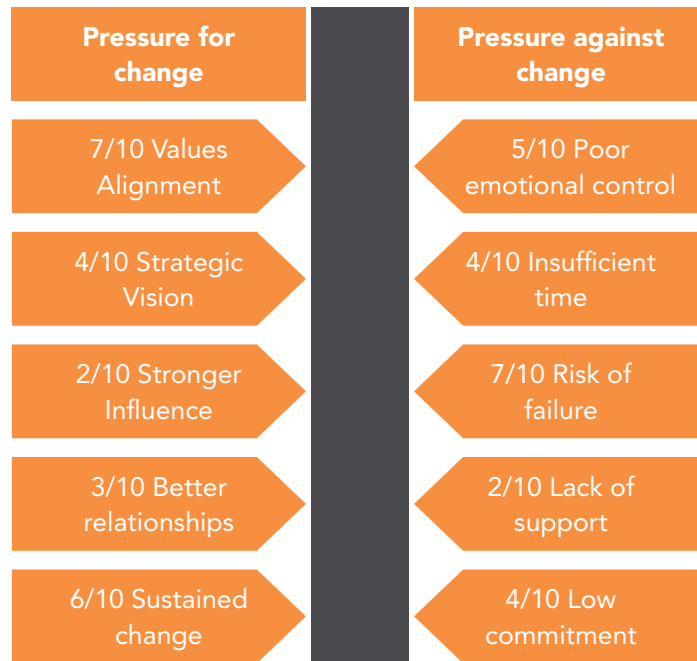


Fig. 5.1.4 Force Field Analysis Example – Leadership Development Qualities

5.3 THE KURT LEWIN MODEL OF PERSONAL CHANGE

Three stages of change are proposed (unfreeze, transition and refreeze) as well as force field analysis a simple balancing model showing a series of aiding/driving and opposing/restraining forces.

5.3.1 FORCE FIELD ANALYSIS – USEFUL FOR EVALUATING THE PRESSURES FOR AND AGAINST CHANGE

Created by Kurt Lewin this diagram illustrates the factors and degree of influence that is estimated to promote or impede change. The arrow size is an estimate of the degree of importance or impact of each factor. Helps clarify requirements for tools and skills and support for more effective decision-making.

5.4 JOHN KOTTER’S TRANSFORMATION PROCESS

Kotter says that the change process takes time and goes through several different phases in a successful change effort and that a mistake made during any phase of the change effort can have a negative impact on the organization. Kotter outlines an eight-step process with

suggestions that help organizations undertake successful transformation. Kotter's model is useful for ERP programs to understand that the change process takes time. It is essential for program managers to understand that the steps needed to support any transformation initiative that takes place during all phases of an ERP program.

1. Establish a sense of urgency
2. Form a powerful guiding coalition
3. Create a vision
4. Communicate the vision
5. Empower others to act on the vision
6. Plan for a create short-term wins
7. Consolidate improvements and sustain the momentum for change
8. Institutionalize the new approaches

Changing Static Nouns into Action Verbs Matter in Effective Changework

Looking, hearing and feeling are verbs (and also sensory-based predicates) when transposed into 'pictures and sounds in the mind – and feelings' the characteristics are typically represented on an 'intensity continuum' and display process, movement and energy – ideal for precipitating openness to effective communications, learning and change. Many business words are 'nominalisations' (e.g. change, communications, leadership, talent, problems, learn, development, transformation, performance, and so on!) that are verbs that have become a noun, accompanied by imagery that is dichotomous, static or stuck unwittingly impeding change.

Since you either have them/it or you don't! By simply 'denominalising' a static noun back into an action verb by typically adding 'ing,' e.g. relax to relaxing. The experience and multi-sensory representations are also typically different. In sales, negotiating, meetings, and so on, can be especially useful in unfreezing a fixed position, e.g. "The decision I made..." can be challenged to unfreeze "What was important when you were deciding? Likewise you can freeze a decision from, "My thinking on this issue..." can be frozen to "What are your thoughts when you will be ready..."

5.5 CHANGE TROUBLESOME PAST MEMORIES

Sometimes constraints in the present can cause a person to regress to a past situation. The response formed at that time would have invariably been the best choice available at that

time. But some years on in the present situation this would most likely be outdated to determine an updated solution of new choices, resources and options. The basic steps include: unwanted feeling – go back in time – earliest memory – reorient back to present – as an observer take a through-time perspective – accept you did the best in the past – you are more mature and wise now – identify resources you would have needed that you can now

Summary of Traditional (individual and organisational) change models/sources

- **Kubler-Ross model** – five (emotional) stages of grief (denial-anger-bargaining-depression-acceptance)
- **Diffusion of Innovations** – Everett Rogers (innovators-early adopters-early majority-late majority-laggards)
- **Prochaska's Model** – The Trans-Theoretical six stages of change
- **Kurt Lewin change model** – unfreezing/change/refreezing model (also Force Field Analysis)
- **Fishers personal transition curve** (John Fisher 2012) (anxiety-happiness-fear-threat-guilt-depression-hostility-gradual acceptance-moving forward)
- **ADKAR model for change** (awareness-desire-knowledge-ability-reinforcement)
- **Adams, Hayes and Hopson** – model of transitions (immobilisation-reaction-self/doubt-reality-testing-meaning-integration). Various change models (Making Sense of Change Management: A Complete Guide to the Models and Tools. By Esther Cameron, Mike Green – [Adams, Hayes and Hopson 1976](#))
- **John Kotter 8 stage process of change** (urgency-team-vision and strategy-communicate-empower-successes-relentless-new culture)
- **4MAT System** – Bernice McCarthy (why-what-how-if)

The approach outlined in this chapter builds on existing expertise but importantly promises additional individual and organisational benefits. Together with valuable time and cost savings in learning 'how' to manage change effectively. By building emotional (mood, state, cognitive, affective and somatic) resilience, and deliver immediate and lasting behaviour (conative) change.

Ex. 5.1.1 Changing an Unwanted Behaviour or Habit

(The whoosh Behaviour Change Technique)

This is a powerful technique to change a specific unwanted behaviour, response or bad habit. It works by reshaping key picture and sound qualities (submodalities) that shift a problem state or behaviour by going in a new direction. Importantly it not only replaces a behaviour but produces generative change. Firstly, identify a behaviour you would like to change or deal with more resourcefully.

Important: It is Critical to Follow each step and Thoroughly Complete all Instructions

1. Trigger

When and where does this happen...what do you see...and hear immediately before you get the feeling you don't want...

2. Problem Picture (Associated/see through own eyes)

Now make a still picture...

3. Solution Picture (Dissociated/see self in picture on small screen)

What do you want...what qualities, abilities, feelings will you have when you are the person for whom this is no longer a problem...what will you be thinking about when you are no longer thinking about the problem...now make it bigger and brighter until you are feeling really great...

4. Change

Temporarily shrink the solution picture down until it is a little dot...now place the dot in the middle of the trigger picture...

5. whoosh

Now move the problem picture, with the dot in it, away from you...as it moves away notice that the trigger picture gets smaller and smaller until all you see is a little dot way out on the horizon...now notice that that dot can move toward you...as it gets closer all you see is the picture of how you want to be getting bigger and brighter until all you see is you having achieved your outcome...

6. Condition (3 to 5X)

Stop. we're going to do this a number of times and you may notice how much faster your brain does this each time...see the trigger picture with the dot that represents your outcome move it away... and...whoosh...

7. Check and Imagine Future

Now, try and get that old picture back and you may find that you cannot...

Ex. 5.1.2 Changing Troublesome Past Memories *(Removing Historical Blocks Technique)*

Human experience only exists in the present moment. The past exists as memories. Although we re-experience, recall or revivify them in the moment. The future is created in the

imagination as a future expectation also created in the present moment. This technique is designed to assist you re-evaluate troublesome memories in the light of present knowledge. It enables us to escape from past negative experiences to create a more positive future.

While whatever actually happened in the past cannot be changed we can alter the meaning and behaviour in the present. As an example the feeling of jealousy typically involves constructing images of what we think happened. We feel bad because the images are real but the event may have never happened. This (algorithm) exercise is particularly useful when problem feelings or behaviour keep recurring. The 'why do I keep doing this' type of feeling.

Important: It is Critical to Follow Each Step AND Thoroughly Complete all Instructions

1. Problem feeling

Identify the specific feeling, sensation or emotion associated with the recurring problem, issue or behaviour...give it a 'negative' name or label...

2. Identify earliest experience

Now think of a time, a specific time, when you had similar feelings...and go back to the earliest experience you can remember...and note the date or your age...and then come back to now...

3. Resource needed

With what you now know...what specific resource, emotional feeling or behaviour would have helped you rather than hindered you at that time...

4. Think of a time

Stop...and now think of an entirely different time, occasion and context, a specific time, when you had a full experience of this resource...and give it a 'positive' name or a label...

5. Return to earliest experience

Now think back to your earliest experience...taking this positive resource with you...now watch a picture or movie of yourself...and notice how things are different...

6. Step into

Step into the picture or movie...and begin to notice how others would react if you were observing things from their perspective...

7. **Add more resources** (if needed)

If this does not provide strong enough evidence of successful resolution...you can add additional resources by repeating steps 4 to 6...until you are totally satisfied with the result...

8. **Reevaluate all events**

Come back to now only as quickly as you allow all the events between then and now to re-evaluate themselves with these new resources...and let go of all the negative emotions on those events and preserve the learning's...and allow each event to reevaluate itself all the way back to now...

9. **Test and practice**

You might like to recall any past experiences and you may notice how memories have changed for the better...

6 BEING (A WAY OF) – THE HERO'S JOURNEY

Whilst the hero's journey is clearly a metaphor, it captures a good deal of the reality facing leaders, coaches and coachees as they seek to build a path to a successful future and contend with and manage within the uncertainties of change.

About Joseph Campbell and the Hero's Journey

Joseph Campbell is a pre-eminent scholar, writer, and teacher, who has had a profound influence on millions of people. Campbell's notion of the *Hero's Journey* provides a powerful road map for managing the process of personal growth and life changes, and is valuable to coaches (and leaders, directors, managers, executives and professionals) in helping them deal with the challenges of change.

His extensive studies of epic myths and stories of every culture, spanning hero's, historical and mythical, of all ages, cultures, religions and genders, showed deep commonalities in man's collective memory and the sequence of events. Just a few of Campbell's sources and studies: Seal of the United States – star wars – Greek tragedy – Bible – Buddha – Christian theology – Tolstoy – American Indians – Folk tales – Koran – Garden of Eden – St George and the Dragon – Santa Claus – and many more.

The fundamental stages required to successfully complete the Hero's Journey

According to Campbell, the fundamental steps of the hero's journey include:

1. **Hearing a calling** – *identifying your vision, mission, vision or goal (end-in-mind future-back, outcome) that you are pursuing*
 - *Create an imaginary future timeline – and place the calling and challenge ('demon') on the timeline*
2. **Accepting the calling** – *confronting a boundary or threshold (ignoring can intensify the problem)*
3. **Crossing the threshold** – *moves us outside our comfort zone (forces us to grow, evolve whilst finding support and guidance (solution space?))*

4. **Finding a guardian** – *identify a mentor, coach or sponsor ('when the student is ready the teacher appears'). Who are (will be) your guardians?*
 - *Where are they 3D/360 degree located around you?*
 - *Place yourself in each guardians shoes (taking second position)*
 - *Look at yourself through each guardians eyes*
 - *What message or advice does each guardian have for you?*
 - *Return to your original position (first position) and receive the messages*

5. **Facing a challenge (or 'demon')** – *harnessing your inner energy or power (to overcome obstacles, problems, crisis and competition)*
 - *See, hear and especially feel the threshold you must cross in order to deal with the challenge ('demon') ("what holds you back", "what stops you")*

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6. Transforming the 'demon' – into a resource, advisor or special skill

- *Identify resources needed to move forward (to be a guardian/mentor/sponsor/coach, rather than a limitation?)*
- *Go to the future, acting 'as if' – and imagine you are able to go to the place that represents the (outcome) calling*
- *Look back to the present – from this location you become your own guardian – add resources and a message to yourself*
- *Come back to now – bringing the message and resources back to the present*
- *Now, go to the future – and check out your readiness to move forward. How ready are you?*

7. Completing the task – fulfilled by creating a new world perspective of growth and discoveries from the journey

- *Energies required to successfully complete the Hero's Journey: Strength – to stay committed (power, determination and ferocity), Compassion – to connect with others (softness, openness and gentleness) and Humour – to find new perspectives (playfulness, flexibility, creativity, deviousness)*

8. Finding the way home – as a transformed person sharing the knowledge and experience of the journey

Tying it all together

- Enhanced people, relationship and human performance
- Improved motivation, commitment and results
- Better communications, change and leadership
- Consider one (hero's journey) model of excellence in self/career/coaching/ leadership development

A final thought – about designing or composing a life.

I'm less convinced that 'people can become whatever they want.' Rather more convincing is the proposition that 'people can become more of who they would like to be.' This book is designed to provide readers with a provisional toolkit and roadmap to help and guide them on their chosen aspiring leadership journey.

In the appendix of book references I have included a few additional resources besides the hero's journey that the curious reader interested in this topic may like to follow up. This includes Mary Catherine Bateson (Daughter of famous British anthropologist Gregory Bateson – Steps to an ecology of mind), Robert Fritz (Path of least resistance), George

Leonard (Mastery – the keys to success and long-term fulfilment) and Michael Murphy (The life we are given and Golf in the kingdom) and Steve Andreas (Transforming yourself).

Whilst having a different focus Robert Dilts trilogy of books on strategies of genius are especially instructive in this context (e.g. Volume III Sigmund Freud, Leonardo da Vinci and Nikola Tesla). Likewise the extraordinary detailed research and criteria for corporate financial and personality trait success alignment undertaken by Jim Collins (Good to great and Great by choice). Equally useful and instructive is the 'type' MBTI work.

I hope you have enjoyed exploring some ways in which you can accelerate development of your leadership career as an already seasoned and experienced leader, an aspiring leader or someone curious to explore what attributes, skills and abilities are required to demonstrate leadership qualities for success in an unprecedented VUCA (volatility, uncertainty, complexity and ambiguity) world.

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APPENDIX 1. INSTRUCTIONS FOR FOLLOWING EXERCISES

How to get best results

Whilst these technique exercises of patterns and protocols are not for everybody, following the instructions typically work very quickly (literally taking just a few minutes) are powerful and may surprise you how well they work in practice! The effect for many is both immediate and cumulative and as you look back at this experience in a few weeks' time the changes will be apparent.

Don't be misled by the apparent simplicity of this 'self-guided technique.' Having carefully worked through it you may begin to notice how relatively effortless, effective and powerful the learning, growth and changes are. It may even change your life and will last for as long as it is useful!

The...dots in the text indicate you may find a pause in your thinking useful. You may sometimes move on quickly or you may need anything from a few seconds to a few minutes to imaginatively process the instruction. However, much time you need is right for you.

It is important to find a quiet place where you will be uninterrupted for a short period whilst you engage with and concentrate on carefully following the guidelines. It is essential to follow the instructions in each step methodically.

Meeting your expectations

In order to get even better results out of each exercise you may find it useful to unconditionally accept the following empowering assumptions, presuppositions and beliefs as true whilst following the instructions:

1. People who keep an open mind and reserve judgement get better results
2. People have all the internal resources they need to succeed
3. People make the best choices open to them since all behaviour is useful in some context
4. People with the most flexibility (Ashby's law) exercise the greatest influence in any system

Specific just-in-time outcome

It is important that you either think through or get clear in your own mind, or alternatively write down what real-life practical work-related problem or concern you need to resolve (what you don't want) or better your goal or objective (what you do want) in completing each exercise.

Before starting

Put all electronic devices with alerts on silent. Make sure you are sitting comfortably legs uncrossed, take a deep breath and begin feeling totally calm and relaxed.

IMPORTANT: Why reading 'Normal' text is different to following 'Exercise' text

Normal reading is mostly 'passive' (rooted in general semantics?) and one-way (called asynchronous learning) designed to inform, build understanding and/or transfer knowledge. Exercises by contrast (based on cognitive linguistics) is a sophisticated change method designed to empower the reader on their own to make step-improvements in their results, performance, skills and behaviour.

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Following instructions by carefully reading each exercise is ‘active’ in the sense that it is a self-directed two-way (synchronous) deep-learning process. You are engaged in an internal ‘back-and-forth’ mental gymnastics. Subjectively translating each word and phrase (ABC – alphabet) and bringing the text alive by engaging an internal sensory ‘experience’ with varying levels of awareness; seeing pictures in your minds-eye, hearing sounds in your minds-ear and sensations and feelings in your body (and possibly even smell and taste?). The general-purpose human performance technologies algorithm:

Exercise = Pattern (multi-sensory VAK+qualities)>>>Protocol (linguistics ABC)

Since imagined experiences use the same neural pathways (neuroplasticity) as actual memories a carefully crafted artificially created scenario in one’s mind can feel as real as actuality. Thereby empowering the ‘reader’ (if they choose) to act and behave in ways that will enable them to make real changes capable of changing even long-held engrained beliefs and deeply embedded good and bad habits. As well as delivering measurable step-improvements in results, accelerated skills development and superior performance both immediately and compounded over time.

Measuring progress to maintain focus and motivation

You can use the 10-point self-scoring scale as suggested below, or something similar like a Likert or Thurstone scale to monitor progress. Then for overall change measurement you could use a diagnostics instrument like: a psychometric inventory, a 360-degree feedback or a mini-survey. The scale asks; ‘Where are you: 1. At the start (begin score) and, 2. At the end (finish score)? Circle the number that most closely resembles your current performance?’

Poor	Below	Neither poor	Good	Excellent	
	average	nor good			
1	2	3	4	5	6
					7
					8
					9
					10

It works because it consciously tracks progress between working sessions ensuring progress is regularly monitored. But more importantly it unconsciously reinforces goal clarity and achievement focus, reduces goal drift, and directionalises energy and motivation.

Appendix 1 (Cont.). Instructions for Following Exercises

Measuring progress to maintain focus and motivation

You can use the 10-point self-scoring scale as suggested below, or something similar like a Likert or Thurstone scale to monitor progress. Then for overall change measurement you

could use a diagnostics instrument like: a psychometric inventory, a 360-degree feedback or a mini-survey. The scale asks; ‘Where are you: 1. At the start (begin score) and, 2. At the end (finish score)? Circle the number that most closely resembles your current performance?’

Poor	Below	Neither poor	Good	Excellent	
	average	nor good			
1	2	3	4	5	6
					7
					8
					9
					10

It works because it consciously tracks progress between working sessions ensuring progress is regularly monitored. But more importantly it unconsciously reinforces goal clarity and achievement focus, reduces goal drift, and directionalises energy and motivation.

Grammar Warning!

All exercises (Ex.) and similar in body of text are deliberately grammatically incorrect.

‘Grammatically incorrect’ means: when designing a MindSkills algorithm to accelerate and sustain behaviour change a confluence of linguistic models are ‘deliberately’ deployed. Models drawn on include: Neurolinguistics, Milton model, Metamodel, Quantum Linguistics, Temporal and Submodality Linguistics, etc.

This approach provides a balanced conduit, process or connection between a language protocol (ABC) and mental experience (multi-sensory VAK + qualities).

We have been developing dozens of dialogue combinations of these language patterns for the past 25 years. This has been in a wide range of applications (acquiring new skills, changing bad habits, faster learning, more eloquent presenting, etc.).

The 2017 Nobel Prize, ‘Nudge Theory,’ Gregory Bateson and Milton Erickson

Professor Thaler recipient of the 2017 Nobel prize for economics and father of ‘nudge’ theory and behavioural economics has like ourselves drawn heavily on the work of famous English anthropologist Gregory Bateson (Steps to an ecology of mind) and distinguished American Milton Erickson (hypnotherapist, psychologist and psychiatrist) as well as 2002 Nobel prize winner Daniel Kahneman (thinking fast and slow).

APPENDIX 2. EXAMPLE – MINDSKILLS ALGORITHM – HOW TO IMPROVE YOUR SELF-IMAGE (I OF II)

(Authentic, Successful, Professional, Wealthy, Happy, etc.?) *All your actions, feelings, behaviours and abilities must be consistent with your newly created image.*

1. **Relax** – Take a deep breath, and begin feeling...totally calm, grounded and centred.
2. **Most Successful You** – Imagine standing in front of you...the most authentic you.
3. **Detail** – Pay careful attention to how you look, move and talk with others. Notice how you act and behave consistent with your self-image.
4. **Boost** – Intensify or alter pictures and sounds to get right effect.
5. **Fully Step Into** – Adjust until feels comfortable. Notice what you see, hear and feel when living authentically.
6. **Practice The Future** – Now go to an unspecified time in the future and...see, hear and feel your authentic self (do three times). Then taking all the time you need come back to now.

Source: Matt and Buzz: on: High Performance Coaching. David Norman. 2006. P 80.
www.MattAndBuzz.com/Business

Brief explanations of linguistic distinctions used to design this example of a *MindSkills Algorithm*

Stacking, layering and sequencing a minimum of 22 different language structures have been used (many MindSkills Algorithms use dozens more). Language is an important tool in reconfiguring a persons subjective perception (see ‘quantum effect’) of reality leading to a potentially deeply profound and lasting change in behaviour

How to Improve Your Self-Image

(Authentic, Successful, Professional, Wealthy, Happy, etc.?) (20, 21, 22, 23.) *All your actions, feelings, behaviours and abilities must be consistent with your newly created image.*

1. **Relax** – Take a deep breath (1) and (2.) begin (3) feeling (4.5. *Denominalisation*)... totally (6) calm, grounded and centred. (7) (*Ki*)
2. **Most Ideal You** – Imagine standing in front of you (1. 8.9,10. *Dissociation*)... the most authentic (*create anchor*) you (*Ve/i*)
3. **Detail** – Pay careful attention (7) to how you look, move and talk with others (11.). Notice how you act and behave consistent with your self-image (12)
4. **Boost** – Intensify or alter pictures and sounds to get right effect (13. *Adjusting qualities of seeing and hearing*) (*Submodalities + Vi/+At*).
5. **Fully Step Into** – Adjust until feels comfortable (14.) then fully step into the image (15. *Associated*). Notice what you see, hear and feel when living authentically (*fire anchor*) (16)(*Vi => At => Ki => Ke/i*)
6. **Practice The Future** – Now go to an unspecified time in the future (8.) and...see, hear and feel your authentic self (16. 6) (do three times). (17) Then taking all the time you need come back to now (18)

Appendix 2 Example – MindSkills Algorithm – How to Improve Your Self-Image (II of II)

1. *Embedded command*
2. *Conjunction*
3. *Presupposition of time*
4. K Predicate
5. *Denominalisation* – (“Feeling”) – is a verb (and predicate) when transposed into ‘pictures and sounds in the mind – and feelings’ the characteristics display process, movement and action – ideal for change.

Many business words are ‘nominalisations’ (e.g. change, communications, leadership, talent, problems, learn, development, transformation, performance, and so on!) are verbs that have become a noun, with imagery that is dichotomous, static or stuck unwittingly impeding change.

Unfreezing a fixed position, e.g. “The decision I made...” can be challenged to unfreeze “What was important when you were deciding? Likewise you can freeze a decision from, “My thinking on this issue...” can be frozen to “What are your thoughts when you will be ready...”

6. *Semantically charged*
7. *Stacking presuppositions of truth*
8. *Temporal verb – Tag question*

9. *Presuppositions of creative visualisation ability*
10. *Dissociation* – involves looking at yourself (having possibly ‘stepped out’) in a detached manner – like watching yourself in a home movie – diminishes emotional intensity (compared to ‘looking through your own eyes’). And 15. Association
11. *Stacking Ve+Ke+Atd/e predicates*
12. *Integrity alignment*
13. *Qualities* – (“Intensify or alter pictures and sounds to get right effect”) – the finer distinctions or submodalities of seeing and hearing senses that can be used to adjust or boost sensations, feelings and emotions.
14. *Ability to consciously alter various characteristics of pictures and sounds to ‘feel right’*
15. *Associated* – (“then fully step into the image”) – now seeing things through your own eyes you will fully experience the ‘new you’ and by ‘trying it on’ will get a sense of how it feels. If it feels unfamiliar or uncomfortable this means you are stretching and testing your own boundaries of how you would expect to be when you are already this new person.
16. *Awareness of qualities/submodalities of seeing, hearing and feeling*
17. *Embed scenarios – Future pacing – Metafilters*
18. *Reorientation*
19. *Anchor*, 20. *Values*, 21. *Stacking, Layering and Sequencing*, 22. *Headings – break state*

“This book is part II of II”. Click [here](#) to read Book I,
“Executive Leadership Coaching”.