



The PAM Series ©

Practical Aid Memoirs for the workplace

# PAM 7 'Interaction'



***'Advanced coaching skills'***

1<sup>st</sup> Edition

Communication Training Improvements



*'Happiness is neither virtue nor pleasure, nor this thing nor that but simply growth.*

***We are happy when we are growing'*** WB Yeats

PAM 1 'Communication'

PAM 2 'Training'

PAM 3 'Improvement'

PAM 4 'Logistics'

PAM 5 'The Food Safety Miscellany'

PAM 6 'Projects'

**PAM 7 'Interaction'**



## Forward

**Practical Aide Memoirs** are just that, practical. The **PAMs** are intended as a reference to assist with decision-making, planning and action. The resultant action is intended to improve the workplace performance of individuals and teams, lifting the performance of the company, sustainably. The PAMs are about creating an environment of success; they provide sufficient information to allow the reader to easily digest the content and put it into practice at the workplace.

**PAM 1 'Communication'** is about laying the foundations. PAM 1 starts with the individual, then places the individual within and around the team. Throughout PAM 1 there is an emphasis on communication skills, an orientation towards objectives and outcomes, and reflective practice.

**PAM 2 'Training'** puts the framework in place. The PAM establishes and maintains the learning environment and sets in place a culture of personal and professional development.

**PAM 3 'Improvements'** builds on PAMs 1 and 2 and is all about creating an environment of Continuous Improvement. This PAM remains practical due to the principle of being 'applied'; easy to grasp and transferable into the workplace.

**PAM 4 'Logistics'** provides a practical guide to logistics. The PAM has been put together to act as a springboard to a review of logistics and planning for the optimisation of operations.

**PAM 5 'The Food Safety Miscellany'** is a tour of topics relevant to the food production environment and is meant to serve as a point of reference. PAM 5 is a handy guide to have at the workplace in support of training and development.

**PAM 6 'Projects'** is derived from an established, well-known framework and is presented as a series of templates that can be adapted for use at the workplace. The approach offers a structured, flexible, and product-based approach to project management.

**PAM 7 'Interaction'** takes PAM 1 further and is a focus on advanced communication and coaching; the PAM is based on how information is transferred and processed.

Combined, the PAMs represent a **Systems Approach** to workplace improvements.

**David Browne**



## Contents

Introduction	6
PAM 7 Objectives	6
Key topics covered	6
Representational Systems- VAKOG	7
Representational systems in communication and learning	8
Cross-modality learning and flexibility	9
Visual representational system (V)	10
Auditory representational system (A)	11
Kinaesthetic representational system (K)	12
Olfactory representational system (O)	13
Gustatory representational system (G)	14
Activity 'Representational Systems'	15
Meta Programmes- Filters	16
Significance of Meta Programmes	17
Key Benefits of understanding Meta Programmes	17
Types of Meta Programmes	18
Applications of Meta Programmes	26
Meta Model- Language	28
Deletions	29
Distortions	30
Generalisations	31
Application of the Meta Model at the workplace	32
Deletions (Summary)	35
Distortions (Summary)	36
Generalisations (Summary)	37
Perceptual Positioning- 1,2,3	38
Challenges and benefits	39
First Position (Self)	40
Second Position (Other)	41
Third Position (Observer)	42
First Position (Receiving)	43
Perceptual Positions- illustration	44
Activity 'Perceptual Positioning in practice'	45
POWER Outcomes	46



Positive Outcome	47
Ownership	48
Well-formedness	49
<b>Ecology</b>	50
Real	51
Setting Outcomes	52
Combining the Elements	53
Power Outcomes- Guide	54
Coaching	55
Characteristics of coaching	55
Types of coaching	59
The coaching process	60
Activity 'The coaching approach'	65
Advanced coaching skills	66
Anchoring	67
Self-limiting beliefs	72
The MACE Framework: Factors affecting performance:	73
Filters of perception	79
Mental Rehearsal	91
Rapport Skills	97
The map is not the territory	102
Understanding the concept	103
Applications at the workplace	104



## Introduction

Welcome to PAM 7 'Interaction', a practical guide about **Advanced Communication Techniques**. This PAM is designed to delve into key communication topics that will enhance understanding and application of advanced communication. The PAM provides a comprehensive toolkit of techniques that can be applied in various contexts to achieve those goals.

### PAM 7 Objectives

- Understand and apply PAM 7 tools to improve communication efficacy
- Learn and practice coaching techniques to support and develop others

### Key topics covered

- **Representational Systems- VAKOG**  
How senses and language provide a window to perception.
- **Meta Programmes- Filters**  
The filters we use to help us interpret and respond.
- **Meta Model- Language**  
The structure of language and processing of information.
- **Perceptual Positioning- 1,2,3**  
The ability to view situations from different perspectives.
- **POWER Outcomes**  
The practice of being Outcomes orientated.
- **Coaching.** The principles of coaching and empowering others.
- **Advanced coaching skills.** A set of practical skills.



## Representational Systems- VAKOG

Welcome to PAM 7 'Interaction'

The PAM is made up of a series of coaching topics.

This Practical Aide Memoir can be used for **your own development** and for **coaching**.

We will be exploring **Representational Systems** and how it is expressed through VAKOG

VAKOG stands for 'Visual' 'Auditory' 'Kinaesthetic' 'Olfactory' 'Gustatory'



### Representational systems

These refer to **the ways in which individuals process, store, and retrieve information based on their sensory experiences**. In Neuro-Linguistic Programming (NLP), these systems are categorised into five primary modalities: Visual, Auditory, Kinaesthetic, Olfactory, and Gustatory, collectively known as VAKOG.

**Everyone typically has a preferred or dominant representational system** that influences how they perceive and interact with the world. Understanding VAKOG can enhance communication, learning, and personal development by aligning approaches with an individual's sensory preferences.

The VAKOG model offers valuable insights into how individuals process sensory information. **By understanding and identifying dominant representational systems**—visual, auditory, kinaesthetic, olfactory, and gustatory—**we can tailor communication, learning, and personal development strategies** to match everyone's sensory preferences. Whether enhancing learning outcomes, improving workplace interactions, or deepening personal relationships, aligning with representational systems allows for more effective and meaningful connections.





## Representational systems in communication and learning



### Sensory modality

Understanding the **dominant representational system of an individual can greatly improve communication, teaching, and interpersonal relationships**. When people communicate using their preferred sensory modality, they tend to **understand, retain, and engage** with information more effectively.

For instance, if someone has a visual preference, using imagery or visual metaphors can enhance their understanding. Conversely, if someone is more kinaesthetic, encouraging them to engage physically with material, through movement or touch, may yield better results. Recognising these preferences allows for more tailored, effective communication and learning strategies.







## Cross-modality learning and flexibility

The comic strip consists of four panels. Panel 1: A man says, "If you think back to your previous learning experiences...". Panel 2: A sad face says, "...the least enjoyable would probably be the times you were out of your comfort zone...". Panel 3: A happy face says, "...the most enjoyable times were probably those that appealed to your preferences...". Panel 4: The man says, "Remaining flexible provides you with the greatest range of learning opportunities."



### Cross-modality

While individuals may have a dominant representational system, people generally use all five modalities to varying degrees depending on the situation. **Cross-modality learning, where different sensory inputs are combined, can strengthen understanding and retention.** For example, someone might learn best by seeing a diagram (visual) while listening to an explanation (auditory) and writing notes (kinaesthetic). This multimodal approach can help engage multiple senses, making the information more memorable and reinforcing learning.







Moreover, coaching or teaching can aim to develop flexibility in representational systems. **Encouraging individuals to engage with less dominant modalities helps them expand their learning and communication capabilities.** For instance, a visual learner might benefit from practicing auditory skills, enhancing their overall adaptability in different contexts.





## Visual representational system (V)

### Characteristics of visual learners

 <p>I use phrases like 'I see what you mean,' 'That looks good to me,' or 'Let's look at the big picture.'</p>	 <p>He often remembers details by visualising.</p>	 <p>He can be sensitive to the aesthetics of his environment.</p>
 <p>He can be neat and organised, as visual structure and order helps him focus.</p>	 <p>He prefers diagrams, charts, and written materials.</p>	 <p>He presents information in a structured way.</p>





## Visual

The visual system involves **processing information through images, colours, shapes, and spatial awareness**. People who are visually oriented tend to think in pictures. They often use **visual language**, describing their thoughts or experiences in terms of what they 'see' in their mind's eye.

When solving problems or recalling memories, they might visualise scenarios or create mental images to help them process information.

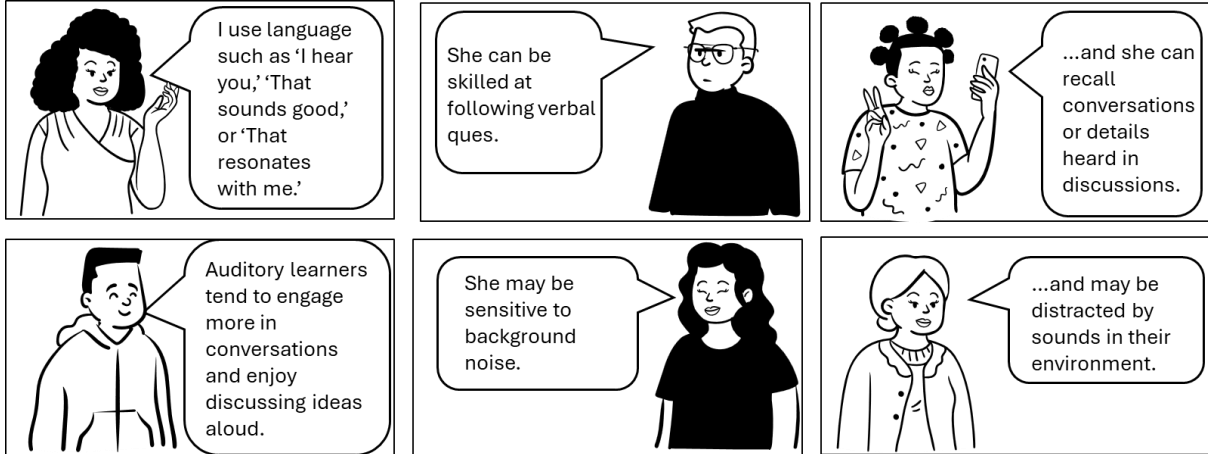
### Communication tips

 <p>When communicating with a visually oriented person, it helps to use descriptive language that paints a clear picture.</p>	 <p>Providing written notes, diagrams, and visual aids can support understanding and engagement.</p>
--	---



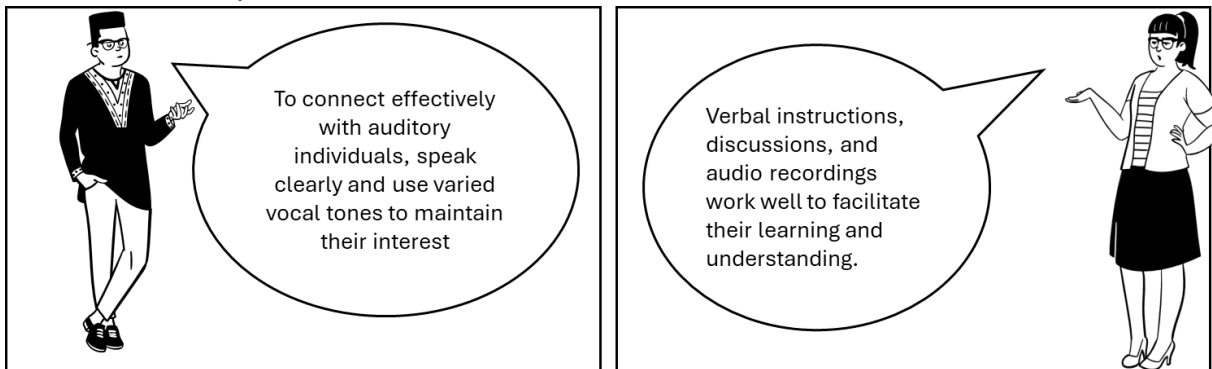
## Auditory representational system (A)

### Characteristics of auditory learners



	<h2>Auditory</h2>
<p>The auditory system <b>focuses on processing information through sound</b>. Auditory individuals think in terms of what they hear, and <b>their memories are often associated with sounds, words, or conversations</b>. They may prefer verbal explanations and <b>often have an acute awareness of tone, rhythm, and voice pitch</b> in communication.</p>	






### Communication tips





## Kinaesthetic representational system (K)

### Characteristics of kinaesthetic learners

 <p>I use phrases like 'I feel that this is right,' 'That idea doesn't sit well with me,' or 'I need to get a grip on this.'</p>	 <p>...Kinaesthetic learners are often tactile.</p>	 <p>...She enjoys physical activities such as sports, crafts, or working with tools.</p>
 <p>She is highly in tune with her emotions and may express their feelings physically, such as through gestures or body language.</p>	 <p>She may struggle with sitting still, or lack of activity.</p>	 <p>...And she often need to move around to focus</p>

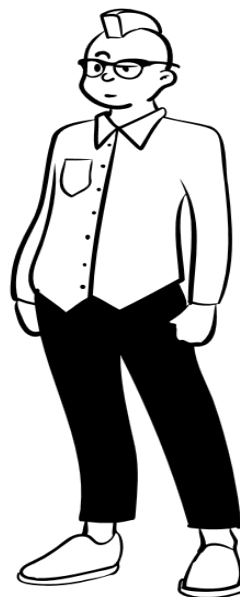


## Kinaesthetic

The kinaesthetic system relates to bodily sensations, touch, and movement. Kinaesthetic individuals process information based on how it feels, both physically and emotionally. They are more attuned to textures, movements, and the physical interaction with their environment. They may learn best through hands-on activities or when they can physically engage with the material.

### Communication tips


Kinaesthetic individuals respond well to action-based approaches, such as role-playing, hands-on tasks, or physical demonstrations.





## Olfactory representational system (O)

### Characteristics of olfactory learners

 <p>I use language like 'This smells fishy to me,'</p>	 <p>He will say things like 'I have a nose for this,' or 'Something about this situation stinks.'</p>	 <p>Olfactory learners may have strong scent-related memories...</p>
 <p>...where particular smells evoke vivid recollections or emotions....</p>	 <p>His decision-making can be influenced by their sensory impressions of the environment....</p>	 <p>...especially in relation to scents.</p>



## Olfactory

The olfactory system involves processing information through smell. Though less dominant than visual, auditory, and kinaesthetic systems in most people, olfactory representation plays a crucial role in memory and emotional associations. Specific scents can trigger strong memories or emotions, and for some individuals, their environment's smell significantly impacts their perception of experiences.

### Communication tips

When working with olfactory individuals, creating a pleasant and familiar scent environment can enhance their mood and productivity.







While this system is less commonly dominant, ensuring the surroundings are free from distracting odours can create a more conducive space for concentration and comfort.





## Gustatory representational system (G)

### Characteristics of gustatory learners

 <p>I use phrases like 'This idea is hard to digest.'</p>	 <p>Or she will say things like, 'That leaves me with a bad taste.'</p>	 <p>Or 'I'm hungry for success.'</p>
 <p>Gustatory learners may relate strongly to food-related experiences...</p>	 <p>...and can connect memories or ideas to the sensations of taste and texture.</p>	 <p>They often seek sensory satisfaction through taste and may enjoy trying new foods or culinary experiences.</p>



## Gustatory

The gustatory system involves the processing of information through taste. Like the olfactory system, it is less frequently a dominant representational system but is still a powerful modality, particularly in the context of food, memories, and emotions. Taste can evoke strong memories and emotional reactions, and for some, the flavours and textures of food are integral to how they relate to the world.

### Communication tips

For gustatory individuals, discussing flavours, textures, and experiences related to food may resonate more strongly. In creative or marketing fields, linking ideas to taste or culinary experiences can help engage these individuals more effectively.





Activity 'Representational Systems'



**Representational Systems- VAKOG**

**Consider your own preference and how learning opportunities can be improved. Also, consider the learning opportunity of others:**



## Meta Programmes- Filters

Meta Programmes are **mental filters or patterns that determine how we process and respond to information**. These **cognitive and behavioural patterns** influence our perceptions, decisions, motivations, and actions by **shaping how we filter, prioritise, and organise the immense amount of sensory data we receive from the world around us**.

Understanding and recognising Meta Programmes is a critical aspect of effective communication because it allows individuals to better understand themselves and others, **improve communication, and enhance mutual development**.

While everyone processes information differently, Meta Programmes help identify the unique ways individuals operate in various contexts. By becoming aware of these patterns, we can modify or optimise them to create more effective and empowering behaviours.



**Meta Programmes offer powerful insights into the ways individuals process information, make decisions, and engage with the world**. These **unconscious filters** shape our perceptions and actions, influencing everything from motivation and communication to learning and relationships.

By aligning your approach with the Meta Programmes of others, you can create more effective and meaningful interactions, leading to improved outcomes. Of course, there are other inputs that will affect how successful any communication is. You cannot force someone to engage in a mutually beneficial way. However, **even a 'less successful' communication with someone can provide useful insights** into their current state.







## Significance of Meta Programmes

Meta Programmes can be thought of as **unconscious mental ‘software’ that filters and organises information, determining how we experience and interpret our world.** These filters are not static; they can change depending on the context. For example, between work and our personal life. Meta Programmes are also **influenced by personal experiences, and external influences.**

By identifying these internal filters, we **gain insight into how we and others make decisions, process information, and engage with the world.**

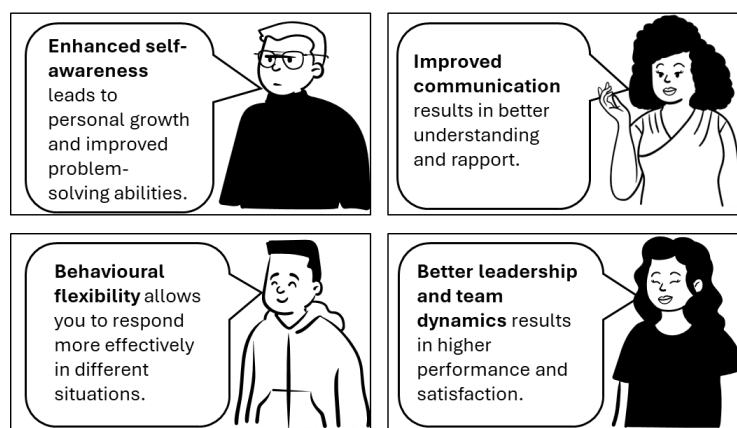
## Key Benefits of understanding Meta Programmes

**Enhanced self-awareness:** Recognising your Meta Programmes enables you to understand how you approach tasks, make decisions, and interact with others. This self-awareness can lead to personal growth and improved problem-solving abilities.

**Improved communication:** Understanding the Meta Programmes of others allows for more tailored and effective communication. You can adjust your communication style to match the listener’s Meta Programmes, fostering better understanding and rapport.

**Behavioural flexibility:** By becoming aware of your own Meta Programmes, you gain the flexibility to adjust them, enabling you to respond more effectively in different situations.

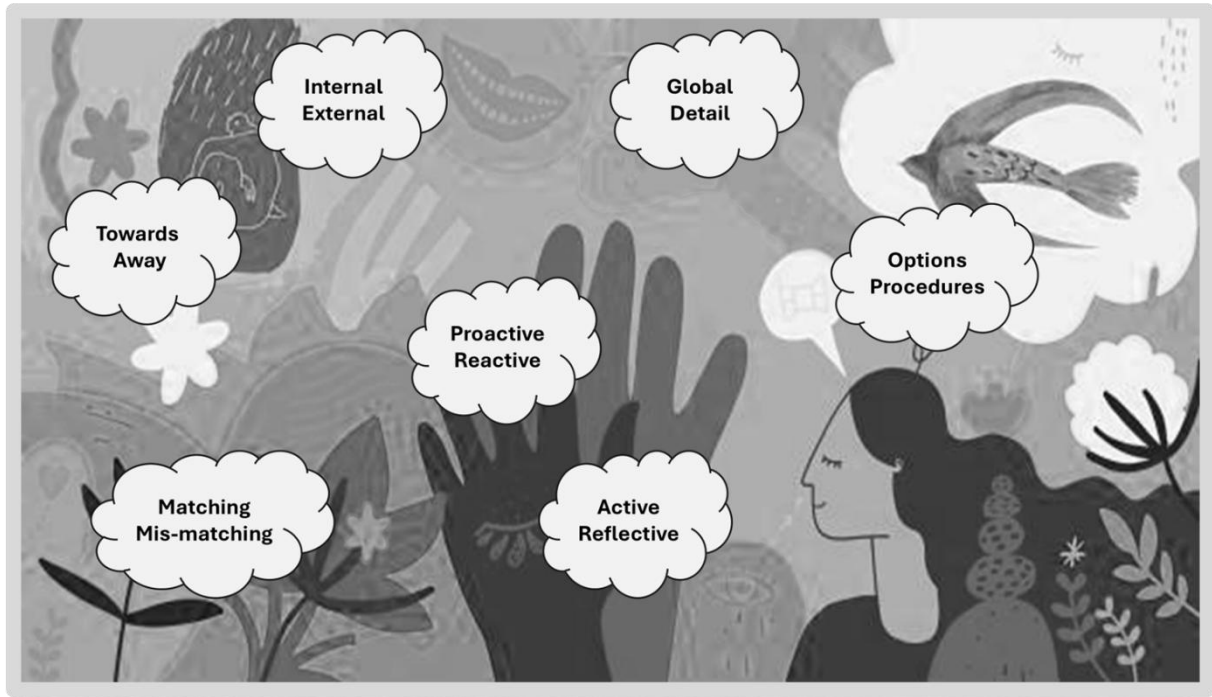
**Better leadership and team dynamics:** Leaders who understand the Meta Programmes of their team members can assign tasks that align with individual strengths and preferences, resulting in higher performance and satisfaction.





## Types of Meta Programmes

Meta Programmes can be classified into various types, **each representing different aspects of thought processes, decision-making, and motivation.**



## Meta Programmes

Meta Programmes are **mental filters or patterns that determine how we process and respond to information.**

They are unconscious mental 'software' that **filters and organises information, determining how we experience and interpret our world.**

Meta Programmes offer powerful insights into **the ways individuals process information, make decisions, and engage with the world.**

Meta Programmes provide **insights into the reliance of teams and individuals and their orientation for change.**

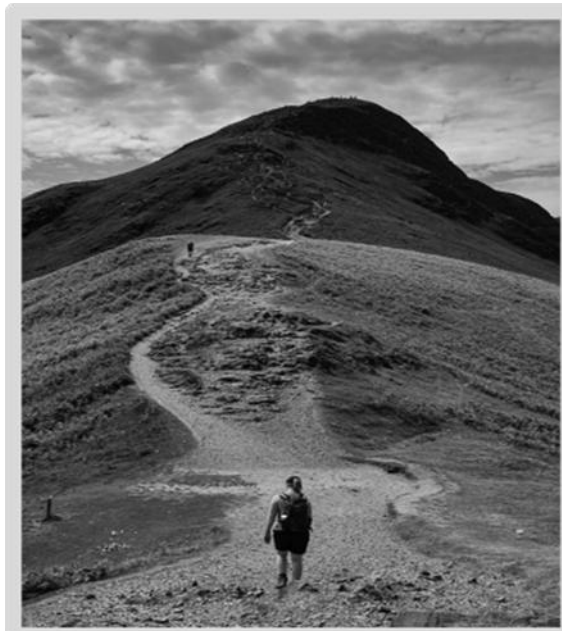


## Active and Reflective

This metaprogramme **determines whether individuals prefer to act quickly and get involved (Active) or take time to think things through (Reflective).**

**Active:** These people like to dive in and engage right away. They often prefer hands-on approaches and learn by doing. They might say, 'Let's jump in and figure it out as we go.'

**Reflective:** Reflective individuals prefer to think things over before acting. They may say, 'I need some time to reflect on this' or 'I want to analyse the situation before proceeding.'



**Notes:**



### **Action-** Active and Reflective






This metaprogramme is essential for understanding how individuals approach learning, decision-making, and problem-solving.



## Global and Detail

This metaprogramme **describes whether an individual prefers to focus on the Global (Big Picture) or the Details (Specific).**


<p><b>Global:</b> These individuals focus on the broad overview and like to understand the overall context or purpose of something before getting into details. They might say, 'I want to understand the main concept before diving into specifics.'</p>	<p><b>Detail:</b> People who are detail-oriented prefer to work with specifics and may need a step-by-step approach before understanding the whole picture. They may say, 'I need to know the details to make sense of this situation.'</p>
	<p><b>Notes:</b></p>



	<p><b>Communication- Global and Detail</b></p> 
<p>Understanding this metaprogramme is crucial in communication, particularly when explaining ideas or concepts. Global thinkers might get frustrated with too many details, while detail-oriented individuals may feel lost without enough specific information.</p>	



## Internal and External

This metaprogramme relates to **how individuals evaluate their success and make decisions**, either based on internal criteria (self-assessment) or external criteria (input from others).


<p><b>Internal criteria:</b> Individuals with an internal frame of reference make decisions based on their own feelings, judgments, and experiences. They do not rely heavily on external opinions or validation. They might say, 'I know I'm doing a good job because I feel confident about my work.'</p>	<p><b>External criteria:</b> People with an external frame of reference seek feedback and validation from others to assess their performance. They tend to look for approval or guidance from external sources, such as mentors or authorities. A person with this orientation might say, 'I know I'm doing well because my boss said so.'</p>
	<p><b>Notes:</b></p>

	<p><b>Criteria- Internal and External</b></p> 
<p>Knowing this metaprogramme helps in understanding peoples' terms of reference- how individuals make decisions and how they prefer to receive feedback.</p>	



## Options and Procedures

This metaprogramme relates to **how individuals prefer to function when faced with tasks or decisions**—whether they prefer having options or following a specific procedure.

<p><b>Options:</b> People who favour options enjoy exploring different possibilities and tend to resist rigid structures or routines. They value freedom and flexibility, saying things like, 'I like to keep my options open' or 'Let's consider all the possibilities.'</p>	<p><b>Procedures:</b> Those who favour procedures prefer following clear, step-by-step processes and tend to thrive in structured environments. They might say, 'What's the process for doing this?' or 'I need clear instructions to move forward.'</p>
	<p><b>Notes:</b></p>



### Function- Options and Procedures



This metaprogramme is particularly useful in work environments, as it helps assign tasks in ways that align with individuals' preferences for structure or flexibility.



## Proactive and Reactive

This metaprogramme focuses on **how individuals approach situations**—whether they are proactive (initiating action) or reactive (responding to stimuli).

**Proactive:** These individuals take the initiative and are action oriented. They do not wait for instructions and prefer to be in control of their environment. They might say, 'Let's get started now' or 'I prefer to take the lead.'

**Reactive:** Reactive individuals wait for things to happen before responding. They might prefer to evaluate the situation first or wait for instructions before acting. They may say, 'I'll wait and see what happens' or 'I prefer to respond to the situation rather than take the lead.'



**Notes:**



### Approach- Proactive and Reactive

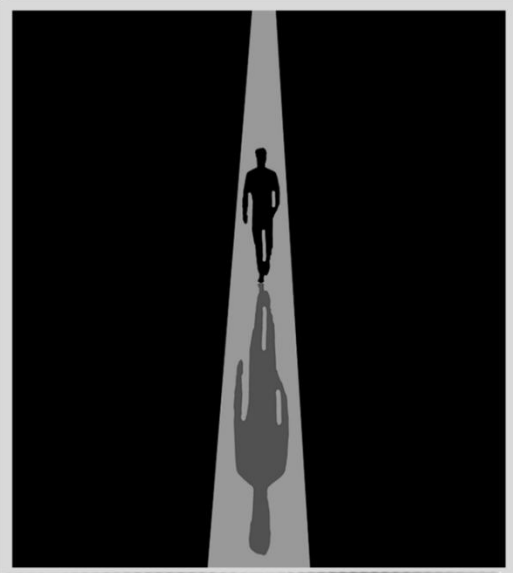


Knowing whether someone is proactive or reactive can help in understanding how they prefer to manage time, take responsibility, and make decisions.



## Toward and Away

This metaprogramme **determines whether a person is motivated by moving toward a goal** (desiring positive outcomes) **or away from negative consequences** (avoiding pain or discomfort).

<p><b>Toward:</b> Individuals with this orientation focus on what they want to achieve. They are motivated by setting goals, envisioning future success, and working towards their aspirations. For instance, someone might say, 'I want to become more financially independent,' or 'I'm looking forward to a promotion.'</p>	<p><b>Away From:</b> These individuals focus on what they want to avoid. They are driven by fear, risk, or discomfort, and their actions are oriented toward preventing negative outcomes. For example, someone might say, 'I don't want to be stuck in debt,' or 'I want to avoid getting fired.'</p>
	<p><b>Notes:</b></p>



## Motivation- Toward and Away




Understanding this metaprogramme can help motivate individuals more effectively, depending on whether they are more driven by the desire for positive outcomes or the need to avoid undesirable situations.







## Matching and Mismatching

This metaprogramme refers **to how individuals look for similarities (matching) or differences (mismatching) when comparing information.**

<p><b>Matching:</b> These individuals focus on what is the same between two pieces of information or situations. They often say, 'That's similar to...' or 'This fits with what we already know.'</p>	<p><b>Mismatching:</b> Mismatching individuals look for differences and often play the 'devil's advocate' role. They might say, 'That's different from...' or 'What's wrong with this picture?'</p>
	<p><b>Notes:</b></p>

	<p><b>Information-</b> Matching and Mismatching</p> 
<p>Understanding whether someone matches or mismatches can affect how they respond to suggestions, agreements, change and problem-solving situations.</p>	



## Applications of Meta Programmes

### Personal development and self-awareness

Understanding your own Meta Programmes can be transformative for personal growth. By recognising patterns in how you process information, make decisions, and respond to challenges, **you can adapt your behaviour to be more effective in achieving your goals**. For example, if you recognise that you have a strong 'away from' motivation, you can consciously incorporate more 'toward' strategies to create a more balanced approach to goal setting.

### Improving communication

Meta Programmes are vital for enhancing communication between individuals. When you know someone's Meta Programmes, **you can frame your messages in ways that resonate with them**. For instance, if someone is detail-oriented, you can provide specific information rather than generalities. If they are more global in their thinking, presenting the big picture before diving into details may be more effective. In sales and marketing, understanding the Meta Programmes of your target audience can significantly improve results. For example, a person with a 'toward' motivation will respond better to messages about the benefits they will gain, while a person with an 'away from' orientation might be more persuaded by highlighting what they can avoid (e.g., risk or loss).

### Leadership and team management

Leaders can use Meta Programmes to **better understand their team members' motivations, decision-making processes, and working styles**. For example, someone with a procedural preference may thrive in tasks with clear guidelines, while an options-oriented individual might excel in a creative role that allows for exploration and innovation. By assigning tasks based on Metaprogramme preferences, leaders can boost team morale, engagement, and productivity.

### Coaching

In coaching, identifying a learner's Meta Programmes can **help coaches create more tailored and effective interventions**. For example, if a learner tends to mismatch (focus on differences), a coach might work to balance this by encouraging them to explore similarities and common ground in relationships or decision-making.



Activity 'Meta Programmes and personal experiences'



**Reflective practice**

**Thinking about past experiences:**

**How were you influenced by your preferred Meta Programmes? (For good or bad)**

**What options did you have?**

**Thinking about someone you may be communicating with now or in the future:**

**How are you likely to be influenced by your preferred Meta Programmes?**

**How is the person you will be communicating with be influenced by their Meta Programmes (as you perceive them to be).**

**What options do you have?**



## Meta Model- Language

The Meta Model is a **tool used to identify and address language patterns that limit or distort our understanding of reality**. It helps to **clarify vague or incomplete statements**, challenging and expanding them to **uncover deeper meanings and insights**.

The model focuses on three main language patterns:





## Deletions

Deletions occur **when certain information is omitted from a statement, making it incomplete or unclear**. This can happen **consciously or unconsciously**, often **leading to misunderstandings or assumptions**. Examples of deletions in speech include:

- **Vague nouns:** 'They said it's impossible.'
- **Vague verbs:** 'He failed.'
- **Vague comparisons:** 'This is better.'

**To respond effectively to Deletions, ask clarifying questions** that prompt the other person to provide more specific information, such as:

- 'They said it's impossible.' - '*Who specifically said it was impossible?*'
- 'He failed.' - '*How specifically did he fail?*'
- 'This is better.' - '*What is better, than what or who?*'





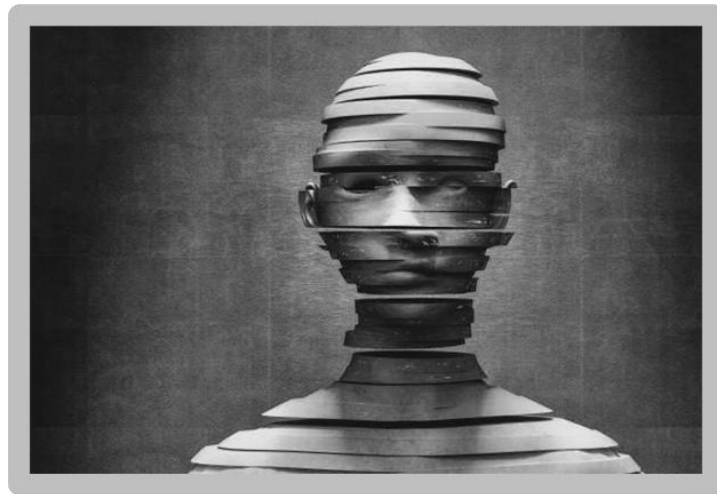
## Distortions

Distortions involve altering the meaning of a statement, often in a way that changes the perceived reality. These can lead to incorrect conclusions or exaggerated perceptions. Examples of distortions include:

- **Mind reading:** 'She doesn't like me.'
- **Cause and effect:** 'He makes me angry.'
- **Complex equivalence:** 'Being late means you're irresponsible.'

**To address distortions, challenge the assumptions** and ask questions that encourage the speaker to re-evaluate their statements:

- 'She doesn't like me.' - *'How do you know she doesn't like you?'*
- 'He makes me angry.' - *'How does he specifically make you angry?'*
- 'Being late means you're irresponsible.' *'How does being late specifically mean you're irresponsible?'*





## Generalisations

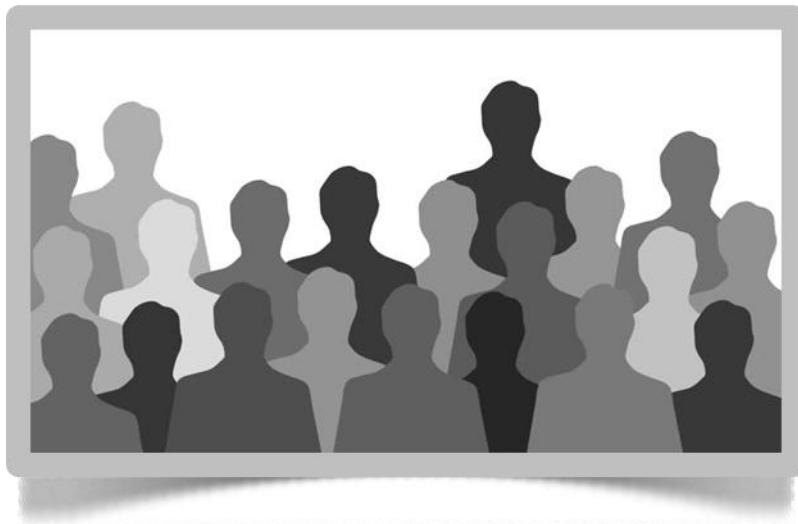
Generalisations occur when **specific experiences or observations are applied broadly, often without considering exceptions or variations**. This can lead to **stereotypes or overly simplistic views**.

Examples of generalisations include:

- 'Everyone at work is stressed.'
- 'I never get any recognition.'
- 'They are always late'

**To respond to generalisations, challenge the overgeneralised statements** and seek more precise information:

- 'Everyone at work is stressed.' - *'Is everyone really stressed all the time?'*
- 'I never get any recognition.' - *'Is it true that you never get recognition?'*
- 'They are always late' – *'Is everyone late, and all the time?'*





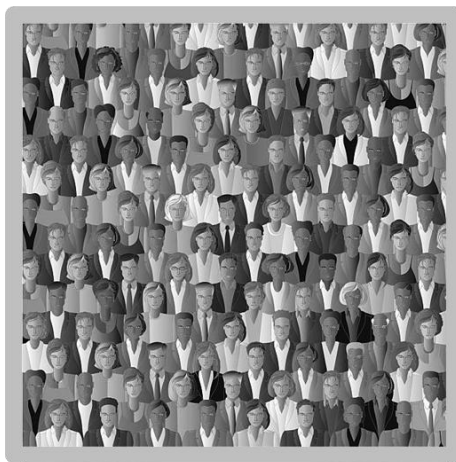
## Application of the Meta Model at the workplace

The Meta Model can be a powerful tool in the workplace, **improving communication, problem-solving, and conflict resolution**. Here are some examples of its application, along with its advantages and disadvantages:

### Examples

- **Team meetings:** Using the Meta Model to clarify goals, expectations, and responsibilities can prevent misunderstandings and ensure everyone is on the same page. For instance, asking 'What specifically do you need from me?' can help clarify roles in a project.
- **Conflict resolution:** The Meta Model can help identify the root causes of conflicts by challenging vague or distorted perceptions. For instance, asking, 'How specifically did their actions upset you?' can lead to a deeper understanding and resolution.
- **Performance reviews:** Addressing Distortions and Generalisations can lead to more constructive feedback. For example, instead of saying, 'You never meet deadlines,' a manager could ask, 'Can you provide examples of times when you've met deadlines?'

Of course, it all depends upon **integrity and trust**.







## Disadvantages and advantages of the Meta Model

### Disadvantages:

- Can be time-consuming, requiring patience and persistence
- May be perceived as intrusive or confrontational if not used skilfully
- Requires practice and familiarity with the model to be effective

### Advantages:

- Encourages more precise and thoughtful conversations
- Facilitates conflict resolution by uncovering underlying issues
- Helps identify and address limiting beliefs and assumptions
- Improves clarity and understanding in communication





## Weaknesses and strengths

### **Weaknesses:**

- Can be seen as overly analytical or critical
- May be challenging to apply consistently in fast-paced environments
- Requires ongoing learning and practice to master

### **Strengths:**

- Encourages self-awareness and personal growth
- Enhances critical thinking and problem-solving skills
- Promotes open and honest communication





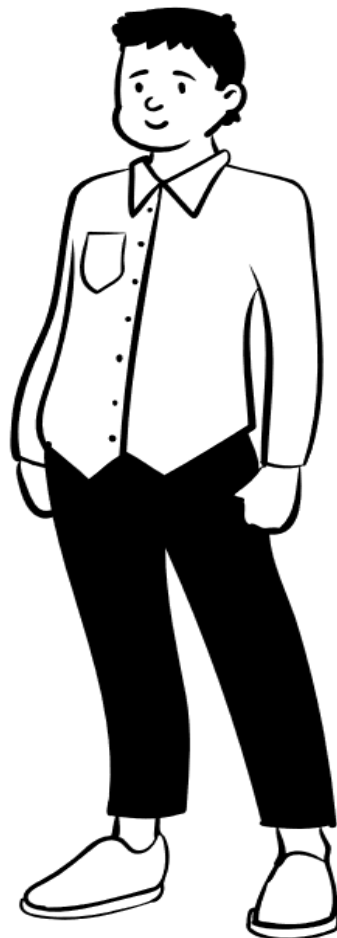
## Deletions (Summary)

**The vague What's**  
'What specifically?'

**The vague Who's**  
'Who specifically?'

**The vague verbs**  
'How specifically?'

**The vague comparisons**  
'Less or more, better or worse, than what or who?'





## Distortions (Summary)

**The 'X' means 'Y'**

'How does X mean Y?'

**The 'Mindreading'**

'How do you know?'

'What leads you to believe

**The 'Bald assertion'**

'Who says?'

'How do you know?'





## Generalisations (Summary)

### **The 'Cant's'**

'What is stopping you?'

'What needs to happen for you to be able to?'

### **The 'Must' and 'Mustn't'**

'What would happen if you did or didn't?'

'What wouldn't happen if you did or didn't?'

### **The 'Always' and 'Nevers'**

'What always?'

'Has there not been one occasion on which you have?'

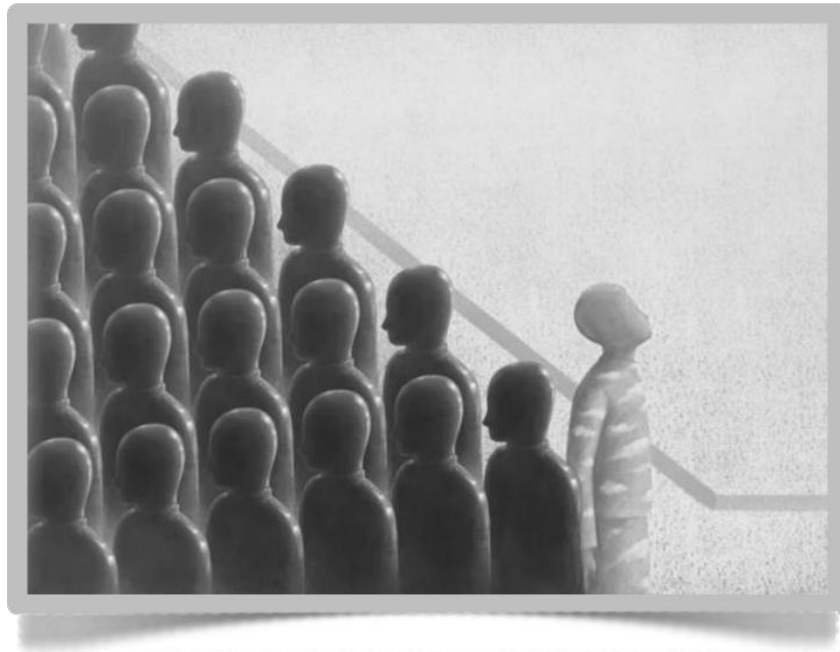




## Perceptual Positioning- 1,2,3

Perceptual Positioning is a concept that involves viewing a situation from different perspectives to gain a deeper understanding and improve communication. There are three primary perceptual positions:

- The **first** position- **Self**
- The **second** position- **Other**
- The **third** position- **Trusted advice**



Perceptual Positioning is a useful tool that can be applied prior to arriving at a **POWER Outcome**, (which will be explored later). The method can be quite repetitive, until the learner is satisfied **the perspectives of others' have been properly considered.**



## Challenges and benefits

### Challenges:

**Emotional discomfort:** Stepping into someone else's shoes or observing yourself can be emotionally challenging, especially in conflict situations.

**Complexity:** It requires practice to switch between different perspectives smoothly and effectively. **This is a physical activity, where you get up, move around and take on the posture of others.**

### Benefits:

**Empathy:** Enhances empathy by helping you understand others' viewpoints and feelings.

**Conflict resolution:** Facilitates conflict resolution by providing a broader understanding of the situation.

**Self-improvement:** Promotes self-awareness and personal growth by highlighting areas for improvement.





## First Position (Self)

In the first position, you **experience the situation from your own perspective**. You see, hear, and feel things from your own perspective, selfishly even. This can be uncomfortable as a degree of self-criticism may be required. **This is your personal viewpoint, undiluted by the perspectives of others.**

**Example 1:** Imagine you arrive at the workplace during a change event. In the first position, you focus on your own thoughts, feelings.

**Example 2:** During a disagreement with a friend, you focus on your own feelings of frustration and your reasons for being upset.



**Notes:**





## Second Position (Other)

In the second position, **you step into someone else's shoes and experience the situation from their perspective.** You imagine yourself in their body, experiencing what they see, hear, and feel.

**Example 1:** In the workplace change event scenario you might imagine how you are coming across to others there. How your body language, your expressions, what you say and the tone of your voice.

**Example 2:** During the disagreement, you imagine yourself as your friend, understanding their feelings and reasons for their actions.

Remember, **this is a physical activity, where you get up, move around and take on the posture of others.**



**Notes:**



### Third Position (Observer)

In the third position, **you step back and observe the interaction between the first and second positions. You become an independent observer**, watching the situation unfold as if you were a neutral third party. This independent observer can be anyone who's advice and guidance you would trust.

**Example 1:** Watching the workplace change event unfold, you notice how each are interacting. You are identifying areas for improvement.

**Example 2:** Observing the disagreement from a third position, you see the dynamics between you and your friend, recognising patterns and potential solutions.

Remember, **this is a physical activity, where you get up, move around and take on the posture of others.**



**Notes:**



## First Position (Receiving)

Returning to the first position, **you imagine yourself taking advice from the trusted person (Third Position). You do not challenge but accept the advice offered.**

**Example 1:** As the workplace change event unfolds, your own reaction may not have been as positive as you thought.

**Example 2:** Others at the workplace are surprised and even confused at your reaction.

**As you absorb the advice you start to formulate a plan on how the situation can be improved.** You have a range of options, from disengagement to reengagement. These early thoughts lead naturally onto forming a desired outcome for the situation, a **POWER Outcome**. (See below).



Notes:



## Perceptual Positions- illustration



**1<sup>st</sup>**

**Me**

How do I see the situation?  
How do I see the other person?  
How do I feel?  
What's going on in my opinion?

**2<sup>nd</sup>**

**The other person**

How do I see the situation?  
How do I see the *other* person?  
How do I feel?  
What's going on in my opinion?



**3<sup>rd</sup>**

**Trusted observer**

How do I see this situation?  
How do I see these 2 people?  
What do I think is going on?  
What might 1<sup>st</sup> position do to change/improve things?



**Notes:**



## Activity 'Perceptual Positioning in practice'



### Perceptual Positioning



**You have an important meeting coming up with a learner or stakeholder:**

Imagine yourself in 1st position. Imagine a 30-second movie of the change event from your perspective. Describe the event in one word.

Imagine yourself as the person in the 2nd position then replay the movie. In a word, describe the event from the learner's perspective.

Imagine you're an independent (invisible) observer in 3rd position and now replay the movie. Are the participants showing the same or different behaviours? How is each affecting the atmosphere of the event. For example, are they both being aggressive, friendly, respectful etc, or is one being friendly and the other unfriendly, or is one being aggressive and the other passive?

Finally, In the 1<sup>st</sup> position, receive those insights. What has changed? You might have to revisit the other positions. What could do to improve the situation?

Start forming a POWER Outcome.

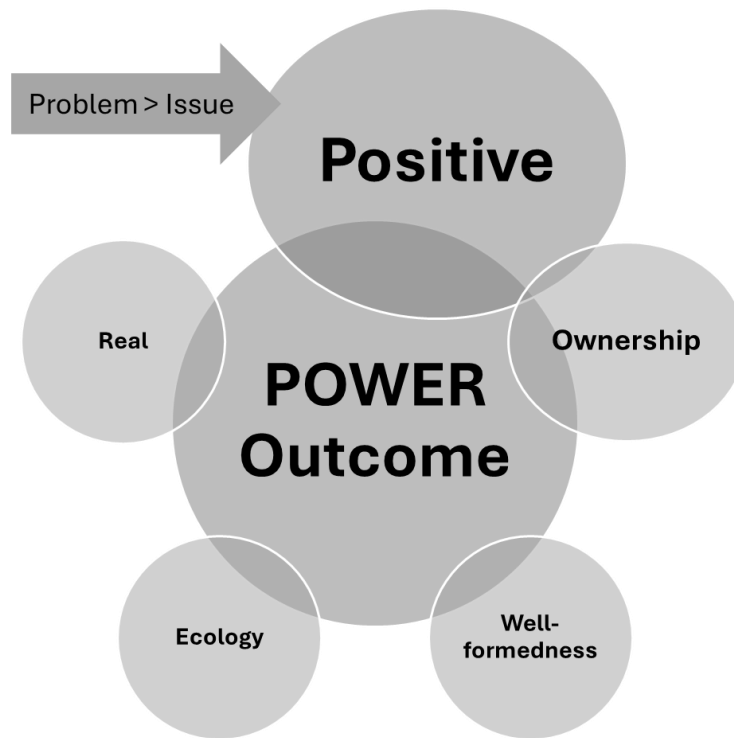
**Notes:**



## POWER Outcomes

Based on Seymour J

The POWER Outcomes model is a **powerful framework for setting and achieving goals** effectively. By ensuring that your Outcome is positive, owned, well-formed, evidenced, resourced and real, the chances of success are enhanced.

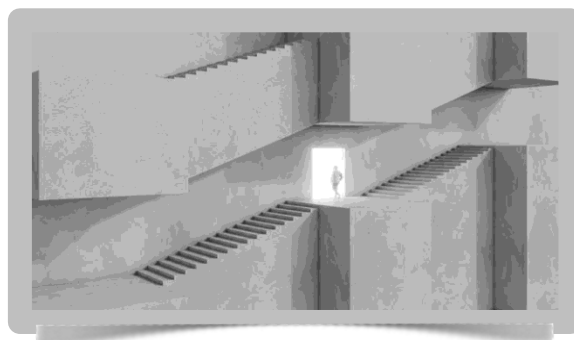


**Application can be as a personal mental exercise or adopting the role of a coach** and guiding the other through the POWER Outcomes model. If coaching, establishing and maintaining rapport is essential, as is progressing at the others' pace.

**The starting point is to explore the issue and to drill down until the *true* problem is identified.**

Results can be almost immediate, or **each element may have to be re-visited a number of times before the desired Outcome is arrived at.** If the latter occurs it is an indication that the stated problem may not be *true* and so may have to be drilled down again to identify the true issue.

Each element plays a crucial role in defining and achieving the desired POWER Outcome.





## Positive Outcome

**Outcome orientated:** Outcomes should be stated in positive terms, **focusing on what you want to achieve** rather than what you want to avoid.

**Explanation:** The subconscious mind responds better to positive language. When outcomes are **stated positively, they create a clear vision of the desired state**, making it easier to stay motivated and focused.

**Example 1:** Instead of saying, 'I don't want to be stressed,' say, 'I want to feel relaxed and calm.'

**Example 2:** Instead of saying, 'I don't want to fail,' say, 'I want to succeed.'

### Challenges:

- **Negativity Bias:** Shifting from a negative mindset to a positive one can be challenging, especially if one is accustomed to focusing on problems rather than solutions.

### Benefits:

- **Motivation:** Positive outcomes are more motivating and engaging.
- **Clarity:** Provides a clear vision of the desired result, facilitating better planning and action.





## Ownership

**Locus of control:** Outcomes should be stated in a way that **reflects personal responsibility and control**.

**Explanation:** Taking ownership of outcomes means recognising that you have the power to influence and achieve them. This **involves using language that emphasises personal agency and accountability- your own part** in obtaining the desired Outcome.

**Example 1:** Instead of saying, 'I want a raise,' say, 'I want to demonstrate my value and earn a raise.'

**Example 2:** Instead of saying, 'I want my partner to be more supportive,' say, 'I want to communicate my needs effectively and create a supportive relationship.'

### Challenges:

- **External locus of control:** Shifting from blaming external factors to taking personal responsibility can be difficult.

### Benefits:

- **Empowerment:** Fosters a sense of empowerment and self-efficacy.
- **Proactivity:** Encourages proactive behaviour and accountability.







## Well-formedness

### 'What' 'Why' 'Where' 'Who' 'When' 'How'

**Defined:** Outcomes should be well-defined, specific, and detailed.

**Explanation:** Well-formed outcomes are **clear** and **specific**, making it easier to create actionable plans and measure progress. They should include details such as what, when, where, and how.

**Example 1:** Instead of saying, 'I want to lose weight,' say, 'I want to lose 10 pounds in the next 3 months by eating a balanced diet.'

**Example 2:** Instead of saying, 'I want to improve my communication skills,' say, 'I want to improve my communication skills by attending a public speaking course and practicing weekly presentations.'

#### Challenges:

- **Vagueness:** Defining outcomes with enough specificity can be challenging.

#### Benefits:

- **Clarity:** Provides a clear roadmap for achieving the outcome.
- **Measurability:** Makes it easier to track progress and adjust.





## Ecology

**Gut reaction:** 'If I could have that (...the Outcome...) would I take it, would I want it?' This is a self-check to find out if you really do want that Outcome.

**Explanation:** It could be the root cause of the problem hasn't been correctly identified, or the real issues uncovered. It is sometimes necessary to recognise this and perhaps start over. The root cause may have been identified, but the stated desired Outcome isn't the true desired Outcome. The Ecology phase is a useful check that we are being truthful with ourselves.

**Example 1:** 'I want the new role of [...].' Reaction: **Hesitation.**

**Example 2:** 'The team is now settled after the change event.' Reaction: **Hesitation.**

### Challenges:

- **Subjectivity:** It can prove difficult to face up to home-truths.

### Benefits:

- **Accountability:** Provides an opportunity to accept the true desired Outcome.
- **Motivation:** The true motivating factor is identified.





## Real

**Imagining success:** Outcomes should include **specific criteria for how you will know when they are achieved.**

**Explanation:** Having clear evidence of success helps to stay motivated and recognise progress. This involves identifying the sensory-based evidence- sight, sound, feeling (those signals from the Representational System) that will indicate the achievement of the outcome.

**Example 1:** 'I will know I have lost 10 pounds when I see the number on the scale and feel my clothes fitting more comfortably.'

**Example 2:** 'I will know I have improved my communication skills when I receive positive feedback from my colleagues and feel more confident during presentations.'

### Challenges:

- **Subjectivity:** Defining evidence that is objective and observable can be difficult.

### Benefits:

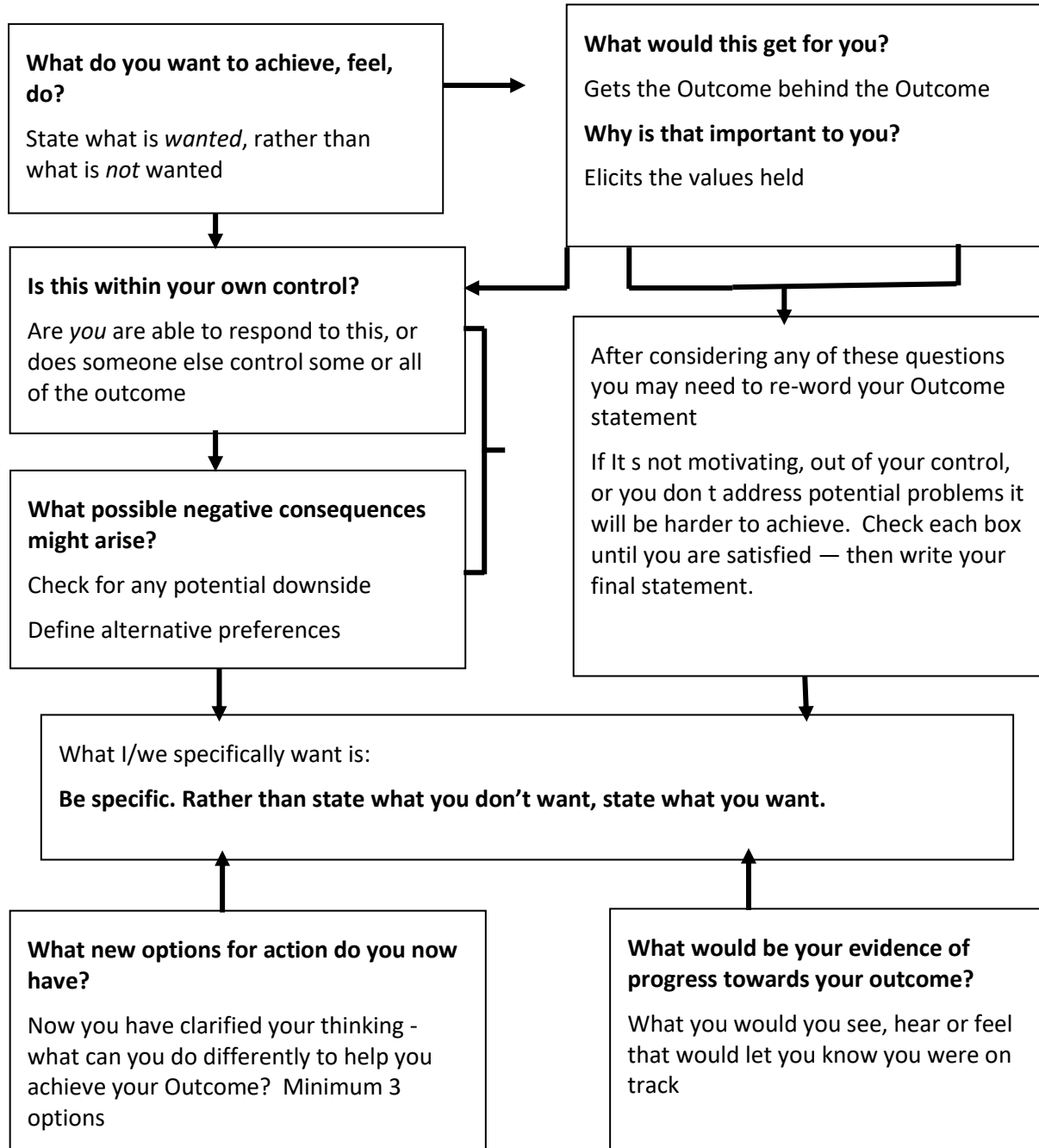
- **Accountability:** Provides tangible markers of success.
- **Motivation:** Keeps motivation high by recognising achievements.





## Setting Outcomes

Committed people will devote time, money, endurance, persistence, loyalty and ingenuity to an Outcome they are committing to.





## Combining the elements

To effectively use the POWER Outcomes model, integrate all elements when setting your goals.

**Example:** 'I want to feel relaxed and calm (**Positive**) by practicing mindfulness and stress management techniques (**Ownership**). I want to achieve this within the next three months by attending weekly meditation classes and practicing daily for 15 minutes (**Well-formedness**). I will know I have achieved this when I feel more at ease in stressful situations and receive positive feedback from my friends and family (**Ecology**). To achieve this, I will use resources such as guided meditation apps, a mindfulness coach, and a supportive environment (**Real**).'





Power Outcomes- Guide

Start with a **problem statement**. Drill down until the real issue is identified. Then:

**P**

**Positive**

'What would I rather have?'

**R**

**Real**

'Can I imagine now how it will be when I have achieved my outcome? Imagine what I see and hear, how I will feel...'

**O**

**Ownership**

'Is this within my own control?'  
Which bit of this is within my own control?'



**E**

**Ecology**

'If I could have that tomorrow, would I take it?'

...is there any hesitation?...

'What stops me?'

**W**

**Well-formedness**

'What specifically do I want? With who? Where do I want to achieve this? By when? How?'



## Coaching

### Characteristics of coaching



Coaching is a **development process** where an individual (the coach) **helps another person** (the learner) **enhance their performance, skills, or personal development through structured conversations and guidance.**

It is an **interactive and personalised** approach aimed at **unlocking the potential within the learner, allowing them to make progress** in areas they wish to improve, whether in their personal life, professional development, or specific skill sets.

The coaching process **emphasises self-discovery**, goal setting, and accountability, helping individuals gain clarity on their objectives and find their own solutions to challenges.

### The Role of the coach

The coach's role is to **facilitate growth, self-awareness, and change by serving as a guide** rather than a direct problem-solver. A skilled coach uses **active listening, empathy, and non-judgmental support** to create a safe space for the learner to explore their thoughts, emotions, and aspirations.

While coaches may offer insights or share experiences, they **primarily aim to empower the learner to find their own solutions.** Coaches believe that individuals have the resources they need within themselves; the coach's job is to help the learner access these resources.





## Benefits of coaching

**Improved performance:** Coaching helps individuals perform better in their personal and professional lives. By focusing on specific goals and creating actionable strategies, learners can achieve tangible improvements in their performance.

**Enhanced self-awareness:** Coaching promotes self-reflection, helping individuals understand their strengths, weaknesses, and patterns of behaviour. This increased self-awareness can lead to better decision-making and personal growth.

**Goal clarity and focus:** Through coaching, individuals gain clarity about their goals and priorities. A structured approach helps them focus on what truly matters and take meaningful steps toward achieving their objectives.

**Increased accountability:** One of the most valuable aspects of coaching is the accountability it provides. Learners are held accountable for their actions, which encourages them to stay committed to their goals.

**Improved relationships:** Coaching often involves improving interpersonal skills, such as communication, emotional intelligence, and conflict resolution. As a result, individuals may experience better relationships both personally and professionally.

Coaching is a **transformative process that empowers individuals** to achieve their full potential by fostering self-awareness, goal clarity, and accountability.

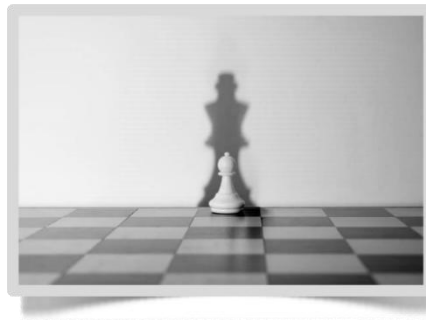
Through a structured and supportive partnership, coaches **help learners identify their goals, overcome challenges, and take concrete steps toward success.** Whether in personal development, career advancement, or skill improvement, **coaching is a versatile tool that promotes growth, performance, and long-term success.**



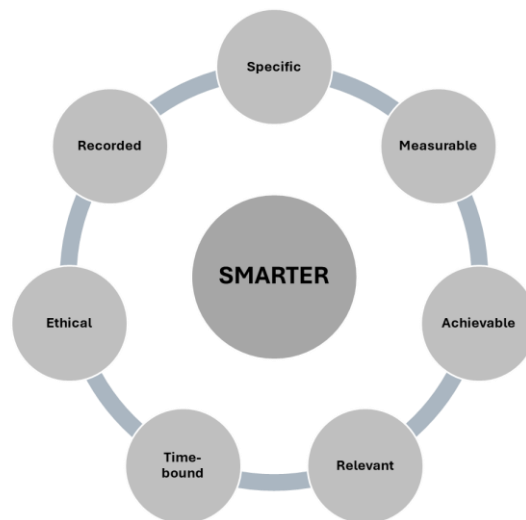




## Goal setting



Central to coaching is the clear definition of goals. Whether the focus is personal growth, career advancement, or skill development the coaching process begins with identifying what the learner wants to achieve. **Goals are specific, measurable, achievable, relevant, time-bound, ethical and recorded (SMARTER).** The coach helps the learner break larger goals into smaller, manageable steps that can be measured over time.



## Action-oriented focus

Coaching is about taking concrete steps to achieve the goals set at the beginning of the process. Coaches **emphasise practical solutions, helping learners develop strategies and action plans** that move them toward their desired outcomes. This **action-based approach keeps the sessions dynamic and future-focused.**

## Self-discovery and awareness

One of the primary purposes of coaching is to facilitate self-awareness in the learner. Through structured questioning and reflective exercises, coaches help individuals explore their beliefs, values, strengths, and weaknesses. This **deepened understanding helps them identify patterns of behaviour, recognise areas for improvement, and leverage their strengths** to overcome challenges.



## Accountability and reflection

Coaching involves a sense of accountability where **the learner takes responsibility for their progress and outcomes. The coach provides the structure and support** to keep the learner on track but ensures that the learner remains in control of their own development. Regular check-ins and feedback help the learner stay committed to their goals.

Effective coaching includes **constructive feedback that helps the learner gain insight into their performance and behaviour. Reflection (Reflective Practice) is also encouraged to help the learner evaluate their progress and learn from their experiences.** This feedback loop helps reinforce positive changes and fosters an environment of continuous improvement.



**Rather than offering direct solutions, a coach guides the learner to find their own answers.** This approach **promotes autonomy** and helps individuals tap into their internal resources for problem-solving.

## Listening and questioning

Coaches are trained in **active listening and asking powerful, open-ended questions** that encourage deeper thought. The coach will **listen attentively to the learner without interrupting**, allowing the learner to express their thoughts and feelings fully. Through this process, the coach can understand the learner's mindset, challenges, and aspirations better, which helps in offering relevant feedback and guidance.





## Types of coaching

### Life coaching

Life coaching focuses on helping individuals improve their personal lives, relationships, and overall well-being. Life coaches work with learners to enhance their life balance, identify passions, set personal goals, and overcome challenges. Life coaching often covers areas such as health, relationships, work-life balance, and personal fulfilment.



### Executive coaching

Executive coaching is aimed at high-level professionals, such as managers, directors, and CEOs, helping them improve their leadership, decision-making, and interpersonal skills. Executive coaches focus on enhancing business acumen, emotional intelligence, conflict resolution, and strategic thinking. The goal is often to improve overall organisational performance and personal leadership effectiveness.



### Career coaching

Career coaches assist individuals in navigating their professional lives. This includes helping learners with career transitions, promotions, job searches, and overall career planning. They provide guidance on resume building, interview preparation, skill development, and workplace challenges, aiming to help individuals achieve their career ambitions.



### Performance coaching

Performance coaching is designed to improve specific skills or competencies. It is commonly used in sports, the arts, or the corporate world. Performance coaches focus on areas such as enhancing productivity, improving communication, mastering a particular skill, or achieving a high level of performance in a specialised area.



### Health and wellness coaching

Health coaches work with learners to improve their physical and mental health. This type of coaching may involve goal setting around nutrition, fitness, mental health, or lifestyle changes. Health and wellness coaches provide support and guidance in creating healthy habits and overcoming obstacles related to well-being.





## The coaching process

### Establishing the coaching relationship

The coaching process typically follows a structured framework, though each coach may adapt the process to fit the needs of the individual learner.

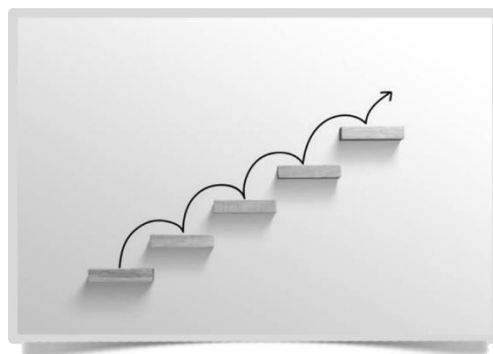
The first step in coaching is building a relationship based on trust and mutual respect. During the initial sessions, the coach and learner establish clear expectations and boundaries, and the coach gathers information about the learners' goals, challenges, and current situation. This foundation is essential for creating an open, productive environment for growth.

### Clarifying goals

Once the relationship is established, the coach works with the learner to clarify specific goals. This might involve breaking down broader aspirations into manageable objectives and defining clear, measurable outcomes. The coach helps the learner ensure that their goals are both challenging and attainable.

### Exploring obstacles and resources

The next step is identifying any internal or external obstacles that may hinder the learners' progress. This could include limiting beliefs, fear of failure, lack of resources, or environmental factors. Simultaneously, the coach helps the learner identify resources and strengths that can be leveraged to overcome these challenges.





## Developing an action plan

With a clear understanding of the goals and obstacles, the coach helps the learner develop a structured action plan. This plan includes specific steps, timelines, and milestones. The learner commits to taking action, and the coach supports them by providing encouragement, feedback, and accountability.

## Regular review and reflection

Throughout the coaching engagement, the learner and coach meet regularly to review progress, reflect on experiences

and make any necessary adjustments to the action plan. The coach offers insights and feedback, helping the learner stay on track and motivated.

## Measuring success and celebrating wins

An important part of the coaching process is measuring success against the initial goals. The coach and learner celebrate achievements, no matter how small, reinforcing positive behaviour and progress. Recognising success fosters motivation and confidence, encouraging the learner to continue pursuing their goals.

## Closure and future planning

Once the coaching objectives have been met, the engagement concludes with a reflection on the overall process and what the learner has learned. The coach helps the learner plan for the future, ensuring they have the tools and mindset to continue progressing independently.





## How to give feedback

1. Prepare. Be sure you are clear about the standards expected.

Collect examples of performance to illustrate whether job holder meets, exceeds or falls short of the standard.

2. Tell the job holder what you want to discuss, e.g. 'We need to talk about Customer Service.....'
3. Remind job holder of the standard required, offer your illustrations of how their actual performance compares.
4. Either: (if performance exceeds or meets standard) congratulate, expand and discuss how job holder can enhance performance even further
5. Or: (if performance falls short) get commitment to meeting standard, set a POWER outcome, establish action plan and schedule.





## Styles of feedback

### **General / Positive (Insincere or Superficial)**

This type of feedback is better than none at all and certainly better than destructive criticism. However, offering praise of the 'well done' variety on a regular basis can begin to sound insincere because it does not show that the giver has *actually noticed* specific examples of desired behaviour.

### **Specific / Positive (Motivational)**

This type of feedback reinforces and motivates by feeding back to people actual examples of their success in particular areas or tasks. It proves you have really noticed. Motivational praise usually takes more time and requires more effort on the part of the giver, as you have to observe *how* the individual performs, as opposed to simply basing your feedback upon results. So take the time to do it: in the eyes of another, not saying anything equals not noticing.

### **Specific / Negative (Constructive)**

This type of feedback highlights development opportunities by giving examples and referring to specific behaviour. It helps people explore options available to them and by using phrases like, '...and it would be even more effective if...' and not referring to attitudes or traits, (which are the *observer's* interpretation of behaviour) helps them to focus on improvement and manage their feelings.

When giving feedback to someone:

- make it specific with examples
- only refer to behaviour, what you saw and heard, and/or the impact or consequences of that behaviour
- never second guess another's feelings or motives
- only refer *to your* feelings
- seek to benefit the receiver

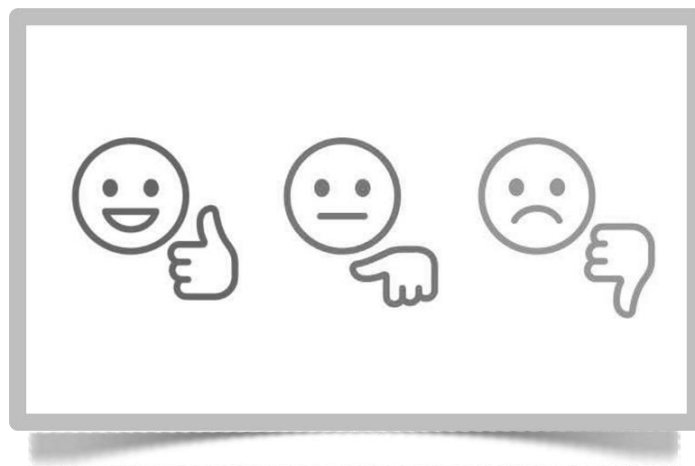


## How to elicit feedback

If you are skilful, you can support the job holder in giving their own feedback to themselves. However, simply asking 'How do you think you've done?' is not especially helpful.

Instead ask

- **Which part of the job do you enjoy most?**  
Can you be specific?  
Could you give examples of when you've achieved that?  
How did you manage that?
- **Where do you feel your strongest contribution has been?**  
Can you be specific?  
Could you give examples of when you've achieved that?  
How did you manage that?
- **What part of the job do you find most challenging/least appealing?**  
Can you be specific?  
Could you give actual examples to illustrate?  
What might have helped?  
What do you think we should do to support this part of the job or improve the results?







Activity 'The coaching approach'

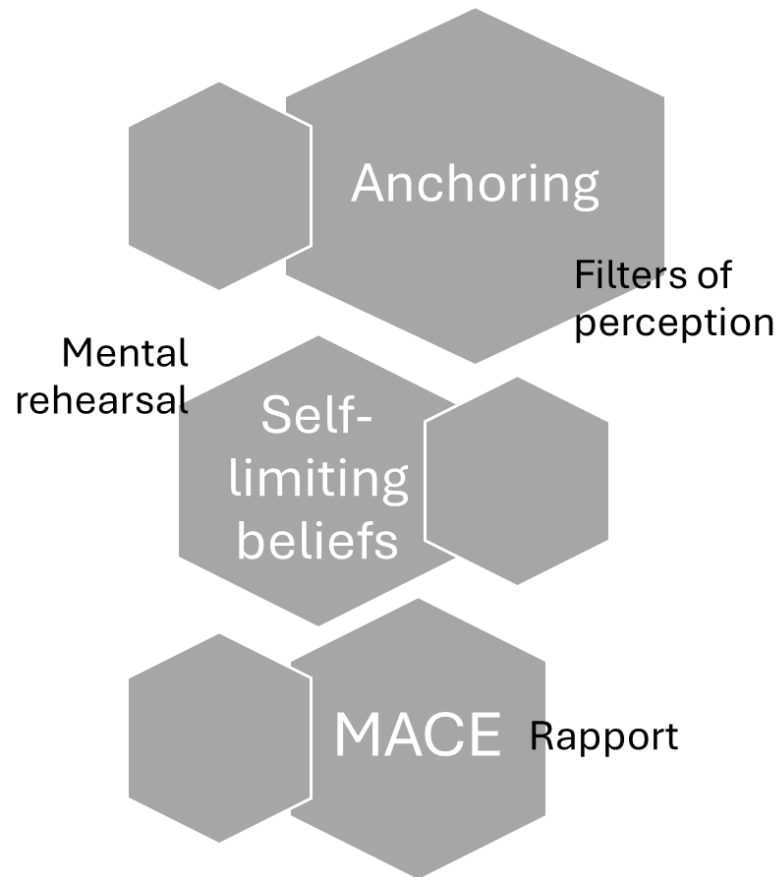


**Coaching-** Future considerations

A large, empty rectangular box with a black border, intended for writing or drawing.



## Advanced coaching skills





## Anchoring

Anchoring refers to **the process of associating a specific emotional or mental state with a particular stimulus, such as a touch, a word, a sound, or a gesture**. The idea is that once this anchor is set, the stimulus can trigger the associated state whenever it is used again. Anchoring is based on the principle that the brain makes associations between stimuli and states, similar to Pavlov's classical conditioning.

An anchor is **used to consciously bring about a desired emotional or mental state in the future by activating the anchor**. For example, a person might anchor feelings of confidence by using a certain gesture or touch when they feel particularly confident and then use that same gesture or touch later to trigger those feelings in other situations.

Anchoring is a powerful tool that involves creating associations between a stimulus and a desired emotional or mental state. By consciously activating these anchors, individuals can tap into resourceful states in specific situations, improving their emotional and psychological flexibility.

### Key concepts of Anchoring

**Conditioning:** The process of pairing a stimulus with a state so that the stimulus can trigger the state in the future.

**State:** The emotional or mental condition you are in (e.g., confident, relaxed, focused, happy).

**Stimulus:** The external cue or trigger that evokes a response (e.g., touch, word, sound).



### Anchoring- Notes

--	--



## Types of anchoring

**Visual Anchors:** Anchors that involve sight or visual stimuli, such as a specific image, color, or object.

Example: A person who associates the colour red with alertness or excitement. By looking at the colour red, they may feel more energised or focused.

**Auditory Anchors:** Anchors that are tied to sounds or words, like a specific piece of music, a tone of voice, or a phrase.

Example: A person who associates a particular song with feelings of joy and relaxation. Hearing that song again can trigger those feelings.

**Kinesthetic Anchors:** Anchors that involve physical sensations, such as a specific touch, posture, or gesture.

Example: A person might anchor feelings of calmness by placing their thumb and forefinger together in a certain way. Later, simply repeating that action can evoke the calmness they associate with it.

**Olfactory and Gustatory Anchors:** Anchors that are connected to smells or tastes.

Example: The smell of lavender might be anchored to relaxation for someone, and the scent can trigger a sense of calm whenever they encounter it.



### Anchoring- VAKOG notes

--	--



## The process of Anchoring

**Choose the desired state:** The first step is to identify the emotional or mental state to anchor (e.g., confidence, calm, focus).

**Create a strong experience of the state:** Experience the state in a way that is vivid and intense. The more intense the emotional state, the stronger the anchor will be.

**Apply the Anchor:** While in the state, apply the anchor (e.g., touch a certain part of the body, say a specific word, listen to a piece of music, etc.).

**Test the Anchor:** To test if the anchor works, try to activate it (e.g., touch the spot or say the word) when not in the desired state and see if it brings back the associated feelings.

**Refine the Anchor:** If the anchor doesn't work immediately, reinforce it by repeating the process several times until the stimulus consistently triggers the desired state.



### Anchoring- Process notes



## Applications of Anchoring

**Emotional management:** Anchoring can be used to help people manage difficult emotions. For instance, someone who experiences anxiety in social situations might use anchoring to trigger feelings of calm and control.

**Personal development:** People can use anchoring to reinforce positive behaviors or attitudes. For example, an individual who wants to feel more motivated to exercise might anchor feelings of energy and drive to a particular action or phrase.

**Performance enhancement:** Athletes or performers can use anchoring to access peak states of focus, relaxation, and confidence before an event, ensuring they perform at their best.

**Phobias and stress reduction:** Anchoring can help reduce the intensity of phobias or stress by replacing negative emotional states with more resourceful states (like calm or control).

**Relationship improvement:** In relationships, anchoring can help bring about positive emotional states, such as love, appreciation, or empathy, when needed, by using specific triggers that both partners can use.



### Anchoring- Application notes

--	--



## Activity- Anchoring in action



### Activity- Anchoring

Someone is preparing for a big product/service launch and wants to feel confident and calm during the event:

**Step 1:** Choose the desired state (confidence, calm).

**Step 2:** Recall or create an experience where they felt highly confident and calm. Perhaps it's remembering a time when they successfully launched at another event.

**Step 3:** As they're deeply immersed in this memory, they can create an anchor by gently pressing two fingers together or touching their wrist.

**Step 4:** They repeat this anchoring process several times while experiencing that confident and calm state.

**Step 5:** When they're preparing for the launch, they can activate the anchor by pressing their fingers together, and it will trigger the feelings of confidence and calm that were anchored to that touch.





## Self-limiting beliefs

Self-limiting beliefs are **negative thoughts that reflect what is unconsciously believed** about a situation. **Unconscious negative beliefs can severely limit progress** and consequently, have an adverse effect on results.

**Self-limiting beliefs can be relatively easy to change, once identified.**

### Step

- 1. Identify the limiting belief**, and ask: 'What must be believed to be thinking and feeling like this?'
- 2. Imagine putting the belief in the past**, and state: 'I used to believe...'
- 3. Imagine alternative positive beliefs**, and ask: 'What would be more empowering?'
- 4. Select the three most empowering belief options.**
- 5. Select the best one** and write it down
- 6. Imagine, very strongly, what it is like believing** in the new belief.
- 7. Notice how different it feels**, ask: 'What is the biggest advantage of holding this new belief?'
- 8. Imagine living this new belief for 24 hours.**
- 9. Anchor** this new positive belief.
- If hesitation is experienced, ask: 'What would be a better alternative positive belief?'
- Then re-start at Step 5



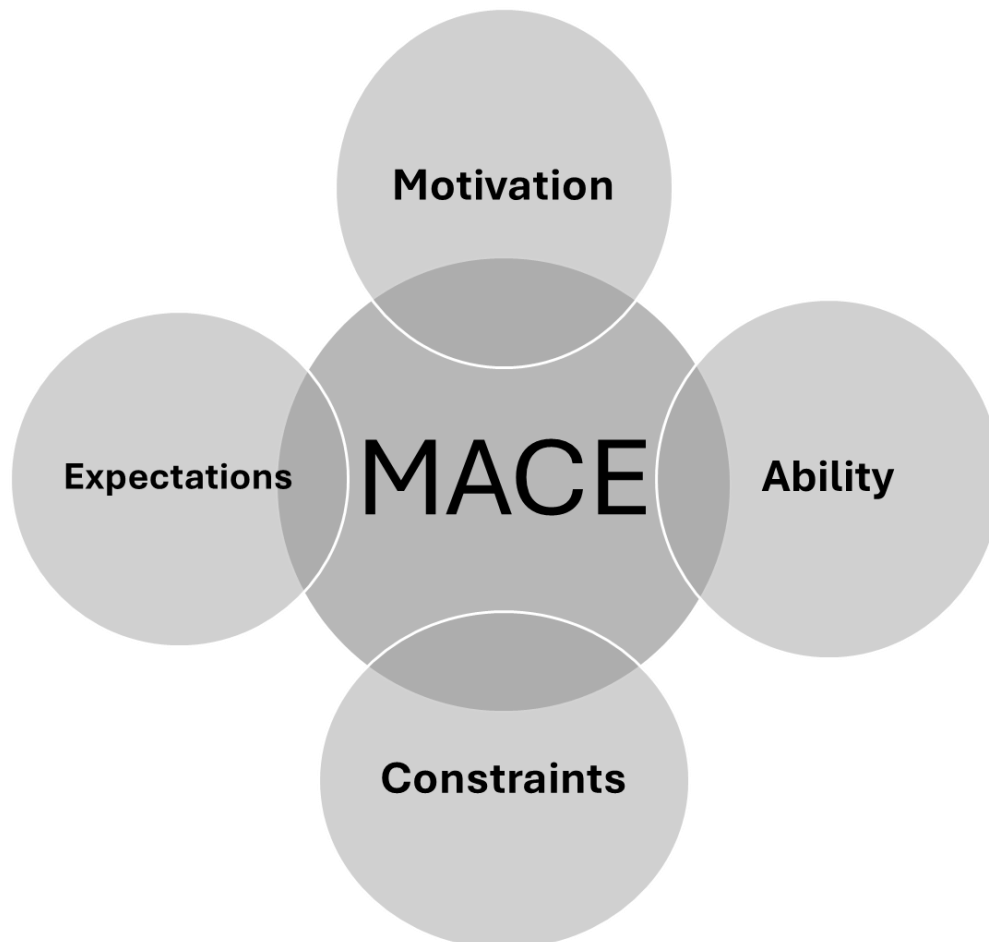




### The MACE Framework: Factors affecting performance:

Performance in any domain: work, sports, academics, or daily activities is influenced by multiple interrelated factors. Understanding these factors can help individuals and organisations optimise outcomes. The four key elements that shape performance are:

- **Motivation**
- **Ability**
- **Constraints and Conditions**
- **Expectations**





Motivation: The driving force of performance

Motivation is **the internal or external drive that propels an individual (or team) to take action toward achieving a goal**. It determines effort, persistence, and enthusiasm in performance-related tasks. There are two primary types of motivation:

**Intrinsic Motivation:** Arises from within the individual and is driven by personal satisfaction, curiosity, or passion. For example, a writer who loves storytelling will be motivated to write regardless of external rewards.

**Extrinsic Motivation:** Stems from external factors such as rewards, recognition, or social pressure. A salesperson who works harder to receive a commission is extrinsically motivated.

**Factors influencing motivation:**

- **Autonomy and control:** The ability to make decisions fosters intrinsic motivation
- **Feedback and progress monitoring:** Regular feedback helps maintain engagement.
- **Goal clarity:** Clear, specific, and challenging goals improve performance
- **Personal interest and passion:** Enjoyment of a task enhances motivation
- **Recognition and rewards:** Tangible and intangible incentives can boost motivation

Example: A learner preparing for an test may feel highly motivated if they are passionate about the subject and see the direct benefits of excelling in it (intrinsic motivation). Alternatively, the promise of a placement may serve as an extrinsic motivator.





Ability: The capacity to perform

While motivation is the willingness to act, **ability determines whether an individual has the necessary skills, knowledge, aptitude, and physical or mental capacity** to execute a task effectively.

**Key components of ability:**

- **Experience and training:** Prior exposure and learning opportunities refine abilities
- **Intelligence and aptitude:** Cognitive abilities, including problem-solving, memory, and analytical skills, contribute to competence
- **Physical and mental health:** Fitness, stamina, and psychological resilience affect performance
- **Skills and competencies:** Technical, cognitive, and interpersonal skills influence performance

Example: A professional athlete may have high motivation to win a championship, but without proper training, conditioning, and technique, their performance will suffer. Similarly, an employee who lacks proficiency in a required software program may struggle, even if they are highly motivated.





## Constraints and conditions: The environment's role in performance

Even if an individual or team has motivation and ability, **performance can be affected by external factors**. These are often organisational, environmental, or situational barriers that can limit success.

### Key types of constraints and conditions:

- **Organisational culture and leadership:** Supportive management and a positive work culture foster high performance
- **Resource availability:** Access to tools, equipment, and financial support
- **Social and team dynamics:** Conflicts, collaboration, and team morale affect group and individual output
- **Time constraints and workload:** Unrealistic deadlines and excessive workload can impair performance
- **Workplace or environmental factors:** Noise, temperature, workspace design, and safety

Example: A highly skilled software developer may struggle to complete a project if they lack necessary coding tools or face constant interruptions in a noisy work environment.





Expectations: The performance benchmark

Expectations refer to **the anticipated level of performance set by individuals, organisations, or society**. These expectations influence how individuals approach their tasks and how they assess their own success.

**Key influences on expectations:**

- **Past performance and feedback:** Previous successes or failures shape future expectations
- **Peer and societal expectations:** Influence of coworkers, family, or cultural norms
- **Self-expectations:** Personal standards of success and achievement
- **Supervisor and employer expectations:** Organisational goals and performance targets

Example: A salesperson who is expected to close 10 deals per month may feel pressured to perform. If the target is too high, they may experience stress, leading to burnout. Conversely, if expectations are too low, they may not push themselves to reach their full potential.





## Example of MACE at work

Consider an employee named Alex, who is responsible for delivering a marketing campaign:

### **Motivation:**

Alex enjoys creative work and is passionate about marketing (intrinsic motivation). However, they also expect a performance bonus if the campaign succeeds (extrinsic motivation).

### **Ability:**

Alex has strong graphic design skills and experience in digital marketing. However, they lack expertise in video production, which is a key element of the campaign.

### **Constraints and conditions:**

The company provides limited budget and outdated software tools, restricting Alex's ability to create high-quality content. Additionally, Alex's manager is unavailable for guidance, leading to confusion about project goals.

### **Expectations:**

The company expects Alex to complete the campaign within two weeks, but given the constraints, this timeline may be unrealistic. If expectations are misaligned with available resources, performance may decline.

### **Outcome:**

If Alex receives support, training, and proper tools, their motivation and ability can translate into high performance. If constraints remain unaddressed and expectations are unreasonable, performance may suffer despite motivation and ability.



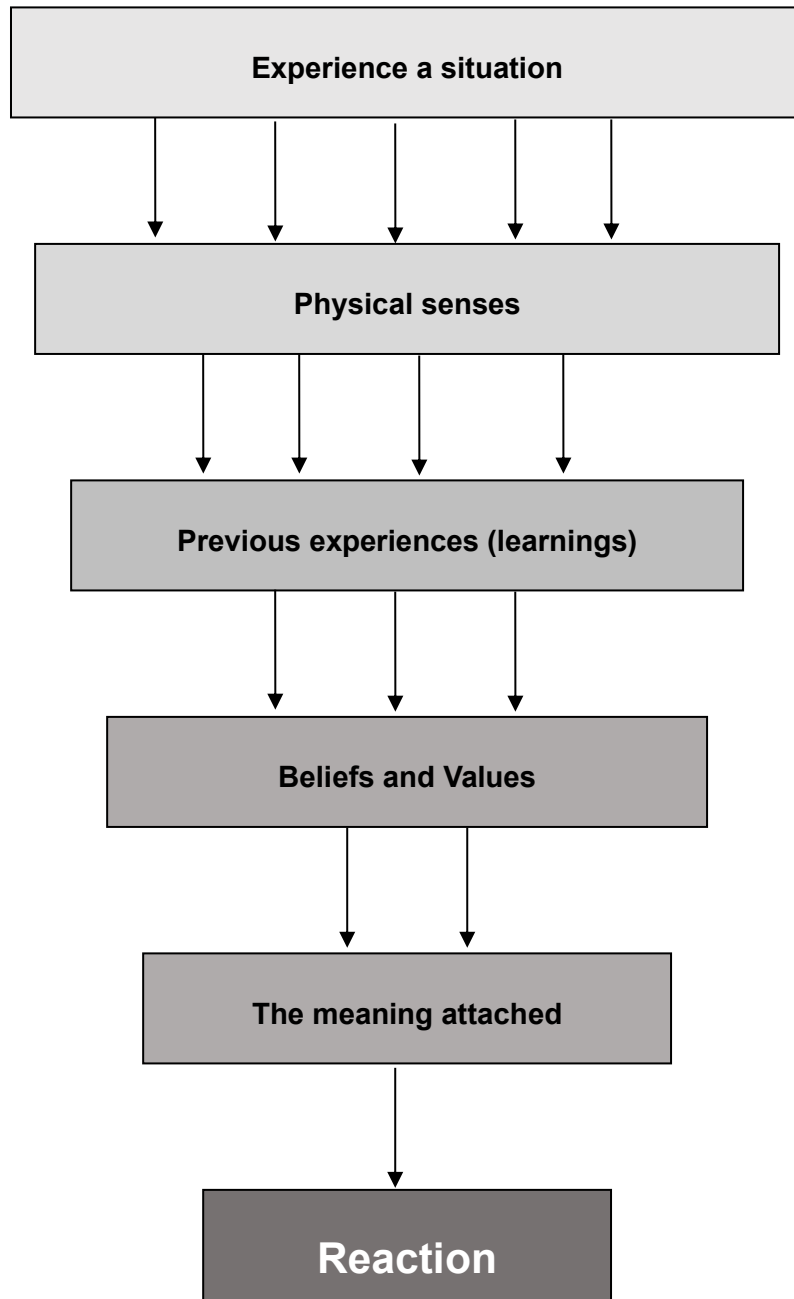
### **MACE- Notes**

--



## Filters of perception

*The Filters of Perception journey*





## *Filters of perception*

The term Filters of Perception refers to **the cognitive, emotional, and cultural lenses through which individuals interpret and make sense of the world around them**. These filters shape our experiences, influence our beliefs, and determine how we process information. **Because perception is subjective, different people may interpret the same event in vastly different ways.**

Filters of Perception shape how we interpret the world, influencing communication, decision-making, and relationships. In the workplace, being aware of these filters can improve leadership, teamwork, and inclusion. **In coaching, understanding and reframing these filters can help learners overcome challenges, improve self-awareness, and develop more constructive perspectives.**

By recognising and adjusting these filters, individuals and organisations can foster better understanding, stronger relationships, and more effective problem-solving

These **filters can be shaped by a variety of factors**, including:

- **Cognitive biases:** Psychological biases affect our decision-making and judgments
- **Cultural background:** Cultural norms and values dictate what we consider important or acceptable
- **Education and knowledge:** What we have learned influences what we focus on and how we interpret information
- **Emotional state:** Our emotions impact how we interpret interactions and events
- **Personal experiences:** Past experiences influence how we perceive new situations
- **Physiological factors:** Sensory limitations or impairments (such as colour blindness) can affect perception
- **Social influences:** Family, friends, and social groups shape our beliefs and values

These filters act as mental shortcuts, helping us make sense of complex information. However, they can also lead to misinterpretations, misunderstandings, and conflicts.





## Application of Filters of Perception at the workplace

Understanding how filters of perception operate can help improve communication, collaboration, and decision-making in a professional setting. Here are some examples of how these filters manifest in the workplace:

### *Communication challenges*

**Example:** A manager sends an email with short, direct sentences to an employee. The manager believes they are being efficient and clear, but the employee perceives the email as rude and abrupt.

#### **Why it happens:**

- The manager's filter of efficiency prioritises brevity over tone.
- The employee's filter of politeness expects messages to include greetings and softer language.

**Solution:** Awareness of perception filters can encourage managers to adjust their tone or clarify intent, and employees to recognise different communication styles.



### **Filters of Perception-** Communication challenges notes



*Diversity and inclusion*

**Example:** A company introduces flexible work policies, but some employees resist the change, believing that remote work leads to laziness.

**Why it happens:**

- Long-term employees may have a filter of traditional work culture that associates productivity with physical presence
- Younger employees may have a filter of modern flexibility, believing results matter more than hours worked

**Solution:** Open discussions and training on workplace flexibility can help different generations align on expectations.

	<b>Filters of Perception-</b> Diversity and inclusion notes



## Leadership and decision-making

**Example:** A company's leadership favours data-driven decision-making, while an employee prefers an intuitive, creative approach. The employee's ideas are frequently dismissed, causing frustration.

### Why it happens:

- Leadership has a filter of logic and analysis that prioritises hard data
- The employee has a filter of intuition that values creativity and gut feelings

**Solution:** A balanced approach that recognises both data and creative thinking can lead to more inclusive and effective decision-making.



### Filters of Perception- Leadership and decision-making notes

--



## Performance evaluations

**Example:** A supervisor perceives an employee as disengaged because they don't participate much in meetings. However, the employee is highly productive in their individual tasks.

### Why it happens:

- The supervisor has a filter of extroversion, assuming active participation equals engagement
- The employee has a filter of introversion, feeling that their work speaks for itself

**Solution:** Encouraging diverse work styles and recognising different ways employees contribute can improve fairness in performance evaluations.



### Filters of Perception- Performance evaluation notes

--



## Workplace conflicts

**Example:** A team member provides constructive criticism on a colleague's work. The feedback is intended to be helpful, but the colleague perceives it as an attack.

### Why it happens:

- The giver of feedback has a filter of improvement, seeing critique as a way to enhance work quality
- The receiver has a filter of personal validation, viewing criticism as a sign of failure

**Solution:** Training employees in emotional intelligence and constructive feedback techniques can help bridge perception gaps.



### Filters of Perception- Workplace conflicts notes



## Application of Filters of Perception in coaching

Coaching, whether in leadership, personal development, or life coaching, heavily relies on understanding an individual's perception filters. A coach helps learners become aware of their mental models and how these filters shape their thoughts, behaviours, and decisions.

### *Enhancing self-awareness*

**Example:** A learner struggles with delegation, believing that 'if you want something done right, you have to do it yourself.'

#### **Why it happens:**

- Their filter of control prevents them from trusting others' abilities

#### **Coaching strategy:**

- The coach helps the learner explore trust-building and the benefits of delegation



### **Filters of Perception in coaching- Enhancing self-awareness notes**



### *Identifying self-limiting beliefs*

(Also, see previous Section)

**Example:** A learner believes they are not good at public speaking because they had a bad experience in the past.

#### **Why it happens:**

- Their filter of past failure makes them generalise one experience to all future situations

#### **Coaching strategy:**

- The coach helps the learner reframe their experience, showing that one past failure does not determine future success



### **Filters of Perception in coaching- Identifying self-limiting beliefs notes**

--	--



*Improving interpersonal relationships*

**Example:** A learner feels undervalued at work because their boss doesn't frequently praise them.

**Why it happens:**

Their filter of recognition equates appreciation with verbal praise, while their boss may express appreciation through actions instead of words.

**Coaching strategy:**

The coach helps the learner recognise different appreciation styles and develop strategies for feeling valued in alternative ways.



**Filters of Perception in coaching-** Improving interpersonal relationships notes

--





## *Managing emotional reactions*

**Example:** A learner reacts strongly to criticism and takes feedback personally.

### **Why it happens:**

- Their filter of self-worth ties external feedback to their sense of value

### **Coaching strategy:**

- The coach helps the learner separate their self-worth from external validation and view feedback as a growth tool



## **Filters of Perception in coaching- Managing emotional reactions notes**



*Shifting perspectives for problem-solving*

**Example:** A learner is stuck in a career they dislike but feels there are no other options.

**Why it happens:**

- Their filter of scarcity makes them believe new opportunities are limited

**Coaching strategy:**

- The coach encourages them to explore new perspectives, such as acquiring new skills or shifting role.



**Filters of Perception in coaching-** Shifting perspectives for problem solving notes



## Mental Rehearsal

Mental rehearsal, **also known as mental imagery or visualisation, is the cognitive process of vividly imagining a task, scenario, or performance before physically executing it.** This technique is widely used in sports, business, therapy, and personal development to **improve skills, boost confidence, and optimise performance.** Mental rehearsal **helps individuals anticipate challenges, refine their responses, and enhance their preparedness.**

It **involves creating detailed mental simulations of desired actions, outcomes, and experiences,** often engaging multiple senses such as sight, sound, and feeling. This practice strengthens neural pathways, similar to actual physical performance, thus making actions more fluid and automatic when performed in real life.

Mental rehearsal can be classified into two primary perspectives: **disassociated mental rehearsal** and **associated mental rehearsal.** These approaches offer different benefits and applications, depending on the individual's goals and preferences.

Mental rehearsal is a powerful cognitive tool that enhances workplace performance by enabling individuals to visualise and prepare for various situations. Disassociated mental rehearsal allows for objective analysis and strategic refinement, while associated mental rehearsal helps build confidence and emotional readiness. Both approaches complement each other and can be used depending on the specific needs of a task.

By integrating mental rehearsal into daily routines, professionals can improve decision-making, communication, leadership, and overall workplace effectiveness. Whether preparing for a high-stakes presentation or handling difficult conversations, mental rehearsal serves as a bridge between practice and real-world execution, leading to greater success and confidence.





## Disassociated Mental Rehearsal

### Definition

Disassociated mental rehearsal occurs **when an individual visualises themselves performing a task from a third-person perspective**, as though they are an external observer watching their own actions. This approach provides an objective and detached view, allowing for analysis and strategic adjustments.

### Benefits

- Encourages **objectivity** by reducing emotional bias.
- Enhances **critical thinking** and evaluation of performance.
- Helps in **strategic planning** by allowing individuals to view different angles of a situation.
- Useful for **troubleshooting mistakes** and refining techniques.

### Example in the workplace

Consider a manager preparing for an important business presentation. Using **disassociated mental rehearsal**, the manager visualises themselves standing in front of an audience, delivering the speech confidently. They observe how they appear, how the audience reacts, and whether their body language conveys authority. By analysing this mental scene, they can make adjustments such as improving posture, controlling pacing, or emphasising key points before stepping onto the stage.

Another example is a sales professional preparing for a client negotiation. By mentally stepping outside of themselves and viewing the interaction from a third-person perspective, they can assess their tone, gestures, and persuasion techniques objectively. This helps refine their approach and anticipate the client's reactions.



### Mental Rehearsal- Disassociated



## Associated Mental Rehearsal

### Definition

Associated mental rehearsal occurs when an individual visualises a task from a first-person perspective, as though they are experiencing the situation in real time. This immersive approach engages emotions, sensations, and motor responses, making it more realistic and emotionally impactful.

### Benefits

- Strengthens **emotional connection** to the task.
- Enhances **muscle memory** and coordination by mentally simulating movements.
- Boosts **confidence and motivation** by making success feel tangible.
- Reduces performance anxiety by familiarising the brain with the experience.

### Example in the workplace

A job candidate preparing for an interview might use **associated mental rehearsal** to imagine themselves entering the interview room, shaking hands with the interviewer, and confidently answering questions. They feel their posture, hear their voice, and experience the setting as if it were real. This immersive experience helps them gain confidence and reduce nervousness.

Similarly, a customer service representative anticipating a difficult conversation with an unhappy client can mentally rehearse the dialogue, imagining the emotional tone and pacing of their responses. By doing so, they can prepare themselves to stay calm, listen actively, and handle the situation professionally.



### Mental Rehearsal- Associated



## Comparing disassociated and associated Mental Rehearsal

<b>Feature</b>	<b>Disassociated Mental Rehearsal</b>	<b>Associated Mental Rehearsal</b>
<b>Perspective</b>	Third person (observer)	First person (experiencer)
<b>Focus</b>	Analytical and objective	Immersive and experiential
<b>Best For</b>	Strategy, evaluation, adjustments	Confidence, emotional preparedness, muscle memory
<b>Emotional Engagement</b>	Lower (detached analysis)	Higher (realistic feeling)
<b>Example in Workplace</b>	Observing oneself giving a presentation and identifying weak points	Experiencing the presentation as if it's happening live



### Mental Rehearsal- Comparison

--



## Applications of Mental Rehearsal in the workplace

Mental rehearsal can be applied across various workplace scenarios to enhance performance, problem-solving, and emotional regulation. Below are some key areas where it can be beneficial:

### Public speaking and presentations

- **Disassociated approach:** Watching oneself give a speech and identifying areas to improve, such as posture or pacing.
- **Associated approach:** Feeling the nervous energy, hearing the applause, and delivering the speech confidently in a mental simulation.

### Conflict resolution and difficult conversations

- **Disassociated approach:** Viewing a conflict from an external perspective to evaluate body language and emotional cues.
- **Associated approach:** Feeling the tension of the conversation and practicing a calm, composed response.

### Leadership and decision-making

- **Disassociated approach:** Mentally stepping outside a situation to assess options and predict outcomes.
- **Associated approach:** Experiencing the pressure of making a decision and practicing how to handle it effectively.

### Negotiation and persuasion

- **Disassociated approach:** Observing the negotiation from a third-person view to refine arguments and anticipate objections.
- **Associated Approach:** Feeling the rhythm of the conversation and adjusting responses in real time.

### Training and skill development

- **Disassociated approach:** Evaluating skills and identifying mistakes from an outside perspective.
- **Associated approach:** Engaging in realistic, first-person simulations of a task to enhance proficiency.

### Stress and anxiety management

- **Disassociated approach:** Viewing oneself as a calm, collected person handling stress effectively.
- **Associated approach:** Immersing oneself in a stressful scenario and mentally rehearsing staying composed.



## Activity- Mental Rehearsal



### Activity- Mental rehearsal

**For completely new skills and behaviours or for modifying and improving existing ones**

**1. Identify personal improvement you want:**

- Describe in detail how you would look and sound

**2 Be disassociated.** Watch yourself producing the skill as if you were watching a movie with you in it:

- Keep adjusting what you do until you are satisfied
- Notice other people's responses and again adjust accordingly

**3 Be associated.** Step inside that image. Imagine it as vividly as you can:

- Pay particular attention to your feelings
- Notice the response of any other people around you
- If you want to change anything, go back to step 2

**4 When you are happy, ask yourself about the future:**

- 'What signal will I see, hear or feel, internally or externally, which will let me know that it is time to use this new behaviour?'

**5 Imagine the signal happening:**

- Become aware of your feelings of satisfaction

This is a self-help tool to assist in personal and professional development. Like all skills, the more you use it the faster and easier it becomes.





## Rapport skills

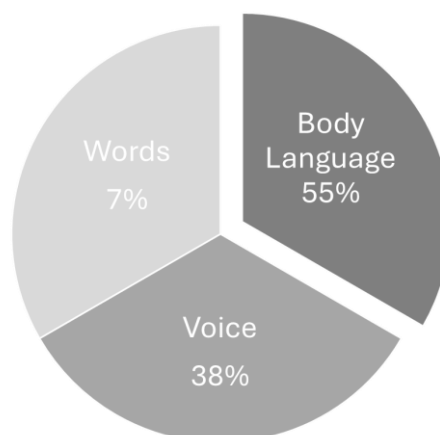
### Establishing rapport

Rapport skills refer to **the ability to build trust, understanding, and a sense of connection with others through communication techniques**. Strong rapport helps in professional and personal interactions, **making conversations more engaging, productive, and cooperative**. The key to establishing rapport is to make the other person feel comfortable and understood.

One of the most effective ways to develop rapport is through **matching and mirroring**, where we subtly align aspects of our behavior with the person we are interacting with. This can be done in three main areas:

- **Body language** (55%)<sup>1</sup>
- **Voice** (38%)
- **Words** (7%)

**The key to using these techniques effectively is subtlety. Directly copying someone can come across as artificial or even manipulative. Instead, the goal is to naturally align with the other person's style in a way that feels authentic and respectful.** When done correctly, rapport-building enhances relationships, improves collaboration, and fosters a more positive and productive communication experience



---

<sup>1</sup> Mehrabian's Communication Theory.



## Matching body language

Body language plays a crucial role in communication. A significant portion of human interaction is non-verbal, meaning that our gestures, posture, facial expressions and movement all contribute to how we are perceived. **By matching someone's body language in a natural and unobtrusive way, we can create a sense of familiarity and ease.**

### Body language

Body language **includes all the non-verbal cues** that people use when communicating. It reflects emotions, intentions, and attitudes. When people are comfortable with each other, they often unconsciously mirror each other's body language. This is why adopting similar non-verbal behaviors can help build rapport.

### Body posture

Posture refers to **how a person holds their body**. If someone is sitting in a relaxed manner, leaning slightly forward, and you adopt a similar posture, it signals that you are engaged and aligned with them. **Matching posture should be done subtly rather than copying the other person exactly, as direct mimicry may seem forced or insincere.**

### Gestures

Gestures **include movements such as hand gestures, head nods, and other expressive body motions**. Matching the style of another person's gestures can help create harmony in a conversation. If they use animated gestures while speaking, responding with a similar level of animation can create a sense of connection. On the other hand, if they use minimal gestures, mirroring that restraint can be beneficial.

### Speed of movement

Different people move at different speeds; **some are naturally quick and energetic, while others are more measured and slower in their movements**. If someone is moving in a relaxed and deliberate way, but you respond with fast, jerky movements, this can create a feeling of mismatch. By adjusting the speed of your own movements to be closer to the person you are interacting with, you create a sense of synchrony.

### Facial expression

Facial expressions are **powerful indicators of emotions and attitudes**. When people are engaged in a meaningful conversation, they often unconsciously reflect each other's expressions. If someone is smiling warmly, returning a similar smile can help build rapport. Conversely, if someone has a serious or thoughtful expression, mirroring that seriousness can help maintain the connection.



## Matching voice

Just as body language affects communication, so does the way we use our voice. Vocal elements such as rhythm, speed, volume, pitch, and tone play a significant role in how our message is received. By subtly matching these elements, we can make the other person feel more at ease and understood.

### Rhythm

Rhythm refers to **the flow and pattern of speech**. Some people speak at a steady, rhythmic pace, while others may speak in bursts or with noticeable pauses. Matching the rhythm of another person's speech can make the conversation feel more fluid and natural. If someone speaks in a slower, measured way, responding in a similar manner can create a sense of alignment.

### Speed

Speed refers to **how fast or slow a person speaks**. Some individuals speak quickly and energetically, while others take their time to articulate each word. If a fast talker interacts with someone who speaks slowly, there can be a disconnect. By adjusting your speaking speed to more closely match that of the person you are talking to, you create smoother interaction.

### Volume

Volume refers to **how loudly or softly someone speaks**. Some people naturally have a loud voice, while others speak softly. If you are speaking too loudly to someone who prefers a quiet tone, it may feel overwhelming. Conversely, if you speak too softly to someone who is used to a louder voice, they may struggle to hear or feel that you lack confidence. Adjusting your volume to match the other person's level can make the conversation more comfortable.

### Pitch

Pitch refers to how **high or low a person's voice sounds**. Some people naturally have a higher-pitched voice, while others have a deeper tone. While pitch is largely determined by physiology, making slight adjustments in your voice (such as lowering or raising it slightly to be closer to the other person's pitch) can help with rapport.

### Tone

Tone **conveys emotion and attitude in speech**. It reflects whether someone is feeling enthusiastic, serious, sarcastic, or warm. If someone speaks in an upbeat, enthusiastic tone, matching that enthusiasm can enhance the connection. Likewise, if someone has a calm, neutral tone, mirroring that tone can help maintain rapport.



## Matching words

The words we use in conversation also play a vital role in building rapport. People feel more comfortable when they hear words and phrases that are familiar to them, as this creates a sense of common ground. Matching words can be done in two ways: matching and mismatching.

### Matching

Matching in conversation means using similar words, phrases, and linguistic styles as the person you are speaking with. This can involve:

**Using similar vocabulary:** If someone frequently uses specific words or phrases, incorporating them into your responses can make the conversation feel more connected. For example, if someone says, 'I feel stuck,' responding with, 'What's making you feel stuck?' rather than rephrasing it as 'What's blocking you?' maintains familiarity.

**Adopting similar sentence structures:** If a person speaks in short, direct sentences, responding in a similar manner can feel more natural than using long, complex sentences.

**Using common interests or metaphors:** If someone uses a lot of sports metaphors (e.g., 'It's like a marathon, not a sprint'), incorporating similar phrases can enhance the connection.

### Mismatching

Mismatching occurs when the words used do not align with the other person's communication style. This can create a sense of disconnect. Some common mismatches include:

- **Using formal language when the other person is informal:** If someone is speaking casually and you respond in a highly formal tone, it can create distance.
- **Changing the metaphor or analogy** If someone describes a problem as 'hitting a wall,' and you respond with 'navigating a storm,' it can break the flow of the conversation.
- **Using different terminology:** If someone consistently refers to 'issues' and you keep calling them 'problems,' they might feel like you're not fully attuned to their perspective.

While mismatching can sometimes be useful (e.g., to challenge an idea or introduce a new perspective), in most cases, matching is the better approach for building rapport.



## Activity- Rapport skills: Matching and mismatching



### Activity- Rapport skills

When people are 'getting on' well with each other you will notice similarities in their behavior and language. **Take opportunities to notice rapport signals and respond accordingly to improve the communication.**

#### Matching body language

##### Body attitude

- Leaning forward?
- Leaning backwards?

##### Body posture

- Arms crossed?
- Legs crossed?

##### Gestures

- Hands?
- Arms?
- Head nods?

##### Speed of movement

- Fast?
- Slow?

##### Facial expression

- Smiling
- Serious

##### Eye contact (Except for cultural differences)

- Direct?
- Averted?

#### Matching voice

##### Rythm

- Flowing
- Packets

##### Speed

- Fast
- Slow

##### Volume

- Loud
- Quiet

##### Pitch

- High
- Low

##### Tone

- Hard
- Soft

#### Matching words

If a person calls it a spade,  
Don't call it a shovel,  
Call it a spade

#### Use with verbal matching to:

- Notice rapport when things are 'going well'
- Notice rapport when things are not 'going well'
- Try using rapport skills in 'difficult situations' and notice the impact
- **Caution: Can be exhausting**



## The map is not the territory

The phrase '**The map is not the territory**' (Korzybski A 1933) suggests that our perception of reality (**the map**) is not the same as reality itself (**the territory**). Instead, **we each create a mental map of the world based on our personal experiences, beliefs, and filters**. These maps help us navigate life, but they are **not absolute representations of reality** they are subjective and shaped by our individual perspectives.

Understanding this principle is crucial in both personal development and professional settings, as it highlights the importance of being open to different perspectives, recognising cognitive biases, and improving communication.

'**The map is not the territory**' teaches us that **our perception of reality is always incomplete and subjective**. Recognising this helps us become **more adaptable, open-minded, and effective communicators**.

In the workplace, applying this principle enhances:

- **Communication** by ensuring clarity and shared understanding
- **Conflict resolution** by acknowledging different perspectives
- **Leadership** by making decisions based on broader viewpoints
- **Sales and customer service** by aligning with clients' needs
- **Problem-solving** by integrating multiple perspectives

By understanding that our **maps are not absolute**, we can **continuously refine them**, leading to better interactions, decision-making, and success in professional environments.





## Understanding the concept

A **territory** represents objective reality; what exists in the world.

A **map** is our internal representation of that reality; how we perceive, interpret, and experience it.

Since no two people have identical experiences, **everyone has a unique mental map**. These maps are influenced by factors such as:

- **Culture** (e.g., societal norms and traditions)
- **Education** (e.g., formal knowledge and training)
- **Personal experiences** (e.g., past successes and failures)
- **Beliefs and values** (e.g., what we consider important or true)
- **Emotions** (e.g., our mood and emotional state at any given time)

Since our maps are shaped by these subjective filters, we can **misinterpret** or **oversimplify** reality, leading to misunderstandings, biases, or poor decision-making.

### Example: The blind men and the elephant

A well-known parable illustrates this concept:

Several blind men are touching different parts of an elephant. One, holding the trunk, believes the elephant is like a snake. Another, touching its leg, believes it is like a tree. A third, feeling the tusk, insists it is like a spear.

Each man is convinced he understands the truth, but none of them perceives the full picture. This is precisely how people experience the world—**their interpretations are based on limited information, shaped by personal perspective.**





## Applications at the workplace

Understanding that ‘the map is not the territory’ is particularly valuable in professional environments. It helps improve leadership, teamwork, conflict resolution, and decision-making.

### Improving communication

People often assume that others understand things exactly as they do. However, because everyone has a different **map of reality**, misunderstandings can occur.

#### Example:

A manager gives a team member vague instructions about a task, assuming they interpret them the same way. However, the employee understands it differently and produces an unexpected result.

#### Solution:

By recognising that **different people interpret the same words differently**, the manager should seek **clarification and feedback** to ensure alignment. This could involve asking:

- ‘Can you summarise what you understood from my instructions?’
- ‘What approach do you think would be best?’

This ensures that both the manager and employee are **working from a shared map**, reducing miscommunication.



### The map is not the territory- Communication





## Conflict resolution and negotiation

Disagreements often arise because people operate from different mental maps. When individuals **assume their perspective is the absolute truth**, they struggle to find common ground.

### Example:

Two employees disagree on whether a project should be data-driven or creatively focused. One insists on **hard data and analysis**, while the other argues for **innovation and intuition**.

### Solution:

A mediator who understands NLP can help by:

- Encouraging each party to **recognise the other's map** instead of seeing their own perspective as the only valid one.
- Finding **common values** (e.g., both want the project to succeed).
- Creating a **shared map** that integrates both perspectives (e.g., using data to support creative ideas).

By acknowledging that **multiple viewpoints can be valid**, conflicts become opportunities for **collaboration rather than confrontation**.



### The map is not the territory- Conflict



## Leadership and management

Great leaders understand that their perception is not necessarily reality. They recognise that their team members **see the world differently** and adapt their leadership style accordingly.

### Example:

A CEO believes their company has a great work culture because senior management is satisfied. However, employees on the ground experience high stress and disengagement.

### Solution:

Instead of assuming their perspective is correct, the CEO should:

- **Seek feedback** from all levels of the organisation.
- Conduct **anonymous surveys** to uncover different viewpoints.
- Adjust leadership decisions based on a broader, more accurate map of reality.
- 

By **aligning their map more closely with the true territory**, leaders can make better, more informed decisions.



## The map is not the territory- Leadership and management



Activity- The map is not the territory



London Underground



**Activity-** The map is not the territory

**This familiar map of the Underground does not define the actual territory that the Underground lines cover; it is not reality. It is a diagrammatic map that simplifies a very complicated system. Consider any new insights you have in relation to:**

**Improving communication**

**Conflict resolution**

**Leadership and management**

**The coaching environment**



## Notes

A large, empty rectangular area for taking notes, bounded by a thin black line.