

# Executive Leadership Coaching

David Norman



DAVID NORMAN

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# EXECUTIVE LEADERSHIP COACHING

Executive Leadership Coaching

1<sup>st</sup> edition

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“Fundamentals of executive leadership coaching”

# ABOUT THE AUTHOR

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

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

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

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

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

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

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

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

### ***Current Services***

- ***Coaching*** – *Executive and Leadership Development + Bespoke and Structured CXO Programmes.* Available face-to-face and 121 Skype 24/7 worldwide. Expanded **C-Level Mindset** Programme – structured 12/24 months coaching programme that enhances authentic, strategic and visionary thinking, skills development, performance enhancement and behaviour change.
- ***Masterclasses*** – *One-day in-company workshop intensive or on-campus business school event.*
  - How to **Learn Anything...Faster** • The **Entrepreneur** Mindset • Skills for **Thinking Strategically** • **Emotional Resilience** Branding Audit • Strengthening Client **Relationships** • Advanced **Presenting Skills** • Management **Coaching Skills**.

- **WorkOuts** – *Inspirational 90 Minute Bite-Size Facilitated Team/Group Coaching Events.* Unique modules are easy-to-learn, flexible, customisable, universal and affordable. 20 [workshops](#) topics reduce ‘executive/employee time (and cost!) to competence.’ Format improves performance, deepens new skills and makes immediate (and lasting) behaviour step-changes.
- **e/m-MindSkills** – *Enterprise-wide cognitive algorithms that cut learning time and costs by up to 90%.* Self-directed on-demand ‘personal effectiveness’ **toolkit of >20 capabilities** bridges mission-critical skills gaps of time-pressured executives worldwide. Unique ‘accelerated competencies’ toolkit – flexible, universal, scalable, cross-cultural, measurable and practical.
- **Matt & Buzz** – *Two fictional characters created as a way to simplify complex learning challenges.* Is an easy to follow and practical story dialogue (isomorphic metaphor) structure designed to effortlessly learn how to improve performance, enhance skills and achieve greater success and enjoyment in careers and relationships. (See M&B [book on coaching for high performance](#). Available on request as a free pdf download).

**Clients have included:** 3M, Alfa Laval, Alliance & Leicester, Anglia Water, Axa, Birmingham Airport, Braxxon Technology, BT, CarnaudMetalBox, Cushman & Wakefield, EMC, Ford, Fujitsu Services, GlaxoSmithKline, G4S, M & G Investments, Merck, Perstorp, Prudential, RWD Technologies, Simon Engineering, Smiths Group, Sun Microsystems, Trinity Mirror, Tullow Oil, Wilson Bowden, etc. Also have designed and run workshop intensives for Imperial College, Cass and Wits Business Schools, European Commission (Brussels), Management Centre Europe (Brussels), SPS and CIPD.

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# INTRODUCTION: THE JOURNEY TO MASTERY

The world is short of effective business leaders. This book is just one attempt at closing the gap between languishing underperformance and sustained high-performance. Specifically, it is about accelerated leadership development. By using coaching to be a better leader. No matter what your preferred leadership model or style is now or whether it's one (or portfolio) you may aspire to in future. A few leadership examples might be; situational, visionary, transformational, authentic, crisis, transactional, strategic or inspirational. Simply, how to be more of the leader you would like to become.

The approach proposed is purposely designed to offer flexibility, adaptability and (following Ashby's law of requisite variety) core capabilities that are strengthened through a selection of skilfully scripted exercises (MindSkills Algorithms – see also Appendix for design criteria). Each chapter consists of a description of current business school theory or best practice for that topic, together with a number of charts to highlight or illustrate a particular point. A few case studies are also included.

This book is designed to augment a wide range of corporate leadership development, talent management, performance management and employee engagement strategies and programmes. It is ideal as part of a blended learning or motivational programme to reenergise employee engagement after layoffs and/or a replacement or extension to external coaching provision.

## Guiding principles:

- **All behaviour is patterned** – the structure of leadership excellence can be modelled, copied or cloned and the results replicated.
- **Focus on Solutions not problems** – You get what you pay attention to. People who study problems become experts in – well, problems!
- **'How' is indispensable to future success not 'What'** – energy flows where thoughts go. Many leaders know 'what' to do but don't know how to do it!
- **Showing not Telling** – measured behaviour change, not ineffective action plan.
- **Whatever you can imagine, you can do** – how to turn imagination into reality.
- **Inside-out not outside-in** – changing the way you think, imagine and feel is key to reshape your actions, performance and behaviour.
- **Guaranteed Step-Improvements** – Whatever your leadership responsibilities, this approach will help you make practical step-improvements in capabilities, traits and skills.

**Who is this book for?**

**Leaders and aspiring leaders** – in public and private organisations in all economic sectors: C-level executives, directors, managers, professionals, MBA graduates and students.

**‘People’ professionals** – Leadership development, talent management, employee engagement and performance management specialists, Human Resources Executives, Organisational development managers, learning and development professionals, business coaches, management consultants, business psychologists, trainers and others who want to expand their people skills toolkit.

**Anyone wanting better results** – in managing themselves or others. It is ideal for those who want to quickly and effortlessly make step-improvements in personal and professional effectiveness to get better results, boost performance and learn new skills to fulfil their potential, improve or accelerate their career advancement, employability or put their career on the fast-track.

**This book is a crash course** – on ‘how’ to boost leadership effectiveness in business. It includes a series of practical how-to exercises on ‘running your business brain’ that lead to quick and lasting life changes for leaders, directors, managers and professionals. Especially those with a keen incentive to survive and thrive through unprecedented VUCA (VUCA is an acronym used to describe volatility, uncertainty, complexity and ambiguity).

**Imagine for a moment in your mind...A famous landmark, building or monument**

And as you do this NOW...I want you to carefully notice in the moment what pictures... sounds...and feelings you ‘experience’ right now...and especially become aware of the qualities (like closeness, colour, brightness)...and begin to notice any self-talk (or speaking to others) to describe your observations...and take all the time you need.

Now stop and recall the natural interaction in your mind ‘back and forth’ between what you were ‘thinking’ about (experience) and ‘talking’ (language). Language is an abstraction of subjective multi-sensory experience. Language and subjective experience are paradoxically the same but different. The ‘Quantum Effect’ loop is a fundamental underpinning for much of: human communications, thinking, learning, coaching and change, and is the conceptual foundation for many MindSkills Algorithms (and contemporary leadership development coaching). How we code multi-sensory subjective experience. Five senses (modalities/representational systems/neurology). Most people have a hierarchy of thinking and communicating preferences.

1. **Seeing** – In your ‘minds-eye’ – Visual (V)
2. **Hearing** – Sounds in your ‘minds-ear’ – Auditory tonal (At)
3. **Feeling** – Sensations can be tactile (external body), proprioceptive (internal body) and emotional (states) – Kinesthetic (K)  
 These three senses plus words (non-sensory/‘detached’ – Auditory digital (D or Ad) are the main ones used in business, plus:
  4. **Smell** – (O – Olfactory)
  5. **Taste** – (G – Gustatory)

Suffixes can be used to denote the internal (i) or external (e) world. These all exhibit qualities or distinctions (submodalities) and are typically described with sensory-based words (predicates). Memory recall (‘reality’) and imagination (‘fantasy’) use the same neural pathways (neuroplasticity) and is a key aspect of effective change. People have different thinking and communications preferences.

**Comparison of Recipe vs Algorithm** Analogy. ‘Instructions’ must be followed for best results. One mistake => poor result (disaster or dysfunctional!)

	<b>Baking a Cake</b>	<b>Mental Strategy</b>
<b>Outcome</b>	Ready to eat cake	New skill, capability or habit
<b>Guidelines</b>	Recipe	<b>MindSkills Algorithm</b> ‘Quantum Effect’ Loop (Exercises)
<b>What</b>	List of ingredients Quantities (eggs, flour)	<b>= Sensory Distinctions</b> See (V) + Hear (A) + Feel (K) (+ Qualities/Submodalities)
<b>How</b>	Process instructions sequencing (Utensils + Temperature)	<b>= Language/Syntax/Words</b> (ABCD + qualities)
<b>Result</b>	Cooking complete	Measured behaviour change
<b>Quality</b>	Inedible to Scrumptious	1 (V. Poor) to 10 (V. Good)

**Three core paradoxical principles:**

**1. Solution** not Problem

People who study ‘problems’ unwittingly become experts in problems, failure and causes not solutions (eg. underperformance, stress, obesity, low self-esteem, resistance to change, poverty, poor leadership, why mergers fail, and so on).

## 2. **How** not **What**

‘What to do’ can be determined from: personal development plans, performance management goals, action learning sets, appraisal reviews or psychometric/360-degree profiles. Whereas sophisticated ‘how to’ techniques are essential for boosting results, improving performance and making quick and lasting step-changes in behaviour.

## 3. **Show** not **Tell**

Demonstration and guidance using skilfully designed algorithms, techniques or protocols ensures the mind/body can fully (neurologically) experience the new skill, competency, trait or behaviour.

### **Learning Principles...**

1. **Core cluster** – multi-sensory, general/specific, motivation, emotional resilience, memory development, self/others, perseverance, determination re criticism/set-backs, etc.
2. **One-trial learning** – repetition not needed
3. **Life-long skills** – embedded and sustained over time
4. **Generative pattern** – learning-to-learn/continuous improvement
5. **Unconscious competence** – instantaneous ‘installation’

**Why are they useful?** *MindSkills Algorithms* are designed to boost personal effectiveness, accelerate learning of new skills and capabilities whilst cutting costs and time.

**What are they?** Fresh yet tried and tested and skilfully crafted high impact change techniques. (‘quantum effect’ + embedded ‘action process’ + ‘advanced linguistic’ and learning design).

**How can you use them?** To up your game quickly, confidentially and effectively by expanding your behavioural flexibility and repertoire of skills, traits and abilities.

**What if?** By joining now, you can expect fast, safe, measured and lasting step-changes in personal effectiveness. It may surprise you how fast, effective and sustainable it is!

### Fig. I.1 Leadership Performance – Coaching Case Study

*How to Up Your Game by Taking Your Leadership Performance to a New Level*

*A Practical Case Study of How Bespoke Executive Coaching helped the Group CEO of a £2B Plc Boost His Leadership Performance by 52%.*

**Client:** Group Chief Executive. £2B plc. Utility Firm.

**Issue/s:** *Taking leadership performance to the next level...*

A bespoke programme of topics with specific deliverables were submitted in a written proposal document based on an 'exploratory' discussion of Michael's (name changed to protect confidentiality) that outlined his specific issues/problems/needs together with a short summary of the main changework undertaken, viz;

1. **Empowering Vision** – Develop a mental blueprint for successfully envisaging the future (next 1 and 3 years, and beyond). Michael found it difficult to 'see' a clear (at best fuzzy beyond a year, none at all in the far future) vision of the future. By expanding his awareness of his 'perceptual space' pictures and making various adjustments to the picture/movie qualities together with reshaping the direction and trajectory of his spatial time coding, we were able to dramatically and immediately enhance his ability to create, at any time he wishes, a clear, bright and compelling strategic vision as far into the future as he desired.
2. **Confronting Director Underperformance** – Because of a strong collegiate board culture, Michael found enforcing accountability for non-performance extremely difficult to do, for fear of upsetting them. We devised a new pattern that enabled Michael to make the desired behaviour shift to address under-performing board members (often close friends, and without compromising friendship), and other executives. To deal effectively, empathetically, congruently and with confidence, and feel OK/comfortable about the interaction.
3. **Quality Time and Space for Self** – Needed to devise a practical way to create a better work balance between self and others, as part of being a more effective time manager. His life/work balance is good, by "retreating into my own world", plus supportive family, hobbies, regular exercise and active sport. Using a combination cognitive strategy underpinned by the Covey urgency/importance matrix, adjustments to his spatial time coding, clarifying his values hierarchy and motivation strategy we successfully reshaped his time profile to improve quality reflection time.
4. **Focus and Concentration** – Michael wanted to deepen this ability in a number of specific situations. There are several methods that will improve this capability, and much else (eg. accelerated learning, health and well-being). Besides getting enough rest! We worked with some short-term approaches based on 'perceptual space/landscape' advanced visualisation, peripheral vision and symbolic metaphor, and some longer-term deep calming methods like: autogenics, progressive relaxation, mindfulness and meditation.

5. **Other** – This assignment also included work on Personal Values alignment to enhance motivation, time management and performance, Reshaping his Life (symbolic) Metaphor to create greater resourcefulness, energy and inspiration, Body language skills to expand powers of influence and persuasion in one-to-one's, meetings, negotiations, talks and press relations, and an enhanced Golf Mental Game to lower his scoring and handicap, and many other relevant client issues.

**Coaching time:** 30 hours (5 approximately monthly sessions of 6 hours).

**Results:** Overall +52% Improvement

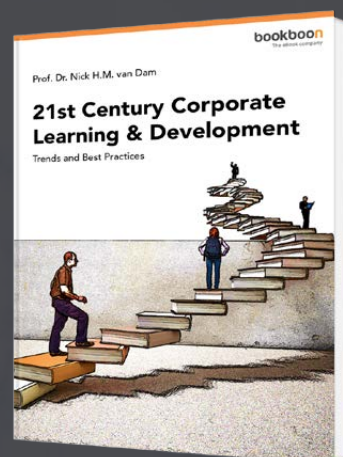
**Evidence-based measurement:** Client self-rating on a scale of 1 to 10.

1. Empowering Vision +29% (7 start to 9 end)
2. Confronting Director Underperformance +60% (5 start to 8 end)
3. Quality Time and Space for Self +50% (4 start to 6 end)
4. Focus and Concentration +67% (3 start to 5 end)

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# 1 COACHING – CORE LEADERSHIP SKILLS

*What if Leopards Could Change Their Spots? Most people today believe, much as in Nobel Laureate Rudyard Kipling's time a century ago when he wrote his famous biblically-inspired parable about 'how the leopard got his spots,' that people can't learn to change. They can now. Although leopards as far as I know still cannot!*

## 1.1 SMARTER THINKING! DEEPER CHANGE! FASTER RESULTS!

Microsoft's **Bill Gates** emphatically says 'everyone needs a coach' and former Google CEO **Eric Schmidt** said 'the best advice he ever got' was to get a coach (just watch [1 minute 25 second TED video](#))

How to be more, do more and have more. Beyond traditional executive coaching this high-performance transformational business leadership thinking and action skills development initiative is designed to cut time and measurably accelerate results, performance and change. The methods we will describe have helped many senior and top executives and their teams acquire critical mental skills enabling them to take better decisions, make difficult behaviour changes and accomplish extraordinary results. In their job, career, relationships and life that they and others may not have believed possible.

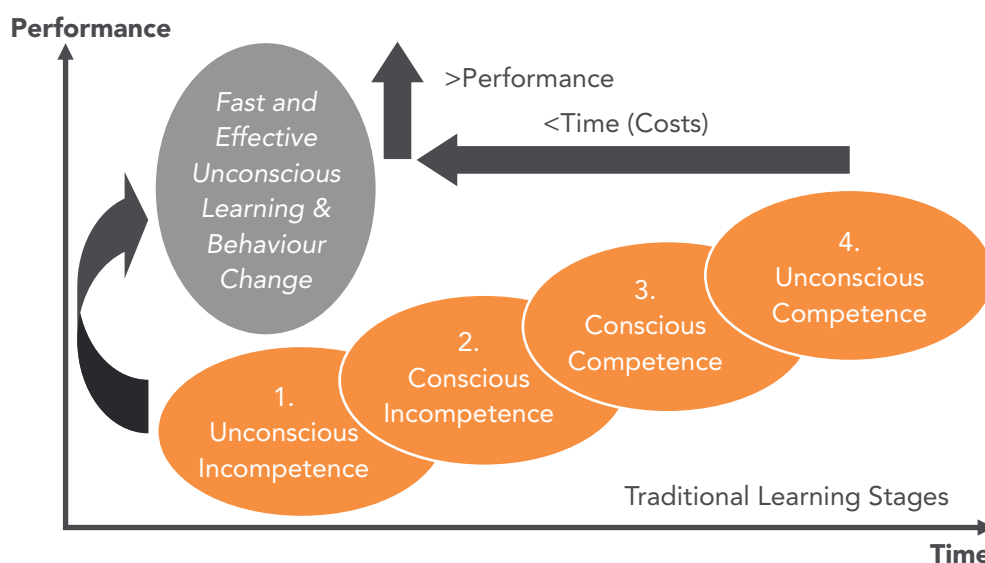
*"This leadership coaching approach has been shown to deliver positive, demonstrable and sometimes quite extraordinary results, and is consistent with the experience of various people in the company."*

*"I have benefited greatly from this leadership coaching – new business insights, lowered stress, greater satisfaction, rebalanced my life. I would not have been able to make these changes on my own."*

*"This leadership coaching work has always inspired me! Bringing a new level of clarity and understanding to thinking in business. Applying simple yet practical techniques will enable you to change your thinking and instantly translate into action."*

*"I am absolutely delighted with this leadership development coaching – the results have been truly remarkable. I have made fundamental step-changes in my performance and experienced some very powerful behavioural changes that I might not have believed even possible."*

Although not for everyone. This structured step-by-step model will enable you to make valuable time savings, enhance your decision-making, deepen learning, enrich relationships and make effortless and important behaviour changes that will benefit your busy life. Designed to empower you to overcome blind-spots, resolve shortcomings and build on strengths. The relative involvement and participation of the **coach** and coachee is shown in the chart (Fig 1.5). A perfect model for sceptics since you don't even have to believe the protocol-scripted guidelines (see appendix) will work – and they will!



**Fig 1.1** Effective Leadership Coaching Increases Performance and Reduces “Time (and Costs) to Competence” over Traditional Methods

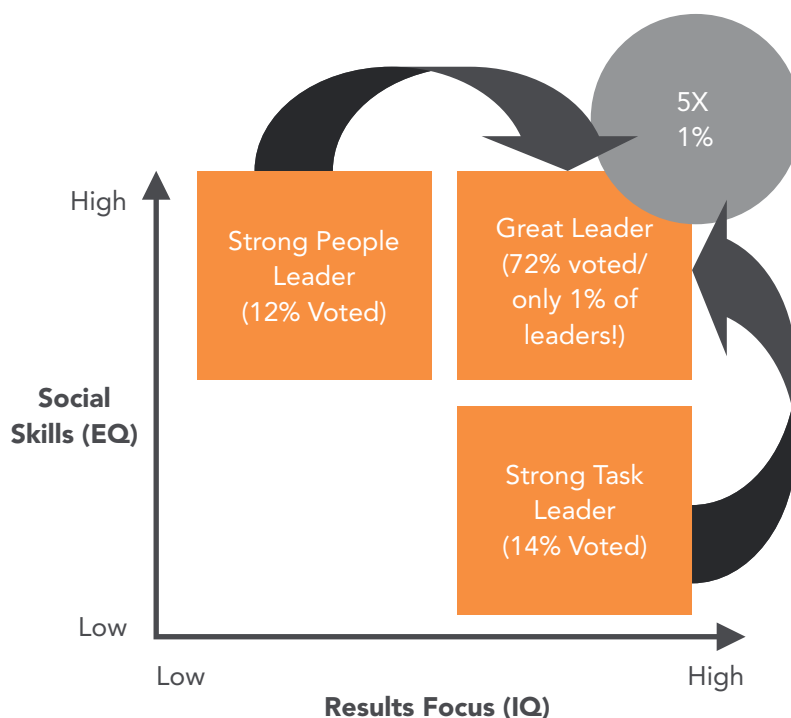
### **Knowing is not Doing** – *how rather than what*

People often know ‘what’ to do but not ‘how’ to do it. This book exercises in particular are carefully designed and scripted to show you ‘how’ to do something that delivers both immediate and lasting results. It will develop and enhance your sense of self-awareness and reflection, help you ameliorate stressful conflict and delegation situations, think more strategically, demonstrate greater agility in decision-making, defuse tensions between individuals, boards and executive teams. Enabling you to thrive, increase impact, learn faster, accelerate your employability and promotional prospects, expand influence and make a difference in a world of relentless change, global competition, unprecedented risk and escalating uncertainty. The approaches taken are a blended combination of traditional tried and tested business theory and cutting-edge global best practice.

### **How Good are you Already** – *find out now it will only take you a few minutes*

The Quick (5 Minute) Executive Leadership Assessment Quiz and Profile is designed to determine your current level of leadership ability and unfulfilled potential. It will pinpoint some of your estimated preferences, strengths, weaknesses, habits and performance across a range of IQ/EQ competencies, abilities and skills.

A 2009 Harvard Business Review paper by James Zender reported on a survey of 60,000 employees who were asked about their respect and admiration for their leaders. 14% of respondents voted for dominant ‘task leaders.’ 12% voted for dominant ‘people leaders.’ A whopping 72% voted for the perceived balanced dominance ‘great leaders.’ Garnering 5X more respect and admiration than for either dominant task or people leaders alone. Yet these characteristics are found in only 1% of leaders!



**Fig. 1.2** Employee Perceptions of Business Leadership Qualities

*Great leaders garner 5X more respect and admiration than either dominant task or people leaders alone. Yet these characteristics are found in only 1% of leaders!*

*Data source: James Zender. HBR 2009. 60,000 employees survey*

### Ex.1.1 The Quick (5 Minute) Executive Leadership Assessment Quiz and Profile

To determine your current level of leadership ability and unfulfilled potential take this quick test. It will pinpoint some of your preferences, strengths, weaknesses, habits and performance across a range of IQ/EQ competencies, abilities and skills.

There are no right or wrong answers. As you answer each of the questions please select the one number that MOST expresses how you think about it NOW. The less time you consider your response, the better.

1. **Goals** (away from/towards)

Do you generally prefer to focus on problems to be avoided (away from) or on achieving objectives (towards)  
Away from 1 2 3 4 5 Towards

2. **Judgement** (external/internal)

Do you generally prefer to accept opinion and feedback from others (external) or yourself (internal)  
External 1 2 3 4 5 Internal

3. **Choice** (procedures/options)

Do you generally prefer to follow established steps (procedures) or seek alternatives (options)  
Procedures 1 2 3 4 5 Options

4. **Size** (specific/general)

Do you generally prefer to want details and sequences (specific) or an overview and big picture (general)  
Specific 1 2 3 4 5 General

5. **Results** (task/people)

Do you generally prefer to focus on getting the job done yourself (task) or on using trusted relationships to accomplish goals (people)  
Task 1 2 3 4 5 People

6. **Speed/Conclusions** (slow/quick)

Do you generally prefer to jump quickly (quick) to conclusions or think and speak deliberately (slow)  
Quick 1 2 3 4 5 Slow

7. **Dominance** (achievement/power)

Do you generally prefer to seek dominance and politics (power) or (achievement) results and goals  
Power 1 2 3 4 5 Achievement

8. **Change** (late/early adoptor)

Do you generally prefer to resist or dislike (late adoption) of change or embrace or like change initiatives (early adoption)  
Late adoption 1 2 3 4 5 Early adoption

9. **Decisions** (#7) (B&W/grey)

Do you generally prefer to think in B&W (dichotomous) terms or would rather consider options on a grey scale (continuum)  
B&W 1 2 3 4 5 Continuum

10. **Winning** (competitive/cooperative)

Do you generally prefer to respond to situations with a win/lose (competitive) attitude or a sense of win/win (cooperative)  
Competitive 1 2 3 4 5 Cooperative

11. **Motivation** (reactive/proactive)

Do you generally prefer to wait for others (reactive) to decide or would rather take the initiative (proactive) yourself  
Reactive 1 2 3 4 5 Proactive

12. **Intuition** (MBTI) Sensor/INtuitior (proof/possibilities)

Do you generally prefer to have practical (proof) about a situation or understand (possibilities) it intuitively  
Proof 1 2 3 4 5 Possibilities

<p><b>13. State</b> (MBTI) (Feeling/Thinking) Do you generally prefer to react to pressure with an emotional response (feeling) or lack rapport and empathy (thinking) Feeling 1 2 3 4 5 Thinking</p> <p><b>14. Work</b> (independent/collaborative) Do you generally prefer to work alone (independent) or with others in a team with joint responsibility (collaborative) Independent 1 2 3 4 5 Collaborative</p> <p><b>15. Down/Upside</b> (pessimist/optimist) Do you generally prefer to consider the worst case/problems scenario (pessimist) or the best opportunities and (optimist) challenges Pessimist 1 2 3 4 5 Optimist</p> <p><b>16. Emotions</b> (scattered/focused) Do you generally prefer to experience your thoughts and emotions as scattered (diffused) or as clear and focussed (concentrated) Scattered 1 2 3 4 5 Focused</p> <p><b>17. Pressure</b> (impatient/patient) Do you generally prefer to act recklessly (impatient) or rather are persistent (patient) Impatient 1 2 3 4 5 Patient</p>	<p><b>18. Risk</b> (fear/excitement) Do you generally prefer to engage in adverse situations (fear) or embrace high-risk (excitement) initiatives? Fear 1 2 3 4 5 Excitement</p> <p><b>19. Integrity</b> (incongruent/congruent) Do you generally prefer to feel torn and conflicted (incongruent) or integrated, harmonious (congruent) and living your values Incongruent 1 2 3 4 5 Congruent</p> <p><b>20. Confidence</b> (doubt/conviction) Do you generally prefer to feel ambivalent and uncertain (doubt) or are proud (conviction) of your skills and ability Doubt 1 2 3 4 5 Conviction</p> <p style="text-align: center;"><b>Self-Score Yourself (out of max score of 100%)</b></p> <p><b>1. Plot on IQ/EQ matrix</b> Q1 to Q10 (max 50%) total and plot on IQ scale Q10 to Q20 (max 50%) total and plot on EQ scale</p> <p><b>2. Self-Score Guidance</b> 0/33 – plenty of preparatory work to do 33/67 – on the right track room for improvement 67/100 – strong candidate ready for advancement</p>
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**Self-Score Yourself (out of max score of 100%)**

Score IQ%: \_\_\_\_\_ + Score EQ%: \_\_\_\_\_

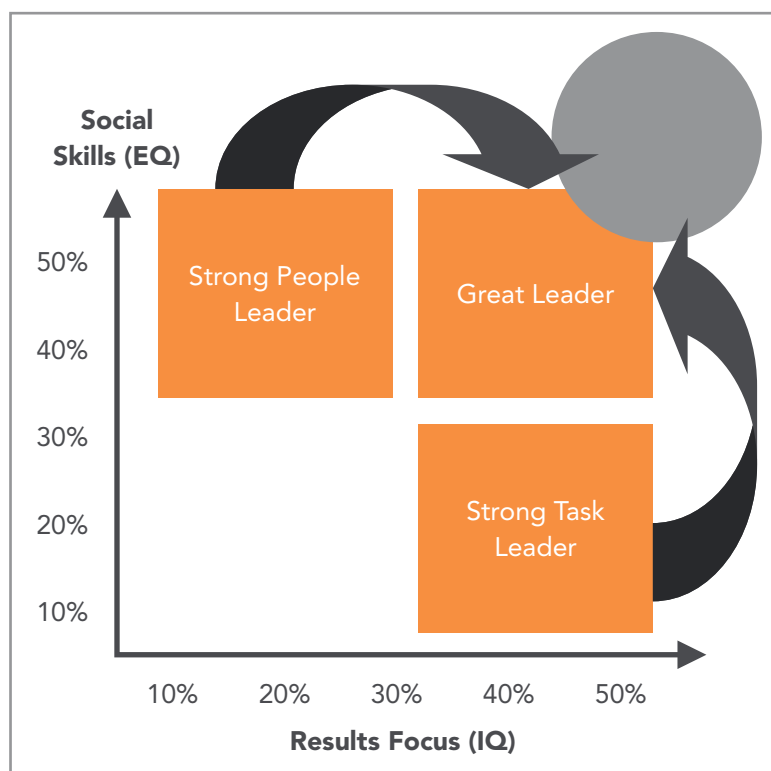
**Plot on intersection of IQ and EQ matrix**

**Results (IQ) Focus** – Total Q1 to Q10 (max 50%) and plot on IQ scale

Score IQ%: \_\_\_\_\_

**Social (EQ) Skills** – Total Q10 to Q20 (max 50%) and plot on EQ scale

Score EQ%: \_\_\_\_\_



**Fig. 1.3** Business Leadership Qualities Mapping of Self-Perception Scores

## 1.2 TOTAL SELF-SCORE GUIDANCE

0 to 33% – plenty of preparatory work to do

33 to 67% – on the right track room for improvement

67 to 100% – strong candidate ready for advancement

**Ashby’s Law of Requisite Variety** – *the key to leadership competence, confidence and success*

“The thing in the system with the greatest flexibility will ultimately dominate or control the system.” The leadership model explored in this book is rooted in Ashby’s Law. A unique approach that is flexible, adaptable and self-directed. Can be applied successfully to any model or style of leadership (creative, visionary, authentic, autocratic, democratic, strategic, facilitative, transformational, etc.). The thing (leader with personality characteristics and proven competence, skill and focus) in the system with the greatest flexibility (most competent in that context/human performance technology) will ultimately dominate (over time) or control the system. Ideally suited to matching leaders’ personality characteristics (the emergent era of “designer personalities”) to pervasive widespread technological advances.

### 1.3 PRACTICAL DEMONSTRATION

This book is designed to help explain and practically demonstrate that lasting breakthroughs in leadership performance, productivity, skills learning and behaviour change are now possible. The blended learning methods are quick, effective, provable and economic and designed to ‘reduce time (and costs) to competence.’ Comprising a narrative, conceptual charts, self-assessment quizzes, case studies and critically important exercises/protocols. See also self-demo in this chapter.

### 1.4 HUMAN PERFORMANCE TECHNOLOGIES – ARE THE FUTURE

Is an important breakthrough innovation that simply makes learning, development and behaviour change easier, lower cost and more time efficient than most people think possible. Exercises are designed as a convenient, universal, globally-scalable and flexible ‘accelerated competencies’ model for all leaders, executives, managers and professionals at all levels. Who need no theories, understanding, books, case studies, lectures, role-plays, preparation, action plan or tests. Just a few minutes of quiet uninterrupted time. The fast and deep behaviour change ‘action process’ delivers fast and lasting workplace step-improvements in results, performance and skills. Decades in development unique self-directed soft-skills (in self-awareness, leadership, talent, relationships and communications) also significantly cuts training time and costs. ‘Exercises’ are designed as ‘patterns’ and scripted as ‘protocols.’

In summary: General Purpose Algorithm >>> **Exercises (Ex)** (*learning excellence: skills, capabilities, habits, competences, algorithms*) = **Patterns (VAK >>> Qualities)/Protocols (ABC >>> Syntax).**

**Like accelerated learning** – *But not as you know it*

Although not for everyone, employees from the boardroom to the post-room can today quickly, effortlessly, safely, effectively and immediately change dysfunctional workplace behaviour, shift entrenched mindsets and attitudes, eliminate bad habits, build stronger professional relationships and learn critical new career-advancing skills. To get measurable results in say one competence you do not need days or hours, but this can be achieved in as little as just ten to fifteen minutes! Cutting time and costs over other methods.

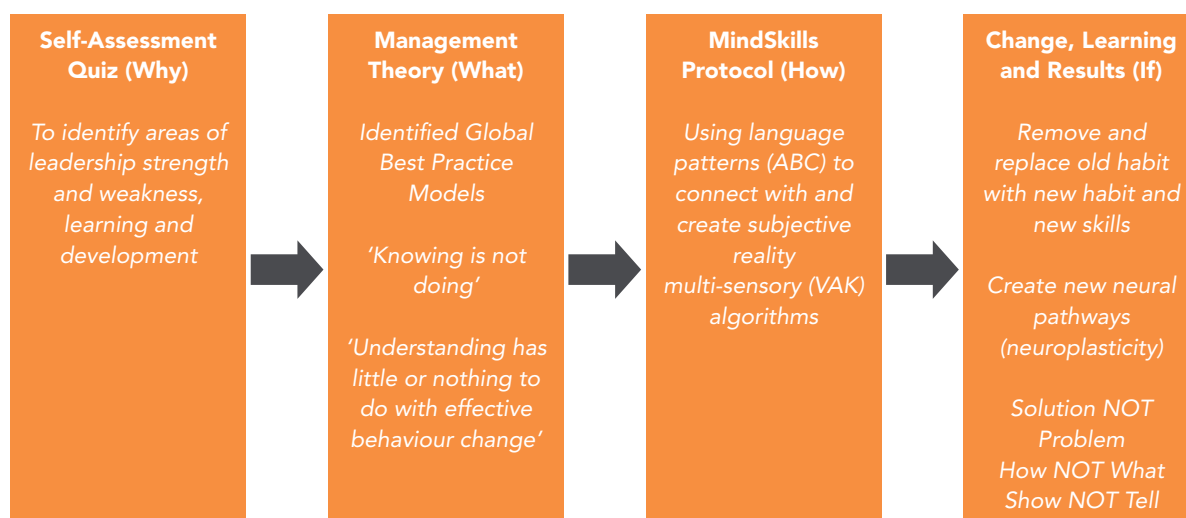
**Controversially Learners** – *Need Little or No Theory, Repetition, Case Studies, Role Plays, Tests or Action Plans*

To make serious improvements to personal workplace, office and client productivity and effectiveness typically requires investment in expensive and time consuming programmes, courses and training – especially for director, leadership and talent development programmes.

Furthermore classroom learning or blended development typically requires people to: study academic theories, read and analyse case studies, participate in role-plays, take tests, write an action plan as well as requiring preparation and follow-up for the event. Using this unique and field-tested action directed ‘how-to’ process’ results are immediate and enhanced whilst learning time and costs are dramatically reduced. See fig 1.1. Contrary to mainstream opinion, employee understanding, learning and knowledge often have very little to do with effective workplace and office behaviour change – which is why there is so little!

### **People Who Study Problems – Unwittingly Become Experts in Problems not Solutions**

Consider that many executives may well know plenty about theories of: motivation, decision-making, time management, team-building, conflict resolution, change management, problem-solving, self-confidence, emotional intelligence, and so on. And just as compelling consider that they (or their partners!) probably also know a lot about: stress, obesity and dieting, failed relationships, dangers of smoking, and so on – intelligent and educated people are typically knowledgeable about the problems and causes – the only thing most people can’t do is actually change their behaviour. Even with professional guidance. This distinction is deeply profound. It is therefore unsurprising that people who study problems unwittingly become experts in problems not solutions.



**Fig. 1.4** Coaching Structure Guidelines – 4MAT (Bernice McCarthy/David Kolb) Learning Model

### **All Behaviour is Patterned – Simply Reshape the Structure to Boost Results**

What if it were possible to eliminate many aspects used in typical mainstream people training, learning and development. To get better results most likely never experienced before (like instant and lasting workplace and office behaviour change) and make reductions of anything up to 80/90% in costs and time! See fig 1.1. Furthermore, what if it was a ‘one-trial learning’ solution (little or no repetition or reinforcement needed) addressing most behavioural competencies and found to be: convenient, universal, flexible, globally-scaleable, self-directed,

available 24/7, green, quick, effective, safe, confidential and measurable. Imagine being able to measure positive changes in workplace behaviour in as little as 10 to 15 minutes! Why would anyone want to attend several days training when you are more likely to get better and lasting results in just a few minutes! The strategic implications for immediate and sustained productivity gains, value creation and competitive advantage are enormous.

**60 Second ‘Authority’ Self-Demo** – *to show how fast and effortless change, behaviour and learning can be*

To illustrate how Human Performance Technologies work for humans (not leopards!) you could run through the 60 second quick self-demo. Followed by a brief analysis. The ‘personal experience’ quick demo is included simply because most people believe that learning, behaviour and change are hard and difficult. Emotional feeling and meaning shifts quickly from feeling bad (subservient?) to feeling much better (being calmer and in control) to feeling strong (dominant?). It simply challenges the notion by showing it can take just a few minutes for example to change the dynamics of any relationship. In essence this paper is about the underpinning for learning how to become world-class (top 5% of performers) in almost any skill or competency in record time.

## 1.5 INSTANT AND LASTING RESULTS

Imagine transforming an important business relationship that currently makes you feel inferior or intimidated. Then quickly enabling you to feel more in control with mutual respect and then even possibly experience sensations of power and influence – instant (and lasting) results in just a few minutes or even seconds. Having changed some characteristics (location, eye elevation, size (life-size, smaller, larger), gaze direction, solid/transparent, bright or dull, etc.) you don’t even have to believe it works – and it still does! Follow the simple step-by-step instructions in section 2 below. That should only take between 30 and 60 seconds.

**Instructions** (Section 2. Behavioural Linguistics)

*Do you have an issue with an authority figure or intimidating person?*

*Point to the location of this authority figure?*

*What do you begin to notice? What do you now see, hear and feel?*

*Move ‘authority figure’ by gesturing downwards to eye level and below*

*How is that now?*

*Move it away from you – and now squeeze and shrink it down*

*How is that now?*

*Do you want to leave it or put it back where it started?*

## 1.6 ANALYSIS OF STRUCTURE

See Figs I.3 and I.4 below for full review and explanation

### 1.6.1 BASIC NON-TECHNICAL REVIEW

Having followed the simple step-by-step instructions in section 2 above. That should only have taken at most around 60 seconds. You can now check your response against a typical observation illustrated in section 3. Then consider section 5. the meaning – as your attention



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moves through each of the four stages (a. above eye level, b. at eye level, c. below eye level, and move away and shrink down) and the accompanying feeling.

## 1.6.2 BASIC TECHNICAL EXPLANATION

Section 1. is the technical structure, strategy or multi-sensory mental algorithm (comprises: cognitive, emotional, sensory/neural, spatial, behavioural, linguistic, temporal and non-verbal methods) – a form of shorthand that can be used to explain the underpinning of all human behaviour, skill or habit (good and bad) and section 4. is a basic analysis of some simple ‘quantum’ linguistic structures that create rapid effective learning, behaviour and change. (VAKOGD experience and multi-sensory qualities => ABC linguistics for guidance).

### Ex. 1.1 Quantum Structure – ‘Authority’ 60 Sec Self-Demo/Analysis


**Do you have an issue with an authority figure or intimidating person (presupposition/associated)?**

**Ad/Ke (1)** Yes – nodding

>>> Point (non-verbal) to the location (**spatial/focal length and direction**) of this authority figure (2)?

**Ve/S** Location/upwards 4/5 feet and slightly above eye level/in front (3)

>>> What do you begin (**temporal/present(4)**) to notice? What do you now (**temporal/present**) see, hear and feel (**stacking sensory predicates/nominalisations**)?

**Ki/Adt**  **“I get a bad feeling” (powerless, subservient, compliant, intimidated, obedient, inferior and submissive) (5)**

>>> Move ‘authority figure’ by gesturing (**non-verbal suggestion**) downwards to eye level (**mutual respect**) and below

**Ve/Ke/S** Follows instructions


>>> How is that now? (**unspecified representation**) (**temporal/present**)

**Adt/Ks**  **“I feel much better. Calmer and in control” (mutual respect)**

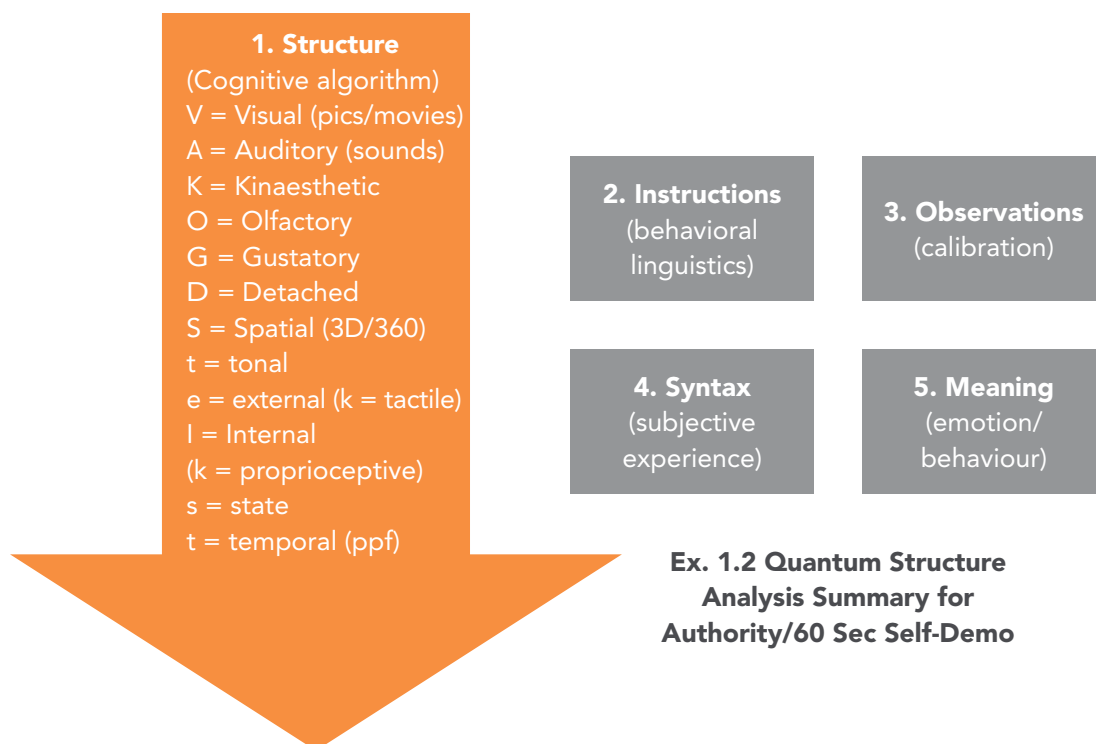
>>> Move it away from you – and now squeeze and shrink it down (**qualities/control/kinesthetic/submodality/spatial**)

**V/Adt/S/Ke** "Laughter." Body shift/release of discomfort, stress and tension

>>> *How is that now? (temporal present/unspecified senses)*

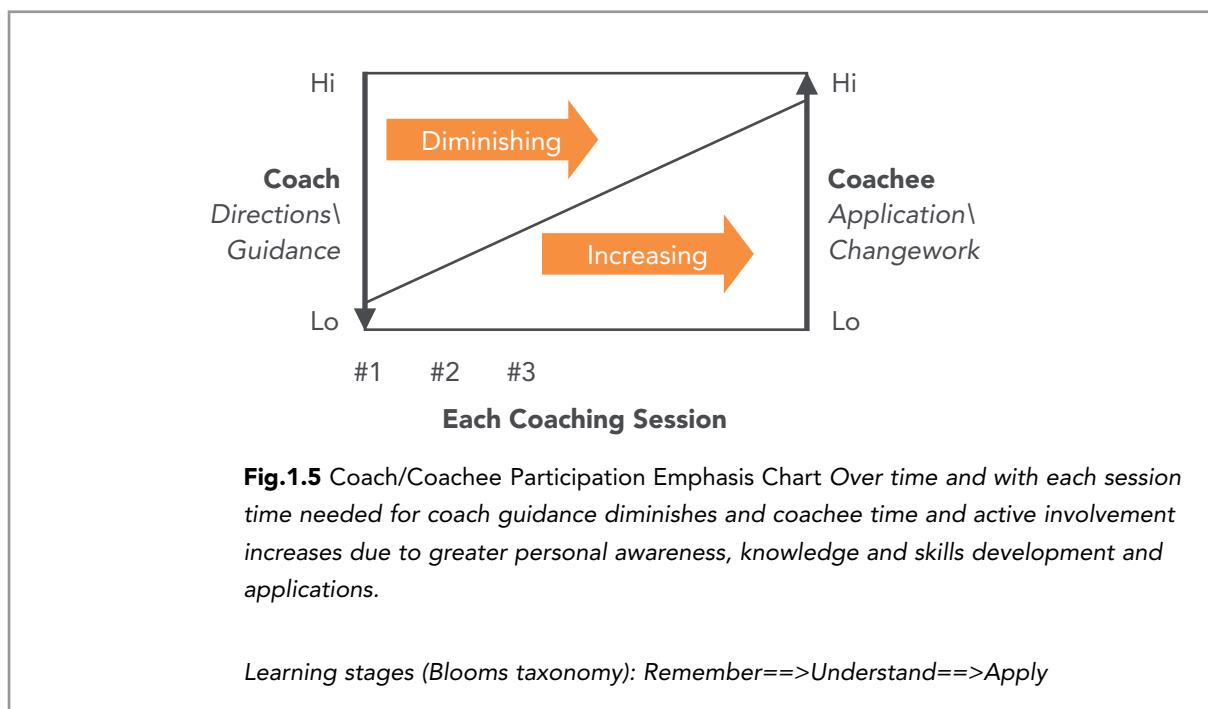
**Ke/Adt**  "I feel really good" (superior, dominant, influential, authoritative, positive and confident)

>>> *Do you want to leave it or put it back where it started? (ecology/safe anchor)*



**Return on Investment** – *three different case studies of practical excellence*

Although you are already undoubtedly good at what you do. These breakthrough leadership, learning and behaviour change processes enable ambitious high-achievers to increase their earnings and change their careers and lives for the better. Since you can be empowered to accomplish faster career growth, accomplish challenging goals, achieve stronger results and career success – if you wish.



At the heart of this remarkable ‘human performance technology’ underpinning high-performance coaching delivers a sustained coaching return on investment (ROI) of an astonishing 100:1! That requires less time than more conventional mainstream approaches. If you want to know how you can achieve a sustained **personal financial benefit** of coaching return on investment of 100:1!

**Excellence** – Borrowing, modeling or cloning the structure of ‘global best practice’ or ‘patterns of excellence’ from other fields can be important sources and insights of how to accomplish enhanced performance in business leadership. Consider just three examples of high-performance coaching success taken from different fields:

1. **Corporate** – How to become a FTSE CEO in under two years. Examples of vital skills and capabilities development coaching essential to rapid promotion
2. **Elite Sports** – How to quickly boost performance and earnings from languishing mediocrity to tournament champion in just a few weeks
3. **Charity** – How to accelerate career from disadvantaged background and minimum wage to study for a two-year MBA at global ranked #1 ivy-league B-School

**Corporate – Rapid Career Growth.** Exceptional career advancement coaching that accelerated transformation from a career going nowhere as a long-overlooked for promotion Assistant General Manager to General Manager and Chief Executive Officer of a FTSE 250 firm in under two years. To accomplish this feat specifically worked on fast capabilities and skills building of a number of mission-critical areas like:

- **Strategy** – Learned to think more strategically, align with planning/management
- **Confidence** – Boosted confidence/charisma/rapport in presenting, talks and media
- **Vision** – Improved board synergy and collaboration with shared vision and values
- **Focus** – Sharper goal clarity, better prioritisation and relentless focus on results
- **Projection** – Enhanced personal gravitas, stature and presence for promotion
- **Engagement** – Enhanced board and staff engagement and motivation
- **Out-of-box** – Stimulated creative ideas for growth and competitive advantage
- **Pressure** – Improved work/life balance, enjoyment and lowered stress
- **Relationships** – Built stronger key relationships inside and outside firm
- **Communications** – Improved communications and influencing skills
- And much more. As an aside his golf handicap reduced from 18 to 9!

**Considering Personal Financial Benefit Only** – *Short-term ROI – 10:1 Long-term ROI >100:1*

**Elite Sports – High-Performance** – Accomplished outstanding results coaching a ‘journeyman’ professional PGA tour golfer who had never won a tour trophy and was ranked in the top eighty in the world. After just a few weeks ‘competitive mental toughness’ work with this elite player:

- **Broke Records** – Won his first tournament and then won again within a few weeks together with breaking the course record along the way
- **6X** – Increased his record of top ten finishes by a factor of six times
- **Eliminated Missed Cuts** – Virtually eliminated missed cuts, only missed one out of forty four starts (2%), whereas prior to coaching, in the previous forty four he missed sixteen (36%)
- **More Money** – His on-course earnings alone increased by 250% achieved by playing in fewer tournaments, as he moved up the world rankings (and players money list!) from top eighty into a coveted top ten position
- **Majors** – Qualified for first time ever to compete in the majors

I worked with this player to conclusively prove that making a series of carefully designed psychomotor interventions (that can also be applied to many other sports and business) will deliver provable immediate and sustained performance improvements and dramatically increase on and off-course earnings in elite sport, and much more.

**Considering Personal Financial Benefit Only** – *Short-term ROI – 40:1 Long-term ROI >100:1*

**Charity – Exceptional Success.** An extraordinary journey coaching and mentoring a young person from a disadvantaged background – impoverished rural upbringing (and schooling) in a non-European and non-English speaking culture. Found working in dead-end job on minimum wage went on to be in top 5% of earners (en route to top 1%) in less than five years in their early to mid-twenties. This included:

- **Prestigious** – Awarded the only non-Oxbridge (with an OU undergraduate degree!) placement on a tightly restricted highly sought-after intake for a prestigious 18 month graduate scheme at large global consulting firm
- **Global #1** – This was followed with acceptance (<5% admission rate!), six-figure self-funded and completion of a two-year full-time MBA at elite USA ivy league (FT global rank #1) business school
- **High-Achiever** – Studied and worked in five different countries, completed another master's degree part-time whilst working as a VP in large global finance business. This high-achiever's professional career is set for even greater things
- **Degrees** – completed undergraduate and graduate degrees part-time (assignments and exams written in English) whilst working in full-time job
- **Special Person** – Much of the cloning, modeling and reinforcing observation aspect of this (patterns of excellence) work (self-confidence, self-belief, tenacity, zeal, learning strategies, work ethic, etc.) can and are being successfully applied in business leadership development for other people

**Considering Personal Financial Benefit Only** – *Short-term ROI – Infinite: Free (>100:1)*  
*Long-term ROI – Infinite: Free (>100:1)*

You can expect to benefit in ways you may not have contemplated no matter whether you have a business degree/s, attended one or more prestigious executive development programmes and are interested in personal and professional development. This is because sharp demarcation between accumulating knowledge and taking action 'knowing is not doing.' This leadership coaching is largely about doing. Mostly people know what to do but don't have much of an idea of how to do it! If they did they would have already done it!

Since we know a great deal about what makes an exceptional even extraordinary leader and what it takes to get there. Since the world is short on leadership capabilities we are interested in helping expand the great leader population from 1% to 10% or beyond. Realistically in the short-term building individual behavioural competencies that plug any shortcoming gaps and expanding strengths is a good start.

Applying modern human performance technologies means no matter where you start – you are quite likely to be pretty good at leadership already – how about making the transition

from good to great? It's unlikely you will have experienced learning and mastering cognitive skills and new ways of thinking, acting and behaving and so quickly.

### **According to ICF research – *personal financial benefit***

According to the International Coach Federation the median *personal financial benefit* return on investment (ROI) derived from coaching is typically 3:1 (300%). That is earning an extra three times what is spent. In addition, the company can expect an overall ROI of 7:1 that includes delivering a broader range of benefits to the organisation including career development, emotional intelligence and non-monetary enhancements.

#### **Ex. 1.3 How to Reduce (or Eliminate) Anxiety (*Rotating Technique*)**

A quick yet powerful method for transforming a feeling of anxiety (future directed fear), worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome into a more empowering state of comfort, confidence and calmness

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

##### **1. Bad feeling**

Think of a time when you felt anxious, nervous or apprehensive...

##### **2. Rotation**

And as you think of that specific time...notice the direction and rotation of feeling in your body...either backwards/forwards or left to right/right to left?...and imagine a stream of red coloured arrows...rotating in the direction of movement...

##### **3. Outside/inside**

Now transfer the feeling outside your body in synchronisation with both hands whirling in front of you...change the arrows to a different calming colour say blue and now rotate in the opposite direction and take the feeling back into your body...

##### **4. Better feeling**

As you begin spinning the feeling faster and faster notice how different you are beginning to feel...

##### **5. Successful**

Think of something that makes you feel more calm, greater success, better results or increased prosperity...and notice what you see and hear as you whirl this feeling...and imagine everything working out exactly the way you would wish...

##### **6. Present**

And now taking all the time you need come back to now...and reorientate to the room?

Measure the shift/change? Notice on a scale of 1 (poor) to 10 (good) where you started and where you are now?

You can rerun a few times at any time for the same scenario or if you prefer for several different situations until completely satisfied you have lowered or even eliminated your feelings of anxiety.

## 2 COMMUNICATIONS – INFLUENCE AND PERSUASION

### 2.1 SENSORY PREFERENCE

#### 2.1.1 HOW DO YOU PREFER TO COMMUNICATE?

How well you think, influences how you prefer to communicate, influence, learn and make changes. The language of the brain is represented by five different senses or modalities of thinking: 1. Pictures or visual (V) 2. Sounds or auditory tonal (At), and non-sensory words or auditory digital (Ad), 3. Feelings or kinaesthetic (K), that can include tactile, proprioceptive and emotional, 4. Smell or olfactory (O) and 5. Taste or gustatory (G). These are either our subjective reality recalled internally from a past memory or future imagination, or are observed externally through our eyes, ears, body, nose and mouth. Some people may even want to add a sixth sense of Intuition?

#### 2.1.2 EVERYONE HAS A PROFILE

Everyone has a preferred multi-sensory communications profile or preference (Fig. 2.1.1). Studies of highest ranked preferences, excluding non-sensory words or auditory digital, across the USA population, showed that 40% prefer making and accessing pictures in their ‘minds-eye’ and are primarily visual. 40% would rather trust their feelings and emotions to make decisions and communicate and are kinaesthetic. And 20% prefer to rely on their ‘minds-ear’ by hearing the manner in which things are said and are primarily auditory tonal. There are many additional ‘generalisations’ useful in identifying thinking preferences like, breathing, posture, body shape, eye movement, and so on. These preferences directly influence success in communicating, relationships and making changes.

#### 2.1.3 SENSORY-BASED LEADERSHIP IS A START

Effective leadership benefits from developing, strengthening and sharpening your sensory awareness. Overlapping your senses (creating mild synesthesia) will help you up your game whatever style of leadership you practice or encourage. Experience and enjoy it now...by following the instructions below...

As you begin...just sit calmly...and slow down your breathing...notice that you are feeling calm and relaxed...

**Pictures (V – visual)** – I'd like you to think about going to the ocean (if you don't like water maybe would prefer going to the mountains, a national park, a horticultural garden, a theme park...)...maybe you would prefer going somewhere that is temperate, very cold like the arctic or hot like the tropics...as you begin thinking of where to go...even if you have never been there...tap into your imagination...and consider somewhere real or imaginary... see the water...is it calm or stormy...the coastline...the sky...the colours...the brightness... the prevailing weather pattern...waves crashing on the black rocks...notice features of the boat or ship you are in...

**Sounds (A – auditory)** – as you have already noticed what you have seen in your imaginary movie...now begin to notice the sounds of the ocean...you may also hear the sound of other boats or ships and their engines...bird calls, distance road traffic noise...people and children voices...ships foghorn...and music sounds...construction work...

**Feelings (K – kinaesthetic)** – having created pictures or a movie in your mind and also noticed the sounds in this little adventure...ask yourself how do you feel right now...the movement of the water or boat...what emotions do you notice...a sense of relaxation or calmness?...or excitement and pleasure...also begin to notice the feeling of the sun, rain or wind...or perhaps sea spray...on your face, arms and body...the feeling below your feet...

**Smells/Taste (O/G – olfactory/gustatory)** – now notice the smell of salt spray...maybe even engine fumes...become aware of the wafting smell carried on the coastal wind from local beachfront food outlets...and now whenever you are ready...taking all the time you need come back to now.

You may notice that one of these senses dominates. This is a rough guide to your sensory preference. Although people will tend to use all senses depending on the context to a lesser or greater degree.

**Fig. 2.1.1 Communications, Thinking and Learning Preference Test**

Take this quick self-test to find out how you prefer to think, learn and communicate with others. There are no right or wrong answers. The less time you think about your response, the better. For each of the following statements, please place a number next to every phrase as follows:

4 = closest to describing you. 3 = next best description. 2 = next best. 1 = least descriptive of you.

**1. I make important decisions based on:**

- gut level feelings
- which way sounds the best
- what looks best to me
- precise review and study of the issues

**2. During an argument, I am most likely to be influenced by:**

- the other person's tone of voice
- whether or not I can see the other person's point of view
- the logic of the other person's argument
- whether or not I feel I am in touch with the other person's true feelings

**3. I most easily communicate what is going on with me by:**

- the way I dress
- the feelings I share
- the words I choose
- my tone of voice

**4. It is easiest for me to:**

- find the ideal volume and tuning on a stereo system
- select the most intellectually relevant points concerning an interesting subject.
- select superbly comfortable furniture
- select rich, attractive colour combinations

**5. I am very:**

- attuned to the sounds in my surroundings
- adept at making sense of new facts and data
- sensitive to the way articles of clothing feel on my body
- responsive to colours and the way a room looks

**SCORING the Communications, Thinking and Learning Preference Test**

**STEP 1.** Copy your answers from the test to the lines below:

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>
___ K	___ A	___ V	___ A	___ A
___ A	___ V	___ K	___ D	___ D
___ V	___ D	___ D	___ K	___ K
___ D	___ K	___ A	___ V	___ V

**STEP 2.** Fill in the numbers associated with each letter. There will be five entries for each letter.

	<b>V</b>	<b>A</b>	<b>K</b>	<b>D</b>
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___
<b>Total:</b>	___	___	___	___

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### **2.1.4 LEARNABLE SKILLS IN HEIGHTENED SENSORY AWARENESS**

Having followed this brief adventure in heightened sensory awareness you may have noticed a connection between ‘being in the present’ (as opposed to the past or future), content (trip to the ocean), the senses (seeing, hearing, feeling and smelling), finer distinctions or sub-qualities of the senses (submodalities), language (instructions) and action (behaviour). There are 5 primary natural senses or modalities (external and internal) of seeing pictures or movies (V – visualisation), speaking and hearing (At – auditory tonal), Feelings, tactile, proprioceptive and emotional, (K – kinaesthetic), smelling (O – Olfactory) and tasting (G – Gustatory) plus non-sensory (Ad – Auditory digital or D – detached) language. These can be sequenced (V>A>K>D = behaviour, habit, competency or skill) to form a learnable cognitive algorithm, strategy or pattern. These are either our subjective reality recalled internally from a past memory or future imagination, or are observed externally through our eyes, ears, body, nose and mouth. Some people may even want to add a sixth sense of Intuition?

### **2.1.5 YOUR PREFERENCE PROFILE**

Completing the communications, thinking and change preference test (Fig 2.1.1) will provide you with a multi-sensory hierarchical personal profile. People with similar profiles tend (without knowing why) to get on well. Sub-cultures, groups and teams in organisations often unconsciously self-select new members on the basis of similar profiles. They talk in a familiar and comfortable manner. This can create communication challenges within organisations. A high auditory (A) group would struggle with a high visual (V) group. Designers and creatives are typically high visual. People trained as accountants and lawyers are predominately very high D whereas HR professionals are typically low D. This mismatch in organisations alone can cause significant communications challenges.

### **2.1.6 FLAT OR BALANCED PROFILES ARE BEST FOR LEADERSHIP**

A common feature of relevance found in leadership development is successful CEOs and other high-potential executives typically have a flat or balanced profile. This enables them to easily translate understanding between people with different profiles. As the name implies visionary leadership is a communications style characterised by dominant visual qualities. In a typical board led by a visionary leader, followers are often impoverished visualisers. This creates challenges for everyone involved in creating a shared vision between a leader and followers. The good news is everyone can strengthen and deepen their sensory awareness skills to participate in a visionary strategy.

### 2.1.7 SOME PROFESSIONS ARE SELF-SELECTING

Visualisation for example when applied as a ‘technique’ is largely restricted to the internal (‘minds-eye’) visual channel. Is widely understood though typically used in a simplistic manner in sports psychology for example. It also forms an integral part of meditative practice, hypnosis, some alternative health therapies, etc. Suits people who are naturally strong visualisers. Dyslexics are natural and exceptional 3D visualisers and automatically self-select career choices that need this talent as: architects, interior designers, engineers, artists, futurists, ‘visionary’ leaders, ‘bright’ pupils, etc.

The words we use determine which sensory memory system we habitually use in self and others communication. Called predicates. See Fig 2.1.2 for a few examples of visual, auditory, kinaesthetic, olfactory, gustatory and non-sensory digital words and phrases. See an example of workshop scores below for a small workshop group that illustrates individual differences in sensory preference (in a business context).

Delegate	V	A	K	D
1	12	16	6	16
2	12	12	9	17
3	12	9	10	18
4	14	14	10	13

Since need to consider all the senses (modalities) and critically understand the elegance and sophistication of applying to each internal picture or movie, sounds/words and sound track and emotional profiles. A wide range of finer distinctions, characteristics and qualities (>100 sub-modalities) that can be elicited, restructured and reinstalled (see Fig 2.1.3). Powerful cognitive tools for developing rapport and influence as well as diminishing or removing troublesome or disempowering memories and intensifying, deepening and enriching great experiences, memories and goals.

**Fig. 2.1.2 Predicate Examples (Sensory and non-Sensory Words)**

#### **Visual (V)/Seeing Words**

**Words:** look, picture, focus, illustrate, reveal, notice, vision, examine, foresee, appear, show, illuminate, clear, hazy, crystal, flash, imagine, vivid, snap shot, foggy, notice, sparkling, dark, exhibit, frame, bright, see, colour, twinkle, shine, view, perspective, focus, dull, imagine.

**Phrases:** “I see what you mean”, “It appears to me”, “Taking a dim view”, “Shed some light”, “A colourful notion”, “Seeing eye to eye”, “Having a blind spot”, “Beyond a shadow of doubt”. “Clear cut”, “In view of”.

**Auditory (A)/Sounding Words**

**Words:** say, listen, discuss, clear, silence, harmonious, rhythm, tone, speechless, hear, sound, attune, tell, announce, sound, tune in/out, deaf, dissonance, resonate, tune-in/out, music, melody, deaf, talk, babble, loud, volume, resonate, discuss, dialogue, discuss, listen, intonation, overtone, mellow, note.

**Phrases:** "On the same wavelength", "Rings a bell", "Music to my ears", "Calling the tune", "Turn a deaf ear", "Clearly expressed", "Describe in detail", "Hidden message", "Power of speech", "Tell the truth", "Loud and clear", "Outspoken".

**Kinesthetic (K)/Feeling Words**

**Words:** touch, grasp, hold, tackle, heavy, smooth, warm, solid, sensitive, stress, tangible, concrete, move, gentle, feel, hard, scrape, catch, throw, contact, soft, thick, carry, pressure, tap into, throw, scrape, impression, rub, smooth, touch, stumble, relax, cold, hot, tepid.

**Phrases:** "A cool customer", "Thick-skinned", "Keep in touch", "I can't put my finger on it", "Firm foundation", "Pull a fast one", "Heated argument", "Boils down to", "Hang in there", "Pull strings", "Lay cards on table", "Slipped my mind", "Get a handle on", "Under handed".

**Olfactory (O)/Smell & Gustatory (G)/Taste Words**

**Words:** fragrant, smoky, fresh, fishy, bitter, juicy, sweet, flavour, salty, fresh, sour, smell, odour, spicy, stale, taste, sweet, saline, rotting, texture, smooth, acidic, fruity, overpowering.

**Phrases:** "Smell a rat", "Fishy situation", "Acid comment", "Bitter pill", "A sweet person", "Fresh as a daisy", "Sweet smell/taste of success".

**Detached Words (Ad-Auditory digital) Non-sensory/unemotional words and language**

**Words:** change, sense, experience, understand, think, learn, process, decide, motivate, consider, change, perceive, problem, distinct, statistic, know, question, remember, believe, learn, nice, process, assume, past, present, future, problem, experience, know, quality, theory, consequence, theory, result.

**Phrases:** "Factor in", "The bottom line", "Hash it out", "Get an account of", "Doesn't compute", "What a good idea", "New programme".

## 2.2 SENSORY-BASED WORD CHOICES

See workshop scores example for individual differences in sensory preference (in a business context). Studies of highest ranked preferences, excluding non-sensory words or auditory digital, across the USA population, showed that 40% prefer making and accessing pictures in their 'minds-eye' and are primarily visual. 40% would rather trust their feelings and emotions to make decisions and communicate and are kinaesthetic. And 20% prefer to rely on their 'minds-ear' by hearing the manner in which things are said and are primarily auditory tonal. There are many additional 'generalisations' useful in identifying thinking preferences like, breathing, posture, body shape, eye movement, and so on. These preferences directly influence success in communicating, relationships and making changes.

Some years ago, IBM commissioned some research about memory recall. Explaining something by telling only, telling and showing, and telling, showing and experiencing increased recall over time. This work on leadership methodically uses all the senses and their characteristics, where changes are made this is often at a deep level. This will deliver quick, effective and lasting results, performance improvement and behaviour change.

Senses Involved	Memory Recall	After 3 Weeks	After 3 Months
Told (words/sounds)		70%	10%
Told and Shown (words/sounds + pictures)		72%	32%
Told, Shown and Experienced (words/sounds + pictures + feelings)		85%	65%

**Fig. 2.1.3 Sensory Qualities and Characteristics (Comprehensive List)**

The Visual, Auditory and Kinesthetic (VAK) Qualities, Features and Characteristics (Submodalities) of your Inner World of Thinking, Learning and Communicating

**The Visual Track of Pictures, Images and Movies**

Experience:	Associated (Thro' Own Eyes)	Dissociated (Home Movie)
Brightness:	Dull	Bright
Focus:	Blurred	Clear
	Intermittent	Steady
Distance:	Far	Close
Colour Intensity:	Light/Pastel	Bright/Bold
Colour Preference:	Disliked/Liked	Favourite
Colour Range:	Black/White	Full Range
Size:	Small (Movie Screen)	Large (Big Picture)
Field of View Contrast:	Small Difference	Large Difference
Movement:	Still	Action
Direction/Location:	Right	Left
	Above	Below
	Tilted	Straight
Figure:	Foreground	Background
Frames:	Snapshot	Movie
	Still Picture	Moving Film
Speed:	Slow	Fast
Images:	Single	Multiple Images/Split Screen
Picture Edges:	Bordered	Panoramic
Shape:	Normal, Fisheye, Flattened, etc.	
Ratio:	Horizontal/Vertical Perspective	
Angle:	Multiple Camera, Position Location	
Dimension:	Flat 2D Image	3D Holographic

### The Auditory Sound Track of Sounds, Noise, Music and Words

Content:	What is said	
Pitch:	Low	High
Location/Direction:	Front/Back	Panoramic
	Up/Down	Single Source
Nature:	Continuous	Interrupted/On-Off
Timbre:	Quality	Fullness
Tone:	Pleasant	Unpleasant/Harsh
Cadence:	Slow Speech	Fast Speech
Sources:	One	Many
Perspective:	Associated	Dissociated
Tempo/pace:	Slow	Fast
Inflection/Modulation:	Irregular	Regular
Volume:	Low	High
Rhythm	No Rhythm/Irregular)	Regular
Duration:	On/Off	Continuous
Distance:	Close	Far
Clarity	Vague/Fuzzy/Muffled	Crystal Clear

### The Kinaesthetic Track of Sensations and Feelings

Sensations:	Warmth, Movement, Pressure	
Pressure:	Light	Heavy
Location:	On/In Body	
Sensation:	Local	Pervasive
Moisture:	Little	Extensive
Shape:	Scattered, Pin-Point, Round, Up/Down	
Texture:	Rough	Smooth
Temperature:	Cold	Warm Hot
Movement:	Type	Slow/Fast
Duration:	Momentary	Continuous
Intensity:	Light	High
Frequency:	Slow	Fast
Rhythm:	regular repeated	irregular pattern

A wide range of finer distinctions, characteristics and qualities (>100 sub-modalities see listing in Fig. 2.1.3) can be elicited, restructured and reinstalled. Powerful cognitive tools for developing rapport and influence as well as diminishing or removing troublesome or disempowering memories and intensifying, deepening and enriching great experiences, memories and goals.

## 2.3 COMMUNICATING ON MULTIPLE LEVELS IS THE NORM

The main influence on multi-level communications comes from the field of psycholinguistics. It is the impact of language on the mind and body. It's a bit like the iceberg effect. The language you hear and read is only the bit above the surface called the surface structure. Whilst most of what is really happening is below the surface or in the deep structure. This is largely at the unconscious level. Influencing language structures and syntax can be designed to be stacked, layered and sequenced to deliver maximum impact. Not surprisingly the more knowledge and skills you develop in this area the better leader, coach and communicator you will become. Although beyond the scope of this book, this includes many potent psycholinguistic patterns like: quantum linguistics, predicate and temporal submodalities, Metamodel, presuppositions, sleight of mouth, negation, analogical marking, Milton model, embedded commands, and many dozens more.

### **Ex.2.3.2 Self-Talk** (*Inner-Confidant Technique*)

*How to replace unhelpful inner-critic chatter with an inner-friend and supporter*

#### **Introduction**

Most people are troubled at one time or another listening to what seems like overly critical, pessimistic, harsh, negative, irrational and unfriendly self-talk – it could be their own voice or even another persons? Often referred to as 'just thinking', 'self-chatter' or 'inner-thoughts', Like: „I can't believe you just did that“, „You should know better“, „I'll never get that right“, and so on.

There is nothing wrong with that provided you consistently get the results you want? Though on occasions it might be more beneficial to replace this with a more friendly, supportive, resourceful, calm, rational, positive, optimistic inner-dialogue – more rational even? Being befriended by an uncritical inner-voice that improves clarity directly influences control, action and performance.

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

You can start now...but first, think about what your want?

#### **1. Critical Voice**

Think of a time when your inner-chatter troubled you? Like telling yourself off in an unpleasant or uncompromising tone...

#### **2. Notice Differences**

And as you think of that specific time carefully notice what this self-dialogue is saying... and what it sounds like. Particularly irksome or troublesome voices often begin with 'you... dumb/ stupid/ dopey /silly /foolish'...

#### **3. Notice Location**

Now notice the voice distinctions...and where it comes from? Inside or outside your head...even your throat...chest...or stomach...

#### 4. **Shift Characteristics**

Alter this dialogue with any of the following: volume, tonality, melody, tempo, rhythm, duration, pitch, and so on, (even make it sound like Donald Duck or Mickey Mouse?) and carefully notice what happens...

#### 5. **Move Location**

Now move the original voice to another part of your body, if you can...your elbow...knee...foot...shoulder...and so on...and notice what happens? And now move it to your mouth or throat...when it moves there the voice often changes to 'I...think/ feel/ see/ hear'. Slow it down...or change the tone. Now you may begin to notice how much more control you have and the less threatening...and calmer...more positive...helpful...and friendly it is...

#### 6. **Going Forward**

Now re-programme your future automatically – go to an unspecified time in the future and talk with yourself (eg. calmly, even tone and volume, from your mouth/throat) in a manner you feel at your best...and see what you seeing...hear what you hearing...and feel really good what you feeling. Then taking all the time you need, come back to now? Repeat a few times by creating scenarios where you imagine being in different situations.

### **Fig. 2.3.3 How to Structure any Communication for Maximum Impact** (*Monroe's motivated sequence technique*)

The persuasive speech outline below is the classic 5-step pattern called **Monroe's Motivated Sequence**. This method of organizing material forms the basis of many of the successful political, public awareness or advertising campaigns you see and hear around you on a daily basis. Why? Because it faithfully follows the psychology of persuasion.

In developing your **persuasive communications outline** follow these 5 steps:

1. *Attention* – Grab the audience's **Attention**
2. *Need* – Establish there is a **Problem** (need) demanding their attention
3. *Satisfaction* – Outline a **Solution** to the problem
4. *Visualization* – Show the audience how (VAKD) they will **Benefit** from your solution
5. *Action* – Provide the impetus and drive for **Action**

#### **Step 1. Attention – Getting attention**

To make it effective it needs to grab the audience. It could be: a startling statement • rhetorical question • quotation • funny story • dramatic story • photograph or other visual aid. Consider "What's in it for me?" while deciding on your attention getter. Why should your audience listen? Is it relevant to them? How? Why should they believe what you say? Have you established your credibility?

**Step 2. Problem – Establish the need**

This step develops the need for change. Now that you have your audience's attention you will clearly show them what the problem is and the extent of it. Use: examples to illustrate how it impacts on them – happiness, future, health, family, neighbourhood... • statistics – facts, figures, graphs, diagrams... You need recognized sources to give your speech the credibility you want • expert witness testimony – the more authoritative, the better. Your goal at the conclusion of this step is to have your audience eager to hear your solution. They agree with you that there is a problem and want the answer.

**Step 3. Solution – Satisfy the need**

Now you outline your answer or solution and show the audience how it will work. To do this well:

- outline your solution succinctly
- demonstrate how it meets the problem
- use examples to show how effective it is
- support with facts, figures, graphs, diagrams, statistics, testimony...
- if there is known opposition to your solution, acknowledge and counteract showing how your plan overturns it.

**Step 4. Benefit – See the future**

In this step the audience "experiences" the solution. They see (hear, feel, smell and taste) what will happen if they do as you are suggesting contrasted against what will happen if they *don't do* as you are suggesting. This multisensory step relies on your use of vivid imagery to portray the outcome of their action or inaction. They see, hear and feel the pleasure or pain in their imagination. To bring it home to your audience the pictures you provide, the stories you tell, need to be relevant and believable.

**Step 5. Action – Take action**

In this last step you present your call to action. This can be embedded in any combination of the following: • summary • quotation • challenge or appeal • example • personal statement of intent. To be effective the action step must be readily doable and executed as soon as possible. Make it as easy as you can for your audience. Action steps that are delayed are less likely to be acted on.

The pattern or steps mirror those identified as being part of the normal thinking processes that occur whenever a person is confronted by a problem. Because the steps are perceived as reasonable, using them prepares and motivates an audience to respond positively to the speaker's message. The sequence is named after Prof Alan H Monroe who taught public speaking at Purdue University, USA.

### Fig.2.3.4 The Secret Principles Underlying a Superpower Memory (*Buzan technique*)

According to Tony Buzan (p. 41 Use your Memory. Tony Buzan. BBC Books. 1986/2006) the following 12 principles are considered the most useful in developing improved memory skills. Developing a perfect memory from Buzan's and O'Brien's (How to Develop a Perfect Memory. Headline. 1993) from which you can create your own memory enhancement programme requires three things.

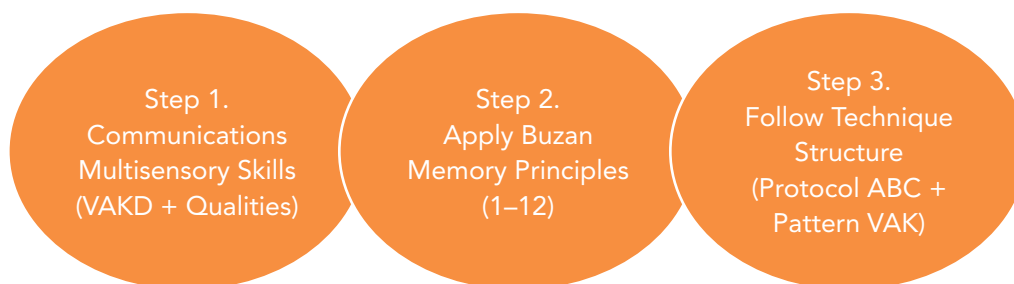


Fig 2.6.1 Steps Required to Develop a Superpower Memory

Application of the communications principles (of core multisensory skills of VAKD + >100 qualities), application of the memory principles (in particular mild to moderate synaesthesia, creative imagination, association and exaggeration) and a well-researched technique structure as proposed by Buzan (raising IQ, telephone numbers, schedules, numbers and dates, passwords/bank details, reading, language learning, etc.) and Dominic O'Brien (eg. mental diary, names/faces, job interviews, remembering speeches, etc.) for example.

#### The Buzan memory principles

1. **Synaesthesia** – blending of the senses – seeing, hearing, feeling (tactile, proprioceptive and emotion), smell and taste useful for enhanced recall
2. **Movement** – 3D images and rhythm to make outstanding to remember
3. **Association** – link it to something stable in environment (peg, link, etc.)
4. **Sensuality** – most people have a good memory of this
5. **Humour** – make funny, ridiculous, absurd and surreal to make images outstandingly memorable
6. **Imagination** – powerhouse of memory (imagination is more important than knowledge – Einstein) – the more you apply your vivid imagination to memory the better your memory will be
7. **Number** – adds specificity and efficiency
8. **Symbolism** – substituting a meaningful image for a normal, boring or abstract image increases recall
9. **Colour** – makes more memorable
10. **Order and/or sequence** – more immediate reference – size, category, etc.
11. **Positive images** – more pleasant for memory development
12. **Exaggeration** – size, shape and sound to increase recall

### 3 SUCCESSFUL GOAL ACHIEVEMENT (WIN/WIN GOALS)

*Gaining clarity, sharpening focus, boosting motivation and reinvigorating commitment to achieve challenging goals*

'Would you tell me, please, which way I ought to go from here?'  
 'That depends a good deal on where you want to get to.'  
 'I don't much care where...'  
 'Then it doesn't matter which way you go.'

– Lewis Carroll, Alice in Wonderland

On the surface 'setting goals' sounds an easy and simple thing to do. Yet many people have great difficulty with goal setting, maintaining focus and sustaining commitment, motivation and persistence over time. Especially in the face of rapid change, increasing complexity and escalating uncertainty. And where the goals (and goalposts!) are extremely demanding, challenging and stretching – and they can move!



What if you could build your future and create the future?

The innovation accelerator

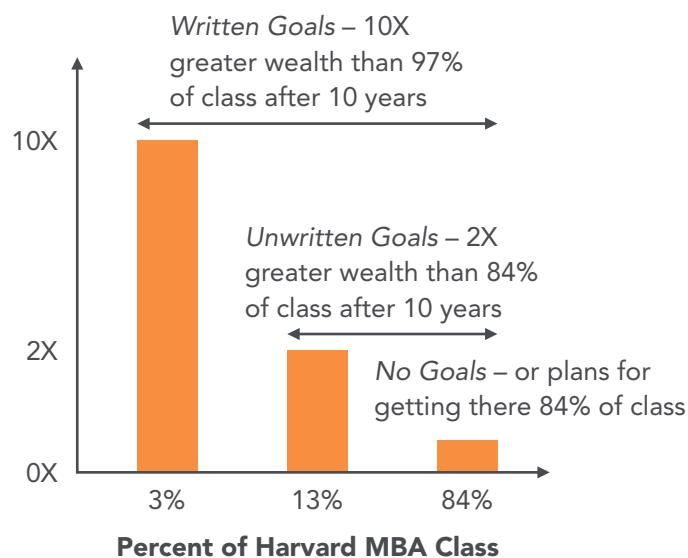
One generation's transformation is the next's status quo. In the near future, people may soon think it's strange that devices ever had to be "plugged in." To obtain that status, there needs to be "The Shift".

.....Alcatel·Lucent 

[www.alcatel-lucent.com/careers](http://www.alcatel-lucent.com/careers)

A goal can be defined as a ‘mental projection of something we wish to achieve within a given period of time.’ There are two types of goals ‘ends/results’ and ‘means/process.’ The power of setting goals is illustrated by the Harvard MBA alumni exit interview in which 3% had a written goal for their life, and after 10 years their combined wealth (see Fig 8.1) was greater than the other 97%!

- Critical to results is clarifying and articulating what you want (not what you don’t want – most people are really good at unwittingly getting more of what they don’t want!)
- Consider a valuable technique for shifting from a problem space to a solution space (Fig 8.3)
- Learn one way to ‘start with the end in mind’ (Seven habits of highly effective people – Stephen Covey)
- Follow a step by step process that demonstrates progressive evidence of potential accomplishment
- Goal size must be just right – too big and ‘overwhelm’ and too small ‘why bother’



**Fig. 3.1** The Power of Written Goals

Data Source: What they don’t teach you at the Harvard Business School. Mark McCormack

## 3.1 WIN GOAL

### 3.1.1 W – WANT (OBJECTIVE)

- **Solution** – What do you want (solution) not what you don't want (problem) in the future? People get what they pay (conscious and importantly unconscious) attention to since energy flows where thoughts go. Important to state in sensory-based positive terms what you wish for. To test can imagine what it would be like to practice in your 'minds-eye' (associated/looking through your own eyes) having 'as if' you have already accomplished it. A well-structured goal will create new neural pathways (neuroplasticity) in support of a self-fulfilling prophesy. No matter whether your aspirations are positive or negative!
- **Specific** – the more specific the better, clear and languaged 'as if' have already accomplished/now.
- **Influence** – Best results are accomplished when goal is under your control.

#### Fig. 3.2 WIN Goals for Superior Results

##### W – Want (objective)

- What do you **want** (not what you **don't (negation) want**)?
- Stated in the positive ('end' or 'means').
- Specific, clear and languaged 'as if' now ('try out?').
- Ideally under your control.

##### I – Imagination (evidence)

- How would you know when you have it?
- How would someone else know?
- What will you **see, hear** and **feel**?
- Make compelling (like a 'Hollywood' movie).
- Is the goal too big or small, or about right?

##### N – Need (assets and timing)

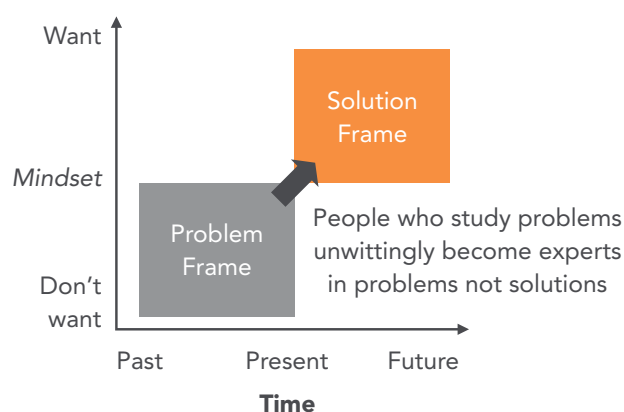
- What **resources** do you need?
- When do you specifically want it?
- What is your first step?

WIN/WIN – Specific goals for yourself and another party

Timeline (if known) – float out and down into your future timeline

## I – Imagination (evidence)

- **Evidence** – How would you know when you have it? What will you see, hear and feel (self reference) when you have achieved this goal?
- **Others** – How would someone else know? How would others (manager, direct reports, team members, etc.) know (others reference)?
- **Compelling** – structure goal to be motivational– articulated as ‘*towards*’ (pleasure) is preferable to ‘*away from*’ (pain).
- **Size** – Is the goal too big or small, or about right? Is the goal an appropriate size? Can it be achieved in one step? If outcome is too big, chunk down. If outcome is too small to be motivating, chunk up. Is it appropriately contextualised? (Where, when, how and with whom do you want it?).



**Fig. 3.3** Shifting to a Solution Frame

*'A problem cannot be solved in the same space/frame that created it' Einstein*

## N – Need (assets and timing)

- **Resources** – What do you need to set up and maintain your focus? Anything you can put a label on (internal and external) that you need like skills, states, attitudes, beliefs, values, competencies, knowledge, relationships, money, etc.
- **Next** – What is your first step? What is the last thing that has to happen (fully associated into the experience, specified and achievable) so you know you have got it?
- **Time** – When do you specifically want this goal? How will you maintain intention through time? Insert (dissociated picture/looking at small picture of yourself) in future timeline.
- **Purpose** – What would you gain? What would you lose? How would achieving this outcome affect your personal and professional relationships and your integrity? See Fig 8.3.

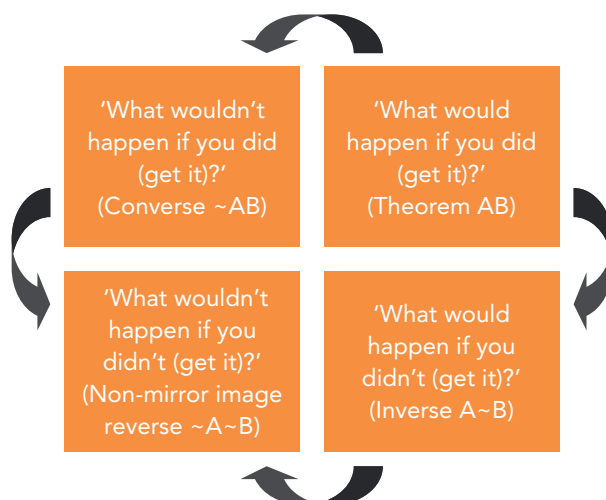


Fig. 3.4 Resolving a Problem Using Cartesian Coordinates

### 3.2 SOME GOAL-SETTING CONSIDERATIONS

- **Wanted/unwanted** – The linguistic concept of ‘negation’ or the ‘law of reversed effect’ is important in goal setting. Viz: ‘I implore you *not to think* about a large pink elephant – especially don’t think of one with large floppy ears!’ What happens? That’s right. You were compelled to imagine in your ‘minds-eye’ an image or a multi-sensory construct of what is not wanted. This is because the conscious mind cannot process a negative suggestion and hence is a crucially important distinction in goal setting.
- **Visualisation** – If you frame your goal as unwanted (wanted) – e.g. less problems (better solutions), fewer failures (more successes), lower stress (calmer), cut waste (right first time/zero defects), resolve poor leadership (leadership excellence), reduce time wasting, (make time savings), and so on, a negative construct will automatically drive you towards an unwanted outcome. A primary reason many people unwittingly set themselves up to fail. Many people are able to blank out/cross out a negative image and replace by visualising a picture or movie of what is wanted.
- **Associated/Dissociated** – Practice your goals ‘as if’ associated (emotional experience). When you have completed running through the above checklist create a dissociated image (diminished emotion). In your ‘mind’s eye’ associated (more intense feelings) means looking through your own eyes compared to dissociated which means looking at yourself – like in a photograph or small screen home movie. This sets up a driving cognitive tension between a compelling, motivational and unfulfilled aspirational goal and the desired action, outcome or result.

- **Past/Future** – The brain is essentially unable to distinguish between past real events and imagined future outcomes, by ‘consciously’ reconfiguring your ‘unconscious’ thought processes will enable you to effortlessly align your actions, energy and behaviour with your chosen goal/s.
- **Neuroplasticity** – By ‘consciously’ building new neural pathways (neuroplasticity) in your brain will automatically reprogramme you to behave (self-fulfilling) with ‘unconscious competence’. You will act congruently, be believable and be focused in achieving your outcomes. Dovetailing your outcome with other’s where relevant as ‘win/win’ is invaluable in achieving mutually beneficial results.

### **Ex. 3.1 Successful Goal Achievement** (*Goal Setting Technique*)

*Gaining clarity, sharpening focus, boosting motivation and reinvigorating commitment to set and achieve challenging goals*

On the surface ‘setting goals’ sounds an easy and simple thing to do. Yet most people have great difficulty with effective goal setting, maintaining focus and sustaining commitment, motivation and persistence over time. Especially in the face of rapid change, increasing complexity and escalating uncertainty, and even where goals can be extremely demanding, challenging and stretching – and where goalposts move!

This WIN goal process is more detailed than SMART goals and is based on the principle that energy flows where thoughts go (neuroplasticity) and since the brain is unable to distinguish between past real events and imagined future outcomes, step-by-step ‘consciously’ redesigning your ‘unconscious’ thought processes will enable you to effortlessly align your actions, energy and behaviour with your chosen goal/s.

By carefully following the instructions below will enable you to develop greater control, improve focus, strengthen motivation and resolve – and success.

**W – Want** (objective 1/2) – *What do you (1) want not what you don’t want? Stated in the positive. (2) Specific, clear and languaged ‘as if’ now. Ideally under your control*

Begin by taking one deep breath and then let your breathing return to normal...feeling totally calm and relaxed...and now think of a goal, objective or milestone...an ‘ends’ result or ‘means’ performance...you are keen to achieve...at a specific time in the future...not too big nor too small...yet practical and manageable...even stretch, demanding or challenging if you wish...and under your control...it must be stated as what you want not what you don’t want...talk about it to yourself as if you have already completely accomplished it...

**I – Imagination** (evidence 3/4/5) – (3) *How would you know when you have it? (4) How would someone else know? What will you see, hear and feel? Make compelling. (5) Is the goal too big or small, or about right (eg. chunking technique)*

And as you are thinking about that specific goal...imagine seeing a picture or movie-clip in your 'minds-eye' of its achievement in the future...and if it makes things more real add some voices, sounds or words...and especially incorporate your feelings, sensations and emotions of accomplishment...

...now to make your goal more attractive, motivational or appealing...you can consider composing it if it were a 'Hollywood' trailer...begin by ensuring you are looking through your own eyes...making it bigger, brighter, sharper...and slowing down or speeding up the sounds...making them louder or softer...and then adjusting feelings for the strongest drive, energy and enthusiasm...and finally adjust to exactly how you want your goal to look, sound and feel...your 'Hollywood' film-clip blockbuster is now focused, energised and achievable no matter how challenging, difficult or demanding

check that this goal is achievable, manageable and realistic...if not make bigger or smaller...the more specific the better...

now ask yourself if you are totally convinced of your future success...if yes skip the next section, if no carry on...

if you find it difficult to imagine your future success...or your chosen goal appears overwhelming or underwhelming...change the size of goal and choose another that is simpler, more relevant or clearer...

**N – Need** (assets and timing 6/7/8) – (6) *What resources do you need?* (7) *When do you specifically want it?* (8) *What is your first step?*

consider what resources, skills and capabilities you will need to accomplish your goal...then set a precise date by when this will have been achieved...now as you think about your future goal...seeing yourself in the picture like a home movie...finally outline the first practical step you will need to take to move you towards your goal...and success...

You can use this process as often as you like for different goals and timeframes...by simply creating 'Hollywood' movie-clip blockbusters...and you may begin to notice your results keep getting better and faster...

### **Ex. 3.2 Visualising Your Goals for Better Results** *(Enhancing visionary leadership technique)*

Taking only a few moments, this free, quick and practical technique is guaranteed to improve your (own, coaching and client) personal effectiveness. MindSkills techniques are deceptively fast and powerful, delivering both instant and lasting results, so don't be fooled by its apparent simplicity. To gain maximum benefit you will need: 1. To find a quiet moment of uninterrupted concentration then, 2. Follow each step and instruction methodically whilst, 3. Allowing sufficient time to pause and consider...by thinking through carefully:

### **Sharpening Clarity, Focus and Intensity To Create A Compelling Future**

The WIN goal model is used as a template. Remember, in your 'minds-eye' you must: 1. 'Visualise to actualise,' (pictures are only one of the five senses) 2. 'Start with the end in mind (Covey)' and 3. Create clear, focused and intense pictures (because 'mushy' or 'blurry' pictures or inner-movies cause doubt and uncertainty delivering 'mushy' or poor results!).

#### **It is Critical to Follow each step AND Thoroughly Complete all Instructions**

##### **1. Relaxing**

I want you to start by taking just one deep breath and then allow your breathing to settle back into its normal rhythm...and as you are beginning to feel completely calm...and relaxed inside

##### **2. Goal**

...I now want you to think of a goal, objective or milestone...an 'ends' result or a 'means' performance goal...you are keen to achieve...at a specific time in the future...not too big nor too small...yet practical and manageable...even stretch, demanding or challenging if you wish...and under your control...it must, and this is important, be what you want not what you are trying to avoid or don't want

##### **3. imagine**

...and as you are carefully thinking about that specific goal...I want you to create or pretend in your 'minds-eye' a picture or movie clip of its achievement...whilst it may also be accompanied with some sounds, words and emotions...at this stage we are mainly concerned with the picture...and its qualities...if you find it difficult to imagine what your future goal success will look like...choose another goal that is simpler or clearer

##### **4. Notice**

...and as you recall or begin composing that picture...I want you to notice whether it is more like a Hollywood movie or an old grainy sepia photograph...or something in between...and how you are feeling as you watch it now...if it already looks like a Hollywood spectacular...and you feel totally confident...have steely determination...and remain unwaveringly resilient in your ability to accomplish this goal...then you are already finished...if not you have some work to do...

##### **5. Compelling**

There are around 50 'minds-eye' distinctions or 'visual levers' you can use to boost the quality, desirability and attractiveness of your goal picture that will directly influence the emotional and motivational intensity you attach to this goal...we will just run through a few...as you keep the picture steady...I want you to make the following adjustments...switch back and forth to identify those few distinctions that are the most compelling and...notice those where you feel the strongest drive, energy and enthusiasm...notice whether you are looking through your own eyes or you are in the picture...is it a movie clip or still picture...identify location then move in front...near or far...colour or black and white...bright or dull...sharp focus or fuzzy...panoramic or bordered...life size – bigger or smaller...2D flat or 3D depth...distinct foreground and background

#### 6. Stabilise

... stop...and now make sure the picture is adjusted to represent exactly how you want your goal to look...and feel...and now to ensure you retain tension (cognitive dissonance) between the present and the future...inexorably over time unconsciously drawing you towards it...make sure you are looking at yourself in the picture not through your own eyes...you have now visualised your 'Hollywood' blockbuster goal and made adjustments so it is compelling, energised and highly achievable no matter how challenging, difficult or demanding

#### 7. Reinforce And New Goals

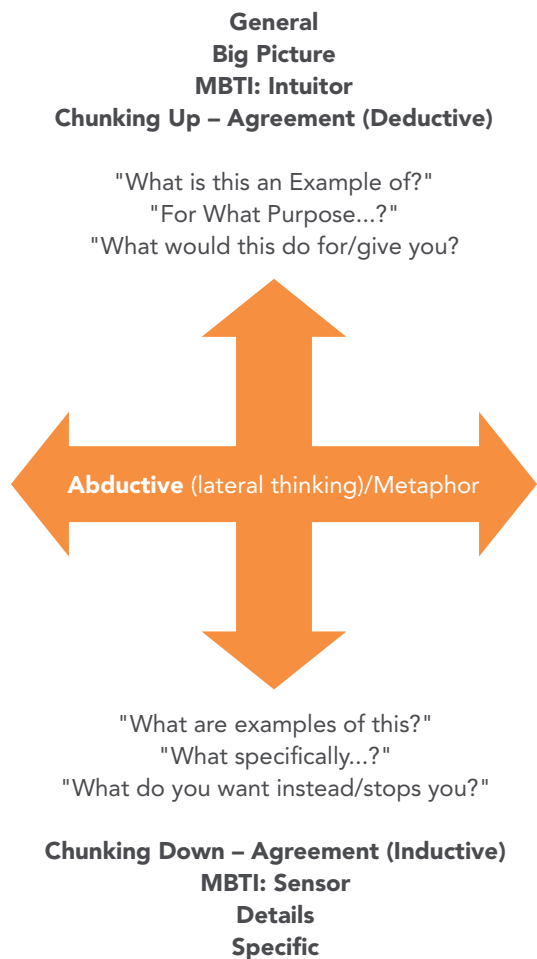
...you can repeat as often as you find it useful to update, reinforce or reenergise existing goals...or create new ones...and you may also notice the process gets quicker and quicker...and the results keep getting better and better...

**Note:** WIN Goal Achievement: W – What you WANT. I – IMAGINATION – How would you know when you (and someone else) have it? What will you SEE, hear and feel. N – NEED resources and timeframe.

### 3.3 CHUNKING – INDUCTION (DETAIL), DEDUCTION (BIG PICTURE) AND ABDUCTION (LATERAL THINKING)

It is a useful cognitive skill to shift from focusing on the 'Big Picture' to 'specific detail' in other words from the general to the specific. It is also useful to shift in the other direction. When thinking, learning and communicating people have been found to 'chunk' information. *Deductive* thinkers start globally and move downwards. They see the forest but not the trees. *Inductive* thinkers begin with specific details and move upwards. They see the trees but not the forest. *Abductive* thinkers use stories, metaphors and analogies to think laterally. How to talk about one thing by thinking about something else.

People who think more abstractly deduce downwards from high-level abstractions (ideas, concepts, beliefs and principles). People who begin with specific details induce upwards to general principles and conclusions. By just listening to someone proposing lots of specifics, details and sequences indicates a specific processor. If someone talks in terms of concepts, principles and overviews is a global sorter. It is estimated that 15% of people naturally think in details, 60% global and 25% specific and some global.



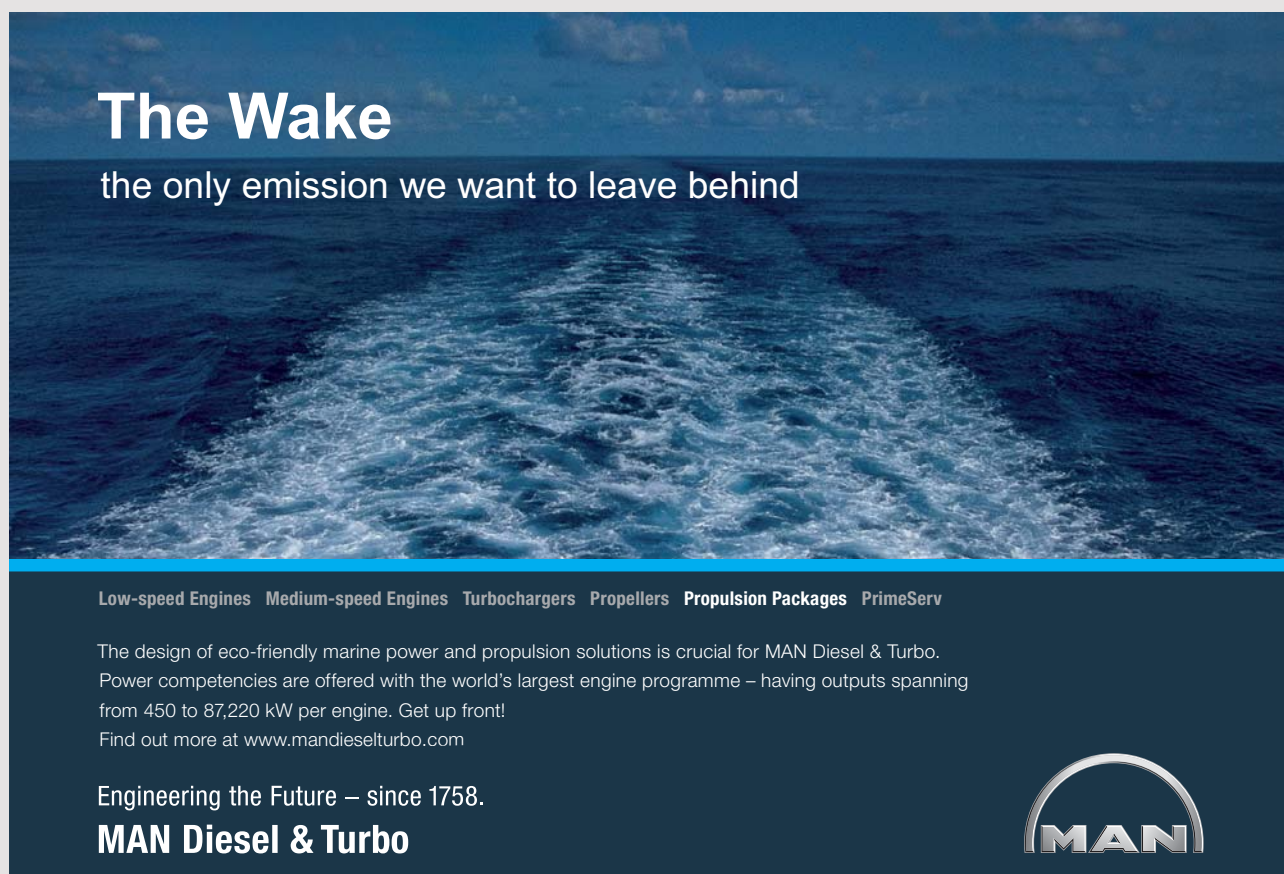
**Ex. 3.3** Hierarchy of Scale (*chunking technique*)

# APPENDIX 1. INSTRUCTIONS FOR FOLLOWING EXERCISES

## How to get best results

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

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




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

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

### **Meeting your expectations**

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

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

### **Specific just-in-time outcome**

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

### **Before starting**

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

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

Normal reading is mostly 'passive' (rooted in general semantics?) and one-way (called asynchronous learning) designed to inform, build understanding and/or transfer knowledge.

Exercises by contrast (based on cognitive linguistics) is a sophisticated change method designed to empower the reader on their own to make step-improvements in their results, performance, skills and behaviour.

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

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

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

### Measuring progress to maintain focus and motivation

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

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

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

**Grammar Warning!**

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

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

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

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

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

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

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

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

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

Source: Matt and Buzz: on: High Performance Coaching. David Norman. 2006. P 80.

[www.MattAndBuzz.com/Business](http://www.MattAndBuzz.com/Business)

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

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

#### How to Improve Your Self-Image

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

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

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

1. *Embedded command*
2. *Conjunction*
3. *Presupposition of time*
4. *K Predicate*
5. *Denominalisation* – (“Feeling”) – is a verb (and predicate) when transposed into ‘pictures and sounds in the mind – and feelings’ the characteristics display process, movement and action – ideal for change.  
Many business words are ‘nominalisations’ (e.g. change, communications, leadership, talent, problems, learn, development, transformation, performance, and so on!) are verbs that have become a noun, with imagery that is dichotomous, static or stuck unwittingly impeding change.  
Unfreezing a fixed position, e.g. “The decision I made...” can be challenged to unfreeze “What was important when you were deciding? Likewise you can freeze a decision from, “My thinking on this issue...” can be frozen to “What are your thoughts when you will be ready...”
6. *Semantically charged*
7. *Stacking presuppositions of truth*
8. *Temporal verb – Tag question*
9. *Presuppositions of creative visualisation ability*
10. *Dissociation* – involves looking at yourself (having possibly ‘stepped out’) in a detached manner – like watching yourself in a home movie – diminishes emotional intensity (compared to ‘looking through your own eyes’). And 15. *Association*
11. *Stacking Ve+Ke+Atd/e predicates*
12. *Integrity alignment*
13. *Qualities* – (“Intensify or alter pictures and sounds to get right effect”) – the finer distinctions or submodalities of seeing and hearing senses that can be used to adjust or boost sensations, feelings and emotions.
14. *Ability to consciously alter various characteristics of pictures and sounds to ‘feel right’*
15. *Associated* – (“then fully step into the image”) – now seeing things through your own eyes you will fully experience the ‘new you’ and by ‘trying it on’ will get a sense of how it feels. If it feels unfamiliar or uncomfortable this means you are stretching and testing your own boundaries of how you would expect to be when you are already this new person.
16. *Awareness of qualities/submodalities of seeing, hearing and feeling*
17. *Embed scenarios – Future pacing – Metafilters*
18. *Reorientation*
19. *Anchor*, 20. *Values*, 21. *Stacking, Layering and Sequencing*, 22. *Headings – break state*

# CONCLUSION

This book I and companion book II have been written as an attempt to improve the skills and redress the shortage of capable leaders tasked with accomplishing better results, performance and productivity improvements in a variety of organisations. The approach used to expand capabilities include a variety of multisensory exercises called MindSkills algorithms. That are flexible and incorporate a wide range of leadership styles that I hope challenged you and will prove useful to you. I especially hope you found the explicit connection between language, experience and process insightful together with an outline of learning principles and a case study example.

I trust you found the IQ/EQ quiz, profile and self-assessment of your focus on results, social skills or a balance of both. Ashby's law of requisite variety is especially important as a guide for closing capability and competence gaps as well as building a leadership skills portfolio. To demonstrate how fast learning and change can be you had the opportunity to explore this with a short exercise about authority. The ROI of a coaching intervention for three different scenarios were outlined together with a valuable exercise that you may find lowers or even eliminates anxiety.

In the communications section you created a multi-sensory preference profile. This included a listing of words that underpin your preferences of qualities or characteristics called submodalities. I hope you were able to try out one of the exercises; Self-talk, Monroe or Buzan and hopefully noticed an improvement in thinking, learning or performance that you might have come to expect.

The WIN goals chapter includes a comprehensive checklist. Two common questions from my experience stand out. When asked "what do you want" many people answer without hesitation "what they don't want." Which is why people are often really good at consistently getting what they don't want. They have absolutely clear focus of what is unwanted. The evidence or "how would you know" when you have achieved your goal can be challenging for many executives. A typical response is "I would just know!" As you can imagine greater specificity is needed here to develop keen awareness of and capturing of evidence. In addition I hope you found the Einstein/Solution frame, Cartesian coordinates and chunking models helpful in working through different aspects of the goal setting and achievement process useful.

Having worked your way through this book has hopefully given you the appetite to continue on your journey of self or co-discovery with other accomplished or aspiring leaders and talented individuals. The follow-up Book II will soon be available for you to expand, develop and deepen your leadership skills. This work should help you even further on your way forward to improved and faster promotability, employability and sustained career growth and advancement as you expand and deepen your leadership portfolio of skills.

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