

POSTGRADUATE CERTIFICATE NEURO COACHING
NEUROMINDS

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ESSAY DESCRIBE

Giving continuation to my first assignment and reflecting upon my learnings at the Professional Coaching skills training, I will evaluate the effectiveness of combining NLP and Coaching tools in helping clients manage Anxiety states related to childbirth.

The Structure of this Essay is as follows:

Introduction

Literature review and Definitions

Context

Critical reflection

Conclusion

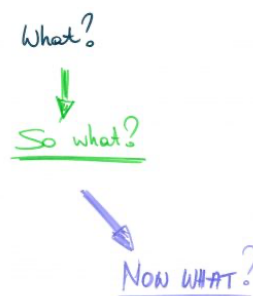
References/ Bibliography

1 - Introduction:

My objective through this assignment is to critically analyse and reflect upon my learning on my Professional Coaching Skills course and how it could be used in combination with the NLP tools previously learnt to assist my doula's clients to manage their anxiety when giving birth.

Following my first assignment I have reflected upon my findings, and I have now the intention to demonstrate how useful it could be to use the proposed interventions applied in the first assignment in conjunction with Coaching tools in managing one's anxiety. I focused on pregnant clients as I am also a Doula and my coaching practise is mainly with them, but ultimately it could be used under other contexts. Since then, I reflected even further and analysed different ways I could potentially achieve my objective. By doing the assignment and applying the perceptual positions intervention I discovered that the approach I initially thought would help clients was not ecological. Considering their state, it would not be ethical or healthy to associate them with a non-resourceful state. When researching about coaching I came across a technique called The Coaching-Modelling Loop, which in a nutshell uses coaching with NLP Modelling techniques to get clients to a resourceful state by modelling a subject or as I would like to try – modelling a state. Eliciting the client to model a positive past state or modelling another person who has the positive state-required instead of associating with a bad state.

For this assignment, I will use Rolfe's reflective model (Rolfe, 2001). Using this model I will focus on three questions to describe and elaborate on. What? Then what? Now What?



The initial step is a simple question: What happened and how I am going to take it forward and learn.

Once I have the answers, I will then describe carefully what did that mean to me and my work and its application. How would that be used? Can that be used? I will focus on literature to illustrate the tools I believe are resourceful for the purpose and analyse its application. I will have then enough knowledge and awareness to consider the next steps and how to improve the process which I am trying to use in helping my clients manage their anxiety states. I have decided to use this approach as it is simple yet ample in terms of actions and applications.

Literature review and Definitions:

Coaching:

The ICF defines Coaching by “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential” (International Coaching Federation, 2022) or “Coaching is unlocking people’s potential to maximize their own performance” “Coaching is not merely a technique to be wheeled out and rigidly applied in certain prescribed circumstances. It is a way of managing, a way of treating people, a way of thinking, a way of being. Roll out the day when the word coaching disappears from our lexicon altogether and it just becomes the way we relate to one another at work, and elsewhere else. (Whitmore,J. 2009). By definition “coaching” is the process of helping someone go from point one to point two, using all the tools available to and within them. Those tools can be sourced internally and as coaches, we can also offer clients other tools to help them make a move forward. I like to think that a coach is someone that acts like that internal voice we all have, a voice that would tell us what we should do in certain situations, but due to our own limiting beliefs, we get caught and can’t move forward. The coach has little power over a client’s need to change, but great power in eliciting a positive attitude towards change. Nowadays we have many types of coaches. It ranges from Eating coach to dancing, project, birthing, etc. For this assignment, I will focus on Life Coaching. “Life coaching: The use of silence, questioning, and challenge to assist a coachee to a defined personal target (McLeod, A. 2003)

Creative Coaching:

Creative coaching is a form of coaching that helps people develop their creative skills and work through any barriers holding them back. (Life Coach Directory, 2022)

NLP:

I perceive it as the set of tools that helps humans to change their attitude and improve techniques towards the understanding of human existential problems". I believe it is subjective to one's experience of the topic, but NLP is everything we do daily mapped out by the NLP pioneers. (Damiani, C. 2022)

Coaching-Modelling Loop:

The coaching- Modelling loop as described by Dilts (Dilts,R. 2003), are two essential and complementary processes for achieving optimal performance. It consists of getting the client to conceive an idea or a solution and at the same time create a "process" to replicate it every time they need it. It uses two lines of actions, NLP (modelling) and Coaching (Goal setting). "Modelling augments coaching by defining how key tasks and activities may best be done, and coaching augments modelling by helping people internalize and put into practice what has been modelled (Modelling and Coaching, Dilts and deLozier, 2002).

Doula:

A trained professional who provides continuous physical, emotional and informational support to a mother before, during and shortly after childbirth to help her achieve the healthiest, most satisfying experience possible (Dona International, n.d.)

"Her very presence gives mother a better chance of remaining calm and nursing her baby. Her presence could save the mother's milk". (Raphael 1973: p.141)

Fear and Anxious states in Childbirth:

During childbirth, a woman experiences a rush of hormones to help her dilate and soften the cervix. One of the main hormones in this process is called Oxytocin. Fear and Anxiety are two common states during childbirth and both states release the hormone Adrenaline, which

works against Oxytocin. A recent study showed a significantly higher level of fear and anxiety in primiparous¹ than in and multiparous². (Aazam Shakarami1, 2021)

The fear associated with pregnancy and childbirth may have serious consequences. Fear of childbirth during the third trimester of pregnancy is associated with an increase in emergency cesarean section and maternal requests for caesarean section. (H Rouhe, 2009)

Context:

Being a Doula, an NLPer and a Coach gives me a great advantage in seeing the world and some situations from a different perspective. Looking at Women going through pregnancy, suffering from anxiety and looking at it from my own experience as a mother I can see how under cared for women are when it comes to childbirth and postpartum care. It took me a great deal of strength to go through my second pregnancy, being diagnosed with depression and anxiety at the time. Coming from a homoeopathic minded family, being medicated was not an option. Now, 8 years later I look back and see that I was misdiagnosed, mistreated and ignored by an ignorant system that focuses on the number and not individual care. Not because the professionals want, but because the structure and systems in place won't allow them. Now I know I was suffering PTSD following two miscarriages and psychological abuse at work. It had consequences in my post-partum and long after. It took me 7 years to finally be treated and cared for accordingly, but the damage was already done.

I am a believer that everything is inside us. Illness and cure. Weakness and power. If I had had the right diagnosis, support and acknowledgement of my situation, the outcome would have been better. My intention with this work is to find a way to help my clients, who have fear of childbirth or feel anxious to feel cared for and empowered to move forward. I want to give them a chance of finding their own resources and move towards a healthy and happy birth and post-partum. As a coach and following the ICF Ethics and competencies I will be mindful of any signs of distress and will refer them to a specialist should I notice their anxiety is beyond

¹ Primiparous: producing a child or young animal for the first time, or having produced only one child or young animal (Cambridge Dictionary, 2022)

² Multiparous: having given birth one or more times before in the past (Cambridge Dictionary, 2022)

the boundaries of coaching. My aim is to to help them past it and then have enough strength to move on.

Critical reflection:

I will critically discuss the development of a coaching session, which has been transcribed and recorded for this assignment. The client in question is not pregnant but has demonstrated and verbalized that they were anxious due to a family situation and wanted to discuss it.

Firstly, I went through the contracting (International Coaching Federation, 2022) and explained that I am bound by the ICF code of ethics and competencies (International Coaching Federation, 2022). As this was a known client, rapport (Payne, 2015) was good, and she was very comfortable. It has been a long time since I coached a client in person, so it was a new experience. Since I finished my PCS course, most of my sessions were online.

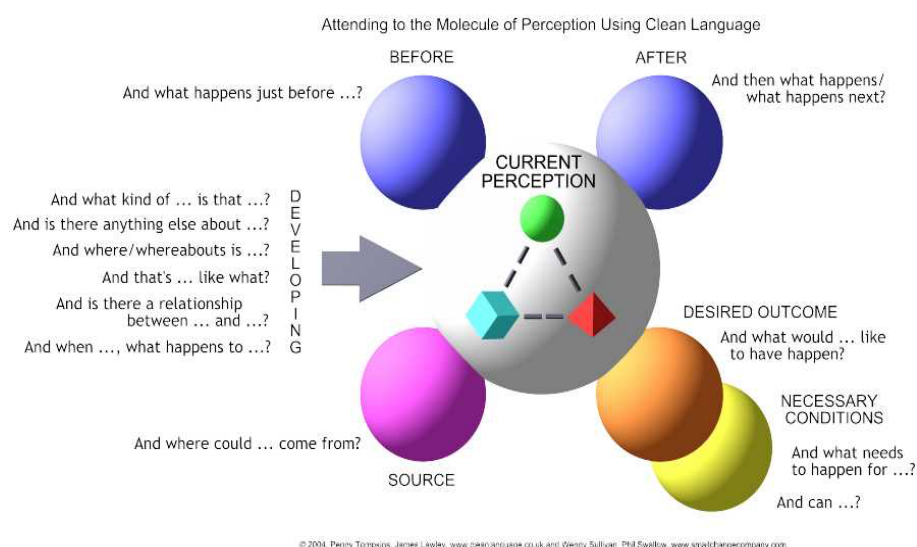
During my PCS training, one of the tools that I had difficulty with was “Clean language” (Vanson, S. 2005) as English is not my first language, but I see so much potential, that I have intentionally used it throughout the session.

In (Lawley & Tompkins, 2000) The Function of Clean Language is defined as:

To acknowledge the client’s experience exactly as they describe it.

To orient the client’s attention to an aspect of their perception.

To send the client on a quest for self-knowledge



In a video by Caitlin Walker, she explains how clean language can get us to get a clear picture of the intention behind a goal and what a client wants to have happen. (Walker, C. 2007). Clean language is a tool used in NLP to access a client's subconscious. By asking "clean language questions" we get the client into a confusion like state, where they access their unconscious mind and get answers to achieving their goals or maybe more insight into what is holding them back. I persisted on using clean language during the process and at some point I got the client to visualize what the goal would look like.

I started the Goal setting by asking what the goal was, how would she know she had achieved it by the end of the session, and I also asked her to picture it intentionally to make her visualise it. My aim at this point was to get started, but also help the client create an image of what it would look like. In my first assignment, I intended to get clients associated³ with a state, now I intend to elicit a feeling/image/model of what achieving the goal would feel, look like, smell like, move like as my conclusion from the first assignment was that it may not be ecological to associate a pregnant woman to a non-resourceful state. (Damiani, C. 2022)

At the start of the session, I asked the client to describe her goal and what it would look like if she achieved it. She went on to say: *"But I want to be able to change myself and them if possible"*. After she mentioned that she wanted to change her kids I wanted to invoke responsibility. As per the client's words, she feels frustrated and expects her kids to do more. Realizing the difficulty in bringing the goal setting to her I tried using different questions to elicit her responsibility in achieving the goal. Her language demonstrated dissociation⁴ from the "problem" and was not consciously in control of it. Looking at this I can see that I could have used a different question or maybe Milton Language, which is a process of using artfully vague and ambiguous sentences, so the client's unconscious mind would fill in the gaps and search for a meaning based on their own experience. (Payne, S. 2015) There were many moments where I was consciously using the ICF competencies (International Coaching

³ Association: is fully living an experience with feeling - When someone is **associated** into an internal representation (their viewpoint is located within the representation), they will have access to the feelings in that experience. (O'Connor & John Seymour, 2002)

⁴ Dissociation: (outside the experience), the feelings will be less intense (though they may still have feelings about what they are seeing)

Federation, 2022) and trying to establish trust, keep my presence and actively listen to her. I paraphrase here a couple of times following her body language and nodding looking for affirmation.

Coach: "So if you solve-- let's say you achieve your goal. What would that look like?"

Client: I wouldn't lose my shit. When I'm shouting at them because sometimes, I shout like a lunatic. And as I said before, because I can see that my kids are becoming me, I don't want them to become me. I want them to be calm and people who talk about things, not just shout when something doesn't go according to plan. So, I'm being a bad role model and I want to fix it."

Analysing the transcript, I can see very clearly that I could have used clean language in another way – *"and shouting and lunatic what is the relationship?"* or *"and calm and being in control what is the relationship?"* Maybe I could have elicited a new rationale and got her to think about her own beliefs.

I went on with the process and tried to first check ecology.

Coach: Okay. So, if you fix it, what would that give you?

Check that there were no negative side effects or objections to the change. At this instance I used a Cartesian Language "The Cartesian Coordinates come from the work of the French mathematician and philosopher Descartes. There are four quadrants that are used in both **mathematics** and **philosophy**. This model can be used to think out of the box, to deal with problems differently and to process information differently. You can use this model to detach someone's model from the world. Not necessarily for solving someone's model of the world (Rubin, 2019)

Coach: Okay. And what would that not give you?

Client: Not? I'm not really sure but I wouldn't be as frustrated as I am now because I know I can't control myself, but when I'm in the heat of things, I just lose it. I lose my shit.

Coach: So how do you know-- how would you know that you have achieved your goal?

Client: Because then the kids are going to be calmer. If something doesn't go according to plan, they wouldn't react the same way as I do, because now they're just copies of me, four of them. That's not good. I want them to be more balanced than I am.

Coach: Okay. And what does balanced look like?

Client: It looks like you are being able to influence people to change their behaviour through talking in a rational, mature, wise way, and I don't do that.

The client could see what it could look like when achieving the goal. The visualization was part of the attempt to get her into an “associated” state. There was too much resistance to setting the goal and I could have gone into more details, spend more time asking the same questions. Once again, the goal-setting question was not being answered.

Coach: So, what would that goal be then?

The goal would be to be able to influence them calm without losing my temper, because now I just lose my temper.

I also used 2 cartesian questions (Rubin, H. 2019), which is a way to assess questions and answers from every viewpoint and it is beneficial when used in a coaching setting. It is questioning the client what would happen if they did something, and then going on asking the inverse, converse and non-mirror image reverse. Reflecting on this I could have used all 4 questions to see if that could get me more results. In the next session, I will certainly use it.

The client eventually verbalized what the goal was and I repeated it to show progress and move the client to an accountability state. This is in the alignment of the ICF competencies – Active listening, powerful questioning and direct communication (The Performance Solution, 2014)

Coach: So the goal would be to make them be able to analyse the situation?

Paraphrasing her to confirm goal and understanding

Client: To convince them in a calm way without losing my temper.

Checking if the client had awareness of her internal resources at the moment.

Coach: What resources do you have now to achieve your goal?

Client: I don't have any resources..... Every time I have to shout for them to do it. So what I want to do is to talk to them, "Listen, I really need you to do that because you don't want your friends to come to this house and see the toilet dirty. It's disgusting when you go to the toilet and you see it dirty.... I don't know how to make it clear to them without shouting, because after I see that five times a day, I can't control myself. So it's never like I'm planning on talking about this.

The client goes back to Parent Ego-state⁵ (Berne, E. 1961) and has difficulty in calming down. I changed my physiology and started to breathe deeper and longer. She eventually stopped and said she didn't want the kids to be "that" kind of person.

The client gets a bit emotional. I hold the space (International Coaching Federation, 2022), paraphrase her last sentence to acknowledge her and move on:

Coach: You already lost it then....

⁵ Ego- state: is a way of expressing one's personality and it is defined by observable set of behaviors, accompanied by a set of feelings that typify the Ego-states.

Client: Then I lose them. Then I shout. And I don't want to be this person. Because I see other families in which both parents are so put together. They're so controlled. And I want to be this person. I don't want to lose myself.

Coach: So what needs to happen for that to happen?

I believed the client had a clear idea but again goes back to the start. The client goes back to infancy memories and I consciously choose not get into more details as this may not be helpful and could go beyond the boundaries of coaching (International Coaching Federation, 2022). I tried to elicit acknowledgement that she was replicating her history by asking clean language questions. The client remained in the past and mentions a few things that got me thinking she was repeating a pattern, which she projects onto her mum. I elicit values and asked what was important to her in all the history she mentioned.

Coach: Why is it important to you?

Client: Because I want them to be better than me.

Coach: Why?

The client mentioned “calm” and I used the opportunity to ask her what Calm looks like in an attempt to get a visualization. I believe this would be a good time to use the Coaching-Modelling loop tool. I could have got her to model someone she sees as calm and controlled.

The session was longer than expected and the goal-setting part was difficult as the client was going in circles and I believed that if I didn’t change the approach I could lose rapport. I insisted on going on with the same questions and maintained a presence.

Down the line, I suggested we tried a different technique and she was very happy to do it. I offered Creative Coaching (Life Coach Directory, 2022) and she agreed. I offered two different “objects” to help her through the process. The Archetype cards (Myss, 2003), which are cards with archetypes figures and a description (pictures in appendix II) and Storycubes Creative cubes (link in appendix I)

I explained that sometimes by using this technique the client can access the unconscious mind and give meaning to a thought.

We started with the cards and after some time, she could see the problem and solutions.(See card's pictures in appendix II)

She moved from not knowing what to do to saying:

Client: Absolutely. All of the figures, I'm just looking at the figures. Yeah, one is a slave. It's like I feel. I'm a slave to my kids, to my family. Beggar, that's me begging them not to do things around the house, and then I get frustrated. Monk is what I want to become, a nun, become in peace. Addict, the image is like this wave, and this guy's pushing this wave away from him. So it's like me pushing my kids to be more considerate. And mother, I mean, it just explains, right? I'm their mother, so I should be able to help them understand and be more considerate and in a calm and controlled, and yeah, passionate way.

The client swiftly moved state to a “can’t find a way” to see her situation on the cards. I wanted to have a clear image of her goal again, so I asked what she needed more of and less of the cards she described.

Client: I need more Nun, and I need more to be addicted to my behaviour, I think.

I used Clean Language again to reinforce the most important one.

Coach: Okay. And how do Monk and addiction relate?

The cards gave her insight, but no action or plan. We then moved to the story cubes to elicit the goal again. She could see where she was and where she wanted to be. I let her describe a bit more in detail and then I used the GROW model again to re-evaluate the goal setting.

I Asked where she was and what it would take her to get to her goal. Re-elicited her resources and asked her if she could envision the achievement of the goal. Confirmed how committed she was and what it would look like when she achieved it.

By doing that I wanted to reinforce the whole process and reconfirm that she had at least an idea of what would be the next step.

She went on to describe in detail, but for the session, I asked her if we could stop there.

Conclusion:

Throughout the process, I felt difficult in getting the client to focus on her goal. I thought of different reasons for that; This was her first coaching session and didn't know how it should work and for instance I had a feeling she was expecting more of a therapist than a coach. In the beginning, I did explain how the coach worked and how and for what it could be used. Reflecting now and following Rolfe's Reflective Model "So What?" (Rolfe, 2001), as I know this client on a personal level and know how extrovert and talkative, she is, I could have done it slightly differently. She is very big picture and disorganized, so next time I would only offer one creative coaching tool, instead of letting her choose, so I could keep her more concentrated on the Goal.

As per the purpose of this assignment, I got to the conclusion that for this client and most likely to all my pregnant clients I could use a combination of techniques. The creative coaching technique got the client to use imagination and that could potentially move them out of a state in this specific case "frustration" to a positive state by modelling. The client did mention that she would like to be like other mothers, which would not shout at their kids for not following rules and be calm, patient, in control.

Following Dilt's methodology Coaching-modelling loop I could set up a process in which I would first discuss what the clients wanted to resolve using NLP tools just like I did with this client and then move to a modelling mode to make the client model someone they admire or someone they would like to be like.

Following Rolfe's (Rolfe, 2001) "Now What?" the process I would like to implement with my pregnant clients would follow the format below:

The session will start as usual by creating rapport and making sure the client is in rapport. Followed by calibration and adjusting anything needed. Something that I learned with both assignments is that ecology (Payne, 2015) is one of the most important steps to ensure the process will be beneficial and safe for the client. The process of setting the goal could be done by any Goal setting tool, but I particularly like the idea of creative coaching. By using it the client can already get insights about his/her limiting beliefs and beliefs in general. They may already get an insight about what could potentially hold them back in achieving the goal. Once the goal is clear and confirmed through checking the commitment score, we then come to a modelling process/project.

I can elicit the client to picture his/her ideal model or someone that has a specific behaviour, he/she would like to have. I can then work through modelling using NLP and implementing the new model of behaviour by using the Coaching-Modelling Loop (Dilts, R. 2003) This process will be further explored in my next assignment, where I will apply the new approach and see what results the clients will obtain.

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APPENDIX I

PRODUCTS LINKS:

[THE ARCHETYPE CARDS](#) –

STORY [CUBES](#)

APPENDIX I

ARCHETYPES LETTERS PICKED UP BY CLI

