

Original Activity- Neurological Level Questioning

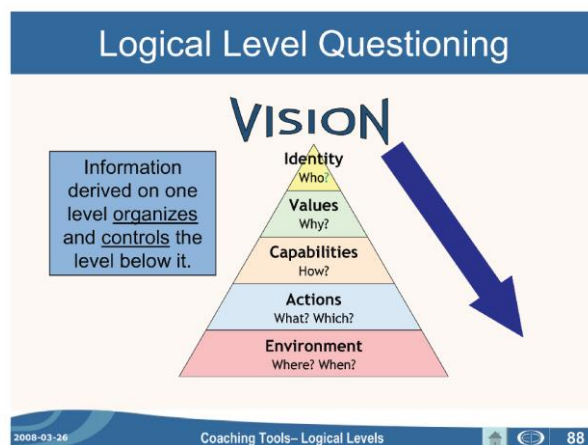
This activity or lesson is part of a Solution Focused Coaching Course that is taught both face-2-face (4 days) and online in a synchronous environment (4 hour class). This lesson is part of the first module which is either 28 hours in person or 40 hours online. Essentially, the activity is intended to be taught in a similar fashion in both environments.

Lecture Component

- There is a bridging component from the topic of “Open Questions”. Open questions that use a specific framework and organization will support people to have a fuller awareness of what they are dealing with. They will also have more success overcoming problems and achieving their goals. This specific framework and organization is called Neurological Levels.
- Initially there is an explanation of the rationale that to be a masterful coach we need to effectively support people to gain greater understanding of the situation they are dealing with. Generally when people are dealing with a problem or goal they have a focus on finding out “what” to do or “how” to do it.
- This segues into explaining what motivates people, namely, the more important it is to them, the more it aligns with the type of person they are or want to be seen as and the more it has a positive benefit to others, the more likely they are to have greater motivation, ownership and commitment to moving forward and succeeding.
- A visual is then built either on a whiteboard or flipchart outlining a hierarchal framework and process for asking questions (see below).



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Erickson College International 2008

- Each level is explained from the bottom up, with multiple examples of questions at each level.
- There is also the explanation that higher levels organize and change the lower levels.

Demonstration Component

- There is a demonstration (by the teacher) of questions being asked at different logical levels that are indicated to the teacher by either an assistant or student.

Task Component

Students then go into a breakout session in triads or dyads using a “logical levels coaching worksheet” and have a “coaching conversation” together. Each student will have the opportunity to be the “coach”, “client” and “observer” (if grouped in triads).

LOGICAL LEVEL COACHING WORKSHEET

We have ___ minutes together, what might be the *best result* you will get from our time together?

What do you want to have by the end of this session? If you had it already, what would you have? (Listen for desire being stated in the positive, and within his or her control, SMART elements and be clear on what the client wants to have by the end of the session.)

WHY IS THIS IMPORTANT TO YOU? (Link outcome to value? If not, recontract.)

HOW MIGHT YOU GET WHAT YOU WANT? (Use logical Levels unfolding to answer this question. Listen for SMART goals.) <u>Vision</u> Who else benefits by you getting what you want?	
<u>Identity</u> What sort of person do you need to be? Who do you want to be? Who are you when____?	
<u>Values</u> Why is this important? Why else? What value does it have?	
<u>Capabilities</u>	

<p>How will you achieve it?</p> <p>What skills do you have?</p> <p>What skills do you need to develop?</p>	
<p><u>Actions/Behaviors</u></p> <p>What actions need to be taken?</p> <p>Which actions are the most important?</p> <p>What actions will you take this week?</p>	
<p><u>Environment</u></p> <p>When will you do these actions?</p> <p>Where will you want this?</p>	

WHAT IS YOUR CONTINGENCY PLAN? WHAT MIGHT STOP YOU? HOW WILL YOU HANDLE THIS? (Listen for contingency planning, checking for ecology)

HOW MIGHT YOU DEEPEN YOUR COMMITMENT? MAKE IT MORE MEANINGFUL? (Listen value integration and them getting inspired to go further with their plan)

HOW WILL YOU KNOW IF YOU ARE STAYING ON TRACK?

(Listen for an evidence procedure and sustainability - *If you had it already, what would you have? How will you sustain this through time? How does this link to all your other goals?*)

Debrief Component

Students are encouraged to debrief their experience in the breakout. The teacher will also make comments based on what she/he observed during the breakouts. Questions are encouraged and answered, often drawing students into the conversation.

Final Component

Students are asked if they have any more questions and then there is either a bridging to the next topic or closing of the day of teaching.

Assessment Component

There is very little formative assessment done with teacher informally observing students when they practice in their dyads or triads. There is also informal assessment being done by the teacher during the debrief and question period. Summative assessment is not done until the end of the program.