

## APPC Follow-Up Notes RBD Meaning and Purpose

A) Meaning in life (what am I all about? Where am I headed?) versus meaning of life (why are humans here? What is the grand design of the universe?)

B) 3 aspects of meaning:

ASPECT OF MEANING	TYPICAL STATEMENT	ASSOCIATED WORDS	ASSOCIATED THEMES
<b>PURPOSE</b>	“I know what I want to accomplish”	Deliberate Direction Options Goal-Focused	Planning Values Intentions Goals
<b>SIGNIFICANCE</b>	“If I accomplish it, it will make an important difference”	Mattering Impact Effectiveness	Outcomes Success Contribution Performance
<b>COHERENCE</b>	“This makes sense and feels aligned”	Understandable Predictable	Pattern Recognition Identity Continuity Connections

C) Religion in coaching:

- We can view religion as an important aspect of identity and treat it as we would any other facet of identity
- It is important to recognize the heterogeneity within religious groups. For example, there are two billion Christians in the world, half of whom are Catholic. Within these groups, there is wide variation in orthodoxy and belief. It may be—as creatures who naturally categorize—that we create a mental template based in a “typical” (stereotypical) case. As coaches, we cannot totally avoid doing this any more than any other people can avoid it. What we can so is use the typicality as a starting point and then adjust our view of the client from there.
- Culture and religion are intertwined
- We can treat belief systems as curiosities, wanting to learn more about them and about how they inform and influence our clients

- We can explore how faith aligns with goals; treat faith as a filter or context by which the client views the world
- There can be bias concerning religion; this can include our clients making biased statements or our own bias for or against a particular religious stance.

## Coaching Fishbowl

### 1. Language

We spoke about the use of language in coaching. Our profession is full of pithy sayings, fortune-cookie wisdom, and little idioms that are intended to guide our practice. For example, the common saying “use the client’s language” is well-intentioned and even fairly useful. But it hides a much more nuanced approach to understanding language in coaching. As a result of our conversation today, I took the liberty of creating this little hierarchy. The foundational and traditional active listening skills are at the bottom, in peach color. Then, there are more complicated intervention uses of language shown in blue. Finally, I have placed various co-created language approaches at the top, in green. I hope you find this useful to consider. It might be fun to play with this and see if there are more layers, sub-layers, or other revisions we might make to it.

#### LEVELS OF USE OF LANGUAGE IN COACHING

**SHARING:** Co-creating inside jokes, one-off strengths labels, or other mutually arrived at language

**STYLING:** Using the same stylistic type of language the client uses regardless of specific phrases

**PATTERNING:** Pointing out patterns, repetition, links, or sequences in client language

**EXPLORING:** Inquiry about client definitions or understanding of words or phrases

**MIRRORING:** Using client words or phrases when speaking, typically to demonstrate listening, create alignment

**PARAPHRASING:** Repeating client words or phrases, typically for clarifying or to demonstrate listening

**NOTICING:** Being aware of client words or phrases

### 2. Presence

We spent a fair amount of time discussing presence and issues directly related to presence. The various entrance points and connections to this topic included:

- Note-taking: considering the extent to which it is a distraction as well as a potential memory aid

- Being in the moment: asking questions that are not “pre-loaded” but which are created based on what the client is saying right then.
- Being in the moment, part 2: noticing, such as physical shifts and gestures.
- Mirroring the client with matching shifts in tone such as laughter or seriousness
- Building trust: when you show up authentically and pay attention in a validating way, it provides a foundation of trust. Coaches can use this trust, like capital, to take more risks. Today, for instance, we saw the coach offer several strong challenges and also have a willingness to experiment with embodiment interventions.