

Behavioural Modelling in Coaching, Coaching in Behavioural Modelling - An experiential introduction.

Additional notes to the workshop given at the 17th Conference of the EMCC

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This document is intended as a general back up both for those who attended the workshop I ran at the 17th Conference of the EMCC in Dublin on 19th November 2010 and those who didn't. If you attended the workshop and would like a more detailed annotated version of the slides used (and some not used!) please contact me at tim@sctsystemic.es and I will be only too happy to send you the document.

This document is NOT intended nor should be used as a stand-alone presentation of DBM in coaching or coaching with DBM nor should it be taken as representing anything other than a very brief introduction to the field. t0

I should like to express my gratitude to all the people who attended the workshop and to the organisers of the EMCC conference for making this possible.

The Structure of the Workshop

The workshop was structured in such a way as to provide an opportunity to explore a few of the most basic distinctions used in a modelling approach to coaching as well as an initial sense of how and why they might be used.

DBM is, above all, a scientific, exploratory approach which entails active involvement and investigation. I therefore aim to give the minimum necessary to facilitate exploration without closing the process down. At the end of the session one of the participants said that she had found the approach "focussed and practical without being restrictive". This is exactly the kind of response I was hoping for and I hope this document will go some way to reinforcing this idea.

The slides I have included go some way beyond what was presented in the workshop. I was well aware at the time of planning that 90 minutes was not going to be sufficient to cover all the initial material I wanted to present consequently I decided to activate a sense of the approach and then add in the slides I might have used if we had had more time.

One way of understanding the workshop in terms of what in DBM we call the "three sets model", this involves: a "set up" in which certain central ideas and processes are introduced and activated, an "upset" in which the participants' models are tested against experience and a "set down" in which this is structured to a greater or lesser extent among all the members of the group.

This model is, as are practically all DBM models, a fractal model which can be used on itself to give infinite levels of further detail. In simpler terms, there were "mini" set ups, upsets and set downs within each of the stages.

Experiential Learning in Modelling

Is not about giving people a procedure(s), tool(s) or technique(s) to follow and then allowing them the chance to "experience" them. I would describe that approach as "classical didactic with practice" and it is the most common approach in training intervention processes such as therapy or coaching or technologies such as NLP, TA or Gestalt (or CBT come to that).

It is about creating behavioural distinctions and then applying them.

The term "behavioural" in "Developmental Behavioural Modelling" doesn't refer to making objective models of behaviour nor even to just making models of behaviour so much as to the fact that modelling and models in the DBM sense of the words are things that you do, they are, in themselves behaviours.

DBM Developmental Behavioural Modelling

So just what is DBM? John McWhirter the Scottish psychologist responsible for creating and developing it has this to say about it:

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