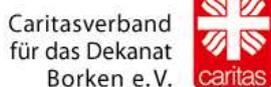




**VOCIS**  
VOCATIONAL TRAINING  
OF THE INNER SELF

# Developing self-regulation skills



2016-2017

Collection of exercises

Individual coaching IO3



**VOCIS**  
VOCATIONAL TRAINING  
OF THE INNER SELF

## Developing self-regulation skills

### (IO3 Individual Coaching)

Stephan Rietmann

### *How to use the collection of exercises*

This collection is part of the material created by the VOCIS partnership and may be used by individuals or by coaches working with individuals. It provides also useful exercises that can be done in a classroom initiated by trainers in a great variety of fields.

- 👁️ You are an individual wishing to develop your self-regulation skills:

We recommend starting with the diagnostic toolkit's online questionnaire on [www.vocis.org](http://www.vocis.org), yet it is not compulsory.

- 👁️ You are a coach or trainer:

Please have a look at the various materials to be found on our website for individual and other types of coaching, especially the methodological guidelines and the case studies.

*"I have had the benefit of working with self-instructing programs for training and treatment for 15 years. The astonishment I initially felt when such simple programs could lead to such good effects after a while transformed into the insight that the control-mechanism for change is present in every human being, and that sometimes very little external intervention is needed in order to activate the person's own resources."*

*(Lars Eric Uneståhl, Hypnosis, Selfhypnosis and Mental Training. S. 143)*

## Overview

This overview shows which dimension of self-regulation skills can be trained by which exercise.

### *How to read the overview*

Most of the exercises can be done alone and in the mode of self-instruction. There are specifications for some of the exercise - their duration, the benefit of a trainer and the necessity of a partner.

(T) It is not necessary, but helpful to train this exercise with a trainer when doing it for the first time.

(P) You need a partner for this exercise.

(D) Duration in minutes. When no duration is stated, the key point of the exercise is your own decision to do the exercise.

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Exercise	Scope of application								Page
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## Visiting a cinema (Brian Alman, p. 20)

*This exercise trains your ability to dissociate oneself from a problem or a difficult situation.*

When confronted with a problem, take a few minutes at a place, where you are alone. Make yourself comfortable, take repeatedly a deep breath so that your breath defuses your inner tension. Close your eyes and imagine yourself in a dark cinema watching the film of your life...

### *Part 1: On the screen*

On the big screen you can see the scene that requires your full strength for the moment – maybe a scene from your work. Whatever the problem may be: allow yourself to fully experience what happens in the film of your life. Let the scene pass by. Get a sense of yourself being in the leading part and while interacting with the other actors. Listen to yourself, how you express your thoughts and feelings – as they come into your mind.

### *Part 2: From the 15th row*

After you have let the scene which expresses your problem play, change the focus of your attention by imagining yourself sitting in the 15<sup>th</sup> row of the cinema, somewhere around in the middle of the seating area. In the 15<sup>th</sup> row is the seat of the critic of your inner film – this perfectionist and controlling part of you eager to tell you everything he doesn't like about you and your film: "What's going on with you...?" "...Can't you stop this..." "You should know that this leads to nothing." Your inner critic plays a significant role in your inner thought process. He has been with you most of your life so it is difficult to silence him. When you try to ignore, deny or get rid of him (what means: when you criticise your critic) you make him stronger and keep your seat in the 15<sup>th</sup> row. It would be better if you acknowledge your inner critic, build a friendship with him and let him say, what he has to say.

### *Part 3: From the last row*

When you are fed up to wear yourself down, leave the place of your inner critic and take your seat in the last row of the cinema. There – at a comfortable distance from what is happening on the screen, but still part of it, you can take a deep breath and hear your true, authentic inner voice. From the last row you can look at the film of your life with more calm and listen with compassion to the critic from row 15. From the last row you can contemplate your life in a more lovingly way and from a wider, wiser and more creative perspective. In addition you can realize from the last row that the challenges you are confronted with, are no longer problems which restrain you, but a bridge to healing that helps you to develop yourself further.

### **Calm your mind** (Brian Alman, p. 161)

*This exercise trains your ability to become calm and mindful.*

Start focussing your thoughts. Be attentive to how they come into your mind, how they are present for a while and how they disappear. Find out how you separate your thoughts from each other and how you can listen to them one after the other. Identify one thought after the other. Don't scrutinize your thoughts, don't reject them and don't ignore them. Your thoughts shall not evoke a conflict, but allow them to be there, welcome them and let them be your focus for a moment. Allow your thoughts to manifest and use them by completing an exercise in counting. Count your thoughts, beginning with the number 1 and count up to 40 or 50 - in this way count all thoughts that appear in your mind. Develop the competence to count thoughts up with perfection. Take care that you separate them, that you don't count one thought, when it actually deals with three interconnected thoughts. Count carefully and exactly and become aware of how many different thoughts you have. Breathe slowly and regularly in rhythm with the counting-pattern. For example inhale when a thought appears and exhale when the next comes.

### **Take sides with yourself** (Rick Hanson, p. 88)

*This exercise trains to develop the relation to yourself.*

*Gain experience* - Consider the qualities of taking sides with yourself, those already present in the foreground or in the background of your consciousness. Maybe you are already familiar with sensations that lead you to take care of your own needs. If not, produce this feeling. Remember the time, when you felt in harmony with yourself and always acted in line with your own interests. If this is difficult for you, try to remember taking sides for somebody else. Explore this feeling and check whether you can apply it for yourself. Maybe you see yourself as a little, vulnerable child. Can you give care and support to this child?

*Enrich experience* - Open yourself to this feeling. Intensify it by letting it flow through your body and mind. Hold on to the feeling, arrange for this feeling a constant place in your consciousness. Register the different aspects of this feeling. Imagine how you sit, stand and talk, when taking sides for yourself. Adapt the gesture and facial expression to this imagination.

*Absorb experience* - Trace the feeling of taking sides with yourself and let it infuse yourself. Let the good experience be a part of you. Allow yourself to feel the experience completely. Concentrate your inner friendliness on yourself and wish yourself all the best.

## Move feelings into the foreground of your awareness

(Rick Hanson, p. 110)

*This exercise deals with shifting of a particular part of your experiences, the feelings, from the background to the foreground of your awareness.*

*Track down feelings* - While reading this, there are several feelings operating in the background of your consciousness that deal with this text or other things. They may be perceivable to varying degrees and may also be negative, but presumably one of these feelings has a positive character. It could be a matter of composure, confidence, fundamental wellbeing or feelings of sympathy for another person. Focus on yourself for a moment and feel what stirs in the background of your consciousness. Search for a pleasant feeling and bring it into your focus.

*Enrich feelings* - As soon as there is a feeling in the foreground of your consciousness, hold onto it, increase its intensity and trace the feeling in your body.

*Absorb feelings in yourself* - Let yourself be totally saturated by this feeling. Open yourself to it and absorb it.

## Stay in a positive experience (Rick Hanson, p. 139)

*This exercise trains your ability to stabilize positive experiences.*

Focus your attention on the experience and hold it. It is a little bit like skating. First one sets the shoe onto the frozen surface, then one starts floating and stays in touch with this experience. From time to time one can renew one's attention and the process starts again from the beginning. Control your attention so that you can refresh it, when your thoughts begin to deviate. Gentle instructions to yourself - maybe an inner voice that gently invites you to stay focused - can help you. To reduce distraction by inner restlessness or stress, breathe deeply, which activates the parasympathetic nervous system that cares for ease and recovery. Name the experience for yourself, provide it with adjectives like "quiet"... "relaxed"... "safe". When you get distracted easily, try particularly stimulating experiences like bodily pleasure and vitalizing emotions like desire, rapture, lust or almost physical impulses like passionate decisiveness.

## Bodyscan (Jon Kabat-Zinn)

*This exercise trains to be mindful. It enhances to develop relaxation and calms your mind.*

You can utilise this exercise whenever, wherever you want: while sitting, lying, standing, during work. This exercise may be done in two minutes or in 20 minutes, whatever fits for you. Focus your attention to the different parts of your body, step by step.

Allow your attention to stay on a body part as long as it feels good. Start with your feet:

- 🕒 How do your feet feel right now?
- 🕒 How is the tension in your feet?
- 🕒 How is the contact to the ground?
- 🕒 Are there differences between the right and the left foot?
- 🕒 How warm or cool is the sensation in the right big toe and how in the left big toe?
- 🕒 Maybe one foot feels more relaxed than the other?

Give attention to your body in ascending order and taking the time you need right now: your legs (lower leg and calf, knee, hollow of the knee, thigh), your back from lumbar vertebra to shoulders, the front side of your body, your arms, hands, fingers, your neck, your head (backside, crest, temporal muscle), your face (forehead, eyes, nose, mouth, jaw).

Practice this exercise regularly. The more you train, the more benefit this exercise will give for your self-observation and regulation of affects and tension.

## Problem-Solution-Gymnastics (Gunther Schmidt, M.D.)

*This exercise trains your ability to switch from negative to positive affects and emotions. It trains the flexibility to dissociate yourself from a problem or a difficult situation and brings you into a state of resources and mental strength.*

1. Evoke a resource state in your imagination and experience it in various forms:

- 🕒 Where in your body do you feel the state most intensely?
- 🕒 Which inner pictures occur?
- 🕒 Which sounds, tones or voices can you hear?
- 🕒 How are your thoughts?

Intensify this state, by putting the ends of your thumb and index finger together using the hand you are most comfortable with. Imagine the resource state as a film that adsorbs you intensively, by giving light pressure between thumb and index

finger. A film you can influence by pressing the button and that can absorb your attention more and more! Practice this for a few minutes. You will find out, how you can evoke this state reliably and let it get stronger and stronger.

2. Evoke a state in your imagination that you usually find difficult and experience it in all its forms. An example may be a situation that leads you to feel discomfort, tension or stress:

- 👁️ Where in your body do you feel the state most intensely?
- 👁️ Which inner pictures occur?
- 👁️ Which sounds, tones or voices can you hear?
- 👁️ How are your thoughts?

Intensify this state, by putting the ends of your thumb and index finger together and take the other hand for this exercise. Imagine the resource state would be a film that adsorbs you intensively, by giving light pressure between thumb and index finger. A film you can influence by pressing the button and that can absorb your attention more and more. Practice this for a few minutes. You will learn how to enter this state of mind easily and your ability to do so will get stronger and stronger.

3. After you've practiced to evoke these states as described, alternate them (as you may know it from a gym exercise). Go into your resource state and stay there for a while, afterwards change into the problem state and stay there for a while. Change the states five to seven times and observe, what happens.

4. You can anchor the positive state, by giving a light pressure between thumb and index finger like pressing a button to start a film. Thus, you can evoke the state reliably, whenever you want. This exercise trains the regulation of affects and leads to resource states.

## SWOT-Analysis

*The SWOT-Analysis allows for focus on strengths and weaknesses as well as on opportunities and threats. When combining the analysis of strengths-weaknesses on the one hand and opportunities and threats on the other hand, specific strategies to design change can be made.*

<b>SWOT Matrix</b>	Positive factors	Negative factors
Internal origin / Present time	<b>Strengths</b>	<b>Weaknesses</b>
External origin / Future time	<b>Opportunities</b>	<b>Threats</b>

Questions to your SWOT-matrix:

- 🕒 How can strengths be made sustainable and developed?
- 🕒 How can present weaknesses be reduced or neutralized?
- 🕒 Which possibilities exist to take advantage of opportunities or potentials?
- 🕒 How can identified threats be avoided or made more improbable?
- 🕒 How can a combination of strengths and opportunities be utilized to achieve wanted effects and to avoid unwanted effect or reduce their impact?

## Scaling-exercise

*This exercise trains your ability to name feelings and their intensity as well as ways to change stressful experiences.*

Choose a problem, which concerns you, e.g. your competence to deal with stress. Draw a scale from zero (lowest score) to one hundred (highest score) and highlight where you see your competence at the present time related to your problem. Then choose a goal-score that you intend to achieve. Your current ability to deal with stress could for instance be low and have a score of “five”. Your goal-score could be “eight”.

Write down why your score is five and give as much detail as possible (“I feel tension in my neck” / “I feel nervous” / “I’m not talkative”) and how it would be at your intended goal score (“I feel relaxed” / “I like to communicate with others” / “My heart beats steady and powerful”). Find out the differences.

Go on with these questions:

- 🕒 Where do these differences originate from?
- 🕒 What is needed in order to reach the goal-score?
- 🕒 Why do I give the score of “five” to the present situation and not „four“?
- 🕒 What would be the first little step towards my goal-score?
- 🕒 How could I manage to move from “five” to “six” within the next week?

## Balance of affects (Maya Storch, Julius Kuhl)

*This exercise trains your ability to identify negative and positive affects related to situations, relations or decisions you have to make.*

Situations may lead to positive or negative emotions or to indifference. A person might be happy because of a training, given the workplace, the related learning and developmental opportunities. At the same time regret may occur, because of

the lost free weekends. Find a present or a long term issue that focusses your attention and draw two scales – one for positive and rewarding emotions and one for negative and aversive feelings – from zero (lowest score) to one hundred (highest score). Fill in your current positive and negative scores related to your present issue. Take your time. Think about ways to strengthen and improve positive feelings and reduce negative feelings. Repeat this exercise regularly and observe how this influences your working days.

### Roll the dice to decide (Steve de Shazer)

*This exercise helps to make decisions before you have to make a decision in real life and gives you the experience to which a certain decision could lead you.*

Decisional problems may be difficult. Even though all advantages and disadvantages are well known, the decision-related emotions and holistic experiences are difficult to predict. Take a current decisional problem (e.g. shall I agree to a time limited, highly attractive and time absorbing complementary task in my job?). Take a dice every morning for one week and make a choice. The numbers 2, 4 and 6 stand for the decision “I will do this task” and the numbers 1, 3 and 5 mean “I won’t do this task”. During the day observe how you feel about it, where in your body you feel strongest thoughts, attitudes and other observations occur.

### Clarify your goal (Storch/ Krause, p. 223)

*This exercise will help you to clarify your goals.*

The goal has to be

-  formulated as an approaching-goal!
-  completely under your own control!
-  obviously pleasant, motivating!

My goal, 1. Draft:

.....

My goal, 2. Draft:

.....

My goal, in the final version for today:

.....

### Optimize your goal systemically (Storch/ Krause, p. 224)

*This exercise helps you to activate resources within your social context (e.g. workplace, family, friends) to optimize the outcome of your goals or to make it easier to achieve your goals.*

#### *Scope of application*

When, where, with whom and how often do you want to reach your goal – at work, in your private life?

#### *Consequences*

What happens, when you reach your goal, what is going to change in your life (situation, relations)?

#### *Personal winnings and losings*

What will be your winnings and how do you realize it?

Are there things you have to give up or let loose, when following your personal goal?

#### *Correction of your goal*

Do you want to make a correction or optimization of your initially mentioned goal? If yes, what is your goal now?

### Your personal pool of resources (Storch/ Krause, p. 225)

*This exercise clarifies the resources you can use when setting goals or making decisions.*

Draw a visual illustration of your personal pool of resources, based on these areas:

- 👁️ My objective
- 👁️ My reminders
- 👁️ My physical resources
- 👁️ My warning signals and stop-instructions
- 👁️ My social resources

### Pause during the day (Jon Kabat-Zinn, p. 25)

*This exercise activates resources, prevents exhaust and allows you to be mindful and become calm.*

Pause during your day from time to time and be aware of your breath. Five minutes or even five seconds will be enough for that. Let everything loose and fully accept the moment, including how you feel and how you perceive what happens. In these moments, try to change absolutely nothing. Just breathe and let loose. Release the belief, that anything should be different in this moment. In your mind and in your heart give yourself the permission, to let this moment exactly how it is. Allow yourself to be exactly how you are. When you feel prepared, move in the direction that your heart leads you and do that mindfully and with determination.

### Fast coherence (Susanne Marx, p. 71 f)

*It's healthy to reduce stress and release tension. This exercise activates resources, prevents exhaust and allows you to be mindful and become calm.*

#### *Goal/ Scope of application*

Fast coherence enables you to bring the rhythm of your heart into a coherent state - this exercise works fast and everywhere - and to convert and reduce stress directly before arising. The exercise is suitable for all occasions of discomfort and works easily and fast.

#### *Procedure*

##### Step 1

Focus your attention to the region of your heart in the middle of the chest. If you like, you can put your hand above your heart, to support this. If your thoughts deviate, simply focus your attention to the region of your heart again.

##### Step 2

While you concentrate on the region of your heart, imagine how your breath flows into and out of this body region. Breathe in slowly and gently through your heart and slowly and lightly out of your heart. Do this until your breath flows calmly and evenly.

##### Step 3

Go on breathing through the region of your heart. Remember a positive feeling, a situation, in which you felt good and try to revive this feeling. As soon as you've found a positive feeling or a positive attitude hold on to it, while you concentrate on the region of your heart and breathe through this region.

### Selfhypnosis 3-2-1 (Christian Schwegler, p. 64)

*This exercise activates resources, prevents exhaust and allows you to become calm. It may help you to be creative, dissociate from problems and associate with mental strength that brings you sustainable solutions.*

Clarify your goal. Choose a place of power at which you would like to be right now, where you feel really well and where you can refill energy. Describe this place of power according to all your senses – what you hear, see, feel there.

Fix your eyes on an object and then name three things, which you can see inside the room. Then name three things which you can hear in the room and then three things you can feel. Afterwards name only two things that you see, two things that you hear and two feelings you have. Then respectively one and at the end of the third turn close your eyes. Begin to see things with your inner eye, which you can see at your place of power, with your inner ear a sound, that you can hear and then to feel what you can feel there. Then two pictures, two sounds and two feelings follow and afterwards the third turn with respectively three impressions.

Now you have arrived at your place of power and from here you can start, to work in trance on your goal or simply replenish and find rest. It can very well be worked at the place of power and there in trance be looked for further resources.

### Selfhypnosis: breath-induction (Revenstorf/ Zeyer p. 62f)

*This exercise activates resources, prevents exhaust and allows you to become calm. It may help you to be creative, dissociate from problems and associate with mental strength that brings you sustainable solutions.*

In the beginning it is good to put the hands onto the belly and observe how it lifts and lowers. Now focus the breathing. One can breathe into the belly, which increases the elasticity. One can breathe into the shoulders increasing the alertness. Begin to breathe more and more into the belly and sense how the abdominal wall lifts when inhaling and lowers again when exhaling. Lifting and lowering. Expand and contract. When inhaling you absorb what you need. When exhaling you give away what you don't need. When you count up to three when inhaling and up to four when exhaling, you can sink deeper into your chair with every exhale. And by doing so, every time you can give away a little bit of the tension you don't need. It is interesting to find out, where in your body the tension gathers, while the rest can relax. The tension is the curiosity, the restlessness, the interest that you need, until you can be sure, that the ease will do you good. You can combine the breathing out with a gentle humming sound (o-h-h-h-h-h) adopting a for you suitable tone pitch while exhaling. At the end finish the gentle

dialling tone by closing your mouth: o-h-h-h-h-h-h-h-h-...hum. Such sounds are used in meditation and facilitate fixing attention. Find out what changes, when you breathe like that for a while. And when you pay attention for the moment of silence, that arises in the little pause between breathing out and new inhaling, then you will get an idea what it is like to go into a trance.

### Selfhypnosis: relaxation-induction (Revenstorff/ Zeyer, p. 63)

*This exercise activates resources, prevents exhaust and allows you to become calm. It may help you to be creative, dissociate from problems and associate with mental strength that brings you sustainable solutions.*

When sitting sense the weight of your body in the chair, your feet, that touch the ground. And one of your feet rests more solid on the ground than the other. While the arms lie on the backrest, you can lie the hands separate on your knees. And it is interesting to find out, which hand feels heavier and which lighter. With every breathing-out, you can imagine that a part of it streams and disappears through the arms, the hands, the fingers. You can even begin to sense the prickling in the tip of the finger. Your arms and hands become more and more quiet and lazy and feel as if they were like one gush. The shoulders, the back, the alveus: everything is pleasant heavy and like one mass. Through the feet it derives into the earth. From the tips of the finger it drops like semifluid syrup or honey. Your whole body becomes quieter and later a feeling of indifference develops. It is, as if you could leave your body in the chair, because he is at ease there. In thoughts you can go to another place, where you feel very, very good. You can stay there for a while, before you return to this chair.

### Activation of resources (Revenstorff/ Zeyer, p. 83)

*This exercise mainly activates resources. It may help you to be creative, dissociate from problems and associate with mental strength that brings you sustainable solutions.*

Produce a short script of the scene that contains specific details, namely:

- 👁️ Visual appearances: What do you see? – Which form, colours, course of movement particularly strike you?
- 👂 Acoustics: What do you hear? – Sounds, music, voice, words?
- 👃 Coenaesthesia: What do you sense? – Tension, relaxation, warmth, movement, your position, your breathing?
- 🧠 Thinking: Which thoughts suit this situation – self-comments (e.g. “this works”), key sentences (e.g. “always with peace”), key concepts (e.g. “happiness”, “effortlessness”)?

Go through the scene inwardly, as if you would turn on the TV-program. Look at one of your thumbnails, as if it was the TV screen and press your index finger against the thumb tip. After each passage turn off the “TV-program” by releasing the pressure of the finger and turn away the TV-thumbail. That will help you make the pleasant scene (“resource”) available.

### Future-facilitation (Revenstorf/ Zeyer, p. 111 f)

*This exercise activates resources and opens the focus to an attractive future. It may help you come in touch with your personal needs, to be creative and associate with mental strength that brings you sustainable solutions.*

1. Go into a trance by a method of your choice.
2. Imagine in detail how a competent person successfully copes with the activity that you aspire to: her movements, her posture, her self-comments, her circumstances. Pretend to be her. Feel like an actor in her role.
3. Begin by imagining the moment before the first symptoms the problem began to occur. Go through as much as possible steps which are necessary to reach your goal – the more details the better. Pay attention to the feelings that occur meanwhile: especially in the critical moments (frustration, boredom, anger, panic, and so on). Go further and observe how these feelings change, when you have overcome the trouble.
4. Come back to your normal course of life. You know that you master the procedure by now and that you have executed it many times.

### Restructuring (Revenstorf/ Zeyer, p. 126)

*This exercise activates resources, replaces negative affects and allows you to become calm. It may help you to be creative, dissociate from problems and associate with mental strength that brings you sustainable solutions.*

1. Choose a situation which until now caused you rage. Think about this situation – step by step – and observe which specific irrational thoughts were connected with this emotion.
2. Express alternative thoughts that are realistic and less wearing.
  - 🕒 Degradation (“The listeners look like heads of cabbage.”)
  - 🕒 Distraction (“There are more important things.”)
  - 🕒 Normality (“Sometimes one is more convincing, sometimes less.”)
  - 🕒 Challenge (“How can I react in a totally different way.”)



- 🕒 Self-upgrading (“There are lots of things I’m fit in.”)
  - 🕒 Positive reframing (“The audience is curious.”)
  - 🕒 Personal part (“Sometimes I tend to overreact.”)
  - 🕒 Perspective of others (“The audience wants to protect their point of view.”)
  - 🕒 Helper of others (“What would it make easy for the others to follow me?”)
3. Enter a trance with a method of your choice.
  4. In your imagination go back to the stressful situation and experience it with all senses. Take as many steps of the procedure as necessary to reach the goal. Take care of the feelings appearing in the critical moments (frustration, anger, boredom, rage, panic and so on). Then use the alternative thoughts for the assessment of the situation above. Notice how your feelings change.
  5. Come back to your normal course of life.

### Evaluation of the day with your five fingers

*The focus of this exercise is to evaluate your daily experience in a differentiated and easy way. This will help you to identify your individual strategies to success.*

- 🕒 *Thumb:* Thinking – What do I have thought today? Which insights did I have?
- 🕒 *Index Finger:* Intended Goals – What do I have achieved today?
- 🕒 *Middle Finger:* Mental – How did I feel? Which emotional quality did my day have?
- 🕒 *Ring Finger:* Whom could I give help and support today?
- 🕒 *Little Finger:* What did I do for my bodily needs today – movement and sports, nutrition, recovery and relaxation?

### Establish happiness (Rick Hanson, p. 179)

*This exercise supports you to be attentive for positive affects and emotions and trains to establish happiness.*

Write your experiences, the ones you want to make, into the table. You can copy the table for your own use. On the respective days you can fill in, how often you have got through the exercises.

Experiences				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

### WOOP (Gabriele Oettingen)

*This app trains you to identify an important wish and the best outcome you can expect. Next it identifies a relevant obstacle and helps you to make a plan that you will follow, when an obstacle occurs.*

“WOOP is a practical, accessible, evidence-based mental strategy (...). Known scientifically as Mental Contrasting with Implementation Intentions, the approach has proven effective across ages and areas of life, helping people achieve goals dealing with health, career/academics and interpersonal relationships.”

Get the app! See <http://woopmylife.org/>

### Should-Want-Diary (Thea Rytz, p. 151)

*The Should-Want-Diary can help you to find out an imbalance between duties and needs and enable you to more selfcare and balance.*

Do you feel sometimes that you have to fulfil too many duties? Do you see lots of requirements you should meet? Is it possible, besides these requirements and duties to keep your needs in your eye and heart? Or is there no time for that?

The Should-Want-Diary (Ulrike Schmidt) can help you to find out any imbalance between duties and needs and enable you to practice more self-care and balance. Take a sheet of paper and divide it into three parts: in the first part fill in your activities. In the second and third part mark with a cross depending on whether you perceive this activity as a duty or a need.

Make sure that you stay in a powerful state and strengthen your lust for life. Make sure that you have varied “want”-activities and pay attention how this influences the “should”-activities.

Activity	Should	Want
Stand up		
Take a shower		
Have breakfast		
Drive to work		
Prepare a meeting		
Have a coffeekick		

### Pause before you act (Thea Rytz, p. 133)

*Pause before you act can help you to stop in emotionally intense situations, to establish clarity and to be calm.*

In situations of emotional intensity a lot of people tend not to stop. Particularly in such situations stopping can be very useful because it creates a space: a playground that you can use, to ponder your behaviour. Two skills that you can train in to support yourself to stop in emotionally intense situations: a differentiated perception of your body and self-monitoring, i.e. to be able to perceive what you think, what you feel and what you physically sense and the skill to observe changes on all three levels.

Remember a wearing situation. Remember the feelings and thoughts and your physical sensing. Usually we are mentally stimulated in such situations and are looking for a way to get rid of the unpleasant feelings. Sometimes we manage to react appropriately in such situations. Sometimes we act just to deviate from the stressful feelings. Remember what you have done in such a situation. Imagine you could have in the future a brief stop in such situations, breathe, feel your feet on the ground and do nothing for a minute before you act. Are you afraid of it being emotionally exhausting? Find out. Make use of the perception of your body to connect all over again with the concrete present.

## Breathing exercise – Drawing in your mind (oral information by Carolyn Daitch)

*This breathing exercise is highly efficient to calm down your own overreactivity in emotionally intense situations.*

Draw a square in your thoughts and connect it with the breathing cycle and count up to four at each line:

- 🕒 Breathe in and count up to four – line up
- 🕒 Breathing space and count up to four – horizontal line
- 🕒 Breathe out and count up to four – line down
- 🕒 Breathing space and count up to four – horizontal line

Do this procedure seven times and observe the changes in your thoughts and feelings.

## Exercise with coffee beans

*This exercise trains your attention for things that are important for your life.*

Train your attention for things that are important for your life, e.g. objectives, positive feelings, intentions, and so on. Take five coffee beans into your left pocket and whenever the observed experience occurs, take one bean and put it into your right pocket. At the end of the day examine how many beans you find in your left and in your right pocket.

## Letter to yourself

*This exercise can support to develop your selfcare.*

Write a letter to yourself, in which you give yourself a promise, to which aspect of self-care and self-regulation you intend to look after more attentively and carefully. Take your time to describe the behaviour or the attitude you want to develop or you intend to be more attentive at as specifically, exactly and detailed as possible. Write down how you will realize your plans, how you will cope with expected difficulties and also which benefit your promise to yourself will bring into your life or into your context. Take the time you need to write down your letter.

Put your handwritten letter in an envelope and fill in your address. Give the envelope to a person to whom you trust and ask the person to send you the letter six months later.

## Define your goals SMART (George T. Doran)

*This exercise will help you to clarify and specify your goals which may lead you to better outcomes.*

My goal	
<p>S: specific</p> <p>Target a specific area for improvement</p>	
<p>M: measurable</p> <p>Quantify or at least suggest an indicator of progress</p>	
<p>A: accepted</p> <p>Specify who will do it</p>	
<p>R: realistic</p> <p>State what results can realistically be achieved, given available resources</p>	
<p>T: Timely</p> <p>Specify when the result(s) can be achieved</p>	

### Yearly-Naikan-Exercise (Gregg Krech, p. 50)

*This exercise enhances your attention to important aspects, relations and experiences that happen in your life. If you practice it regularly it establishes an appreciative, thankful attitude towards yourself and others.*

Use one hour, to reflect the last year of your life. Which have been the most important things you have received? Who has made these donations possible?

- 🕒 Did you have a mobility device (e.g. a car)? Who enabled that?
- 🕒 Did you have shelter of a roof above your head? Who enabled that?
- 🕒 Have you been in medical or dental treatment? Who enabled that?
- 🕒 Have you received any new or already used clothing? Who enabled that?
- 🕒 Could you watch TV, read newspaper, go into cinema, and so on? Who enabled that?

Look how many aspects you find out and add the people, who any time, contributed to making these different things possible. When you write down these aspects, try to find out, how your life would have been without these things. At the end of the hour look at your list and think about what has been relevant for you during the last year.

### Daily-Naikan-Exercise (Gregg Krech, p. 55)

*This exercise enhances your attention to important aspects, relations and experiences that happen in your life. If you practice it regularly it establishes an appreciative, thankful attitude towards yourself and others.*

Make a 30 minute Daily-Naikan every evening, before going to sleep in the next three weeks. Write down a list and answer each of these three questions:

- 🕒 What have I received from others today? (ten minutes)
- 🕒 What I have given to others today? (ten minutes)
- 🕒 Which problems and difficulties have I caused to others? (ten minutes)

Be specific and don't leave out bits and bobs. (Hint: there is no such thing as bits and bobs). At the end of the week look at your lists and write a little letter of thanks to one of the people who has given something special to you or done it for you.

### Naikan-Exercise (Gregg Krech, p. 66)

*This exercise enhances your attention to important aspects, relations and experiences that happen in your life. If you practice it regularly it establishes an appreciative, thankful attitude towards yourself and others.*

Notice the items that are useful for your everyday life during the day: a toilet, a coffee-machine, a can-opener and so on. Before you go to sleep, make a list of these items. Think about the efforts that have been necessary to invent, design, produce, pack and deliver all these things in order to make your life easier and pleasant.

### Saying “Thank you” (Gregg Krech, p. 69)

*This exercise enhances your attention to important aspects, relations and experiences that happen in your life. If you practice it regularly it establishes an appreciative, thankful attitude towards yourself and others.*

The exercise consists in saying “Thank you” mindfully. In the next three days say “thank you” to everyone who gives you something. Make sure you name the item or the help that you receive. Say for instance: “Jim, thank you for helping me with the transport of the couch.” Or: “Thank you for bringing me a cup of coffee.” These formulations help us to avoid the carelessness of the simple “Thank you” that we communicate without real consideration of the person or the help.

### Dealing with “tough situations” (Lars Eric Uneståhl, p. 39)

*This exercise supports you in developing mental toughness and inner strength when dealing with problems and situations you perceive as difficult.*

Think about and write down how you will plan and train to deal with tough situations today!

.....

.....

.....

.....

.....

.....

### **Disturbance training** (Lars Eric Uneståhl, Toughness exercises p. 29)

*This exercise supports you in developing mental toughness and inner strength when dealing with problems and situations you perceive as difficult.*

Sit down next to the radio, turn up the volume high and adjust the radio frequency in between two stations so that it really roars and crackles. Train your ability to disconnect the white noise. For example, try to be so intensively captured by an attractive thought or image that you forget the radio sound. As another, more meditative method, you can try to allow the sound to come through, but not having any “receiver” for it to be received by. It’s therefore just allowed to move on instantly (compare this with the expression – in one ear and out the other).

### **Relaxation in stressed situations** (Lars Eric Uneståhl, Toughness exercises p. 34)

*This exercise supports you in developing mental toughness and inner strength when dealing with problems and situations you perceive as difficult. It trains your ability to relax in stressed situations.*

The task is for three days; learn to relax in three different situations where you would otherwise easily feel stressed. Two of these are:

1. When you stop at a red light. Instead of sitting (if you drive a car) or standing (if you walk/bike) and wait for green, you take a couple of deep breaths, relax and enjoy having a couple of seconds pause.
2. When you end up in a line. Apply the same method as above.
3. You choose the third situation.

### **Counting backwards** (Lars Eric Uneståhl, Toughness exercises p. 46)

*This exercise supports you in developing mental toughness and inner strength when dealing with problems and situations you perceive as difficult. You train your ability to cope with disturbances and overcome obstacles.*

This toughness training is carried out in pairs.

1. Ask your partner to start counting backwards from a number that you decide, e.g. 305, and then subtract seven each time. After one minute you say stop and your partner tells you how far he/she came. Check that the difference is divisible by seven in order to see that you’ve counted correctly.

2. Switch so that your partner gives you a number (preferably close, like 303) and do the same thing.
3. Repeat step 1 (with another number to start from), but this time your task is to disturb your partner as much as you can. You can do whatever you like (except physically prevent the other from counting) in order to disturb your partner's counting. Check the result the same way as in step 1.
4. Now switch again and it's your partner's task to get even by distracting you.

When you look at the result you can naturally compete against each other, but most important is the competition with yourself. Did you do worse the second time (and if so, by how much?), or did you do even better when being disturbed?

### Direct your awakening (Lars Eric Uneståhl, p. 53)

*This exercise supports you in developing mental toughness and inner strength by training to overcome situations you might perceive as difficult.*

Decide to get up one hour before the time that you normally get up. Do some kind of activity, walk, jog, lift weights. Choose what you want, but you should be in motion for at least 30 minutes.

### Manage the unmanageable (Lars Eric Uneståhl, p. 57)

*This exercise supports you in developing mental toughness and inner strength when dealing with disturbances and situations you perceive as difficult.*

Ask someone in your surroundings to call you when you least expect it and demand that you cancel what you're doing and do what this person decides for five to ten minutes.

### Direct your feelings (Lars Eric Uneståhl, p. 63)

*This exercise supports you in developing mental toughness and inner strength when dealing with a person you perceive as difficult or challenging in your surroundings.*

Choose a person in your surroundings who you find it hard to communicate with. Decide to have a meeting in which you will discuss a topic where you earlier have had difficulties to agree. Prepare yourself just like prior to a competition by creating mental images of how well you get along now and what a good atmosphere you both create and experience.

### **Overloading** (Lars Eric Uneståhl, p. 68)

*This exercise supports you in developing mental toughness and inner strength when dealing with more tasks than you can handle.*

For one week, take on more tasks than you can handle for reasons due to time or other resources. Learn to manage the feelings that arise and the consequences that it brings with it.

### **Feedback from partner** (Lars Eric Uneståhl, p. 87)

*This exercise supports you in developing mental toughness and inner strength when dealing with criticism.*

Get a partner who for a while gives you feedback on everything you should do something about. Ask your partner to be completely honest, even when it's about things that aren't that fun to hear. It can be anything from your breath not being the best to having an unpleasant body odour, or that you use words and have behaviours that irritate others. You could be partners for each other and you could also have several partners, e.g. one at home and one at work.

### **Disturbances in everyday life** (Lars Eric Uneståhl, p. 93)

*This exercise supports you in developing mental toughness and inner strength when dealing with disturbances in your daily life.*

Ask your partner to subject you to as many disturbances as possible without your knowledge. It can be that your partner is late for a meeting or doesn't show up at all, that you get a scolding for something you didn't do, that you have something "stolen" from, receive a "huge bill" etc. Since it's important that you don't know that it's not "for real", your partner and you should agree on this well in advance before you begin.

### **"Uncomfortable relaxation"** (Lars Eric Uneståhl, p. 105)

*This exercise supports you in developing mental toughness and inner strength when dealing with tough situations.*

Train your ability to relax and recover in tough situations. Instead of lying down or sitting down as comfortably as possible, the task is to lay or sit down as uncomfortable as possible. When after a while you experience that what was originally uncomfortable is now comfortable, you know that it's a question of mind over matters.

## Your inner coach (Lars Eric Uneståhl, p. 106)

*The purpose of this exercise is to develop the inner dialogue, so that you learn to coach yourself properly. The training consists of several sub-exercises.*

1. First, observe your inner dialogue the way it usually is. Since much of this happens without us noticing, you're given the task to do for a couple of days to notice when, in what situations and in what way you speak to yourself. Preferably, make a short note each time you notice the dialogue, and summarize after a few days when the observation phase is over.
2. Analyse the result based on questions such as:
  - 🕒 Do you use "you" or "I" when you talk to yourself?
  - 🕒 Do you scold more than you praise, or is it the other way around?
  - 🕒 What tone do you use when you talk to yourself? As a good friend or...?
  - 🕒 Do you use words like "must", "should", "mustn't" etc.?
3. To develop a good inner coach you should change the inner dialogue, so that it among other things:
  - 🕒 Gives you more positive than negative feedback;
  - 🕒 Creates motivation, which means that you replace words like "must", "should" etc. with words like "can", "want", "dare", etc.;
  - 🕒 Avoids expressions like "damn, I'm stupid" and instead use expressions that help you get into a good mood and a positive state of mind. These positive alternatives can also be learned and automated, so that they function without you having to think about it.

## The worst imaginable (Lars Eric Uneståhl, p. 126)

*This exercise supports you in developing mental toughness and inner strength when dealing with things you think are troublesome.*

Choose three things you think are troublesome and decide to subject yourself to the worst thing possible in each of these situations. If you think for example that it's troublesome to speak in public, you choose a situation where you have to speak in front of a large number of people in another language at the same time as you're being filmed. You will notice that once you have done the "worst imaginable", everything else is nothing.

**Written affirmations** (Lars Eric Uneståhl, p. 149)

*This exercise supports you in developing mental toughness and inner strength by programming yourself that it becomes a “formula that doesn’t require any thinking”.*

One way to “trick the consciousness” is to repeat something orally or in written form. One repeats it so many times that it becomes a “formula” that doesn’t require any thinking. Then a programming process starts that is similar to the one that takes place in the mental room. Here is such an exercise. You’ll need a pen and paper or a computer. The task is to write down the following sentences on a piece of paper, or in the computer. Each sentence shall be written 25 times a day for a week.

1. Despite resistance or adversity I don’t give up.
2. When I feel tiredness I perk myself up.
3. When things are tough or the heat is on, I keep a cool head.

**“Tough and easy situations”** (Lars Eric Uneståhl, p. 81)

*This exercise supports you in developing mental toughness and inner strength by finding out, which tough situations you have already managed successfully. Problems you have solved build resources like a muscle you train.*

Think about your own upbringing and write down situations which show if you had easy or hard times during your development up until now. How were you raised by your parents? Did they put high demands, relevant demands or small demands on you? How did your teachers and friends treat you? Did you have an easy or hard time at school? How did your trainers treat you? Were you a “talent” or “product of training”? Describe the situations and the people involved as clearly as possible.

Tough situations	Easy situations
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Study both sides and think about where you stand today.

## Negative feelings (Lars Eric Uneståhl, p. 109)

*This exercise supports you in developing mental toughness and inner strength by training your flexibility in switching from negative to positive feelings.*

Remember a situation that you left with a negative feeling. Divide the situation into different sequences, sub-areas and write down what you experienced as being positive and what was negative. Then think about what created the negative feeling about the situation. If you like, intensify the exercise by giving the things you write down a number from one to five. This helps you to understand what or which feelings “infected” the whole situation, leaving you with that overall feeling.

Positive sequences	
Sub-area	.....
Sub-area	.....
Sub-area	.....

Negative sequences	
Sub-area	.....
Sub-area	.....
Sub-area	.....

## Eye-Roll (Carolyn Daitch, p. 69-70)

*This exercise trains your ability to interrupt an unwanted response or pattern quickly.*

### Goals

- 👁️ Interrupt an unwanted response or pattern quickly.
- 👁️ Link a quick, self-hypnotic skill to other tools.

### Script

Would you be willing to learn a very quick and effective tool that could help you to interrupt your reactions? (Wait for the client to nod or say yes.) Now I'd like you to stare up towards your eyebrows ... that's right. Now take a deep breath in through your nose ... hold the breath while holding the extension of your eyeballs. Good. Now see if you can hold your eyes upward while slowly fluttering your eyelids closed. That's right ... and now relax your eyes and relax your breath ... and just float inside. Floating ... floating ... perhaps to an image of yourself floating on an air mattress in a pool on a warm summer day ... or maybe you prefer an image of floating in a boat ... a canoe ... or a row boat ... but then some people prefer imagining floating on a cloud ... against the backdrop of a clear blue sky ... I don't know what image is particularly pleasing to you, .... but I do know that floating can be such a pleasant feeling, can't it?

### Commentary

*Herbert Spiegel (1978) developed the eye-roll test as part of a way assessing the ability of an individual to be hypnotized. The degree to which subjects can roll their eyes upward as they slowly close their eyes is correlated with their ability to be hypnotized. Specifically, the eye-roll is a measure of the distance-amount of visible sclera between the lower border of the iris and the lower eyelid-exhibited when the subject simultaneously gazes upward as high as possible and slowly closes the eyelids (Spiegel & Spiegel, 1978). The eye-roll is particularly useful for those individuals who are naturally able to create a strong eye-roll response. I only use this tool when a person is able to gaze upward with ease and does not report physical discomfort with the procedure.*

## Partner-Interview Self-leadership (Stephan Rietmann)

*This partner-exercise helps you to identify your strenghts and resources in your self-leadership.*

Human beings communicate simultaneously on different levels – formal, informal, verbal, non-verbal, in a symbolic way – their goals, values, attitudes, beliefs, emotions, motivation. This makes an impact on partners, colleagues and on oneself. The goal of communication is to promote positive and wanted effects and avoid or reduce negative and unwanted effects. To reflect this and to gather opportunities is the object of this partner-exercise. Source a partner and conduct a mutual interview, guided by the following key questions:

- What do you see as your key strengths and human qualities?
- How do they affect your working area?
- Which of your inner beliefs are useful?
- How are they useful to your working area?
- Which of your inner beliefs may have a restrictive influence?
- Whereby do you measure this impact?
- Think about your role models – e.g. important people of your personal or professional life – which of their skills have you already realized and which ones do you want to realize?
- What can reliably make you lose your calm and strength?
- How is your reaction in such situations?
- What could be an alternative?
- How would you describe your motto of life: “My life is...”?
- In what do you see the most important challenge of your work-life?
- What would colleagues who like you say about you and what would colleagues who don’t like you say about you? How do you explain these differences?

### *Reflection*

- Which new insights about yourself could you gain from this exercise?
- Which positive changes could the implementation of these insights produce in your working area?

## You can find more information in the following textbooks:

Alman, B. (2014). Finde Deine Stimme: negative Selbstgespräche überwinden und die innere Weisheit entdecken. Carl-Auer-Lebenslust.

Daitch, Carolyn (2007). Affect Regulation Toolbox. Practical and Effective hypnotic interventions for the Over-reactive Client. W. W. Norton & Company New York. London.

Hanson, R. (2014). Denken wie ein Buddha. Gelassenheit und innere Stärke durch Achtsamkeit. Irisiana.

Kabat-Zinn, J. (1998). Im Alltag Ruhe finden. Das umfassende praktische Meditationsprogramm. Herder spektrum.

Marx, S. (2013). Herzintelligenz kompakt. Gesund und gelassen klar und kreativ. VAK kompakt.

Revenstorf, D. & Zeyer, R. (2011). Hypnose lernen. Anleitungen zur Selbsthypnose für mehr Leistung und weniger Stress. Carl-Auer Lebenslust.

Rytz, T. (2010). Bei sich und in Kontakt. Anregungen zur Emotionsregulierung und Stressreduktion durch achtsame Wahrnehmung. Verlag Hans Huber.

Schwegler, C. (2014). Der Hypnotherapeutische Werkzeugkasten. 55 Hypnotherapeutische Techniken für gelungene Induktionen und Interventionen.

Storch, M. & Krause, F. (2014). Selbstmanagement – ressourcenorientiert: Theoretische Grundlagen und Trainingsmanual für die Arbeit mit dem Zürcher Ressourcen Modell (ZRM). Verlag Hans Huber.

Storch, M. & Kuhl, J. (2012). Die Kraft aus dem Selbst. Sieben PsychoGyms für das Unbewusste. Verlag Hans Huber.

Uneståhl, L. E. (2011a). Mental Toughness Training – the decisive factor. Mental Training Sweden AB.

Uneståhl, L. E. (2011b). Hypnosis, Selfhypnosis and Mental Training. Mental Training Sweden AB.

# VOCIS – Vocational Training of the Inner Self

## Methodological Guidelines for Individual Coaching

The central idea of this program is the observation – and conviction – that self-instructing programs for training and treatment lead to good effects and are highly beneficial for individuals as well as groups. The control-mechanism for change and wellbeing is present in every human being. Our preventive approach suggests exercises for individual use that need mainly internal intervention in order to activate the person’s own resources.

VOCIS is a preventative approach. When a therapeutic setting is needed, we suggest consulting medical or clinical help. Our individual coaching approach which underpins all interactions follows humanistic psychology as Person Centred Counselling and systemic therapy guidelines. These approaches are based on the idea that given the proper conditions, all individuals can gain a stronger and healthier sense of self and self-belief. This includes core or ‘active’ conditions in all interactions within the individual coaching:

- 👁️ **Congruence** – be completely genuine with self and others
- 👁️ **Unconditional positive regard** – must be non-judgemental and valuing of self and others
- 👁️ **Empathy** – strive to understand self and others. This means in practice: active listening, offering support, positive body language, asking
- 👁️ **Every instruction is self-instruction.** “Go out of the way, when the client is on his way” is one of the central ideas of Ericksonian Hypnosis.

## Short description - “diagnosis”

In the following description you will find an overview to understand the results of your questionnaire in a deeper way. The results of your questionnaire give information for your possible individual development. After reading you should take a look into the collection of different exercises. Low scores indicate that you could benefit from giving more attention to these parts of your self-regulation and develop them with the exercises. Self-regulation has different dimensions and describes how an individual successfully deals with his life. The scores show how you performed in comparison with the average of results of other participants of the questionnaire. In the following you can take a closer look to what self-regulation is.

The Dimension of **Goal Orientation** describes the extent to which the goals pursued by a person are S.M.A.R.T.: Specific, Measurable, Attainable, Relevant and Timely. Low scores indicate that a person should focus on clear goals.

The Dimension of **Willpower** focusses on the extent to which a person can effectively convert pre-planned objectives, intentions and plans into concrete, result-oriented action. The dimension describes in how far a person can focus on an object, imagine success and performance, and manage time with the right balance between speed and accuracy. Low scores suggest that a person should improve these areas of self-regulation.

**Affect regulation** means the extent to which a person is able to promote and to maintain adaptive affects and emotions as well as to flexibly switch between negative and positive emotions in order to pursue their goals. Furthermore, it includes a way of dealing with conflicting demands, frustrations and inner conflicts during goal pursuits as well as the ability to control impulses which are not goal relevant. Thus, it also reflects how a person copes with failure, learns from mistakes and motivates itself, even when desire has diminished. Low scores are a hint that a person should improve these areas of self-regulation.

The score of **self-perception** describes the extent to which an individual is able to feel, to recognize and to confront external expectations along with their own needs, preferences and intentions. It includes the extent to which an individual has access to their own somatic markers and the quality of their self-observation. Low scores suggest that a person should improve these areas of self-regulation.

**Self-reinforcement** gives information about the extent to which individuals are able to encourage themselves, to remind themselves about certain tasks, to conduct 'constructive' inner dialogues, to reinforce themselves and to suppress disturbing thoughts. Low scores suggest that a person should improve self-reinforcement skills.

**Self-integration** takes a view onto the extent to which a person's goals and actions are congruent with their own needs, values and long-term life plans; the extent to which a person feels authentic, inwardly free and autonomous in what he or she is doing. Low scores suggest that a person should improve his or her self-integration.

**Self-development** describes the extent to which self-exploration, personal development, change and self-knowledge is important to a person; the extent to which a person is open, curious and reflective regarding his or her own thinking, experience and behaviour; the extent to which individuals can take a bird's eye view of themselves. Low scores suggest that a person should focus on the dimension of self-development.

**Self-compassion** is the extent to which a person is accepting, understanding and non-judgemental towards his or her own shortcomings and mistakes; the extent to which a person is able to engage in productive self-care. Low scores suggest that a person should give him or herself more self-compassion.

## VOCIS - Four Case Studies/ Case-examples

### JASON

Jason is a key account manager, who works successfully and with impact in his team. He has a high achievement motive and a tendency to behave impulsively when stressed. He is 42 years of age, married and has two children. He came to a coaching where the coach suggested a questionnaire to get information about his self-regulative skills. This instrument suggested him to develop his affect regulation and proposed different exercises. He regularly makes use of self-hypnotical interventions and shows improvements by reacting more calmly, relaxed and appropriately in tough situations.

### LINDA

Linda is a 35-year-old mother of twins. She tends to avoid tasks and sometimes even procrastinates. Her neighbour is a teacher at the local primary school, which makes use of a questionnaire for the team members that measures different self-regulative functions. The neighbour proposes that she make use of this instrument and brings it to her. The questionnaire made clear, that she would benefit by setting her goals more clearly and by strengthening her willpower after decisions to work on a task. She decided to train and improve her willpower by regularly doing mental toughness exercises from the VOCIS toolbox.

### GARY

Gary is a 52-year-old psychologist in a children's hospital. Trained in cognitive behavioural therapy, he works effectively and efficiently with the children, their parents, doctors, nurses and other collaboratives. When confronted with pain, hurt and sorrow of his little clients, he sometimes feels helpless and a little bit tired of his job. His supervisor suggested him to use the VOCIS diagnostic toolkit, which showed, that Gary's self-regulative skills are almost excellent. It also pointed out, that one single dimension, his self-empathy, could benefit from further development. The VOCIS toolbox gave him a choice of three exercises. With the help of these self-instruction instruments, he started to take a daily look at his self-empathy, aiming to improving it.

## PATRICIA

Patricia is a 25-year-old teacher in a primary school and has just finished her education. She is interested in her further development and takes part in a group coaching, provided by her university and where the VOCIS diagnostic toolkit is used for an initial check up. The results of her questionnaire suggest, that she should take a closer look at her self-observation skills in order to make use of somatic markers, that her body delivers in her daily life, for instance while teaching. The trainer of the group suggested that Patricia should work with the Bodyscan in order to develop a better feeling for her physical needs, the tension of her muscles and her state of relaxation.

**More tools to be found on [vocis.org](https://vocis.org)!**

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*Your feedback to*

## **VOCIS – Vocational Training of the Inner Self**

### **Materials concerning Individual Coaching (IO3)**

#### **Personal details**

*Your coaching activities are*

- your main profession       embedded in your professional activities

*Your Gender*

- Men       Women

*Your Age*

- <30       31-40       41-50       51-60       60<

*Your Training as a Coach*

- no training       further education       diploma

*Main groups of your usual coaching activities?*

- Trainers     Teachers     Coaches     Professionals     Students
- Unemployed people       Other:.....

Please note that this survey is anonymous. If you have any questions regarding the materials or the questionnaire, please contact:

Name

First name:

Tel.

E-mail

## Feedback to VOCIS - Individual Coaching

Date (Day/Month/Year):

Country:

👁️ 1. Please describe your experience with the toolkit and the exercises!

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👁️ 2. In your opinion, what are the key strengths of the toolkit and exercises?

A .....

B .....

C .....

👁️ 3. What are the main weaknesses?

A .....

B .....

C .....

👁️ 4. How clear and user friendly are the materials?

*Very high*      5      4      3      2      1      *Very low*

Any comments?

.....

👁️ 5. Which group(s) do the participants belong to?

Trainers     Teachers     Coaches     Professionals     Students

Unemployed people     Other:.....



6. What main positive feedback did you receive from the participants?

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.....  
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7. What main negative feedback did you receive from the participants?

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8. What information has been more helpful to you as a coach?

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9. What else would you need in addition to the information provided?

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10. Suggestions for improvement? Feedback you'd like to give to the VOCIS team?

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**Many thanks for your collaboration! Your VOCIS team**

**Materials for peer coaching, modules for initial training and further education will be published in the coming months. We would be delighted to inform you: please sign up to the newsletter of [vocis.org](https://vocis.org)!**