

# Resilience: Session 2 Self-evaluation and peer coaching



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### Insights or actions from last time? And outcomes?

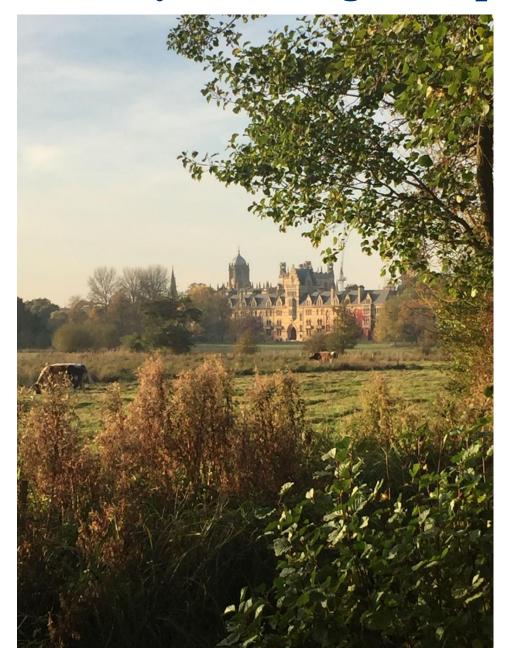


Talk in pairs and send us a message!

(And if you did nothing, what's been stopping you?)

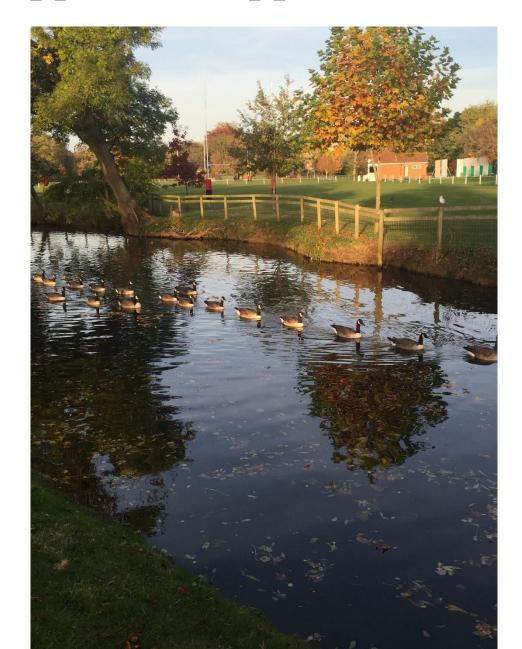


### This week: what's your fave green space?





### What we appreciate, appreciates





### How it will work!



- Series of webinars over 12 months
- Work with the group and in the room
- Follow-up top tip
- Whatsapp group



### Casita model: Vanistendael



Attic Other experiences to be discovered Constructive Skills First floor Self esteem Humour Competencies Capacity to discover sense, meaning and coherence Ground Floor Networks of informal relations (Family, friends...) Fundamental acceptance of person (not behaviour) Basement Foundation



### Our overall agenda



- 1. Understanding resilience
- 2. Managing your whole self
- 3. Peer coaching
- 4. Harnessing energy
- Using your strengths intentionally

- 6. Thinking about control
- 7. Recognising team resilience indicators
- 8. Generating a positive mind-set
- Understanding emotional labour and proactive coping
- 10. Recognising others

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## Managing your whole self: A wheel of life...







#### Areas to select

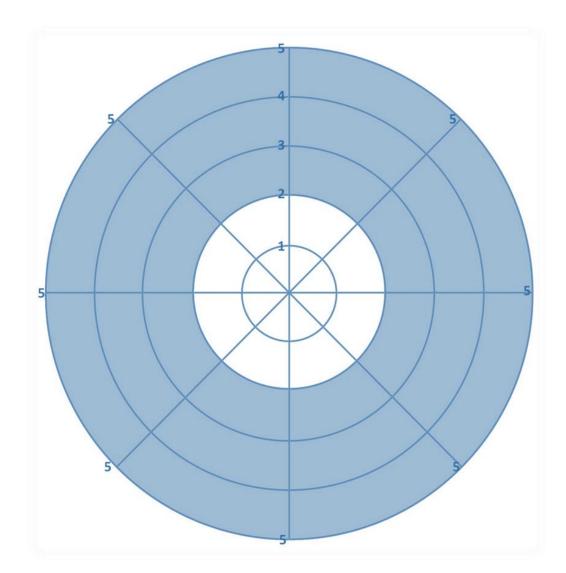


- Family
- Partner
- Learning
- Relationships with colleagues
- Self-care
- Community work
- Exercise

- Friendships
- Coaching
- Caring for dependents
- Professional selfdevelopment
- Time off
- Relaxing
- Hinterland or hobbies

### My wheel: work-life or work







# A framework to coach: GROW (Sir John Whitmore): intention!



- Goals: what does your coachee want to achieve in this session?
- Reality: what's going on for them:
- Options: how can you help them generate choices about dealing with their situation?
- Will: what is your coachee willing to do? (Check their buy-in from 1-10)
- Note: you might need them to explain their reality first!

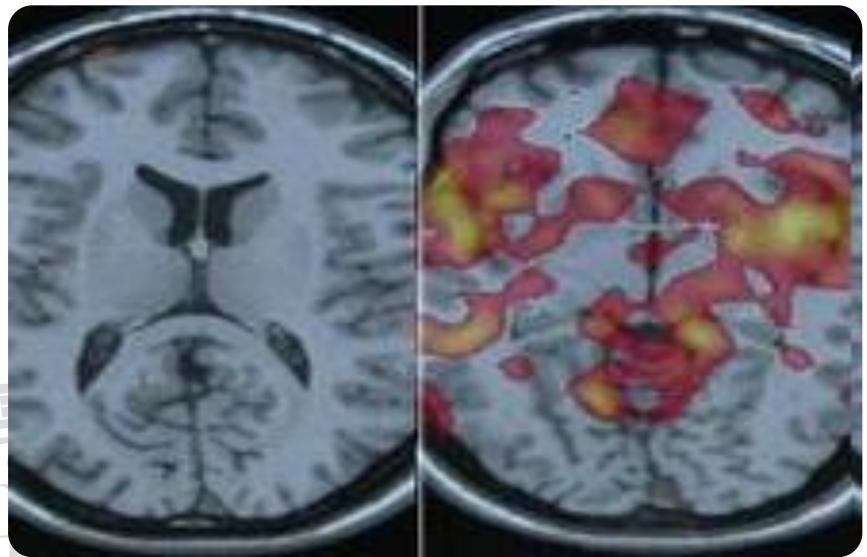
# Peer coaching: non-directive and self-enabling



- Asking what they observe from looking at their wheel: what they like and what they would like to be better
- Moving on to what a good outcome would be for the next 5 min
- Listening without interrupting!
- Observing what's happening and reflecting this back
- Asking open questions: 'what' and 'how' are very important
- Refraining from advocacy or consulting i.e. telling someone else what to do; ('did you...', 'have you...', 'could you...')

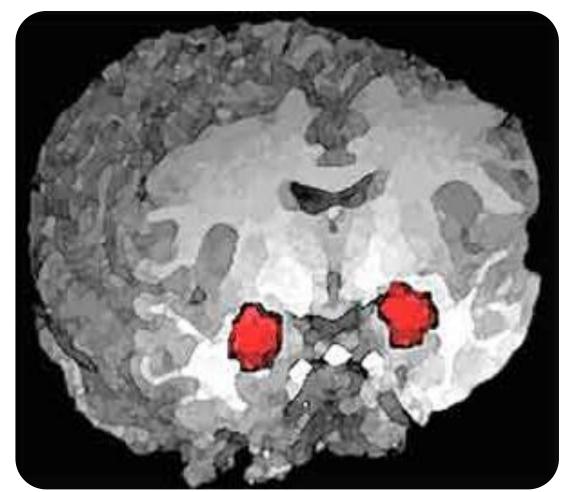
# Physiological responses in the brain during solicited advice (fMRI stills)





# Physiological responses in the brain during unsolicited advice (fMRI stills)







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- Listen again ©