

Supplementary Workbook to the

**Psychologically
Informed Practice for
Leaders and Lovers**

**Course on Insight Timer
Dr. Jan Russell & Keziah Gibbons**

Course Outcomes

This course is for anybody who works with, loves, or otherwise interacts with human beings. Over the course of 30 days we'll be looking at some of the most impactful evidence-based techniques to help you to facilitate powerful, outcome-oriented communication and behaviour, in yourself and those around you.

By the end of these 30 days, you will understand the principles of Psychologically Informed Practice as a dynamic approach to effective engagement, be able to practice easily learnable skills which fuel impact psychology, and hear how to develop and maintain resilience in yourself and others.

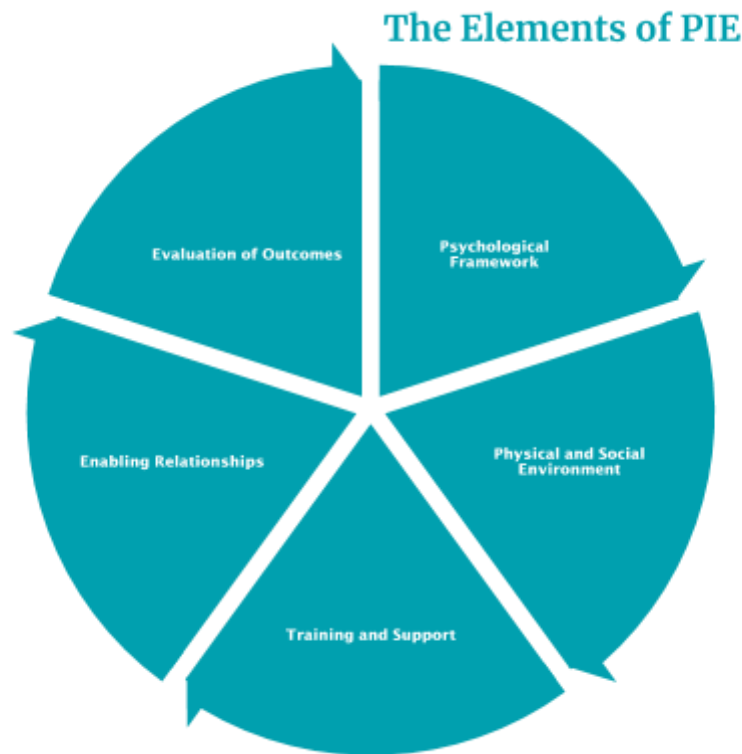
The course includes a number of 'quick wins' - small steps that make a significant difference, and simple models to help improve your practice.

The framework for this course is intentional and specific, and originally developed in the professional sphere, particularly for organisations working with vulnerable service users. We have used the framework elsewhere and we believe that everybody can benefit from using these practices, at work and at home.

This workbook is supplementary material only. You can find the full audio course on Insight Timer at <https://insighttimer.com/keziahjanice>.

1. Introduction to Psychologically Informed Practice

In this lesson you will learn about Psychologically Informed Practice, its origins and applications. How can the psychologically informed framework help you to perform better in all your relationships – at work and at home? You'll meet your tutors Dr Jan Russell and Keziah Gibbons, with decades of experience between them.



2. Applying Psychologically Informed Practices to You

We use psychologically informed practices with staff who work with the vulnerable, with people who work therapeutically, with Leaders, and with anyone who wants to flourish. In this lesson we will go into a little more detail on the impact of psychologically informed practices, particularly in relation to accountability, responsibility and empowerment. You will reflect on your personal contexts to begin to assess where you would like to gain more influence.

Some of the questions to consider are:

Choose a context in which you would like to consider your physical self and environment.

How would you like to feel, physiologically, in the space that you've identified?

What ambience do you want to be present, the vibe, the feeling?

What kind of messages do you want to see around you, in picture, objects, words?

What is in the space that welcomes people in?

What boundaries need there be in that space?

What signs of inclusion or exclusion are present in the space?

Anything else you can think of, depending on the function of the space.

3. The Power of Psychologically Informed Communication

Why, where, and how can you enable psychologically informed relationships? Today we start on this in depth topic, discovering how you can help the people you interact with to feel valued and heard, and how you can help them to hear and understand what you've got to say.

Listening Skills - Rate Yourself

Skill	Initial Rating	After 1st Practice	2 Weeks Later	4 Weeks Later
<i>Being present</i>				
<i>Listening without interrupting</i>				
<i>Focusing on what the other person is saying</i>				
<i>Giving your full attention without distracted behaviours</i>				
<i>Listening without thinking about what you are going to say next</i>				
<i>Paraphrasing</i>				
<i>Summarising</i>				
<i>Empathising</i>				
<i>Listening without advising</i>				
<i>Listening without questioning</i>				

4. How to Create Psychologically Informed Relationships

Deep, intuitive understanding of one another makes for powerful relationships supporting great outcomes. Today we take a look at how we can create that understanding with a little focus and attention.

Use this space to reflect on what you have learned and in which contexts you intend to practice it

5. Introduction to Mindfulness for Leaders and Lovers

Mindfulness is very popular these days, and there's a reason for that. We'll explore the what and how of mindfulness, and look at what neuroscience has to say on the subject.

Use this space to reflect on your experience with mindfulness

6. The Impact of Your Environment

Environment impacts. We create our living spaces to influence mood and behaviours, and behaviours are enabled by our capabilities. What we believe impacts our capabilities, and is also connected to our identity. In today's session, you will explore the meaning of these neurological layers through reflection and guided fantasy.

Dilts neurological levels of change



Use this space to answer the following questions:

How do you self identify?

What are your key beliefs?

What are all of your capabilities?

What behaviours do you do?

How satisfactory is your environment?

7. Setting Goals for Maximum Impact

Goal setting is extremely useful yet is only long lasting if the goals observe certain criteria so that they inspire motivation. In this interactive session, you will learn evidence based criteria to help you and those you spend time with, create impact ful goals.

Use this space to write down how the five conditions of how to set *compelling* goals impacts your chosen goal.

8. Psychologically Informed Goals that Work for You

In this meditative session, you will move through a guided goal setting exercise to apply the learnings from Session Eight to your personal contexts.

Use this space to reflect on your insights.

9. Solving Problems and Creating Opportunities (after Egan)

Smart problem solving is so powerful, and it could benefit us all to be taught this skill in all education systems. In today's session you will familiarise with an overview of Gerard Egan's problem solving framework, which has underpinned many a counselling course across many cultures.



10. What's the problem? Reflecting strengths and finding leverage.

This is an interactive session in which we will explore how to find the point of leverage for change in someone's world. In today's exercise you will learn how to elicit all the aspects of a problem situation and develop the opportunity for change.

What's The Problem? Things to Consider:

- What is problem and what is situation?
- How many problems are there, and which is priority?
- Whose problem is it?
- What are the emotions?
- What are the strengths?

11. Every Problem Creates an Opportunity

This is the session in which you discover what situation would be the best possible outcome for someone, finding the opportunity of what you might like instead of what you have now. You will go on a guided journey to explore possibilities and find the detail of a preferred outcome.

What would you like instead?

(What would improve the situation a little bit/ a lot/ make it perfect? What would you like more of/some of/some more of?)

Can you imagine the future after you have achieved your goal? How much has it cost you? Are all the consequences good for you? What has it cost the people around you that you care about? If achieving the goal has negative costs and consequences, is it worth it? What's the cost and consequence of not achieving your goal?

To go UP the Goal Ladder:

And what would that achieve for you?/What would be the purpose of that for you?

To go DOWN the Goal Ladder:

And what would that look like?/What would be happening that isn't already?/What would you have that you don't have now?



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SMART Goals:

Specific

Measurable

Achievable

Realistic

Timed

12. Moving into Action

In today's lesson you will learn ways to choose actions which can help you to achieve your outcomes, and will experiment with an open mind process to generate alternatives, before finding a best fit and moving forwards.

Generate as many ways as possible, and list as many resources as possible, which might in some way help to achieve the goal.

How many people can you think of, that might in some way help to achieve the goal?

How many places can you think of that might in some way help to achieve the goal?

How many organisations, or professionals, or groups, can you bring to mind that might in some way help to achieve the goal?

What are the wildest and most ridiculous ways that you can think of that you might achieve your goal?

Which are the most powerful, the easiest to access, or the most appealing?

What's the first step? When might that happen?

Can you consider what might stop that first step being taken? How might you get the plan back on track in this contingency?

If the plan is likely to take some time, what will make absolutely sure that it is completed?

13. Self-Application: Mindfulness

Today's session is designed to help you to cultivate the skill of mindfulness, and be present with and within yourself first and foremost, through a connection with your body.

What would be your ideal stress level, on a scale of 1-10?

What is your current habitual stress level?

Use this space to reflect. How did you feel after the breath meditation?

What stress level were you at immediately afterwards, and during the rest of the day you practiced?

14. The Principles of Effective Challenge

Developmental progress requires some level of change, and some level of change brings challenge to the status quo. Effectively challenging either oneself or someone else is a fine art. An effective challenge is more an invitation than a confrontation, and in today's lesson you will learn the guiding principles which enable this to be so.

Use this space to reflect on how using the principles of effective challenge will support you with specific situations.

15. The Skills of Effective Challenge

Once we have the principles of effectively challenging self and others, we can learn some fundamental skills. In this lesson, you will have the opportunity to practice classic skills of effective challenge.

Use this space to identify where and how you might challenge using the cognitive and linguistic skills from the session.

16. Reframing

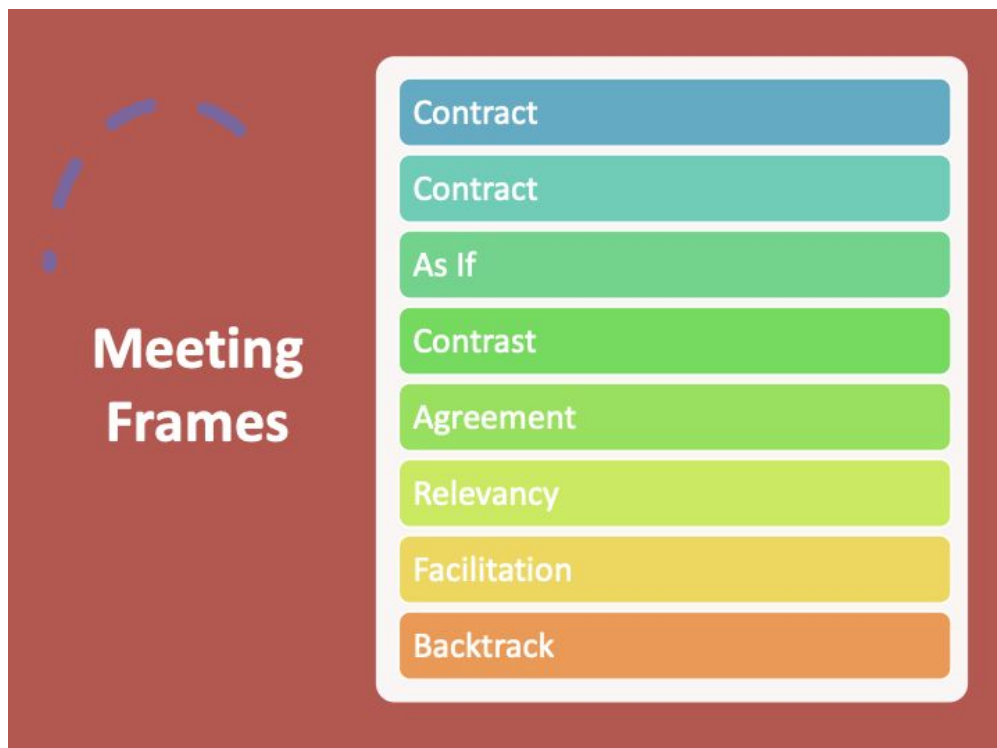
Reframing is the art of seeing something from a different viewpoint in order to generate awareness of possible values in behaviours or situations that at first seem daunting. We will look at both content reframes and meaning reframes, using interactive exercises to bring this alive in your world.

What's in your Frame?



17. Framing Meetings for Maximum Impact

Meetings can take up a lot of your time. Framing is about the set up you make when you are moving into or inviting someone else into a situation. Today you will explore some key frames which are extremely useful in meetings and learn how to set them up and why.



18. The Power of Perspective

“Before you judge me, walk a mile in my shoes.” What if we could step into someone else’s shoes? What would we learn? How might we experience ourselves? Today’s exercise is a powerful one for moving forward from a stuck situation.

Use this space to describe your situation after you had directed it

19. Introducing Positive Psychology

Positive Psychology was coined in the 1980’s by Professor Martin Seligman. In this interactive session, you will learn what is meant by positive psychology and how it relates to the state of happiness. You will also learn the three basic foundations of how to flourish.

Use this space to note:

- **The kindnesses that you have received from others**
- **Your kindness strategy**
- **For whom you might like to write a gratitude letter**
- **Three things you are grateful for today**

20. Your Strengths, Your Virtues

In this session, you will be introduced to the notion of strengths and how they relate to your particular moral compass, your virtues. In today's exercise you will get in touch with how using your preferred and most aligned strengths can create a more resourceful state for making choices and decisions.

Use this space to reflect on the top three strengths that you have identified.

21. Strength Spotting

Understanding strengths and what they mean to people gives you a great tool for helping to bring out the best in others. Today's exercises will be a mental run through of take away skills to try out in the context of your choice, whether at home, at work, at play.

Use this space to reflect on what you discovered when:

- **You ran through the strength spotting exercise**

- **You ran through the strength sharing exercise**

- **You ran through the spot and share exercise**

22. Mindful Relationships

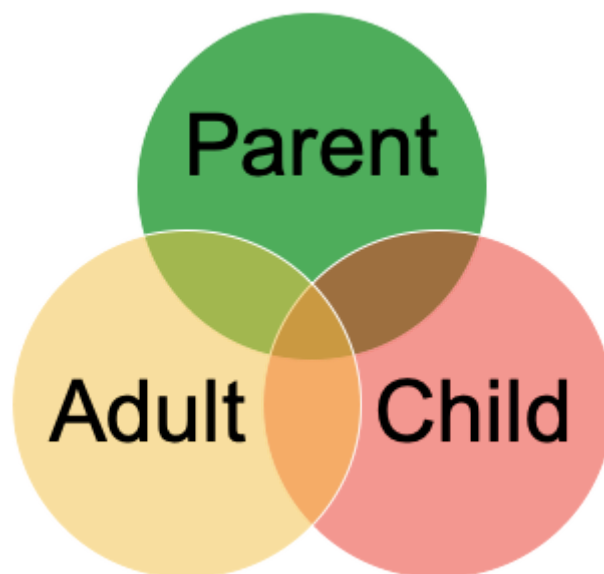
Mindfulness is something we can apply to ourselves, and to our relationships. Today, we'll practice mindful compassion for ourselves and others.

Use this space to reflect on your experience of the loving kindness meditation

23. Psychological Frameworks - Part One

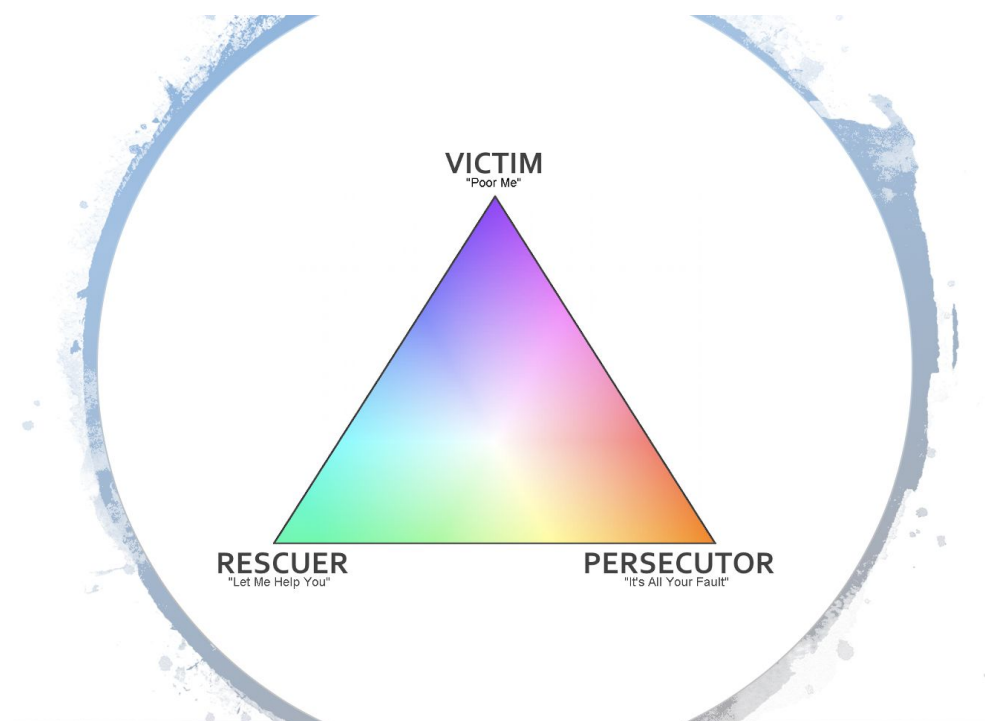
Knowing and using a psychological framework brings new levels of awareness and widens choices in your behaviour. In this session, you will be introduced to the basics of a psychological paradigm from Transactional Analysis (TA) which gives insights into dynamic relationships.

Use this space to review your insights after trying on the physiology of the Parent/Adult/Child ego states.



24. Psychological Frameworks Part Two

In this lesson, you will learn some ways to use the TA paradigm in a very simple way to give you tools to make changes in relationships which could be better.



25. Choosing and Creating States

How we are in any given moment can have a massive impact on performance. Today we create and anchor a series of performance states for you to access at any time. Learn how physiology can affect state and how to hack your own physiology for optimal state.

Use this space to draw yourself in your ring of power

26. Your Oxygen Mask

Chances are you've spent a lot of the course so far thinking about how you can apply this to benefit the people around you, right? The key to excellence, as a leader or a lover, is knowing not only how to take responsibility for yourself, but also how to take care of yourself. We'll also check in with how you're using the tools in this course to support your own process.

- *How well is your environment, physical and psychological, set up to support you?*
 - *How can you better support your state?*

- *To what extent are you applying the psychological tools taught in this course to yourself and your own outcomes?*
 - *Do you know what your outcomes are?*
 - *Are you committed to a mindfulness practice and how is it working for you?*
 - *Have you practiced experiencing from a third position?*

- *How many of your relationships are enabling to both yourself and the other person or people?*
 - *Where, when, and how do you practice your listening and speaking skills?*
 - *Are you using framing in your communication? How do you frame your own experience?*

- *Do you give yourself the opportunities and the permission to learn?*
 - *What are your strengths?*

- *How often do you reflect on your experience and do you ever make changes in accordance with your reflections?*
 - *How often do you show up in your adult self?*
 - *Are you practicing self compassion?*

27.Aligning Your Goals

You have your goals, in life, at work, at home. Goals for yourself, your team, your organisation, your family. Today we work through a simple yet profound exercise to check in on how aligned these goals are, and notice how we need to tweak to achieve your ultimate goal.

My goal(s)

My organisation/family's/team's goal(s)

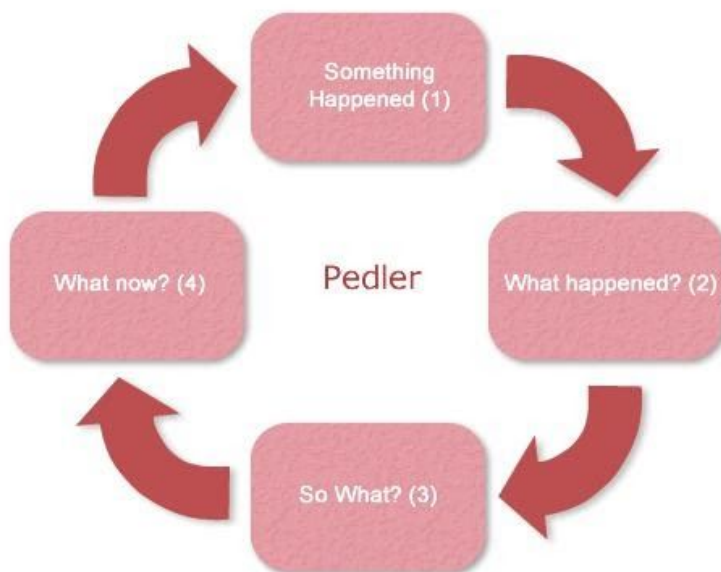
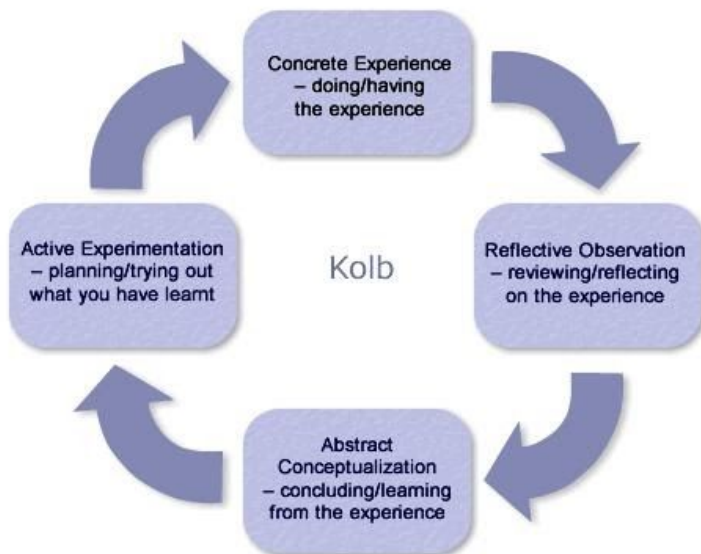
My client's/customer's/individual friends or family's goals

Any other stakeholders' goals

How do they align?

28. Keeping On Top - Reflexive Practice

We are reflective when we take the time to reflect on how our performance has been. We are reflexive when we identify tweaks we can make to improve next time. Learn the simple questions which can help you to be both reflective and reflexive, to keep on doing better.



Your Reflexive Practice Questions

What did you notice about your performance?

What went well?

What challenged you?

What might an observer have noticed?

If you could do it again, what might you do differently?

What will you do about it in future?

29. Keeping On Top - collaborative feedback

Evaluation is a key aspect of psychologically informed practice: if something is working well, we need to build on it. If not, we need to amend it or leave it behind. First of all, we have to know about it. In this session, we will complement the session on reflexive practice with some principles and tips on how to give and receive feedback between ourselves. Exploring this practice will help you to be able to make your feedback accurate and noticeable.

Use this space to reflect on:

- What feedback would be most beneficial to me this month?

- What feedback might I be overdue in giving to someone in a specific context?

30. Mindful Reflections and Progression

Congratulations! If you've got this far, it's because you have challenged yourself, and accessed determination and discipline. Today, we reflect on what you've learned over the course, how you are already applying it, and what's next.

And now it's time to set your outcomes for where you want to go from here. We explore the conditions of well formedness in an outcome, and how we can use what we've learned to set our outcomes precisely and intentionally.

Questions for a Well Formed Outcome

What do you want?

How will I know when you have this?

How will you know when you have this?

Where and when do you want this outcome?

Is this outcome within your resources and control?

What are the advantages?

Are there any disadvantages to this outcome?

What will change in your roles and relationships, and what impact will your achieving this outcome have on the other people in your life?

What's important about getting this?

About Us

Contact Us

jan@yourbusinessinmind.com
connect@keziah-gibbons.com

Training Offers:

Psychologically Informed Environments
NLP Diploma/Practitioner/Master Practitioner/Trainer
Company Culture
Coaching & Supervision
Tarot for Employee Engagement
Mindfulness
Reiki
Bespoke Packages

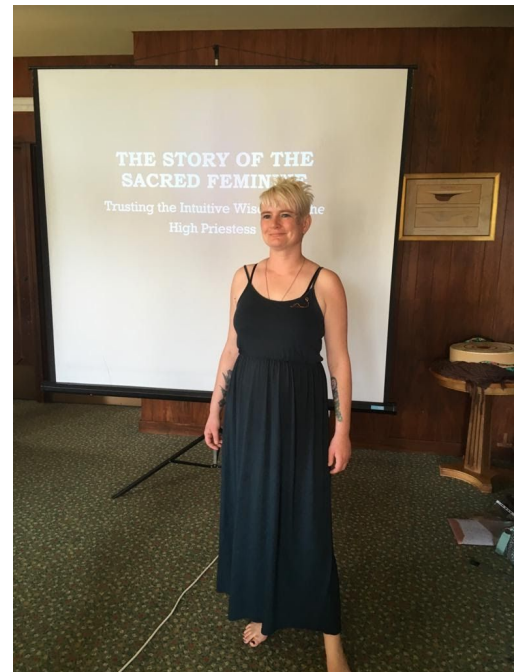
Dr. Jan Russell began her career in Medical Social Work at the now famous Selly Oak Hospital, and later diversified to management, training, supervision and organisational consultancy within the public, private and voluntary sectors. Jan is widely published in the field and lead author of An Introduction to Coaching, 2011. She works extensively across the Public, Private and Third Sector and holds an extensive portfolio of Executive coaching clients across the public and private sector. She also values diversity and equal access and works extensively in the Third Sector. She is a double certified trainer in NLP, heads up the creation of ethical and applied NLP training in the Lincolnshire region and works extensively on blended learning and engagement programmes in Senior Management. She is a visiting Senior Fellow (Business Coaching) at the University of Lincoln and external examiner (Coaching) at the University of East London. Jan is a creative trainer, and actively pursues and incorporates innovation within evidence based programmes. She is a Trustee of Cancer United. Jan heads up the Quality Assurance aspects of the company and last year won an award recognising the success of the business in Lincoln.



Jan is a fan of travelling, dance, art and literature, and is a writer and a tutor in creative writing. Jan writes with humour and compassion, and her latest works enjoy some small success in the public domain.

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Keziah Gibbons is a professional with compassion and integrity as well as knowledge. She creatively facilitates many-layered transformational workshops internationally. Working from a deep understanding of integrated body-mind circuitry underpinned by specialist training in energy medicine, neurolinguistic communication and mindfulness, and animated by her soulful intent and gentle wisdom, Keziah helps people to reconnect with their purpose and mission in life from the inside out.



In the UK, Keziah has brought Tarot, Mindfulness and Psychologically Informed Environments to private and third sector organisations, boosting employee engagement and resilience at the same time as providing valuable practical training and tools for front-line staff and managers alike.

Keziah's personal clients, located all over the world, value the richness and profundity of her healing knowledge and experience, as well as the well of deep compassion from which all of her client work is drawn, and which allows her to really 'see' the person she is connecting with.

Originally from the UK, Keziah now lives in the south of Portugal, and has an honours degree in Portuguese and Russian studies. She is a Reiki Master, a Reiki Drum Master Practitioner, and an accredited Trainer of NLP.

www.keziah-gibbons.com

Instagram: @keziah_gibbons

www.insighttimer.com/keziahgibbons

Guest tutor Dr Graham Dexter was a nurse, Nursing Manager and subsequently Principal Nursing Tutor at Teesside University before establishing himself as a consultant, trainer and coach. Graham developed the recent MSc Coaching course at the Universities of Hull and Lincoln and is a visiting Senior Fellow (Business Coaching) at the University of Lincoln. He is the author of several publications, including *Psychiatric Nursing Skills: a patient centred approach* (1988, 1998), highly acclaimed for its ahead of its time insistence on putting the patient first.



Graham is current in both theory and practice in organisational development and in client services. The outstanding thing about Graham is that he insists on linking the most senior Leadership to the frontline and vice versa. As well as having his finger on the pulse of current organisational engagement needs, he maintains his hands on experience, spending a recent bout in a recovery unit, utilising general and mental health nursing skills, and completing his return to nursing so that his registration to practice as a general and psychiatric nurse, and nursing tutor, is current. Graham is passionate about outcome centred high quality service and leads the talent recruitment and management for the company. He is a certified trainer in NLP (ANLP).

All work and no play makes Graham a dull boy, so he has a hobby in which he has become a world expert. Graham cultivates and competes with the Birmingham Roller pigeon. The hobby has taken him all over the world and keeps his feet on the ground while the pigeons fly high. Graham has authored three books on the subject and models excellence wherever he goes.