



## **Impact of leveraging Whole Brain Thinking & Neethling Beyonder Creativity Model on effectiveness of coaching**

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## **Abstract**

*Daniel Pink said it in 2005 that future belongs to a different kind of person with a different kind of mind: inventors, artists, storytellers and holistic “right brain” thinkers whose abilities mark the fault line between who gets ahead and who doesn't. Earlier times saw the emergence of the age of information where one's focus was to acquire knowledge and apply it. According to Pink, the current age (the conceptual age as he called it) is driven by acquiring creative knowledge, rational application and innovation. Success in today's conceptual age would be driven by how well we marry the left brain (sequential, analytic) thinking and right brain (intuitive, holistic) and become a whole brain thinker. This paper draws on various research articles on how coaches can be more creative (by leveraging a Beyond creativity model) and increase the effectiveness of their coaching by using the power of whole brain thinking*

### **Keywords:**

Whole-Brain Thinking, Thinking Preferences, Whole brain thinking and coaching, Coaching effectiveness whole brain thinking, Impact on effectiveness of coaching using whole brain thinking, thinking preferences, Whole brain thinking, Neethling Beyond Creativity Model

## **Introduction**

In his 1980 essay, *The World of Tomorrow and the Person of Tomorrow*, the psychologist Carl Rogers painted and contemplated the future. He described those people who would usher in this new upcoming era as people with the capacity to understand, bring about and absorb a paradigm shift. Less than two decades into the century, as we started to understand the demands and needs of the Information Age, many authors including Pink (2005) proposed that we are moving into what he described as the conceptual age. The future belongs to a very different kind of person with a very different kind of mind - creators and empathizers, pattern recognizers, and meaning makers. The era of “left brain” dominance, and the Information Age that it engendered, are giving way to a new world in which “right brain” qualities — inventiveness, meaning, empathy — predominate. In today's world which is confusing, complex, fast-changing and radically interconnected place, it is no longer sufficient to survive and thrive on the existing knowledge and rational competencies. Leaders and also coaches are needed to be more innovative and adaptive to the needs of the clients. A greater understanding of both sides of the brain is needed to leverage both divergent and convergent style of thinking. Individuals are unique in many different ways and thus their thinking preferences are also very diverse.

In this paper, I draw on various empirical and literary research to highlight the skills and competencies which will enable success in this new age. I also focus on how a coach can harness far greater results, if he/she understands the power of both sides of the brain (and its eight dimensions). I also provide how a coach can leverage certain techniques and strategies to hone the power of whole brain thinking and create superior results for clients.

## **Review of Selected Literature**

There were many topics to explore and share insights, but I chose the one which I experienced first-hand as a coach. The learning style inventory assessment gave me an insight about my convergent thinking style. Reflections from my coaching sessions with clients told me that I spend very little time in the divergent space of situational analysis, understanding where the client currently is and exploring options. Seventeen years of leadership and corporate experience made me a big picture leader and I always took pride in that. Being a visionary, always describing the big picture, future oriented, risk taking, strategic perspective and intuitive were some of my strengths which made me stand out as a leader. I soon identified being able to operate in an objective space, tendency to analyse the situation in detail, exploring options followed by a detailed planning / action process was quite challenging for me. This realization combined with my knowledge of my own Neethling Brain Instrument Profile (Heavy R1, R2 and low on L1) and later when I started administering to my coaching clients, made it amply clear that my R1/R2 tendencies were impacting the way I was coaching my clients and I was not leveraging the power of my whole brain. It was crucial for me to explore this further to become an even more effective coach. I also leverage the Neethling Beyonder creativity model to explore how that can help in effectiveness of coaching.

My search included several articles and papers on the subject of – ‘Impact of leveraging Whole Brain Thinking on effectiveness of coaching’. Some are outlined below-

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Association, Savannah, GA, October 26

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4. S Arendse (2013). Thesis on evaluating and implementing a deliberate creativity framework to enhance business performance; Investigation, analysis and review of the Neethling brain instruments, creativity models and tool, *Chapter 5*
5. Kleibeuker, S. W., Stevenson, C. E., van der Aar, L., Overgaauw, S., van Duijvenvoorde, A. C., & Crone, E. A. (2017). Training in the adolescent brain: An fMRI training study on divergent thinking. *Developmental Psychology, 53(2), 353-365.*
6. Dorothy A. Leonard (1997), Harvard University. Putting your company's whole brain to use. HBR Scholarly article, *Page 3-5*
7. Pink, Daniel H. (2005). *A whole new mind: why right brainers will rule the future* New York: riverhead books
8. Christine Swart (2017), Neethling's thinking style preferences instrument to enhance team performance in an organization in South Africa. Thesis submitted in University of South Africa
9. NBI (Neethling Brain Instrument) and Neethling Brain Creativity Model -Conversations with Dr. Kobus Neethling and fellow Whole Brain practitioners
10. Interviewing couple of coaches who use whole brain thinking
11. Anecdotal

## **Role of brain**

Modern day research on brain and looking at the immense potential the brain is carrying, the brain is being classified as the "3-pound universe". One distinguished neuro-anatomist,

investigating the brain's complex functioning, christened it "the magic loom." As the knowledge of the brain's capabilities and working process increases so is the promise of coach's ability to leverage it and use it for working with clients

### **Neethling Brain Instrument (NBI)**

Creativity implies whole brain thinking (Neethling, 2000c:4) and is an integrated functioning of left and right brain functioning. The power of leveraging divergent and convergent thinking has already been proved to produce results which are more authentic and more holistic. Since all humans are unique so is their style of thinking. One of the important aspects of understanding human behaviour is the ability to understand human thinking and human actions (Thagard, 2010:2).

The Neethling Brain Instrument (NBI) of Kobus Neethling, developed after extensive international research since 1980 on left/right brain functions, give many clues for a deeper understanding of the different dimensions. Results of research on the NBI have been very significant and have shed huge light on whole brain science.

In the 1960's, Philip Vogel and Joseph Bogen performed their breakthrough, split-brain surgery on three epileptic patients. Roger Sperry (who received a Nobel Prize for this work in 1981) and his colleagues Bogen, Vogel and Gazziniga, tested these patients. They discovered that the two hemispheres of the brain control vastly different aspects of thought and action. They found the left hemisphere (controlling the right side of the body) is dominant for language, speech and analytical and logical thought. The right hemisphere (controlling the left side of the body) excels at visualizing, holistic and unstructured tasks.

This breakthrough was followed by brain dominance research by Ned Herrmann, Jaquelyn Wonder, Priscilla Donovan, Beverly Moore and others. The NBI was developed after extensive, international research after 1980 on left/right brain functions, leading to the quadrant NBITM profile. Kobus Neethling, under the research guidance of Prof Paul Torrance of the University of Georgia, first developed the NBITM for adults, before applying similar

methodologies to develop a number of other whole brain instruments.

Neethling's study of the unique human being and brain preferences had its origin in his interest in and search for the true meaning of creative behaviour. Neethling research was to seek the connection between creativity, thinking styles and brain dominance. His research of creative behaviour convinced Neethling that creativity can be developed and that an understanding of brain preferences can assist in his development. According to Neethling and other whole brain students, most people show thinking preferences associated with one or more of the four quadrants/eight dimensions of the brain. These preferences, it is claimed, consequently affect behaviour in most areas of one's life. It would therefore affect relationships, career choices, parenting style, the way people communicate, do business, learn and teach.

Creative imagination signifies whole brain thinking (Neethling, 2009:12). The NBI includes profiles of thinking preference that are comprehensive, unbiased analysis of the individual's thinking preferences, that has no profile appearing better or worse than another. The NBI brain profile gives an indication of how a person: communicates, acts towards other people, conducts business, learns, teaches, solves problems or makes decisions.

One's brain profile gives an indication of how they prefer to communicate, manage, learn, teach, lead, solve problems, make decisions, form relationships and many more aspects of life.

A distinctive ability is to understand the four thinking preferences quadrants, and the ability to transfer, extract and react using the four quadrants' preferences as a basis for decision-making, communication, response activation and thinking.

Neethling's research showed individual's thinking preferences – which part of the brain one prefers the most. NBI not only looks at thinking style differences between the left and right sides of the brain, it further divides the brain into quadrants where distinctions can be made between upper and lower quarters of each side (See Table 1).

The most recent development has been the introduction of the 8-dimensions, providing even more insight into thinking preferences and applications at work and at home. NBI is an instrument for thinking preferences which shows 4 quadrants and 8 dimensions of the brain. This 8-dimensional model allows for much greater insight into personal and group development. NBI™ research shows that most people develop preferences in two adjacent quadrants, on one side of the brain – left or right. Only 3% use their whole brain equally. Preferences do not mean that one is skilled in the preferred quadrant. Lastly, thinking preferences interact with other individual and situational factors to influence behaviour.

| <b>Table 1 - NBI Profiles – Quadrant Summary</b>  |  |
|---|--|
| <p><b>TOP LEFT (L1) – WHAT?</b></p> <p>Mathematical/financial, Factual reasoning, Logical, Objective, Diagnostic, Analyzing, Clinical, Performance-driven Rational, Realistic, Concrete, Focused, Sensible, Accurate, Calculating, Goals</p>  | <p><b>TOP RIGHT (R1) – WHY?</b></p> <p>Holistic, Big picture, Flexible, Risk-taking Curious, looking for alternatives, Creative Artistic, Speculative, Imaginative, Strategic, Simultaneous (doing many things at once), Visionary, Synthesis (link ideas), Intuitive, Preference for change, Visual Thinker, Unconventional, Experimenting, Challenges Status Quo, Opportunity Oriented</p> |
| <p><b>BOTTOM LEFT (L2) – HOW?</b></p> <p>Organized, Planned, Structured, Step-by-step approach, Detail oriented, Sequential, Thorough, Reliable, Result-driven, Orderly, Neat, Consistent, Diligent, Methodical, Prepared, Systematic, Habitual, Punctual, Efficient, Organized</p> | <p><b>BOTTOM RIGHT (R2) – WHO?</b></p> <p>Sociable, Empathetic, Teamwork oriented, Involved, Playful, Approachable, Perceptive, Empathetic, Understanding, Supportive, Harmony, Relational, Loyal, Tolerant, Sensitive, Affectionate, Feeling, Emotionally Expressive, Cohesive</p>  |

## Whole Brain Thinking

The NBI philosophy is grounded on the principles of whole brain thinking and preferences in that individual's thinking preferences are located over four quadrants of the brain in varying degrees, depending on the individual profile. The awareness of one's own thinking style and the thinking styles of others combined with the ability to act outside of one's preferred thinking style is known as 'Whole Brain Thinking'



To understand 'Whole Brain Thinking' it is first necessary to understand how each of the two hemispheres work. With more than three decades of research on the brain's hemispheres, it is possible to distil the findings to four key differences between the left and right (Pink, 2005):

1. The left hemisphere controls the right side of the body; the right hemisphere controls the left side of the body
2. The left hemisphere is sequential; the right hemisphere is simultaneous
3. The left hemisphere specializes in text; the right hemisphere specializes in context
4. The left hemisphere analyses the details; the right hemisphere synthesizes the big picture

### **Whole brain – Eight quadrant model**

Every single quadrant can be viewed as being a distinct dimension, or each quadrant could be separated into two dimensions. As a result of universal application of the tool and growing popularity associated with the phrase 'whole brain' within the last couple of years, at present Neethling applies the term '8-dimension brain' instead of 'Whole Brain Instruments'. For the purpose of this paper, only the high-level term of all the quadrants have been used.

Further, NBI splits preferences into four left/right quadrants:

- L1: analytical and factual
- L2: organized and detailed
- R2: interpersonal and sensitive
- R1: strategic and unorthodox

Despite their distinctive functions, the two hemispheres don't operate as on-off switches with one powering down as soon as the other starts powering up. We can enlist both halves of our brains: "Concepts without intuitions are empty, intuitions without concepts are blind." (Kant ET all, 2008).

A left or right brain thinking style tends to take precedent in thinking processes, the research is indicating that any individual who either demonstrates whole-brain thinking, or collaborate with partners who are dominant in thinking preferences different from their own, are likely to have a higher success rate in innovation, employee engagement, change and renewal. Same holds true for coaches as well and that's where my paper would focus on. Typical questions for a coach when they intend to leverage a particular quadrant

|  |  |
|--|--|
| <b>L1</b><br>What? (do you need, must you know, must you do)       | <b>R1</b><br>Why? (is this important, do you need to make this work) |
| <b>L2</b><br>How?(will you deal with this, plan your action steps) | <b>R2</b><br>Who? (is Involved)                                      |

## Creativity and Creative thinking

**Defn:** the use of imagination or original ideas to create something; inventiveness.

**Defn:** is the generation of new ideas – either new ways of looking at existing problems, or of seeing new opportunities by exploiting emerging technologies or changes in markets.

### Creative thinking

**Defn:** a way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking.

In 315 BC Aristotle laid down his three laws of idea-association, which are still recognized as the keys to creativeness. Aristotle defined the imagination as the movement which results upon an actual sensation. This in effect details that humans recall from the residue of memory, then trace the association by starting with the thought of the respective object presented, then a consideration for what is similar, contrary or contiguous (Neethling & Rutherford, 2005:10).

Creativity research and studies have been conducted for many years and stretches over many decades. Definitions of creativity demand a sense of newness, novel or being different, with the expectation of producing newness that is directed and practical (May 1959:61).

While the world is embarking into a new era, creativity is not merely growing to be significantly critical (Pink, 2005; Warner & Myers, 2010:30), it appears that “the future happens to be directly associated with human creativity” (Csikszentmihalyi, 1996:6). Dyson (2010:6) citing Gardner (2010), within his Five Minds for the Future, argues the critical purpose of creativity, to be among the list of five cognitive abilities which leadership into the future must cultivate.

Neethling and Rutherford (2005:12) outline the various definitions and descriptions of creativity found throughout creativity literature. Many different views of the actual definition of creativity, which is best described as the ability to create, invent, imagine, ground-breaking, generative, innovative, original, expressive, artistic, ingenious, inspired, stimulating, productive, visionary, clever and gifted.

Torrance (2000:9) comments that to be creative and apply creative thinking is not considered the domain of regular people, as most people perceive the notion of creativity to be reserved for unique groups of individuals, thus excluding the broader population. Creativity and creative thinking remains a discipline that can be applied with the aid of teaching and directed coaching. If this seems contrary to everyday observations, it is because of the trap syndrome, in which individuals believe that creativity is only reserved for the selected few individuals or a special group of people, with the unconscious incompetence that creativity is in fact possible within all types of people (Torrance, 2000:10).

### **Neethling Beyond Creativity Model**

The Neethling Beyond creativity model transcends various zones of development within the creativity journey. Firstly, encountering Everyday Creativity which is adapting to the known, creativity within rules and traditions, always planned creativity, creativity without mistakes. Secondly moving into the Stretch Creativity zone, otherwise known as the exploratory zone, which explores creativity in uncomfortable circumstances, creativity that is willing to risk,

openness to outside ideas, able to shift the paradigm and challenge obsolete beliefs. Finally accelerating into the Beyond zone, which is the ability to create new playing fields, make impossible possible, change environments, step into the unknown in spite of violent opposition and remain passionate and excited about the other side of the wall. Fear zones are experienced when confronted with either the unknown or state of being unconformable, and the realisation that some different needs to be done or experienced urgently. Stretch ad beyonder creativity only happens when the coach leverages R1 more.

### **The Beyonder breakthrough line**

Our thinking in essence is who we are, thus important to identify our way of thinking. To identify any forms of negative or closed thinking in order to change our thinking, and in so doing change our lives. Below the Line thinking primarily involves negative thinking and attitudes that prevent us from successes, where-as Above the Line thinking is about always choosing positive alternatives and in so doing making the right choices.

### **Above and Below the line Model**

Furthermore, Neethling (2000) outlines in Torrance (2000:160) the characteristics of Above the Line individual and the many facets that drive such people

1. Thinking does not depend on your circumstances – it is your choice.
2. Blaming others and your circumstances for your discontent, is giving up your freedom of choice, it is being controlled, instead of being in control.
3. Thinking can be changed.
4. Below the line thinking and creativity do not go together.
5. Negativity is a learnt habit and the cycle can be broken.
6. It is possible to think and live above the line for most of the time.
7. In order to live a fulfilled and joyous life, our thinking must take us above the line. We therefore must make the right choices. Instead of choosing anger, impatience, stress, dissatisfaction, etc. we have to look for the positive alternatives.

8. When studying the Above the Line Thinking table, identify your own thinking at this point in your life. This is the first step towards change, growth and the freedom of flight.

Neethling Breakthrough line entrenches the notion that each individual is responsible for his or her own thinking choices. If you then realise that thinking comes from your own mind, you also begin to understand that you free yourself from living at the mercy of your conditional thoughts (Torrance, 2000:161). Thinking positively or negatively is personal choice, and thus making that conscious decision determines the outcome of your actions, state of mind, levels of energy and achievements. Moving past the stages of perspective, joy, passion and creative wisdom, means entering into the world of limitless possibilities called beyond the breakthrough line. It is in this zone where creativity is redefined and the impossible made possible.

### **Above and below the line indicators**

The above and below the line framework, plots the mood, change, transformation and current “state of play” prevalent within the organisation at a specific point in time. It

captures the perceptions, realities and attitudes of individuals, teams, groups or the measured specific collective within two distinct behavioural areas, namely:

**Above the Line:** all perceptions, observations, thinking and change that is positive biased, supportive, productive, enhancing and creates an energizing environment and state of mind.

- Change is seen as opportunity and not threat
- Change is viewed as norm of sustained progress

**Below the Line:** counterproductive, destructive thinking, hazardous motivational levels, insecurity, all bordering on a negative working environment and negative frame of mind of stakeholders.

- Change is opposed
- One feels no need to change and feel threatened by it

## Whole Brain Beyonders Coaches

'Whole Brain Beyonders Coaches' is a term I would be using in reference to coaches who intend to go beyond in their method of coaching and also intend to take their clients beyond as well as they leverage whole brain thinking for coaching.

| <b>Whole Brain Beyonders Coaches (What do they do for themselves and for their clients)</b>  |   |
|--|---|
| <b>For their client</b>  | <b>For themselves as coaches</b>  |
| <b>(Delivering Beyonders Results for their clients)</b>  | <b>(Leveraging whole brain, Beyonders and above the line thinking)</b>  |
| <ul style="list-style-type: none"> <li>▪ Will stretch their client's boundaries by encouraging deep thinking while exploring options and situational analysis so that they can derive superior creative (beyonders) results for them. Will be comfortable with the silence and maintain their solid coach presence.</li> <li>▪ Will encourage their clients to take risks through their powerful questioning which evokes inquiry, discovery, insight and commitment to action</li> <li>▪ Will encourage clients to learn from their mistakes and test/validate their assumptions throughout the conversation</li> <li>▪ Will acknowledge the fears and support the clients by relating when their clients are moving from their fear zones to stretch creativity and beyonders creativity while coming up with solutions for the problems at hand.</li> </ul> | <p><b>Whole Brain</b></p> <ul style="list-style-type: none"> <li>▪ Leverage whole brain thinking while they are engaging with their client</li> <li>▪ Will be able to assess which part of the quadrant is client leveraging basis their responses and reflections and coach using the appropriate quadrant</li> </ul> <p><b>Above the line thinking</b></p> <ul style="list-style-type: none"> <li>▪ Will stay above the line at all times specially when they are in coaching space with their clients. Their energy will rub off on their clients and help them move to 'above the line' as well.</li> </ul> <p><b>Beyonders Creativity</b></p> <ul style="list-style-type: none"> <li>▪ Will be open and upfront in 'honest labelling'(post earning the right to advance) the client even at the risk of being standing as a minority in that conversation. They will be comfortable as a "Minority of one". This can result in some creative questions coming from the coach.</li> <li>▪ Have a sense of mission with strong focus and motivation, and the courage to commit to a cause or goal which aligns only to client's agenda and nothing else.</li> <li>▪ Will love what one does</li> </ul> |

## Summary of Major Findings

1. Success in conceptual age would depend on adopting whole brain thinking and above the line thinking. Coaches of tomorrow need to hone not only technical competencies but also personal competencies. (*Guiding Principle: Earn the right to advance*)
2. As coaches, we may need to look at our assumptions about our clients and how they apply their brain capacity and intelligence in solving their own problems. We as coaches, will require forward thinking and future scenario-based approaches (which is more R1 way of thinking) (*Coaching Competency: Testing assumptions for self*)
3. If Daniel Pink's prediction about the people who would be successful in conceptual age anywhere near the mark, coaches will be seeing a new kind of client with issues different from those of than their predecessors. Coaches will have to hone their own skills of whole brain thinking to coach clients in their preferred way of thinking (*Coaching Process: Exploring Options, Development Frames, Guiding Principle: Focus on client's agenda, Coaching Competency: Questioning*)
4. When we combine the left brained objective decision-making skills with simultaneous right-brained thinking, the result is far greater and deeper insights. The experience for the clients is more well-rounded that leads to better solutions to complex problems. (*Coaching Process: Action strategies, Coaching Competency: Contributing*)
5. "Whole Brain Beyond Coaches" will leverage a combination of 'Whole brain', above the line and Beyond creativity thinking in dealing with the leaders of the conceptual age and coach according to where their client is coming from. (*Guiding Principle: Focus on client's agenda*)

## Application and Implication for Coaching Practice

Having knowledge of Whole Brain Thinking and Beyond Creativity model has significant implications for coaching practice. When the coach and coachee are on a journey, it's a journey based on trust and outcomes. This journey can become even more impactful if the coach has even more richer tools in their toolkit. Whole Brain Thinking and Beyond creativity are those tools. Once the coach has a sense of what is their own thinking preference, they

can focus on developing other quadrants to serve their clients more holistically. It's clear that a coach can only enter Beyonder creativity and can help their client enter Beyonder creativity, only if they themselves always have Above the line thinking and stay above the line really.

The coach can very easily encourage client to access their own inner resources basis their left or right brain dominance. With that knowledge, coach can tailor his/her approach accordingly. Thus, the critical need for Whole Brain Beyonder coaches is to master the art of moving beyond the breakthrough line, and the ability to pull their clients from below the line into the Beyonder zone.

### Whole Brain thinking and Coaching Process

The process plays a huge role in ensuring client reaches where they intend to reach. Leveraging Whole Brain Thinking at every step is hugely beneficial as one is aligned to client's way of thinking. It will help in tuning in faster and will also help in earning credibility faster. Please see table below which I have come up with for whole brain thinking techniques for coaches to use at every step. This will ensure that as coaches we provide the right balance of support and challenge for our clients in the whole process.

### Guide for coaches to leverage whole brain thinking during the coaching process depending on the type of client they are coaching

| CONTEXT  |   |
|--|---|
| Step 1   |   |
| If the client has<br>L(Left) Thinking Preference   | If the client has<br>R(Right) Thinking Preference   |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Ask more "What" questions</li> <li>▪ Be more sequential and linear in your questions (Don't be abstract)</li> </ul> <p><b>What to hear when client is speaking</b></p> | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Ask more "Why" questions</li> <li>▪ Remember the client loves stories, so help them articulate objectives</li> <li>▪ Give them space to reflect more as they come up with things best when they have space to think</li> <li>▪ Help them be more specific and explicit about what they want to walk with post the session</li> </ul> <p><b>What to hear when client is speaking</b></p> |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>More bullet points, may have number of objectives for the session</li> </ul>   | <ul style="list-style-type: none"> <li>“What brings you here today?” and “Why are here today?” might have similar answers as the client loves answering why</li> </ul>   |
| <b>Step 2</b>   |  |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>Probe more with reflective questions like “Who are you in the current situation?”, “Who would you need to become?” “What does this say about you?” to help them go towards their feelings and emotions</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>Dev frames client will be in: Judger-Learner, Process and Outcome</li> <li>More cognitive and objective answers</li> </ul>  | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>Ask more “What” questions here as it will help them objectify their feelings and emotions. The client will mainly be sharing why it happened. Helping them take to L1 and R2 (What and who) would help</li> <li>Probing more with “What does this say about you?”, “What did you do about it? ” type questions</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>They will be expressing emotions and feelings as you are taking them to past</li> <li>Dev frames client will be in: Identity, Aspiration and Characterization</li> </ul>   |
| <b>Step 3</b>   |  |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>Look for data, facts, figures and leverage your ability as a coach (R1 will be handy here) to connect the dots for the client and reframe</li> <li>Help them connect the past and future and connect the dots. Look for more perspectives. “What else” many times might be a good question to ask here.</li> <li>“Who else” “What were they thinking” will help them move to R2 a little (Empathiser) and will see perspectives from a different lens.</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>They might be struggling with coming up with some “Why” &amp; “Who” questions when asked about coming up with “What questions come to your mind”. Help them articulate and leverage rephrasing and reframing here a lot.</li> </ul> | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>Look for patterns, big picture and intuitive sense of the client</li> <li>Take the clients towards the big picture, emotions, feelings and help them see the vision.</li> <li>Ask questions like “What is your perspective about this situation”? and help them move towards what happened and what was the result.</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>They love this space of reflection so helping them come to bottom line would be key.</li> <li>Help them come up with information they need to make the plan forward as they share their feelings</li> </ul> |

|                          |                          |
|--------------------------|--------------------------|
| <b>CONTENT</b>           |                          |
| <b>Step 1</b>            |                          |
| <b>If the client has</b> | <b>If the client has</b> |

| R(Right) Thinking Preference  | L(left) Thinking Preference   |
|---|---|
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Help them summarize and decipher meaning about the factual data</li> <li>▪ Take them towards “What part of data is confusing” and help them decipher differences. They love data and analysis remember but help them with both pros and cons of analysis.</li> <li>▪ Help them connect dots, trends and linkages</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>▪ They love data, facts and analytics and hence this is their favourite part of the process.</li> <li>▪ They will gladly take on more tasks of collecting data (by observing self as an example)</li> <li>▪ Feedback might be linked to process and organization</li> </ul> | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Leverage lot of metaphors while sharing feedback and draw comparisons with some role models/people they are related with (parent, spouse etc.) on what they would they be saying about the feedback received?</li> <li>▪ Draw their attention towards the difficulty in accepting feedback if it's coming from a specific person (who is involved – An R2 trait)</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>▪ Feedback might be linked to relationships and ideas</li> <li>▪ They will be very intuitive and imaginative when they are giving feedback.</li> </ul>  |
| <b>Step 2</b>   |   |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ “What else” is the best question in the coach’s armour</li> <li>▪ Help them remain in the “Dream state” for some time</li> <li>▪ Refrain them from jumping to planning till client have few options to play with.</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>▪ They might be just coming up with very few options, and over-analyzing each one of them (L1 trait)</li> <li>▪ Focus on potential consequences and help them list down the risks of each option</li> </ul>  | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Help them come up with pros and cons of many options they might come up with</li> <li>▪ Help them prioritise the list by asking them some questions like “What is the best/ worst outcome?”, “In the list, which scenario would absolutely delight you”, “Whose suggestion you would like to take for addressing the challenge?”</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>▪ They might be just coming up with very too many options as you are letting them free wheel so it will be critical to get them to prioritise these lists and pick (R1 trait). This is their favourite state: the dream state.</li> <li>▪ Might not even analyze any of the options and not assess pros and cons</li> </ul> |
| <b>Step 3</b>   |   |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ Help them define what success would look like for them and measures of success</li> <li>▪ Help clients integrate and prioritise insights by taking them towards their personal and organizational values</li> </ul>   | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>▪ They would love the connection of their insights with their values. Help them make that connection faster as that would motivate them to come up with a plan</li> <li>▪ Help them come up with Step 1, 2 3 of the plan and SMART goals</li> </ul>   |

|  |   |
|--|---|
| <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>Might come up with detailed plans with ease. Might also have backup plans also.</li> </ul> | <ul style="list-style-type: none"> <li>Ask more pointed questions around “When would you look for &lt;XYZ&gt;?”, “What date, what time?”</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>Coming up with plan would be tough as they find process &amp; structure restrictive</li> <li>Might be changing plans many times as they might not have structure</li> </ul> |
|--|---|

| <b>CONDUCT</b>   |  |
|--|--|
| <b>Step 1</b>  |  |
| <b>If the client has R(Right) Thinking Preference</b>  | <b>If the client has L(left) Thinking Preference</b>   |
| <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>You will have to take the client to a bit towards R1 and paint a picture of future. Ask them “What will you do if you have all the resources in the world?”</li> <li>Help them draw insights on what they have had so far and ask reflective questions like “What the experience told you about yourself?”</li> <li>Help them find “what’s stopping them?” and resolve</li> <li>Enable them to come up with capacity to take risk/experiment and push them out of their comfort zone. Ask questions like “What has to happen for you to just take the plunge?”</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>Might be needing more information to make progress as they analyse every information they have</li> <li>Might be risk averse as well to try out certain options</li> </ul> | <p><b>As a coach</b></p> <ul style="list-style-type: none"> <li>Help them pause and slow down to reflect on their drivers and how realistic their plans are</li> <li>Ask questions like “What’s missing in the execution” “What can go wrong”</li> <li>Support the client in taking an informed action and managing risks</li> </ul> <p><b>What to hear when client is speaking</b></p> <ul style="list-style-type: none"> <li>Loves action and can jump in without much information also.</li> <li>Will be open to take risks and just charge ahead.</li> </ul> |
| <b>Step 2</b>  |  |
| <p>No difference in the approach in asking questions for R and L thinking preferences client. Idea here is to draw insights and create sustenance</p>  |  |

## Conclusion

With the help of this research paper, I conclude that Whole Brain Thinking and Beyonder Creativity model are mandatory tools for the coaches of today to hone. I intend to take NBI practitioner and Beyonder training in near term future as well.

- Having sound knowledge of Whole Brain Thinking is mandatory for a coach to coach leaders in today's age
- It is also important to share the importance and implications of Whole Brain Thinking and Beyond creativity with your clients as well to enable their success also.
- Dr. Kobus Neethling is clear that thinking preferences can be learnt and developed. Stepping out of your mould of coaching and tuning in/adapting to your clients can create superior outcomes

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P.S : Update August 2019 : Puja is a certified NBI practitioner and a Whole Brain Coach now leverages Whole Brain for coaching, innovation and leadership interventions.