

**adha** 94TH ANNUAL  
CONFERENCE  
JUNE 14-19, 2017  
JACKSONVILLE, FL



## **CE Course Handout**

# **Garner the Respect You Deserve**

**June 15th, 2017**



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Garner the Respect You Deserve

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# Gremlins & Your Voice of Leadership

What if this event were a mirror for all your “resistance”?  
What do the gremlins say? What does your inner leader say?  
How you do anything is how you do everything!

## **Voice of Inner Gremlins**

## **Voice of Inner Leader**

Example: I came here for a reason. I commit to staying open and getting everything I can from this experience.

Where in your life do you want more respect?

## 5 Steps to Open up Our RESPECT Channel

1. Relationship with Masculine and Feminine Energies

2. Blame Game or Fully in

## Four Levels of Responsibility

## Transformation of Identity Matrix

### 3. Support and Connection

### 4. Visibility

## 5. Leadership

### Theories and Sources

THEORETICAL FRAME or FRAMES of references are best suited to guide the coaching process-

Experiential learning (Action, reflection, feedback), adult development, social systems

interventions, psychodynamic, emotional intelligence, competency modeling. 3 levels of

learning tactical problem solving, developing leadership capabilities and new ways of thinking

and acting that generalize to other situations and roles

LEARNING HOW TO LEARN: developing skills and habits of reflection that ensure that learning

will continue after coaching ends

COACHING PROCESS: pre-coaching needs analysis and planning, contracting, data gathering,

goal setting and development of coaching plan, implementation of coaching plan, measuring

and reporting results, transition to long-term development

SETTING GOALS: Write down goals (Claypool & Cangemi, 1983)

SET LIFELINES (Tami, 1999) Make them specific (Fishbein, 1982)/breaking down achievement

(Lanfer, 1989)-long-term-medium term-short term-action plan)

GOALS AND PERFORMANCE: Focus (Abraham Maslow), Resilience (stronger, better), beliefs as

self-filling prophecies, words create worlds, concepts conceive

STRENGTHS: Extrinsic-What am I good at? Primary performance (improves)

INTRINSIC what gives me strength?? (Heilemann & Elsner)- Energies me/ primary about experience (sustains), Zone of great performance

The REAL ME (William James/energy and motivation/associated with growth and improvement

Alberta Bandura- SELF EFFICACY- “beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression.” Self-efficacy-Taking Action-hard work (coping)-success

Nathaniel Branden “the level of our self-esteem has profound consequences for every aspect of our existence: how we operate in the workplace, how we deal with people, how high we likely to rise, how much we are likely to achieve-and in the personal realm, with whom we are likely to fall in love, how we interact with our spouse, children, and friends, what level of personal happiness we attain’ “self-concept is destiny”

COGNITIVE THERAPY- thoughts drive emotion, restoring rationally/realism, highly effective, an acquired skill

MAGNIFYING-permanent and pervasive (over generalizing)-all or nothing thinking

MINIMIZING (underplaying)-tunnel vision-dismissal of positive or negative

MAKING UP (fabricating)-personalization or blame, emotional reasoning

GRATITUDE- maintaining freshness-weekly (Lyubomisky, 2008-variety, mindfulness (Lanfer, 1989)-Visualize (Kosslyn, 2005) - take time to reflect

ANATOMY OF CHANGE- neuroplasticity (Davidson, 2000) - Neural pathways (channels), self-reforming, habits as fortified pathways

COGNITIVE RECONSTRUCTION- interpretation as neutral pathways- world as a fault finder, life as a positive finder