



**A Nuffield Farming Scholarships Trust  
Report**

*Award sponsored by*

**The David Allen Charitable Trust**

**Practical applications for  
business growth through  
developing people**

**Holly Beckett**

**November 2016**

**NUFFIELD UK**

## **NUFFIELD FARMING SCHOLARSHIPS TRUST (UK)**

### **TRAVEL AWARDS**

“Nuffield” travel awards give a unique opportunity to stand back from your day to day occupation and to study a subject of interest to you. Academic qualifications are not essential but you will need to persuade the Selection Committee that you have the qualities to make the best use of an opportunity that is given to only a few – approximately 20 each year.

Awards are open to those who work in farming, growing, forestry, or otherwise in the countryside, and sometimes to those working in ancillary industries, or are in a position to influence those who do. You must be resident in the UK. The normal age range is 25 to 45 but at least one younger candidate each year will receive an Award. You must have spent at least 2 years working in a relevant industry in the UK. Pre- and post-graduate students are not eligible for an Award to support their studies.

The Nuffield Arden Award is unique in that there is no age restriction and the subject is set by the Selection Committee. An Arden Award is offered every 2 years.

Full details of all Awards can be seen on the Trust’s website: [www.nuffieldscholar.org](http://www.nuffieldscholar.org). Application forms can be downloaded and only online submission is accepted.

Closing date for completed applications is the 31<sup>st</sup> July each year.

# A Nuffield (UK) Farming Scholarships Trust Report



Date of report: November 2016

*"Leading positive change in agriculture.  
Inspiring passion and potential in people."*

Title Practical applications for business growth through developing people

Scholar Holly Beckett

Sponsor The David Allen Charitable Trust

Objectives of Study Tour

- Define what emotional intelligence is and how it impacts within running and growing businesses.
- Identify practical tools for increasing emotional intelligence, growing a business and developing leadership skills.
- Outline how emotional intelligence features within agriculture and how further recognition of this may further develop the industry.

Countries Visited **Personal Study:** UK, USA (California, Nevada, Colorado, New York, Virginia, Connecticut, Boston, Pennsylvania), Ireland, South Africa.  
**GFP:** Australia, Singapore, Indonesia, Japan, Israel, Netherlands, USA (Washington & Delaware)

Messages

- Leadership is for everyone, not just people in the top tier of the company, and therefore leadership training should be disseminated through all levels of the industry.
- Introducing mindfulness to the wider agricultural sector could be beneficial for many issues, including: reducing stress, supporting consistent leadership skills, increasing innovation, developing more effective leadership and the overall growth of the Ag-industry.
- Neuro Linguistic Programming (Brain-talk training) can greatly increase self-awareness, self-management, social-awareness and social-management.
- Training and exercising the mind should be as widely discussed and accepted in society and the workplace as exercising and health for the body is currently promoted.

## Contents

1. Executive Summary .....	1
2. Introduction .....	2
3. Background to my study .....	4
4. My study tour.....	6
5. What is ‘Emotional Intelligence’?.....	7
6. How does emotional intelligence impact on leadership skills? .....	9
7. The psychology behind emotional intelligence .....	10
7a. What are Schemas?.....	10
7a.i. Schema theory example .....	11
7b.The Positive and Negative Emotional Attractors .....	11
7c. The Sympathetic Nervous System (SNS).....	11
7d. The Parasympathetic Nervous System (PSNS) .....	12
7e. Neuroplasticity.....	13
7f. Mirror neurons .....	14
8. Why would businesses grow through developing emotional intelligence in their employees? ....	16
8a. Zappos case study .....	18
9. Tools for recognising and developing emotional intelligence and soft skills.....	22
9a. Personality profiling .....	22
9a.i. Personal thoughts on personality profiling .....	24
9b. Coaching .....	26
9b.i. Personal thoughts on coaching .....	27
9c. Neuro-Linguistic Programming (NLP) a.k.a. Brain Talk Training.....	28
9c.i. How our brain filters information.....	28
9c.ii. Rapport.....	30
9c.iii. Modalities and representational systems.....	30
9c.iv. Language – predicate phrases .....	31
9c.v. Eye patterns.....	31
9c.vi. Writing down your goals and visualisation .....	32
9c.vii. Personal thoughts on NLP .....	33
9d. Mindfulness and Meditation.....	34
9d.i.. Why such popularity in the West? - the scientific evidence.....	35
9d.ii. Mindfulness in business – leading the way .....	37
9d.iii. Introducing mindfulness to the workplace: The Jolly Good Fellow at Google .....	39

9d.iv. SIYLI case study.....	40
10a. USA.....	44
10a.i. Joel Salatin.....	44
10a.ii. Steffen Schneider .....	45
10b. Ireland.....	46
10b.i. Bord Bia.....	46
10b.ii. Willie Horton – meditation and flow .....	47
10b.iii. Navan Discussion Group.....	48
10c. UK.....	49
10c.i. Matt Swain - Gypsy King!.....	49
11. Bringing it all together .....	51
12. Conclusions .....	54
13. Recommendations .....	55
14. After my study tour.....	56
15. Acknowledgement and Thanks .....	57
16. Bibliography and References.....	58
17. Appendices.....	60
Appendix 1: Meta-Programme Descriptions: Source: The Empowerment Partnership .....	60
Appendix 2: Indicators of Modality: Source: The Empowerment Partnership .....	61
Appendix 3: Predicate Phrases:.....	62
Appendix 4: Presuppositions of NLP .....	63

## Table of Figures

Figure 1: The author, Holly Beckett .....	2
Figure 2: Key elements of leadership .....	5
Figure 3: The impact of the SNS and PSNS on body function .....	13
Figure 4: The neurons that shaped civilisation: Vilayanur Ramachandran .....	14
Figure 5: Maslow's hierarchy of needs applied to employee engagement .....	17
Figure 6: James Terrell and me 'horsing around' .....	18
Figure 7: Zappos offices recognised individuals, celebrated success and demonstrated their values. (Work attire was casual and if you arrived in a tie you certainly didn't leave with it!) .....	19
Figure 8: A sample of the message boards throughout Zappos' offices .....	20
Figure 9: Video: Getting of your 'buts', Sean Stephenson .....	21
Figure 10: The Nuffield Global Focus Programme began with a DISC profiling exercise to determine personality types of the group .....	24
Figure 11: Main personality traits of the four personality types in the DISC profiling model: .....	25
Figure 12: Typical way in which our group gathered for a photograph without conscious organisation. ....	26
Figure 13: Me with Dr Matt James from The Empowerment Partnership. ....	28
Figure 14: Bandler and Grinder determined that the direction a person's eyes move was related to how they were thinking .....	32
Figure 15: Dr John Ryan from The Empowerment Partnership, guiding me through a visualisation technique .....	33
Figure 16: MRI Imagery showing the resulting increase in the pre-frontal lobe from meditation <sup>27</sup> ..	36
Figure 17: Companies that have promoted mindfulness to employees .....	37
Figure 18: Three step process for paying attention as described in on the SIYLI 2 day mindfulness course .....	41
Figure 19: Me with Mark Coleman and Laurie Cameron .....	42
Figure 20: Me with Joel Salatin of Polyface Farm .....	44
Figure 21: Me with Steffen and Rachel Schneider of the Mindfulness Institute of Farming .....	45
Figure 22: Who Moved My Cheese? Full online movie .....	47
Figure 23: Willie Horton is a leading executive coach and promotes meditation as a way of achieving your goals 'effortlessly' .....	47
Figure 24: Matt Swain, 2002 Nuffield Farming Scholar .....	49
Figure 25: Building Our Emotional Intelligence Using Practical Tools. ....	52

## **DISCLAIMER**

The opinions expressed in this report are my own and not necessarily those of the Nuffield Farming Scholarships Trust, or of my sponsor, or of any other sponsoring body.

## **CONTACT DETAILS**

Holly Beckett

Heath Farm

Wythall

Birmingham

B47 6AJ

**Email:** [holly@beckettsfarm.co.uk](mailto:holly@beckettsfarm.co.uk)

**Telephone:** 07815 917 352

**Skype:** holly.beckett1

Nuffield Farming Scholars are available to speak to NFU Branches, Agricultural Discussion Groups and similar organisations

*Published by The Nuffield Farming Scholarships Trust  
Southill Farmhouse, Staple Fitzpaine, Taunton TA3 5SH  
Tel : 01460 234012  
email : [director@nuffieldscholar.org](mailto:director@nuffieldscholar.org)*



## 1. Executive summary

Great leadership qualities undoubtedly include having a clear vision and goals and effective communication to share these ideas with others.

Leadership development in agriculture has been recognised, critiqued and disseminated down to farmers for a number of years, learning from corporate industry and transposing into the Ag-sector, and there is much research and training already on offer within this subject.

This knowledge transfer has been successful within agriculture and looking back 20 years, this teaching may have at first been seen as 'too corporate' for the farming world, but as attitudes have slowly changed to adopt more of a corporate approach and recognise the benefits of these practices, behaviour has changed and in turn increased the productivity and profitability of the UK farming industry.

Knowledge transfer is recognised as a vital process and practice within any industry but how people then use this knowledge is arguably of more consequence to the development of the sector. 'Investment in human capital' has been shown to provide a 40% higher ROI vs 'investment in knowledge capital' and therefore the recognition of emotional intelligence and investing in soft skills was something I was very interested in my Nuffield Farming study, both within and outside of agriculture.

The objective of this study was to investigate firstly what emotional intelligence is and then identify practical tools for increasing emotional intelligence and developing leadership skills within employees in the Ag-sector, in order to increase business growth.

Travelling to the United States, Ireland and South Africa in order to look outside the farming industry to bring ideas and innovation back into the sector lay at the heart of the study. The report presents a number of practical and psychological tools that have been used to successfully develop emotional intelligence in the corporate sector that could be implemented in the agricultural sector to provide similar benefits.

The main tools identified were personality profiling, coaching, neuro-linguistic programming (NLP), developing mindfulness, and meditation. These are practical applications that can be introduced into any business and further develop the understanding of the mind to allow the progression of the four pillars of emotional intelligence: self-awareness, self-management, social-awareness and social-management.

The research undertaken for this report would suggest that companies with clear employee development programmes experience faster and more significant growth and most importantly, one size does not fit all and a holistic approach should be taken and, where possible, a personalised programme of development devised for individual employees.

By understanding ourselves and others better, we can be better leaders, better followers and work together more effectively to achieve any shared vision or goal.

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





## 2. Introduction

My work ethic developed from an early age and I started working in my family's business aged 11 on Saturdays and Sundays collecting eggs, picking strawberries and selling flowers and progressing to working in our farm shop until I was 18.

After my A-levels, I took a year out to work in a pub and restaurant as the assistant manager before going on to Nottingham Trent University. My previous work experience was invaluable to me once I left university and was competing with other post grads who sometimes not only had a total lack of being in the workplace but certainly did not have any managerial experience.



Figure 1: The author, Holly Beckett

After studying environmental management at University, I worked within Local Authority and for a private waste management company to gain more experience outside the family business before returning back to the family fold 10 years later.

With a Farm Shop, Restaurant, Cookery School and Conference facilities on a central site, 1000 acres of arable land and business property lets accommodating some 70 plus tenants, the company had grown considerably since I left. There was much to do to not only to provide marketing for the company as a whole but to get stuck into a whole host of other projects that interlinked with that. Although the concept of marketing, advertising, customer service and sales was not new to employees, the language that I used was, and the models that I understood to link these concepts and drive growth were new terms. There was some confusion at first as to how these terms factored into the company – and how exactly did they help the employees?

Perhaps as far as they were concerned they were being paid the same but asked to learn something new and they might not fully understand how it would benefit them. Coupled with this, I was in a managerial position within the company but for quite some time did not have direct responsibility for any particular employee. I needed to make changes through leadership.

This is when I really became interested in the concept of leadership versus management: what makes a good leader? I started to question my own leadership abilities and indeed those of the managers around me. Within the structure Becketts had, it was necessary to make changes without being someone's boss. In previous employments, it had been a lot easier as a manager to define what the business/council's purpose was, how we were going to achieve it and the individual's contribution to that. But now I was driven to make changes that were not within this framework and I needed everyone on board to accomplish them.



I researched and educated myself on leadership styles and practices that were effective in a range of organisations. There seemed to be a recurring theme that having a vision and values at the core of any organisation was pivotal for larger establishments to thrive, coupled with clear plans and targets and of course recognition and reward through on-going appraisal was also vital to ensure the workforce was happy and performing to the best of their ability, and to determine what training was required for them to be competent in their job roles.

We implemented much of this as a business with a fair amount of success, but the workplace was constantly evolving and I felt that we needed to be more innovative with training so that people could take more responsibility for day to day aspects of running the business.

I saw that the more responsibility and accountability that was given to individuals, the more they flourished – how could this type of development be shared further throughout the company?

It was for this reason that I applied for a Nuffield Farming Scholarship.



### 3. Background to my study

One of the most important aspects of a larger family business and one of the more difficult to define is the culture. Culture arises from a collective attitude of those working within a business and if you are not definitive yourself about what this should be AND continually setting an example of this, a culture may arise that is not what you want it to be.

#### **Can a greater understanding of emotional intelligence help define a culture in a business?**

One of the more poisonous aspects of an unwanted culture is 'drama'. Completely unnecessary and destructive drama, that wastes the time and emotional effort of all those involved. You may be familiar with an example in your own company, usually centred each time around the same individual kicking up a fuss about something that seems fairly trivial to you; quite often getting others on board and creating a great big headache for you to sort out, that really does not even warrant the amount of attention that you spend on it.

Yet the things that you think do warrant more time and energy spent on them, are not addressed as frequently, and staff continue to get embroiled in 'drama' that has no consequence to the growth, development or running of the business ..... or does it?

#### **Can understanding this 'drama' from a more emotionally intelligent viewpoint help to resolve issues more quickly or even diminish the unwanted conflict altogether?**

Good leadership is about addressing these issues, understanding them from others' points of view and working at removing the foundation of the issue entirely. But practically, how can this be done? From what I have seen with training tools it is not always practical to do the same thing for different people - but why is this?

I believe the agricultural industry has embraced great leadership practices over the years that have been adopted and adapted from corporate industry. Defining vision and values for the organisation, focussing on training and development to align with these targets and appraisals to evaluate performance of individuals are all practised by many larger farming organisations as well as by smaller farming operations throughout the UK.

Ultimately, if you can get the people right within your business, you have a greater chance of succeeding and achieving your goals. However, the right people do not always come at the right cost, especially for smaller businesses. Skilled labour is definitely a challenge for the ag-industry, as is succession. The development of sustainable and viable companies that contribute to a successful agricultural industry revolves around people.

#### **Can investing in training around emotional intelligence help further develop individuals within a company who can then play an active part in the physical and financial growth of a company?**

This is what I was interested in – practical ways in which people are encouraged and trained within a business that ultimately creates business growth – because everyone is focussed on the vision and the goals of the company – whatever that may be.



My Nuffield Farming Scholarship was an opportunity to look outside the agricultural industry and try and learn a thing or two about how other industries were managing people and whether this knowledge and practical methods could be brought into the agricultural fold.

**Predominantly, this report aims to highlight practical tools for developing leadership skills and in turn being able to expand your business beyond the capacity of a single boss making decisions. One man can only operate so much on his own. To see significant growth in a business, decisions must be given to others and trust must be shared amongst people working together.**

It is outside the remit of this report to define WHAT makes good leadership and there is much information 'out there' including previous Nuffield Farming reports which cover that subject, but in Figure 2 below I have provided a quick visual reference of the qualities a great leader generally demonstrates.

What I was more interested in was the reasons WHY these leadership abilities are important and HOW these qualities can be sustained by an individual when under great stress and pressure and this would require learning more about the human brain and how the mind operates within.

**This understanding of self and others was what I understand to be termed 'Emotional Intelligence'.**



Figure 2: Key elements of leadership.



## 4. My study tour

During my study tour I visited the following countries:

Date	Countries visited	Reason for choice
April-May 2015	USA for 6 weeks (Los Angeles, Santa Barbara, Las Vegas, Colorado)	The term Emotional Intelligence was coined in the US and the recognition of this was at that time (and still is perhaps) more widely recognised within US companies. I travelled to the West Coast to investigate more about this concept.
June/July 2015	Spent 6 weeks partaking in the Nuffield International Global Focus Programme, making brief visits to Australia, Indonesia, Singapore, Japan, Israel, The Netherlands and USA (Washington and Delaware)	The Global Focus Programme is a fantastic tour initially offered and organised by Nuffield Australia, but more recently other countries in the Nuffield Farming network have joined in. I was very privileged to have been offered sponsorship in part from my grandfather and so took the opportunity to join the Japan GFP, widening my view of agriculture to a global perspective.
August 2015	Back to the USA for a further 10 weeks: Virginia, New York, Massachusetts, Vermont	After my initial visit to the US, mainly in the West and then taking part in the GFP, I felt that the East of the US had more to offer in terms of developing emotional intelligence and I was ultimately searching for practical applications to achieve this.
November 2015	Ireland for 2 weeks	Making the most of an indirect flight back to the UK and the Nuffield Ireland network, I had a 'stop-over' in Ireland to learn how they were embracing and practising new ideals of leadership development.
December 2015	South Africa	South Africa has a diverse population of race, culture and values. It was of interest to me to see how these differences were overcome in the workplace, both in agriculture and society in general.



## 5. What is 'Emotional Intelligence'?

Discovering more about the concept of emotional intelligence (EI) and how the recognition of this research could aid agri-food businesses to invest in people more readily, in order to purposefully return investment through the growth and development of their staff, had been my primary focus when I set out on my Nuffield Farming journey.

I felt that initially I needed to understand more about the concept of emotional intelligence, what it meant and how the term had been introduced into industry.

The term 'Emotional Intelligence' was first coined by Mayer and Salovey<sup>1</sup> in a research paper when they proposed that EI was a cognitive ability which is separate from but also associated to, general intelligence. However, the term was more successfully promoted and subsequently popularised by Daniel Goleman in his book entitled "*Emotional Intelligence – Why it can matter more than IQ*" published in 1995.

Goleman, a graduate psychologist from Harvard, was intrigued by the work of Mayer and Salovey which proposed bringing together many branches of psychological study to create a new understanding of **what drives success in people** that was outside of the realms of a high IQ.

There are four main pillars of emotional intelligence listed below in bold, with a further description which is outlined in "*The Emotionally Intelligent Team*" (Hughes & Terrell 2007). These are:

**Self-awareness:** The ability to understand your own emotions – knowing what you feel and why you feel that way.

**Self-Management:** The ability to use your emotions wisely, knowing how to manage and express them intentionally.

**Social-awareness:** The ability to understand and respect the emotions of others.

**Social management:** The ability to respond to, influence and interact with the emotions of others.

In his first book, Goleman recognises that up until the time of writing it, emotion was certainly recognised in the field of psychology and a plethora of self-help books had emerged over the years which was well-intentioned advice based on best clinical opinion, but lacking much - if any - scientific basis (Goleman, 1995).

However, scientific evidence is not always needed for a practice to be popularised e.g. the work of Dale Carnegie, a farmer's son from Missouri who went on to write a series of books including the famous "How to win friends and influence people". Self-development courses based on the principles from Carnegie's book have, to date, served over 8 million people worldwide<sup>2</sup>. Carnegie did not have

---

<sup>1</sup>[http://www.unh.edu/emotional\\_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf](http://www.unh.edu/emotional_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf)

<sup>2</sup> <http://www.dalecarnegie.com/about-us/>

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



scientific evidence to support his teachings but many people who tried his approach found that it worked for them!

Goleman also recognises in his book that *"It was not as if human beings had not been discussing the art of emotion for some time... Aristotle talked about 'The rare skill to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way.'"*

It is frustrating sometimes when you know that something works but you do not have the scientific evidence to back it and this can lead to a useful practice being rejected. Through the nineties, developments in neuroscience have meant that *"science can now speak with authority about the measurement and management of emotions and our understanding of the psyche can move from philosophical theory to scientific fact"*. (Goleman 1995) People can move forward with confidence to utilise fully these new understandings by bringing the education into the workplace and in turn the lives of those around them.

Goleman goes on to describe that this new science has been a challenge to those who have a narrow view of intelligence and the belief that IQ is genetic and fixed and cannot be altered by life experiences. He questions this view and asks *'what factors are present when people of a high IQ flounder and those of a modest IQ achieve great success?'* Goleman argues that the difference quite often lies in the abilities called 'Emotional Intelligence' and he also recognises that the argument around IQ ignores the challenging question of: *'What can we change that will help our children fare better in life?'*

I felt that this development of science – particularly neuroscience - would provide greater evidence to individuals, and indeed companies, to have the confidence to ask and act upon the question:

*'What can we change that will help our employees fare better in the workplace?'*

So, what is the impact of EI on leadership skills and how can a better understanding of the concept support running and growing a business?





## 6. How does emotional intelligence impact on leadership skills?

There are many studies, books and courses about defining and developing great leadership and qualities such as those presented in Figure 2 (on page 5). Skills such as those listed below are more commonly referred to as 'soft skills' :

- Effective communication
- Ability to listen
- Empathy
- Positivity
- Ability to delegate
- Passionate
- Caring
- Engaged
- Adaptable
- Focussed
- Clear values
- VISION

Soft skills are becoming more widely acknowledged as vital attributes to develop within business, with an acceleration in acceptance due to the scientific recognition of emotional intelligence.

Brent Gleeson, an ex-US Navy SEAL,<sup>3</sup> describes in a Forbes article how *“The ability to be perceptively in tune with yourself and your emotions (self-awareness), as well as having sound situational awareness, can be powerful tools for leading a team<sup>4</sup>”*.

Much like any other form of education, the more knowledge we hold, the greater our understanding of situations can be and to understand how our emotions interact with our cognitive processes and physiology of our bodies, can lead to a great management of the self.

Emotional intelligence - or indeed business success - is not necessarily related to academic achievement. We have probably all heard a story about a successful entrepreneur who left school with little if any qualifications and became a self-made millionaire: Lord Alan Sugar and Sir Richard Branson are two of the most famous examples.

These people have demonstrated great leadership skills and seem to have a fantastic ability to recognise talent in others (social awareness) and coordinate people to achieve their end vision or goal (social management).

To develop a broad understanding of self-awareness and an awareness of others, I felt it was important to learn more about how our minds and bodies work and what the latest developments in psychology and neuroscience were telling us.

---

<sup>3</sup> Founded in 1962, the **SEALs** are the U.S. **Navy's** principal special operations force.

[https://en.wikipedia.org/wiki/List\\_of\\_United\\_States\\_Navy\\_SEALs](https://en.wikipedia.org/wiki/List_of_United_States_Navy_SEALs)

<sup>4</sup> <http://www.forbes.com/sites/brentgleeson/2014/12/29/the-use-of-emotional-intelligence-for-effective-leadership/#5798d8065618>

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





## 7. The psychology behind Emotional Intelligence

I completed an online course in Leadership with Emotional intelligence with Case Western Reserve University in Cleveland, Ohio, run by Richard Boyatzis. Within the course, Richard explained a lot of the research around neuroscience and coupled this with an understanding of how we can more effectively communicate with others.

### 7a. What are Schemas?

I learnt from Boyatzis that we don't learn unless we attach new experiences to a framework. I listened to this statement with great interest and on further research found that this concept of neuroscientific research is termed "schemas". Schemas are the frameworks or structures that individuals build in their brains for all sorts of concepts and when they learn new information, the brain attaches this information to one of the schemas. I feel this gives a greater understanding of why vision and values and goals are important for an organisation. These create the schema for that organisation and the people within it, much in the same way that brands build in people's minds.

It is the responsibility of business leaders and managers to create a framework that people can attach their new learnings to. More simplistically, when training, educating or sharing with people knowledge that you wish them to retain, it is vital to explain what relevance the information will have for them in the future. For a fun and simple explanation and demonstration of how we use our schemas, watch this short video below: <https://www.youtube.com/watch?v=o4HHGgFmkcl> (2m:22s).





### 7a.i. Schema theory example<sup>5</sup>

In this clip, John Medina, author of 'Brain Rules' explains that *'If a schema is triggered near the moment of learning, that learning is more permanent'*.

### 7b. The Positive and Negative Emotional Attractors

Richard Boyatzis introduced his teachings with a quote from the late poet, Maya Angelou, who said:

*"People will forget what you said, people will forget what you did,  
but people will never forget how you made them feel."*

Why is this you may wonder? Our memories are very much connected to the 'state' we are in at the time we have an experience. In general, if we are in a positive mood or state, we are known to be in the Positive Emotional Attractor (PEA). If we are in a negative mood or state, this can lead to our entering the Negative Emotional Attractor (NEA).

When we are in the PEA, we are more open to new ideas, open to creativity, have a greater power to listen and retain information. How can we encourage people to enter the PEA? Perhaps by smiling at them, complementing them to give them confidence and make them feel at ease, listening to them and paying attention so they feel significant.

When we are in the NEA we cognitively start to shut down, our ability to listen or accept new ideas decreases and we are not in an active learning state. How do people enter the NEA? If someone is being shouted at and they feel threatened, if they feel they are being criticised or insulted, if they are not being listened to or feel their opinion does not count: then any of these 'feelings' can send a person into the NEA state.

It is now proven that the **experiences** that people have create **feelings and emotions** and this in turn has a **physiological** effect on the body; affecting our breathing, blood flow and releasing a whole host of chemicals which can have quite a significant effect on our state and well-being and the functioning of the brain.

I couldn't help thinking of times when an employee had done something that I felt unhappy or unsatisfied with and acted in a way where my voice was raised, I was scowling and condescending. Given that this probably put them into the NEA and their cognitive process started to shut down, it is not surprising - when I explained to them again how the process worked - that they did not take in the information; they were not in a learning state.

Just understanding how our body and mind reacts to different situations gave me a totally different perspective. But there was much more to learn.

### 7c. The Sympathetic Nervous System (SNS)

The sympathetic nervous system (SNS) is connected to our fight or flight response, run by the area of the brain called the amygdala. In danger or threat the SNS activates this fight or flight response in

---

<sup>5</sup> <https://www.youtube.com/watch?v=o4HHCgFmkcl>

*Practical applications for business growth through developing people ...* by Holly Beckett

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



the amygdala, which then sends a flood of chemicals into our body and induces 'stress' which allows us to deal quickly with the situation.

In evolutionary terms, this was very useful for when we spotted a Sabre-Toothed tiger or such like predator at the cave door! We are fortunate to live in times where we don't have such threats in our lives, but the chemicals that are released when this sort of response occurs still affect us in the same way and we can have a response or behaviour in an instant that seems a little unnecessary to the situation once we have 'calmed down'.

### **7d. The Parasympathetic Nervous System (PSNS)**

Contrary to the SNS, the parasympathetic nervous system (PSNS) operates to reverse the effects of the 'stressor' and calm the body down to take stock of the situation. However, if we are continually being bombarded by stress factors and do not learn how to manually take charge of this biological function taking place in our bodies, we can end up in a continual and perpetual state of 'stress'.

Stress or being in a state which is representative of the NEA is clearly not a place of learning, personal development or the road to success for either people leading organisations, or the people within.

On the opposite hand, if the PSNS remains in place too long we can experience feelings of lethargy, lack luster and depression. We need to have experiences that 'gee up' the internal workings of the mind and body and produce a feeling of motivation.

The SNS and PSNS, both part of a wider network of the automatic nervous system (ANS), were called this because they were once thought to operate below the conscious mind. However more and more is being discovered about the subject and the fact that the ANS can function without conscious control, does not mean that thoughts and feelings cannot affect its activity<sup>6</sup>.

The question is, can we be more in control of our thoughts and feelings? Can we develop the self-management to deliberately change what is happening in our minds and in turn our brains and in turn our bodies? The impact of these biological processes on the body is shown in Figure 3 on next page.

For a more comprehensive explanation of how the SNS and PSNS operate and the effect they have on the body visit this Harvard article<sup>7</sup>.

*continued on next page*

---

<sup>6</sup> <http://relaxedmind.com/what-is-the-autonomic-nervous-system-ans/>

<sup>7</sup> <http://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust

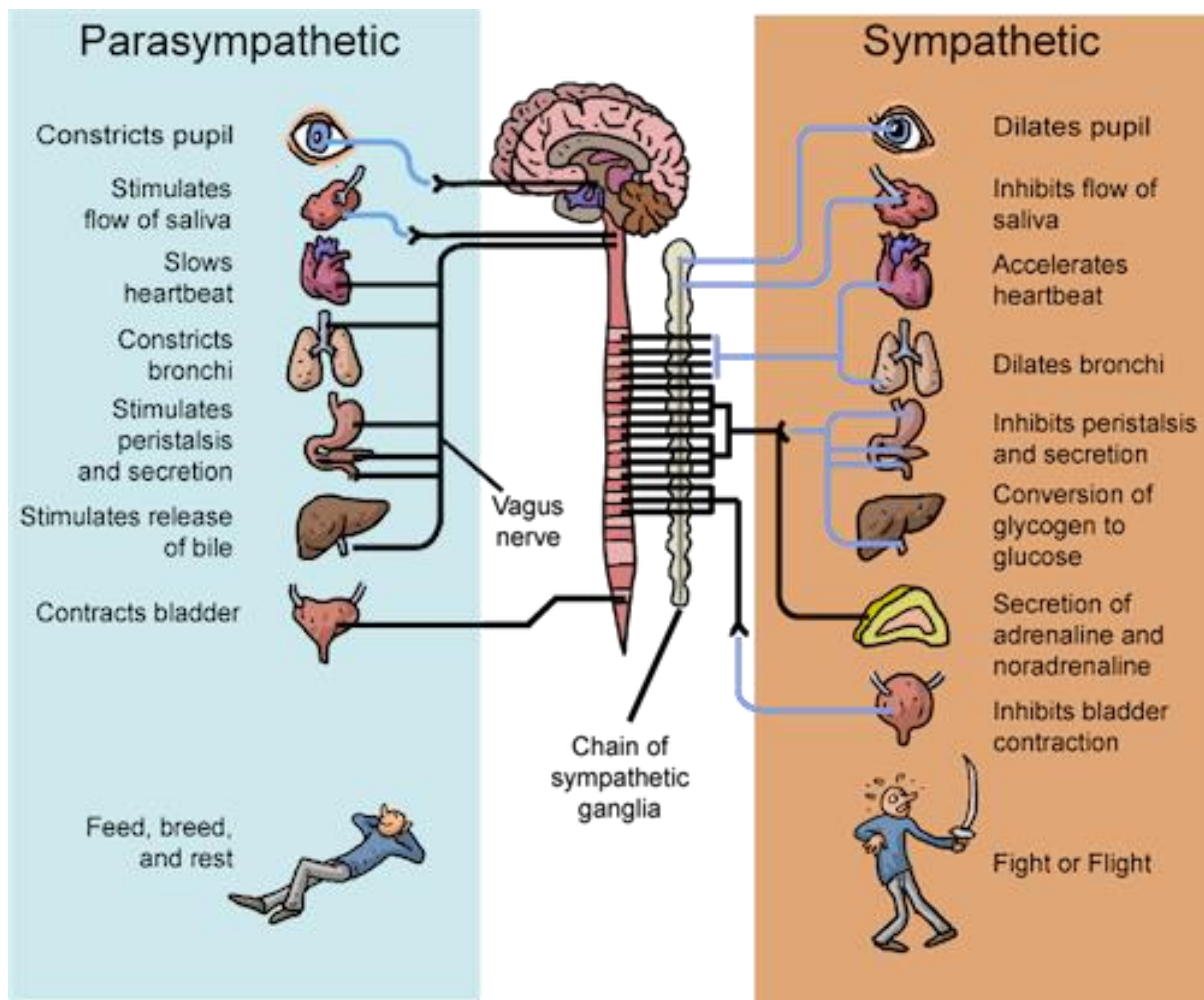


Figure 3: The impact of the SNS and PSNS on body function.

With thanks to <http://www.shmoop.com/animal-systems/nervous-system.html>

Copyright by Shmoop University, Inc.

## 7e. Neuroplasticity

One of the most fundamental things I learnt from my desktop research was about neuroplasticity. It was the belief of the scientific community until recently that the human brain, consisting of around 100 billion neural cells, could not generate new ones after the age of around twenty. The theory was that our brain development slowed from this age and was thought to be permanently fixed by the age of around forty years old and it was downhill from thereon, with no ability for the brain to generate new cells.

New research shows that neuroplasticity is the brain's ability to constantly change and that neural pathways are created on a continual basis IF we train the brain in new ways. If you are not creating these new pathways then indeed the older research still stands, the brain cells will start to decay, you may be familiar with the saying 'use it or lose it'.

New studies have shown through the use of positron emission tomography (PET), and Magnetic resonance imaging (MRI) brain scanning technology, that new neural cells are generated throughout

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



life as well as new neural pathways. Even the elderly are capable of creating measurable changes in brain organisation<sup>8</sup>. If you think about the brain as a network of wires, once the neuron or thought fires, it wires as part of the network. The more this same pathway is fired, the deeper it comes and this means the belief or practice becomes more ingrained. This is why practice makes perfect!

## 7f. Mirror neurons

Before the discovery of mirror neurons, scientists widely believed that our brains used logical thought to understand and predict other people's behaviour and actions. With the developments in brain scanning technology it is now a more popular belief that we understand others not by thinking, but by feeling. When we observe a reaction in another person, neurons in our brains fire to mirror that reaction and appear to 'simulate' the reaction, intention and emotion behind the behaviour. When you see someone smile, for example, your mirror neurons for smiling fire up too, creating a sensation in your own mind of the feeling associated with smiling<sup>9</sup>.

For a little more depth but easy explanation of how mirror neurons work, watch this Ted talk in Figure 4 below by Vilayanur Ramachandran: *The neurons that shaped civilisation*. (10m 15s)

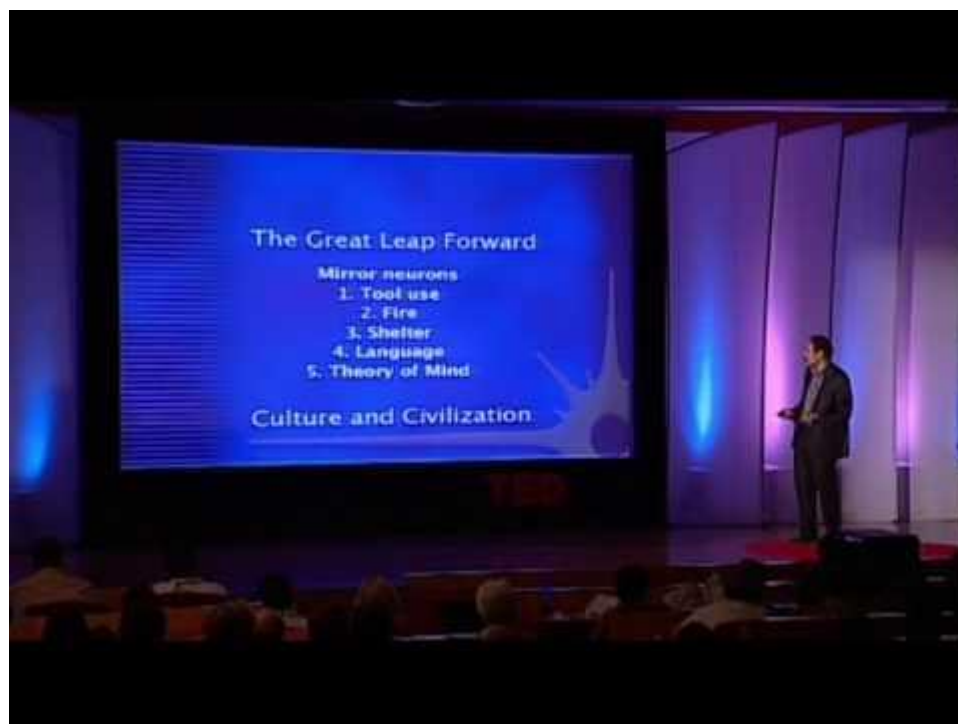


Figure 4: The neurons that shaped civilisation: Vilayanur Ramachandran

<sup>8</sup> <http://www.whatisneuroplasticity.com>

<sup>9</sup> <http://www.brainfacts.org/brain-basics/neuroanatomy/articles/2008/mirror-neurons/>  
*Practical applications for business growth through developing people ...* by Holly Beckett  
A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



Having described what emotional intelligence is and how our emotions can affect what happens in our brains and, in turn, affect what happens to the physiology of our bodies, the question of how an understanding of this could lead to business growth needs to be addressed.

This I do in the next chapter: Why would businesses grow through developing Emotional Intelligence in their employees?



## 8. Why would businesses grow through developing emotional intelligence in their employees?

Generally, businesses grow their turnover through three main avenues:

- Gaining more customers or more market share from existing products.
- Selling more existing products to existing customers.
- Developing more products to sell to new customers.

The first two avenues are heavily influenced by sales or marketing and require a good understanding of the customer - or end consumer - to deliver the right messages and attract more purchasing. The third avenue similarly, to be successful, requires a skill in identifying a need from the end market so that sales are greater than the cost of product development and production.

Turnover is, of course, vanity as opposed to profit which is sanity, and crucial to the survival of a business. Profit in a business is generally increased in 3 ways:

- Reducing overhead costs and efficient resource management.
- Increasing margin.
- Selling more.

It is one thing to identify these things within a business and take action to implement strategies to address these goals, but it is another thing entirely for all members of the organisation to take it on board and be committed to the same outcomes as originally identified by the instigator - the person who has identified changes that need to occur to increase turnover or profitability, for example.

Devising strategic plans to grow a business can be delivered by one person, but to implement such plans successfully it takes all the people involved to fully understand the vision or organisational goals. More success is achieved when all the people are driving in the same direction with the same outcome in mind. Jim Collins in his book "Good to Great" (2001) describes how level 4 leaders '*Set a vision for where to drive the bus, develop a road map for where to drive the bus, and then enlist a crew of highly capable helpers to make the vision happen*'. In contrast, level 5 leaders '*first get the right people on the bus and build a superior and executive team, then figure out the best path to greatness*'.

Within the agricultural sector, we hear that it is a challenge to many businesses to source the 'right' talent for their business. Are business leaders looking for people who are already highly capable? We have seen that emotional intelligence and soft skills can be trained...should we be hiring on attitude over current competency?

By developing soft skills within your workforce, you can not only communicate more effectively to achieve your vision, but you can also give responsibility and accountability to more of your employees to contribute to that vision and expand it from a greater perspective than your own. You can spread the power of change to a wider network in your company. Of course, this is all focussed on business





development and it would be naive to think that personal relationships in the workplace do not have an impact on your business. Remember what I said about culture in the background to my study.

During my visit to the US I met James Terrell in Boulder, Colorado. He and his wife, Marcia Hughes, had been working for the past 30 years introducing emotional intelligence into companies and organisations including the World Bank, Medtronic, American Express, Toronto School Board and National Security Agencies, specifically focussing on emotionally intelligent teams and bringing their teachings into the workplace. In their book “The Emotionally Intelligent Team” (Hughes, Terrell 2007), they assert that *“human behaviour is motivated by the desire to improve quality of life and teams exist because the tasks that improve quality of life are often too complex for one individual to accomplish alone”*. Improving the quality of life means achieving the progressive satisfaction of the needs identified in Abraham Maslow’s hierarchy. Figure 5 below reflects how employee engagement can be related to the classic Maslow model, highlighting how employers can tackle employee issues by looking at their emotional needs.

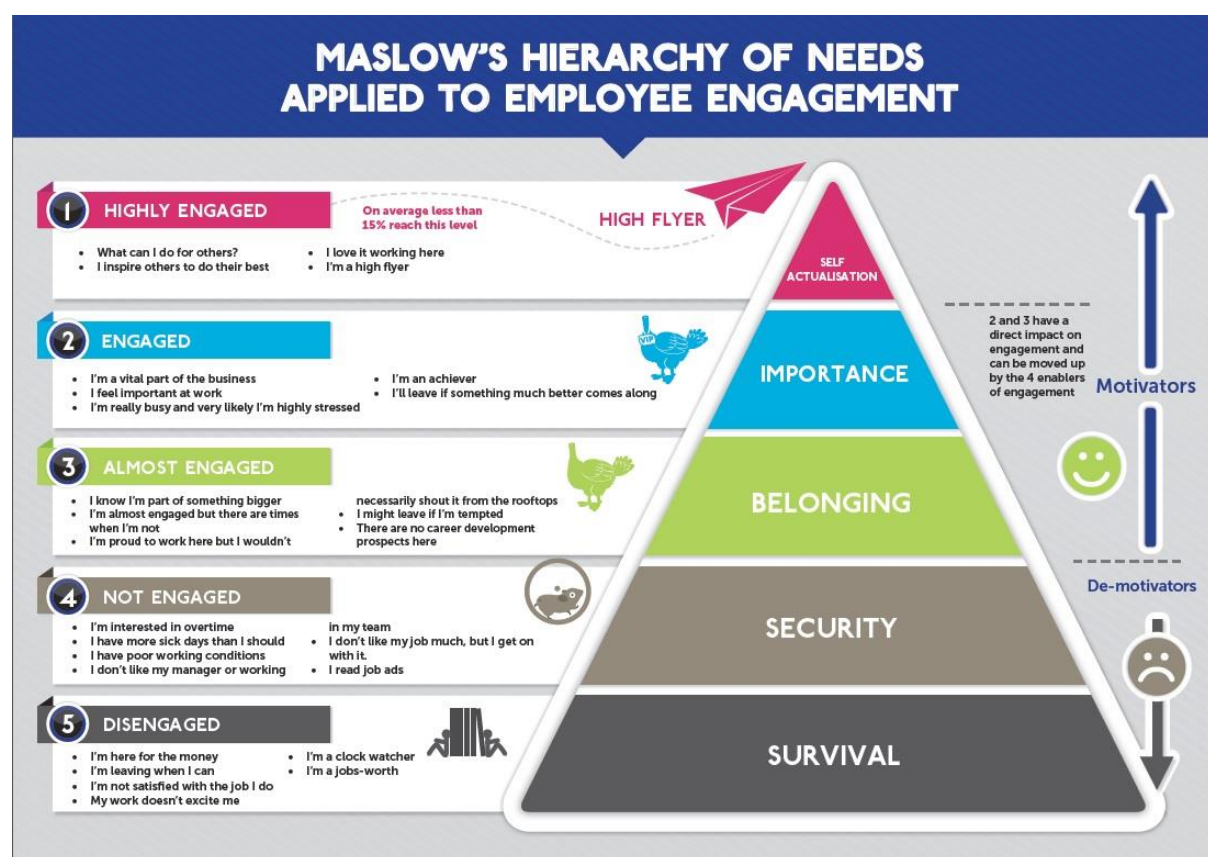


Figure 5: Maslow's hierarchy of needs applied to employee engagement

With thanks to: Scancapture; Founded by Steve Smith who set up his own business from a passion for improving employee and customer engagement.: <http://www.scancapture.co.uk/how-maslows-hierarchy-of-needs-influences-employee-engagement/maslows-hierarchy-of-needs/>

In James and Marcia's book, they quote a study conducted by Pearson et al. (2000) which states that





our capacity to handle and control our emotions has a large impact on our working environment. Results on how employees responded to anger and negativity in the workplace found that:

- *“53% lost work time worrying about the incident or future interactions.*
- *37% believed that their commitment to the organisation declined.*
- *28% lost work time avoiding the instigator.*
- *22% put less effort into work.*
- *12% changed jobs to avoid the instigator”.*

Trying to manage anger and negativity in the workplace therefore could have quite a substantial impact on your business and managing this through recognising and reacting to employees’ emotional state and working on meeting their emotional needs could bring great benefit to the growth of a company.

Probably the most interesting concept I gained from my time with James (shown in Figure 6 below), which he also iterates in his book, is that: *‘It’s a smart move to take personal responsibility for developing your leadership capacities, whether you are formally recognised as a team leader or not. In some aspect of your life, you are the official leader- and in any case, you are the boss of your own life, which is an important opportunity to lead!’*



Figure 6: James Terrell and me ‘horsing around’

## 8a. Zappos case study

I visited Zappos in Las Vegas. Zappos is an online retailer founded by Tony Hsieh and famous for its 10 core values:



1. Deliver WOW through service
2. Embrace and drive change
3. Create fun and a little weirdness
4. Be adventurous, creative, and open-minded
5. Pursue growth and learning
6. Build open and honest relationships with communication
7. Build a positive team and family spirit
8. Do more with less
9. Be passionate and determined
10. Be humble



Figure 7: Zappos offices recognised individuals, celebrated success and demonstrated their values. (Work attire was casual and if you arrived in a tie you certainly didn't leave with it!)

These core values were displayed all around the offices, the offices were colourful and people were encouraged to be creative in the workplace and continually come up with new ideas to enable 'wow' through service. (See Figure 7 above). Zappos recognised individuals and celebrated success – on Black Fridays they can take over \$15 million dollars in one day! The messages throughout the offices also supported the foundation of these core values and Zappos certainly didn't shy away from talking about emotions (see Figure 8).

When Zappos employees join the company, they all complete a rigorous 8-week training programme which not only introduces the core values of the company but gives many examples of how employees can live by these each day. When the employees enter the company as customer service

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



representatives, they are all given a copy of 'Get Off Your But' by Sean Stephenson and the on-going training and culture reflects the philosophy of how vision is important and that everyone is driven by their emotions. We can achieve more when we learn to manage our emotions and do not let our emotions manage us! To learn more about Sean's messages, watch the video pictured in Figure 9 (on page 21) (1h:10m).<sup>1</sup> <https://www.youtube.com/watch?v=P9i6calKZwk>



Figure 8: A sample of the message boards throughout Zappos's offices

All Zappos's employees are offered the opportunity of life coaching sessions from in-house coaches and there is a great deal of focus on personal development to promote self-awareness and self-management. I witnessed an incredibly vibrant and happy team who were clearly producing financial results.



Did I mention this company can take £15 million dollars on a Black Friday? Zappos's operating profit was \$97 million in 2015, a 77.9% jump from \$54.5 million in 2014<sup>10</sup>.



Figure 9: Video: Getting of your 'buts', Sean Stephenson  
<https://www.youtube.com/watch?v=P9i6calKZwk>

---

<sup>10</sup> <http://www.reviewjournal.com/business/zappos-predicts-massive-profit-growth-2015>



## 9. Tools for recognising and developing emotional intelligence and soft skills

For some of you reading this report, you may have arrived at this section and, so far, not have come across anything new! You may be aware of these concepts of leadership, strategic planning and growth of businesses and training and development for your staff. To successfully achieve all of these things is an art and quite often in our own business, trying to get the right balance is an art in itself.

After attending several leadership development courses, I would always come back to the business where I worked really revved up about making changes, but people would not be in the same place as I was. Faced with the pressure of their day to day duties, they would find it hard to even make time to listen to new ideas. Similarly, I myself would make more effort to be an effective leader or manager and really listen to people when I returned from a holiday or after I had received training, but when I was in the thick of it, and the pressure was on, I think that many of my developed leadership skills would disappear, along with my calm outlook.

On my Nuffield Farming journey I was very interested to look at what practical tools and applications were being used to try and develop EI and soft skills within a workforce and, more importantly, how to make them stick.

I was interested in looking at the ways in which managers were introducing changes into their businesses through educating and developing people, and then considering how similar practices could add value to the agricultural food sector. I came across five tools that I believe are worth sharing with the agri-food community, these being:

- Personality profiling
- Coaching
- Neuro-Linguistic Programming (Brain Talk training)
- Mindfulness
- Meditation

I will describe each of these tools in subsequent sub chapters, sharing specific case studies of how I saw these tools being used in operation. However, it is important to understand that these tools and practices are in addition to many of the leadership practices that you already operate in your business, from planning to budgeting to training.

What I am presenting in this report is not a one-size-fits-all approach and nor is it a stand-alone solution. However, if you can incorporate these principles into an existing enterprise, you can take the business from good to great – or great to outstanding.

### 9a. Personality profiling

As far back as the ancient Greeks people have been trying to explain personality types. Hippocrates defined the 4 humours and incorporated these into his medical theories. His 4 defined types were:





- Melancholic
- Sanguine
- Phlegmatic
- Choleric

Many profiling tools follow a similar segregation of personality traits. I was familiar with Myers Briggs<sup>11</sup> before my Nuffield Farming studies but over the past 2 years I have come across many other profiling tools including:

- DISC<sup>12</sup>
- True Colours<sup>13</sup>
- Big Five<sup>14</sup>
- Enneagram<sup>15</sup>
- Open Four Temperaments Scales<sup>16</sup>
- 360 profile<sup>17</sup>

Interestingly, the “4 Humours” framework was introduced to me by Joel Salatin, a Virginian farmer and author, who referred to the test as a ‘psychometric corporate test’. He told me that, in his own business, the process had largely been driven by his wife, Sherry, but he had found value in determining what each of the family members’ strengths and weaknesses were. By discussing this together his team had been brought closer together and it provided a different perspective in managing each other.

Personality profiling can not only help the employee become more aware of their strengths from an emotional standpoint, but also of their challenges or areas for improvement. It is helpful to managers to recognise these traits in their team to be able to manage more specifically for individuals and it can be very useful to share these traits within teams so colleagues can try and understand one another in more depth.

Generally the tests consist of a questionnaire and often having to rate yourself on a scale of how likely or unlikely you are to act in a certain manner or whether you agree or disagree with a particular statement.

---

<sup>11</sup> <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

<sup>12</sup> <https://www.discprofile.com/what-is-disc/overview/>

<sup>13</sup> <https://truecolorsintl.com/>

<sup>14</sup> <http://www.truity.com/test/big-five-personality-test>

<sup>15</sup> <https://www.enneagraminstitute.com/>

<sup>16</sup> <http://personality-testing.info/tests/O4TS/>

<sup>17</sup> <http://www.my360plus.com/>



The personality profiling industry is worth some \$400 million dollars per annum<sup>18</sup> and many large organisations pay vast sums of money to profile their employees. Given that an HR consultant told me that a general rule of thumb is: the more you pay, the better results will be in terms of a more accurate picture and detailed assessment of the individual, there must be something of value being gained by this tool being used in large corporate companies.

### 9a.i. Personal thoughts on personality profiling

I was fortunate enough to join a Nuffield Farming group for one of the Global Focus Tours in 2015<sup>19</sup>. The three groups that were travelling at the same time met in Canberra in Australia for an introductory 5 days. During this time we completed DISC profiling to try to better understand each other and indeed ourselves.

Within my group of 6 there were two Ds (Dominant) individuals, 3 Cs (Conscientious) and an I (Influential). Figure 10 below highlights in more depth the type of character we were then profiled into, from the process of questionnaires. I believe that completing this exercise was most definitely a contributing factor to our having a 6 week, intense trip without (too many) arguments and disagreements along the way.

Figure 10: The Nuffield Global Focus Programme began with a DISC profiling exercise to determine personality types of the group.

For example, James Mifsud (2015 NSch from New South Wales, Australia) and I were the two “Ds”, becoming known to the group fondly as Mr and Mrs D. As you can see from Figure 11 on next page,

<sup>18</sup> <http://www.cornellhrreview.org/personality-tests-in-employment-selection-use-with-caution/>

<sup>19</sup> Global Focus Tours are organised by Nuffield International and open to all New Scholars within a given year. They offer a small group of Scholars 6 weeks of concentrated travel to give a balanced picture of global agriculture.

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



this described our personalities as direct, results-orientated and strong-willed types of people and also highlighted the perhaps less tolerable traits such as being forceful. On numerous occasions, James and I would find ourselves at the forefront of a given situation (*see Figure 12, 2 pages further on which shows us typically positioned in the forefront of a group picture*) and would turn and just laugh at each other, noticing that we met the description of this “label”, and then perhaps just stepping back a little to let others have a look-in. Similarly, our fellow Scholars had more understanding of times when they felt we were being dominant or demanding, and were able to share their frustration without actually experiencing such strong emotion about the differences in behavior.

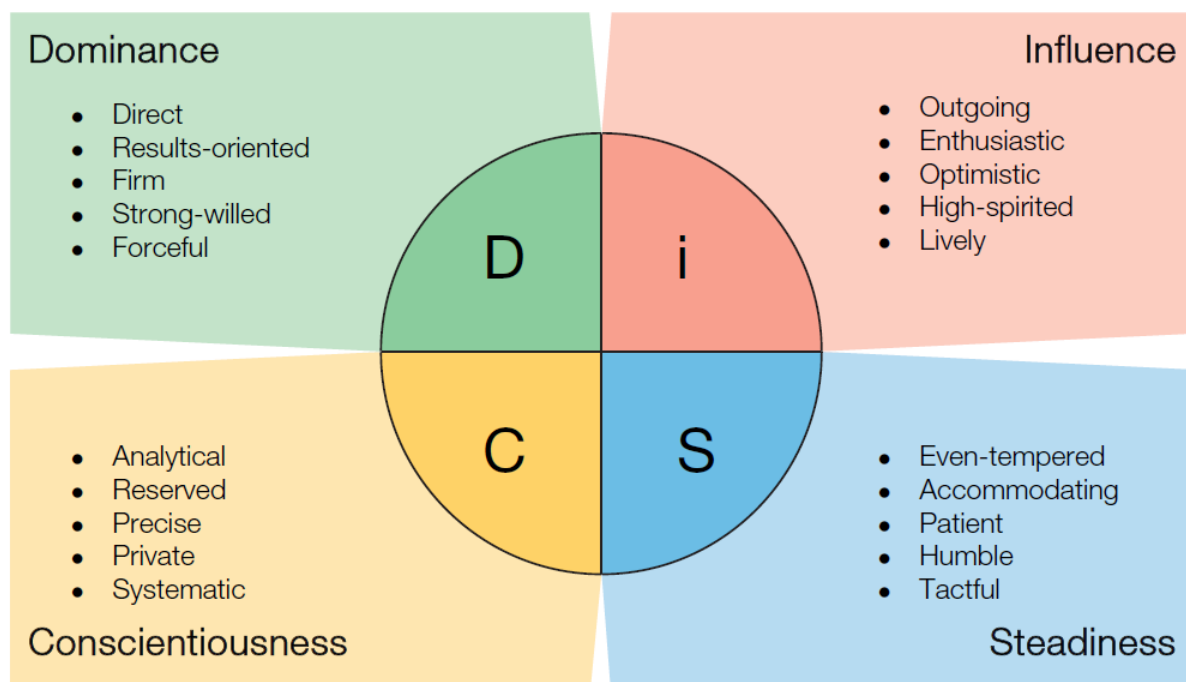


Figure 11: Main personality traits of the four personality types in the DISC profiling model:  
With thanks to <http://www.nevilleclarke.com/file/DISC.png>

These tests can be costly and I think the jury is still out to whether they are substantially accurate or not. From moment to moment, individuals can be in different emotional and physiological states (we will learn more about this in further chapters), so there is a big question about whether these tests provide an accurate measure of a person’s personality and character long term, or if at best they are aligned with the credibility of tabloid horoscope predictions.

From my personal experience, I have found them to be useful if only to bring about discussion of personality differences in the workplace or group situations and I would recommend a free online resource found at <https://www.16personalities.com/> if you would like to try them out for yourself and perhaps with your colleagues or your family.

See photo on next page





Figure 12: Typical way in which our group gathered for a photograph without conscious organisation.  
Left to Right: Robert Pepper, Wade Mann, me, James Mifsud, Bernadette Mortensen, Maire McCarthy

## 9b. Coaching

Coaching and mentoring featured, during my Nuffield Farming study, in conversations with leaders both in and out of the Agri-food sector and I found coaching to come up time and time again as an effective way of developing people within their organisations. The leaders I met that were most forward thinking had a particular type of mentoring or coaching whereby the mentor and the mentee were very clear on the objective or outcome to be achieved from the process.

The process of mentoring was that rather than someone describing an issue or problem and the coach giving their perspective or ideas on a solution, they would simply just ask questions and try to guide the mentee to a solution that was within themselves. The main advantage of this approach is that cognitively, the mentee solves the problem themselves; the neural pathways are created from problem to solution, and this is then cemented in their own mind. Research shows that, this way, behavioural change is much more likely to happen with immediate effect and will stick! This increasing practice of “coaching” is based on the relatively new neuro-scientific discovery of neuroplasticity, described previously in this report.

Enabling people to think for themselves, rather than dictating orders, can be incredibly effective for progressing people in their roles. A global International coaching federation survey<sup>20</sup> showed that coaching in organisations produced the following results:

- Productivity increases (86%)

<sup>20</sup> <http://www.creativeby-nature.com/why-is-coaching-so-effective-the-facts/>

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



- People become more positive and experience improved self-confidence (80%)
- Improved relationships (73%)
- Improved communication skills (72%)
- Improved work/life balance (67%)

Jessica Jarvis of the Chartered Institute for Professional Development (CIPD) highlights in her presentation<sup>21</sup> that “*coaching has arrived and is here to stay*”. She outlines case studies of many large organisations that utilise coaching to develop their staff including;

BBC	Dixons	Shell	Selfridges
Lloyds TSB	Glenmorangie PLC	United Utilities	Panasonic Europe

Her report shares quotes from these case studies which highlight improvements in sales, sickness days and response to change.

*‘Within just five months, the sales team had met their targets for the first time and within a year were continually surpassing them.’*

*‘Through these efforts, the organisation has seen evidence of performance improvements. For example, product quality was improved by 19 per cent last year and sickness/absence was down from 7 per cent to an average 2.4 per cent.’*

*‘Change is faster as well as more focussed as a result of the coaching interventions.’*

All these factors I believe have a place in improving the agricultural industry and contribute in part to drive the growth of a business.

### 9b.i. Personal thoughts on coaching

My original thoughts were that I didn’t have time to coach people through a questioning process - and dictating orders to them worked. On reflection during my Nuffield Farming study, I now see that giving more time at an initial stage of training can save time in the end as employees become more self-reliant, and increase their own responsibility and accountability. To manage or coach in this way you need to develop a serious amount of patience and give time to the process; but if you can achieve those things I think it can be incredibly rewarding to see the recognition of new ideas in people, and also their increased ability to make their own decisions. The hardest part is coming up with the right questions or, as a university lecturer I spoke with termed it, *‘the golden question’*.

I believe that increased levels of coaching could be really beneficial in UK agri-food businesses to revisit vision and values with employees on a more regular basis. Appraisals could be based around achieving

<sup>21</sup> <http://www2.cipd.co.uk/NR/rdonlyres/5CDCB845-3059-4682-8E0E-ECC21CD1F0A8/0/SwindonBranchPresentation.pdf>



the vision and presenting examples of when the values have been demonstrated by the employee. This will not only get the employee thinking about how they contribute to this overall vision, but also be a reminder to them about what the company aspires to with regard to conduct and behavior, and what they need to action in themselves to contribute to the mix.

### 9c. Neuro-Linguistic Programming (NLP) a.k.a. Brain Talk Training

In October 2015 I travelled to Boston to join Dr Matt James (Figure 13) and Dr John Ryan to take part in their Neuro-Linguistic Programming (NLP) practitioner course. I gained SO MUCH from my time with the Empowerment Partnership and I would recommend this course<sup>22</sup> to everyone and anyone.

NLP practices were correlated by Richard Bandler and John Grinder in the 1970s. NLP essentially looks at what successful people do and copies it (successful in this instance being defined as achieving your goals).

NLP has been seen as somewhat of a pseudo-science, but recent developments in neuroscience are now showing scientific evidence that backs the principles of NLP, giving it more credence in the business arena. It is increasing in popularity, especially within sales and retail roles.

The term 'Brain Talk Training' that I added to the title of this section was coined by a Scottish farmer who gave me a very puzzled look when I mentioned NLP. In our discussion, I broke NLP down to be: Neuro – looking at the brain and mind, and Linguistic – looking at the language we use and programming as in a learning programme. 'Oh – brain talk training then,' he said. It stuck!



Figure 13: Me with Dr Matt James from The Empowerment Partnership.

I will share in this report just a few of the concepts of NLP, especially those that can assist in not only understanding yourself and your unconscious mind better, but that can also help in developing your social awareness and social management.

#### 9c.i. How our brain filters information

The human mind deletes, distorts and generalises information coming into the brain through 5 filters: meta programmes, belief systems, values, decisions and memories. (For a more detailed description of these terms see Appendix 1).

Our internal representation of the world we live in is a map, not the territory as it really is. This concept may be a quandary for some people to grasp initially, but it helps if you understand that the world around us is made up of different forms of energy and that we have a number of receptors, taking in

---

<sup>22</sup> <http://www.nlp.com/> The course model in which they offer 5 days of practitioner training at a cost of less than \$200. (Exchange rate at that time equal to just under £130)

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



information and trying to make some sense of it. The internal representation (IR) is created around these 5 filters, and our IR will affect our state and, in turn, also our behaviour.

Put more simply, we take in information, the brain filters out what it thinks we don't need, disregards this and keeps what it thinks we do need. This filtering process creates a reality that may be far from what is actually happening around us.

As this process happens in the unconscious mind or sub-conscious, we are often quite unaware of this filtering (you cannot of course be aware of what you are not aware of!). Matt James teaches that we are bombarded each second by data from our external world and for every 2 million bits received into our unconscious mind every second, the conscious mind processes just 126 bits of data per second (Agness 2008). As humans, we delete, distort and generalise this data to make sense of it – often actually creating 'none sense' in our minds compared to what is actually happening around us. But it is a model of the world that we can deal with and make sense of in our own mind.

We develop our model and values of the world in the first 3 – 8 years of our lives and for many people this will stick with them for life. Unless we consciously look at why we see certain things in a certain way, we will not change those beliefs.

The way that our mind develops is that we have an experience and attach an emotion to that experience. When we have a bunch of them together we form what is called a 'limiting belief'. We use limiting beliefs to define who we are and for some people they are very helpful:

- I am an achiever
- I am really good at ...
- I am a kind person

But they can also greatly hold us back from striving to achieve our success. They may be held in many guises but the underlying foundation of our limiting beliefs that hold us back are usually associated with the emotion of fear and tend to fall in the category of one of three things:

- I'm not good enough
- I will fail
- No-one will want me

Sounds familiar? No? Think back to an idea that you had to do something, but did not go ahead and carry out the action to do it. What was the reason?

When we can consciously recognise that we believe something for a reason, we can critique that reason. We can critique more effectively if we can pinpoint the exact experience in our life that created that belief, and we can then consciously decide if we should hold onto it or let it go.



### 9c.ii. Rapport

By recognising a person's modality (the main way in which they think), you can mirror and match to create a stronger rapport with that person, effectively by communicating with their unconscious mind. Remember that NLP techniques are only copying what successful people do. On learning this, you may notice when you are in rapport with someone you are matching each other's body language.

We all know that people will buy from people they like. People will open up to people they like. Dr Matt James told us: *"Having rapport with someone will allow you to do anything – so rapport is probably the most important skill on the planet!"* At this point in the programme, I was listening very carefully!

The ways in which we unconsciously establish rapport and, indeed, can also consciously *create* rapport are as follows:

- Matching the other person's modality - visual, audio, kinaesthetic (tactile learning)
- Physical mirroring – copying what they do
- Matching their voice – tone, timbre, tempo
- Matching their breathing – shallow or deep / from the chest or the belly
- Matching the sizes of information (chunks) – do they talk in details or about wider issues?
- Matching common experiences – probably the one we are most aware of and familiar with - what do we have in common with a person?

There are also cues that you can be aware of which will give you a clue as to whether you are in rapport with someone. By noticing the overall appearance of physical features, you can calibrate and then watch for changes in their physiology which will indicate if you are in rapport. Being able to improve your recognition of these changes was termed to be developing your sensory acuity. The facets include:

- Eye movements
- Muscles around their eyes
- Lower lip
- Colour of face and hands
- Breathing

### 9c.iii. Modalities and representational systems

People tend to have a dominant modality or representational system that is either visual, audio or kinaesthetic. The other two senses are olfactory (taste) and gustatory (smell) but these senses feature less in the way people communicate non-verbally.



Our preferred modality will often be apparent in things we do or say and it will certainly dominate the way in which we learn. It is important to remember that people will not necessarily align with just one modality but they will often have a dominant preference. The NLP course shared material which describes how people with a preferred modality will act (Appendix 2). For example; *“People who favour the visual system often sit or stand with their heads and bodies erect with their eyes up. They tend to breathe from the top of their lungs. They often sit forward in their chair and are organised, neat, well-groomed and orderly. They are often (not always) thin and wiry and they memorise by seeing pictures. Noise doesn’t usually distract them. They often have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how things LOOK! Appearances tend to be very important to them.”*

For a detailed description of how to recognise further modality systems (audio and kinaesthetic) in people, see Appendix 2.

#### 9c.iv. Language – predicate phrases

As well as these physical clues showing up in a person’s favoured representational system, you can also listen to the language they use; and in turn communicate better with them by using favoured language predicates. For example if people say: *‘do you see what I mean’* or *‘is that clear’* or *‘I get the picture,’* then they are more than likely to be a visual person. If, however, they say things like: *‘it’s clear as a whistle’* or *‘do you hear me’* they will be auditory. Dominant kinaesthetic modalities will use words and phrases such as: *‘what it boils down to’* or *‘do you understand?’*.

Matching a person’s preferred modality through language can not only improve your communication in terms of the other person’s increased understanding, but also increase your rapport. As a result this will place the other person in a more positive state. Remembering what I covered about a person’s state in the Positive Emotional Attractor earlier in this report, the person you are communicating with is more likely to listen more carefully, be more open to new ideas and have a greater capacity for learning. For a further list of examples of predicate phrases, see Appendix 3.

#### 9c.v. Eye patterns

You may have heard that you can tell if a person is lying if their eyes move in a certain direction. This is not technically a proven fact, but Bandler and Grinder discovered that people do move their eyes in a certain direction when they are accessing different areas of their brain/mind.

Their research suggested if you are facing a person and they look to their left and up, they will be constructing a visual picture in their minds. If they look right and up, they will be remembering a visual picture. If they look left in a level position, they will be constructing audio, and if they look right they will be remembering audio. If they look down and to the left they will be checking out their feelings (this is ultimately where the idea of looking down if lying comes from, because people check in with their feelings before telling the porkie). If they look down and right this is audio-digital, the self-talk that we have going on in our heads all the time. A visual representation of this is shown on next page in Figure 14.





There is a caveat to these rules: the majority of the population is wired in this way, but other dominant-sided brains may be reversed, so it is important to calibrate with someone before presuming their preference. You can do this by asking a person: ‘*what colour was your first car?*’ and then: ‘*can you imagine what that car would look like if it was pink?*’ Or to calibrate audio you could ask them what their child’s first words were and then to imagine a certain sound. The extent of the eye movements will vary from person to person and believe me, when you learn to do this and you decide to share with your friends – you will ultimately become very annoying to them!

It is important to remember and realise that by developing this skill of recognising eye movements, you can’t tell WHAT a person is thinking, you can only tell HOW a person is thinking – but it can be very useful...

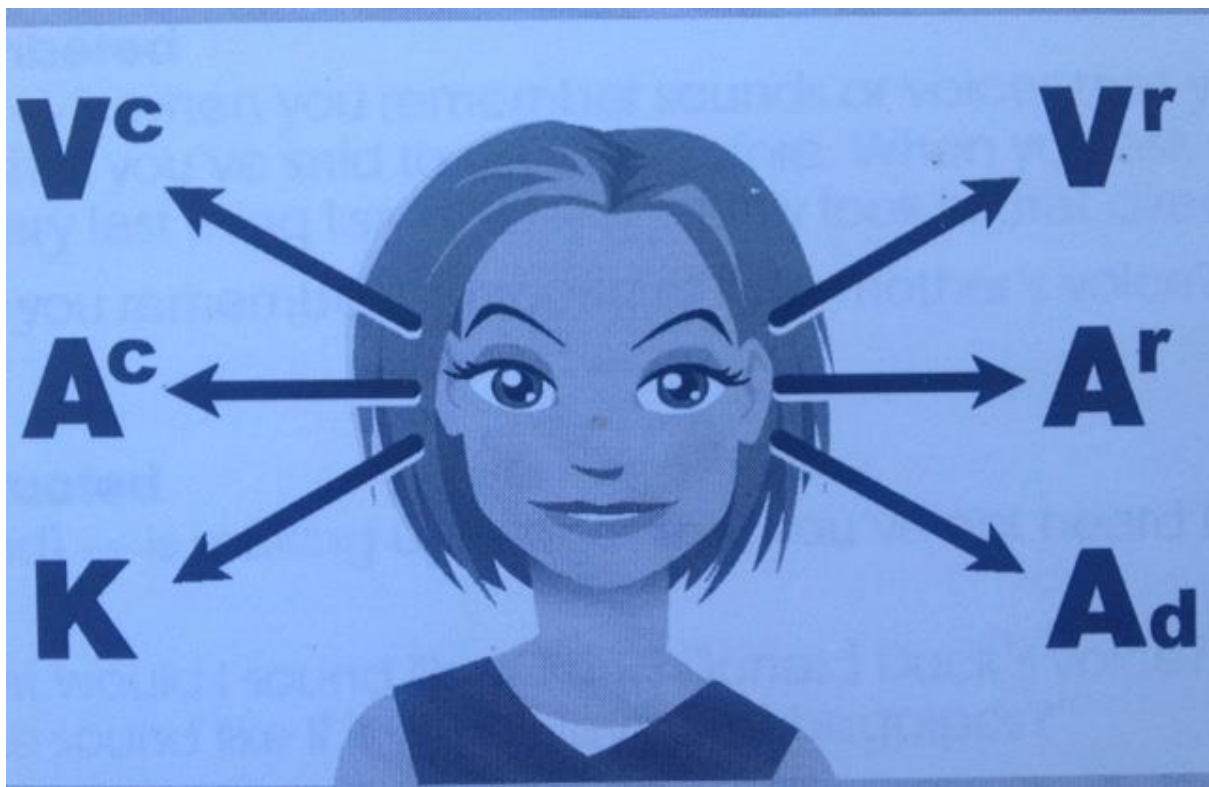


Figure 14: Bandler and Grinder determined that the direction a person’s eyes move was related to how they were thinking. Source: Image courtesy of the Empowerment Partnership

### 9c.vi. Writing down your goals and visualisation

Journaling your ideas is considered a definite plus for doing what successful people do: writing down your vision and goals. Matt James went onto say that “*It is your unconscious mind’s job to prove to you what you believe*”.

It was suggested that, to further imprint beliefs into the unconscious mind, you should not only write down your goals or visualise what you want to happen, but you should journal your story as if it had



already happened, that you had achieved all you wanted. Then imagine how you would feel, what you would see and hear around you.

There is a famous story from Harvard University that is often quoted, about increased results achieved by writing goals down. Although well publicised in many articles, a researcher and psychologist found that this study was merely urban myth. However, the University of Dominican, Illinois, ran the study and found similar results in that the mean goal achievements for students who physically wrote down their goals were consistently higher than those who just had them in their mind<sup>23</sup>.

Dr Matt James suggests that it is the role of the unconscious mind to prove your beliefs to you. So, following on from this, if we are clear about our vision and our goals, as we proceed with our lives and take in these 2 million bits of data per second, those 126 bits of data that actually register are associated with proving our beliefs to us; and therefore we are much more likely to notice the opportunities that will help achieve our goals, to perceive the avenues that will allow us to reach our desired success, and to see those open doors.



Figure 15: Dr John Ryan from The Empowerment Partnership, guiding me through a visualisation technique.

### 9c.vii. Personal thoughts on NLP

NLP receives a lot of bad press due to accusations that it is learning to manipulate people and to some degree I can see a truth in this. I realised just how easily we can be persuaded, without even realising it! BUT, as I have mentioned – it is only learning what successful people do, so these practices are carried out each second within our society, not least within marketing, and surely you can only recognise the wolf if you know what it looks like. Due to the use of these tools in sales I think it would be beneficial for everyone to learn something about NLP, even if it is just to recognise if it is being practised on you – consciously!

---

<sup>23</sup> <http://www.dominican.edu/academics/ahss/undergraduate-programs/psych/faculty/assets-gail-matthews/researchsummary2.pdf>

*Practical applications for business growth through developing people ...* by Holly Beckett

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





It is important to be aware that we unconsciously do these things on a daily basis so, for example, if you recognise that someone is mirroring your actions, don't think they are necessarily doing it on purpose to intentionally create rapport as a result of a training course – they may genuinely be in rapport with you!

NLP and understanding the mind is also a way of manipulating yourself and ultimately developing self-management, one of the pillars of emotional intelligence. So we should be looking for practices which support our choice to do this. For me this is such an important theory that helps to better understand ourselves and each other. Through developments in neuroscience, these practices are being more and more accepted within the hard sciences, rather than being categorised as pseudo-science or psychological theory. As discussed in the chapter on emotional intelligence, the way in which we pick up on communication that is other than language is a skill that more emotionally intelligent folks seem to have. The good news is that we can learn and train ourselves to notice these cues more consciously if we have not practised doing so before, and perhaps this training will improve our communication for the future.

With regards to learning about modalities, I think that recognising the different learning styles is important to consider within learning and training. Do we offer our employees these different ways of learning so they can pick up the information and skills they need in the most efficient and effective timescale? There are a whole host of NLP techniques that I feel are less relevant to share in this report but that are nevertheless very useful in coaching; working with people to change their motivations and behaviours and for their personal development and change, that all aid business growth and development.

NLP is guided by 14 presuppositions and these can be incredibly useful to incorporate to question your own actions when interacting with others. For example: *'communication is the response you get'*. The idea is that there is no value in getting frustrated with someone else if they have not understood what you have said. You need to realise that they are not understanding because of the language you are using at that time, and explain in a different way until they do understand. The response you get from your communication is representative of how well you yourself have communicated this to another person. (I shall remember this one when receiving feedback on my report!) I have listed all the presuppositions for your reference, together with a short explanation of my own understanding in Appendix 4, and would greatly encourage you to read through these at some point.

I took a lot of information on board in this particular area of my Nuffield Farming study, and for these new teachings to be understood and consciously undertaken, I needed to be fully focussed for a lot of the time.

## 9d. Mindfulness and Meditation

The practice of mindfulness is the act of being more alert, aware of your thoughts and attuned to the present moment in a non-judgmental way. Mindfulness as an approach has been increasing in popularity in Western culture over the past 6 years and in 2015 was somewhat of a phenomenon in being introduced to the workplace within the corporate sector. The drive to bring wellness into the management and leadership of employees, coupled with the development and new discoveries in



neuroscience, has supported the appetite for industry leaders to try something different within their organisations.

Mindfulness is paying attention to the present moment in a particular way and MRI scanning and modern neuroscience discoveries are showing us that this ability of mentally ‘checking in’ with yourself and paying attention with full focus to the present situation (rather than getting embroiled in internal thoughts) is supported by meditation, a practice of self-discipline. Buddhist monks and many people of other faiths have been practising meditation as a way of life for centuries but the practice of mindfulness and meditation is being introduced to the West by people such as Jon Kabat-Zinn, with the introduction of mindfulness-based stress reduction (MBSR). MBSR has been widely taken up as a practice to treat depression and anxiety, and especially as a technique to prevent relapse<sup>24</sup>. More interestingly, for the population as a whole, further studies in neuroscience are now showing that it can be beneficial in many areas beyond managing stress.

#### 9d.i. Why such popularity in the West? - the scientific evidence

Scientific research has recently been showing that the practice of mindfulness supported through daily meditation, increases the grey matter in your pre-frontal cortex and improves concentration, focus, increases memory and organisational abilities.

In addition to this, the ‘fight or flight’ area of the brain (amygdala) is decreased; resulting in behaviour where more considered reactions can be achieved within our daily lives, especially in relation to situations we are faced with when under pressure. Going back to how the body reacts via the nervous system controlled by our subconscious mind, developing mindfulness is a technique to train your mind to have more control over these reactions.

Remember neuroplasticity? Being more ‘mindful’ is a way in which we can train the brain and be conscious of ‘doing things differently’ to keep the mind in a state of learning and the brain in a phase of development. Coupled with this, the health benefits are demonstrated more and more each week.

Project Meditation state “*There have been over 1500 separate studies since 1930. All were related to meditation and its effects on the practitioners*”<sup>25</sup>. These studies show that the benefits of meditation include:

- *“Heart rate, respiration, blood pressure and oxygen consumption are all decreased.*
- *Meditators are less anxious and nervous.*
- *Meditators were more independent and self-confident*
- *People who deliberated daily were less fearful of death.*
- *75% of insomniacs who started a daily meditation programme were able to fall asleep within 20 minutes of going to bed.*
- *Production of the stress hormone Cortisol is greatly decreased, thus making it possible for those people to deal with stress better when it occurs.*

---

<sup>24</sup> <http://mbct.co.uk/about-mbct/>



- *Women with PMS showed symptom improvements after 5 months of steady daily rumination and reflection”.*
- *Thickness of the artery walls decreased which effectively lowers the risk of heart attack or stroke by 8% -15%.*
- *Relaxation therapy was helpful in chronic pain patients.*
- *60% of anxiety-prone people showed marked improvements in anxiety levels after 6-9 months”.*

For more information visit the Project Meditation website<sup>25</sup>

Sara Lazer is probably most famous for the introductory studies of the effect of meditation on the brain and you can see a visual presentation in her Ted Talk<sup>26</sup>. Professor Michael Baime, a clinical psychologist at the University of Pennsylvania, makes a good evaluation of the recent scientific research carried out on mindfulness in his Harvard paper<sup>27</sup> where he also illustrates the changes in the pre-frontal lobes through meditation – seen below in Figure 16.

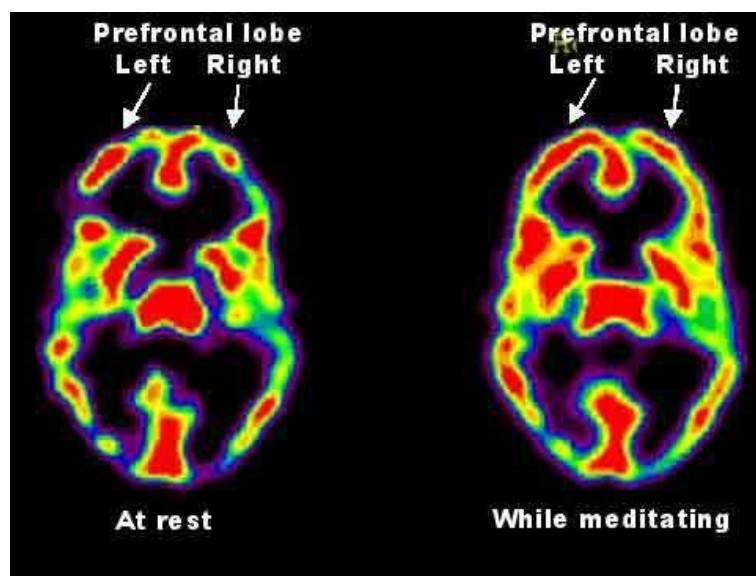


Figure 16: MRI Imagery showing the resulting increase in the pre-frontal lobe from meditation<sup>27</sup>

The relevance of meditation to this report is found in the works of Goldin, Philippe R.; Gross, James J. (2010). The authors state that ‘**Meditation boosts emotional intelligence**’ and it can help strengthen your ability to regulate your emotions<sup>28</sup>.

<sup>25</sup> [http://www.project-meditation.org/print/a\\_wim1/statistics\\_on\\_people\\_who\\_meditate.html](http://www.project-meditation.org/print/a_wim1/statistics_on_people_who_meditate.html)

<sup>26</sup> <https://www.youtube.com/watch?v=m8rRzTtP7Tc>

<sup>27</sup> [https://www.nmr.mgh.harvard.edu/~britta/SUN\\_July11\\_Baime.pdf](https://www.nmr.mgh.harvard.edu/~britta/SUN_July11_Baime.pdf)

<sup>28</sup> <http://psycnet.apa.org/journals/emo/10/1/83/>



There is also much work on how meditation can reduce your biological age both in mind and body and improves attention to mundane tasks (and we all know about a few of those). *‘Results show that the meditation practice improved the ability to maintain attention on a rather repetitive task: indicating correctly and rapidly how many words appeared on the screen. They also show that at a mean age of 65 years it is not too late – picking up meditation at that point can lead to rapid cognitive improvements<sup>29</sup>.’*

#### 9d.ii. Mindfulness in business – leading the way

Figure 17 below highlights just some of the many well-respected and successful companies that have taken up mindfulness practices or promotions throughout the workplace<sup>30</sup>.

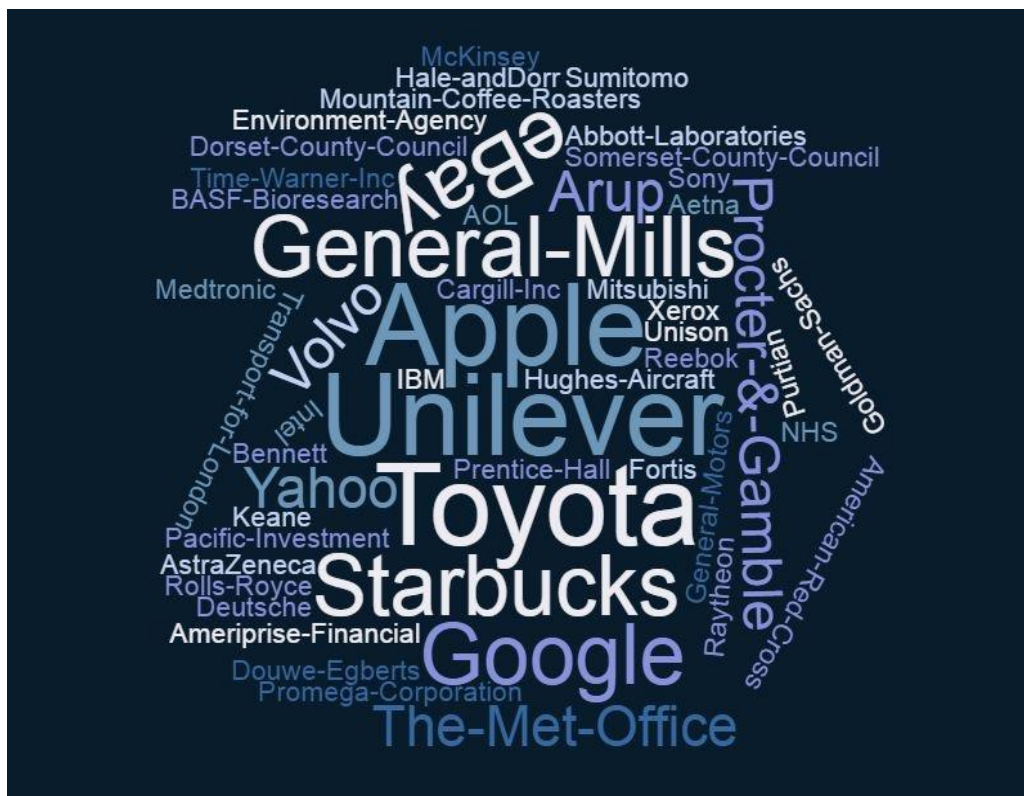


Figure 17: Companies that have promoted mindfulness to employees.

The list grows as the popularity and promotion of the practice increases, and for good reason. At Aetna Health Insurance, CEO Mark Bertolini made yoga, meditation and wellness programmes available to his then 49,000 employees. Duke University conducted a study on the savings in 2012, and found a

<sup>29</sup> <http://meditation-research.org.uk/2015/12/meditation-and-ageing-cognitive-improvements-in-older-adults/>

<sup>30</sup> <http://www.mindfulnet.org/The%20business%20case%20for%20Mindfulness%20in%20the%20workplace%20Part%201a.pdf>

*Practical applications for business growth through developing people ...* by Holly Beckett

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



seven per cent drop in healthcare costs, and an additional 69 minutes of productivity each day. The company had 3,500 people sign up for their mindfulness and yoga programmes<sup>31</sup>.

And 'Project Meditation' shares a case study of a Detroit-based chemical plant, which posted the following results three years after implementing meditation<sup>32</sup>:

- Absenteeism fell by 85%
- Productivity rose 120%
- Injuries dropped 70%
- Profits increased 520%

It is not surprising that these companies have made these changes given their advantages to a business, and that a whole host of famous CEOs claim they practice them. *'Research from INSEAD Business School found that doing just 15 minutes of mindfulness-based meditation such as concentrating on breathing can lead to more rational thinking in making business decisions'*<sup>33</sup>.

A whole host of successful business leaders admit to meditating including<sup>34 35 36</sup>;

- Rick Goings, CEO of Tupperware
- Arianna Huffington, Founder of Huffington Post
- Russell Simmons, Co-founder of Def Jam and CEO of Rush Communications
- Rupert Murdoch, Founder of News Corporation
- Roger Berkowitz, CEO of Legal Sea Foods
- Marc Benioff, Software Veteran
- Bob Shapiro, Former CEO of Monsanto
- Robert Stiller, Founder of Green Mountain Coffee
- Steve Rubin, former CEO of United Fuels International

<sup>31</sup> <http://business-reporter.co.uk/2014/06/12/boost-your-productivity-and-profits-with-mindfulness-and-meditation/#sthash.ROEMBwN9.dpuf>

<sup>32</sup> [https://www.project-meditation.org/a\\_wim1/statistics\\_on\\_people\\_who\\_meditate.html](https://www.project-meditation.org/a_wim1/statistics_on_people_who_meditate.html)

<sup>33</sup> <http://business-reporter.co.uk/2014/06/12/boost-your-productivity-and-profits-with-mindfulness-and-meditation/>

<sup>34</sup> <http://www.meditationtrust.com/9-business-leaders-who-meditate-and-why-its-essential-to-success/>

<sup>35</sup> <http://www.whymiunhealthy.com/10-famous-entrepreneurs-that-meditate/>

<sup>36</sup> <http://pakwired.com/8-super-successful-people-who-meditate-daily/>



- Ray Dalio –CEO and founder of Bridgewater Associates
- Andrew Cherng – Founder of Panda Express
- Nancy Slomowitz – CEO Executive Management Associates
- Oprah Winfrey – CEO Harpo Productions Inc
- Jeff Weiner - CEO of LinkedIn, and former Yahoo executive
- Padmasree Warrior - Chief Technology and Strategy officer of Cisco Systems, and former CTO of Motorola

Roger Berkowitz, CEO of Legal Sea Foods says: ***“The first thing I do in the morning is retreat to my den and meditate. I meditate twice a day for 20 minutes, closing my eyes, clearing my mind, and repeating my mantra until I’m in a semiconscious state. Sometimes, I’m wrestling with an issue before meditation, and afterward the answer is suddenly clear.”***

And Bob Shapiro, Former CEO of Monsanto, was quoted to share ***“As a business person, I noticed a number of people I knew pretty well who really picked up on it, people who perhaps had come into it with some degree of scepticism and found the experience useful.”***

In his book ‘Mindful Work’ (2015) David Gelles, business reporter for the New York Times, describes that meditating for 5 minutes or 5 hours every day will not solve all your problems. Colleagues will still frustrate you and you will still have responsibilities to meet, but the practice of meditation can soften your response to the issues. *‘It can make us more effective, more resilient and even give work a new sense of meaning’.*

### 9d.iii. Introducing mindfulness to the workplace: The Jolly Good Fellow at Google

Chade Meng-Tan, also known as the Jolly Good Fellow or engineer 107 within the Google enterprise, was one of the first engineers working with Google and helped develop their first mobile search service. As the company exploded, these engineers were effectively asked to create a role they wanted within the organisation to support its development and Meng introduced mindfulness to Google employees to promote happiness and peace within the company. Meng wrote a book “Search Inside Yourself” and then created the Search Inside Yourself Leadership Institute or SIYLI (Pronounced silly for short).

Although I wasn’t successful in contacting the Jolly Good Fellow directly, Cara Carrillo of SIYLI was good enough to spare me an hour of her time so she could tell me a little more about the work of mindfulness and the SIYLI programme.

The company themselves were in a time of fairly rapid growth. Cara had joined the company as employee “Number 4” in June 2013 and at the time of the interview (September 2015) the team had grown to sixteen. Cara explained that Meng had set up the institution with a vision of world peace (a pretty big quest), but his belief that people can find peace within themselves and this can scale to

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





produce global peace, is not beyond comprehension. Cara told me that the recognition of the ineffectiveness of trying to change policies and systems without changing minds was a large driver for people taking on SIYLI's mindfulness courses and workshops.

Cara explained that generally the people who attend are internal champions in their company who see dysfunction and want to bring in concepts of emotional intelligence and mindfulness to impact well-being. *'Reasons to introduce to companies also cover wanting to increase productivity and reduce absenteeism and engage people more in the work or the company'*. She went on to explain: *'the benefits are often much more than what people came for'*.

I asked how companies were introducing the practices of mindfulness to their staff and integrating it into the organisation and she listed various ways including:

- Executives receiving private coaching sessions.
- Train-the-trainer programmes to then introduce to small groups.
- Structures of meetings to include a 5-minute sitting period before the start of the meeting.
- Conscious, mindful listening exercises.

SIYLI also supported course participants with weekly emails and prompts and encourages people to buddy up with another person from their workshop to keep in touch and share discussions of how their mindful practice is going.

I asked Cara how companies dealt with queries that the programme may tread on religious ground and if employees were worried that the introduction of the practice may have detrimental effects on employees.

Cara explained that the education is a secular programme, to teach attention training to better succeed at work and in all the different areas of life. It is not a spiritual programme and only evidence-based practices are included. She went on to say that being mindful doesn't always mean sunshine and happiness and rainbows.

Developing mindfulness and EI can be very uncomfortable. The SIYLI programme is clear about this and does not give a message that you will live happily ever after. Mindfulness coupled with emotional intelligence practices is different to mindfulness on its own. You can use mindfulness to stay focussed but EI knowledge helps to support the development of self-awareness, self-regulation, resilience and empathy, and cultivates these qualities in people as they become more mindful.

#### 9d.iv. SIYLI case study

After several calls and emails I was fortunate to receive a free scholarship place to attend the SIYLI two-day mindfulness course in New York at the end of October 2015 to see what it was all about.





The course was run by two executive coaches, Mark Coleman and Laurie Cameron, and they explained in the introductory session that the SIYLI course had been designed to combine and teach three elements: emotional intelligence, neuroscience and mindfulness.

Cara was correct in her description that the course was not religious or esoteric in any way; it was factual and supported by scientific evidence. Mindfulness was explained as ‘attention training’ and learning how to pay attention and meditation was simply a way of building the muscle of awareness.

Learning how to pay attention can be achieved in three simple steps as shown below in Figure 18. The meditation process was explained and practised for short periods throughout the two days with a simple focus on the breath, regaining the attention, and focus when we recognised distraction.

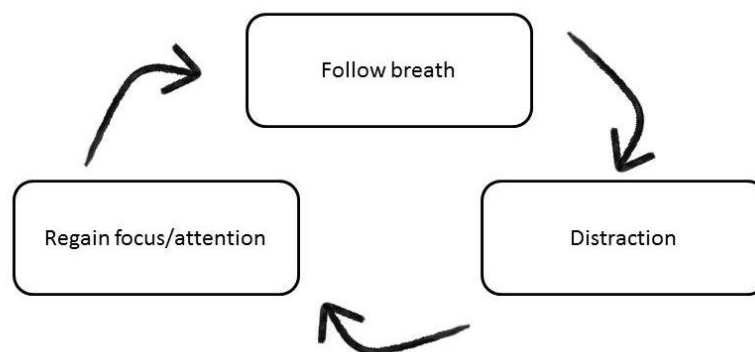


Figure 18: Three step process for paying attention as described in on the SIYLI 2 day mindfulness course.

Mark and Laurie (shown in Figure 19 on next page) explained that mindfulness was linked to developing your self-awareness and increasing your emotional intelligence, which we are able to learn at any age in life. They described EI as being five core competencies:

- Self-awareness
- Self-regulation
- Motivation
- Empathy and compassion
- Social skills

The three main benefits of developing these are:

- Stellar performance – the ability to have intention and impact to be congruent (in agreement).
- Outstanding leadership – the ability to lead yourself.
- Happiness and wellbeing.



We covered mindful listening, the act of closely paying attention to what a person is saying and noticing when our focus would be wandering, and listening to our own self talk or dialogue instead of “over the top” of what they were saying. This was practised in 1:2:1 break-out sessions and was something that I realised I was not particularly good at – in fact it was quite a lesson to be learnt that we could actually listen in a way that was FULLY paying attention to what the other person was saying without the self-chatter going on.

The course involved a number of other exercises including mindful eating, walking, sitting and speaking and certainly brought my attention to just how often I am not fully present in any given situation.



Figure 19: Me with Mark Coleman and Laurie Cameron

#### 9d.v. Personal thoughts on mindfulness and meditation

Being more mindful in your life takes a certain mind-set. We all have a mind-set and this will change throughout our lives, as we learn more and experience new things. The scary thing about a mind-set is that when you are in one particular place, it can often be impossible to see/feel another. Being more consciously aware of your surroundings and of your actions is a choice and something that can be developed through the discipline of meditation. Being more mindful in itself can bring more awareness to your mind-set at the time and also give you some distance to recognise where you are internally. Making these changes or developments in yourself can be difficult; you need to be in the right mind-set to do it for starters!

I have had countless conversations with people who don't meditate in a formal way but who feel they have their own practice of meditation from walking the dog, to going to the gym, riding a motorcycle or sitting on a tractor and I understand what they are saying. For me, I believe that climbing brings a strong sense of focus into my mind and is certainly my stress buster (when I have reached the top). I'm not sure if the science has been carried out to see if these activities produce the same results in the brain in terms of increasing memory, concentration, decreasing the amygdala and our reaction



times; but I'm pretty certain that these examples are how people deal with their stress. However, meditation offers to deal with stress if you commit to just 10 minutes to yourself each day – pretty much anywhere – while the other activities I have mentioned often require much more time than that, and for most people are certainly not always achievable on a daily basis.

As someone who has practised meditation (on and off) for a couple of years and explored different ways of developing and focussing my mind, I find it hugely beneficial. I can certainly relate to the fact that it improves concentration, organisation and memory, and it makes me a calmer and more rounded individual. But there is something that happens within me that I find impossible to explain fully in words. Einstein once said:

*'I rarely think in words at all. A thought comes, and I may try to express it in words afterwards'.*

Our thoughts and feelings intertwined are often not in words. We as people learn a vocabulary and hopefully we expand this enough to be able to communicate our ideas with one another which is why expanding our vocabulary is important not only for us to be able to communicate our ideas, but for us to express our emotions. Sometimes the mere act of doing that makes us feel better. Similarly with meditation, the mere act of sitting for just a few moments can make you 'feel better'. A mindfulness teacher one told me you can read 1000 books on tasting a tomato and watch hundreds of videos but the only way to taste a tomato is to try it!

For anyone interested in trying meditation, I would recommend 'Headspace'. It's free to download the app and you get 10 introductory free sessions of 10 minutes<sup>37</sup>. Most people I have recommended this to and have tried it have said they have experienced a noticeable difference after just 4 days. For more details see footnote.

What is clear from my research is that introducing the concept of mindfulness, meditation practice and education on emotional intelligence into the workplace can greatly increase productivity, reduce employee absenteeism, reduce injuries, increase employee satisfaction and increase profits.

---

<sup>37</sup> <https://www.headspace.com/register>



## 10. Emotional intelligence development tools in agriculture

If you are still reading at this point, firstly – I am delighted!! This may be so because you are genuinely interested in this topic for either yourself or your organisation, and it may already be clear in your mind how you can utilise the points raised in this report and introduce these tools into your own life or business practices. If you are perhaps in need of some examples of how this can be utilised – especially in an agricultural context - then this section is a small sample of some examples I came across that may help you find a fit for you, those who work for you, and your business.

### 10a. USA

#### 10a.i. Joel Salatin

When I visited Joel Salatin (shown in Figure 20 below), an organic farmer in Virginia, it was refreshing to learn that he and his family involved within the business used personality profiling. He explained that although the process was driven predominantly by his wife, Sherry, he had found value in determining what each of the family member's strengths and weaknesses were. Discussing this had brought them closer together as a team and provided a different perspective to managing each other.



Figure 20: Me with Joel Salatin of Polyface Farm

Joel's company Polyface Farm has a great model which finds people through an intern scheme and trains them to run their own farm, which will then provide produce to Polyface's own direct sales arm. His business is growing tremendously and he as a farmer is in control of all aspects from growing, marketing, sales and delivery.

Joel quoted many times the works of Stephan Covey (1989) "The 7 habits of highly effective people"<sup>38</sup> and especially promoted 'seek first to understand, then be understood'. I would highly recommend reading this book in full but you can read in brief about the other 6 habits here:

[https://en.wikipedia.org/wiki/The\\_7\\_Habits\\_of\\_Highly\\_Effective\\_People](https://en.wikipedia.org/wiki/The_7_Habits_of_Highly_Effective_People)

<sup>38</sup> Covey, S. R. (1989) The seven habits of highly effective people: Simon and Schuster - New York. (ISBN 10: 0671708635)



### 10a.ii. Steffen Schneider

I met a farmer in the US in the small town of Ghent, NY, about 2.5 hours north of New York City. He was Steffen Schneider (shown in Figure 21), Farm Director of Hawthorne Valley Farm, who had started the Institute for Mindful Agriculture<sup>39</sup>.

I travelled to the farm where I met Steffen and his wife Rachel and spent the afternoon chatting with them and touring the property. This was a great setup which included a farm shop, school and learning centre and 200 acres which supported a local CSA and a further 800 acres for dairy, grains and pigs. They had their own creamery, bakery and sauerkraut operation. (Steffen is originally from Germany so a little home inspiration had been involved).

Steffen is a biodynamic farmer<sup>40</sup>, inspired by the works of Rudolph Steiner, and his philosophy is to work in conjunction with nature ‘paying attention’ to all that is going on around us. He has a strong passion for connecting society back to the land and especially the revival of young people working on the land. They also run a seasonal internship programme. He has links with The Biodynamic Association and The Presencing Institute, an organisation founded by Otto Scharmer based on Theory U. *“Theory U proposes that the quality of the results that we create in any kind of social system is a function of the quality of awareness, attention, or consciousness that the participants in the system operate from”*<sup>41</sup>.



Figure 21: Me with Steffen and Rachel Schneider  
of the Mindfulness Institute of Farming

<sup>39</sup> <http://www.instituteformindfulagriculture.org/>

<sup>40</sup> Biodynamic agriculture is a form of alternative agriculture very similar to [organic farming](#), but which includes various [esoteric](#) concepts drawn from the ideas of [Rudolf Steiner](#) (1861–1925).<sup>[1][2]</sup> Initially developed in the 1920s, it was the first of the organic agriculture movements.<sup>[3]</sup> It treats [soil fertility](#), plant growth, and livestock care as [ecologically](#) interrelated tasks. [4][5][6]. ([https://en.wikipedia.org/wiki/Biodynamic\\_agriculture](https://en.wikipedia.org/wiki/Biodynamic_agriculture))

<sup>41</sup> <https://www.presencing.com/theoryu>

*Practical applications for business growth through developing people ...* by Holly Beckett

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



I was impressed by his integration of a number of successful businesses that had expanded beyond farming to cover sales and even education; and it was clear that this success had come from his mind-set and a drive to achieve the vision he and his wife both held. The Institute for Mindful Agriculture is involved in a number of projects including “The Woodbourne Project”, in collaboration with a local Prison. This is just one example of how the Schneiders are working to bring the whole community into their farming practices, and of their philosophy to promote the importance of environmental health and sustainable food production for all.

## 10b. Ireland

### 10b.i. Bord Bia

Capita Customer Solution carries out work on behalf of Bord Bia, the Food Board in Ireland. In late 2014 Capita Customer Solutions (known as SouthWestern at the time) carried out a competency survey which revealed that leadership development was required in many of their teams. In an interview in June 2015 with the Learning & Development Manager at that time, Dolores Mahony, I discovered that the company had developed a programme to drive leadership skills including a range of personal development training. This included a programme entitled “Making in Happen”, comprising the recognition and awareness of soft skills; a 360 degree profiling programme to help managers understand themselves and colleagues better; and training sessions to explain leadership competencies. The programme also involved 1:2:1 coaching for the managers to be able to deal with and accept the feedback they were given and discuss how they would move forward. As a focus and target for the programme, individuals were encouraged to outline an idea that could be implemented in the organisation to save money or increase revenue. Colleagues evaluated each other to vote for the best idea and a chosen few went in front of the board. There were some great ideas and most were implemented immediately with clear financial results being achieved.

The programme incorporated a number of different ways in which emotional intelligence was shared amongst employees, including discussion and videos. One of these was ‘Who moved My Cheese?’<sup>42</sup> based on a best-selling book by Spencer Johnson M.D. You can view the full movie in Figure 22 below (16m 00s).

The area of Learning and Development within the organisation has since moved into the broader remit of Organisation Development. The People & Organisation Development Manager, Úna FitzGerald, recently explained to me that the programme is on-going, with key development outcomes being tracked through regular objective reviews and development discussions with senior managers. New leaders will complete a version of the programme in early 2017 allowing leaders of all levels to continue to use the leadership tools and approaches they have learned. Graduates from the development programme meet regularly in action learning sets known as Leadership in Practice groups. These groups of 6 coach and support each other around pertinent people leaders’ issues.

---

<sup>42</sup> <https://www.youtube.com/watch?v=16hxCB1Dvd4>

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





Figure 22: Who Moved My Cheese? Full online movie.

### 10b.ii. Willie Horton – meditation and flow

When I got to Ireland, there was much talk of mindfulness and meditation among Nuffield Farming Scholars. A leadership coach, Willie Horton (shown in Figure 23) had been the guest speaker at the Nuffield Ireland annual conference and his teachings on how meditation can increase your ‘flow’ had been well received.

Nuffield Farming Scholars who had attended the conference told me how Willie had got the whole room to go through a short meditation and obtained a very positive response. A show of hands to the question ‘*who has meditated before?*’ revealed about 10% of the room had tried it at one time or another – giving me confidence that this practice within agriculture may not be as ‘out there’ as I first thought.

I felt I must meet the man for myself and through several calls discovered that Willie is a huge advocate of meditation for development of the self and the mind. He told me that the changes in the brain that arise from the discipline of meditation means that we have an ability to take in information in the present without the generalisation and distortion that comes from our past experiences.

He has studied a great deal of research on mindfulness and meditation and I listened with interest to how we can take practical steps to train our minds and achieve flow. The term ‘flow’ was coined by the University of Chicago and includes



Figure 23: Willie Horton is a leading executive coach and promotes meditation as a way of achieving your goals ‘effortlessly’.

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust





experiencing the following characteristics (taken from Willie Horton's coaching tool, Psybercoach).

- You are fully concentrating on what you are currently doing.
- Your attention is completely absorbed in the task.
- You have complete control over your actions to the extent they become effortlessly spontaneous.
- Self-consciousness is replaced by a feeling of growth.
- The right things get done without you having to think about it – it appears to just happen.
- Your perception of time is altered.

You may recognise times in your life when you have experienced these attributes, when life seems to be going your way? For me I understand it as 'being in the zone' and would certainly welcome increased periods of this time in my life.

Above all, Willie promotes the need for a vision and claims that, without a vision, you may as well be mindless and continue to live inside your own thoughts rather than focusing on your own life each day.

### 10b.iii. Navan Discussion Group

I spoke with Joe Leonard, a 2014 Nuffield Farming Scholar and Irish dairy farmer. He was a member of The Navan Discussion Group – An Irish Dairy group, whose members had taken an 8-week mindfulness course as part of a study into the factors causing stress and mental health issues in farmers. Joe explained how valuable the course had been to the group of 11 farmers. Some of their wives also joined them for the course, there were 19 in total. Joe explained the benefits for him had included learning to hold back a little before reacting and not being so unnecessarily 'hot-headed' about issues both on and off the farm. He doesn't regularly meditate but he still uses some of the relaxation tips he learnt and regularly 'checks in with himself', appreciating what is around him day to day.

Also, he explained that many of the group had changed their mind-set about stress factors – for example, if a corner of the field had been trashed by wet weather and excess trampling – rather than getting upset about it they accepted it would grow back in a few weeks. They freed up that time to concentrate on more important things that they *could* change.



## 10c. UK

### 10c.i. Matt Swain - Gypsy King!

Matt Swain is a 2002 UK Scholar and accountant who, following on from his Nuffield Farming study, developed his skills as a business coach, supporting farming families through business and personal change.

*"I now realise the numbers are the easy bit," he told me. "The soft stuff, the stuff we never really talk about... but's always there, that's the biggest influence on judgment".*



Figure 24: Matt Swain, 2002 UK Nuffield Farming Scholar

Matt became a master practitioner in NLP and went on to study coaching through the Tony Robbins school. I have had numerous conversations with Matt about how self-development can assist in all areas of our life. He thinks 'soft stuff' is particularly important in farming families' decision-making and that, until you understand that, change will always be reactive.

The model that Tony Robbins uses to try and teach people to understand themselves further is that we are all looking to satisfy six categories of needs but the first four, our primal needs, are the main drivers.

They are:

- Connection
- Significance



- Certainty
- Variety

This is closely linked to that of Maslow's *hierarchy of needs* and the model is further extended to include Growth and Contribution or the 'needs of the spirit'. It is only when all six are in balance that we can truly feel fulfilled and have emotional well-being.

Matt teaches these principles to his clients and notes that all behaviour is just a way of meeting these needs. I asked him how his 'soft' studies had contributed to his ability to coach. He began telling me that he always starts off with the hard stuff; balance sheet, productivity, colour of tractor etc. *"It's where farmers feel comfortable, but there is always a point where we go 'off road'. When clients feel comfortable they open up and I can tell you profit is rarely the driving motive. Finding out just what is the driver is the key."*

He then went on to tell me that in the last week a group of travellers had taken up residency on one of his fields. The NFU and Council position is to immediately begin legal proceedings but Matt thought otherwise for two reasons. 1) he did not want to spend £1500 getting the eviction order and 2) he believes everyone is just trying to meet their needs and travellers are no different and therefore dialogue must be the first route.

A nice simple definition of culture is *'the way we do things around here'* and travellers' culture is certainly different. But whatever that *way* is, the same applies: they're just trying to meet their needs. Matt felt equipped to be able to build rapport with the head traveller and deliver these needs through his actions, and put aside his personal feelings and ego whilst concentrating on what he wanted to achieve overall.

The travellers agreed they would leave and Matt gave them bin bags and offered them water. He shook hands with several of them and in two and a half days they were gone.

Matt went on to explain they had left some rubbish but that they had at least used the bin bags. Also they 'abandoned' a car which was a quite good 4x4. It turned out not to be stolen but purchased the week before from a neighbouring village. Matt managed to get a key and now has a better farm car than the one he had before!

Now, you can take your own interpretation of that story and what it meant for the travellers to leave the car, but that is one of the least negative and emotionally draining stories I have ever heard from a farmer about his experiences with the traveller community. I wonder if this conscious exchange of communication was performed more in other areas of the familiar stories we hear throughout the farming community, we would start to hear less negative stories overall... The conversations with the vet about TB testing, the dispute with the neighbours about the drains, the smell, the flies, the supermarket buyer, the Minister for Defra? .....



## 11. Bringing it all together

Travel brings so much to a person that your mind-set is often changed and to keep on topic has probably been one of my greatest challenges in trying to present the subject all together in one report. It is important to realise that I am not providing a turnkey solution to people development and company growth in the agri-food sector. I am merely sharing, in this report, ideas that I have found that I believe can make a great addition to a company that is already running a successful business model.

Taking a little bit from all these teachings can be used to build a model which helps support developing your overall emotional intelligence, emotional resilience and soft skills. i.e. one which incorporates all four pillars of self-awareness, self-management, social awareness and social management.

Examples have been highlighted in numerous places within the report to show that one size does not fit all and that, for a really effective development programme, a number of different tools need to be used together. I think this needs to be key when devising and planning a development programme for employees. We have seen that people have different learning styles: mainly visual, audio or kinaesthetic. The training and teaching materials should be a mixture that delivers across a range of styles.

In answer to my initial question: can a greater understanding of emotional intelligence help resolve drama and conflict? Absolutely! We can evaluate a person's behavior by considering if their needs are being met and in terms of the example of drama that I cited, I would suggest that the resolution lies somewhere in the fact the staff member is not feeling significant enough. So they have to create a situation where they are the most significant person in that particular arena. Otherwise they do not have enough variety and their behaviour leads them to create something of difference in their daily work life.

Of course, you are probably aware that people do not like change. This is due to the loss of certainty people may have when faced with a change, or the connection they have formed to a role or task. By giving more consideration to how others may feel about operations around them (consciously or unconsciously) we can be better managers and leaders.

And can increased EI change culture? I believe so, but it is vital that this message comes from the top level of management in the organisation and is continually led by example. For people to fully understand where you are going and to be able to follow effectively they must be able to manage themselves. Leadership training in some form, I believe, should be given to ALL members of the company.

From a personal perspective, I think that the practical tools I covered in this report can all support each other:

**Meditation** helps us take ourselves away from our own shoes and our own perspective and increase our mindfulness about day to day situations. It can make us more effective, achieving our goals more effortlessly, if we experience flow (being in the zone) more regularly.



**Mindfulness** allows us to be more aware of the present and of what is going on around us – tuning up to our lives. We can be more aware of others, their actions and emotions and what we know about the language people use. We can utilise our sensory acuity more, and use practices from **NLP**.

We can use this extra information to **coach** more informatively and ask people the ‘golden questions’, clearly consolidating for them and ourselves what their vision is and the goals which will achieve that vision.

When we understand more about people from **personality profiling** we can also use this to coach more effectively and perhaps design a training package more individually for our employees, or communicate with them more purposefully in ways which enable us to get the response we want.

All these things can contribute to achieving either our personal goals or a shared vision for your company. I have attempted to try and provide a visual representation of this below in Figure 25.

#### Building Our Emotional Intelligence Using Practical Tools

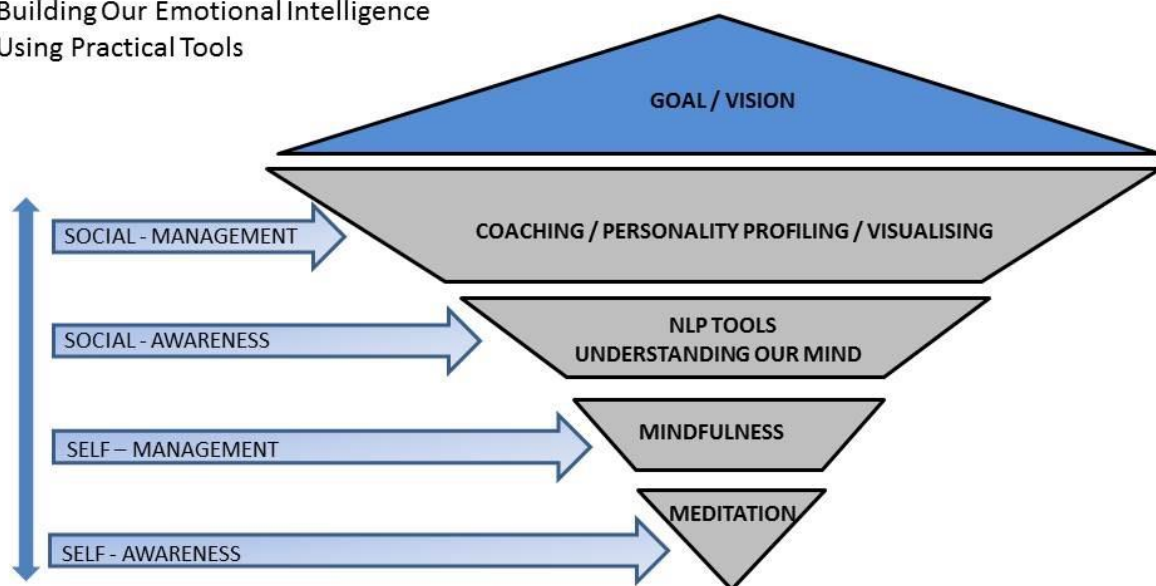


Figure 25: Building Our Emotional Intelligence Using Practical Tools. Source: author's own diagram

What is ultimately clear to me from my travels and research is that some people have a natural ability to ‘make things happen’, and all people have the ability to grow, develop and change. The more you have an understanding of a topic, the greater your ability to evaluate and manage the information and incorporate into your life or business.

A good example of this is to think about the mind as a computer, and then consider how you use a computer in your daily life. If you are like me, you use your computer on a daily basis to check emails, social media, perhaps work on a Word document or Excel spreadsheet. I have enough information about how these applications work to get by. However, I probably have knowledge of only 10% of Excel functions and if I understood more about what it could do, I could achieve a great deal more

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



from my spreadsheet – this is very similar to our mind. Regarding the internal workings of a computer - both the hardware and the software and code – I have absolutely no clue at all, yet I still manage to use the computer successfully on a daily basis – until something goes wrong and then I get stuck! The more knowledgeable we are about our own hardware (the brain) and software (the mind) the more equipped we will be to fix something when it starts to go wrong and, on top of that, the more purposeful we can be at writing the software that achieves exactly what we want to happen and perform to a standard that meets all our needs.

It is perhaps seen as a bit of a ‘taboo’ subject to be talking about the mind and our emotions and feelings and I recognise that the agricultural industry may to some degree embrace this misconception. This is merely the current culture and that has the ability to change – one person at a time.

We, as a society, seem to have no issue talking about the health and exercising of our bodies. We may take great care over managing what we put into the body and recognise that nutrition has a huge effect on our growth and development. The more exercise and activity we give the body, the stronger and more flexible it becomes. Why should this be any different for the mind?

Why do we not talk openly about how what we ‘feed’ our mind with, actually affects how it operates, and how in turn how that has a physical effect on our bodies? Why do we not discuss freely the different exercises and training we have for the mind and how this can change our whole outlook on a situation and certainly have a great effect on our levels of stress?

Perhaps it is because up until recently we felt that we did not have the language to discuss or the tools to use. This is changing widely within corporate industry and I would urge the agricultural industry to move in the same direction with great haste.



## 12. Conclusions

I hope that through this report I have gone some way to sharing with you what emotional intelligence is and given you a framework and some language that you can use to at least begin a discussion with your family, friends and colleagues as to how some of these concepts can be considered within the running of your farming business, and hopefully progression into the future.

Like many farmers I am a 'doer' and 'hands on' and so I hope I have shared with you things you can practically 'do' to support the development of yourself and those around you in your business and provided some evidence that these tools, used in conjunction with your current resources, will greatly support you achieving your vision with a little more clarity and a lot less stress.

Emotional intelligence is not something new that has come into existence, but it is a relatively modern movement to be *talking* about this concept openly within businesses. If not already doing so, I urge you to consider it.

This topic is about people and they feature in some way, shape or form in every business, therefore there should be something for you to gain from this report – even if it just the reassurance you are doing the right stuff.

I have picked out below a few of the key conclusions I came to which I believe anyone could take on board in their business to introduce changes that would lead to business growth.

1. Corporate experts in a variety of industries are widely introducing the use of emotional intelligence training / personal development techniques which drive business growth forward.
2. Companies that had clear employee development programmes experienced fast and significant growth.
3. One size does not fit all and a holistic approach should be taken within training and where possible a personalised programme of development devised for employees.
4. Meditation/Mindfulness training improves concentration, memory, organisation skills and develops creativity and awareness skills.
5. Understanding the working of the mind can improve the understanding of our self, better management of our self and in turn a better understanding of others.





## 13. Recommendations

The recommendations that I am presenting for consideration across the whole of the agricultural industry are outlined below.

Some may require a change in mindset to be embraced; others will just need a change in practice within your business.

1. Leadership is for everyone not just people in the top tier of the company and therefore leadership training should be disseminated through all levels of the industry.
2. Introducing mindfulness to the wider agricultural sector could be beneficial for many issues, including; reducing stress, supporting consistent leadership skills, increasing innovation, developing more effective leadership and the overall growth of the Ag-industry.
3. Neuro Linguistic Programming (Brain-talk training) can greatly increase self-awareness, self-management, social-awareness and social-management.
4. Training and exercising the mind should be as widely discussed and accepted in society and the workplace as exercising and health for the body is currently promoted.

I hope you have gained some value from my report and I thank you for taking the time to read.

**Holly Beckett**



## 14. After my study tour

I applied for the Frank Parkinson bursary to introduce mindfulness to agriculture and was thrilled that the board was not only open to the idea but supportive enough to offer me a grant to carry out the project.

Frank Parkinson was an electrical engineer who profited well from his work in the early 1900s and left several philanthropic funds to social housing and agriculture. The Frank Parkinson Award is available to Nuffield Farming Scholars on completion of their scholarships and offers grants of up to £20,000 for projects which promote new ideas and innovation in agriculture.



The project consists of several clear objectives that will be carried out over the next 6 months (October 2016 - April 2017) and hopefully progress to be able to support farmers, discovering more about emotional intelligence and mindfulness on an on-going basis. The objectives of the project are to:

- Conduct a trial directly with food growers on a national basis to take up mindfulness training over a 6–8 week period and determine the benefits to them personally within their home and working lives.
- Collect and analyse results from the trial to correlate with international studies and collate the results to share with the wider agricultural community, in a persona that is derived from the language and voices of farmers themselves.
- Leverage intense PR coverage of trial to further promote the practice of mindfulness throughout other industries and show farmers in a progressive and positive light, highlighting their continual development within the industry to improve leadership and land and livestock management.
- Create a national interest group which provides further support to farmers who wish to continue the practice and promote practical applications and training to the wider agricultural community around the benefits of taking up a more mindful way of thinking.
- Promote the Frank Parkinson bursary and the Trust for their support and the benefits that have been gained from this funding.

If you are interested in learning more about how the mind operates, how you can develop increased mindfulness and achieve your vision with less stress and effort, please visit:

[www.focussedfarmers.com](http://www.focussedfarmers.com)



## 15. Acknowledgement and Thanks

In memory of Mr David Allen

*“Thank you for your passion and support for agriculture and your belief in me”*

Holly Beckett

This report is dedicated to my sponsor, the late Mr David Allen and I would like to pay particular thanks to all my fellow year Nuffield Farming Scholars, my GFP group ‘The Japan Ninjas’ and the administrating teams of the UK, France and Australian Nuffield Farming networks for your support and hard work which made my Nuffield journey so memorable.

I would also like to pay special thanks to the following people for giving me their time, their opinions, their hospitality and being open and honest about their businesses, their lives and themselves – I would not be the person I am today had I not met each one of you. Thank you.

<b>USA</b>	<b>USA contd.</b>	<b>Ireland</b>	<b>UK</b>
Dr Don Beck	Chris Cohen	Maire McCarthy	Simon Beckett
Ben Levi	Steve Salley	Brian McCarthy	Geoff Smith
Said Dawlabani	Gavin Cohen	Paddy Mawe	Niki Povey
James Terrell	Jill Leonard	Bill O’Keeffe	Alan Beckett
Ron Green	Tara O’Connor	Audrey O’Keeffe	Anne Beckett
David Green	Laurie Cameron	Karen Brosnan	Louise Manning
John Baskett	Mark Coleman	Geoff Dooley	Pauline Harkin
Jonathon Crowell	Paula Gilovich	Mark Rochford	Wyn Owen
Sam Kilmurray	Brendan Schultz	Aileen Rochford	Matt Swain
Derek Cunningham		Pat Ryan	Mark Tripney
Eric Crews		Avril Allshire	Josie Morris
Alli Walters		Willie Allshire	Karen Moxom
Shafiq Zaib	<b>South Africa</b>	Aidan Gleeson	Christopher Cooke
Venkat Giri	Bridget Kitley	Eddie Downey	Sheila Cooke
Lindsey Kugel	Wendy Attwell	Dolores Mahony	Jim Brady
Cara Carrillo	Bevan Thomas	Una Fitzgerald	Cara Tissandier
Yutaka Tamura	Gundula Deutschlander	Joe Leonard	Jenny Gerrans
Barbara Lovejoy	Illge Dempsey		Debby Hunt
Steffen Schneider	Stefan at Mooiberge		Gemma Holding
Rachel Schneider	Farm		Richard Greaves
Mike Stock	Tanya Jackman		Bill Batty
Joel Salatin	Lucian Scholtz		Richard Grimes
Dr Matt James	Liam Beckett		Dani Hemming
Dr John Ryan	Eluned Beckett		Chris Manze
Martin O’Neil	Val Beckett		Jeremy Lazarus
Binnie Dansby	John Parent		
Jeremy Youst			<b>France</b>
Ursula Versteegen			Willie Horton
Jon Van den Akker			
<i>continued in next column</i>			



## 16. Bibliography and References

1. [http://www.unh.edu/emotional\\_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf](http://www.unh.edu/emotional_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf)
2. <http://www.dalecarnegie.com/about-us/>
3. <http://www.forbes.com/sites/brentgleeson/2014/12/29/the-use-of-emotional-intelligence-for-effective-leadership/#5798d8065618>
4. <https://www.youtube.com/watch?v=o4HHGgFmkcl>
5. <http://relaxedmind.com/what-is-the-autonomic-nervous-system-ans/>
6. <http://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>
7. <http://www.whatisneuroplasticity.com>
8. <http://www.brainfacts.org/brain-basics/neuroanatomy/articles/2008/mirror-neurons/>
9. <https://www.youtube.com/watch?v=t0pwKzTRG5E>
10. <https://www.youtube.com/watch?v=P9i6calKZwk>
11. <http://www.reviewjournal.com/business/zappos-predicts-massive-profit-growth-2015>
12. <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
13. <https://www.discprofile.com/what-is-disc/overview/>
14. <https://truecolorsintl.com/>
15. <http://www.truity.com/test/big-five-personality-test>
16. <https://www.enneagraminstitute.com/>
17. <http://personality-testing.info/tests/O4TS/>
18. <http://www.my360plus.com/>
19. <http://www.cornellhrreview.org/personality-tests-in-employment-selection-use-with-caution/>
20. <http://www.creativeby-nature.com/why-is-coaching-so-effective-the-facts/>
21. <http://www2.cipd.co.uk/NR/rdonlyres/5CDCB845-3059-4682-8E0E-ECC21CD1F0A8/0/SwindonBranchPresentation.pdf>
22. <http://www.nlp.com/>
23. <http://www.dominican.edu/academics/ahss/undergraduate-programs/psych/faculty/assets-gail-matthews/researchsummary2.pdf>
24. <http://mbct.co.uk/about-mbct/>
25. [http://www.project-meditation.org/print/a\\_wim1/statistics\\_on\\_people\\_who\\_meditate.html](http://www.project-meditation.org/print/a_wim1/statistics_on_people_who_meditate.html)
26. <https://www.youtube.com/watch?v=m8rRzTtP7Tc>
27. [https://www.nmr.mgh.harvard.edu/~britta/SUN\\_July11\\_Baime.pdf](https://www.nmr.mgh.harvard.edu/~britta/SUN_July11_Baime.pdf)
28. <http://psycnet.apa.org/journals/emo/10/1/83/>
29. <http://meditation-research.org.uk/2015/12/meditation-and-ageing-cognitive-improvements-in-older-adults/>
30. <http://www.mindfulnet.org/The%20business%20case%20for%20Mindfulness%20in%20the%20workplace%20Part%201a.pdf>
31. <http://business-reporter.co.uk/2014/06/12/boost-your-productivity-and-profits-with-mindfulness-and-meditation/#sthash.ROEMBwN9.dpuf>
32. [https://www.project-meditation.org/a\\_wim1/statistics\\_on\\_people\\_who\\_meditate.html](https://www.project-meditation.org/a_wim1/statistics_on_people_who_meditate.html)
33. <http://business-reporter.co.uk/2014/06/12/boost-your-productivity-and-profits-with-mindfulness-and-meditation/>



34. <http://www.meditationtrust.com/9-business-leaders-who-meditate-and-why-its-essential-to-success/>
35. <http://www.whymiunhealthy.com/10-famous-entrepreneurs-that-meditate/>
36. <http://pakwired.com/8-super-successful-people-who-meditate-daily/>
37. <https://www.headspace.com/register>
38. <http://www.instituteformindfulagriculture.org/>
39. <https://www.presencing.com/theoryu>
40. <https://www.youtube.com/watch?v=16hxCB1Dvd4>

## BOOKS

41. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books. (ISBN: 9780747528302)
42. Collins, J. C. (2001). *Good to great: Why some companies make the leap ... and others don't*. New York, NY: Harper Business. (ISBN: 0201566620996)
43. Hughes, M. Terrell, J (2007:) *The Emotionally Intelligent Team: Understanding and Developing the Behaviors of Success* . Jossey-Bass (ISBN: 9780787988340)
44. Gelles, D. (2015) *Mindful Work: How Meditation Is Changing Business from the Inside Out: Eamon Dolan*. (ISBN: 9780544227224)
45. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row. (ISBN: 0061339202)



## 17. Appendices

### Appendix 1: Meta-Programme Descriptions: Source: The Empowerment Partnership

FILTER	DESCRIPTION
Meta programmes	The way in which someone handles information
Values	How we decide whether actions are right or wrong or good or bad. We have a hierarchy of values and typically what we are moving towards or moving away from. Values are a result of the model we have of the world and they can change with context i.e our external conditions of life (spiral dynamics). Values are less related to state than beliefs.
Beliefs	These are our generalisations about how the world is. They are presuppositions that we have about the way the world that either create or deny personal power.
Memories	Our reactions are often as the result of a collection of memories organised in a certain way – a gestalt. Some psychologists believe that as we get older we behave more and more in line with these gestalts and less to the present.
Decisions	These are related to memories and often created at an early age. Decisions may create beliefs or just affect our perceptions through time.



## Appendix 2: Indicators of Modality: Source: The Empowerment Partnership

Visual	Auditory	Kinaesthetic	Auditory Digital (AD)
People who favour the visual system will often sit or stand with their heads and bodies erect, with their eyes up. They tend to breathe from the top of their lungs. They often sit forward in their chair and are organised, neat, well-groomed and orderly. They are often (not always) thin and wiry and they memorise by seeing pictures. Noise doesn't usually distract them. They often have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how things (for example your product or service) LOOK! Appearances tend to be very important to them.	People who favour the auditory system may move their eyes side to side. They usually breathe from the middle of their chest, talk to themselves (some even move their lips when they talk to themselves) and can be easily distracted by noise. They can repeat things back to you easily, they learn by listening and usually like music and talking on the phone. They memorise by steps, procedures and sequences. The auditory person likes to be TOLD how they're doing and responds to a certain tone of voice or set of words. They will be interested in what you have to SAY about things, your product or business.	People who favour the kinaesthetic system typically breathe from the bottom of their lungs, so you'll see their stomachs go in and out when they breathe. They often move and talk verrrry sloooooowly. They like physical rewards and touching. Also, they usually stand closer to people than a person favouring "visual" typically would. They memorise by doing or walking through something. They will be interested in things (e.g. your product or service) if it FEELS right or if you can give them something they can grasp.	People who favour the Auditory-Digital system will spend a fair amount of time talking to themselves. They will want to know if your product or service ' <i>makes sense</i> '. A person favouring AD can and most likely will exhibit characteristics of the other major representational systems as Ad is actually a 'derived' representational system.





### Appendix 3: Predicate Phrases: Source: <http://www.nlpworld.co.uk/nlp-predicates-2/>

Visual	Auditory	Kinaesthetic	AD/Labelling
Memorise by seeing pictures and are less distracted by noise. Often have trouble remembering and are bored by long verbal 'instructions' because their minds may wander. They are interested by how the programme looks.	Typically are easily distracted by noise. They can repeat things back to you easily and learn by listening. They like music and like to talk on the phone. Tone of voice and the words used can be important.	Often they talk slowly and breathily. They respond to physical rewards and touching. They memorise by doing or walking through something. They will be interested in a programme that feels right or gives them a gut feeling.	They spend a fair amount of time talking to themselves. They memorise by steps, procedures, sequences. They will want to know the programme makes sense. They can also sometimes exhibit characteristics of other rep systems.
<input type="checkbox"/> See <input type="checkbox"/> Look <input type="checkbox"/> View <input type="checkbox"/> Appear <input type="checkbox"/> Show <input type="checkbox"/> Dawn <input type="checkbox"/> Reveal <input type="checkbox"/> Envision <input type="checkbox"/> Illuminate <input type="checkbox"/> Imagine <input type="checkbox"/> Clear <input type="checkbox"/> Foggy <input type="checkbox"/> Focused <input type="checkbox"/> Hazy <input type="checkbox"/> Crystal <input type="checkbox"/> picture	<input type="checkbox"/> Hear <input type="checkbox"/> Listen <input type="checkbox"/> Sound(s) <input type="checkbox"/> Make music <input type="checkbox"/> Harmonize <input type="checkbox"/> Tune in/out <input type="checkbox"/> Be all ears <input type="checkbox"/> Rings a bell <input type="checkbox"/> Silence <input type="checkbox"/> Be heard <input type="checkbox"/> Resonate <input type="checkbox"/> Deaf <input type="checkbox"/> Mellifluous <input type="checkbox"/> Dissonance <input type="checkbox"/> Question <input type="checkbox"/> Unhearing	<input type="checkbox"/> Feel <input type="checkbox"/> Touch <input type="checkbox"/> Grasp <input type="checkbox"/> Get hold of <input type="checkbox"/> Slip through <input type="checkbox"/> Catch on <input type="checkbox"/> Tap into <input type="checkbox"/> Make contact <input type="checkbox"/> Throw out <input type="checkbox"/> Turn around <input type="checkbox"/> Hard <input type="checkbox"/> Unfeeling <input type="checkbox"/> Concrete <input type="checkbox"/> scrape <input type="checkbox"/> get a handle <input type="checkbox"/> solid	<input type="checkbox"/> Sense <input type="checkbox"/> Experience <input type="checkbox"/> Understand <input type="checkbox"/> Think <input type="checkbox"/> Learn <input type="checkbox"/> Process <input type="checkbox"/> Decide <input type="checkbox"/> Motivate <input type="checkbox"/> Consider <input type="checkbox"/> Change <input type="checkbox"/> Perceive <input type="checkbox"/> Insensitive <input type="checkbox"/> Distinct <input type="checkbox"/> Conceive <input type="checkbox"/> Know



## Appendix 4: Presuppositions of NLP

### **PRESUPPOSITION 1: Respect for the other person's model of the world**

Stephen Covey in his best-selling book *The 7 habits of highly effective people* says 'Seek first to understand, then to be understood'. If you want to change someone's behaviour (willingly) you must approach it from a point that they understand and that means something to them. If you can understand a person's belief systems and values then you have a much greater chance of being able to leverage your communication against this and receive the response that you want – remembering that communication is only the response that you receive. Within our business, customer service excellence is at the forefront of what we do. For example people shop at Becketts Farm for many different reasons and if I can impart this value to our staff so that they try to understand the individual customer's reasons for shopping with us, I believe they will undoubtedly be able to develop a greater rapport with the customer, understand them further and be able to give our customers exactly what they desire.

### **PRESUPPOSITION 2: Behaviour and change are to be evaluated in terms of context and ecology**

This presupposition encourages us to look at behaviour in terms of our external surroundings. When thinking of new goals and actions, we should consider if they are good for self, good for others and good for the planet. When we don't evaluate new ideas or actions or perform an 'ecology check', we may become disjointed in our overall purpose. When working with colleagues who have a requirement for a behaviour change, it is important to determine what they want to do instead. At this time, the importance of an ecology check is to establish whether this new behaviour is going to cause further issues or complications in their lives; this new behaviour may be something that is more personally congruent to them, but will their family be happy with this new behaviour? Within business, when looking at new strategies, it can be extremely useful to evaluate new ideas in this manner – does it contribute to the good of others being able to perform their jobs more effectively and does it deliver to the overall purpose and direction of the company?

### **PRESUPPOSITION 3: Resistance in a person is a sign of a lack of rapport**

When you formulate rapport with others, you can get into conversation with their unconscious mind and their conscious is also far more likely to trust the processes and tasks you are asking them to do. This also links closely with communication, so if resistance is prevalent then the communication needs to be altered. As Dr Matt James says, '*rapport is the most important skill on the planet*' and this can be gained by mirroring body language, facial expressions and language tone – tying in nicely with developing a greater sensory acuity. When having difficult conversations with people, remember to try and really feel that you are in rapport with that person before launching into the actual issue you would like to discuss. In business, meetings will often start with some small talk about family, holidays etc. to try and develop rapport before the real negotiations begin.



#### **PRESUPPOSITION 4: People are not their behaviours. Accept the person, change the behaviour**

By putting labels on people you restrict what they can do by giving them limitations and/or limiting beliefs. A certain behaviour is just a behaviour and does not define the person. When disciplining children, for example, it is much more positive to say '*that is naughty*' rather than '*you are naughty*' or even better '*that behaviour is unacceptable*' and leave out the label of "naughty" all together. When people are constantly told they have a certain characteristic or even more so when they tell *themselves* they have a certain characteristic, this ingrains deep into the unconscious mind and they will start to act more and more to 'fit' this character.

#### **PRESUPPOSITION 5: Everyone is doing the best they can with the resources they have available.**

This presupposition is basically stating that people are doing their best. We often tend to think that people are not performing as well as they can due to apathy or laziness, but often in these instances, people do not have the motivation or energy available to perform better. The importance of continual learning is to increase the resources you have available to you and within a business it is important that employers recognise that people need to be continually trained if they are expected to increase their performance on a continual basis. With this presupposition in focus, you may find you become less hard on people and on yourself, understanding that things you may perceive as negative, are not intentional but due to insufficient resource.

#### **PRESUPPOSITION 6: Calibrate on behaviour**

To calibrate (assess) on behaviour is to understand that you must watch a person's behaviour to understand how they think. You cannot just trust what they say, they may not even think they are lying but their behaviour will clarify with more accuracy how they really feel. Sensory acuity is important when calibrating on behaviour; subtle movements in facial expressions may give more indication about how they think or feel about something. When working with people and looking to change their state, you must also have a starting point and this is where calibration is important. If you cannot determine the starting state, you will not be able to tell if the person has had a shift in state or not. Calibrating on behaviour is useful in determining a person's mood for the day – we do this quite naturally with our friends or work colleagues and so we can tell if they are having an "off" day quite quickly upon meeting them. When presenting important information to colleagues, I think this presupposition is very useful when watching how they react through the presentation.

#### **PRESUPPOSITION 7: The map is not the territory**

The way that we perceive the world and call our reality is not really the reality at all. There is a huge amount of information that we take in but we cannot process it all and therefore we create a map in our head for us to interpret as best we can what is going on around us. This presupposition links quite strongly to respecting the other person's view of the world; different experiences will no doubt create a different map for that person than your own; and because it is a map and not the territory, it is quite



understandable that people miss opportunities that they may be presented with or get fixated on things that become an 'issue' in their life rather than letting go of their story. I think this a very valuable presupposition to share with others as it can stimulate thoughts around their current map and encourage them to think about how others' maps may look. In negotiation this is particularly valuable in sharing your ideas with others.

### **PRESUPPOSITION 8: You are in charge of your mind, and therefore your results**

People often have the idea that they are not in control of their unconscious mind and even that their unconscious mind is out to sabotage them, but this presupposition serves to remind us that we are a whole being and it is our unconscious mind's role to get us what we want and prove to us our beliefs. We must therefore understand that we are in control of our mind and in turn we dictate what our results will be. Writing down our goals is a powerful support to achievement as it more deeply ingrains these into our subconscious mind and sets this powerful part of ourselves to accomplishing the task. This is an interesting presupposition when considering willpower. If we try to stop smoking or give up a certain food, is it really our unconscious mind which supports the failure of this? Do we reach for a cigarette or that extra doughnut without being consciously aware that we are doing it? Not often. Most of the time we are totally aware of the craving or the action. It is behaviour that we do not wish to change; we continue to act in the same way.

### **PRESUPPOSITION 9: People have all the Resources they need to succeed and to achieve their desired outcomes**

This presupposition is based around the ideal that people are not un-resourceful but they can be in an un-resourceful state. Mind-set is such a powerful driver within our lives. Often people will be very stuck with their situation, but a fresh mind-set suddenly allows them to move forward. How often have you been told: why don't you sleep on it? Einstein said that a problem could not be solved by the same level of consciousness that created it – people can use their resources, existing knowledge, ability to learn and people they know - to solve the problems they create by changing their state. For me personally, this is a great presupposition to use as an affirmation that I can do absolutely anything that I put my mind to and I would encourage others in the workplace to have the same attitude. The presupposition can also be linked to everyone is doing the best they can with the resources available to them – it might be they just do not have current access to the mind-set that will allow them to see they have more resources to utilise. NLP techniques are a powerful way to change a person's mind-set!

### **PRESUPPOSITION 10: All procedures should increase wholeness**

The presupposition '*All procedures should increase Wholeness*' is a good reminder that you should work on defining your vision, purpose and goals and the things that you do should work towards achieving these. Linking strongly with the supposition that behaviour changes should be evaluated in terms of ecology, it is important to remember that a behaviour change impact should be considered in terms of impact on the whole life of others and those around them. Although we can separate ourselves into the physical body, mental body, emotional body and spiritual or energy body, we are one whole, and actions in our lives should reinforce this, and working with others should also support

*Practical applications for business growth through developing people ... by Holly Beckett*

A Nuffield Farming Scholarships Trust report ... generously sponsored by The David Allen Charitable Trust



this so that people take responsibility for all areas of their lives and are not left feeling disjointed about issues in one area of their life or part of their being.

### **PRESUPPOSITION 11: There is ONLY feedback**

There is no failure, only feedback! It is in ourselves that we determine the feedback of others as criticism or failure. The reality is that it is only feedback and if we listen carefully we will hear that the feedback is very useful to us for moving forward. This presupposition brings to mind the saying that those who have never failed have never tried anything new! Of course this could be redefined to say those that never receive feedback, never try anything new! Either way, we interpret what we hear and mind-set is powerful in determining what we really hear and feel about the communication we receive.

### **PRESUPPOSITION 12: The meaning of communication is the Response you get**

Many people may think that communication is a two-way streak but this presupposition lays the responsibility on communicating on the individual. It is your responsibility alone to ensure that the other person understands what you are trying to communicate to them and the response you get from them will indicate if they understand what you are trying to tell them. A good example of this would be to think about when you may have visited a country where you do not speak the language. You try to ask for directions in English to a local and they do not understand what you are saying and just shrug their shoulders. It is not their fault they do not understand this foreign (to them) language. You need to try and communicate again – and saying it louder and more slowly will often NOT be the way. You may start to use your body language more or use a map or picture to find a more universal way of communicating with the person so that they understand and their response will then change

### **PRESUPPOSITION 13: The Law of Requisite Variety**

The law of requisite variety is a fantastic presupposition in negotiation. Effectively it is saying the person who has the most flexibility wins, i.e. they will control or guide the system. Einstein said that the definition of insanity was doing the same thing over and over again and expecting a different result! If we are unwilling to change our behaviour then the likelihood is that those around us - and our lives - will remain the same. We need to be flexible in our thinking and doing to make changes. However I believe there is a line with this presupposition – let's call it a boundary. I could be so flexible as to say yes to everyone and everything but ultimately I will not end up controlling the system. This is not being flexible, this is having no consistency at all. When we know our values and the boundaries to these values we can then operate, being flexible without rules but based on the situation at the time in a specific environment. Don't set yourself limitations or box yourself in but consider every possibility presented to you at the time and consider possibilities rather than making flat decisions based on past experiences.

### **PRESUPPOSTION 14: All procedures should be designed to increase choice**

All procedures should be designed to increase choice because generally a greater choice is more favourable than none at all. People often get stuck on small details and do not see that they always



have a choice. The Milton model techniques, which essentially focus on chunking up, are a great way of people seeing the bigger picture and quite often realising that they do have at least one alternative to the situation where they are. NLP is a '*do with*' model not '*do to*' and therefore it is important that practices guide people to work things out for themselves, including the realisation that there is an alternative behaviour to how they are currently being. They do have a choice, it is down to them to choose how they think, feel and live their life.