

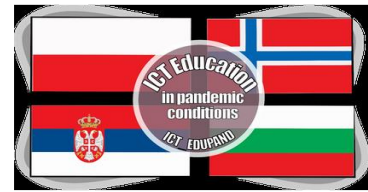
THE DILTS PYRAMID

Instructions for completing the exercise:

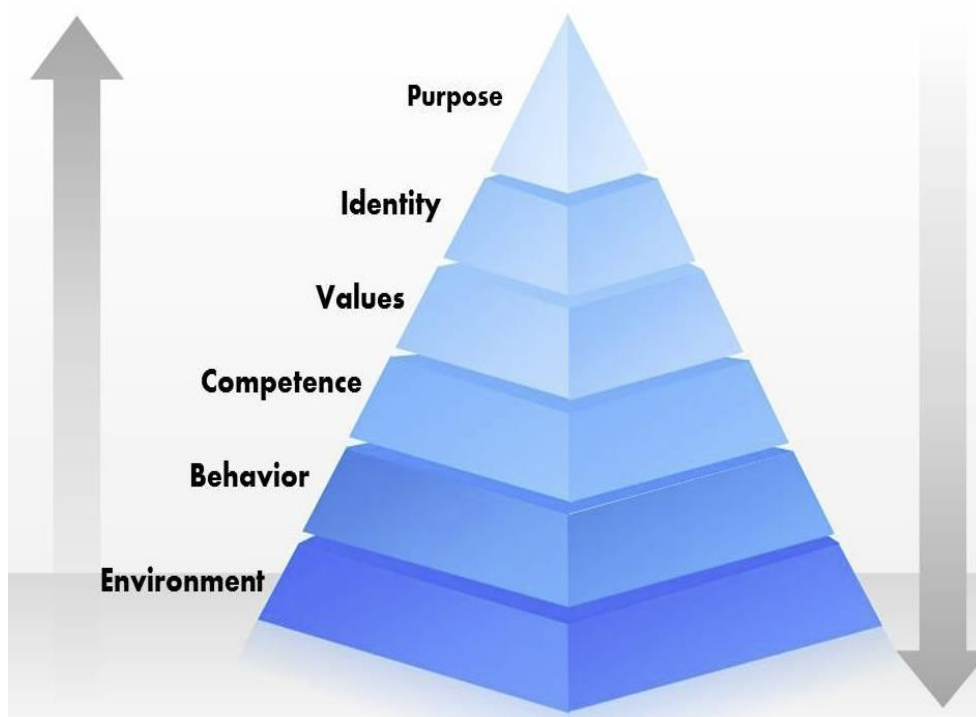
1. Print out the Dilts pyramid (page 2).
2. This exercise is the most effective in pairs.
3. Divide the group into teams of two. Explain to the group that in this exercise one person will be the coach and the other person will be the coachee (a client/a student). The role of the coach will be to ask questions and the role of the coachee is to provide accurate answers. Then reverse the roles.
4. Discuss the different levels in the Dilts' pyramid. Explain that the coachee's task is to answer questions starting from the **environmental** level. State that the environment is the surroundings in which we function and to which we react: people, material things, environmental factors. In describing this level, we answer the questions: When? Where? With whom? In which environment do you perform your duties? In which environment do you study?
5. Then present that **behaviour** is a level which describes the actions we perform both as individuals (concrete actions and behaviours) and in terms of organisation (procedures). It answers the question: How do you behave? How can you tell if you are performing? How do the people around you (colleagues) behave?
6. Next, explain to the group that **skills/capacities, competences** is a level that describes the strategies we use in life, the ways we perform tasks, the mechanisms we use to make decisions, etc. At this stage we ask questions: What are your skills? What skills do you need to be able to do your job?
7. Demonstrate that the **belief/value level** - describes all those ideas that are important and that we believe to be true (both supportive and limiting). They determine the directions of our motivation. At this stage we ask the questions: How do you think about yourself, the world and people, e.g. from your environment?
8. Present that **identity** in the Dilts pyramid is beliefs about oneself, understanding oneself and one's actions. At this stage we answer the question: Who are you?
9. Summarising the Dilts pyramid, explain that **mission, purpose** - gives purpose and direction to your life. The mission can be to help others, to leave a mark, e.g. through creativity. The mission gives meaning to everything we do. At this stage we ask the questions: What is your life purpose? Where are you going? Why are you doing this?, What is your mission? If your life is over, what can you say about yourself in one sentence?, What would you like to be written on your tombstone?
10. Encourage the group to work in pairs. Ask the coaches to take notes on the answers. Summarising the exercise, ask participants for their reflections on the exercise. In working with students, Dilts' pyramid can refer to identifying levels of student functioning or a functioning in a team. It can also be used as a tool for self-reflection of the teacher's work and to identify levels of teacher functioning.



Erasmus+



THE DILTS PYTAMID



Purpose: What is your life purpose? Where are you going? Why are you doing this?, What is your mission?

Identity: Who are you?

Values: How do you think about yourself, the world and people, e.g. from your environment?

Competence: What are your skills? What skills do you need to be able to do your job?

Behaviour: How do you behave? How can you tell if you are performing? How do the people around you (colleagues) behave?

Environment: When? Where? With whom? In which environment do you perform your duties? In which environment do you study?