

The Visiting Hour

<http://www.thevisitinghour.com/index.html>

The Visiting Hour web-based service is a great service for anyone who has a family member in hospital or other medical facility. It provides an easy way for you to keep family and friends all over the world informed about the latest news and progress. There is a cost, but at only \$15.00 AUD it is very reasonable.

From their home page:

Our goal is to help you exchange information with your family and friends about a loved one in a medical facility. Whether in a hospital due to a medical emergency, accident, or in a clinic for some routine medical procedure, there will be people out there worrying...

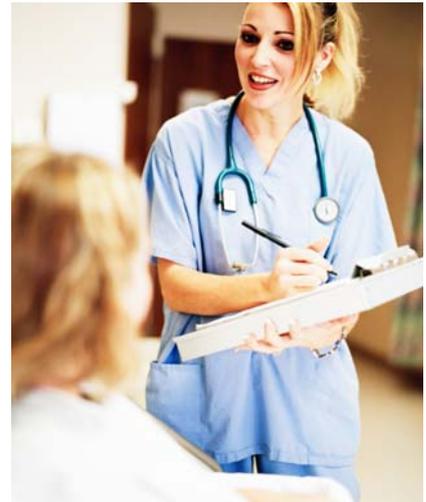
Here you can give information to everyone out there who is anxious to find out the latest news. No more constant tele-

phone calls to you or people trying to ring the hospital. No more having to return loads of calls. This can be very emotional and exhausting. Within a minute or so you will set up an online record that anyone can choose to view online instantly. You can update it at anytime of the day (great for everyone all over the world), protect it with a password if you wish, allow your friends to leave get-well messages for the ill patient.

The Visiting Hour was started up by Judy MacLean, a Home Care Worker living in Melbourne, Australia. You can read the story about how she came up with the idea for The Visiting Hour at:

<http://www.thevisitinghour.com/aboutus.html>

(Thanks to Judy's husband, Bill MacLean, for giving us the information about this resource)



Never continue in a job you don't enjoy. If you're happy in what you're doing, you'll like yourself, you'll have inner peace.

(Rodan of Alexandria)

Therapeutic Storytelling Intervention



<http://www.tsi.co.nz/>

Therapeutic Storytelling Intervention (TSI)TM is a life-skills, life-education and therapeutic process developed by Ron Phillips M.F.T. The TSI process, simply defined, is a teaching methodology using the age-old art of storytelling as a very effective means of bringing about positive behavioural change in the lives of children and adults. When read, or listened to, the story paints mental images and pictures, which can be likened to holding a mirror up to the reader/listener and allow-

ing them, in their own time, to take an honest look at themselves and their behaviour.

The original stories evolved as a response by Ron to the troubled teens he was working with who were difficult to reach using more traditional forms of therapeutic engagement. Ron found that the stories reached and opened the young people in surprising and amazing ways. Not only were the children transformed but they wanted to come back time and time again to listen to the next instalment of the story. Although telling the stories initially engaged the young people, the use of the questioning process that developed alongside the stories, encouraged them to make a personal connection with the main character of the story and to begin to make the stories their own. This stimulated and promoted reflection and change in unprecedented ways. It was this relationship between the storytelling, the questioning process and the interaction of the storyteller and the group that was the initial development of what is now known the TSI system.

The stories in the first book, *Gem of the First Water*, describe the adventures of a peer/hero in a mythical land. The boys' encounters mirror the struggles of the de-

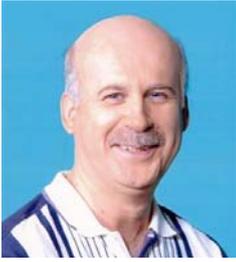
velopmental period of latency/ adolescence and offer a blueprint for change. The boy in *Gem of the First Water* acts as a peer role model for the listeners, asking the same questions and sharing the same types of thinking and behaviour that many people express. The book has an accompanying *Journey Guide* that provides descriptions and questions for use at the end of each chapter.

As the stories unfold the readers/listeners systematically goes through a journey with the storyteller. They go through the three phases inherent in TSI. Those phases are the phases of *identification*, *internalisation* and *application*. Through these processes of assimilation the reader/listener gathers the information and skills to take effective control of her/his life.

The ideal time to teach TSI is in the early to mid adolescence period. This is the young person's age of questioning, of new experiences, and it is the developmentally appropriate time for entertaining the big questions of life: 'Who am I?' and 'Who will I become?' The stories help children discover for themselves the answers to these questions.

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To Be Or Not To Be



Recently I had the opportunity to attend a two-day workshop in my home town of Melbourne, Australia, on **Appreciative Inquiry**.

The facilitator of the workshop was Gervase Bushe, a leading international figure on Appreciative Inquiry.

During the workshop Gervase made a comment that resonated with my experience in teaching Tai Chi (Chinese health and self-defence system).

He said, in relation to facilitating Appreciative Inquiry, “just be.”

In Tai Chi we use the same principle when learning ‘the form’, which is a series of connected flowing movements. When a student achieves the ‘just be’ experience then the chi (energy) will flow. You actually live the form, so it is a natural part of you.

To achieve the ‘just be’ feeling, one needs to go through the process of analysing and focusing on learning each movement.

However the concentration on learning becomes a mechanical process which actually inhibits achieving the ‘just be’ state.

How does one overcome the barriers to ‘just be’ with regard to Appreciative Inquiry?

Research

Do your research and read up on Appreciative Inquiry.

Currently I am reading ‘The Power of Appreciative Inquiry’ by Diana Whitney and Amanda Trosten-Bloom. I have also read several papers, including David Cooperrider’s groundbreaking research.

Observe

Observe the process of AI by working with an AI practitioner or attending a workshop.

I have the opportunity to observe my colleague, Sue James, an experienced AI practitioner, in our workshops over the past 12 months. We combine Appreciative Inquiry and Tai Chi on themes such as leadership, teamwork, performance etc. We call it AQ (Appreciative Intelligence) and KQ (Kinaesthetic Intelligence).

Also I have observed Gervase Bushe demonstrate AI in the two-day workshop, which has given me a further appreciation of AI.

Practice

Practice what you have learned on AI.

As Sue’s assistant, I have had the chance to use and teach aspects of AI with various groups of participants. Particularly with teachers, vice principals and principals of schools.

Feel

You need to feel the AI concepts to understand and experience the concept of ‘to be.’

I have been using various aspects of AI in my own life and when teaching Tai Chi. For example, I am now asking different questions and getting more positive and energized responses. This experience has given me a “feel” for AI.

I’ve found the best way to understand AI is to live it. That is, use AI in your personal life so it has meaning to you and the people with whom you come in contact.

Why?

Because this experience allows you to model AI when working with a group and people can detect whether you are genuine or you are using AI as just another a technique.

If you use AI as a technique then you become a technician and you will never be able ‘to be.’

So to understand Appreciative Inquiry fully you need ‘to be.’

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The Memory Exploratorium

<http://www.exploratorium.edu/memory/index.html>

This is an interesting site, featuring articles, online exhibits and memory games. Articles and exhibits are worth visiting, and the games are fun to play.

You may wish to check out the Doodles for example! What is a doodle? You may well ask! It’s apparently a combination of a doodle and a riddle.

Items on the site include:

Features

- Sheep Brain Dissection (The Anatomy of Memory)

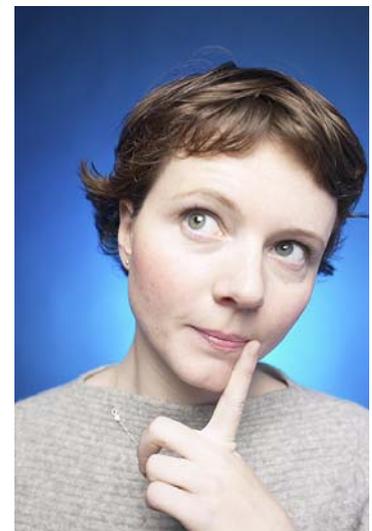
- A Memory Artist
- Remembering Nagasaki

Articles and Lectures

- Lecture Series Webcasts
- Messing With Your Mind
- Young in Mind (From Exploring Online)

Online Exhibits

- Don’t Forget! Playing Games With Memory
- Earliest Memories
- Doodles!
- Common Cents
- If You’re Going to Rob a Bank...



Procrastination:
The art of keeping up with yesterday.

- HumourAerobics
- Inspired Performance
- The Leading Edge
- Wellness
- Change
- Teamwork
- Organisational Development & Learning
- Strategic Planning

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- ... inspiring and connecting people

A Brief Note ...

This issue contains longer and therefore fewer articles than sometimes is the case. We hope all readers will nevertheless find something of interest!

*There is now a new email address and a new website for Starlink - they are listed to the left of this note. **Please update your address books and bookmarks.***

You may also like to visit the resources section of our website - you'll find a large number of useful websites on various topics.

*Cheers,
Sue & Chris*

Self Esteem - Some Surprising Findings!

<http://tinyurl.com/nk6kf>

The Association for Psychological Science has produced the following report, which makes for very interesting reading!

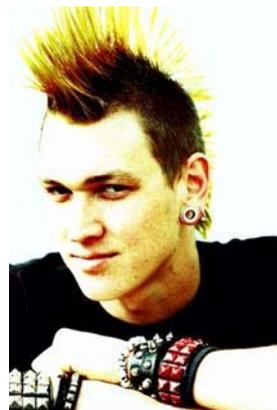
Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?

You can download the report in its entirety from the above website – a very long link, shortened here for convenience.

Thanks for this information goes to Nan Henderson, of Resiliency in Action. An extract from Nan's recent newsletter about this report is in the box below.

To subscribe to Resiliency In Action News, visit the website at:

<http://www.resiliency.com>



Though the researchers' conclusions may be surprising given the common assumption for many decades that *high self-esteem has a causal effect on every aspect of human life*, their results are based on "a thorough review of empirical findings. (They note that they started their self-esteem research review with 15,000 studies!)

Those findings include:

1. High self-esteem does not lead to good school performance. *Instead, high self-esteem is partly the result of good school performance.*
2. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. *If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking.*

3. *Neither high nor low self-esteem is a direct cause of violence... Narcissism leads to increased aggression, as well as a sub-category of self-esteem, defensive self-esteem.*
4. *Self-esteem is a perception rather than a reality, referring to a person's belief about themselves, regardless of the external reality (of actually being intelligent or attractive, for example).*
5. *So, does high self-esteem have benefits? The benefits of self-esteem fall into two categories: enhanced initiative and pleasant feelings. However, using self-esteem as a reward...for ethical behavior and worthy achievements...rather than an entitlement seems most appropriate to us.*

