

Master thesis

*Investigating the Effects of Voice Dialogue based
Individual Coaching: an Explorative Case-Study
Approach*

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PREFACE

Little empirical research is done on Voice Dialogue. The current study takes a first step to scientific validation. An explorative case study approach is used to investigate if Voice Dialogue as a coaching method can have positive effects on well being and if the effects are clinically relevant.

INTRODUCTION

Everyone knows the dialogue or discussions of our inner voices. If you have to make a decision, even a simple one, different sub personalities are talking. For example, with buying a book, one of these inner voices might say: “It is a great book. You have to read it! You can learn a lot. Buy it!”, and another voice may sound like this: “No, you will not buy that book, now. Two weeks ago, you already have bought one. And? Have you had the time to read it? No. It is always the same. You have got ten unread books in your shelf. Ten, at least.” This kind of inner dialogues and reflections of sub personalities are a normal and healthy phenomenon (Brugman, Budde & Collewijn, 2012).

Voice Dialogue is a method intended to develop self-awareness and the transformation of consciousness. With Voice Dialogue a client literally let sub personalities speak. Energies of and strains between sub personalities are used to get insights to inner struggles and indistinctness and the resolution of such dilemmas later on. The different voices are given a physical place and the right to speak which will enable the client to get a deeper understanding of contradicting viewpoints and feelings and insights to what a voice might try to protect and why that may be helpful.

A “bus packed with selves” (Assagioli, 1965, p.6) is a metaphor describing the existence of various sub personalities. The various selves are the passengers in the bus and you are the driver. All of your sub personalities have their own voice and meaning about where to go and how to drive the bus (Brugman, Budde & Collewijn, 2012). Some of them scream harder and clearly know how the bus has to be driven, while others are very quiet or not heard at all. These sub personalities reflect the primary and disowned selves respectively. You as the bus driver have to manage all the different voices and meanings of the different sub personalities and negotiate between them. Sometimes, a sub personality is taking over the steering wheel, which might result in restricted freedom of choice and automatic and unconscious ways of acting and reacting (Brugman, Budde & Collewijn, 2012).

Which sub personalities are primary ones and which ones are disowned, or not developed at all, depends on a persons experiences and development. The idea of sub personalities often evokes the association of psychopathology (Brugman, Budde & Collewijn, 2012). This is not meant here. It is not about actually hearing voices, but about an inner dialogue or inner discussions everyone might know.

In this exploratory case-study, different methods are used to investigate the effects of Voice Dialogue based individual coaching on well being, if these effects are clinically relevant and to get to know how the method works in practice and if it is well-accepted by clients.

THEORETICAL BACKGROUND

In the following section, the Voice Dialogue method will be introduced and the concepts of sub personality, the self and well being will be defined.

Voice Dialogue is a method invented and developed by Hal and Sidra Stone. It is a method used since the early 1970's but little research is done to measure the effects of Voice Dialogue generally and in individual coaching. According to Stone and Stone (2007) eight basic elements can be identified: 1) Voice Dialogue as a methodology, 2) The psychology of selves, 3) The consciousness model, 4) The theory of bonding pattern, 5) The psychology of the aware ego, 6) The energetics of relationship, 7) Partnering and 8) Dreams, daydreams and the intelligence of the unconscious. All of these aspects will be discussed in the following:

1) The essence of Voice Dialogue is not talking *about* the different selves of a person, but to talk *to* them (Stone & Stone, 2007). The client can let the sub personality come to live, to be present and express their wishes, feelings and needs. Talking to a sub personality can give the process of becoming aware of previously unconscious needs or feelings another dimension. During a Voice Dialogue session the client literally let the sub persons speak. Different chairs are used to give a sub person enough space and to clearly differentiate between sub personalities. Sub persons can be male or female regardless of the sex of the client. They can even be younger or older than the client. The client him-/herself as a conglomeration of various sub personalities is called the Aware Ego. The Aware Ego has its own place in the room and this is also the place the client returns to after talking to sub personalities. When using the Voice Dialogue method, the therapist is called facilitator. He facilitates the different sub persons of a client and talks to them as a person. The client is able to let the other sub persons go and to become the sub person in question. For example, it is possible to talk to the inner child or the inner critic and to get to know how they think about something and what their needs are.

2) The underlying theory of Voice dialogue is the psychology of selves. According to Stone and Stone (1989, 2007), every person is made up of various sub personalities. The primary selves are “the group of selves that define our personality” (Stone & Stone, 2007, p. 3). A primary self always has its opposite, a disowned self. The term was first used by Nathaniel Branden to refer to “the disowned self as the emotions that are disowned by people who identify with the mind and have a basically rational approach to life” (Stone & Stone, 2007, p.6). According to Stone and Stone (2007), every primary self is a protector and controller in its own way. Primary selves are strongly developed to protect us and to live our lives the way we do. Primary selves are developed over time, dependent upon personal experiences and can be referred to as the basic defence structure of one person. Disowned selves often reflect characteristics and behaviours we criticize or even misprize in other people. Insights in primary and disowned selves can help reduce tensions and automatic action patterns.

3) According to Stone and Stone’s consciousness model, the “Ego” is often described as the “executive function of the psyche” and referred to as “the directing agent of the personality” (Stone & Stone, 2007, p.20). Hal and Sidra Stone (2007) define the Ego as “a group of primary selves that together run our lives and rule the personality without anyone knowing it” (p.14). They call it the “Operating Ego”. A new term was needed to describe what happens within Voice Dialogue when a client separates from a primary self and returns to centre. “The centre space was no longer occupied by the ‘Operating Ego’”, the ‘Aware Ego’ comes in its place (Stone & Stone, 2007, p.18). The Aware Ego Process facilitates the becoming conscious of and an integration of disowned selves. Stone and Stone (2007) identified three levels to the process of consciousness: a) Level of awareness, b) Actual experience of the selves and c) The Aware Ego Process. The level of awareness can be seen as a witness state. There is no action or attachment to outcome. The second level integrates experience. “Awareness does not experience” (Stone & Stone, 2007), but awareness without experience isolates us from life. So we need both (witness and experience) and an integration of them to facilitate the Aware Ego Process, an on-going dynamic consciousness process which is always changing. To reach this, primary selves have to be honoured and “mutual respect and deep understanding between the primary selves and the facilitator” (Stone & Stone, 2007, p.21) is essential.

4) According to the theory of bonding patterns “in relationships selves were constantly interacting with the selves of the other person” (Stone & Stone, 2007, p.23). Cailloux and Cauvin (2009) define bonding patterns as “the relationships that our different Selves form with those of the people with whom we are in contact”. Stone and Stone (2007) state that negative interactions follow a simple pattern that repeats itself with four selves (or sets of selves) involved, namely disowned vulnerability reflected as inner child and to regain power, mother/father reflecting selves. They named it “‘bonding pattern’ in recognition that it

was basically a set of parent/child interactions” (Stone & Stone, 2007) and mentioned that “all bonding patterns grew out of the negation or disowning of vulnerability” (Stone & Stone, 2007, p.24).

5) The core of Voice Dialogue is not to talk to sub personalities, it is an essential part, but the essence is the development of an Aware Ego Process. Without the Aware Ego Process the primary self would regain control and resolution of strains or dilemmas would not be possible. “The Aware Ego Process evolves between a pair of opposites” (opposing selves), but clarity in one does not automatically incline clarity in all areas (Stone & Stone, 2007). According to this, Stone and Stone (2007) define Voice Dialogue not only as the direct work with selves, but additionally as experience of opposites and an Aware Ego Process. The following formula can be emerged:

Voice Dialogue = direct work with selves + experience of opposites + Aware Ego Process
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6) Hal and Sidra Stone (2007) differentiate between two energies: “personal energy” and “impersonal energy”. Personal energy can be seen as connectedness to others without any urgency to it, while impersonal energy are less concerned with the feelings of others. Impersonal energies are in our own heads, like a sense of uniqueness, validity or a feeling of respect (Ona Pangaia, 2005). Stone and Stone (2007) also mention that “different selves had different energies connected to them” what they later called “the energetics” of Voice Dialogue.

7) According to Hal and Sidra Stone (2007), “a partnering model of relationship is a non-hierarchical way of being with someone” and they note that “every aspect of relationship involves a joint decision making process”. This decision making process is important to deal with the fact that people are acting most of the time out of their primary selves. Both psychological and spiritual work is essential “to discover who is running our lives and who is living our relationships” (Stone & Stone, 2007, p.26). Additionally, the energetic work is essential for a truly satisfying relationship, which reflects the primary energetic connection.

8) Dreams, daydreams and the intelligence of the unconscious form another element of the Voice Dialogue method. Stone and Stone (2007) encounter that dreams can become a powerful inner teacher in both the lives and relationships of people. When the Aware Ego Process is emerging, a change in the nature of dreams is often recognized. “The Dream Ego, or how the dreamer appears in his or her own dream, gives us a picture of the primary self is behaving” (Stone & Stone, 2007). People can learn from that and might get new insights. According to their Jungian roots, Stone and Stone (2007) are convinced that “deeper problems of life can seldom be solved by the rational mind alone” (p.24) and so the work with dreams and daydreams has become one of the basic elements of Voice Dialogue and the Psychology of Selves.

Sub personalities and dissociation

In the following section, an overview will be given on how sub personalities are mentioned and explained throughout literature and how this term is linked to dissociation.

As defined by Rowan (1990) a “sub personality is a semi-permanent and semi-autonomous region of the personality capable of acting as a person” (p.8). This definition goes further than the definition of Brown (1979) who defines sub personalities as “patterns of feelings, thoughts, behaviours, perceptions, postures and ways of moving in life” and the definition of an ego state (Watkins, 1978) defined as “a coherent system of behaviours and experiences with boundaries more or less permeable which separate it from other such systems within the overall self” (p.18).

Beahrs (1992) states that dissociation is not an either / or phenomenon, but exists along a dissociative continuum. At one end are fluctuations in mood, within the range of normal experience but further along the continuum are roles and ego states and sub personalities within which individuals perform state specific tasks and life activities. This particular set of circumstances can also be called a “particular identifiable and relatively long-lasting sub personality, which existed before that moment and will continue to exist after it” (Rowan, 1990, p.9). Sub personalities are often linked to dissociation, but do not imply multiple personalities. Often, sub personalities are associated with this phenomenon and it is not always easy to differentiate, but multiple personalities entail an much higher degree of dissociation and it is a much more serious disturbance of the person and classifiable in psychiatric terms.

Sub personalities are neither mentioned in definitions of the term personality nor included in most common personality theories. Even though, a lot of psychologists and clinicians deal with sub personalities. The earliest example of someone talking to a sub personality goes back to 2200 BC. In this Egyptian document, a dialogue between a suicidal man and his soul is depicted (Rowan, 1990). Even, Plato speaks of three parts of the psyche in ‘The Republic’ – the rational, the appetitive (concerned with bodily needs) and the spirited one. Jung talks about the complexes or the archetypes; McAdams talks about imagoes. Gurdjieff mentions ‘little I’s’ and Goffman talks about multiple selfing. In psychotherapy, the concept of sub personalities can be found among others in the theory of Freud (id, ego, super ego), the transactional analysis (parent, adult, child) and the ego-state school of John Watkins. So, different names are given to the same thing – a region of the personality with the ability of acting as a person. According to Rowan (1990) six sources of the origin of sub personalities can be identified: 1) Roles, 2) Internal conflicts, 3) Fantasy images, 4) Personal unconscious, 5) Cultural unconscious and 6) Collective unconscious.

1) Different roles can facilitate different sub personalities, as mentioned by William James (1980) and as depicted by the social frames of Goffman (1959). Children also can

play different roles, for example at home and at school. This difference is quite obvious in the work of Lewin (1936) and Allport (1937).

2) Internal conflicts are often represented by two or more sides arguing within us (on the one hand, on the other hand) and are a common and frequently arising phenomenon. Gestalt therapy (Fagan & Shepherd, 1970) and Psychodrama (Greenberg, 1974) relate on this.

3) Fantasy images are another source of the origin of sub personalities. Almost everyone has a hero, heroine or admired group, we identify with and try to take on their characteristics. 'Possible selves' can help explaining and understanding peoples motivations and orientations towards the future (Markus & Nurius, 1987).

4) The complexes described by Jung can be worked with through the Jungian technique 'active imagination'. Berne's Parent, Adult and Child ego states in transactional analysis also reflect unconscious action patterns, which can be understood as sub personalities. Within the Voice Dialogue method, the inner child plays an important role.

5) According to Southgate and Randall (1978) patriarchal patterns are all the attitudes, ideas and feelings, usually compulsive and unconscious that develop in relation to authority and control. Men tend to internalise mastery and control and women tend to internalise self-effacement and morbid dependency. The inner patriarch in Voice Dialogue originates the cultural unconscious.

6) According to Jung (1968), the collective unconscious is where the archetypes come from. Practitioners of the psychosynthesis also have worked with this aspect, e.g. Whitmore and Hardy, 1988.

The self concept

Different metaphors are used to describe the self. James (1890, 1902), for instance likened it to be a stream and within Altman & Taylor's view (1959) an onion represents the self with 'different layers and a centre or core' (Hermans, 1996, p.22). In contemporary self psychology the computer metaphor and the narrative metaphor are broadly used and have the notion of voice in common (Hermans, 1996). Hermans (1996) states that in recent research the 'significant human capacity' of voice and dialogue is neglected (Hermans, 1996, p.31). According to Hermans (1996) it is essential that a multivoiced or dialogical self get attention in theory and research rather than only at the metaphorical level. James (1890, 1902) considered the self as multivoiced, represented by the *I* (self-as-knower) and the *Me* (self-as-known). Bakhtin's (1929, 1973) polyphonic view (based at the polyphonic novel) implies that there is not one single author, but several authors or thinkers. For Bakhtin (1929, 1973), dialogue represents the 'inner world of one and the same individual in the form of an interpersonal relationship (Hermans, 1996, p. 32). According to Sarbin (1986), Bruner (1986) and Gergen and Gergen (1988) narratives have a temporal dimension. Bakhtin emphasizes

the spatial dimension and Hermans (1996) combine the two with stating that ‘time and space are of equal importance for the narrative structure of the dialogical self’ (p. 33). Herman (1996) also criticizes that the undesired self is neglected in different personality theories and that the attention is only given to the real and ideal self. That undesired self is comparable with the underdeveloped or disowned self within Voice Dialogue. With aid of the Voice Dialogue method disowned selves are given a great deal of attention and so Voice Dialogue fits Herman’s view of giving this part more attention. Voice Dialogue also gives attention to the temporal dimension of the self. According to Stone & Stone (2007) sub personalities develop at some point in time when they are hardly needed to protect the person of a certain threat. Later on, when this protection is not needed anymore this sub personality can stay in the way of a further development, on the way to the desired self, as Hermans would put it (Hermans, 1996). Hermans view on the dominance of voices which can result in a challenged system and a impaired power structure is in line with Stone and Stone’s (2007) view on sub personalities ‘steering the bus automatically’ and others are not even heard.

Well being

In line with positive psychology, coaching psychology is focused on building performance and enhancing well being in a non-clinical sample (Linley & Harrington, 2005). By the World Health Organization (WHO, 2011), mental health is defined as ‘a state of well being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.’ Also the positive dimension of mental health is stressed: "Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity" (WHO, 2011).

So, the goal of contemporary therapy or coaching is to increase the level of well being. With use of the Ryff Scales of psychological well being (SPWB, Dutch version by Dierendonck, 2011) the level of well being will be measured and used as primary outcome measure throughout this study. The Ryff Scales of Psychological Well-Being is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being. These facets include the following (Ryff, 1989): a) self-acceptance, b) the establishment of quality ties to other, c) a sense of autonomy in thought and action, d) the ability to manage complex environments to suit personal needs and values, e) the pursuit of meaningful goals and a sense of purpose in life and f) continued growth and development as a person.

In the following, the six facets and the link with Voice Dialogue will be elaborated. The mentally attitude towards the self is defined by means of self-acceptance, self-confidence or self-reliance. Self-acceptance implies that a person has learned to live with

himself and to accept the limitations as well as possibilities of oneself. According to Ryff (1989) persons who score high on self-acceptance, possess a positive attitude toward the self; acknowledge and accept multiple aspects of self, including good and bad qualities and feel positive about past life. Lower scores indicate dissatisfaction with self; disappointment with what has occurred with past life; trouble about certain personal qualities and the wish to be different than what he or she is. A certain level of self-reflection is required to use the Voice Dialogue method. If a person knows his/her sub personalities, action and behaviour patterns can be recognized and understood. Voice Dialogue is a judgement free, highly accepting method. This might contribute to self-acceptance and a better feeling about oneself.

Persons who score high on positive relations with others have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; capable of strong empathy, affection, and intimacy and understand give and take of human relationships. Persons who score low, have few close, trusting relationships with others; find it difficult to be warm, open, and concerned about others; are isolated and frustrated in interpersonal relationships and are not willing to make compromises to sustain important ties with others (Ryff, 1989). With a growing Aware Ego, interpersonal relations are possible and not anymore bound and restricted to bonding patterns (Stone & Stone, 2007).

An individual's relation to the world is classified as mentally healthy if it shows autonomy, self-determination or independence with regard to decision-making. Most often, these terms connote a relation between the individual and the environment (Jahoda, 1980). According to Ryff (1989), persons who score high on this facet are self-determining and independent; able to resist social pressures to think and act in certain ways; regulate behaviour from within and evaluate self by personal standards. Persons who score low are concerned about the expectations and evaluations of others; rely on judgments of others to make important decisions and conform to social pressures to think and act in certain ways.

The Aware Ego Process contributes to a more autonomous self (Stone & Stone, 2007). If a person is aware of different sub personalities and their emergence, it might be possible to act more freely and to be aware of choices involved in a decision-making process. Disowned or not developed sub personalities might get the awareness to become more prominent in life of a person or to be developed. If a person is aware of two conflicting sub personalities involved in a decision making process, the person has the opportunity to choose which sub personality is in charge to act or to develop a sub personality which might be helpful in a specific situation.

The individual's ability to master the environment and his reality orientation might be the most important criterion for mental health. Two themes within this concept are central: the theme of success and the theme of adaptation (Jahoda, 1980). Ryff defines environmental mastery in terms of competence in managing the environment; the ability to control a

complex array of external activities; effective use of surrounding opportunities and the ability to choose or create contexts suitable to personal needs and values. With a better understanding of different sub personalities, a person should be better able master the environment. According to Stone and Stone (2007), with a growing aware ego, it is easier to shift between sub personalities, and in turn it should be easier to adapt to the environment and therefore, to choose sub personalities suitable to certain situations more freely.

With a growing Aware Ego, interpersonal relations are possible and not anymore bound and restricted to bonding patterns (Stone & Stone, 2007). Problem solving should be easier if a person has insights in and is aware of sub personalities.

Ryff (1989) states that People who have a purpose in life have goals in life and a sense of directedness; feel there is meaning to present and past life; hold beliefs that give life purpose and have aims and objectives for living. Persons scoring low lack a sense of meaning in life; have few goals or aims, lack a sense of direction; do not see purpose of past life and have no outlook or beliefs that give life meaning.

According to Ryff (1989) persons scoring high on personal growth have a feeling of continued development; see the self as growing and expanding; are open to new experiences; have a sense of realizing his or her potential; see improvement in self and behaviour over time and are changing in ways that reflect more self-knowledge and effectiveness. Low scorers have a sense of personal stagnation; lack a sense of improvement or expansion over time; feel bored and uninterested with life and feel unable to develop new attitudes or behaviours. According to Hal and Sidra Stone (2007), with a growing Aware Ego, personal growth and integration of sub personalities is possible. This might implicate that the development and/or growth of an aware ego might contribute to well being in that way that the identification and disaggregation of sub personalities lead to more balanced psychic forces. If a person is aware of two conflicting sub personalities and about which sub person takes the lead in different situations, he or she can better handle the tension between these different sub persons and meanings. In turn, if a person better can deal with tension or strain, resistance to stress might increase.

Aims and research questions

The goal of this pilot study is to investigate the effects of and how Voice Dialogue is working in practice. Work related problems are addressed and the current study is conducted at 'het Balkon', centre for personal and professional growth, in Vasse, the Netherlands. Therefore, the purpose of this study is to answer the following questions:

- 1) Is there a significant increase of well being after completing the Voice dialogue sessions?

- 2) How does Voice Dialogue work in practice?
- 3) How do the participants experience the Voice Dialogue sessions?

METHOD

The current study will be conducted as a pilot study with different research methods used to get a broad picture of the possible effects of Voice Dialogue based individual coaching.

Three participants declared at het Balkon for individual coaching will be asked to fill out a survey at three different points in time: before the first Voice Dialogue session (t0), after half of the sessions (t1) and after the last session (t2). Second, video recorded sessions will be analysed; and third, interviews will be conducted. The different methods are used to both qualitatively and quantitatively measure the effects. Interviews and analysis of the video recorded sessions will give insights into the process of change, an aspect surveys cannot measure. It must be noted that this one-group design of this pilot study is a relatively weak design in terms of its capacity to evaluate reliability and validity of the method due to the missing control group. To evaluate the process and to get an idea of the effectiveness and acceptability of the Voice Dialogue method it is still the most cost- and time- efficient way to get both quantitative and qualitative data.

O X O X O

O = measurement; X = intervention

t0 – before first session

t1 – after half of the sessions

t2 – after the last session

Procedure

At het Balkon, Voice Dialogue is one of the methods used for individual coaching. After declaration for individual coaching an intake is planned to investigate which method is the best option for the client. Even, the number of sessions required, will be defined. If the client has properly developed reflection skills, a suitable question to work on and if there is an agreement of both the client and the facilitator, Voice Dialogue can be used. The coach evaluates if the possibilities to reflect are adequate. If this is the case and there is a mutual agreement of the client and the coach about the method used, the client is asked if he/she is willing to participate in the current research. An information letter and informed consent

form are handed out and the client has the possibility to take it home and think about participation. If the client is willing to participate, he/she is asked to fill out the survey before the first coaching session. The coach will keep up a logbook of each client regarding aspects of a session as sub personalities, which are addressed, and overall progress of the coaching.

Instruments

Survey

In order to answer sub question 1, participants filled out the SPWB, the CES-D, the HADS-A, and the PPS at t0, t1 and t2, after answering some demographic questions and questions about the person. For the scales used, see appendix 1 to 5.

Ryff scales of psychological well being

The Ryff scales of psychological well being (Ryff, 1989; SPWB; Dutch version by Dierendonck, 2011) is a self-report questionnaire to measure psychological well being. The scale is based on the six core dimensions of well being (autonomy, growth, mastery, self acceptance, positive relations and life goals; Ryff, 1989). It is a 52-item six point Likert scale with about nine items per dimension. Research has shown an internal consistency between .86 and .93 (Dierendonck, 2011).

CES-D

The Centre for Epidemiological Studies Depression (CES-D) Scale (Bouma et al., 2005) is a 20-item self-report scale measuring depressive symptomatology in the general population. It was found to have very high internal consistency and adequate test-retest reliability. Validity was established by patterns of correlations with other self-report measures, by correlations with clinical ratings of depression, and by relationships with other variables, which means that its construct validity is supported.

HADS-A

The Hospital Anxiety Depression Scale (Zigmond and Snaith, 1983) is a 14-item self-report scale. Seven items measure feelings of depression and seven assess symptoms of anxiety. The respondent is asked to indicate whether he/she has experienced feelings such as restlessness, tenseness, or panic over the past four weeks. In the original scale each item has a unique set of response categories. Reliability and validity of the Dutch version are reported by Spinhoven et al. (1997). Within the scope of this study, only the items measuring anxiety are used. Feelings of depression are already assessed by the CES-D.

PSS

The Perceived Stress Scale (PSS, Cohen, Kamarck, Mermelstein, 1983) is the most widely used psychological measurement to assess the perception of stress. Life events appraised to be stressful are investigated and items are designed to rate how unpredictable, uncontrollable and overloaded respondents lives are. The PSS is a 10-item self-report scale asking respondents how often they had certain thoughts or feelings during the last month. The scale is scored on a 5-point Likert scale (0=never, 1=almost never, 2=sometimes, 3=fairly often, 4=very often) with higher scores indicating a higher stress level.

Video recorded sessions

In order to answer research question 2, video recorded sessions are analysed to get insights in the process of change of the client. To compare the sessions, the second session and the second last session are recorded. Video recorded sessions can also help the client to understand what is happening during a coaching session and to review it with the facilitator.

Interviews

In order to answer research question 3, semi-structured interviews are conducted to get insights in the process of change of the client's lives. The clients are asked to talk freely about the coaching from the first to the last session and only if some aspects are not clear or left out, additional questions will be asked, e.g. why the respondent searched for help (individual coaching) and what the question/dilemma was. It is investigated which changes occurred after the sessions and what the client has done with the insights gained during the sessions. Sub personalities are discussed and if/how the awareness/acceptance of their existence has changed. The acceptability of the method is also addressed.

Intervention

Mostly, coaching at het Balkon comprise five to eight sessions. Lengthening with five sessions is possible if required and the goal could not have been reached within the previous sessions. Sometimes, fewer sessions than firstly indicated are required since satisfying results are already documented. Voice Dialogue does not make use of a protocol or script to structure the sessions. The client actually sets the agenda of a session and the facilitator will address the themes and aspects that come along. In the beginning of each session, the facilitator asks how the client is doing and if there are aspects, possibly regarding the last session, the client wants to talk about. Furthermore, the report of the client about the last session will be taken into account. Except of the first session, the client is asked to answer five questions (see appendix 6) and write a short report about the last session. This report can

be submitted by email two days before the following coaching session. If the client has questions or wants to talk about other things than mentioned in the report, this is also possible. During this first part of a session, the facilitator is not only aware of what the client is talking about, but much more important, who is talking (which sub personality). This means that the facilitator is constantly investigating the sub personalities of the client. Aversions or admiration can indicate disowned selves.

In classical Voice Dialogue sessions the client sits straight opposite to the facilitator. This position is called “Aware Ego position”. The client as a ‘whole person’ with all his/her sub personality is sitting there. During the session, the facilitator will begin to talk to a primary self. A primary self is strongly developed and accessible for the client. A primary self always has an opposite part, mostly a disowned self which is much more difficult to access. If a primary self or two antithetic views are identified, the client in the ego position is asked if it is possible and or acceptable to talk to these sub personalities. If it is, the client can take time to choose another chair and or place on the ground or whatever he/she will sit on for this sub personality. The place in the space chosen relative to the ego position and the attitude of the client gives important information about this sub personality (e.g. dominance, presence, facial expression, body language).

Within Voice Dialogue about a sub personality is thought of as a real person with feelings, needs, wishes and fears. When the client sits down on a sub personality position, he/she actually is the sub person. According to this, the facilitator welcomes the sub personality and from that moment on the facilitator and the sub person will talk about the client him/herself in the third person. When the sub personality has answered all the questions of the facilitator and has told his/her story the facilitator emphasises the appreciation of the possibility to talk to the sub person and the client him/herself will be asked to come back sitting down on the ego position chair. Then, the facilitator asks the client what feels different now and the client can share thoughts and feelings about the talk with the sub person.

If it is not possible to let the sub personality go or if he/she (sub personalities can be male or female, younger/older independently of the characteristics of the client) is still be present, the client can become the sub person again or the client is asked to imagine a volume control and to adjust the energy level of the sub personality to an adequate volume level. After that, it is possible to talk to another sub personality (e.g. opposing to the previous). The client will be asked again to pick another chair and place and all the steps described above will be repeated.

At the end of a session, after talking to the sub personalities and the client in the ego position, the client will be asked to sit down next to the facilitator and to look back on what has happened. This position is called “the awareness”. All chairs of sub persons are still on their place, which gives the client the possibility to get an overview of the situation and to

look on it with more distance. The facilitator can give a summary of the session or only gives the client time to look back. Even in this position, the third person is used to describe the client. The facilitator not actually talks to the client in the awareness position; he/she even does not make eye contact.

After that, the client is asked again come back sitting at the ego position chair and is given the possibility to share thoughts or feelings. Then, homework can be given and the next appointment can be scheduled.

At het Balkon, a session takes 90 minutes, with talking most of the times to two sub personalities. Not all of the eight basic elements of Voice Dialogue are used at het Balkon. Partnering is not used. Dreams and daydreams are addressed sometimes, but are not a central element as the same as with bonding patterns.

ANALYSIS

Survey

In order to assess the effects of Voice Dialogue quantitatively, the significance of the difference between pre-test and post-test scores will be analysed using individual analysis of reliable change (RC; Jacobson & Truax, 1991). This method is a change score approach in which intra-individual comparison are conducted at pre- and post-treatment. This method is appropriate for small sample sizes, for each individual participant it is assessed whether a reliable clinical change or recovery has been established.

Equation:

$$RC = (X_{post} - X_{pre}) / \sqrt{2(S_{pre}^2(1 - \alpha)^2)} = X_{post} - X_{pre} / S_{diff}$$

$$-1.96 \geq RC \geq 1.96$$

If the RC is 1.96 or greater or RC is -1.96 or smaller than the difference is statistically significant.

The standard deviations of pre-test for the CES-D and HADS-A are taken from a large clinical sample (n=376) of a study by Martine Fledderus (Fledderus et al., 2012). The necessary data of the SPWB are based on a study conducted by first year psychology students of the University of Twente who surveyed in total 386 respondents between 40 and 85 years of age. The data generated by the evaluation-tool was analyzed using descriptive statistics. The analysis is conducted by the use of SPSS 18.

Ryff scales of psychological well being	Total	Auto-nomy	Growth	Mastery	Self acceptance	Positive relations	Life goals
Cronbach's α	.93	.76	.83	.75	.80	.79	.74
SD	25.55	5.07	6.84	4.58	5.83	5.76	5.73
Sediff	36.13	7.17	9.67	6.48	8.24	8.14	8.10
Significant difference	20	7	8	7	8	8	9

CES-D

Cronbach's α	.88
SD	6.6
Sediff	3.2
Significant difference	7

HADS-A

Cronbach's α	.83
SD	2.5
Sediff	1.4
Significant difference	3

PSS

Cronbach's α	.85
SD	6.2
Sediff	8.77
Significant difference	7

Video recorded sessions

Transcripts of the video recorded sessions are made and moments of change or insight (e.g. going back from a sub personality to ego position) are selected. The experiences of the client and the interpretation of the facilitator are both taken into account. Also, facial expressions, body language and position in the room give meaningful information and are analysed.

Interviews

The interviews were analysed using thematic analysis. According to Braun and Clarke (2006, p.81) this method reports experiences, meanings and the participant's reality and allows the researcher to 'unravel the surface of reality'. Thematic analysis requires a careful reading of the data and the identification of for the research meaningful and relevant text phrases. First, codes are assigned to the meaningful units of text and later on, these codes are combined to 'form an overarching theme' (Brown et al., 2013). Throughout the interviews, the following five themes could be identified: 1) Getting used to the method. 2) Insight and acceptance. 3) Understanding and taking action are two different things. 4) The method helped. 5) Relationship with the coach.

RESULTS

In the following section, the results of the survey, video sessions and the interview will be discussed per client.

Client 1

Client 1, female, 34 years of age, is working as a primary school teacher. She is married and mother of two children. Client 1 is Dutch, has lived the most time of her life in a big city, has finished higher education, is catholic and her family has to address savings sometimes to cover costs of living. A total number of eight sessions was indicated, with t0 before the first session, t1 after the fourth session and t2 after the eighth session. Sessions number two and seven were planned to be video recorded. After the mid time evaluation, the fourth session and the t1 measurement, client 1 was referred to a psychologist using cognitive behavioural therapy and a body directed method due to the experience of little progress and little improvement of the symptoms. So, there is no t2 measurement and session number seven could not be video recorded. In spite of the referral, client 1 was willing to participate in the interview.

Client 1 has high expectations and demands on herself, which result in detailed preparation of work, additional tasks and little rest and enjoyment. Finding a suitable work-

life balance is difficult. In coaching, she wants to learn to trust in her own capabilities and competences and to get back the feeling of joy in working situations. The following goals were formulated: more rest and joy in life and work, trust in her own abilities, less preparation, being able to set boundaries and priorities, saying ‘no’ and insights in which function and tasks within primary education fit her.

Survey client 1

Client 1 scores within two standard deviations below the mean on well being (SPWB total; M=231.49; sd=25.56), three standard deviations below the mean on autonomy (M=35.46; sd=5.07) and two standard deviations below the mean on environmental mastery (M=40.08; sd=5.76) at t0. The other facet scores are within one standard deviation below or above the mean at t0 (data based on Westerhof et al. (2013, not published)). No significant differences between the well being scores at t0 and t1 were found. The client scores high on depression, anxiety and stress at t0. The scores on depression were above the cut off point (>16) at t0 and t1, which is an indication of depressive symptoms. At t1 the score on depression decreased by 11 points, which is a significant decrease at $\alpha < 0.05$, but the score is still above the cut off score. No significant change were found at anxiety, but stress decreased by 8 points at t1 which is a significant decrease at $\alpha < 0.05$. According to the reliable change index at t0 and t1, depression and stress decreased significantly, but the client reported only little progress throughout the sessions.

Survey	range	t0	t1	t2	RCI t0-t1	RCI t1-t2	RCI t0-t2
Well being (total)	52-312	202	197		-0.512		
Autonomy	8-48	19	15		-1.127		
Growth	9-54	42	35		-1.755		
Environmental mastery	8-48	26	29		0.926		
Self acceptance	9-54	33	29		-1.079		
Positive relations	9-54	46	47		0.269		
Life goals	9-54	36	42		1.452		
Depression	0-60	34	23		-3.150*		
Anxiety	0-21	12	13		0.686		
Stress	0-40	30	22		-2.356*		

Table 1

**significant at $\alpha < 0.05$*

Results survey client 1

Video recorded sessions

During the second session, client 2 and the facilitator look back at the time between the first and the second session and the facilitator talks to three sub personalities, respectively the pusher, a sub personality who is able to relax and the perfectionist or inner critic. The client wants to get to know more sub personalities. She wants to be aware of sub personalities who “influence her in a bad way” and she wants to pay more attention to sub personalities who “did not have had much attention the last period and who have positive effects”. The client felt strained the last weeks, has worked less and since a week she is sick at home. The pusher is the first sub personality who is given a place. This sub personality is standing just behind the client with the right hand on her shoulder. The pusher tells about long lists of tasks the client has to do. These tasks cover all aspects of life and words as “she has to do” are used often. In the course of the conversation with the pusher, it becomes clear that this sub personality is responsible for a feeling of being useful in life:

[F=facilitator; C=client]

F: How is it for you not to get all the tasks done you would like her [client] to get done?

C: Very frustrating.

F: Yes, that seems to me, too. That must be very frustrating for you.

C: Yes ... because, even though she has had 4 days at home now, the list is just as long as before, but that's because I just add new things. I see, some things are done, but there are always some new things you [sub personality-pusher] add to the list.

F: I think she could sit at home one year. You are full of things you want her to do, so yes it must be frustrating for you, yes. Imagine that you wouldn't be there in her life. What would happen?

C: Then it would be very quiet in her live, I think a little aimless, rudderless... well, useless.

F: Useless.

C: Yes, what would she do the whole day?

F: Yes, so you make her life useful.

C: Yes, I think so.

Even later, it becomes clear why the pusher is driven to do all the tasks, preferably all of them at the same time:

F: Suppose she wouldn't clean the bathroom for one week. You [pusher] wouldn't be happy. What would you say to her?

C: Eehm, she just has to do it and that, it's not out of her head before she did what I said.

F: Oh, you are smart, you stay in her head until she has done what you said her to do.

C: And then it starts all over again.

F: Then it starts all over again? Can you explain to me what... I hear that it is very important to you. Why it is so important?

C: Mhh.

F: That she finishes all these tasks. What makes it so important?

C: [...]I have no idea, I just love structure, uh, or, I don't like unexpected things.

F: You do not like it.

C: No

F: Okay, no, and if she did not do all the tasks, you make her feel guilty?

C: Guilt, yes, and uh, how do you say it, not taking care of your family, your class or your uh, yeah.

F: She has to do all that because she has to care for her family and for her class as well.

C: Yes, but also that the outside world can see that our house is clean. I mean, not every week someone is in our bathroom or something, no, but still. Yes, just in any case and to have a better feeling as well.

F: Yes, okay. So it is clear that you let her do all the tasks because for you it is very important how the outside world thinks about her. [...]

C: Yes, I think so.

F: How, do you think, thinks the outside world about her?

C: Positive, yes, that she has done a good job.

F: When would it be good?

At this point, the facilitator mentions that he is not sure if he is still talking to the pusher or if the perfectionist has taken over the conversation. The facilitator gives the opportunity to talk to the perfectionist later on and stresses the function and meaning of the pusher in the life of client 1.

F: It is important what you do for her. You make her feel useful but she is tired the last time, has migraine and needs some more rest. Sometimes, she cannot do what you ask.

How is that for you if she is not listening?

C: Um, yes, difficult.

F: Difficult.

C: Yes, and it feels as if I fail when I have consented to do something and then don't do it. If she says that she will do something, she has to do it, otherwise she couldn't say yes.

F: Okay, that's important to discover. If she does not all the tasks, you get the feeling that you fail and that's why you work so hard, not to give her the bad feeling of failure.

The facilitator stresses that client 1 needs rest and asks the pusher if it would be okay to talk to other sub personalities and if he has certain conditions to give the client more rest. The

pusher agrees with talking to different sub personalities and did not specify terms and conditions. When the client walks back to the ego position (client as whole person), she is feeling more relaxed and less driven.

In the following, the facilitator is talking to a sub personality who is able to relax. This sub personality sits not relaxed on a chair in the rear of the room. It is noticeably that this sub personality has little words and even does not know what it likes:

F: What do you like to do?

C: That's difficult. I don't know. It's a long time ago that I have done things I like. She [client] even *has to* watch television for relaxation.

F: She has to?

C: Yes. Maybe, reading a book would be fun. But she doesn't have time. I recognise myself within other persons, her husband, for example. He can lie relaxed on the couch, but she [client] cannot do this kind of things.

It becomes clear that this sub personality is a disowned self. Client 1 is not able to relax and even does not know which kind of activities would be relaxing. Watching television or going to bed early is an obligation, because the client knows that it would be a good thing. During the conversation, this sub personality states that it now can give meaning to 1% of the clients' life. 40% would be it's goal, but temporarily 10% would be a good result.

The third sub personality, the facilitator is talking to, is the perfectionist or inner critic. This sub personality has towering demands and is very strict. For example, client 1 has had the plan of loosing 10 kg of weight last year. She had lost 9,7 kg and so does not have reached the goal. She still has to loose the remaining 0,3 kg. Furthermore, client 1 has to be a good teacher, but through the eyes of the inner critic she constantly fails. The client reacts emotionally when the facilitator states that she would be loved, even if she is doing certain things less perfect. The perfectionist/inner critic is constantly afraid of being rejected, that people will turn away or talk badly about client 1. Fear of abandonment plays an important role, here.

Client 1 did not have written a report about this session to get insight, which aspects were the most important ones for her. She only wrote a report on session 1 and 3. Client 1 is able to shift quite easily between sub personalities and let them speak. Occasionally, another sub person is interfering, but not often and the differences in energy levels of the different sub personalities are visible.

Interview

Client 1 said the following on theme 1 (getting used to the method): “I didn’t know what Voice Dialogue was. [...] In the beginning it was not clear to me what really would happen and it also sounded a little woolly. [...] It [first time using Voice Dialogue] was strange, I was giggling the whole time, it’s strange to talk about yourself in the third person form, but it was fine to change position, otherwise it would be more confusing. You get used to talk in the third person form after a few times. [...] It [the method] is difficult to explain to others, it sounds woolly and others think that it is a kind of crazy therapy or treatment.”

According to client 1, she is still thinking about the sub personalities (even when she was referred to a psychologist) and she states that she gained insight, and that she can understand her problem better, but taking action is much more difficult (theme 2, 4 and 3, respectively): “I have to admit that I still think quite a lot about the sub personalities. I got insight in the reasons why I am doing some things and can’t let them go. And it’s a peaceful thought that a sub person does not have to disappear. It’s a part of me and I don’t have to become a different person. I learned a lot about me from the different sub personalities. If you are aware of them you can recognise in which situation which personality is on the foreground. This awareness helps, but changing is a difficult step.”

All clients stated that the relationship with the coach played an important role. Some of them chose for the Voice Dialogue method since the contact with the coach was pleasant during the intake. All were advised by another instance to take a look at the coaching possibilities at het Balkon. Client 1 said the following on theme 5: “Her [facilitator] way of being and acting put me at ease. I had a feeling of trust and could talk openly”.

The scores on the survey were in line with the reported feeling of client 1. With more time passed, she felt less depressed, but she also was not satisfied with pace of the improvement. The facilitator stated later on, that the decision of referring client 1 to a psychologist might have been made too fast and that the impatience of getting better might be related to the strong need of perfection and the dominating presence of the pusher. Though, the high scores on depression, even at t1, might implicate that coaching is not enough and that therapy is needed.

Client 1 needed a prompt of the facilitator to be aware of how she is sitting and was then able to better recognise the differences in energy levels and how she is feeling. Client 1 mentioned that the method helped to get a better overview and understanding of the sub personalities. There was a clear difference between a sub person speaking and when back at ego position. The sub personalities got less dominating due to the insight of why they are there and what they are trying to protect. The relationship with the facilitator was an essential to client 1 and caused that she could be open and able to talk freely. Without the trusting

relationship it would not have been possible to let sub personalities speak, especially disowned ones.

Client 2

Client 2, female, 40 years of age, is programme manager at an international operating company. She is married, has no children, has finished higher education, lived most of the time of her life in a small city and the financial situation of her family is good. Five sessions were indicated with t0 before the first session, t1 after the third session, t2 after the fifth session and video recordings of session number two and four.

Client 2 travels a lot and is satisfied with the international aspects of her work. She is working hard and the work also is her first priority. On a national level, there is a distance between her and her colleagues and the tasks are less satisfying than with the international projects. Her appearance at international events contrasts her role within the national team. There, she is precarious about herself, quiet and invisible.

Client 2 is referred by her manager to het Balkon. Client 2 states that she is feeling well and that she does not know why she has to be coached. In accordance with the manager, the goals of the coaching were formulated as follows: to develop the ability to present herself and the results of her work effectively within the national team, to be stable and convincing in meeting situations, to get insights in beliefs which hinder her, to speak about weaknesses and vulnerabilities and to set boundaries and communicate needs or wishes.

Survey

Client 2 scores high on well being and almost all facet scores and low on depression, anxiety and stress at t0. At t1 scores on perceived stress increased by 17 points, which is a significant increase at $\alpha < 0.05$. All other scores are relatively stable and no significant change is indicated according to the reliable change index.

Survey	range	t0	t1	t2	RCI t0-t1	RCI t1-t2	RCI t0-t2
Well being (total)	52-312	271	274	275	0.307	0.102	0.410
Autonomy	8-48	31	31	33	0.000	0.564	0.564
Growth	9-54	51	51	51	0.000	0.000	0.000
Environmental mastery	8-48	46	46	46	0.000	0.000	0.000
Self acceptance	9-54	46	46	46	0.000	0.000	0.000
Positive relations	9-54	52	53	53	0.269	0.000	0.269
Life goals	9-54	45	47	46	0.484	0.242	-0.242
Depression	0-60	4	5	1	0.286	-1.145	-0.859
Anxiety	0-21	5	6	5	0.686	-0.686	0.000
Stress	0-40	11	28	9	5.006*	-5.595*	-0.589

Table 2

**significant at $\alpha < 0.05$*

Results survey client 2

Video recorded sessions

In session two, the facilitator and client 2 talk extensively about the last month and two sub personalities, a disappointed self and an energetic self, are elaborated. Client 2 is frustrated how things at work are going and according to her she did not get the credits for her work she deserves. Client 2 was very tired the last month, wants to get insights in why she reacts the way she does and the background of her tearfulness. Furthermore, she wants to take a look on herself from a distance.

After a long introduction and explanation of the last period, a disappointed self is sitting on a stool at the wall between the ego position and the client. This sub personality is really upset and frustrated that her manager does not see and award the clients' successes. The first time, the client is sitting there, she has some difficulties to 'be' the sub personality. The facilitator addresses that and asks client 2 to come back to the ego position. The differences between the two positions (ego position and disappointed self) are elaborated.

F: Please, come back. Okay, it is good to separate the sub personalities a bit, otherwise you won't get an overview. Feel which sub personalities are active, now.

C: I feel calmer, now.

F: When you sit here [ego position].

C: Simply because I could talk about it.

F: Yes.

C: More quiet.

F: Yes. Yes, you are looking quieter, too. What is the difference?

How is it there?

C: Disappointing.

F: Disappointing.

C: Yes.

F: There is a side that is extremely disappointed, yes, okay. There are other sub personalities, too. There is a sub person who is very disappointed and I hear a side that is going to defend if there is criticism that feels unjust. There is also sub person who can accept criticism, but here is a huge amount of disappointment, yes, okay, we can go back there, we still have to zoom in on the sub personality of you that is really disappointed with a lot of things.

Go back again and feel how disappointed you are.

Client 2 goes back again and now can feel better and talk out of the position of her disappointed self. She still mentions a lot of examples and it is difficult for her to talk about feelings. In the course of the conversation the vulnerability and underlying feelings become negotiable.

F: You're outraged.

C: Yes pretty much, but more disappointed than angry, though...

F: And it also seems that you really have to do your best to show, but it doesn't matter what you do, how good you are, but it won't be rewarded.

[...]

C: It seems that they don't want me to be that good, that successful.

F: This is painful.

C: It is very painful.

F: Take time to experience how painful it is not to get the reward that I absolutely think you are entitled to have.

Later on, it becomes clear that the client feels put in place and has the tendency to fight against this inferiority.

C: This is my place. They put me in place and I know that's not my place, but they always put me back.

F: And you will not let them do this to you.

C: No.

When the client comes back to the ego position, she is asked again about the difference between the sub personalities' place and the ego position.

C: Here [ego position] sits a person who is able to put things into perspective, there [disappointed self] this is not possible.

Then, the facilitator talks to an energetic self who is very satisfied with work and does not need to be rewarded. Now, client 2 can feel a difference in energy clearly, but it stays difficult for her to differentiate between sub personalities and the ego position and to talk about herself in the third person form.

In session 4, client 2 is more relaxed, less agitated and the last weeks went good. The client even doesn't know what to talk about due to the fact that she feels better and has insights in how she behaves and reacts. The client asks the facilitator if she has some tips or tools for her. Facilitator and client explore what the main insights and findings of the previous sessions are and conclude that the client is going to fight or overreact if she not feels taken seriously. In contrast to the second session, the client is aware of her contribution if communication with her manager is not going well. Later in this session, the facilitator gives feedback.

F: What I see is that you can talk a lot and that you are talking fast. And then, sometimes I don't have the feeling of mutual contact. Do you recognise that?

C: No. (silence)

F: It seems that your listening self is less developed. Now, our conversation is changing. Can you feel it?

C: No, I never have known that and I never meant it this way.

F: How is it for you to hear this?

The client is surprised but can accept the feedback and think about it. To receive feedback was already a theme throughout coaching, now it is elaborated again.

Client 2 has the tendency to argue if someone gives her feedback and try to defence why she acts and reacts the way she does. In the following, the facilitator tries to get to know why it is painful for the client to receive feedback.

F: I wonder why it is so painful.

Silence.

F: It sounds like you are not allowed to behave this way. It seems like you should not have bad qualities.

C: I'm very perfectionistic. It's never good enough.

F: With everything. That sounds exhausting.

C: That's it.

Silence.

C: I cannot -. I have to do everything perfectly.

F: What if you wouldn't be perfect?

C: Then I have to do something additional. It's a feeling of failure.

Silence.

C: There's some vulnerability.

F: It seems like it is difficult for you to show things you are not good at.

C: Yes.

Later on, it get clear that the client is disappointed in herself if things are going wrong and that she only was seen as a child because of her performance, no one expected. Also, the client becomes aware of a feeling of shame and that she is afraid that mistakes might be used against her. It is noticeable that client 2 can better talk about feelings and is able to reflect properly than in session 4. Even her facial expression is less tense.

Client 2 wrote reports on session 2, 3, 4 and 5.

Interview

As Client 1, also client 2 did not have heard of Voice Dialogue based coaching before the intake. "I never heard of Voice Dialogue, I was sceptical. [...] I thought that it wouldn't be possible, but when I sat on another chair, I was different. I could feel the difference. It was a positive experience, really positive. [...] It was weird to talk about yourself in the third person form. In the beginning I made a lot of mistakes, [name facilitator] corrected me, but I felt the difference. When I sat at another chair I was a different person."

On theme 2 ('insight and acceptance') and theme 4 ('the method helped'), client 2 said the following: "You just don't think about it, I learned that the way I react is something of my youth. [...]I could let go feelings of anger. I got stuck to that feeling and I couldn't let go.[...] I felt like that little girl, again. It's a pattern I didn't recognise. Now, I can better understand why I am still reacting like that.

Client 2 said the following about theme 3: "Insight is obligatory to be able to take action, but that takes time. I tried different ways of reactions, but its not easy to change reaction patterns. I still think about different possibilities and points of view more often."

A good relationship with the coach was also important for client 2: "I immediately felt some kind of connection, that's important to me, otherwise I would not be open. [...] Her way of asking questions helped me to get insight and understanding. [...] Though, sometimes it was hard and confronting, but this brought me further."

The scores of client 2 are also in line with the feelings reported. Scores on all facets of well being are high and client 2 scores low on depression, anxiety and stress. That is in line

with the self-reported feelings during the first session that client 2 do not really know why she should be coached and that she is referred by her manager. These scores also stress the difference between coaching and therapy. No therapy would be implied according to the scores, but even with high scores on and reported well being there might be personal issues a person needs assistance with and which can influence daily life, even when these issues are not noticeable throughout the survey scores. The increase in stress at t1 is also in line with the reported feelings of injustice and not being taken seriously, especially due to the conflict with her manager at that time, but client 2 also discovers that a strong defensive reaction to criticism and cannot letting go of negative emotions is a long lasting reaction pattern.

Client 3

Client 3, male, 32 years of age is press officer of a political party. Due to the political developments, there was a high workload that resulted in 70 to 80 work hours per week for the last two years. The fraction where he was working is going to be reorganized and he decided not to apply for another function and quit his job. Client 3 is not married, does not have a partner and children, lived the most time of his life in a big city and graduated at university. He is Dutch and his financial situation is rated good. Ten sessions are indicated, with t0 before the first, t1 after the fifth, t2 after the tenth session and with session number two and nine video recorded.

In coaching, he wants to focus on his performance in professional situations and the question which kind of work and function he wants to have in the future. The following goals were formulated: drawing lessons from what has happened in the past few years, which is a condition to continue, getting an idea of which direction he wants to go and what he has to develop for his professional career, being better able to set boundaries and to plan, orientate on other work which fits him and his needs.

Survey

Client 3 scores one standard deviation or less below the mean on well being, autonomy, environmental mastery, self acceptance and positive relations with others at t0 (SPWB total; M=231.49; sd=25.56). He scores high on depression (>16), which indicates depressive symptoms and he scores relatively high on stress. At t1, the scores on depression decreased by 5 points and then increased by 18 points at t2.

Survey	range	t0	t1	t2	RCI t0-t1	RCI t1-t2	RCI t0-t2
Well being (total)	52-312	188	198	190	1.024	-0.819	0.205
Autonomy	8-48	28	33	33	1.409	0.000	1.409
Growth	9-54	42	42	41	0.000	-0.251	-0.251
Environmental mastery	8-48	27	24	19	-0.926	-1.544	-2.470*
Self acceptance	9-54	25	27	27	0.540	0.000	0.540
Positive relations	9-54	32	36	35	1.076	-0.269	0.807
Life goals	9-54	34	36	35	0.484	-0.242	0.242
Depression	0-60	22	17	35	-1.432	3.722*	5.154*
Anxiety	0-21	8	7	7	-0.686	-0.686	0.000
Stress	0-40	18	18	15	0.000	-0.883	-0.883

Table 3

*significant at $\alpha < 0.05$

Results survey client 3

Video recorded sessions

In session 2, the facilitator talks to three sub personalities, the idealist, the warner and a sub personality called the 'self'. The idealist is positioned right before the ego position of client 3. This sub personality is verbally strong and strives to live for a higher goal.

C: I [idealist] try to change the world. I try to make the world a little better. He [client] does not live for his own sake, he decided to contribute to a better world.

According to the client, the idealist is overstrain since the last year and it is not possible anymore to act on the basis of this sub personality the whole time.

Right behind the client sits the warner. This sub personality is part of a political feeling and a sub person who speaks out warnings most of the time. The warner is able to give feelings of frustration and regret words, but it is a sub personality who is not acting directly and later on.

The sub personality called the 'self' has no words at all. There is only emptiness. The client does not know what he wants to do due to the fact that the idealist was his operating ego the last years and that his own needs were inferior to the higher goal of making the world a little better.

Client 3 can easily shift between sub personalities and talk about himself in the third person. A sentence which is mentioned more often after going back from a sub personality to the ego position is: "I'm happy that I am more than that alone". This sentence even shows that client 3 is aware of an energetic difference between the sub personalities and himself as a whole. Even though, it was confronting that the 'self' has no language and does not know what he wants to do or what he likes.

In session 9, the facilitator and the client change positions of different sub personalities throughout the session to experience a certain level of control and guidance about life and the presence of sub personalities. Two sub personalities are discussed. A strategic sub personality who is accepted and appreciates people, who is social calculative to reach certain goals and who is located diagonal before the ego position of client 3. The other sub personality, discussed throughout this session is an authentic self who sits a few feet behind the ego position to be less vulnerable. First, the facilitator talks to both of them and asks what they would need to change position. So that the strategic self is able to operate more in the background and that the authentic self can move toward the ego position and is able to operate in the foreground. Throughout the conversation with the authentic self underlying feelings of anxiety become clear.

F: Do you know what [name client] is afraid of if you [authentic self] would come closer? What would happen?

C: He could be affected.

F: Yes. Yes. Are you a sub personality who is affected easily in social situations?

C: Yes. Sure.

F: Do you have an idea about what you need to come a little closer and to be more present in his life?

C: Ehm, yeay, trust and the feeling of being loved.

F: Yes. That [name client] can trust you that no disasters would happen if you come a little closer. Trust and the feeling of being loved is essential, I think.

C: Yes.

F: [name client] is afraid that people turn away if you would come closer. That he would not be interesting anymore or... What do you think about it?

C: Yeay, eh, that's not nice to hear.

F: No. No, because he denies what you might mean to him in his life. What could you mean to him?

C: According to me, I could take care that he will experience more rest, again. Socially, it would be easier because he doesn't have to use another template in every single social situation.

F: You give rest. There is no need of thinking about everything strategically. So, you are acceptance, too.

C: Yes.

F: But if [name client] doesn't trust you... That gives you grief.

C: Yes.

In sessions before, it was also elaborated that the client is afraid of not being good enough and that people will walk away if he is more authentic. He does not know if people regard him because of his qualities and abilities. Due to this anxiety, client 3 operates primarily on the basis of his strategic self to protect his vulnerability. Later on, client 3 moves the chairs of the sub personalities from the recent to an ideal situation. Then, his authentic self would be located on the left side next to him and the strategic sub personality would be located left next to the authentic one and a little more in the background. The client sits down next to the facilitator and together, they take a look on these new chair positions.

C: I know that I want the situation to look like that, but in reality it isn't there.

According to this, the facilitator asks the clients to move the chairs again and to create a more feasible situation for now. The client moves the chair of the authentic self one step backwards and the chair of the strategic self one step forwards.

F: How is this?

C: Yes, eh, these are three chairs, but it looks trustworthy, now.

F: Yes, I understand that. It's a little bit strange that we are working with chairs, but it really looks like if the right chair [strategic self] the other one... He does not stand in front of him, but protects him. It's less bare.

Finally, the client sits down again on the chair of his ego position and looks from this point of view at the two other chairs. He states that this situation "looks like a plan".

Client 3 can easily shift between sub personalities and he does not have difficulties to talk about himself in the third person form. He has written extensive reports of all the sessions.

Interview

Throughout the interview, client 3 said the following on theme 1 and 4: "I was sceptical about the method, it seemed artificial and for me it still is some kind of a trick to

organize your mind. But in the range of the coaching it is useful.[...] The first time was weird, there are a lot of thoughts like 'I'm sceptical' or 'if someone would see me sitting here like this'. It's a combination of awkwardness, embarrassment and an awkward role playing game but the nice thing is that by the simple act of changing seats and talking in third person usually, not always, there evolves a feeling that fits that sub person. [...] Talking in the third person form about yourself is a way of creating distance. That's a good thing, especially to be able to overview the situation."

As client 1 and 2, client 3 got lots of insights but he also stresses that his view on certain personality characteristics changed by means of the sub personalities: "I have the tendency to absolute aspects of my personality and the method helped me a lot with seeing that different aspects lead to a particular outcome and not only one characteristic. The different sub personalities increased transparency of the big knot in my mind. With the sub personalities we untied different straps which made the problem better manageable and I gained insight that characteristics of myself I hate also can include valued aspects and are not only a bad thing."

Client 3 also struggles with the transition between gaining insight and taking action to change. He puts it even further: "There are temporary effects. I can't say if its due to the method or something else. At some points I think, yes, I got it. I'm almost there, but it's not that easy at all. The thing is that you have to take action beside getting insights and all the understanding. Now, I know which aspects play a role and what things I should do or could try, but the outside world will not change automatically. I know that relapses are lurking. [...] Insight is step number one, but taking action is something different. I don't know if insight is enough or if it is something else you need to change the situation. It's a struggle. I miss the intrinsic motivation to take action. [...] In the coaching setting you can solve your problems, but in the real world it's something different. You are stuck to ingrained reaction patterns and the world is telling you 'wait, you have been like this'. The world is not changing immediately due to a single change of yourself."

The contact with the coach also was very important to client 3, even if it is stressed here that he experienced the Voice Dialogue method to be effective: "I have had four intakes I chose the coach based on contact, he could have done any other method, but the method has very clearly been effective, I have learned to accept two things, that I'm not a one-sided thing, and that the things that I thought were mostly negative characteristics, can also be positive in some way. [...] Furthermore, what's effective, is that he [coach] gives me the feeling that the sessions really are there for me, so I don't have to be busy with things like 'what might he want to hear, what does he expect. That really makes a difference."

It is worth noting that the clients felt differences in energy and emotions when changing places, but that this experience has to be stressed by the facilitator to get the clients

aware of it. Client 1 states that it got conscious when the facilitator pointed out the changes in facial expression or posture he recognised. Client 3 said that it helped him to be better able to feel the differences when he could change positions of the chairs representing different sub personalities and compare the different settings with the ideal and actual situation.

The scores of client 3 are in line with the reported feelings. Depressive symptoms of client 3 decrease between t0 and t1 and increase at an even higher level between t1 and t2. With unravelling the problem and gaining insight client 3 has the feeling of making progress. Between t1 and t2 he is facing the struggle of having insight and theoretically knowing how to act, but he is unable to bring that knowledge into practice yet. With facing that problem, depressive feelings increase.

DISCUSSION

The aim of the current study was to get an idea of the effectiveness of Voice Dialogue based individual coaching, how Voice Dialogue works in practice and if this method is accepted by clients. Voice Dialogue is used for decades but scientific research on this method is lacking. This study was conducted as a first step to validation. In the following, the results are discussed per research question.

Effectiveness of Voice Dialogue as a coaching method

According to the survey results, no significant increase of well being is found. There is a significant decrease of depression when clients score high at t0. Stress levels are affected significantly and scores on anxiety are not affected.

No changes of scores were found on well being as a total score. There is one significant change on the facet environmental mastery. The environmental mastery of client 3 decreased significantly between t0 and t2 as depressive symptoms increased. This finding is not in line with the assumption that insights in different sub personalities increase environmental mastery and to be better able to adjust to different situations and to choose sub personalities acting on the foreground more freely. Scores on stress of client 1 decreased significantly between t0 and t1, but the stress levels of client 2 increased significantly between t0 and t1 and decreased again between t1 and t2, but did not decrease significantly between t0 and t2. The results are conflicting and there is no clear support of the theory that insights in different sub personalities will reduce tension or strain and that resistance to stress might increase. The presumption that Voice Dialogue as a highly accepting and judgement-free method would improve the levels of self acceptance could not be proven by the survey results. Furthermore, there is no change of scores on the facets personal growth, positive

relations and life goals, even though according to Stone and Stone (2007), with a growing aware ego, personal growth and integration of sub personalities is possible and interpersonal relations should not anymore be bound and restricted to bonding patterns.

Client 1 who had the highest scores on depressive symptoms and who is referred to a psychologist by session 4 showed significant decreases of depressive symptoms and stress. These results imply that the positive effects the coaching sessions might have, are not directly translated into an increase of well being. According to the theoretical presumptions of Voice Dialogue, with gaining insights in different sub personalities, the aware ego grows. Clients report that they gained insights, but the positive effects of a growing aware ego could not be found throughout the survey results. So, the question is if purely gaining insight is enough to provoke a growing aware ego or when there is growth of the aware ego, why is the translation into a higher level of well being (with all its facets) absent?

Depressive symptoms of client 3 decrease between t0 and t1 and increase at an even higher level between t1 and t2. That is in line with the reported feelings of the client. This finding implies that insights in sub personalities can cause distress. The primary system of the client is out of balance. The same pattern is recognisable with the stress levels of client 2. It is likely that insight can be harmful and confronting and can interfere with the 'normal' reaction pattern of the client. So, the coaching sessions can first cause distress due to the fact that a client has to develop and train new skills. At the background operating sub personalities have to step forward and take action, which seems to be a distressing process. It is possible that more time is required than the time between the coaching sessions to reorganise the sub personality system. Further research is needed. Furthermore, due to the small sample size it is not possible to explore on the results.

Elements that make Voice Dialogue work in practice

Clients are gaining insights. This point both the video recorded sessions as the interviews out. When a client changes from a sub person's position to ego position, the client is aware of changes in energy levels and better able to differentiate between the sub personality and his/her own self as a whole. When clients are back at ego position, they stated that they are able feel that they are more than the sub person. The sub person becomes less dominant and the client is better able to see the events from a different point of view and its more easy to change perspective. When back at ego position, clients also state that they are more aware of aspects, which they were unconscious of, before. Changing of position in the room is mentioned as one of the unique aspects of the method. Even when a client is thinking of a sub personality, the specific place in the room of that sub personality is present. Hermans, who emphasizes the need of both dimension of time and space to explore the voiced self, stresses this spatial dimension. Throughout the video recorded sessions it becomes clear that some clients can change more easily between sub personalities than

others. When a client is better able to use the third-persons form to talk about him/herself as a whole, clients are also can change more easily between the different sub personalities and the ego position. Differences in energy levels become even more clear when the facilitator stresses how the client is sitting on the chair or how his/her facial expression looks like.

Clients' experience and acceptability of Voice Dialogue

According to the results of the interviews, clients are first sceptical about the method, they had to get used to it and in the end all clients reported positive experiences while using the Voice Dialogue technique and especially with respect to the gained insights. So, it can be stated that the method is accepted, but it is not clear to what extend the therapeutic relationship contributes to that or vice versa. According to Lambert & Barley (2001), the therapeutic relationship accounts for 30% of the effectiveness of the therapy. It is not clear if these measures might differ in a coaching setting, but according to the authors the therapeutic method only accounts for 15% to the effectiveness of therapy. Changes outside the therapeutic setting account for 40% and placebo effects for another 15% (Lambert & Barley, 2001). It is not clear if Voice Dialogue affects the relationship with the client or if the client is open for the method due to the experienced good feelings with the facilitator during the first contact. All clients state that the good contact during intake made them choose for the coach at het Balkon. It is possible that at first glance the method is not that important to the client and that the decision for Voice Dialogue is mostly based on contact. Throughout the video recorded sessions it is noticeable that the clients are more used to the method in the second recording. They are less prone to errors of using the first person form instead of the third person form when letting a sub person speak. Still, there are personal differences in how easy a client can change between a sub personality and the ego position. Furthermore, it is recognizable that if a client already knows a sub personality a little better, the sub personality can be more open and other sub personalities are less likely to interfere with the sub personality speaking. Another positive aspect mentioned, is the peaceful thought that all different sub personalities are there to protect the client and that none of the sub persons has to go away or has to change completely. Clients all state that they have gained insights and that they are able to understand reaction patterns. With respect to insight, all clients state that the method helped. They know why they react to certain situations as they do and this understanding helps to see which changes are required. In theory, the clients know which sub personalities have to step back and which have to be more present, but they are not able yet to get the theory into practice. Strategies to reach this change are lacking. Clients state that that is one of the missing aspects of the method. Role play could be one strategy helping to develop missing skills and to encourage sub personalities to be more present. It might be possible that this lack of skills to be able to translate the insights into practice is linked to the survey results. Insight might not be enough to improve well being. The clients state that they

have learned a lot, but they are now facing the struggle of translating the insights into practice. This struggle might go together with the increase of stress throughout the sessions.

According to the self-report of the clients during the interviews, they are more aware of which sub person is acting on the foreground in different kind of situations, which implies that there is growth of the aware ego, but this concept is not properly operationalized and though hard to measure. As already mentioned, theory states that a growing aware ego results in growth, self-acceptance, resistance to stress, more balanced psychic forces and better interpersonal relationships (Stone & Stone, 2007). Aspects which are part of or closely related to well being. However, this translation could not be found throughout the current study.

LIMITATIONS

Literature written about Voice Dialogue is often not published in scientific journals. Furthermore, the developers of Voice Dialogue, Hal and Sidra Stone, are overrepresented within the literature review. Critical examinations of their work are lacking.

The current study is conducted as a pilot study with only three participants individually coached in one organization. The sample size is too small to extrapolate the findings into general conclusions. The design of the study is not the most ideal one with respect to reliability and validity of the results. The goal of this study was to get an idea of the effectiveness of the Voice Dialogue method in individual coaching sessions. To get more detailed results and to get insight if or how outcome measures change in the time before and after the coaching sessions, a time series design would be a possible next step of research

Furthermore, It is not known if the method is conducted similarly at other organizations. There might already be differences between different coaches of the same organization. The Voice Dialogue method does not employ a script or guideline of when to let sub personalities speak. The method is individually adjusted to the clients needs and wishes and is also likely to be influenced by the interpretation of the facilitator. Even more, the number of coaching sessions between clients differs, which makes it much more difficult to relate the results to the method and not to other factors, like the duration of coaching, the time between sessions or similar things that might interfere or influence the direct effect of the coaching sessions.

The client must be able to reflect properly on his/her own behaviour in order to use the Voice Dialogue method in individual coaching. Throughout coaching, it is more likely that the clients have a certain level of self reflection due to the absence of severe symptoms or personality disorders as opposed with psychotherapy. However, the assessment of the

clients' ability to reflect is only based on the judgement of the coach. Validated and reliable instruments to assess the level of self reflection are not used and hard to find.

CONCLUSION AND IMPLICATION FOR FURTHER RESEARCH

The theoretical implication of Voice Dialogue that insight in different sub personalities contributes to growing aware ego and that a growing aware ego, in turn, results in growth, self-acceptance, resistance to stress, more balanced psychic forces and better interpersonal relationships, could not be shown throughout the current study. Clients state that the coaching helped, especially with respect on gaining insights, but strategies and abilities to get the theory into practice are lacking. To enable the clients in taking a next step, strategies to encourage sub personalities to step forward should be incorporated to the method. The coaching might take more time, then, but the clients' process might be promoted. Before these strategies can be incorporated, research on what might help the clients not only to get insights, but to bring the insights into practice should be done. The method might be applicable more broadly and clients would be more satisfied about the method. Here should be noted that these changes might need more time than the coaching sessions require. So, a time series design would also be implicated. With use of a time series design, more detailed results and insights if or how outcome measures change in the time before and after the coaching sessions is possible.

The question if there is growth of the aware ego, even if there is no translation into scores on well being remains. To answer this question, the aware ego should be properly operationalized first.

It even is unclear if the method effects the relationship with the client or if the client is open for the method due to the experienced good feelings during first contact. All clients state that the good contact during the intake made them choose for the coach at het Balkon.

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UNIVERSITEIT TWENTE.

Informatie over het onderzoek naar de effecten van Voice Dialogue

Geachte meneer/mevrouw,

Uw coach heeft u benaderd met de vraag of u mee wilt werken aan een onderzoek naar de effecten van Voice Dialogue, een van de coachingmethoden die gebruikt worden binnen het Balkon. Centraal doel is om de effectiviteit van Voice Dialogue in individuele coaching te onderzoeken. De Voice Dialogue methode wordt al lang in verschillende landen gebruikt en de ervaring leert dat mensen er baat bij hebben. De effectiviteit is echter nog niet wetenschappelijk aangetoond. Daarom willen we u vragen om mee te werken met dit onderzoek.

Wat houdt het onderzoek in?

Wanneer u instemt met de Voice Dialogue methode en met het onderzoek, willen we u vragen om voor, tussentijds en na het coachingtraject een vragenlijst in te vullen. Het invullen van de vragenlijst kost u ongeveer 20 minuten.

Tevens houdt het onderzoek in dat er van twee van uw sessies video- of geluidsopnames gemaakt worden. Deze opnames zullen alleen door de uitvoerende onderzoeker (en wellicht door haar begeleiders) in het kader van het onderzoek geanalyseerd en gebruikt worden en worden na afronding van het onderzoek vernietigd. Bovendien willen wij u vragen toestemming te geven om de door u gemaakte reflectieverslagen in te zien en om na afloop van de laatste coachingsessie geïnterviewd te worden door een psycholoog in opleiding van de Universiteit Twente. Haar naam is Gloria Grommisch. Het interview zal plaatsvinden bij het Balkon.

Wat houdt het coachingtraject in?

De coaching bestaat uit 5 à 8 gesprekken. Gedurende de sessies zal gebruik worden gemaakt van Voice Dialogue. Voice Dialogue gaat ervan uit dat mensen gestuurd worden door verschillende en vaak tegenstrijdige interne kanten. Uw coach zal letterlijk in gesprek gaan met uw verschillende kanten om uw innerlijke krachtenveld beter te leren kennen en aan te sturen.

Heeft u na het lezen van deze informatie nog vragen, dan kunt u terecht bij de onderzoeker. Contactgegevens kunt vinden aan het einde van deze informatiebrief.

Uw gegevens worden anoniem en vertrouwelijk behandeld.

Contactgegevens

Het onderzoek wordt uitgevoerd door de Universiteit Twente in Enschede (www.utwente.nl/gw/pcgr). Mocht u nog vragen hebben, dan kunt u contact opnemen met prof. dr. E.T. Bohlmeijer, hoogleraar Psychologie en begeleider van dit onderzoek (Universiteit Twente, Afdeling GW/PCGR, Postbus 217, 7500 AE te Enschede, tel.: 053-4894470, e-mail: e.t.bohlmeijer@utwente.nl.)

Bij voorbaat veel dank voor uw medewerking.

Toestemmingsformulier voor deelname aan het onderzoek naar de effecten van Voice Dialogue

In te vullen door de deelnemer

Ik verklaar op een voor mij duidelijke wijze te zijn ingelicht over de aard, methode en doel van dit onderzoek. Ik weet dat de gegevens en resultaten van het onderzoek alleen anoniem en vertrouwelijk aan derden bekend gemaakt zullen worden. Mijn vragen zijn naar tevredenheid beantwoord.

Ik begrijp dat video- en audiomateriaal of bewerking daarvan uitsluitend voor interne analyse en/of wetenschappelijke doeleinden zal worden gebruikt.

Ik stem geheel vrijwillig in met deelname aan dit onderzoek. Ik behoud me daarbij het recht voor om op elk moment zonder opgave van redenen mijn deelname aan dit onderzoek te beëindigen. Deze beëindiging staat los van het voortzetten van de coaching.

Naam: _____
Voorletter(s): _____
Geslacht: _____
Adres: _____
Postcode + Plaats: _____
Telefoonnr(s): _____
Emailadres: _____
Datum: ___ / ___ / _____

Handtekening deelnemer: _____

In te vullen door de uitvoerende onderzoeker

Ik heb een mondelinge en schriftelijke toelichting gegeven op het onderzoek. Ik zal resterende vragen over het onderzoek naar vermogen beantwoorden. Als er tijdens het onderzoek informatie bekend wordt die de toestemming van de deelnemer zou kunnen beïnvloeden, dan breng ik hem/haar daarvan tijdig op de hoogte.

De deelnemer zal van een eventuele voortijdige beëindiging van deelname aan dit onderzoek geen nadelige gevolgen ondervinden.

Naam onderzoeker: _____

Datum: ___ / ___ / _____

Handtekening onderzoeker: _____

UNIVERSITEIT TWENTE.

Onderzoek naar de effecten van Voice Dialogue

Vragenlijsten

Beste meneer/mevrouw,

De vragenlijst die voor u ligt bestaat uit vijf onderdelen. Ten eerste zijn dat een aantal algemene vragen. Daarop volgen vragenlijsten over uw gezondheid, stemming en eventuele gezondheidsklachten.

De vragenlijst is opgebouwd uit verschillende standaardvragenlijsten die veel worden gebruikt in onderzoek. Het kan daarom voorkomen dat twee keer dezelfde vraag wordt gesteld. Deze vragen zijn dan net iets anders geformuleerd. Hopelijk heeft u hier begrip voor. Het is van belang is dat u op iedere vraag een antwoord geeft. Alleen op deze manier kan het onderzoek goed worden uitgevoerd.

We willen u erop wijzen dat er bij de meeste vragen naar uw **mening** wordt gevraagd. Er zijn geen goede of foute antwoorden. Het gaat telkens om uw eerste indruk, lang nadenken is dus niet nodig. Wanneer u twijfelt over het antwoord op een vraag, probeer dan het antwoord te geven dat het meest van toepassing is.

Bij veel vragen kunt u uw antwoord aangeven door het gekozen antwoord aan te kruisen.

Indien u een man bent dan beantwoordt u de vraag 'Bent u een man of een vrouw?' dus als volgt:

man

vrouw

Als u zich heeft vergist bij het aankruisen, zet u een streep door het antwoord dat u verkeerd heeft aangekruist en vult u als nog het antwoord van uw keuze in.

~~man~~

vrouw

In de tweede vragenlijst krijgt u stellingen waarbij u een kruisje moet zetten bij de uitspraak dat het beste uw gevoel of gedrag bij de stelling weergeeft. De antwoorden variëren van "*nadrukkelijk mee eens*" tot "*nadrukkelijk mee oneens*".

Per vraag moet u slechts **één antwoord geven**. Alleen wanneer erbij staat "meerdere antwoorden mogelijk" kunt u meerdere hokjes aankruisen. Ook als u een antwoord moet **omcirkelen**, staat dit aangegeven.

Wij danken u alvast hartelijk voor uw medewerking!

1. ALGEMENE VRAGEN

Datum waarop u de lijst invult:

dag - *maand* - *jaar*

1 Bent u een man of een vrouw?

- man
 vrouw

2 Wat is uw geboortedatum?

dag - *maand* - *jaar*

3a Wat is uw burgerlijke staat?

- Gehuwd
 Gescheiden
 Weduwe/weduwenaar
 Ongehuwd en nooit gehuwd geweest

3b *Indien gescheiden, verweduwd of nooit gehuwd geweest:*

Heeft u een partner?

- nee
 ja

3c *Indien gehuwd of een partner:*

Woont u met uw echtgenoot/partner?

- nee
 ja

4a Heeft u kinderen?

- nee
 ja

4b Zo ja, hoeveel kinderen heeft u?

Vul het aantal in.

5 Met welke levensbeschouwing voelt u zich verwant?

- geen
- Rooms Katholiek
- Nederlands Hervormd
- Gereformeerd
- Joods
- Islam
- Hindoeïsme
- Humanisme
- Anders, nl

6 Wat is uw culturele achtergrond?

- Nederlands
- Surinaams
- Antilliaans
- Indonesisch
- Turks
- Marokkaans
- Gemengd, namelijk
- Anders, namelijk

7 Waar heeft u het grootste deel van uw leven gewoond?

- Grote stad
- Middelgrote stad
- Kleine stad
- Dorp/platteland

8 Wat is de hoogste opleiding die u heeft afgerond?

- Geen onderwijs gevolgd
- Lagere school
- Lager beroepsonderwijs (lbo)
- Middelbaar algemeen voortgezet onderwijs (bijv. (m)ulo, mavo)
- Een middelbare beroepsonderwijs (mbo, bijv. Mts, meao, mhno, inas)
- Hoger algemeen onderwijs (hbs, atheneum, gymnasium, mms; wat nu heet havo, vwo)
- Hoger beroepsonderwijs (hbo)
- Wetenschappelijk onderwijs (wo)
- anders, namelijk

9 Welke van de volgende omschrijvingen geeft uw belangrijkste dagelijkse activiteiten op dit moment het beste weer?

- Betaalde baan of zelfstandig ondernemer
- Gepensioneerd
- Huishoudelijk werk
- Vrijwilligerswerk
- (langdurig) arbeidsongeschikt
- Werkloos
- anders, nl.....

10 Hoe is op dit moment de financiële situatie van uw huishouden?

- Moet schulden maken
- Moet spaarmiddelen enigszins aanspreken
- Kan precies rondkomen
- Kan een beetje geld overhouden
- Kan veel geld overhouden

2. POSITIEVE GEESTELIJKE GEZONDHEID

Zet een kruisje bij de uitspraak die het beste uw gevoel of gedrag weergeeft.

Stelling	<i>nadrukkig</i>	<i>mee oneens</i>	<i>mee oneens</i>	<i>enigszins mee</i>	<i>oneens</i>	<i>enigszins mee</i>	<i>eens</i>	<i>mee eens</i>	<i>nadrukkig</i>	<i>mee eens</i>
1 Mijn beslissingen worden gewoonlijk niet beïnvloed door wat anderen doen.										
2 Ik ben niet geïnteresseerd in activiteiten die mijn horizon zouden kunnen verbreden.										
3 Over het algemeen heb ik het gevoel dat ik grip heb op de situatie waarin ik leef.										
4 Als ik terug kijk op mijn leven dan ben ik tevreden met hoe dingen zijn gelopen.										
5 De meeste mensen zien mij als liefdevol en hartelijk.										
6 Ik leef mijn leven van dag tot dag en ik denk niet echt na over de toekomst.										
7 Ik heb de neiging om me zorgen te maken over wat anderen van me denken.										
8 Ik heb geen behoefte nieuwe dingen uit te proberen. Mijn leven is prima zoals het is.										
9 Ik pas niet zo goed bij mensen en de gemeenschap om mij heen.										
10 Over het algemeen ben ik positief over mezelf en voel ik me zeker van mezelf.										
11 Het handhaven van intieme relaties is moeilijk en frustrerend voor me.										
12 Ik heb de neiging om me op het heden te richten omdat de toekomst me bijna altijd in de problemen brengt.										
13 Gelukkig zijn met mezelf is belangrijker voor me dan de goedkeuring van anderen.										
14 Ik denk dat het belangrijk is om nieuwe ervaringen te hebben die je uitdagen om over jezelf en de wereld na te denken.										
15 Ik ben vrij goed in het hanteren van de vele verantwoordelijkheden in mijn dagelijks leven.										
16 Ik heb het gevoel dat veel mensen die ik ken meer uit het leven hebben gehaald dan ik.										
17 Ik voel me vaak eenzaam omdat ik maar weinig goede vrienden heb waarmee ik mijn zorgen deel.										

18	Mijn dagelijkse activiteiten lijken me vaak triviaal en onbelangrijk.						
19	Ik heb de neiging om me te laten beïnvloeden door mensen met een uitgesproken mening.						
20	Als ik erover nadenk, dan heb ik mezelf niet echt verbeterd in de loop van de tijd.						
21	Ik voel me vaak overweldigd door mijn verantwoordelijkheden.						
22	Ik houd van de meeste aspecten van mijn persoonlijkheid.						
23	Ik geniet van persoonlijke gesprekken met familieleden of vrienden.						
24	Ik heb geen duidelijk beeld van wat ik probeer te bereiken in mijn leven.						
25	Ik heb vertrouwen in mijn opvattingen, zelfs als ze in strijd zijn met de algemene consensus.						
26	Ik heb het gevoel dat ik me als mens, in de loop van de tijd, goed heb ontwikkeld.						
27	Over het algemeen regel ik mijn persoonlijke financiën en zaken goed.						
28	Ik heb fouten gemaakt in het verleden, maar ik heb het gevoel dat alles bij elkaar genomen uiteindelijk op zijn pootjes terecht is gekomen.						
29	Ik heb niet veel mensen om me heen die naar me willen luisteren wanneer ik behoefte heb om te praten.						
30	Ik was gewend om doelen te stellen voor mezelf, maar nu lijkt dat alleen maar zonde van de tijd.						
31	Het is moeilijk voor me om mijn opvattingen uit te spreken over tegenstrijdige zaken.						
	Stelling	<i>mee</i>	<i>mee</i>	<i>oneens redelijk mee</i>	<i>oneens redelijk mee</i>	<i>eens</i>	<i>mee eens natuurlijk mee eens</i>
32	Ik vind het niet prettig om in nieuwe situaties te zijn die van me vragen dat ik mijn oude vertrouwde manier van dingen doen moet veranderen.						
33	Ik ben goed in het goochelen met mijn tijd zodat ik alles kan doen wat gedaan moet worden.						
34	Op verschillende vlakken voel ik me teleurgesteld over mijn prestaties in het leven.						
35	Ik heb het idee dat veel andere mensen meer vrienden hebben dan ik.						
36	Ik geniet van het maken van plannen voor de toekomst en het werken eraan om ze werkelijkheid te laten worden.						

37	Ik verander vaak van gedachte over beslissingen wanneer mijn vrienden of familie het niet met me eens zijn.						
38	Het leven is voor mijn een continu proces van leren, veranderen en groeien.						
39	Ik heb er moeite mee om mijn leven zo in te richten dat het me voldoening geeft.						
40	Mijn houding over mezelf is waarschijnlijk niet zo positief als hoe de meeste mensen over zichzelf denken.						
41	Mensen zullen me omschrijven als een vrijgevig persoon, bereid om mijn tijd door te brengen met anderen.						
42	Ik ben een actief persoon als het erom gaat de plannen die ik mezelf heb opgelegd uit te voeren.						
43	Ik beoordeel mezelf op wat ik belangrijk vind, niet op de waarden die anderen belangrijk vinden.						
44	Ik heb het lang geleden opgegeven om te proberen grote verbeteringen en veranderingen in mijn leven aan te brengen.						
45	Ik ben erin geslaagd om een thuis en een levensstijl op te bouwen waarbij ik me prettig voel.						
46	Het verleden had zijn pieken en dalen, maar over het algemeen zou ik het niet willen veranderen.						
47	Ik heb niet veel warme en vertrouwenswaardige relaties met anderen ervaren.						
48	Sommige mensen dwalen doelloos door het leven, maar ik ben daar niet een van.						
49	Er zit een waarheid in het gezegde dat je een oude hond geen nieuwe trucjes kunt leren.						
50	Wanneer ik mijzelf vergelijk met vrienden en kennissen dan geeft het me een goed gevoel over mezelf.						
51	Ik weet dat ik mijn vrienden kan vertrouwen en zij weten dat ze mij kunnen vertrouwen.						
52	Ik heb soms het gevoel dat ik alles gedaan heb wat er te doen valt in het leven.						

3. STEMMING

De volgende vragen gaan over uw stemming in de afgelopen week.

Zet een kruisje bij de uitspraak die het beste uw gevoel of gedrag van de afgelopen week weergeeft.

Tijdens de afgelopen week:	Zelden of nooit (minder dan 1)	Soms of weinig (1-2 dagen)	Regelmatig (3-4 dagen)	Meestal of altijd (5-7 dagen)
1 Stoorde ik me aan dingen, die me gewoonlijk niet storen.				
2 Had ik geen zin in eten, was mijn eetlust slecht.				
3 Bleef ik maar in de put zitten, zelfs als familie of vrienden probeerden me eruit te halen.				
4 Voelde ik me even veel waard als ieder ander.				
5 Had ik moeite mijn gedachten bij mijn bezigheden te houden.				
6 Voelde ik me gedeprimeerd.				
7 Had ik het gevoel dat alles wat ik deed me moeite kostte.				
8 Had ik goede hoop voor de toekomst.				
9 Vond ik mijn leven een mislukking.				
1 Voelde ik me bang.				
1 Sliep ik onrustig.				
1 Was ik gelukkig.				
1 Praatte ik minder dan gewoonlijk.				
1 Voelde ik me eenzaam.				
1 Waren de mensen onaardig.				
1 Had ik plezier in het leven.				
1 Had ik huilbuien.				

1	Was ik treurig.				
1	Had ik het gevoel dat mensen me niet aardig vonden.				
2	Kon ik maar niet op gang komen.				

4. GESPANNENHEID

Hieronder staan een aantal uitspraken die door mensen zijn gebruikt om zichzelf te beschrijven. Lees iedere uitspraak en kruis één antwoord aan dat het beste weergeeft hoe u zich gedurende **de afgelopen week** heeft gevoeld.

1 Ik voel me gespannen:

- Meestal
- Vaak
- Af en toe, soms
- Helemaal niet

2 Ik krijg een soort angstgevoel alsof er elk moment iets vreselijks zal gebeuren:

- Heel zeker en vrij erg
- Ja, maar niet zo erg
- Een beetje, maar ik maak me er geen zorgen over
- Helemaal niet

3 Ik maak me ongerust:

- Heel erg vaak
- Vaak
- Af en toe maar niet te vaak
- Alleen soms

4 Ik kan rustig zitten en me ontspannen:

- Zeker
- Meestal
- Niet vaak
- Helemaal niet

5 Ik krijg een soort benauwdheid, gespannen gevoel in mijn maag:

- Helemaal niet
- Soms
- Vrij vaak
- Heel vaak

6 Ik voel me rusteloos en voel dat ik iets te doen moet hebben:

- Heel erg
- Tamelijk veel

- Niet erg veel
- Helemaal niet

7 Ik krijg plotseling gevoelens van panische angst:

- Zeer vaak
- Tamelijk vaak
- Niet erg vaak
- Helemaal niet

5. STRESS

De vragen in deze lijst vragen naar uw gevoelens en gedachten **tijdens de afgelopen maand**. Bij elke vraag kunt u aanduiden *hoe vaak* u op een bepaalde manier gedacht of zich gevoeld hebt. U kunt een cirkeltje plaatsen rond het cijfer dat het beste bij u past.

	0 = Nooit	1 = Bijna nooit	2 = Soms	3 = Tamelijk vaak	4 = Zeer vaak
1. Hoe vaak bent u tijdens de afgelopen maand overstuur geweest door iets dat onverwacht gebeurde?	0	1	2	3	4
2. Hoe vaak hebt u tijdens de afgelopen maand het gevoel gehad dat u niet in staat was de belangrijke dingen in uw leven onder controle te houden?	0	1	2	3	4
3. Hoe vaak hebt u zich tijdens de afgelopen maand zenuwachtig en gespannen gevoeld?	0	1	2	3	4
4. Hoe vaak hebt u zich tijdens de afgelopen maand zelfverzekerd gevoeld over uw vermogen om uw persoonlijke problemen aan te pakken?	0	1	2	3	4
5. Hoe vaak hebt u tijdens de afgelopen maand het gevoel gehad dat de dingen u meezaten?	0	1	2	3	4
6. Hoe vaak hebt u tijdens de afgelopen maand het gevoel gehad dat u niet opgewassen was tegen al de dingen die u moest doen?	0	1	2	3	4
7. Hoe vaak bent u tijdens de afgelopen maand in staat geweest om irritaties in uw leven onder controle te houden?	0	1	2	3	4
8. Hoe vaak hebt u tijdens de afgelopen maand het gevoel gehad dat u de dingen de baas bleef?	0	1	2	3	4
9. Hoe vaak hebt u zich tijdens de afgelopen maand boos gemaakt om dingen die buiten uw controle om gebeurden?	0	1	2	3	4

10. Hoe vaak hebt u tijdens de afgelopen maand het gevoel gehad dat de moeilijkheden zich zo hoog opstapelden dat u ze niet te boven kon komen?

0

1

2

3

4