An in-depth phenomenological study of the effect that knowledge of Human Givens has within executive coaching

Mike McLaughlin, West Lothian, Scotland
Email: mike@giventheedge.com

Abstract

This study explores the use of Human Givens ideas within the field of executive coaching. The research was undertaking using a phenomenological approach which sought to understand the lived experience of six executive coaches who had employed some of the Human Givens ideas during their work as executive coaches. Unstructured interviews were conducted and findings suggest overall that the Human Givens ideas could usefully inform coaching practice, but that they should not ultimately define it.

Keywords: Human Givens, Executive Coaching, Emotional Needs

Introduction

Human Givens is a term which encapsulates a relatively new school of psychological thought which acts as an organizing idea to inform a particular psychotherapeutic approach. Griffin and Tyrrell (2004, pp 93 - 94) suggest that humans are born with an innate set of at least ten emotional (in addition to physical) needs and one of the main tenets of the Human Givens organizing idea is that having these emotional needs met allows us to be emotionally healthy. These needs could be described as our motivators. The Human Givens approach also suggests that we can suffer stress when our needs are not met in balance (Leeson and Tyrrell, 2005).

A literature review was carried out to investigate the g ideas which form the Human Givens. This review explored some of the ideas behind the Human Givens approach and revealed that whilst there is very little research into Human Givens, there is literature on related concepts and it appears that he ideas contained within the Human Givens approach are varied and numerous. As this research was limited in size, it had also to be limited in scope. Therefore the literature review explored mainly the "emotional needs" element of Human Givens approach:

a) The need for security. The need for security and the way in which it is experienced varies from individual to individual. In addition, Dwoskin (2005) suggests that better emotional health can be achieved by releasing the need of wanting security, as the wanting itself can create a sense of lack.

b) The need to give and receive attention. Mayo (1933) concluded that being paid attention to improves performance. Griffin and Tyrrell (2004, p.74) also suggest that paying too much attention or being paid too much attention can be harmful, particularly inward attention, such as that observed during depression.

c) The need to have a sense of autonomy and control. Brady, Fico and Hogan (2008, p.173) propose that coaches should help coachees to identify and reduce the impact of their 'derailers',

such as the use of control, and Veenhoven (2003, p.128) argues that organizational reform can improve happiness by introducing autonomy at work.

d) The need to feel emotionally connected to others. Baumeister and Leary (1995) suggest that our need to be part of a wider community and our desire for interpersonal attachments is a fundamental human motivation. From a leadership perspective, Kouzes and Posner (2002) propose that leading with positive emotions is essential and that emotions are contagious.

e) The need to be part of a wider community. Griffin and Tyrrell say that being part of a wider community is essential to our emotional health. Sigman (2009, p.18) reports that apart from improvements in memory and the immune system, there are many benefits to be gained from face to face social interaction; he states that "a 13-year prospective cohort study at the Harvard school of public health on the survival of older Americans concluded that social activities are as effective as fitness activities in lowering the risk of death". Dawkins (2006) postulates that altruism itself may be genetic (and may actually benefit the altruistic individual). DeWall and Twenge's (2009) research suggests that social exclusion causes aggressive responses and that this aggression is shaped by hostile cognition, which is a direct result of the social exclusion.

f) The need for friendship and intimacy. Biswas-Diener and Dean (2007) claim that good relationships are vital to emotional well-being and Flaherty (2005, p.171) suggests that it is important to understand whether the coachee has "relational support".

g) The need to have a sense of status within social groupings. Hudson's research (2005) indicates that there is a link between low socioeconomic status and mental ill-health, although there may be many causal factors. Broomhall (2004) theorizes that we survived as a species thousands of years ago by living in large tolerant groups. It is perhaps the case, therefore, that our need of "place" within a group, or status, is fundamental.

h) The need to feel a sense of competence and achievement. Griffin and Tyrrell (2004, p.215) argue that feeling a sense of competence and achievement promotes self-esteem; however, Mruk (1999) suggests that what actually causes changes in self-esteem is difficult to research, as there are several ways of hypothesizing how it works. Furthermore, Schultz (1994) notes that a healthier self concept can enhance self esteem.

i) The need for meaning and purpose (which comes with being stretched in what we do (create) and think). Csikszentmihalyi (1992, p.219) notes that once our goals of survival, love and respect are reasonably satisfied, we are able to shift our attention to self-actualization and then, for some, to transcendence, where personal goals are integrated with larger ones, e.g. the community.

j) Privacy. The idea of requiring privacy is, in part, to do with having the time to reflect on and consolidate our experiences (Griffin and Tyrrell, 2007b). The concept and benefits of reflective practice have been explored by Bolton (2001).

The additional need of privacy was suggested by psychologist John Perry (2004), which suggests that the list of needs is not exhaustive and there may well be other needs that humans have that could be added.

The Human Givens idea also suggests that humans have innate "resources" to assist in getting the needs met. However, no approach to coaching in business appears to suggest that the client should be viewed through the lens of emotional needs, and that helping the client to get examine these resources and get needs met should form a cornerstone of the coach's approach. I suspect that the essential construct that emotional needs (as defined by Human Givens) underpin us all at a fundamental level, and are as fundamental as biological needs, has been overlooked;

and therefore the opportunity to migrate this organising idea to coaching has not been properly explored. This phenomenological study therefore, begins that exploration by looking at the ways in which experienced coaches have integrated Human Givens ideas into their practice.

Methodology

Creswell (2007) suggests that phenomenology can be described as the study of the lived experiences of persons, the view that these experiences are conscious ones and the development of descriptions of the essences of these experiences. The phenomenological approach has also been summed up by Ashworth (2008) who states "In a nutshell, phenomenology insists that the daffodils are indeed different for a wandering poet than they are for a hard-pressed horticulturalist". Phenomenology is therefore of particular relevance in approaching this study, since it is the different experiences of using the Human Givens ideas that is the focus of the research.

There are several forms that phenomenological research can take, but most derive from either Husserl (1859–1938) or Heidegger (1889–1976). Husserl proposed that phenomenology be concerned with beginning an investigation with the experience; this he suggested was the starting point. This 'pure' phenomenology is primarily interested in describing rather than explaining the phenomenon – thus it develops an epistemology. On the other hand, Heidegger suggested that we live in an interpreted world and that we are the interpreter. He was consequently more concerned with how we are 'being' in the world and so creates ontology. This approach is sometimes referred to as interpretative phenomenology. In an epistemological approach to research the "researcher attempts to lessen distance between himself or herself and that being researched…collaborates, spends time in field with participants, and becomes an insider" (Creswell, 2007, p.17). In an ontological approach "Reality is subjective and multiple, as seen by participants in the study… researcher uses quotes and themes in words of participants and provides evidence of different perspectives." (Creswell, 2007, p.17).

It seemed that the interpretative, ontological approach was best suited to my research, for as stated previously; I wished to explore the coaches' experience.

Participants

The participants for this research were sought from coaches who coached at executive level and who had some knowledge of Human Givens ideas. A basic profile of the participants is given in Table 2 below.

Data Collection and Analysis

Interviews were unstructured and each participant was interviewed for approximately one hour. The interviews were digitally audio recorded and then transcribed and analysed for themes and categories. I found that the most helpful framework for analyzing the data was provided by Colaizzi (1978). The framework was adapted for this study and is illustrated in Diagram 1.

Table 2: Participants' profile

Study pseudonym	Attended Human Givens workshop	Additional Human Givens training	Background
A	Y	N	Coach
N	N	Y	Coach (therapy qualification)
E	Y	N	Coach (psychiatry qualification)
T	Y	N	Coach (therapist, psychologist)
V	N	Y	Coach (therapy qualification)
J	Y	Y	Coach (therapist, psychologist)

Findings

Analysis of the data collected revealed 10 themes fell into two broader categories: The Perception of Human Givens in Coaching and The Use of Human Givens in Coaching. The categories and themes are summarised in Table 1 below.

What emerged from the data was that the answer to the posed question, "Does knowledge of Human Givens enhance executive coaching?" was indeed, yes it can. However, within this broad and generalized "yes" lie several variations of what that would mean within the context of a coaching session and to what extent some coaches would be explicit in either referring to Human Givens or using what might be perceived to be a Human Givens or other (perceived) therapeutic approach upfront. In essence, experiences differed. Themes are listed below with some illustrative experiences from participants. In keeping with a phenomenological study the participants own words have been preserved:

1) The Perception of Human Givens in Coaching

Theme 1 – "Resonance"

This theme emerged from the experience of each of the coaches, who seemed to have made some form of "connection" or resonance from their existing experience to the Human Givens ideas.

> *... what it did was reinforce some of the things I think intuitively I had felt from what I'd read, and also from my experience with my clients. (A)*

> *... it gives me a sense of what it is to be human...gives me big time...the understanding of how we reach our behaviour. (N)*

> *…If we get this stuff right, the Human Givens stuff right, then actually you will feel much more able to do the rest of it. (O)*
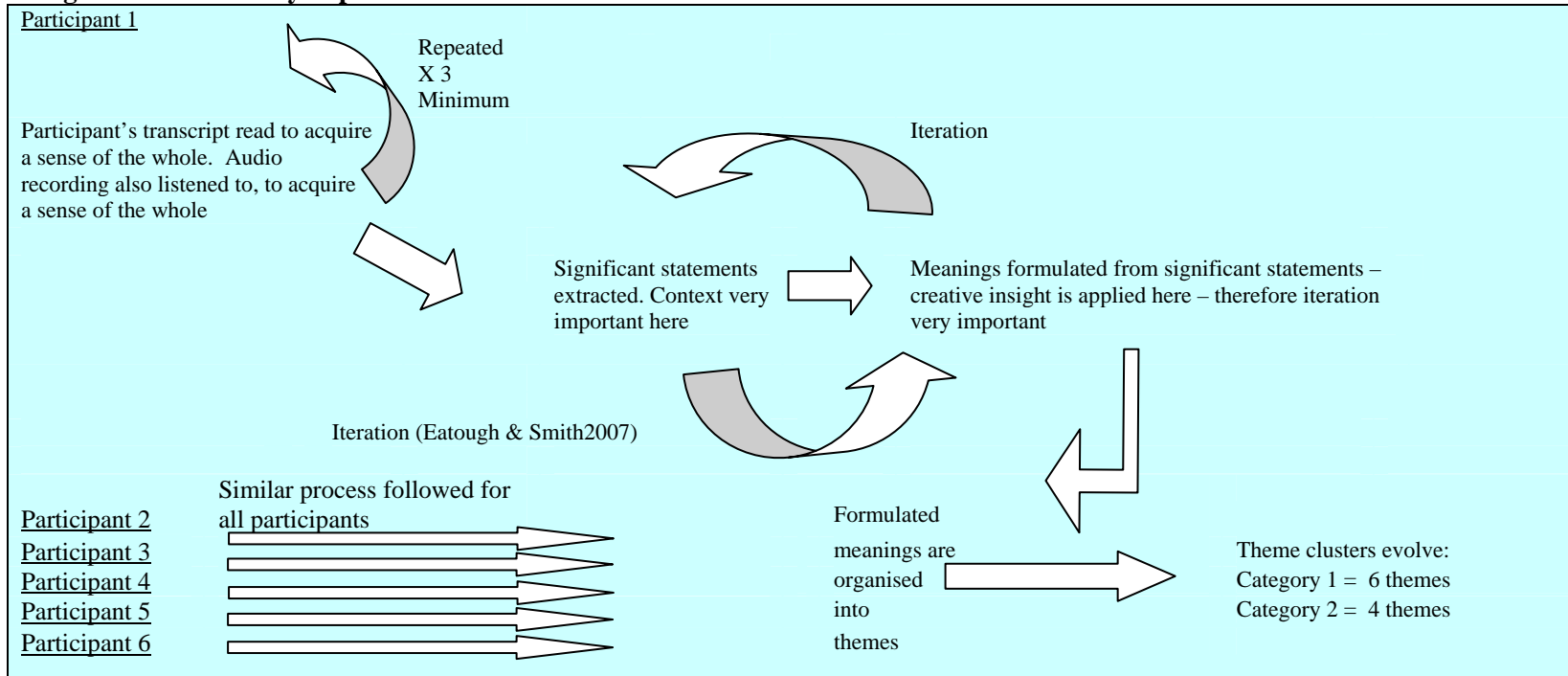
Diagram 1: Data analysis process

Participant 1

Repeated X 3 Minimum

Participant's transcript read to acquire a sense of the whole. Audio recording also listened to, to acquire a sense of the whole

Iteration

Significant statements extracted. Context very important here

Meanings formulated from significant statements – creative insight is applied here – therefore iteration very important

Iteration (Eatough & Smith2007)

Similar process followed for all participants

Participant 2
Participant 3
Participant 4
Participant 5
Participant 6

Formulated meanings are organised into themes

Theme clusters evolve:
Category 1 = 6 themes
Category 2 = 4 themes

Table 1: Relationship of themes and categories.

Theme number	1	2	3	4	5	6	7	8	9	10
Title	Resonance	Links to Positive Psychology	Links to NLP	Links to flow	The spectrum: Coaching vs Therapy	Perceptions	The APET model	The Emotional Needs Audit	Examples	Integration
Categories	Category one: Perception						Category two: Use			

Theme 2 – Links to Positive Psychology

As had become apparent from the literature review, there are similarities between the Human Givens approach and positive psychology, and these similarities were also noted by some of the participants.

In as much as I know about Martin Seligman's work, I certainly think that that whole focus from here forward, rather than digging in the past...is definitely part of what we do. (N)

So...I can see a very strong overlap between that (Human Givens) and positive psychology. (E)

Theme 3 – Links to NLP

Several participants noted similarities between some areas of Neurolinguistic Programming (NLP) and some of the Human Givens strategies. For example, coach V notices several links, but comments on a more blended approach in Human Givens.

Theme 4 – Links to "Flow"

Several participants mentioned "flow" in passing but made no great connection to Human Givens, apart from one who linked flow with having needs met:

It doesn't happen very often but actually having said that, that would be the kind of the flow experience, kind of peak experience which would be a part of positive psychology. What I suspect is underneath that is that at that time I feel safe, I feel in control, I feel that I'm part of a community, that I'm recognized as valuable by the students, I'm getting their attention, I'm having some fun, I feel some sort of emotional connection with them, they're giving me status appropriately, that I'm achieving something, I find my work meaningful and actually I disclose the amount that I want to disclose.

So I think positive psychology which is very much about peak experiences and those flow experiences and all that sort of stuff, I suspect is rooted in – when we have those experiences I suspect is when we are getting our Human Givens needs met. (O)

In this extract, "O" suggests that "flow" or "peak experience" may be experienced when all our Human Givens needs are being met. To my knowledge there has been no research done in this area linking the meeting of emotional needs and "flow". This is an interesting observation and may be an important area which requires more research.

Theme 5 – The Spectrum: Coaching v Therapy

The Human Givens approach began its interventional life in therapy and all participants were aware of this. It could be that this underpinning knowledge prompted them to discuss coaching and therapy and the boundary issues that emerge:

Well I see therapy in counselling as very different...I would be very cautious about straying into that background, that isn't my background, I wouldn't feel I'd got enough background to do it...I'm quite clear as to when to get...when I would talk around those boundaries, where the boundaries are. (A)

I can't see the difference between therapy and coaching, because I see it all on a continuum alright...so in other words, again what Human Givens has given me is this understanding of how people function...it's still on a continuum in evolution terms...so I don't have a different hat on when I'm a therapist. Okay, now obviously the energy is very different if you're dealing with a person... who is really debilitated through their stressful symptoms; okay so that's given, but my work doesn't change (N)

... I had also come up on a sort of psychology, psychotherapy route as well. So I was actually a very early exponent, along with others, of looking at this continuum of coaching one end and let's say counselling-therapy, the other end. And of course, you know, even today there's these big debates, and they all go on, and they will continue to go on. But in those early days we had the counselling, and oh, never the twain shall meet! Well, that's rubbish. (T)

Theme 6 – Perceptions

For several of the participants, the 'perception' of Human Givens, from the perspective of how it markets and 'sells' itself was problematic in relation to their normal expectations.

Yeah, I think it was more finite in its claiming its findings than I'm prepared to accept.(A)

I think one of the problems with Human Givens is that it markets itself alongside less reputable coaching media. So you will see something...that trains 6,000 people in one afternoon and right next to it Human Givens come along theatre style, and actually I think it does itself a disservice. (E)

...I've seen very little written about it inside 'Psychologist' the British Psychological Magazine. I've seen very little in terms of anything marketed through the Institute of Psychiatry, who I think would be extremely interested in that. Haven't seen very much of it within the BMA. So the academic disciplines I haven't seen much. I've seen quite a lot in the sort of trade journals and the coaching press, but not enough of it in the academic press, and actually that's where I think it should sit.(E)

2) The Use of Human Givens in Coaching

Theme 7 – The APET Model

Griffin and Tyrrell (2004, p.195) suggest that the way in which we interpret and respond to the environment can be summarized by the APET model. The APET model suggests that our experience of thought, after some change in the environment, is preceded by an emotion which itself is preceded by pattern matching. Participants confirmed their awareness of the model during their coaching work:

…how we get to thinking, how we get to speaking, or behaving, et cetera, so with the APET model, I have that in the back of my mind, what are we doing together with people, we're looking for patterns, patterns that are constructive but also patterns that may not be constructive, and people start realising, "I'm not that behaviour". (N)

And of course if you understand how APET works you can see that of course because of the pattern matching and our previous experience, then there may be things that we've match... we've got to be very careful about what experiences we're matching back to. (V)

Theme 8 – The Emotional Needs Audit

The Emotional Needs Audit (HGI, 2006) is based on our inherent emotional needs. It comprises a self-administered scoring system for each of the Human Givens-defined emotional needs and Human Givens therapists may use the audit to ascertain where best to focus their work. Every coach who participated in this study had been exposed to this concept to a lesser or greater extent.

> *No, I haven't specifically used it....one workshop isn't enough to be able to use it, so I wouldn't use anything unless I thoroughly researched it on its own (A).*

> *That's probably the one, I use it a lot on the therapy side...on that course I run, I've used it with sort of mixed result. I mean, the last time I did...I think it struck more of a chord with people because they were starting to recognize that actually when they looked at some of those needs from a personal perspective, they could see that some of them were starting to be affected... what that's made me think is that it's much more relevant in a crisis situation...because I think it has... I think in my mind it has more of a therapeutic... (V)*

> *It was informing it and I had in the back of my mind particularly around the relationships, how connected are you? How much do you feel you're satisfied with your personal relationships? That idea and that was the thing that kind of struck me, because in the way he was explaining his issues with networking, it was very clear to me it wasn't about his intellectual ability.(E)*

> *Pretty much upfront...because I'm talking...my approach is that I hold no secrets; I'm helping people educate themselves in themselves. (N)*

Theme 9 – Examples

This theme brings together actual examples of the Human Givens ideas being put into practice and how the recognition of needs has made a difference in addressing problems at a fundamental level:

> *...because when they started to feel better about themselves then they were more open to looking at other things they could do, so I think, you know, that's where it started, but I didn't specifically mention Human Givens, but I talked about what do you think it is, what are people's emotional needs in this? Where do you see some evidence of those... and I believe it's made some substantial difference to her...she's been able to take on a new job with additional responsibilities without increasing her staff. She's been able to get the staff...she's got a couple of them due to retire this year, but we started talking about this about a year ago and they have delivered more this year...her part of the department is considered successful. (A)*

> *But one of the things that I found it particularly useful – one of my clients who's a chief executive had lots and lots of problems around social networking, and I suppose it was about his confidence in relationships as opposed to – it was about groups but it was also about how he related to other people, and one of the things that we went back – I went back to with him, was looking at his connection with people – his connections close to him...How connected he felt to his family. How connected he felt to friends, and it in a way just at the time it was fortuitous at the time that I had recently been on that (Human Givens Workshop) and we were able to kind of go back to some issues around his relationship with his father and how that then translated into relationships with other male colleagues who he assumed were much more powerful, influential, knowledgeable*

than him... it was actually more useful as an analytical prompt than it was as a model, I suppose. (E)

I do get really universal...the feedback that...in spite of all of the enormously expensive training courses that they've gone to, INSEAD, Harvard, where they all get sent to, because it's so personal, and because you're dealing with your own patterns, it actually has the deepest and the most real effect, because you're working from the inside out and not from the outside in. (N)

So it might be that they are presenting at the end of the financial year and how that goes determines whether they get the next level or they don't. So their greatest fear is stand up and their mouth goes dry and they can't... So I do use quite a lot of the kind of Human Givens type relaxation exercises and a lot of the kind of breathing exercises... (O)

Theme 10 – Integration

It is interesting to note not only how integrated so many of the existing models and approaches are within the work of each coach, but also how the Human Givens idea seems to be able to be integrated into existing ways of working. This "acceptance" has evolved into an adoption (although not blindly) and adaptation, of these ideas. Each interpretation of what integration is, is different for each coach, and yet a sub theme within this theme could be suitably captured by the phrase, "It informs my practice".

...rather than saying, okay, well I'm a gestalt or I'm a cognitive, or I'm whatever – you know, to me, it's integrating what you want to use. It's not eclecticism, because that is sort of picking one thing and then picking... This is integrating, and I find it's about components of the whole, so if I'm working with a coach, I may work predominantly, perhaps, for that session in quite a sort of psycho-dynamic way, but I will be mindful and may well be using other – things I've learnt from other theories, as well, you know. I don't bracket, or I'm not thinking, right, I'm sitting here as a sort of existential coach and this is how I've got to... (T)

I think it does inform what you do...I don't tend to isolate it as just one method...the client is the one that's making the decisions. (A)

...you know, whether that's a bit of NLP, whether it's a bit of hypnotherapy, whether it's some of the emotional intelligence stuff I've done or, you know, MBTI or Human Givens, and, you know, and that just feels like you've just... on the whole. Whereas... because I think you get yourself into trouble if you're trying to... you're almost trying to fit everyone down into one, into one area. So yeah, the more I think about it, the more I would say... I'm struggling almost to pick out when I've used it as such. Because I think it's just, it's in the background. (V)

So what Human Givens has done for me in my approach to people is whereas beforehand I might have, let's say, fifty pictures on my wall, and you know I've been looking at this one to deal with a person or that one, now it's become all part of one tableau. So I've still got my fifty pictures but they're part of a connected big picture. They're no longer with personal, individual frames. (N)

...and I would say that – yes, it informs my practice, it doesn't define it, and I wouldn't really want it to. I wouldn't want anything to. (O)

...you then adopt a very psychotherapeutic approach and in that case actually, I think

this model would particularly inform me because you are checking that all the bases are met. That people's needs are being satisfied on that very, 'These are my innate needs and this is what I need to have in order to function at different levels.'

So I think – it's interesting actually, I hadn't thought of it in that way. I probably do see it as a, quite a reductionist tool to be able to bring coaching back to, 'Okay, you might have said you want coaching about where you are going in your career but actually there's all this down here that you haven't dealt with...So yes, I hadn't thought of that, but I think actually it is – it does help reduce things down to...that analytical diagnostic level. (E)

Conclusions and Recommendations

This study set out to gain an understanding of the effect that knowledge of the Human Givens ideas had within the environment of executive coaching. Whist the methodology selected produced a challenging amount of data, it ultimately elicited a rich degree of information and was an extremely effective way of gaining an understanding of the participants' lived experience. Furthermore, it teased out insights into the subtle dance between a coach's experience, preferences and background and where, how, if and why new ideas and concepts may, or may not be allowed ingress into this existing landscape. The participants' descriptions suggested that the Human Givens ideas could inform their practice, but the study shows that it did not and should not ultimately define it.

The participants shared their own accounts of what exposure to the Human Givens ideas had meant to them. The insights and connections which they applied to their pre- and post- Human Givens exposure pays testimony to the richness and diversity of intellect and professionalism which exists within the coaching profession. It was encouraging to note how much reflection and consideration they applied to the Human Givens ideas at the point at which they were exposed to them.

This study is what I would describe as 'gentle', in the sense that it has thrown a very small pebble into a very large pond. The participants were 'exposed' to the Human Givens ideas in different ways and all had differing backgrounds and experience. They were not asked to study or apply any specific Human Givens approach, and so the conversations with them were simply to ascertain, without any predefined guidance, what had been their experience during their coaching journey having had experience of these 'ideas'.

Despite the limitations of this study, there are a number of research recommendations that may be drawn from the findings. In particular it has highlighted that further research is required in the following areas:

Flow - Participant N's suggestion that "Flow" occurs when all our emotional needs are being met warrants more investigation and research.

Coaching v Therapy - This is an area which has already caused debate and dialogue within the profession. From the perspective of this study, it is an area which requires attention, as it may lead to an impoverished "toolkit" for the coach, as valid and beneficial ideas are dismissed as being too therapeutic in nature. It also therefore connected to the concept of professional training and standards. Similarly, research into the extent a coach requires to be schooled in psychological theory and methods is necessary and is a pressing issue for the profession as it evolves.

Human Givens - The limitations of this study were both in size and depth. Not only is there a requirement for this particular study to be augmented, there are also other areas within the Human Givens ideas which merit investigation. Participant A's suggestion that the emotional needs audit be tested separately is something which may yield some interesting results. There are also what Human

Givens theory refers to as our "innate resources"; those inherent strategies by which we can get our emotional needs met, e.g. the ability to build rapport allows us to connect and socialize. A greater understanding of these "innate resources" and their scope should be investigated more fully. In addition, the application of the APET model within coaching deserves more investigation. An adaptation of some of the Human Givens concepts in relation to leadership may also prove to be a fruitful exercise.

References

Ashworth, P. (2008) Conceptual foundations of qualitative Psychology. In: Smith, J.A. (Ed.) *Qualitative Psychology. A practical guide to research methods*. 2nd Edn. London: Sage.

Baumeister, R.F., Leary, M.R. (1995) The Need To Belong: Desire For Interpersonal Attachments As A Fundamental Human Motivation. *Psychological Bulletin*. Vol. 117 (3), 497-529

Biswas-Diener, R., Dean, B. (2007) *Positive Psychology Coaching.* Hoboken, New Jersey. John Wiley & Sons Inc.

Bolton, G. (2001) *Reflective Practice.* London. Sage Publications Ltd.

Brady, R., Fico, F.M., Hogan, R. Passmore, J. (Ed.) (2008) *Psychometrics In Coaching*, London, Kogan Page.

Broomhall, C. (2004) *The Eternal Child*, London, Random House.

Colaizzi, P.F. (1978) *Psychological Research as the Phenomenologist Views It.* In: Valle, R., Kings, M. (Eds) *Existential Phenomenological Alternatives For Psychology.* New York. Oxford University Press.

Creswell, J. (2007) *Qualitative Enquiry and Research Design*. London: Sage Publications.

Csikszentmihalyi, M (1992). *Flow: The Psychology Of Happiness.* London. Rider.

Dawkins, R. (2006) *The Selfish Gene*, Oxford, Oxford University Press.

Dewall, N.C. & Twenge. J.M. (2009) It's The Thought That Counts: The Role Of Hostile Cognition In Shaping Aggressive Responses To Social Exclusion. *Journal of Personality and Social Psychology*. Vol. 96. No. 1. 45-59.

Dwoskin, H. (2005) *The Sedona Method,* London, Element.

Flaherty, J. (2005) *Coaching Evoking Excellence In Others*, Oxford, Elsevier.

Griffin, J. & Tyrrell, I. (2004) *Human Givens*, Chalvington, HG Publishing.

Griffin, J. & Tyrrell, I. (2007) *How To Master Anxiety*, Chalvington, HG Publishing.

Human Givens Institute (HGI) (2006), Accessed 4 September 2010 from http://www.hgi.org.uk/ena/

Hudson, C.G. (2005) Socioeconomic Status and Mental Illness. Tests of The Social Causation and Selection Hypothesis. *American Journal of Orthopsychiatry*. Vol. 75.No. 1. 3–18.

Kouzes, J. & Posner, B. Z. (2002) *Leadership The Challenge*, San Francisco, Jossey-Bass.

Leeson, N. & Tyrrell, I. (2005) *Back From the Brink Coping With Stress*, London, Virgin
Books.

Maxwell, J.C. (2008) *Leadership Gold*, Nashville, Thomas Nelson.

Mayo, E. (1933) *The Human Problems of an Industrial Civilisation*. New York. Macmillan.

Mruk, C. (1999) *Self-Esteem*, London, Free Association Books.

Perry, J. (2004) The Need For Privacy: An Over-Looked Human Given? *Human Givens Journal.* Vol.
11. No.3.

Schultz, W. (1994) *The Human Element*, San Francisco: Jossey-Bass.

Sigman, A. (2009) Well Connected? The Biological Implications Of 'Social Networking'.
Biologist. Vol. 56. No.1. Feb. 2009.

Veenhoven, R. (2003). Happiness. *The Psychologist*. Vol. 16. No. 3.

Mike McLaughlin has worked in education and in both the public and private sectors in management
roles. He now manages his own coaching, training and consultancy business -
http://www.giventheedge.com/ . His coaching work with senior managers spans the public and private
sectors.