

Resource mapping - a resource oriented coaching method

This is a step by step manual for a coaching using resource mapping. The first three steps can be done by the coachee alone at home. Step four should be done together with the coach and the coachee.

Step one - preparing the ground



Draw a map on a big sheet - the bigger the better. Maybe you start with the borders of a country or an island or several countries and islands. Then go on and add all the elements you want to have on your map. There may be mountains, springs, rivers, lakes, canyons, valleys, forests, wetlands, villages, cities, harbours, roads or paths, lighthouses, bridges, animals and whatever you want.

At this stage, don't think too much, just do! Trust your intuition and perhaps it leads you to some surprising discoveries. Create

your ideal map and put to paper whatever comes to your mind - even if it seems weird. Don't hold back - feel free to fill your map with plenty of elements. Don't care about any artistic demands - as long as you know what it is, it is beautiful enough!



Step two - symbols and your resources

By now you should have a map with plenty of elements. Now ask yourself if these elements can stand for some of your resources that are helpful for a specific project such as a thesis or any other challenging life situation. Personal resources are skills and traits that you have. Other resources can be people you know or institutions you have access to that might be helpful for your project or situation.

On the map in the pictures you find for example the ability to have fresh and new ideas at the lake. Your peers are represented by the village and the capacity to keep the overview of a complex subject by the lighthouse. Don't restrict your perspective on genuine project



resources, think also outside the box. Maybe you have useful resources that you developed when doing sports or arts: for example your endurance (in the mountains) or your capacity to relax (in the forest). Furthermore your family could be an important resource. Here it is represented by the anchor in a save bay. Write the catchwords of your personal resources to the elements on your map. Be ready to surprise yourself about how many resources you have got!

Step three - adding more resources

Maybe you have more resources than you find symbols on your map. Or it might be easier for you to think in words rather than in symbols. Then add more catchwords for your resources to your map. Find a good place for them somewhere in your landscape. In the example a friend who is a good proofreader is represented by the neighbouring country. Knowledge is a central resource for the thesis and gets its place in the very middle of the map. Add as much as you want. If you put it on cards rather than writing it directly on your map you can change their positions easily.

Step four - exploring more with your coach

Now it is time to discuss your map with your coach. Explain your map and your symbols to him / her. This will help you to become more aware of your resources. Furthermore the coach's external perspective may help to find even more resources and connections between them. Your coach will be very curious about every resource and ask questions about your working process and listen carefully to find even more resources. Useful questions your coach could ask are: Could you explain what this resource means to you? In which situations and how do you use it? What do you like about this resource? How did you get that resource? In which situations do you get the impression to have this resource? How could you gain even more of it? Are there other people or facilities who could help you with your project because they have similar or additional resources?



In the example „flow“ has been added because sometimes the imaginary coachee finds a certain state of flow when working on the thesis. Together you may also find connections



between elements. Ask for these connections and look out for them on the map. In the example your peers may be connected to knowledge because their knowledge may complement yours. They may also be helpful for your ability to relax because you can do relaxing activities together. Your network seems to be a connection to a whole new island. Are there undiscovered resources on this island? Finding these connections may help to develop your resources and make them more accessible when you need them.

You and your coach may also identify gaps and possibilities for development. Maybe you lack concentration, then write it on the map as well (perhaps in a different colour or

in brackets) and maybe you find other resources that help to deal with this gap. In the example, when the coachee reaches a state of flow, there is plenty of concentration. A question to ask now is, how can you reach this state of flow more often to benefit more from it. When something you need for your project is missing on the map make sure to find a way to fill this gap. This can be done by connecting it to other resources that are already on your map or you might even find new ones.

In the end, have a look at all your resources and connections. Summarise everything you discussed together. Agree upon what your coachee will do (differently) now.



Conclusion

Resource mapping can help the coachee to become more aware of his / her resources that are useful for a specific project or life situation. The visualisation of all the resources on the map can foster the impression of having all you need to finish your project successfully. The connections might help to find strategies about how to develop your resources or how to get better access to them, when you need them. The method might also help to identify gaps and find ways how to deal with them.

Discover your resources and have fun!