

*Leading Self & Others
Motivation & Leadership*

*Conflict Resolution and Communication Skills
Module 6*



**CAMBRIDGE
INNER GAME
LEADERSHIP**
Cambridge UK Branch



Approved
Centre

Positive Psychology..... the Science at the Heart of Coaching

- Psychology V **positive psychology**
- Traditional psychology has focused on ways to help make ill people better.
- **Positive psychology is focused on optimising and improving the lives of ordinary and extraordinary people.**
- Psychology – Backward Focus..... the trail of tears.
- **Positive Psychology – Forward Focus.... The trail of vision, strengths, goals and action.**

Language - Meta model examples of; deletions, distortions and generalisations

The Pattern	The Challenge	Effect
1. Mind Reading: Knowing someone's Internal State. <i>Ex: "You don't like me."</i>	"How do you know I don't like you?"	Recover source of information.
2. Lost Performative: Value Judgements – Person/s doing the Judging is deleted. <i>Ex: It's bad to be inconsistent."</i>	(Gather evidence) "Who says it's bad?" "According to whom?" "How do you know it's bad?"	Recover source of belief. Recover the source.
3. Cause – Effect: A ⇒ B Causational statements that attribute cause external to self. <i>Ex: "You make me sad."</i>	"How specifically?" "How does what I'm doing cause you to choose to feel sad?"	Break the cause effect relationship to create more choice.
4. Complex Equivalence: (A=B) Two experiences are equated as being synonymous. <i>Ex: "She's always yelling at me, she doesn't like me."</i>	"How does her yelling mean she...." "Have you ever yelled at someone you liked?"	Break the synonymy by eliciting a counter example.
5. Presuppositions: (assumptions) <i>Ex: "If my husband knew how much I suffered, he wouldn't do that."</i> Pressuppositions: a) I suffer	Challenge the assumptions a) "How do you choose to suffer?" b) "How is he reacting?" c) "How do you know he	Specify choice and verb. Specify what he does. Recover internal

b) My husband acts in some way c) My husband doesn't know I suffer	doesn't know?"	representations.
6. Universal Quantifiers: universal generalisations (all, every, never, everyone, no-one.) <i>Ex: "She never listens to me."</i>	Find counter examples "Never?"	Break the generalisations by finding the exceptions.
7. Modal Operators: a) Modal Operators of necessity (should, shouldn't, must, must not, have to, need to, it is necessary) <i>Ex: I have to take care of her.</i> Modal Operators of Possibility (or Impossibility) (can/can't, will/won't, may/may not, possible/impossible) <i>Ex: I can't tell him the truth.</i>	a) "What would happen if you did?" "What would happen if you didn't" b) "What prevents you?"	Challenges the belief. Makes explicit the block or challenges the belief to create choice.
8. Nominalizations: Process words, verbs, that operate as nouns. <i>Ex: "You and I do not have any communication."</i>	Turn to a process "Who's communicating what to whom?" "How would you like to communicate?"	Turn back into a process recover deletion, and referential index. Process and specify verb.
9. Unspecified Verbs: Where the sentence structure, or verb does not fully specify the process <i>Ex: "He rejected me."</i>	Specify the process "How, specifically, did he reject you?"	The speaker offers a more precise description of the process.
10. Simple Deletions: Simple Deletions. <i>Ex: "I am uncomfortable."</i>	"About what, whom?"	Make explicit.
11. Lack of Referential Index: Unspecified noun or pronoun. <i>Ex "They don't listen to me."</i>	"Who, specifically, doesn't listen to you?"	Makes explicit the deleted person/people/thing.
12. Comparative deletions: Making a hidden comparison. <i>Ex: "She's a better person"</i> (good, better, best, more, less, least, worse, worst)	"Better than what?" "Better than whom?"	Make explicit the deleted comparison.

Good communicators exploit the strengths and the weaknesses of language. The ability to use language with precision is essential to any professional communicator. To be able to use the precise words that will have meaning in the other person's map of the world and to determine precisely what a person means by the words he or she uses, are invaluable communication skills.

The Meta Model is a tool for gaining a fuller understanding of what people say. It is here that it is important to look at how thoughts are translated into words. Language can never do justice to the speed, variety and sensitivity of our thinking. It can only be an approximation. A speaker will have a complete and full idea of what he wishes

to say; this is called deep structure. The deep structure in language is not conscious but starts in our unconscious. Language exists at a very deep level in our neurology. We shorten this deep structure to surface structure.

In order to go from the deep structure to the surface structure, we unconsciously do three things.

- Firstly, we will select only some of the information available in the deep structure. A great deal will be left out. Deletion occurs.
- Secondly, we will give a simplified version, which will inevitably distort the meaning.
- Thirdly, we will generalise.

The Meta Model is a series of questions that seek to reverse and unravel the deletions and distortions and generalizations of language.

The Meta Model questions aim to fill in the missing information to make sense of the communication. It is worth bearing in mind that none of the above patterns are good, or bad in themselves. It depends on the context in which they are used and the consequences of using them.

Meta Model Activity

Your task to come up with questions to uncover the lost information

Avoid using the word 'why' instead use for 'what purpose'.

DISTORTIONS

She doesn't like me - **How do you know she doesn't like you?**

You make me mad

He's always shouting, he doesn't like me

She didn't smile at me today, that means she is cross with me

If he knew how much I suffered my husband wouldn't do that...

He looked at me strangely today, so that means he is in a mood with me now

GENERALIZATIONS

He never listens to me – **Never?**

I should go to the gym – **What would happen if you didn't go to the gym?**

I have to take care of her

I must not eat chocolate

I must do the housework

I can't do presentations

I won't tell him the truth

DELETIONS

There is no communication around here – **When is there communication around here?**

She rejected me

I am uncomfortable

They don't care about me

She's better than me

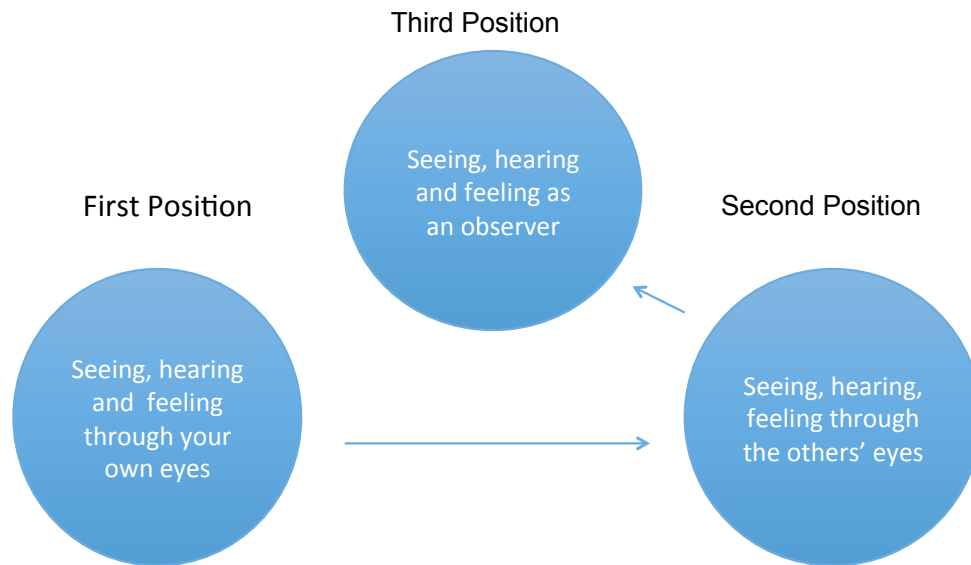
I'm the worst at football

I'm the least effective in the team

The Relationship-coaching Pattern known as the Meta Mirror Process, or Perceptual Positions.



Meta Mirror Process – Perceptual Positions



The ability to see things from the point of view of another is a key skill in understanding people, and is important to communication processes in relationships, negotiation and interviewing, as well as to healthy boundaries and self-concept.

Perceptual Positions, the Meta Mirror coaching process

A = team member B = leader

Position 1 Position 2

X X

A is in position 1 - (seeing, hearing and feeling the situation through their own eyes and filters.)

1. The leader asks the team member to describe the relationship from first position – their point of view. Ask them to go back and imagine being with that other person in a typical situation. Get them to imagine that situation as vividly as possible: what the room was like, the colours, the time of day? Make sure they are really back in that situation.
2. Ask them to clarify what is going on for them in their relationship with the following questions:
 ‘What are your goals in this situation?’
 ‘What are you wanting to achieve?’

- ‘What is important to you in this situation?’
- ‘How do you view the other person and how would you describe them (angry, whining, apologetic, dishonest, etc..)?’
- ‘Is there a conflict at any level about beliefs and values, or skills, or behaviour?’

B as the leader – Ask a question to break state

.....
Position 1 Position 2

X X

When they are ready, ask them to go in second position with the other person. If they protest that they do not want to, say that they do not have to sympathise or agree with the other person. This is only an exercise to understand their point of view in order to resolve any conflict in the best way. Many conflicts are because we do not understand our opponent.

B says: **A** you are now looking throughX..... eyes in position 2 – (seeing, hearing and feeling the situation through the filters of the other)

B says ‘Create a strong visual image of yourself through eyes.’

(They must assume the other person’s physiology and way of speaking as far as they can. When they say “I” in this they are talking as the other person. They will refer to their real self by their real name. Ask them the same questions and get them to answer as the other person. *It’s at this point, as a result of metaphorically standing in the shoes of the ‘other person’, as **A**, that they may gain almost immediate insights into what they need to do to improve the relationship. Seeing the situation, even imagine it, from the other person’s point of view allows the person to develop empathy for the other person, resulting in new insights.*)

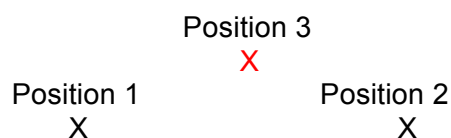
1. Ask them to clarify what is going on for them in their relationship with the following questions:
 - ‘What are your goals in this situation?’
 - ‘What are you wanting to achieve?’
 - ‘What is important to you in this situation?’
 - ‘How do you view the other person and how would you describe them (angry, whining, apologetic, dishonest, etc..)?’
 - ‘Is there a conflict at any level about beliefs and values, or skills, or behaviour?’

Remember if **A** slips back into first position and starts to refer to themselves as ‘I’, remind them that they should be in second position. They will discover things about the other person that they could never have got in first position.

B – Asks a question to break state

.....

B explains that now **A** will have an overview of the two empty chairs. Ask **A** to stand half-way between first and second position where they can see both. From this third position, get them to visualise themselves in position 1 and the other in position 2.



1. Clarify what is going on for them in their relationship with the following questions:
'How does the relationship strike you from this position?'
'What do those two people agree about?'
'Where is the conflict?'
'What will happen if nothing changes?'
'What advice would you offer, from this position in position 3 as an observer, to the 'you' sitting in the first chair?'
'What resources do you in position 3 have and which would enable the 'you' in position 1 know about?'

As the leader and coach, discuss a specific task to complete the next time they meet the other person. This will enable the team member to test the insights gained from this exercise.

Ask as the leader, what was **A's** experience of taking the three positions? Which of the three positions was easiest for them to adopt?

If they have a preference for one position, a further task could be for them to make a list of the drawbacks of that position. (For example, if you have a strong first position, you might be considered opinionated. A strong second position can lead you into neglecting your own interests.) Finally, ask them to make a list of the benefits that they would get from developing the other two positions.

Note here your own experiences ready to transfer to your reflection diary: