

Neuro-Linguistic Programming Practitioner Certificate

Project
Relating to work superiors
with confidence

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Title: Relating to work superiors with confidence.

1.0 Abstract:

The purpose of this project is to acquire skill in relating to work superiors. Specifically, relating with confidence whilst maintaining one's own position with regard to personal core values and function. Where these values or function are compromised by those of the organisation or superior, strategies are investigated to regain alignment.

2.0 Methodology:

A number of potential modelling projects became apparent. The method for decision regarding choice of project to undertake was to ask the question "Which area would I gain most benefit from in life by improving my skills?" This project was chosen, as although the context is specific (working relationships), the principles are transferable. Methodology was as follows:

1. Identify model "client" who most congruently demonstrated the skill sought.
2. Set the environment within which modelling to take place i.e. negotiate duration, location etc.
3. Clearly identify my own outcome with regard to project and session.
4. Identify evidence I would expect to find which a) would indicate skill learning achieved and b) would enable project to be written up.
5. Acquire resourceful belief defining project as a 'productive learning experience' which would pay back effort many times over.
6. Anchor confident state as I have recently experienced negative states with regard to producing academic work.
7. Review of modelling course material. The intention was to gain an overview from which to develop strategy for undertaking process.
8. Review of project write-up requirements. At this point my resourceful state became significantly compromised i.e. paralysing analysis set in. This was recognised and a re-frame of 'lets try something and see how it goes' enabled action. A strategy outlined by P.R. Sheely (Photoreading 1998) of several rapid run ins to 'peel away the layers of not knowing', emerged as potentially productive.
9. Rapport was established with the client.
10. Multi-Level Model questioning was undertaken, lifted directly from course notes and supported by additional questioning, as their value became evident.
11. Feature detection ran in parallel
12. TOTE elicitation process undertaken subsequent to multi-level model.

13. Notes were taken of key areas e.g. responses, linguistic usage, core values and beliefs.
14. Model tested.
15. Writing up process undertaken. Additional meeting with client to refine TOTE process and elicit further information on beliefs, states and strategies.
16. Retrospective analysis of method highlights use of both implicit and explicit modelling skills. This factor was not built into the outcome, a learning point for future modelling as I aim to enhance development of right brain skills.

3.0 Results

3.1 Multi Level Model

- 3.1.A Environment: The behaviour modelled was undertaken by the client in a number of contexts within a work environment.
- 3.1.B Behaviours/strengths: The client had a 'clear sense' of the requirements of this working role. This enabled him to firmly articulate his stand point. This was supported by an inner conviction of his worth and a 'bottom line' beyond which he will not go.
- 3.1.C Capabilities: The client is able to, as he put it, 'sort his position out' by checking his kinesthetic responses.
- 3.1.D Beliefs/values: A number of core beliefs and values were elicited. These included positive self-belief and value, belief in a common purpose towards the greater good, the efficacy of collaborative working practices, good will towards all and respect.
- 3.1.E Identity: The client has a strong identity as a competent professional and as an individual making his own way in the world.
- 3.1.F Spiritual: The client serves the greater good from a humanistic (non-religious) philosophy. He does not have a sense of divine purpose, believing we have to make our own purpose and do this together. His mission is to maximise the good in his own life and in those around him.

3.2 Discussion: Feature Detection

As this modelling process related to behaviour not concurrently experienced, it was not possible to note features, as they would occur. It was possible however to note some

features evident whilst accessing the imagined situations. Congruency was evident in the information that was given. The client's state appeared resourceful, calm and confident yet passionate, particularly in relating beliefs, values and identity. The predominant representation system was kinesthetic with some visual and auditory representation. The client demonstrated proficiency in noting his own physiological responses both in relating to superiors and in relation to issues arising and was able to articulate these responses with submodality description. Little meta model information was noted. Some lack of referential index. Deletion and generalisation was apparent and questioned in turn for concise understanding. The client's orientation was through time and towards the positive. The predominant sorting category was people. Identity, connectedness and potency were strong motivators in describing his approach to relating to others, the client demonstrated flexibility in use of second and meta positioning to give a deeper understanding of his superior' beliefs, motivations and behaviours. This flexibility extended to an ability to both associate towards and dissociate from a situation to enhance understanding.

TOTE

It is understood that this model builds a system of recursive TOTES. A pragmatic approach was taken in meeting project requirements within time constraints.

- 1) Context: _Skill used commonly in work meetings, supervision and appraisals.
- 2) Outcomes: Purpose to empower people working with to make decisions to enhance lives of others. Goal to do this within a framework of collaborative working relationships.
- 3) Evidence: Evidence of rapport with colleagues. Proactive solicitation of feedback. Awareness and monitoring of own body is physiological responses e.g. a 'relaxed flowing gut feeling' indicates achievement of outcome. Misalignment of values indicated by 'a squirmy feeling'.
- 4) Actions to achieve outcomes:
 - a) clarify role objectives
 - b) review personal core values and beliefs
 - c) agree process for meetings and state personal requirements and expectations of relationship
 - d) rapport developed
 - e) seek feedback on contribution
 - f) being open to new learning and willing to negotiate where believe both parties have some underlying value of good will. No negotiation where values misaligned.
 - g) Pre-planning position of defence in event it may be required.

5) Stuck process: Strategic use of humour especially where progress halted. Belief that humour 'shifts stuckness' and can enhance relatability. Client uses humour where he feels 'trapped and desperate to break out' of stuckness.

3.3 What makes the difference?

- An unshakeable personal conviction based on strong personal values enables the client to relate to any figure of authority.
- Use of humour without inhibiting feeling of embarrassment.
- Robust self-confidence. It was noted with interest that his confidence did not extend to all social situations. Questioning regarding this observation
- highlighted confidence achieved through working identity; competent professional.
- A belief in underlying good will of all.

Each of these areas could be modelled further but were not pursued in depth, for reasons listed above.

4.0 **Practical Application** How to relate with confidence to your work superior.

Be aware of the possible situations where you may be required to relate to your superior. These may be situations where your own past or present work performance is under scrutiny for example, appraisals or work planning meetings. In any context, be sure you have a specific knowledge of the requirements of both your post and objectives. Having this knowledge will enhance your confidence. Belief in your identity as a competent professional will reinforce this confidence. Be mindful that your knowledge and expertise is as valid as the next person's no matter their status. Be open, however, to learning where your knowledge may have gaps. Actively seek this knowledge.

Where you are to engage with your superiors in planned meetings, be certain and specific regarding your own objectives with regard to both the meeting and agenda issues. Achieve this certainty by taking time beforehand to identify these objectives and resolve any confusion or doubt. You may find that pacing around and vocalising the issues as if you are debating with yourself may help. Notice your body's responses to your thinking. Note down points which 'feel right'. You may have to incubate an issue and come back to it later. Taking a 'step back' and adopting a witness position will enable you to see both you and your superior's viewpoint. Where stuck over any particular issue, ask yourself "are there any other ways of resolving this issue?" Seeking feedback and suggestions from colleagues may assist. Be open to negotiation. Remain flexible on this gives you the edge

Where the meeting takes the form of a supervision, set out contract. Ask, "How are we going to conduct this supervision?" State clearly the way in which you like to be supervised. Be proactive in doing this. Believe that a collaborative approach works and expect that those in authority have a responsibility to bring out your strengths. Where this is not happening or where you feel you are being treated unfairly, move to a position of strength by recalling your beliefs, values and objectives. Where agreement cannot be found on any particular issue to accept that your superior has the authority to override. Your fallback here is to prepare a position of defence by collating evidence of flawed decision for re-visiting the issue. Do not personalise your superior's decision. Remember that your contribution is valid; we are all engaged in this business of life, sometimes painfully, but always for the greater good.

Be clear regarding your core values. Check for the alignment of both your personal and organisational values. Where they are out of alignment you will notice an uncomfortable feeling, perhaps in your stomach or head and shoulder area. Or you may have an inner voice, which is say "something's not right here". If you have either, pay attention to the sign that you are required to review or re-affirm your own beliefs and values. Clarifying these will enable you to relate with your superiors with unshakeable self-belief. Define your 'bottom line', the point beyond which you are not 'prepared to go thus ensuring you maintain your values with integrity. If you feel this position is being compromised be prepared to ask yourself whether you are in the appropriate working environment and consider possible action for change.