

Strategies 4 Step Action Plan

1. There is surely someone you admire who has a skill you wish you had. Pick a simple interpersonal skill – perhaps the ability to immediately put a person at ease, to tell jokes well or someone who has the ability to influence others to get what they want.

2. Engage in some informal modeling. Ask the person with the skill, how they do it. Most people are delighted to be asked about their achievements, especially as for them it may not be anything special. We all have skills that we do not value as anything unusual because they come easily to us. Yet for others, these skills may be very special indeed. We always undervalue the familiar. The TOTE modeling questions are excellent for this informal modeling – what starts the sequence, what is their outcome, what do they do, what do they pay attention to and what do they do if it is not working?

3. You can try this out yourself with your buying strategy for clothes.

- What happens first?
- Do you have a picture of yourself in the clothes?
- Do you imagine what you look like from another person's perspective?
- Do you imagine what other people are saying?
- How important is the feel of the clothes?
- What is the final thing that has to happen before you buy?

4. How do you motivate yourself?

- Think of some task that you would not choose to do, but need to do anyway.
- Is there an internal voice?
- What does it say?
- What tonality does it use?
- How do you see the task?
- Do you wait until you feel sufficiently bad before doing it so that doing it gets rid of the bad feeling? Or do you think positively and feel good after you have done it?

Motivation strategies are interesting and many people give themselves a hard time. They have an internal bully or an internal sergeant to boss them instead of an inner coach to encourage them.

Effective motivation strategies have some points in common:

- If there is an internal voice, it has a pleasant tone and says, 'I can...' or 'I will...', not 'I must...' or 'I should...'
- There is a picture of the finished task, or the consequences of finishing the task, rather than the process of doing the task.
- The task is broken down into manageable chunks and not pictured all at once.
- The benefits of doing it are highlighted, rather than the unpleasant consequences of not doing it.
- The task is connected to a value at a higher level than the task itself.