

MOTIVATIONAL QUESTIONS AND LANGUAGE





FACTS OR FEELINGS

When we think about the approaches, we might take to seeking clarity of a person's situation we often think about wanting to clarity facts.

For example, "When you went for the job interview tell me what happened?"

The person's answer may well be factual, "I went along, the panel interviewed me and asked questions and then I left. I heard later on that afternoon that I had not got the job."

From this approach we know that the person did not get the job but we don't really understand why.

We only begin to understand why when we ask feelings questions,

Adviser

"What were you feeling before you went in?"

"What were you feeling as the questions started?"

This gives us a better insight into what we might do next time.

Person

"I was feeling unprepared and under confident"

Adviser

"So next time what can we do to help with this?"

Scaling can then be used to try and help a person see what signs are at play that shows that they are more confident, better prepared etc.

Person

"I know when I am feeling a 6 instead of a 4 when I feel more confident about going to my next interview. This will look like...".

BUTS AND ANDS

Instead of using **But** to challenge the person's story or position on something.

Adviser "How has it been since we last met?"

Person "Terrible I have had a bad 2 weeks"

Adviser "But your teacher said you have had a good day yesterday"

Using **But** is a contradiction and can create the sense that one person is right and the other wrong.

WHEN SEEKING
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CLARITY FACTS.

Using **And** can be much more positive

Adviser "How has it been since we last met"

Person "Terrible I have had a bad 2 weeks"

Adviser "And I heard from your teacher that yesterday was a good day"

Person "Yes, yesterday was better for me"

Adviser "Tell me what made yesterday better"

Suppose, (pause)

This is a good word to use to help people see how things might be different

"**Suppose** you went home and calmly talked things over with your mum, what would she notice that was different about you?"

INSTEAD

Using instead as a way of looking at alternative choices to actions and decisions might help someone think about the choices, they have

"What would you do **instead** of choosing to apply for university?"

WHEN

Helps keep the focus on the future and what the future might look like and feel like

"**When** you have made a choice, how will that make you feel?"

HOW COME

This is less confrontational than why but helps look at the reasons behind actions

"**How come** you did not attend the interview?"

USING SILENCE

This is really powerful tool when used well to help gain information that the person is not willing or able to say straight away.

Helping the person realise that this is difficult is a useful strategy- "I know I am asking difficult questions"

DIFFERENCE QUESTIONS

"What will you notice that is **different** about your life that will confirm you have made the right choice?"

SO

Can be useful to build upon a person's story and to gain greater insight into the person's situation

"So, I can see that you have been through a lot, when things start to get better what will be different?"

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