

# Methodology to perform the 4 steps of the method

## How to proceed to the first story telling:

Two approaches are possible:

- To receive the person's spontaneous expression related to an action he/she realized, a problem that troubles him/her, a suffering he/she endures, an activity he/she needs to talk about and an emotion that either surprises or disturbs him/her (anger, submission feeling,...etc)
- To ask a general question concerning the person's life or the aim of the work that had been decided during the last interview.

During the narration of the first story-telling, it is important not to interrupt in any way the free way of speech that the person has until he/she marks the end of his/her story: it can be with a silence, a leap to another problem, the continuous repetition of the first expression, a word meaning the end of his/her story (such as: that's it, here you are, ....)

**NB**

Please refer to the chart that deals with the 1<sup>st</sup> story-telling for help.

## How to proceed to the 2<sup>nd</sup> story-telling

The aim of the 2<sup>nd</sup> story-telling is to gather precise information in order to avoid the false interpretations that could occur because of the vagueness of the 1<sup>st</sup> story-telling (generalities, procedures, habits, reminder of a social representation).

It is now question of a more detailed description of the events that have been told or those that are the origins of the problem, of the suffering or of the reminded emotion.

There are two ways of doing this:

- The person is asked to describe precisely the event to which he/she refers
- The person has to be helped to remind a concrete situation in which he/she met the problem stated in the 1<sup>st</sup> story-telling or an event at the origin of the suffering.

For instance, in the case of the reminiscence of an action or an activity, the person is asked to resume from the beginning of this action with a question of this type: « *Could you tell me more precisely how it happened? Or how it began?* » If we are in a situation in which the aim is to help him/her to remind and concentrate on a concrete event, the question will be more like this : « *Can you tell me in which event you have experienced the problem you stated and in which event you have endured the suffering or emotion (anger, lowered self-esteem,...etc).* »

The 2nd story-telling consists in:

Guiding the interviewee in order to make him/her describe chronologically the sequence of actions.

#### Examples of questions

*and then...?, and so... ?, what happened afterwards ?, between this moment (action, event, ...etc) and that one what happened ? ...etc.*

To ask for precisions on the meaning for a given expression that has been used, the type of question can be:

*That's to say?, Tell me more about it ?, Could you be more specific ? I don't quite get it, could you give me an example? Etc.*

The 2<sup>nd</sup> story-telling stops when the whole sequence of actions of the 1<sup>st</sup> story telling has been resumed.

### **How to proceed to the 3rd story-telling :**

Its general aim is the representation of the subject as an actor within the elements of his/her existence. Three methods are available to reach this aim:

To help the person to recover the level of decision consistency that is present in his/her actions.

- ❖ To recover the decision consistency and in order to make the decisional or behavioural characteristic of the actions more apparent, the distinction with « I + action verb » has to be made.

#### Types of questions:

*When you acted like this, was it a decision or a reaction? If there is no answer, we can ask: was it a well-thought-out decision, a predicted one? A habit? A reactive behaviour? An impossibility to do otherwise? Or a decision in the immediacy of action?*

**N.B.**

The well-thought-out decisions are deliberate decisions, they are called: decision-deliberation. They can be decisions with goals (I want to do this, I plan to...) or decisions of means (to reach my goal, I'll proceed in this manner and I will use those means).

The decisions made in the heat of the action, intentions (goals) or means put in place for real are called: decision-actions

- ❖ To obtain decision consistency, you should point out the coherence link between the goal (deliberate or in the action) of the action that was done and the means used to reach it.

Types of questions

*What was your goal or your intention when you acted at this given moment? Is the effect brought by your action similar to the effect you had expected? And so, are the means that you have chosen adjusted?*

- ❖ Are the means that you had planned to resort to similar to the one that you actually resorted to in the immediacy of action?

To help the person to identify the decisional forms of his/her actions. It amounts to ask whenever he/she acts like this, "*what does he/she do*"? (and never why? How? .. or any other request of information)

Example :

*When you buy a product that you had decided not to buy, what do you do?*

The person in this situation **can put into effect** several decisional forms:

1. To buy the product
- 2) To disregard a goal
- 3) To adjust the decision to reality
- 4) To transgress the rules of a budget
- 5) To pursue one's pleasure...

To help the person to identify the structure of his/her strategies that he/she usually executes in his/her daily life. For this matter, we resume with the person the types of decisional forms that have been pointed out in the previous phase. This allows highlighting the repetitions of those forms and their spontaneous engagements. In the example cited above, to point out the link between a decision that is made, the loss of focus and the transgression of rules in the heat of action motivated by the pursue of an immediate feeling of pleasure. This repeated logic, highlights a common strategy of

actions or of reactions to the events. This logic has to be retained or to be modified with regards to the goal of this session.

### How to proceed to the 4th story-telling :

The aim of this 4<sup>th</sup> story-telling is to point out the factors of the decisional process that characterizes person's capacity of decision-making. For this, we need to take a decision known as a decision made by the person in the immediacy of the action (you should not take a decision made during a deliberation time before the action)

**Looking for the importance of the « perception factor » (for an adjusted decision, 4 perceptions of different nature within the immediacy of action have to be distinguished).**

Bringing the person back to the precise moment of the decision-making, he/she is asked: « *At this moment, when you made the decision, what did you perceive from reality at this very moment?* »

If the person does not answer the question, modify the form of the question, either by changing the notion of perception with a listing of all the senses.

#### Examples

*What did you feel, see, hear, smell, etc...* or by making the question more general, asking him/her *what went through his/her mind at the moment of the decision-making.*

If the person states one or two perception(s), help the discovery of other perceptions with the question « *Do you perceive other feelings?* »

**Looking for the « distinction of the important elements » as factors of decision-making process (for an adjusted decision, 3 major “important elements” have to be distinguished within the immediacy of the action)**

When the person has finished answering this search for perception, you continue by helping him/her to discover the number and the type of important elements with regards to the issues taken into account at the moment of the decision in question.

The question that can come with this distinction of the issues is « *What are the important elements that you identified, distinguished at the exact moment of the decision-making?* » If the person identifies less than 3 issues, the person that assists him/her in the discovery of

the significance of this factor can help by asking: « *Wasn't there another important element that you considered to make this decision? »*

**Looking for the importance of the factor « prioritization » (for an adjusted decision, the person should be able to rank the perceptions according to one single important)**

When the person finishes answering this search for issues taken into consideration, you have to continue by helping him/her to identify the important that ranks first in the decision-making.

In order to ensure that the person does not answer according to a representation that matches his/her system of values or what he/she thinks corresponds to what the interlocutor supposedly expects, this latter can ask : « *Are you sure that it is this important that was at the origin of your decision ?* ».