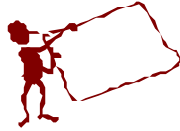


## NLP overview



### What is NLP?

It is a behaviour model and set of explicit skills and techniques, founded by Richard Bandler and John Grinder in 1975. Defined as *the study of the structure of subjective experience*, NLP studies the patterns or 'programming' created by the interaction between the brain ('neuro'), language ('linguistic') and the body. From the NLP perspective, it is this interaction that produces both effective and ineffective behaviour and is responsible for the processes behind both human excellence and pathology.

NLP is a *behavioural science* that provides:

- 1 An **Epistemology** – A system of knowledge and values
- 2 A **Methodology** – Processes and procedures for applying knowledge and values
- 3 A **Technology** – Tools to aide in the application of knowledge and values

#### The 'anatomy' of NLP (Judy DeLozier)

The Spirit of NLP – Modelling

The Heart – Presuppositions and principles

The Skills – Technology

### The basic change model

According to NLP, the basic process of change involves

- 1 Finding out what the present state of the person is,
- 2 adding the appropriate resources to lead that person to
- 3 the desired state

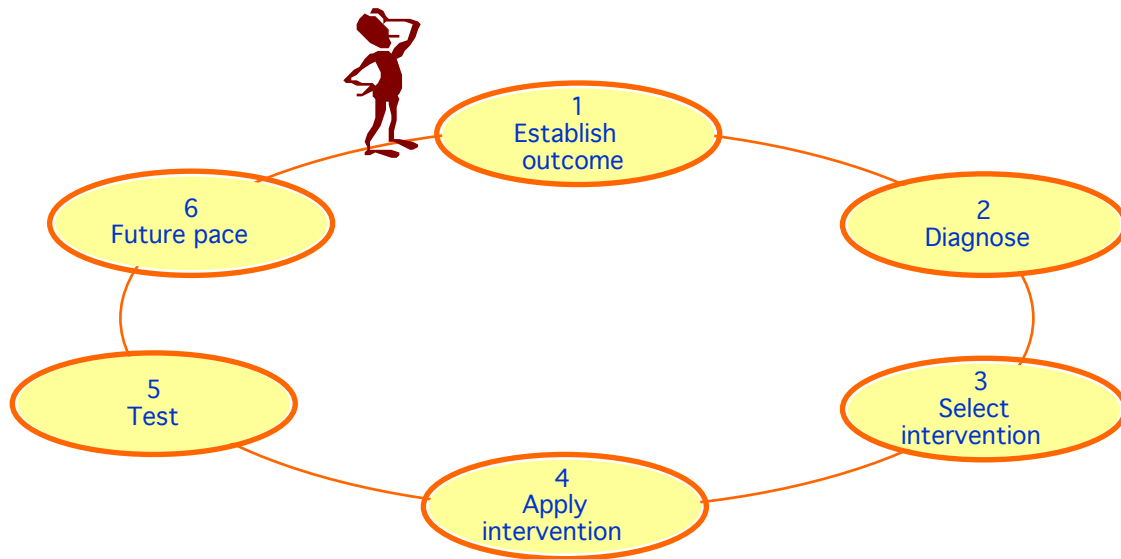


An NLP technique enriches or adds to one of the three properties of effective behaviour:

- Having an explicit representation of the outcome
- Having sensory experience
- Having flexibility of internal response and external behaviour

You can't solve a problem with the same thinking that's creating it – Albert Einstein

## Elements of the change intervention process



- 1 Establish a well-formed outcome**
  - a positively oriented
  - b within your direct control or influence
  - c testable in sensory experience
  - d preserves the positive intentions of current behaviour
  - e is appropriately contextualised and ecologically sound
- 2 Diagnose the present state**
  - a Old anchors?
  - b Physiology?
  - c Rep systems and sub modalities?
  - d Conflicts or polarities?
  - e Meta model violations or belief systems?
- 3 Select an appropriate Intervention**
  - a State change
  - b Therapeutic change
  - c Visionary change
- 4 Apply the intervention**
  - a Flexibility
  - b Congruency
  - c Ecology
- 5 Test for success**
  - a Behavioural demonstration
  - b Calibration of relevant cues
- 6 Future pace**
  - a Ecology
  - b Contextualisation

## Principles of NLP

NLP is a pragmatic school of thought - an 'epistemology' - that addresses the many levels involved in being human. NLP is a multi-dimensional process that involves the development of behavioural competence and flexibility, but also involves strategic thinking and an understanding of the mental and cognitive processes behind behaviour. NLP provides tools and skills for the development of states of individual excellence, but it also establishes a system of empowering beliefs and presuppositions about what human beings are, what communication is, and what the process of change is all about. At another level, NLP is about self-discovery, exploring identity and mission. It also provides a framework for understanding and relating to the 'spiritual' part of human experience that reaches beyond us as individuals to our family, groups, communities and global systems. NLP is not only about competence and excellence, it is about wisdom and vision.

In essence, all of NLP is founded on two fundamental premises:

1. *The Map is Not the Territory.* As human beings, we can never know reality. We can only know our perceptions of reality. We experience and respond to the world around us primarily through our sensory representational systems. It is our 'neuro-linguistic' maps of reality that determine how we behave and that give those behaviours meaning, not reality itself. It is generally not reality that limits us or empowers us, but rather our map of reality.
2. *Life and 'Mind' are Systemic Processes.* The processes that take place within a human being and between human beings and their environment are systemic. Our bodies, our societies, and our universe form an ecology of complex systems and sub-systems all of which interact with and mutually influence each other. It is not possible to completely isolate any part of the system from the rest of the system. Such systems are based on certain 'self-organising' principles and naturally seek optimal states of balance or homeostasis.

All of the models and techniques of NLP are based on the combination of these two principles (see Presuppositions of NLP). In the belief system of NLP, it is not possible for human beings to know objective reality. Wisdom, ethics and ecology do not derive from having the one 'right' or 'correct' map of the world, because human beings would not be capable of making one. Rather, the goal is to create the richest map possible that respects the systemic nature and ecology of ourselves and the world we live in. The people who are most effective are the ones who have a map of the world that allows them to perceive the greatest number of available choices and perspectives. NLP is a way of enriching the choices that you have and perceive as available in the world around you. Excellence comes from having many choices. Wisdom comes from having multiple perspectives.

The goal of NLP is to enrich your map of the world; to add choices into your map

Everything can be a metaphor for something else - Bateson

## Types of NLP Technique

The many explicit techniques and procedures that make up the behavioural technology of NLP will generally be one of the following;

1. Identifying and matching the most commonly used sensory-based words and predicates of another person for the purposes of creating rapport and insuring understanding.

2. Pacing, through the matching and mirroring of postural, gestural, and facial positions and movements, and of voice tone and tempo qualities of another person, in order to contribute to attaining rapport with that person.
3. Translating experiences expressed through one representational modality to another, to help increase understanding between individuals or groups having difficulty communicating with one another.
4. Observation and utilisation of sensory accessing cues and micro-behavioural cues, to help understand and pace another person's typical processing strategies for organising and making sense of his or her experiences, and communications received from others.
5. Helping to build new representational possibilities and capabilities in others, through the use of sensory-specific language and systematic use of accessing cues.
6. Helping to increase sensory awareness in order to more accurately and immediately perceive and evaluate the effects of people's behaviours on one another.
7. Identifying and sorting out multiple (incongruent) communications in others in order to help reduce misunderstanding and confusion.
8. Establishing anchors and triggers for positive experiences and resources that occur in one context, and re-triggering or re-sequencing them in other situations where they are not yet available to a particular individual or group. As a result, those behaviours and responses may serve as resources in other contexts as well.
9. Identifying and breaking un-useful "calibrated loops" between individuals and groups in order to add more flexibility and choice in responses and communication.
10. Breaking down unspecified verbal maps into higher quality verbal descriptions and, more importantly, behavioural demonstrations and examples, in order to create easily shared and observable representations of a person's experiences and outcomes.
11. Framing and re-framing problematic behaviours and responses by making the positive intentions and positive by-products underlying them more explicit. The purpose of this is to create a shift in the perceptions of people, with respect to the behaviour, so that it may be handled more resourcefully. The shift in perception functions to:
  - a. Separating "self" from "behaviour" through the reinforcement and validation of the individual as a person by associating the 'self' with the positive intent. Any negative responses may, then, be directed toward the behavioural manifestation rather than the person himself or herself.
  - b. Preserving the positive intent of the problematic behaviour even though the behavioural means used to secure the positive intention are altered.
  - c. Preserving and validating the positive by-product of the behaviour or response, which serves to help preserve the ecology of the system as well as validating the "self" while changing the unwanted behaviour.
12. Creating and reinforcing flexibility in the members of a system through role playing and other forms of behavioural modelling, in order to help the members of the system more consistently and systematically elicit desired behaviours and responses from other members.
13. Eliciting and detailing a high quality description and demonstration of a group's or individual's outcome(s) or desired state(s) that will be well-formed, practical, and ecological for the particular system to which they belong.

## Roles in NLP Exercises

- Explorer
- Guide
- Observer
- Meta person

Contracting takes place before an exercise.

## Learning strategies

I	Coaching/feedback	<i>Imitate me</i>
II	Find a personal reference experience	<i>Think of a time when</i>
III	Modelling	<i>2<sup>nd</sup> position, as it</i>
IV	State of mastery	<i>Spontaneity</i>

## Logical Levels of Learning and Change

The concept of logical levels of learning and change was initially formulated as a mechanism in the behavioural sciences by Gregory Bateson, based on the work of Bertrand Russell in logic and mathematics (see Logical Types). The term *logical levels*, as it is used in NLP, was adapted from Bateson's work by Robert Dilts in the mid 1980's, and refers to a hierarchy of levels of processes within an individual or group. The function of each level is to synthesise, organise and direct the interactions on the level below it. Changing something on an upper level would necessarily 'radiate' downward, precipitating change on the lower levels. Changing something on a lower level could, but would not necessarily, affect the upper levels. These levels include (in order from highest to lowest): (1) identity, (2) beliefs and values, (3) capabilities, (4) behaviour and (5) environment. A sixth level, referred to as "spiritual," can be defined as a type of "relational field" encompassing multiple identities forming a sense of being a member of a larger system than a particular individual identity.

## Levels of Processing and Organization

Any system of activity is a subsystem embedded inside of another system which is embedded inside of another system, and so on. This kind of relationship between systems produces different levels of processes, relative to the system in which one is operating. Our brain structure, language, and social systems form natural hierarchies or levels of processes.

In fact, people often talk about responding to things on different '*levels*'. For instance, someone might say that some experience was negative on one level but positive on another level. In our brain structure, language, and perceptual systems there are natural hierarchies or levels of experience. Anthropologist Gregory Bateson identified four basic levels of learning and change—each level encompassing and organising elements from the level below it, and each having a greater degree of impact on the individual, organism or system in which it is operating. These levels roughly correspond to:

Spiritual	Vision & Purpose	For Whom?
A. Who I Am - <i>Identity</i>	Mission	Who?
B. My Belief system - <i>Values and Meanings</i>	Permission & Motivation	Why?
C. My Capabilities - <i>Strategies and States</i>	Maps & Plans	How?
D. What I Do or have Done - <i>Specific Behaviours</i>	Actions & Reactions	What?
E. My Environment - <i>External Constraints</i>	Constraints & Opportunities	Where? When?