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RAPPORT
The Magazine for
NLP Professionals

Frank Farrelly
and provocative change

[A tribute to Frank Farrelly]

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INTRODUCING NLP
Outcomes 19: The Milton model
By Caitlin Collins

In this series on Introducing NLP we're using the overall theme of setting outcomes as a context in which to explore how NLP can help us to discover what we want and then achieve it. In this issue we're pondering the power of language, specifically the Milton model language patterns, to help us attain our goals.

Milton Erickson was an American psychiatrist and hypnotherapist who developed language patterns that would reach the unconscious mind, which he saw as being essentially 'creative and solution-generating'. He would often communicate with the unconscious mind through trance, a state of absorbed attention; however, he also maintained that the unconscious mind could be reached through conversation, without trance-induction.

NLP's Milton model language aims to bypass the conscious mind to gain access to the unconscious mind and the resources available there. While it can be used hypnotically, it also works conversationally. It maintains rapport, being both non-confrontational and subtle, conveying suggestions rather than issuing orders.

The Milton model uses flowing language that is easy to listen to, and also to follow, as the ideas flow easily, with the sentences flowing one into another with the help of linking words like 'and' and 'as' and 'with' and 'so'. So you can easily hear the dots at the end of most of the open-ended sentences...

Here are some Milton model patterns, with examples.

- **General non-specific language**: 'You can sense what's going on now.' This leaves it open for you to sense it in any way you like, whether seeing,

> ❝ **Milton model language aims to bypass the conscious mind to gain access to the unconscious mind and the resources available there** ❞

hearing, touching, smelling or tasting.
- **Causal connections**: 'With each breath you take you can relax even more.' There's no real reason why each breath should cause you to relax more, but the language implies one, so that's what is likely to happen.
- **Embedded commands**: In the previous example, the words 'relax even more' are a command embedded in the larger sentence.
- **Metaphors**, including similes, allegories and stories, all of which allow the listener to relate to their own situation at one remove: 'Let me tell you the story of the angry giant, who didn't realise what the problem was until one day he met a frog who told him that...'
- **Non-verbal indicators**, such as voice tones and cadences, hand gestures, and facial expressions, all of which can be used to mark out particular parts of speech, for example, slowing the tempo and lowering the tone of voice while saying '...and you realise just how calm you can be...'

Knowing how to use the NLP language patterns effectively will greatly enhance your ability to communicate. As you become more aware of language – your own and other people's – you can let your increasing skill with the Milton model help you to communicate with deeper levels of the mind, enabling you to understand yourself and others better, and achieve your goals more easily, with even more positive results along the way. ■

Frank Farrelly

and Provocative Change

By
Nick Kemp

Nick Kemp

Many people who have studied NLP may not be aware of Frank Farrelly, the creator of Provocative Therapy, and his influence on the co-creators of NLP. I was fortunate to interview Richard Bandler on Frank, and also Frank Farrelly on his experience with Richard Bandler and John Grinder. I suspect I may be one of the few people to have had access to both these individuals and was struck by how Richard had a great respect for Frank and his work, commenting: 'You know, Farrelly had to be one of the most courageous people on the face of the earth. What I respect about Frank is that he stuck to his guns. No matter how much they told him therapy should be boring or how much they told him he was over the edge, what he noticed is he made people better.'

I first met Frank at a workshop in 2004 on the south coast in the UK. Amazingly there were only 17 attendees including myself, my wife and Andrew T. Austin who I also met for the first time. Little did I know that this was to be a truly life changing event. I found out later that Frank regularly ran events in Europe, but this was the first time I had heard of him running a training in the UK.

Frank began the first day by introducing himself and commenting that as this was a smaller seminar than usual, each delegate could introduce themselves and their reason for attending the seminar. We came from a variety of backgrounds, including hypnotherapists, sales and marketing directors, and other professions, with individuals travelling from as far afield as Mexico.

Frank talked about the development of Provocative Therapy and explained that he was the ninth of a family of 12 children, and that he
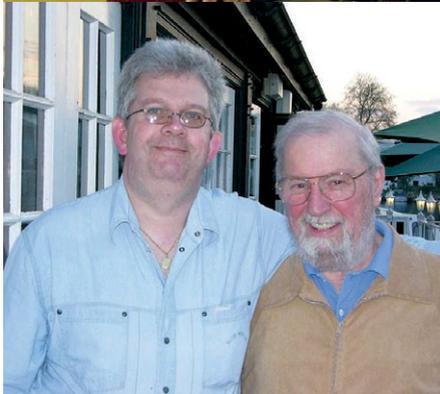
had learnt much from his family upbringing. Provocative Therapy was developed in an inpatient ward as Farrelly, dissatisfied with his effectiveness as a therapist, and influenced by Carl Rogers and Spurgeon English, began to explore new procedures for promoting significant, resilient change in chronic and recalcitrant patients. He worked in this institutional setting for 17 years, continuing to develop and refine his techniques. Frank was certainly on the radar of many therapists when he first created Provocative Therapy in the 1960s and although he never spoke directly to Milton Erickson, he had a phone call with Betty Erickson who commented that Milton was interested in his work.

In the first hour of the 2004 seminar, Frank commented: 'Anyone can be hypnotised, anyone can be gotten to.'

He explained that Provocative Therapy seeks to elicit five types of behaviour.

1 Assertive behaviour.
2 Self affirmatory behaviour.
3 Realistic and appropriate self-defensive behaviours.
4 Psycho social reality testing behaviour.
5 Behaviour that denotes communicating positive messages including warmth, affection, friendship, sexual attraction and love.

After this initial introduction, he commented: 'Well we could now start with a Provocative Therapy interview, or we could...[long pause]...just wait.' We all looked at each other watching who would dare to be the first client in a one to one session with Frank! Frank in the meantime sat back in his chair in a very relaxed manner, just waiting. In later years I began $\longrightarrow$

→ to fully appreciate the power of pausing during client interactions to provoke responses. Throughout these four days I was totally fascinated by this approach, which seemed to defy any sort of analysis. My previous five intensive years of training with Richard Bandler seemed totally useless in figuring out just what Frank was doing!

By day two I decided to 'park my NLP head' and simply watch and listen without trying to compare what I was noticing with previous experience. Frank didn't overtly explain a great deal during this event and many of us were so mystified by what we saw we really didn't know what to ask him!

After this event I headed back to Leeds feeling that I had been plugged into the national grid, fascinated by what I had just experienced. I contacted him a few months later and discovered that as well as his original book, *Provocative Therapy*, he had also written a second book, *Me and God*. There was only one problem; it was only available in German! Frank's longstanding promoter and dear friend Dr E. Noni Höefner had ensured that it was published.

Seeing as I had a home recording studio, I asked Frank if he would be interested in audio recording the book in the UK, and we agreed some studio time. I allowed a total of 10 days for the recording, which would produce a four and a half hour audio product. Most people would need at least three times for this as well as multiple takes. We finally completed the entire recording in less than three days, and in a book of 37,000 words we only did three second takes during this period! In recent years, Jane James did a wonderful job of finally getting the book published in English for the very first time.

I started hosting Frank in 2005 and each year after that, he came to stay at our house for a week prior to each training to, in his words, 'get his days and nights straightened out'. We discovered that we had a mutual love of movies and would happily spend many hours prior to events watching films in our home in Leeds. On one occasion we managed to watch the entire three seasons of *Deadwood* back to back! My wife brought food every few hours, and amazingly, on one particular day we managed an entire 15 hours of Ian McShane 'cleaning house' in the Wild West! Frank loved westerns, Film Noire and classic movies. Aside from any professional relationship, we became firm friends and we would meet in person for three to four weeks most years, as well as speaking on the phone.

With the help of my good friend Mark Zaretti and Spartmedia we recorded every single workshop in forthcoming years, as well as many private discussions, some of which can be found on YouTube. I was mindful that to date there was very little available material on Frank's work, so we set out to correct this. We set up The Association for Provocative Therapy (AFPT) to provide a Farrelly approved quality standard in Provocative Therapy. In recent years I am delighted

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that Dr E. Noni Höefner from the German Institute of Provocative Therapy (DIP) also supports this initiative which ensures that Provocative Therapy trainings remain true to Frank's original vision and continues Frank's legacy.

A few years ago, under the instruction of his PA, Mrs Kim Stokes, Frank started shipping me boxes of Provocative Therapy material dating back three decades. I have begun creating the Farrelly archive in the UK and as Kim commented 'Frank never threw away anything!' My own Provocative Change Works approach would never have been possible without my years of training with Frank and our countless discussions.

Over the last three decades I have been fortunate enough to have met and spent time with a host of excellent trainers from the world of NLP and other fields. The creators of NLP modelled a number of excellent therapists including Frank. Frank, however, created the entire Provocative Therapy approach by himself, a totally different way of working with clients. He had a great love of music, beauty, reading, movies, motorbikes, and, of course, singing hymns in old churches, as well as Apple Macs, digital photography, and, of course, above all he loved people. Frank would like nothing more than a fine meal and great company.

We joked about 'Frank's girls' who consisted of his translators, hosts, professional colleagues and dear friends spread around the world. These included Noni, Jane James, Sue Knight, Elke Borchart, Heidi Huber, Anke Konemann and my wife who he referred to as 'Dr sweet Sue'. Frank loved giving people nicknames. In the early days of our meeting I was known as 'The Can do kid' and in later years was referred to as 'Fearless Leader!'

He was without doubt the most congruent person I have ever met, always spoke his mind yet always had time to listen, and generously supported those genuinely interested in helping others. He maintained that client sessions should always be conducted 'as if talking to an old friend with a twinkle in the eye and warmth in the heart'.

As Frank passed away on 10 February 2013 in the early hours that twinkle, which had helped so many people, departed from this world. He will be greatly missed by dear friends, professional colleagues and clients alike. His insights into human behaviour were quite extraordinary and he was, as far as I am concerned, without doubt the smartest and kindest guy I have ever had the privilege to meet. ∎

Preach the gospel always,
if necessary use words

The key to creating and maintaining a healthy classroom, suggests Michael Grinder, depends on the non verbal aspects of communication. As a teacher himself, and a long term student of human behaviour and group dynamics, what Michael has to say about this important topic is worth considering. He talked, quietly and calmly, with *Andy Coote* at the 2012 NLP London Conference.

As I reported in the Autumn 2007 *Rapport*, Michael Grinder suggests that we all exhibit dog or cat tendencies and that understanding them and knowing the signs will lead to better group work and individual performance. Dogs are high accommodators and have low independence whilst cats are very much the opposite. The higher the level you reach in your job, the more cat is needed but a mixture of characteristics from both is desirable.

At the 2012 NLP Conference, he extended his thinking into the area of classroom management. Many of our future high-achievers will already show strong tendencies to cat behaviours in school. Cats will usually be in a minority and their behaviours will be highly influential in the overall class attitude and behaviour. Managing how the cats and dogs in the classroom interact will be an important role of the teacher and critical to the performance of the class as a whole. 'You take a view of the classroom as looking through two lenses. One is curriculum, the other one is management. The purpose of management is to have people do curriculum.'

For many years now the approach in teaching has been to change the role of the teacher from being a 'dispenser' to being a 'facilitator'. 'We want to

go from "Sage on the Stage" to a "Guide on the Side". If you don't change the management from power to influence, you can't change from the dispenser to the facilitator. So in terms of making that shift, management is going to lead curriculum, not the opposite. Cats have an attachment disorder, so if we want them to be successful academically, we have to first figure out how to influence them and have them choose to "do attachment".'

Attachment is normally to the teacher, Michael tells me, but the teacher can transfer that dependence/interdependence on to the class. 'Once you have the class taking care of the class, the teacher can be the "Guide on the Side". You can never get to the side until they are taking care of themselves.'

Michael is big on demonstrating his approaches. So, in a seminar room at the London NLP Conference, with the 'class' looking on, the teacher is confronted by one of his class. The teacher is small, neat, calm and dwarfed by the class member. There is tension in the air. The class member crackles with attitude as he looks down on the teacher. The teacher quietly talks to him, eyes lowered, no eye contact. 'Consider what you are about to do. Will you feel proud of what you are about to do when you look back on it? I know you are bigger and stronger than me. I want you to think, to make a good decision. I want you to leave this room now.'

The class in this case were seminar attendees at the NLP Conference, the teacher was Michael Grinder and the unruly, bullying pupil – that was me! I felt the power of Michael's quiet, controlled presence. We relived the 'incident' later. 'What I did was I made sure that I talked with a pause, no blinking, frozen hand gesture and did a whisper. If that didn't shift you, and if there was someone else there that could be a liaison, I would talk to them about you. "He has a choice here, and you do also. If you want to influence him, it's up to you. Not now, but in the future, will he be proud of what he is about to do with me? You be his conscience of the future, not his feelings now." I would then leave so they can deal with it. If I stay they won't deal with it. You always have to let the cat win. Let them win, but I'm going to get my outcome. We out-cat the cat not by strength or power but in terms of clever.'

Such scenarios are a part of everyday school life and are, Michael feels, increasing and evolving for a number of reasons. 'The electronic age is both decreasing human contact at night and increasing the speed of immediacy of feedback so impatience has risen. Thirty years ago the ones acting out were the hooligans. Now our future leaders are the ones that are acting out.'

Michael suggests these pupils are going to switch their careers maybe seven times in their lifetime and as many as 50 per cent of all the jobs that ten year olds will have in the future have not been invented yet. 'You take all of that, lack of loyalty, the economy, you just have to be more emotionally independent and

❝ **Many of our future high-achievers will already show strong tendencies to cat behaviours in school** ❞

resilient than you've ever had to be before so those that are surviving, through social Darwinism, are cats.'

Michael also emphasises the power of what he calls third point communication. He uses the approach to subtly move people's attention from himself to the screen or to words on the wall, making a point entirely without words. I remarked to him that his action in the seminar was a demonstration of his approach, entirely congruent with it. 'When I try to be clever, I try to have something occur and then explain what just happened. If I'm trying not to be clever and want them to be successful, I explain something early with the chart and then I demonstrate it. Today, I made some contracts with people just by holding up a finger without any eye contact and checked back with them later. Then I explained to the group what I just did. I got to about half the group without them knowing they'd done it. It kept their attention because maybe I'd be doing something else in the future. Such is the power of well-used non verbal communication – "the silent language" and congruence. "Preach the gospel always, if necessary use words" is attributed to St Francis of Assisi I think.'

Michael's skill and knowledge are far too wide-ranging to capture in a short article like this. I hope I've influenced you to want to find out more. If I've succeeded in that, go to **www.michaelgrinder.com** and find out more about his training, books and blogs. And if you can, catch the man in person – you may find yourself confronting him in the middle of a seminar room! ■