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RAPPORT

The Magazine for
NLP Professionals

Issue 38

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Byron Lewis

One of NLP's Pioneers Demystified

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Exams

By Eve Menezes Cunningham



If you have loved ones going through them, you'll know that exams can be pretty stressful. Whether they're a distant memory for you or you're still studying, you can probably remember that sense of your whole future, all that potential, hanging by a thread.

Even though there are usually options to re-sit, it can feel as if your whole future is at stake. Particularly for teenagers who don't have the experience to realise that a year can go by in the blink of an eye. The idea of re-sitting might feel like hell.

If you have your own teenagers (or loved ones) in any kind of study situation, forget the advice you've been giving them for a moment or two. It's possible that exams trigger some of your own issues. To better support them, you might want to revisit your own younger self.

If you could go back in time with all your hard earned wisdom, experience and knowledge, what would you like

“ Younger You could help you reignite your zest for life ”

to tell your GCSE/A Level/other exam studying You? Would you have believed these compassionate (*1) words?

You might also want to take a moment or two to tune into Younger You. What advice might s/he have for the 2014 You? What dreams did you put aside over the years? What did you talk yourself out of even hoping for? Do any of these forgotten ideas lift you as you contemplate them now? While you may not want to retrain or uproot your entire life (assuming some of them are big dreams), how might this wisdom from

Younger You put some excitement and energy into your 2014 and beyond life?

Yes, exams and so on can be stressful but sometimes, we forget that excitement and anxiety, two sides of the same coin, can be fun. Where in your current life are you willing to take some more (safe enough – you have more resources at your disposal than Younger You) risks?

It might be saying, 'Yes!' to that party invitation or applying to do some training or even taking a new class at the gym (or having a taster day with the option of joining a gym). Maybe it's experimenting with a new recipe or paint colour or picking up the phone to call someone you lost touch with decades ago. Younger You could help you reignite your zest for life. ■

(*1) If they're not compassionate, do it again. Yes, life might have been different if you had paid more attention, studied harder, cut back on the partying and so on but remembering that this younger you did the best s/he could with the resources available at that time, what would you like to add in terms of advice and love?

Six top tips

on establishing positive classroom behaviour

By Nancy Walbank

Successful teachers have students who conform in their lessons.

Why is this?

Though they do not always employ the same methods, they do have some things in common that can be modelled; one of these is negotiating and applying ground rules.

The idea that behaviour in a classroom is 'managed' suggests that, like workers in a workplace, students are overseen by a manager (the teacher) who rewards the behaviour they want, like 'wages', and sanctions the behaviour that doesn't suit their purpose.

These are the usual methods advocated (and often ingrained in school policies): rewards and sanctions. These can be effective especially if they tie in with what motivates children. So, losing privileges, standing outside the head's office and letters to parents, can all work to move students towards the behaviour you need. Consider though that many sanctions in themselves are offering the student attention and for some students all attention is good even when it is very negative from the adult perspective. Transactional Analysis suggests that the attention we offer to each other is a 'stroke', like stroking a pet. These strokes can fall into two categories, 'positive' attention, that comforts and 'negative' attention that (metaphorically) 'slaps'. For many students, negative attention is better than no attention at all. Being crowned the worst behaved child in school is still a crown and to be the 'horrid



“ Successful teachers have students who conform in their lessons ”

Henry' of the school will drive some students much more than striving to be 'top of the class' which they may well have decided is beyond their reach.

What if engaging children in lessons is not just based on them being rewarded or scolded? What if so called behaviour management is really about communication? When communication is working then that gives everyone the attention they seek. Below are six tips on establishing and using ground rules in a learning setting. They are written in a school perspective but I always establish ground rules with training groups and nursery children alike!

- 1 Establishing ground rules.** At the start of the year or term, focus on the desired behaviour. Identify five key behaviours, keep them short and simple and negotiate them. Keep them on display and refer back to them. It is important that students have a 'why' for following them and they are written in positive language the students understand. Rules matter because they make sure that learning can take place in a safe space. Rules also matter because everyone in the classroom matters equally, including the teacher who must also follow the rules if they are to have real value!
- 2 Define boundaries.** Where and when do these rules apply? Just in the classroom or throughout the school day? Communicating





“ The best class rules are ones to which everyone in the class gives their consent ”

the key behaviours that matter and when is a vital part of making negotiated rules a working framework for behaviour. For example, is raising hands to speak what is really needed or is it more important to listen first?

- 3 **Expectations.** Do all students have the capabilities or skills to follow the rules or do they need to be taught and demonstrated as expectations? An adult teacher's 'map' of the classroom is inevitably different to the students who all have expectations based on their past experience, so ensure that understanding is shared.
- 4 **Be flexible.** If the rules are not working, renegotiation needs to happen until something that works for everyone is in place. There will be times students and teachers forget to follow the rules. Use these times as teaching points and opportunities to rewrite if needed. Keep it really simple. Remember, *when what you are doing isn't working do something different, anything different.* Things happen that are outside anyone's control and all the planning in the world cannot prepare you for handling difficult situations with a dead pet or an over excited birthday child. It is important for teachers to be flexible and remember that everyone behaves with positive intentions for themselves. When a problem occurs then spend a few moments looking at and talking about something else, something that is not a problem. This can instantly change the way 'the problem' is viewed and stop it from becoming a *massive problem!*
- 5 **Ground rules format.** Remember in writing and negotiating ground rules to use words that appeal to a range of see, hear, feel preferences, so the students see themselves performing the behaviours, hear the positive comments and feel the benefit of following the rules.

- 6 **Praise.** Praise students when they are acting within the rules. Use them as a spotlight to bring attention to the behaviour you want to see. Enjoy yourself and the students will follow.

The best class rules are ones to which everyone in the class gives their consent. As teacher you can lead in the direction you want them to go and you have to ensure that they 'fit' with school policies and their ecology benefits the learning space. Time spent on negotiating the classroom rules at the beginning of the year will pay dividends as the year progresses. It is more difficult to change established behaviour patterns than it is to set in motion the behaviour that will serve the students' learning best.

These are my basic five ground rules I use when working with a new group. I put them on a chart, powerpoint or board and we discuss what each one means, often acting out how that rule might be followed or disregarded. With the class, I then expand each single word using their suggestions and phrases so the ownership of the rules is shared. Sometimes I only have a few minutes to do this but I know the sessions where most has been learnt have begun by sharing behaviour expectations.

- Listen. (Students then give me examples of how they listen such as, 'We speak one at a time, interrupting is not allowed'.)
- Be comfortable.
- Respect difference.
- Look, learn and enjoy!
- Ask. ■



One of NLP's Pioneers

Byron Lewis Demystified

Byron Lewis was part of the Meta team that, in the early 1970s, helped to develop what became NLP. Taught by John Grinder, hypnotised (often) by Richard Bandler and a long term friend and collaborator with Frank Pucelik, his life and work have been (unsurprisingly) influenced by NLP and Hypnosis and he still retains an active interest. Now retired and living on the coast of Oregon, Byron spoke to *Andy Coote* for *Rapport*.

It is not often that I begin an interview with a story about a day at the beach in 1966, but, for Byron Lewis, that's where his connection to NLP began. 'I'm an avid surfer, still am and I was camping at the beach with a buddy. There were two lovely blonde girls who were camping down the way from us. My buddy and I decided to flip a coin to see who got to choose which girl to ask out. He won the toss. The two girls were Lesley Girtz and Becky Barnes. Since he won, and we both wanted to take out the same girl, I didn't get to go out with Lesley, instead I went out with Becky and, later, married her. That was the first time I met, the now very famous, Lesley Cameron Bandler.'

After two years in the Air Force, Byron went back to college. To pay his way he started working as a waiter. 'I spent a lot of time working both with Becky and Lesley. Lesley recognised problems between Becky and I and invited us to be the "identifying clients" during a six-week gestalt with family therapy workshop that was being run by Richard Bandler. After that, Lesley told me there was someone she wanted me to meet. That person was Frank Pucelik. That was where that amazing session I described in *The Origins of Neuro Linguistic Programming* (*1) occurred (with Lesley talking in one ear and Frank in the other). I felt like I had opened my eyes for the first time in many years. Subsequent to that I divorced Becky.'

I asked Byron about working with Richard Bandler in those early days. 'I was probably a little more comfortable around him than a lot of people. The fact that he walked around with a Bowie knife strapped to his belt didn't bother me at all. He and I got along extremely well. In many of the classes that I attended with him, he would say "I need someone to volunteer to go into a deep trance". He would look at me and my hand would already be levitating. I was such a good trance subject. I got a lot of special treatment from Richard, so he didn't scare me. He was a pretty wild and crazy guy but then I think everybody was pretty wild back at that time.'

Being part of the Meta group was exciting. 'Someone asked me why it seemed so much more exciting back then than it does now. There are a couple of reasons why. We were very much involved in what we were thinking was a new technology; the blending of the techniques of some very powerful communicators. It was also the time of "make love, not war", the

psychedelic revolution, Timothy Leary and all of that stuff. It's more staid today. The techniques are just as valid as they were back then. Then we were still developing them, now they've been much more refined. Frank, Richard, John, Lesley all just radiated charisma. You couldn't sit in a room with these people and not feel excited and motivated and it was tremendous.'

Byron was very much involved in the process of proving out Meta. 'I was a student at UC Santa Cruz, taking a number of courses from John Grinder on transformational grammar and linguistics. I was also a student of Psychology. Every so often I would get a phone call from Richard or John - "Byron, have you got some time?" I was a poor starving student back then with nothing but time on my hands. An opportunity to come to the inner sanctums at Alba and work with a troublesome, irritating, strange or different client was an amazing opportunity. I didn't know at the time, and it wasn't until I read Tosey and Mathison's book that I came to realise, that was actually part of their process. They would give me the instructions, I would come back and report and they would give me other things to try. I would go try that and report. That was the way they were testing the procedures that they were developing to be sure they could be replicated.'

In 1977-78, Byron went through an early six-month intensive with Frank Pucelik at the Meta Institute in San Diego. 'Afterwards Frank invited me to join the staff at the Meta Institute. We were in a meeting at a pain clinic in Los Angeles to give a presentation about NLP. Frank had prepared a presentation that he was going to give on what we could do for this group of psychologists, social workers and psychiatrists but he hadn't shared it with us. We walked into the meeting, without Frank, and bumbled and stumbled around. About 10 minutes into our presentation a psychiatrist, sitting directly opposite me, slammed his hand down on the table and said "This reeks of pop psychology. I don't have time for this". He stormed out. That was a very pivotal moment for me because it was at that moment that I realised that I couldn't refer to anything in the literature to support what we were saying.'

Byron enrolled in a graduate program in San Diego, and decided to write a thesis based on the Meta Institute six-month intensive. 'I still have a bound copy of my thesis - 'Meta





“Lesley recognised problems between Becky and I and invited us to be the ‘identifying clients’”

principles of communication and change – a model for a process theory of personality'. This was where I started doing the research to document the efficacy of the techniques. The idea for the book grew right out of my thesis. I went to Frank and said, "Let's do this book. It's written and it's got so much of your content in it, I think you should be a co-author." He said thank you very much. He was very much involved in the publication process.'

With contacts, Byron formed Metamorphis Press. 'We published *Magic Demystified* (*2) with the idea that there would be several other books. Subsequently I had a falling out with the company and signed a contract with them that I would not teach NLP for a period of, I think it was, 18 months.' Soon afterwards, his wife was hired by the US Army as a civilian nurse. 'So we spent about five and half years in Germany. That's where I started studying and working with addictions. Jim Roland became my clinical supervisor and he was fascinated by my work in NLP, read my book. He said this is very similar to what I've read about cognitive behavioural therapy. He introduced me to some of the writings in the field and we put together a group counselling program that utilised a lot of these techniques. Then I got interested in relapse prevention, Gorski and Miller (*3) stuff, and put together a relapse prevention program that was adopted by the US Army Fit Corps as the prime treatment program for their outpatients programs.'

Byron returned to the States and got involved with addiction programs. '*Sobriety Demystified* is a good representation of how I was working with clients at that time. It was NLP integrated with cognitive behavioural therapy. I worked with clients at Monterey for two or three years and then was promoted to administrative positions and became an analyst for the Health Department. Ultimately I started managing contracts so I got out of the people helping business altogether. Still Skyped with Frank occasionally, and recently he got me interested again in NLP with the "Origins" book and also with the re-write of the first book.'

Dr Richard Gray of the Research and Recognition Project told me recently that Byron is one of his stalwarts in updating the NLP wiki and supporting the R&R group. He is still very strongly in favour of building the scientific credentials of NLP. 'To me, that's the key to the future of NLP. If you go on line and you look at some of the various psychologies that are out there, some of them are just meaningless drivel. They don't do anything that I can see. When you look at the remarkable depth and breadth of what can be accomplished with the techniques of NLP, the fact that it hasn't been widely accepted is directly a result of it not being scientifically published. Gray's doing his work in New York on the PTSD cure and that will be widely published. If you look at traditional approaches, even cognitive behavioural therapy which is very widely accepted, on treating PTSD, it's months and months and months of very intensive therapy and it's only moderately successful as compared with two or three sessions with RTM – Reconsolidation of Traumatic Memories. If you read the research that they've done, it's a brief exposure to that traumatic experience and then rapidly



“I realised that I couldn't refer to anything in the literature to support what we were saying”

pull them back to the here and now. Because that makes that memory labile at that moment in time. And you don't need to reinforce it by re-experiencing it. That's part of the problem. It just cycles back in on itself. The VKD process is remarkable because it provides protection so that someone does not have to re-experience all of the gore and the trauma.'

I ask about the meta-model which was one of the key outputs from the work that Byron was involved with. 'It really forms a basis for the entire philosophical approach of NLP. It's the structure of how we make sense of the world and that's how you work with people. You learn how to observe people, to observe the minimal cues, the changes in breathing, the flush, dilation of the pupils or the changes in posture. If you read anything on the theatrics of an NLP hypnotist, a stage hypnotist, that's what they're doing, basically they're observing the audience and they're looking for the person who's nodding, who's giving all of those subtle cues, so that when Richard has finished his introduction he already knows the four or five people in the audience who are going to go directly into a trance as soon as he looks at them and says, "You know Byron, I need a volunteer."'

Byron has found *Neuro-Linguistic Programming: A Critical Appreciation for Managers and Developers* by Paul Tosey and Jane Mathison to be a useful reference. 'That's one of the best books on NLP I have ever read. I have so many little post-its sticking out of it it looks like it's growing fur. That was one of the major resources I used when I did my re-write on "Magic."'

For Byron, now retired almost 10 years, NLP is an academic interest. He has other interests. 'I'm on the board of a small private non-profit that works with kids during non-school hours called "Neighbours for Kids". It's a remarkable program that works with disadvantaged children and provides education, tutoring, homework assistance and nutritious high quality meals. It's a very exciting program and that's my passion right now.'

I have no doubt that Byron's background, his experience and his great interpersonal skills are important elements in its success. ■

References

- (*1) John Grinder and Frank Pucelik, *The Origins of Neuro Linguistic Programming*.
- (*2) Byron Lewis, *Magic of NLP Demystified*, second edition.
- (*3) Terence Gorski and Merlene Miller, *Staying Sober: a guide for relapse prevention*.
- (*4) Byron Lewis, *Sobriety Demystified: getting clean and sober with NLP and CBT*.

Accreditation News

The ANLP Accreditation Programme is an independent peer reviewed scheme monitored by ANLP and all ANLP Accredited Trainers have proved themselves by going through a rigorous peer reviewed process.

As from 1 April 2014, ANLP suspended the Accreditation Programme, pending some significant changes.

All existing Accredited Trainers are unaffected by this change and may continue to run ANLP Accredited Courses.

Any NLP Trainers who have previously enquired about ANLP Accreditation and who already have the details, including application forms, may still submit their application to ANLP.

ANLP will be happy to take new enquiries and add you to a register of interest, so you can be contacted when the new scheme launches later this year.

In the meantime, we offer our congratulations to newly ANLP accredited trainer, John Cassidy-Rice. He writes about his experience of ANLP:

'When you walk into a pitch-dark room, your first instinct is always to turn on the light. But wouldn't you prefer the

room to be well lit when you entered? Of course you would.

'Then please explain why we leave these incredibly inconsiderate phone messages for each other that say nothing more than "Call me".



'In effect, "Call Me" says, be ready for anything. I won't give him the courtesy of telling him how to prepare for our conversations.

'This same feeling can be found when you are new to NLP and looking for training. When looking for ways to illuminate students understanding and the reassurance of making the right choice, I kept finding ANLP kept coming up.

'The Voice of Trust?

'This is why I decided to become an accredited NLP Trainer with ANLP. The process is rigorous, and I am lucky enough to be dyslexic so the paperwork

was fun.

'However, I have already found the independence and reputation of ANLP has made a difference to my business when talking with individuals and companies about NLP.

'I am looking forward to a long and exciting association with ANLP.'

John Cassidy-Rice NLP Master Trainer & ANLP Accredited Trainer. ■
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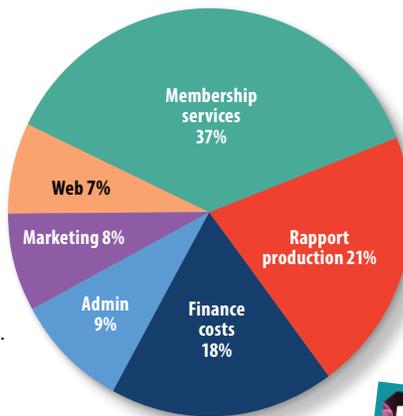


So where does your ANLP membership fee go?

Sometimes, members become curious as to where their membership fee actually goes. It all goes on providing an infrastructure to serve and support members and is broken down as shown in the diagram.

'Membership services' includes managing your renewals, handling all emails and phone calls, dealing with public enquiries about NLP & ANLP members, all ANLP admin functions including accounts, handling complaints and providing dispute resolution...and developing new services and projects to benefit members.

This year, these projects include responding to members survey feedback, particularly developing more local networks and improving the website. The website is a slightly bigger (ie more expensive) undertaking, so we will be endeavouring to ensure we get it as right as possible before we make changes. ■



Membership services	37%
Rapport production	21%
Finance costs (DD, credit card fees & taxes)	18%
Admin (phones, post, stationery, insurance)	9%
Marketing & Promotion (brochures, leaflets, NLP Conf)	8%
Web maintenance and developments	7%

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The 7 + 1 Myths of Modelling

Fran Burgess introduces extracts from her forthcoming book *The Bumper Bundle Book of Modelling for Rapport*.

There are unchallenged myths surrounding the process of NLP Modelling, sound bites that get trotted out without the speaker having any real understanding of the whole process. These myths are handed down possibly from trainers who don't know enough to question them. As a result, this folklore limits the huge potential of modelling, prejudices a needful market, and prolongs the embryonic understanding of the early developers.

In the fascinating learning journey responding to Grinder's call, I worked towards filling in the gaps and factoring in my own instinctive practices and I have been delighted to discover that modelling is so much more than I was originally led to believe. The more experience and exposure I gained, the more I understood just how misleading the modelling myths actually are.

I don't know if you have reached the stage in your NLP development where you appreciate just how flexible NLP can be, and how creative you can become as a result. You will certainly have experienced some of the magic of its potential. You may already know that in the right hands, NLP provides a gift to understanding, and a doorway into enlightened communication and behaviour. All because of the process of modelling – finding the structure responsible for behaviour. As you will see, the potential to make a difference is absolutely enormous – possibly infinite.

Figure 1 outlines the range of routes a modeller can take through the modelling process. It covers the wide number of options so much so that the permutations are literally endless. As we go through it, I will offer you up-to-date thinking instead of the myths that you may be running.

And here's a big thought. Whilst the time may come when the fairly recent constructs of NLP Practitioner and NLP Master Practitioner certifications become obsolete, the concept of NLP modelling will endure and remain constant under whichever promoted label or banner. There will always be a market for NLP modellers. The concept of NLP can't die out. It is too useful.



THE MODELLING ROUTE MAP

This is the last piece of the jigsaw that emerged for me, and as I see it, this framework encompasses the territory of modelling. I know that is an ambitious statement, so you will have to judge it for yourselves. The summarised explanations that accompany it will hopefully answer many of the questions you may realise you've been holding, and hold the doors open for the rest of the book.

Application Area	End User	Focus of Enquiry	Source(s) of Information	Intervention	Modelling Outcome
Personal development	Third party	Structure of desired behaviour (DB)	Self	Product and process models	Exploration / identification of structure
Therapy / coaching	Self	Structure of unwanted behaviour (UB)	Exemplar	Modelling methodologies	Remodelling of structure
Consultancy / training	Exemplar	Relationships between exemplar / DB / UB	Exemplars	Neurological modelling	Model construction
Others	Host organisation		Literature and other media	Linguistic modelling	Formal acquisition
			Systems	Combination of above	

Figure 1: The modelling route map – Fran Burgess, 2013.

Application area

Modellers can be operating in as many vocational and personal areas as there are people. Wherever there is a desire to understand, communicate that understanding and possibly disseminate that understanding, there is a place for an NLP modeller to excel.

For the professional purposes of this book, in addition to personal development, I have considered only four major areas of application – Therapy, Coaching, Business Consultancy and Training. These are the four most common vocational areas of those undertaking NLP training and development. However, the creative and imaginative practitioner can come from any walk of life and apply their modelling skills wherever they are operating, for example in the area of parenting, professional caring, marketing and any area requiring communication and understanding.

In the book we spend time exploring the modelling mindset that can operate across the board, from explorers to detectives to sports people, with a particularly interesting handle on what the world would be like if consultants, teachers, trainers, therapists and coaches operated as modellers. And throughout I offer many practical examples and suggestions of how the process of modelling, methodologies and models can be used in these areas.

🗨️ The potential to make a difference is absolutely enormous – possibly infinite 🗨️

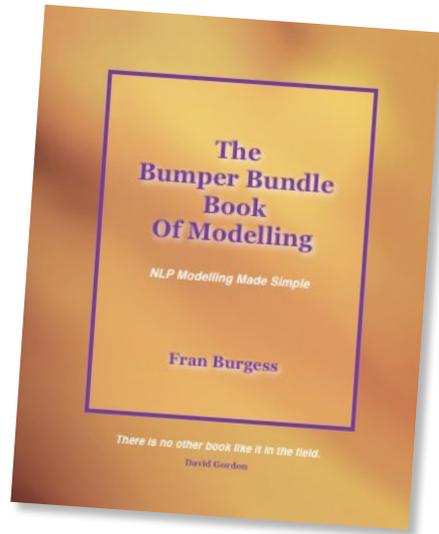
End user requirements

Myth 1: the purpose of modelling is to produce a model to be installed into a third party.

The ultimate end user sets the direction of the enquiry, which adds to the options available to the modeller.

- *Third party:* traditionally the requirement of a modeller was to meet identified needs of a third party, or to find a third party who could benefit from what the modeller had discovered. This, therefore, discounted all the fantastic modelling activity that took place in therapy and coaching, as well as any personal consumption by modellers themselves.
- *Self:* the modeller may be modelling for his or her own personal learning or development. Often this might be informal exploration, in the name of problem solving. Or we may be motivated through self-interest to use our NLP understanding to gain insight to 'sort' something within our own lives.
- *Exemplar:* the modeller may be working with an exemplar, in this instance a client, to help that individual make sense of his or her own current model of the world. This is the one-to-one working of a therapist or coach, where the client is both the source of the information and the consumer of the knowledge gained.
- *Host organisation:* the modeller may be commercially contracted by a host organisation to explore specific activities within that organisation and then possibly use the knowledge gained to change behaviour in identified areas of the business.

It is worth noting that more than one type of end user can benefit. It is down to the imagination of the modeller, or the



subsequent developer to see the potential in the information and models that are produced.

Focus of enquiry

Myth 2: modelling is about seeking out excellence.

The mythology in NLP is that modelling is all about exploring 'excellence', which is usually interpreted as behaviour desired by others. This myth has been the source of much of the malignment of modelling. It has led to sloppy declarations of 'overnight' success, 'easy quick results' and 'achievement with little effort'. It is responsible for workshop and book titles of '7 Secrets of X', '5 Steps to Y,' which can be useful, and less usefully 'How to Chat Up Women Successfully' or 'How To Make Your First £Million'.

This thinking not only limits the scope of the modeller's activities, it narrows the area where the skills of modelling can usefully be deployed. Happily, today's modeller has more options than this to choose from.

- *Desired behaviour:* focusing on desired behaviour can lead to the production of models suitable for a waiting market. 'I'll have some of what she's eating.' But it doesn't have to be the heady heights of 'excellence'. In fact excellence may come with an unacceptable price. It could be merely 'good enough' or the desirability of the behaviour could rest merely in the eye of the beholder – the modeller.

A consultant may be asked to model key sales personnel or identified leaders within a particular environment, to find out what characteristics, or beliefs or values they have in common, or what particular responses they have to specific situations. Once identified this can be disseminated to others in the same roles in various ways.

It may not be the behaviour that is desired. It may be the strategy for how that behaviour is generated that is the key, because of its potential to be transferred to another context. So say working with the Gordon Dawes Array, the individual selects something that he or she accepts they do well; the structure that emerges can be applied to a less satisfactory aspect that is not working well for them.

- *Unwanted behaviour:* just as usefully the modeller can concentrate on the structure of a consistent unwanted



behaviour and either seek to restructure this or reframe this successful structure by applying it where it could be more useful.

With restructuring, the consultant may be called in to discover how a particular problem keeps occurring and to find out what causes it and how it might be avoided. The coach may seek to find out what is happening to the singer who freezes in front of the large audience, or can't speak to strangers. In therapy it might be sufficient for the individual to realise just how they get the results they do, without intensive analysis and recrimination.

As a reframe, the unwanted behaviour can generate something desirable in a different context. For example, an individual may feel bad about not paying attention to housework, dusting and vacuuming. This could be interpreted as an example of being able to withstand the 'ought's and should's' of others. Taking this aptitude and applying it to being bullied, or making an alternative career choice, could strengthen resolve and generate confidence.

- **Relationships holding the behaviour:** in true Bateson fashion, it may be necessary to explore the system holding the behaviours. This system is made up of the exemplar, the desired and the unwanted behaviour, plus any external injunctions. Vital information may come from discovering how the exemplar is viewing, holding and/or hearing the desired behaviour in the future, or the unwanted behaviour in the past. There is information to be found in exploring the dynamics between the desired and unwanted behaviours, and taking the system as a whole. Issues of secondary gain, ecology, timeline construction, submodalities and modal operators may make themselves known.

👂 The creative and imaginative practitioner can come from any walk of life and apply their modelling skills wherever they are operating 🗣️

Sources of information

Myth 3: at least three live exemplars are required to provide sufficient information.

Traditionally the modeller identifies three exemplars to model, each being particularly good at doing the identified skill or behaviour. Why three? Because it takes three occurrences to confirm a pattern. The modeller spends time with each exemplar and then goes off with the gathered information to devise a model.

Not so – sources of information can be multifarious leaving the modeller once more at flexible choice.

- **Self:** it might be that the modeller is exploring his or her own system and acts as the exemplar. This narrow field of enquiry may be sufficient because the idiosyncratic information gleaned is sufficient for purpose. Obviously this can fall foul of the belief that the exemplar rarely knows what he or she does, as key elements lie outside conscious awareness. But if the tested results deliver the intended outcome then this isn't a problem. If they don't then an additional dissociated perspective may be required.
- **Exemplar:** the modeller may seek to emulate how a particular individual achieves the results he or she does, certainly in the manner that they do. So the exemplar

is required to identify a range of occasions when this behaviour is delivered in the desired manner, and the modeller through observation and interview gathers the evidence and explores the common patterns found across them.

- **Exemplars:** it might be that the modeller is after a generalised description of an identified behaviour and therefore consults three or more exemplars that demonstrate the same ability. Again through possible observation and interview the modeller can discover patterns common to all or to the majority. The modeller may include himself or herself in this mix.
- **Literature and other media:** in the absence of sufficient or suitable exemplars, or to underpin or supplement understanding, the modeller may go to written or recorded sources of information, removed from the living experience. Care needs to be taken to differentiate between direct reportage from the exemplar, and commentary about the exemplar – the difference between autobiography and biography. Again the testing of the resulting model will adjudicate here.
- **Systems:** the modeller may not seek to model a specific individual or group of people. Instead the modeller may focus on the system that is holding the behaviour, good or bad, factoring in common inputs, influences, problems, successes and consequences. This is often the case for consultants within an organisation.

Interventions

I have deliberately chosen the word 'Intervention' mindful of Bateson's mantra 'when you view a system you change it'. The process of modelling is an intervention in its own right. Change will inevitably take place.

Myth 4: modelling an exemplar can impair the exemplar's future performance.

This brings up another of the myths surrounding modelling – the fear that modelling can make the exemplar self-conscious, disrupt the natural patterns of their excellence and then arrest future performance. Enough to put any budding modeller off! However experience has demonstrated the reverse is in fact the case. Enhanced self-knowledge can generate further improvements in performance, and in self-esteem.

Myth 5: some methodologies are 'better', 'the right ones', 'more sophisticated' than others.

There are so many different approaches, formal or informal, available to the modeller that there is no need for partisan thinking. The modeller's choice becomes dependent on outcome, the exemplar's preferences and the modeller's skills. As is often the case, selection is based on usefulness. 'Does it deliver the job?'

- **Product and process models:** for many new practitioners applying a technique based on a particular model is the primary means of modelling out what is happening on the inside with an exemplar or explorer. Neurological Level Alignment is a great example of this. Unfortunately in some quarters the use of techniques is discredited as being unsophisticated and robotic, especially if the modeller's

choice of techniques is limited.

- *Modelling methodologies*: over the past 40 years we are very fortunate to have at our disposal a wide range of modelling methodologies to choose from. I've included 13 different approaches in the book. Unfortunately, there is a tendency for vested interest to emerge, with some developers promoting their own methodology's validity over those of others. This unhelpful myth can result in budding modellers having only one or two approaches available, and running a prejudice against other equally useful ones, restricting their personal flexibility as a result.
- *Neurological modelling*: here we have the gifts of NLP's building blocks, held within no formal procedures and available to be freely selected and worked with. The modeller can choose to model out structures revealed through sensory representation systems, multiple perspectives, time frames, submodalities, parts, metaphor and mentors.
- *Linguistic modelling*: we are equally uniquely blessed with our rich choice of available language frameworks. The richness of the Meta and Milton Model, the impact of frames and reframing, and the subtleties of predicates can directly target specific areas of internal processing.

The modeller has the additional option of picking and mixing their approaches, provided the information gathered is compatible across exemplars and contexts. In *The Bumper Bundle Book of Modelling*, I offer lots of examples of how these modelling approaches can be used in direct response to the individual's needs and feedback.

Modelling outcomes

Myth 6: the modeller is required to replicate the excellent behaviour in others.

Before going into the range of possible outcomes, let's knock on the head the notion of replication. *It is impossible to replicate behaviour in another.* Taking aside the requirement of like-for-like physiology and a like-for-like bank of pre-existing skills, this is because the acquirer has his or her own neurology and has to process all information through it. The best a modeller can achieve – should that be desired – is a *close approximation* of the exemplar's behaviour, processed through the character and nature of the acquirer's essence: my Fran-ness in my case. Actually close approximation is not always required: something *like* the behaviour may be sufficient, or a movement towards the behaviour is enough. Should close replication be required then significant adjustments to the acquirer's system have to be made to accommodate the new demands, and the behaviour needs to be broken down into pretty small pieces – all doable but laborious.

Sadly, because of this apparent demand, many modellers' motivation falls by the wayside, or excellent modellers don't realise that they are in fact modelling, just because they haven't produced a standalone model or designed a new technique.

Modelling has only been allowed to become difficult because so many pieces were ill defined and uncoded 99

Myth 7: the production of a model is required as part of the modelling process.

If this were the case, we would be brimming over with new models, new techniques and cloned experts – and we're not. Few of the modelling methodologies actually specifically demand a digitised coded model or even teach us how to do them. Instead the outcomes of modelling can vary from the intangible to the highly specific.

- *Exploration/identification of structure*: it may be sufficient for the exemplar – or the modeller – just to absorb the insight and understanding 'merely' through informally acquiring new information that had been tucked away in the nether regions of the exemplar's system. The acquisition of the knowledge and awareness allows for incubation within the system, which in turn can self-regulate and alter behaviour autonomously. No third party is involved.
- *Remodelling of structure*: based on fundamental Constructivist principles, once a structure is identified it can be added to, modified or restructured, with the aim of altering subsequent behaviour desirably. This is the key feature of NLP therapy and coaching and the process most often stops with the exemplar.
- *Model construction*: out of all the data, patterns emerge which can be reduced down and refined into a discrete digitised description, the elements of which when taken together encapsulate the modelled ability. Stepping into the model, second positioning it, can provide insight into the subtleties lying within the behaviour. Up until now, little has been written on the nature of models and their construction.
- *Formal acquisition*: the icing on the cake of the whole modelling process is the design and delivery of a technique that acts as the carrier of the model's dynamics and intrinsic wisdom. Here the original intentions of modelling come into play, as a technique can be offered to anyone who would gain from its effects, in any context or culture.

The final myth

Myth 8: modelling is difficult.

Not true. To my mind modelling has only been allowed to become difficult because so many pieces were ill defined and uncoded, making coherent teaching impossible. Trainers were operating out of either unconscious incompetence or unconscious competence, hoping their noses didn't grow in the process.

I hope I have conveyed just how simple the field of modelling is, through laying out the system that holds it, and providing context for all the elements that are involved within it. NLP is really a simple modality, once you become aware of the purpose and function of its components and the relationship between them. ■

Holiday or NLP Training, I wonder

By Eleni Sarantinou



☺☺ A holiday *de-activates* the mind while NLP training *activates* and refreshes it ☹☹

Travelling is one of many people's passions, that strong feeling of anticipation and enthusiasm when planning a week somewhere new and exciting or familiar and cosy. What more would we want? Alternatively, there is the possibility of joining a group finding out about the ways of thinking of NLP.

Let's think for a minute...

Holiday? Take our time about things; relax, a good opportunity to calm the mind. Visit inspiring places or be close to nature. Tasty treats and stack of books to keep you company and, as a bonus, new adventures and being surrounded by interesting people.

NLP training? We take time for ourselves; we replenish our energy and clear the mind. Visit inspiring places *within* and be close to our *true nature*. Share meals and stories with like-minded people and find out about a sea of knowledge. As a bonus we share our

dreams and aspirations, create new friendships and deep connections. We dive into the sights and the sounds of our mind while finding out about our true potential. Most of all we have a unique chance to examine our beliefs about ourselves and others and meet our unconscious. And 'all that' truly frees mind and body.

A holiday *de-activates* the mind while NLP training *activates* and refreshes it. The first one is an external journey, the second an internal one without a return ticket. We take that journey with us wherever we go and the learnings and benefits are long-term ones.

A holiday by the sea or the mountains strengthens the body, a week dedicated to mind-body connection such as in NLP programs, supports healing and physical, mental and emotional balance.

During a holiday, we have the opportunity to spend time with our loved

ones; during NLP training we certainly learn how to communicate with them better, to bring each family member closer to us and to make a positive difference in our lives together.

A holiday creates memories; NLP training creates memories and *momentum*. A beautiful foreign country gives a new dimension in culture and traditions; a beautiful new mindset offers insight into the heart and soul.

How many holidays have we had up until now? Isn't it time to also invest in our internal growth for a change?

One of the greatest, most daring adventures is to embark on a journey of self-discovery.

Be willing to let go of negative emotions and bad habits and invest time in giving our full potential a real chance; reach 'home' while we are away. ■



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