

# Glossary

## ACCESSING CUES

Subtle behaviours that indicate which representational system a person is using. Typical types of accessing cues include eye movements, voice tone and tempo, body posture, gestures and breathing patterns. Accessing cues provide the NLP coach with information that the coachee is not even aware of, which can then be used to develop deep levels of rapport and change at the sensory level of representation.

## ACUITY

The smallest unit of information is a difference. Those people who have acuity are those who can make meaningful distinctions using their sensory maps of the world compared to those who, when looking at the same territory, see no difference at all. This puts people with acuity at a greater advantage as in that context they have greater choice.

## AMBIGUITY

Ambiguity refers to the act of using language in such a way that the meaning is unclear. This means the modelling variables of deletion, distortion and generalization have been used in such a way that a variety of people could interpret the language in a number of different ways. Public speakers are very good at using this language in an emotive way to generate enthusiasm for their particular agenda. The Milton Model makes use of it to match and pace what cannot be seen in order to develop trance states and communicate with the unconscious mind.

## ANALOGUE

Having shades of meaning, as opposed to digital, which has definite (on/off) meaning. A digital watch will tell you digitally the hour, minute and second at

any moment of time. An analogue watch, however, sweeps across a 360° circle leaving the interpretation very much more up to the perceiver. Is it 10:35:40am or is it somewhere in between 10:35am and 10:36am?

## ANALOGUE MARKING

Refers to how we use the various characteristics of our voice (tone, pitch, volume, direction) to signify to the unconscious mind a special significance of the digital (verbal) communication. This process can also be extended to any non-verbal communication. For instance when we want to mark a particular aspect of our communication to the unconscious mind of the recipient we can shift onto our left foot if we are standing, a kind of spatial anchoring.

## ANCHORING

Associating an internal response with an internal or external trigger. For example, associating the internal feeling of confidence with the external trigger of seeing or hearing the boss. In the above example the recipient would associate the digital message and the internal response it creates with movement to the left by the speaker.

## APET

The psychological model of Joe Griffin and Ivan Tyrell which is contrasted with the ABC model of cognitive psychologists. It stands for Activating trigger, Pattern matching, Emotional arousal, Thought and conditioned beliefs. It rhetorically suggests that the difference this model makes is between being an APE (t) or having (a) PET.

## 'AS IF' FRAME

Pretending that some event has already happened. Thinking 'as if' it had occurred, encourages creative problem solving by mentally going beyond apparent obstacles to desired solutions and experiencing from that perspective. When this embodied perspective is brought back to the present situation the coachee is very much more resourceful and motivated to put into place useful language and behaviour to assist them achieve their outcome.

## ASSOCIATION

Every discipline has its language. You might often find NLP coaches use the word 'association'. This is because at the heart of NLP coaching is a way of thinking which flows from the APET model of Griffin and Tyrell. This is that the primary meaning making process for humans is through association of internal representations which form a pattern. These patterns are often triggered by environmental events. This too is very similar to the behaviourist contention that conditioning is responsible for human behaviour and thinking

is simply the internalization of the behavioural act of speech. However, unlike behaviourism NLP is very interested in the internal architecture of how we generate experience.

## ATTITUDE

The first part of the definition of NLP according to this book. It refers to the way a person generally approaches a situation. In my definition of NLP I suggest that an NLP coach will approach coaching 'as if' the NLP presuppositions were true. This will generate a very different coach compared with someone who did not believe in many of the presuppositions.

## ATTRACTORS

An interconnected set of elements which helps create and hold stable patterns with a system. This interconnected set of elements forms a landscape with which the system is familiar. There can be a tipping point when the whole pattern within the system changes. These tipping points are little things which make a big difference. For instance, you may look at an optical illusion like the Necker cube and you can only see one configuration of the lines. Your visual system is held in a stable pattern of perception. Then all of a sudden you may focus on one small part of the cube, or look away and imagine something totally different, and when you look at the Necker cube again you see it in a totally different way. Your visual system is then held in another stable pattern. NLP believes this is so of behaviour, language, personality and performance and through the application of NLP coaching the NLP coach can assist their coachee to navigate these landscapes with the greatest of ease, rather than have the attractors navigate them.

## AUDITORY

One of the primary senses that helps us understand the nature of 'the territory' and forms a part of the map we develop. Since language is represented differently in the brain compared with other sounds, NLP makes a distinction between Auditory digital (Ad), which refers to our language and the words we speak (words are discrete verbal symbols) and Auditory tonal, which refers to analogue representations that have shades of grey. These could also refer to language in the sense of tone, volume, pitch, timbre, etc.

## BACKTRACK

One of the many frames an NLP coach can use to assist the coachee. In this case it is useful to help the coachee understand they are being listened to. When the coach is good with the backtrack frame the interpretation they put upon the words resonates deeply with the coachee and this helps develop rapport at a deep level and paves the way for later work in the coaching intervention.

## BAGEL

This stands for Body posture, Accessing cues, Gestures, Eye movements, Language patterns and is one of the many designs to come out of NLP. Created by Robert Dilts to assist the coach to calibrate the internal state of their coachee through the use of behavioural cues.

## BANDURA

Albert Bandura was the psychologist who first developed modelling as a way of increasing one's expectancy about their ability to perform. Bandura found that this expectancy was a better predictor of performance compared with previous experience. Raising expectancy within a coaching scenario is therefore key to driving improved performance.

## BATESON

Gregory Bateson was the anthropologist who was very influential on the development of NLP even though he did not appear to endorse it. It was he who put Grinder and Bandler in touch with Milton Erickson and who also encouraged them in their work by writing a positive forward in their first book *The structure of magic*. Gregory Bateson's work was also used to develop the logical levels design by Robert Dilts.

## BELIEFS

Beliefs are generalizations that constitute part of the maps we build in order to exist. Often these generalizations concern causation, meaning, boundaries, identity and capability. In NLP coaching the presupposition is that these beliefs which are generated by the mind are part of the same system that acts upon the beliefs, namely the body. Beliefs are believed to operate at a different level to behaviour and are believed to influence behaviour. The generalizations which are our beliefs are directly related to the sensory patterning which generates our emotion and NLP believes that though changing the nature of these sensory patterns we will change our emotional experience and thus our beliefs as well. This is the reverse of cognitive theory which believes it is belief that causes the quality of our emotion. In modelling the work of Jesus, Robert Dilts points to the fact that one characteristic of miraculous change involves the area of belief. The three areas of limiting belief cluster around issues of hopelessness, helplessness and worthlessness.

## BODY POSTURE

NLP believes we cannot not communicate. Body posture is one of the ways we communicate often without knowing it. Even though traditionally such variables as beliefs, values, identity and strategies are believed to influence behaviour, of which body posture is a part, often typical body postures can

become habitual in certain contexts and can influence the way we think. Simply bringing this behavioural association to the attention of the coachee and agreeing to change posture in that context can lead to dramatic cognitive changes.

## BREATHING

We must breathe to live. The chain of excellence has breathing at the top of its list of variables which need to be addressed in order to behave in an excellent manner: breathing, physiology, emotional state and finally performance. Coachees will have different breathing patterns for different emotional states and physiological postures and this will affect their performance. These breathing patterns are not only powerful indicators as to the emotional state of the coachee, but also accessing mechanisms. In order to access a particular state if we can adopt a type of breathing pattern which is associated with that state we will be much more successful.

## CALIBRATION

The process of learning to read another person's unconscious, non-verbal responses in an ongoing interaction by pairing observable behaviour with a specific internal response. A very important first step in most NLP processes is that you calibrate the problem state. For example, how is the coachee's body posture, where do their eyes go, how are they breathing, what is their skin colour, their voice tone, etc. Knowing how the problem state looks and sounds, you have a reference point for measuring the success of your intervention. By calibrating positive states you also create reference points for creating positive anchors which can be used to drive the coachee's emotional state in a positive direction.

## CALIBRATED LOOP

An unconscious pattern of communication in which behavioural cues of one person trigger specific responses from another person in an ongoing interaction. For example, you see your boss, you put your head down, your boss ignores you, etc. Part of NLP coaching is to bring these calibrated loops to the conscious attention of the coachee in order to decide what would be a more appropriate behaviour in order to achieve the stated coaching outcome. As always with NLP one can also work in an unconscious way.

## CHAINING ANCHORS

When a series of anchors is released, as each anchor experience peaks, the coachee is able to easily move through a sequence of states. This coaching strategy is often used when a single anchor is believed to access an emotional state which is not sufficiently robust to replace the unwanted emotion. This can take the coachee through a chain of emotions progressively leading from a strong negative stuck state to a resourceful state.

## CHANGE PERSONAL HISTORY

An NLP process that adds resources into past problem memories, transforming them into memories with a positive influence. This is different from changing a person's memory as in 'false memory syndrome', but rather helps the coachee recognize their limitation is only the result of the meaning they have decided to create as a result of some past experience. That meaning is subjective and consequently amenable to change should such change be more useful to them in their present life.

## CHUNKING

Organizing or breaking down information into bigger or smaller pieces. Chunking up involves moving to a larger, more abstract level of information. Chunking down involves moving to a more specific and concrete level of information. These distinctions are made explicit in the Meta Programs large chunk or small chunk. The Myers Brigg equivalent would be intuitive and sensory. Chunking laterally involves finding other examples at the same level of information, for example, a bike as a mode of transport rather than a car or a train.

## COLLAPSING ANCHORS

When two separate anchors are fired simultaneously they combine two different internal experiences. These can combine to provide a third experience which is useful to the coachee. For example, the experience of fear and confidence can be combined to create the experience of positive experimentation.

## CONGRUENCE and C OPERATOR

A state of inner harmony when all 'parts' of the person are in agreement. The C operator is when all sensory components of the four tuple are expressing exactly the same message. In these instances it does not matter which element of the communication the recipient picks up on because whatever that element is expressing it will be the same as all the other elements. This is a state of congruence. This is contrasted when the R operator, which is the sensory system that has the highest signal level and breaks through into consciousness, communicates a different message to those other sensory systems which have a weaker signal level and are operating at an unconscious level. This would be an incongruent communication and leads to confusion and frustration.

## CONTENT REFRAME

An NLP reframe where the content is given another meaning. Elicited by the question, 'And what else could that mean'. If the coach is seeking to influence the coachee through the Milton Model then they would say something like, 'And this means you now have more confidence ... etc.'

## CONTEXT REFRAME

The frame surrounding a particular experience. This frame will often determine how a particular event is interpreted. In coaching one asks the question, 'And when is this type of behaviour useful?' All behaviour is useful in some context and this question has the effect of moving the coachee to a positive emotional state and to a state where they perceive they are in control of their inner experience. This can then be anchored and used as a resource to move forward in the coaching intervention.

## CRITERIA

The values or standards a person uses to make decisions and judgements. Robert Dilts refers to core criteria as being equivalent to values. Shelle Rose Charvet makes use of questions to elicit criteria in the LAB profile. Typical question to ask are: 'What do you want in work?' or 'What's important about (fill in the context)?'

## CROSS OVER MATCHING

Matching a person with a different type of movement, e.g. tapping your foot in time to their speech rhythm, crossing your arms when they cross their legs, or scratching your nose when they rub their eyes. A good way to regain rapport when more overt matching may be a high risk strategy.

## DEEP STRUCTURE

The sensory maps and full linguistic representation of those maps which people use to organize and guide their behaviour.

## DELETION

One of the three universals of human modelling; the process by which selected portions of the world are excluded from the representation created by the person. Within language systems, deletion is a transformational process in which portions of the deep structure are removed and, therefore, do not appear in the surface structure representation.

## DIGITAL

Having a discrete black or white/on or off meaning, as opposed to analogue, which has shades of meaning.

## DISSOCIATION

This is a clinical response and defence to trauma. However, in NLP it refers to one of three perceptual positions. The adoption of a dissociated state means one has taken on the perspective of a 'fly on the wall'. From this

perspective it is much easier to observe one's imagined behaviour and language in such a way that it is not distorted by an overly emotional state. It is also very useful for taking note of the responses from other people consequent to our language and behaviour. This has the effect of assisting the coachee take personal responsibility for their language and behaviour and also their part in maintaining an unproductive cycle of communication in a systemic interaction. Dissociative experience is also encouraged in certain hypnotic techniques.

## DISTORTION

One of the three universals of human modelling; through this process we represent the objective world in a way that is different from its actual existence. Korybski said that the maps we have of the world are useful in the sense they represent their referents in the objective world structurally in a similar way. If we have difficulty in life it is often because our representation of the world has been distorted to a great extent through the influence of emotionally arousing previous experiences. Distortion is not only implicated in ineffective behaviour but also in excellent behaviour. Experts distort the world in a very different way from non-experts. A key skill in modelling is to make this tacit distortion available to others so they too can learn to represent the world in that way.

## DOUBLE BIND

A no-win situation which involves at least two people, one of which is 'the victim'. The situation is characterized by a repeating theme with a negative injunction. This negative injunction is contradicted at a different level which is more abstract and the victim is not in a position to escape the field of this situation. Finally the victim will learn to see their environment in terms of double binds even when these conditions do not exist. For example, an operational director says to their most senior manager, 'You are doing a great job', however, their body language totally contradicts what they are saying. The manager is effectively in a double bind. If they do more of the same they are almost guaranteed to elicit the negative meta message in the future. If they stop doing what they are doing they are annulling the verbal commendation. If they comment on the double bind they will be in danger of insubordination. What should they do? Double binds can be 'therapeutic' too. So rather than a no-win situation we have a win-win situation.

## DOVETAILING OUTCOMES

The process of fitting together different outcomes, so as to optimize solutions. The basis of win-win negotiations. In order to do this the individual must learn to recognize the importance of the other person's outcomes to them as well as their outcome to themselves. This is a key component of team working.

## DOWNTIME

We can have our sensory equipment focused either on the outside world or the inside world. As in the Meta Programs and type theory, you cannot do both at the same time. Downtime is having all sensory input channels turned inward so that there are no chunks of attention available for outward perception. Often associated with hypnosis, and in personality terms an introverted personality would display a preference for this mode of attention.

## ECOLOGY

The study of the inter-relations and inter-dependence of elements within a system. In NLP coaching, one will always make use of one's NLP skills to perform an ecology check. This is to ensure that all 'parts' of the individual are in agreement concerning actions to be performed.

## ELICITATION

A key presupposition of NLP is that each person has the resources to achieve their outcome already. In NLP elicitation refers to the process whereby the coach elicits and brings out those resources in order to achieve the stated outcome of the coachee. The key method for elicitation is that of modelling, by having the coachee simply recall and relive an experience they will demonstrate their excellent strategy for failure. Through the NLP coaching intervention the coach and the coachee can work together to moderate this model in such a way that the coachee comes to experience themselves and other players in a particular context in a positive and useful way.

## ENVIRONMENT

The external context in which our behaviour takes place. Our environment is that which we perceive as being 'outside' of us. This can include the environment we create for ourselves, the clothes we wear, the car we drive, the house we live in or the partner we live with. It is the lowest level of Robert Dilts design of 'logical levels'.

## EMBEDDED COMMANDS

This is when you mark out certain phrases that could stand on their own as commands, by changing your voice tone or by gesturing so that they don't receive it consciously, only unconsciously. For example, 'Sometimes you will find you will succeed with only a minimal amount of effort'. A skill set within the Milton Model of communication.

## ERICKSON, MILTON

The founding president of the American Society for Clinical Hypnosis and the model for the third NLP model, the Milton Model. Bandler and Grinder

presented their work in the books *Patterns of the hypnotic techniques of Milton H. Erickson, MD*, Volumes 1 and 2.

## EYE ACCESSING CUES

The idea that we move our eyes in such a way that others can use these cues to calibrate which representational system we are making use of to represent or process information. Not all coachees will follow the standard pattern, however, once the coach has calibrated their coachee, it is believed in NLP that they will find that these eye accessing cues are consistent.

## FEEDBACK

One of the main paradigms NLP draws from is systems theory. Key to systems theory is the idea that the output of the system creates some change which is then fed back into the system in order to regulate it. This is known as feedback. The opposite of feedback is feed forward when a system only operates according to a predefined signal irrespective of feedback. The Meta Programs which tap into this concept are internally referenced (feed forward) and externally referenced (feedback).

## FEELING

One of the key representational systems. Notated in NLP by the letter K which stands for kinaesthetic.

## FILTER

A key idea in NLP is that we filter our experience through our unconscious maps of the world. This is formalized in the NLP presupposition 'the map is not the territory'. Many people, however, do not have this self-awareness and act as though their map (filter) is in fact reality and become constrained by the limitations implicit within that map. A key skill in NLP coaching is to work with this limiting map (filter) of the world in such a way that by the end of the coaching intervention the coachee has a choice of maps (filters) in a particular context, meaning they have a choice in how they behave and speak, and they can do so in a way that moves them towards their desired outcome.

## FIRST ORDER CHANGE

These are changes made at a behavioural level, rather than at levels deeper within the structure. It is change at the content level rather than change at the process level. A cricketer may learn new batting strokes through rehearsal, this would be a first order change. A second order change may be that the cricketer has developed a new belief about their batting capability which means they still have the same repertoire of batting strokes, but now use them all in a different way.

## FIRST POSITION

This is the perceptual position where an individual experiences life through their own senses. It is a very good performance position and it is also a good position to 'get in touch' with one's feelings or to 'speak one's own mind'.

## FOURTH POSITION

This is the position of 'we' and includes the perspective which has the best interest of the whole system in mind.

## FOUR TUPLE

A shorthand method used to notate the structure of any particular experience. The concept of the four tuple maintains that any experience must be composed of some combination of the four primary representational classes: <A,V,K,O> where A = auditory, V = visual, K = kinaesthetic and O = olfactory/gustatory. Experience is structured in such a way that these representations are consistently anchored together to trigger each other, or are experienced as a form of synaesthesia in some particular context. For example, in the context of taking an exam, a student might visualize their mind maps which they have created (Vi), take some deep breaths and relax (K) and say internally, 'I am going to really enjoy this' (Aid). They might finally focus on the question sheet (Ve) and pay attention to the words, rehearsing them internally (Aid).

## FRAME

A mental context within which people think. For example: outcome frame, backtrack frame, 'as if' frame, etc.

## FUTURE PACING

The process of mentally rehearsing oneself through some future situation in order to help ensure that the desired behaviour is ecological and will occur naturally and automatically.

## GENERALIZATION

One of the three universals of human modelling. Generalization is the process by which a specific experience comes to represent the entire category of which it is a member. Ism's such as racism, sexism, elitism, are all examples of generalizations.

## GENERAL SEMANTICS

A field established by Alfred Korzybski which explores the relationship between linguistic maps and the 'territory' that refers to the world beyond our senses. General semantics is well known in NLP because it was here that the

presupposition 'the map is not the territory' was formed. Michael Hall is the NLP trainer who talks about Alfred Korzybski the most and neuro-semantics is based upon a lot of Korzybski's work.

## GENERATIVE CHANGE

If we already have the resources we need, generative change refers to the process whereby we learn to appreciate the deep structure of our meaning making process and our behaviour and work with that material in new and meaningful ways. In this way we re-discover, re-create, enrich, strengthen and elaborate our basic processes of thinking, feeling, talking and behaving in such a way that we become exponentially more resourceful. After being with an NLP coach you should go away with a sense that you really can do anything you apply yourself to. This is because you have worked at many different levels of neurology and by accessing and developing higher levels of neurological functioning you find you can now create the conditions for your own change in contexts where previously you would be stuck. As with all good coaches, an NLP coach will seek to provide their coachee with autonomy to evolve according to the outcomes and values they themselves set independently, if possible, of a coaching relationship.

## GUSTATORY

One of the five representational systems. The G in the VAKOG string of letters, which refers to our sense of taste. Often our language can be laden with gustatory predicates: 'That was an intellectual feast', 'I feel starved of affection'. There are also single words such as 'tasty' or 'sweet', which are often used as general indicators of approval.

## HYPNOSIS

Hypnosis is often regarded as a part of NLP because of the modelling of Milton Erickson. There are many different theories of hypnosis, however, NLP regards the process as a natural one. The key processes in the successful use of hypnosis within an NLP coaching intervention concern the utilization of the resources the coachee brings to coaching and acceptance of the uniqueness and worth of that person. In humanistic terms this would be akin to creating a context of unconditional positive regard. Further processes would be an external focus on the coachee. This would lead to matching and pacing of the coachee's map of the world, distraction of the conscious mind, the use of metaphor and utilization of unconscious resources. One such unconscious resource would be that of anchoring whereby a response becomes associated with an internal or external trigger. A successful post-hypnotic suggestion is just this. After the coachee leaves the coach they find that in a particular context (external trigger) they behave in a totally different manner and they do not understand how (internal response leading to change in behaviour).

## IDENTITY

According to the logical levels model of Robert Dilts, our identity is at a different neurological level to that of belief or values. It is our perception of personal identity which organizes our beliefs, capabilities and behaviour into a coherent or in some cases an incoherent system.

## IDEOMOTOR SIGNALS

There is one part of the six step reframe where the coach asks for an unconscious signal to verify that the part responsible for the unwanted behaviour is willing to communicate. When done effectively this signal is known as an ideomotor signal. This is to be contrasted with conscious communication which is usually very much more overt. People are in fact constantly providing us with ideomotor signals, however, they go by different names in different contexts. For example, a 'tell' is the gambling word for an ideomotor signal that tells the observer what kind of hand someone has. Parents can famously 'mind read' because they know what their children are thinking. Actually they have just calibrated a little twitch or similar minimal cue to an internal emotional or cognitive state. Those minimal cues of children that allow us to successfully mind read are ideomotor signals. In hypnosis the system of communication must be set up so the answer is either yes or no. One could not ask for the name of someone's father using this method of communication. However, one could obtain the answer to the question 'Was your father's name David?'

## IMPRINTING

Imprinting was coined by Konrad Lorenz who noticed Greylag goslings would 'learn' who their mother was by attaching themselves to the first moving object they saw. Their internal hard wired 'map' was one that said look for something that moves after you are born. Whatever this moving object or person was became imprinted in the gosling as 'mother'. Imprinting, then, is more profound than just a memory, it is a defining experience which reaches into later life. For instance, Lorenz found that when a gosling had imprinted a ball as 'mother', in later life courtship behaviour was restricted to round objects. Within NLP imprints are regarded as very stable neuro-linguistic patterns that have been encoded at a very deep level within our neurology.

## INCONGRUENCE

A state of internal conflict which is expressed through conflicting messages.

## IN TIME

This is the NLP word to denote that someone is representing time in the first position. In other words, their 'time line' at some point intersects their person and the future goes off in one direction and the past goes off in another

direction. This is contrasted with 'through time', where the person is not intersected by their 'time line' and can usually see the whole of their time line often from a third perceptual position. There are consequences for representing time in these ways. For instance being in time often means it is difficult to be on time for appointments etc. because they are caught up in the moment.

## INSTALLATION

The NLP name for assisting someone acquire a new set of skills as a result of the establishment of new patterns of representation and consequently thought.

## INTEGRATION

A Meta position in relation to opposing parts whereby the individual can integrate those parts at will so as to create combinations of them for appropriate purposes to achieve desired outcomes. Integration may be consciously or unconsciously experienced. For example, the athlete who wishes to combine various aspects of tension and relaxation to obtain optimal performance or the manager who wishes to combine various aspects of dominance and submission to engage their staff.

## INTENTION

The notion of intention is fundamental to NLP and refers to the deeper purpose behind a particular behaviour. When one asks a question concerning someone's intention one activates higher levels of neurological activity that are often related to Meta outcomes which are the outcomes of the outcome. The outcome of being successful maybe to be secure. Very often such a person will be characterized in public by their emphasis on success; however, what is really behind their behaviour is their Meta outcome of obtaining security.

## KINAESTHETIC

The K in VAKOG. One of our basic representational systems. K also includes within it information about proprioception, which is movement and position of various parts of our body. Robert Dilts tells us there is also a term to denote Meta K which is our ability to have feelings about feelings, for example, feeling angry about feeling hurt. This is very similar to the work of Michael Hall (Meta stating) and neuro-semantics.

## KORZYBSKI

Alfred Korzybski was the founder of general semantics which explores the relationship between linguistic maps and the 'territory' which refers to the world beyond our senses. His major work is *Science and sanity* (1933). He argues that natural language is not sophisticated nor sufficiently differentiated to provide us with a symbol system to represent the real world and this is why we get into trouble. The generalizations we make as a result of our linguistic

abilities are often faulty. General semantics is well known in NLP because it was here that the presupposition 'the map is not the territory' was formed. Michael Hall is the NLP trainer who talks the most about Alfred Korzybski, and neuro-semantics is based upon a lot of Korzybski's work.

## LAW OF REQUISITE VARIETY

A law from systems theory which states the internal regulatory mechanisms of a system must be as diverse as the environment with which it is trying to deal.

## LEADING

The key to successful leading is developing good rapport to start with. In NLP coaching it is assumed you can only lead once you have entered your coachee's world and are matching and pacing them effectively. Once this is done you are in a position to lead them to a different map of the world using NLP design variables which will support the outcome they are working towards.

## LEAD SYSTEM

If you ask a coachee a question often they will show you which representational system they use to find the information. The representational system that a coachee prefers to lead this initial search is called the lead system. This is different from the primary or preferred representational system, which is the system that is preferred to organize and understand an experience or situation. So if someone was asked about how they managed to enjoy themselves at a party, initially they might start looking visually for information internally. However, once they access the information and talk to you about their strategy for enjoyment the proportion of visual information might reduce substantially and be replaced by kinaesthetic or auditory information.

## LOGICAL LEVELS

A model by Robert Dilts adapted from Gregory Bateson's work and refers to a hierarchy of processes within an individual or group. The function of each level is to synthesize, organize and direct interactions on the level below. Changing something at a higher level would thus change all levels below. Change at a lower level could produce change at a higher level but would not necessarily do so. Starting at the highest level the model proposes 1) Identity 2) Beliefs and Values 3) Capabilities 4) Behaviour and 5) Environment. A sixth level referred to as Spiritual is a relational field and refers to the fact we all belong to, and relate to, larger systems beyond our individual identities.

## MAPPING

In NLP, maps refer to the sensory representations and meanings we create to help us navigate the world. In constructivist psychology they would be called

constructs. These maps are the basis for our language and behaviour. Mapping refers to the process of making these maps. It involves the identification and encoding of key elements which make up a particular phenomenon or process. Just as in making a map of a city, it is important that you know the purpose of the map. An underground map of the trains will provide very different information compared with a street map. The key processes in mapping are those of deletion, distortion and generalization, and these processes will be used in order to make the map fit for purpose.

## MATCHING

Matching is the feeding back of cognitive and behavioural patterns to the person you are interacting with. So if they are using visual language you use visual language, if they talk in generalizations so do you, if they sit with their legs crossed you can cross your legs or arms. Effectively at an unconscious level you are saying, 'I am like you'. This can be extended to Meta Programs where there is a matching or mis-matching Meta Program. Someone who has a matching Meta Program will automatically sort for similarities between a novel experience and their own experiences and see the novel experience in terms of how similar it is to what they have previously experienced. Someone who sorts as a mis-matcher will look at a novel experience and indeed sort for what is novel about it and how it is different from all their other experiences.

## META COMMUNICATION

This is a communication about a communication. This can be done verbally in terms of framing, or it can be done non-verbally through analogue marking. Robert Dilts makes a distinction and calls the latter a Meta message. In NLP there is an interesting game called frame wars. Here people try to get other people to accede to their point of view through re-framing what they say. The purpose of the exercise is to develop verbal and cognitive flexibility and to help people identify the consistent verbal frames which people use in order to influence each other.

## META MODEL

The first model of NLP based upon the modelling of Fritz Perls and Virginia Satir and written up in the book *The structure of magic*, Volumes 1 and 2.

## META OUTCOME

An outcome of an outcome. When someone achieves their outcome you can ask them what does that mean? This will provide you with their Meta outcome. Paying your mortgage off could mean you are now free to spend your money on travel. In this case the Meta outcome of paying of the mortgage would be to free you to use your money to travel. This is useful to know as it is possible the individual could actually have created a context where they

were free to travel before they paid off their mortgage. Meta outcomes are often at a higher logical level than many ordinary outcomes. The more you uncover your coachee's Meta outcomes the more you move towards the core of who they are and what they want.

## METAPHOR

In NLP metaphors are one way of overcoming resistance to change. This is because the surface structure is very different to the situation the coachee find themselves in. However, within the metaphor the deep structure is very similar yet within that story lies the solution to the problem and the key to transformation. In this sense the meaning within one set of objects is carried over into another set of objects, which is the coachee's problem context, and this is not noticed by the conscious mind. When change does occur, as the conscious mind has not been involved the change is usually attributed to something else. Milton Erickson is regarded as the master of metaphor by NLP practitioners.

## META PROGRAMS

These are higher order programs which determine how we process sensory information. They are the closest NLP comes to personality. They fall very much in the situationalist camp and NLP practitioners believe that these patterns change depending upon the context. They help explain why two people who may have the same map of the world at a sensory level develop very different experiences and behaviours. People with identical sensory maps yet different Meta Programs will behave in a different manner. For example, one person may see something and make up their mind based upon a feeling (Ve – Ki), another person may see something and get confused (Ve – Ki). As you can see exactly the same NLP notation but very different experiences. By listening to the language of both of these people you will find out that these different behaviours are based upon other factors at a different logical level and of a different logical type.

## META RESPONSE

A response to an internal representation which questions the nature of the representation rather than acts upon it. For example, you may picture yourself studying and get a feeling. A 'normal' response would be to act on the feeling. However, you may find yourself questioning the nature of your visual representation. This internal questioning is a Meta response. It is a response about the previous step in a strategy.

## MILTON MODEL

This is a model based upon the modelling by Bandler and Grinder of Milton Erickson. It is written up in book form in the books *Patterns of the hypnotic techniques of Milton H. Erickson, MD*, Volumes 1 and 2.

## MIND READING

Mind reading is claiming to know someone's thoughts without specific sensory evidence.

## MISMATCHING

Mismatching is a skill where someone is very good at creating difference or dissimilarities. It is the opposite of matching.

## MODELLING

This is the key methodology of NLP. Analytical modelling is a form of design where existing conceptual structures are used as a framework for modelling someone else. NLP modelling is where one attempts to suspend any conceptual structure one has and simply rely on the unconscious mind to assimilate what is observed and heard in an uncritical way. The key reason why NLP is still regarded as a pop psychology is that none of the NLP models has been tested robustly in a scientific way and compared with other models which do the same thing.

## MULTIPLE DESCRIPTION

The process of describing the same thing from different viewpoints.

## NESTED TOTE

TOTEs, like associations, do not come in ones. They are nested within each other so the operation of one TOTE includes many other TOTEs with their own tests and operations nested inside.

## NEW BEHAVIOUR GENERATOR STRATEGIES

A process where a person reviews a situation where they don't behave as they would like to, and then adds new resources into that situation. They can either:

- 1 Choose resources that they have had access to in the past and make use of them through time line work.
- 2 Pretend that they have the resource and access an 'as if' state.
- 3 Find someone else that has those resources and model them.

## NEW CODE

A reformulation of classic NLP by John Grinder and Judy DeLozier in the late 1980s. The fundamental tenets of New Code are to be found in *Turtles all the way down* (1987). Essentially New Code makes much more use of the unconscious mind in operations.

## NLP

An attitude and a methodology which leaves behind a trail of techniques. The attitude is found in the NLP presuppositions, the methodology is modelling, and the trail of techniques is the NLP patterns which are discovered as a result of the modelling process. N stands for Neuro and represents the fact that our mind is created as a result of the communication between millions of neurons. L stands for Linguistic and represents the fact we code our sensory experience in a secondary representational system called language. Programming refers to the fact that we sequence our sensory experience in a structured way based upon our experience which provides us with personal meaning.

## NOTATION

NLP notation is drawn from the concept of the four tuple  $\langle A, V, K, O \rangle$  which maintains that any experience must be composed of some combination of the four primary representational systems. Superscripts and subscripts to these primary representations provide greater information. So r stands for remembered, d stands for digital, i stands for internal, e stands for external, c stands for constructed, t stands for tonal, + stands for positive and - stands for negative. These primary representations are linked by arrows to show the sequential experience. Different types of responses are also indicated by letters so a polarity response is indicated by an arrow with a p underneath, a meta response is indicated by an arrow with an m underneath it. Of course as NLP is a creative and dynamic movement more symbols can be created in order to make explicit other relationships between representations.

## OUTCOMES

A key idea in NLP is forming well-formed outcomes. Behind the idea of outcome is the assumption that as humans we are purposeful beings. For an outcome to be well formed the 7 C's model suggests that 11 variables need to be in place. The outcome needs to be specific, measurable, achievable by another human, the correct chunk size, within a time frame, ecological, positive, preserve present benefits, owned by the coachee, motivating, and finally the coachee needs to be able to future pace the outcome as though they have already achieved it. These variables are condensed into the 7 C's: Clarity, Capability, Climate, Congruence, Confidence, Commitment and Communication.

## OUTCOME SEQUITUR

This is elicited by simply asking the question, 'And what happens next', referring to after the outcome has been achieved. This helps to check the ecology of the outcome. Often people can achieve their outcome and they are not as satisfied as they thought they would be. It is like climbing to the top of a ladder then finding it is up against the wrong wall. By asking this question the NLP

coach can explore the wider systemic consequences of achieving the well-formed outcome.

## OVERLAP

In NLP, overlap refers to the overlapping of two representational systems. One could imagine it as the movement from a sequential experience of two distinct senses to a type of synaesthesia where the coachee cannot distinguish one experience from the other as they appear almost simultaneously. Sensory overlap is particularly useful if working with a coachee who cannot easily access one particular representational system. If the NLP coach asks them to imagine the situation in terms of the other representations in order to access the construct then through the use of Milton Model language the coach can assist the coachee to develop the representational system they have had difficulty with from that place.

## PACING

The notion of pacing was introduced to NLP through the modelling of Milton Erickson. It involves matching and mirroring the language and behaviour of the coachee in order to build up deep levels of rapport. This acts as the basis for the coaching work at later stages.

## PARTS

The notion of parts was introduced to NLP through Virginia Satir who used the concept extensively in her family therapy work, with the application of parts within NLP being described extensively in the book she co-wrote with Bandler and Grinder: *Changing with families* (1976). Virginia Satir used to hold 'parts' parties and observed distinct categories which people would enter in different contexts: Blamer, Placater, Computer and Distracter. Ideally all parts would provide the same message; however, often different parts are communicating different messages at different levels, resulting in confused communication and frustrated recipients.

## PATTERN

The concept of pattern is central to NLP. Pattern is a redundancy in that it will hold constant while other variables change. This consistency allows us to predict accurately what will happen on exposure to just one small part of the pattern. The whole idea behind modelling is that we extract the tacit pattern of excellence from all the surrounding noise, which is not necessary to that performance. Pattern detection in the APET model is what gives rise to emotion, which then provides the context for our perception and cognition and in many cases black and white thinking and language, which then feeds back into the un-useful model of the world.

## PATTERN INTERRUPTION

If a coachee has a pattern that consistently takes them further away from their outcome one choice for the NLP coach is to disrupt that pattern in order to install a new pattern which is more useful. This can be done in many ways. Well-timed Meta Model questions can disrupt a coachee's pattern and induce a momentary trance state. At this time the coachee does not know what the next step is and during this time a new pattern can be installed using one of the NLP design variables. You may remember in the coaching session in Chapter 9 I interrupted a coachee's pattern for depression by simply asking her to stand up and put her eyes into visual accessing position, put her hands in the air and smile. In this position she could not access her strategy for depression.

## PERCEPTUAL POSITIONS

These are literally different point of views and came about through the referential index shift techniques. By changing the referential index, linguistically you encourage someone to change their perceptual position. If a coachee says, 'I am a failure I never get things right', the coach can say, 'When (a successful person) never gets things right does that mean they are a failure?' This shifts the coachee from first perceptual position to second perceptual position, experiencing not getting things right through the experience of a successful person. Traditionally in NLP there are four perceptual positions.

- 1 Experiencing things from your own point of view. Using the personal pronoun 'I'.
- 2 Experiencing things from another person's perspective. When referring to yourself from this perspective you use the second person, 'You'.
- 3 Experiencing things from outside of the communication loop. The fly on the wall perspective. Language from this perspective is the third person, 'They'.
- 4 Experiencing things from the perspective of the whole system. The language usually used here is the first person plural, 'We', 'Us'.

## PERLS, FRITZ

Fritz Perls was one of the original models upon which the Meta Model was based. The emphasis in NLP on sensory experience, non-verbal cues, the recognition of incongruence, spatial sorting and frequent use of 'how' questions have their roots in the work of Fritz Perls.

## PHONOLOGICAL AMBIGUITY

This is when words sound the same but are different. For instance, their and there, sea and see, a part and apart. The main use is that of developing humour within the coaching relationship and also in hypnotic induction as a method of overloading the conscious mind.

## POLARITIES

Polarities are parts of a system which are diametrically opposed. A polarity response is when a coachee responds in the opposite way from the invited way. So if the coach says, 'Would you like to sit down?', the polarity responder would say, 'Thank you I prefer to stand'. Playing polarities is when the coach in an exaggerated way feeds back the position of the coachee to such an extent the coachee flips to the opposite pole. The appropriate response to the above would be to conduct the coaching session standing up and for the coach to demonstrate they relish coaching in this way. The polarity responder will then respond in terms of the polar opposite and sit down.

## PREDICATES

Process words (like verbs, adverbs and adjectives) that a person selects to describe a subject. Predicates are used in NLP to identify which representational system a person is using, and subsequently preferred sensory predicates are used in the interaction. This is believed to enhance rapport.

## PREFERRED SYSTEM

The representational system that an individual typically uses most to represent and organize their experience.

## PRESUPPOSITIONS

NLP presuppositions provide us with the basic theoretical underpinnings of NLP. These are the conscious conclusions anyone would come to concerning the basic beliefs of someone who was practicing NLP in an authentic way.

## PROGRAMMING

Represents in part the computer revolution age in which NLP developed in the 1970s. It also refers to the NLP belief that all of our behaviour and language are ultimately the result of a sequencing of anchored representations which are used to represent the world and are activated by particular contexts and triggers in those contexts.

## PUNCTUATION

In NLP this refers to how we chunk or slice up our phenomenological world. People who are at the 99.9th percentile punctuate their experiences very differently from those at the 20th percentile. How we make use of such NLP design variables as time line, logical levels, representational systems, anchoring, framing and reframing, perceptual positions, Meta Model patterns, Milton Model patterns, sub-modalities, Meta Programs, etc. to punctuate the multitudinous stream of sense data that bombards us each day determines the difference which makes a difference.

## QUOTES

John told me, 'You are an excellent NLP practitioner'. Quotes is a language pattern which is a message embedded in a quotation. This concentrates the mind of the recipient more on the quote (embedded message), as the words are not attributable to the speaker, meaning they cannot answer for them.

## RAPPORT

A fundamental principle in NLP coaching and one which is supported by a lot of research. A common variable associated with successful coaching interventions from different coaching modalities is that coaching success is related to the quality of the relationship developed between the coach and the coachee. Rapport was used by Mesmer as a way of tuning into this 'patient', and effectively it is an unconscious communication which tells the coachee they are fully understood and appreciated as a functioning human being with potential to change. In NLP rapport is developed through matching, pacing, mirroring and second positioning. This involves what is often regarded as 95 per cent of NLP coaching, the skill of effectively listening and observing.

## RECURSION

A self-referring system, recursion is at the root of many problems because of the double bind created through not recognizing the unconscious mind is of a different logical type to that of the conscious mind. A person will send out a message unconsciously that they are not confident in a particular context, however, at an assessment centre they talk in glowing terms about their ability in this context. The blind spot created through this lack of self-awareness creates a double bind, as the more the individual talks about how good they are to others in this context the more they unconsciously display the behaviours signalling they are not, and a self-sealing loop of interaction is created. Well-formed outcomes are useful as they can act as a reference point *outside* of this loop to act as an arbiter of effectiveness. If this person has set as a well-formed outcome to develop behaviour which impresses their line managers so as to increase the possibility of promotion, in coaching, reference to this outcome will increase the probability the coachee will have their illusion of brilliance – created through the creative use of distortion, deletion and generalization – moderated in a direction which accords with their unconscious patterning. When this begins to happen then moderation of those patterns can occur at one level leading to a different set of language and behaviours at another level.

## REDUNDANCY

A key outcome of modelling is to elicit redundancies. For instance, if I see a tree, I can ascertain there will be roots under the ground. I cannot see the roots, but I know there is a regular association between roots and trees, so on seeing

a tree I 'know' there will be roots. There is thus information redundancy between the tree and its roots. The purpose of modelling is not only to explicate tacit models of excellence, but to explicate the most elegant of these models. In other words, to explicate the least amount of information which carries the greatest co-variance with the associated successful behaviour and language. This makes life much simpler. If, for instance, I was given the task of finding out how many root systems of trees there were in a field I would not have to dig up every tree to find the answer, I would just count the number of trees and be confident in my answer. Excellent people do a very few things regularly in order to create the success they enjoy. NLP is about finding those things, in other words about eliciting those key redundancies and separating them from the 'noise' which is not related to the pattern. If I do regular exercise and habitually eat small portions of good quality food I will be an appropriate weight. This is an elegant model and demonstrates redundancy. The majority of other information about being the appropriate weight is not relevant and simply hides this elegant pattern.

## REFERENCE SYSTEM

This is the system preferred to make decisions and come to conclusions. Some people will only come to a conclusion once it 'feels' right, others only when they can 'see it', or others will only say yes when it 'sounds right'. Often there is a mixture of all three but usually there is a definite predominance of one sensory system.

## REFRAMING

Reframing puts information into a different cognitive structure, thus changing its meaning. There are many types of framing context and content reframing is the most well known in NLP. However, as Chapter 8 shows us there are many other types of reframe in NLP.

## REIMPRINTING

We defined imprinting as stable neuro-linguistic patterns that have been encoded at a very deep level within our neurology. This imprinting is believed to involve significant others at some time in the past and also significant emotional arousal. Reimprinting is an NLP design which makes use of the design variables of time line, perceptual position, calibration, secondary gain (positive intention), resource, representational systems (and sub-modalities) and anchoring. Using these variables the coach can elicit the emotional state and recollections of an earlier time and understand how the coachee intelligently made use of their resources at that time to deal effectively with the situation. In this space the coachee can usually decide whether this model and strategic use of resources is still the one they wish to use in the present moment or whether or not they would like to revise it in some way. If they

revise it then the revision is anchored and brought back up the 'time line' to the present and future paced to double check for ecology.

## RELEVANCY CHECK

The relevancy check is simply a check to ensure the coachee is talking and behaving in a way that is taking them to their stated well-formed outcome. Of course it is important to ensure good rapport and ecology when using the relevancy check, however, the question, 'And how is that relevant to your outcome?', when well-timed is an exceptionally useful developmental and transformative question.

## REPRESENTATION

These are our five basic sensory systems: Visual, Auditory, Kinaesthetic, Olfactory, Gustatory (VAKOG). Behind these sensory modes are complicated neurological mechanisms which are responsible for accurate mapping and then appropriate assimilation into information which is useful for the individual's survival and development.

## RESOURCE

In NLP a resource is anything that helps a person obtain a desired outcome. Our basic resources are our thinking, feeling, language and behaviour. Through systematic deployment of these resources consciously and unconsciously we find ourselves where we are in the world. If we want to be somewhere else, we need to use these resources systematically in a different way.

## ROLE MODEL

Representational systems, Orientation, Links, Effect. A design created by Robert Dilts in 1987. This design looks at how we orientate our representational systems and how this orientation is linked to other representations to create an effect of some kind. For example, a feeling or behaviour.

## SATIR, VIRGINIA

Virginia Satir was a family therapist who was one of the models for the first NLP model, the Meta Model.

## SCORE

Symptoms, Causes, Outcomes, Resources, Effects. This model arose from a self-modelling project of Dilts and Epstein when they recognized that there was a difference in problem solving between themselves and their advanced NLP students. It nicely illustrates that being an NLP coach is not just about delivering NLP models, but it is an orientation to life which has observation at its heart, and the purpose of that observation is to notice what is different between that which works and that which does not work in a specific context.

## SECONDARY GAIN

The gains obtained through having a problem of some kind. For instance, attention when you are ill, obtaining your own way when you bully people, etc.

## SECOND ORDER CHANGE

This is change at a different logical level to first order change. Whereas change at first order is often associated with content, change at second order is more to do with process and structure. A person may attempt to develop more confidence by wearing smarter clothes, looking up more, maintaining eye contact, working harder and going to the gym. These would all be first order changes. Alternatively they could change at second order level and develop different beliefs about their capability and identity through the use of an NLP change model like the new behaviour generator. This would be a second order change. Second order change is more robust as it influences how first order changes take place.

## SECOND POSITION

This is the perceptual position of living in the body of somebody else and looking out through their eyes. Often when in this position the coachee will refer to themselves as 'you'.

## SIX STEP REFRAME

Also known as 'the breakthrough pattern' as it made considerable use of the unconscious mind in explicating the positive intention of the problem part, the creative solution by the creative part, and the assimilation of that solution through ecology checks and future pacing. Grinder's recollection is that he created this pattern when he was running a fever and the next day he had no recollection of creating it and successfully using it to work with schizophrenic patients.

## SLEIGHT OF MOUTH PATTERNS

These are linguistic patterns used to influence the beliefs of others created through a modelling project of Robert Dilts. They can be characterized generally as verbal reframes. The phrase 'sleight of mouth' is drawn from the well-known phrase 'sleight of hand'.

## SOAR

State, Operator And Result. This design is borrowed from computer modelling. It is based upon the assumption that intelligent systems can learn on the basis of feedback from the environment. Similarly people ideally will move from a problem space to a solution space through a series of transitions. The problem space is defined by the jungle gym, which we visited in Chapter 11. It is a goal

oriented model which is similar to the three-minute NLP seminar. Outcome (know what you want) ... Acuity (understand the problem space as it is in the present) ... Flexibility (identify and execute the necessary operations to move to what you want.)

## SUB-MODALITIES

These are the refined characteristics of each of the representational channels. So for instance, an internal visual memory or construction could be bright or dull, in focus or out of focus, near or far away. This is so for each representational channel, auditory information may be loud or soft, high pitch or low pitch, constant or modulating, etc. By changing the sub-modalities of a representation you change the associated experience too. For instance, if a coachee is scared of something and you elicit the sub-modalities of the visual representation if that is the primary mode of representing, you may find the representation is big, near, in focus, without a frame and in colour. By pushing the visual representation away, making it out of focus and in black and white, and putting a frame around it, then making it very small, the experience of fear will decrease considerably.

## SWISH

A well-known NLP sub-modality change pattern. Often associated with the visual representational system, but can be used in any representational system. The NLP coach replaces an internal image which is creating difficulty with an image which is empowering. The key is finding which sub-modalities make the new image empowering and developing these. Conversely one reduces the sub-modalities which make the problem image disabling. The NLP coach then goes through a process of making the empowering image larger while at the same time 'swishing' the disabling image away so it is much smaller.

## SYSTEMS THINKING

Systems thinking is central to NLP thinking. A system is an entity that maintains its existence and functions through the interaction of its parts. When one thinks in terms of systems one cannot think of one part in isolation. It is necessary to understand that one part in relationship to the whole of the rest of the system. In doing this one realizes that a small change within one part of a system can generate very large changes within the whole system. Conversely the nature of relationships may be that change in one part has no change on the system as a whole. In NLP coaching, through understanding the patterns of relationships within the system, the coach can intervene at the point which has the most leverage with the least amount of effort. This is why often in NLP coaching a lot of time is spent listening and observing. Once one understands the structure of the problem it is but a small step to make the appropriate change in the appropriate place.

## THIRD POSITION

The third perceptual position which is similar to the fly on the wall perspective. Here the observer is out of the communication loop looking at the systemic interaction between people.

## TIME LINE

Tad James is most associated with time line in NLP. He makes use of time as a construct which, if modified, can alter our subjective experience. We store memories in pictures, sounds and feelings, and we know more or less where in time each memory belongs. Being 'in time' refers to being in the moment and is often associated with not noticing the passage of time. The time line of these people literally goes through them, they are intersected by the past and present. People who are predominantly 'in time' are often late. Being 'through time' refers to people who have time stored outside of themselves and can view time, usually past, present and future, apart from themselves. People who are predominantly through time are good time managers. I have just mentioned two characteristics, however there are many. Like Meta Programs, different time lines are associated with excellence in different activities and skills. There are no good or bad time lines independent of a context.

## TONAL MARKING

This is a form of analogue marking emphasising certain aspects of a communication to the unconscious mind so as to bypass the conscious mind.

## TOTE

Test, Operate, Test, Exit. A cognitive model developed by George Miller, Eugene Galanter and Karl Pribram. A TOTE is a self-correcting feedback loop and the cognitive equivalent of the behaviourist notion of classical conditioning. For this cognitive model our neurology is wired so as to continually test the current state of an aspect of our experience against some criterion so as to determine whether a desired outcome is being achieved or not. If not, then at the operation stage change is needed before the next test. Key to this model is having an outcome to test against.

## TRANSDERIVATIONAL SEARCH

This is the internal search initiated in order to find required information. If your coachee made the statement, 'I can never succeed in influencing people to buy my products', you might challenge this belief with the Meta Model mind reading challenge, 'How do you know that?' The coachee will then need to go on an internal search to find the reference experience which provides the foundation for this belief. Coaches can often use this process to direct coachees to personal experiences which are empowering. For instance, to the salesperson

above the sentence, 'I have a vacuum cleaner that sells itself, all it does is arrive, smile, suck up all the goodness in the world and talks the talk, knowing that every bit of dirt will be gone' will probably have a positive effect. They know vacuum cleaners probably do not smile or talk so in their transderivational search they replace vacuum cleaner with themselves and consequently accesses the positive emotional state commensurate with such a pattern.

## TRANSFORMATIONAL GRAMMAR (TG)

According to John Grinder this is one of the most influential paradigms concerning NLP. Noam Chomsky, a linguist, argued that even though we are not aware of it, underlying the competency to speak our natural language is a very definite structure. He developed his theory of transformational grammar which suggests we generate specific sentences that are known as the surface structure. We generate these sentences from our sensory experience, which is known as the deep structure, using a set of generative rules. Deep structure is the fullest linguistic representation of the coachee's experience.

## UNCONSCIOUS COMPETENCE

The act of doing something competently without knowing how you are doing it. Competency in the task does not need the participation of the conscious mind, which can be engaged in some other activity. For instance, driving a car, while consciously thinking deeply about a meeting, and smoking a cigarette.

## UTILIZATION

This is a key component of the Milton Model. It enables the coach to make use of the existing resources brought into the coaching space in order to move the coachee to their well-formed outcome. Famously Milton Erickson dealt with a patient in a hospital who thought he was Jesus Christ. He said, 'I understand you are a carpenter and enjoy teaching?' The patient had to say 'Yes'. Erickson continued, 'I understand some wood work needs to be done in Ward X and your expertise would be much appreciated'. This put the patient into a therapeutic double bind. He had no option but to help out and he became a useful and active member of the hospital community.

## VALUES

One of the levels on Robert Dilts's logical levels model. Used interchangeably with core criteria, values are the subjective constructs which determine how we behave and what we regard as important. Sometimes values conflict and this can often be a coaching topic. In NLP, by establishing the hierarchy of values, the coachee can then much more easily decide how to proceed without any internal or external conflict. For example, the conflict between home and career may be the topic of a coaching conversation. By congruently establishing which

is more important, the coachee can then structure their life and set appropriate outcomes accordingly.

## VISION

This is either the spiritual dimension of Robert Dilts's logical level model or something you do with your eyes. From the spiritual perspective it refers to that which is larger than us, that aspect of our lives which encompasses us and to which we belong. This may be a movement, a religion or a professional group or party. Often elicited through the Meta outcome question, 'What does your achievement mean in the bigger picture?' (Greater sense? Symphony of life?) In terms of what we do with our eyes, it is one of the representational systems, the V of VAKOG.

## WELL-FORMED OUTCOME

In the 7 C's coaching design (Appendix 2) in order for an outcome to be well formed it must be: specific, measurable, achievable, the right chunk size, within a time frame, ecological, stated in the positive, preserve that which is good in the present, owned by the coachee, motivating and capable of authentic future pacing. A well-formed outcome is one that is 100 per cent supported by the unconscious mind.