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研究論文

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WHAT IS NEURO-LINGUISTIC PROGRAMMING MODELING?

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Key words：Neuro-Linguistic Programming, NLP, modeling, subjective experiences, schema, behavior, martial science, pedagogy, Emprint Method

Abstract

A literary review was undertaken to help answer the questions: What is Neuro-Linguistic Programming? What is Neuro-Linguistic Programming modeling? How to undertake Neuro-Linguistic Programming modeling?

NLP is a behavioral science started by John Grinder and Richard Bandler in the early 1970s. NLP modeling was described as behavioral modeling that identified the successful patterns that exceptional performers used whilst undertaking a particular skill. To undertake NLP modeling involved a multi-stage process of selecting a skill to model, choosing master practitioners, observing them in practice and eliciting their thought processes and behaviors; then producing a model annotated using the Emprint Method and finally using the model to teach others that skill.

The paper concluded that NLP Modeling is an interesting approach that could allow for the transfer of knowledge and skill from master practitioners to others. The topic for further research suggested is how to apply NLP modeling to Dr Chapel a master educator in the field of martial science.

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1. Introduction

This paper continues the author's research into self defense (Jones, 2012 A&B & 2013) by starting to look at how to teach self defense. In order not to reinvent the wheel, the starting point of this investigation will be an examination of how master teachers of self defense teach, using the tools of Neuro-Linguistic Programming (NLP) Modeling to shine light on this teaching process. The first step of NLP modeling is to observe the master teacher, then decode what they do, and finally transfer those teaching skills to other teachers.

This scope of this paper is to answer the question "What is NLP Modeling?" by reviewing the literature about NLP in order to explore the following questions:
What is NLP?
What is NLP Modeling?
How to undertake NLP Modeling?

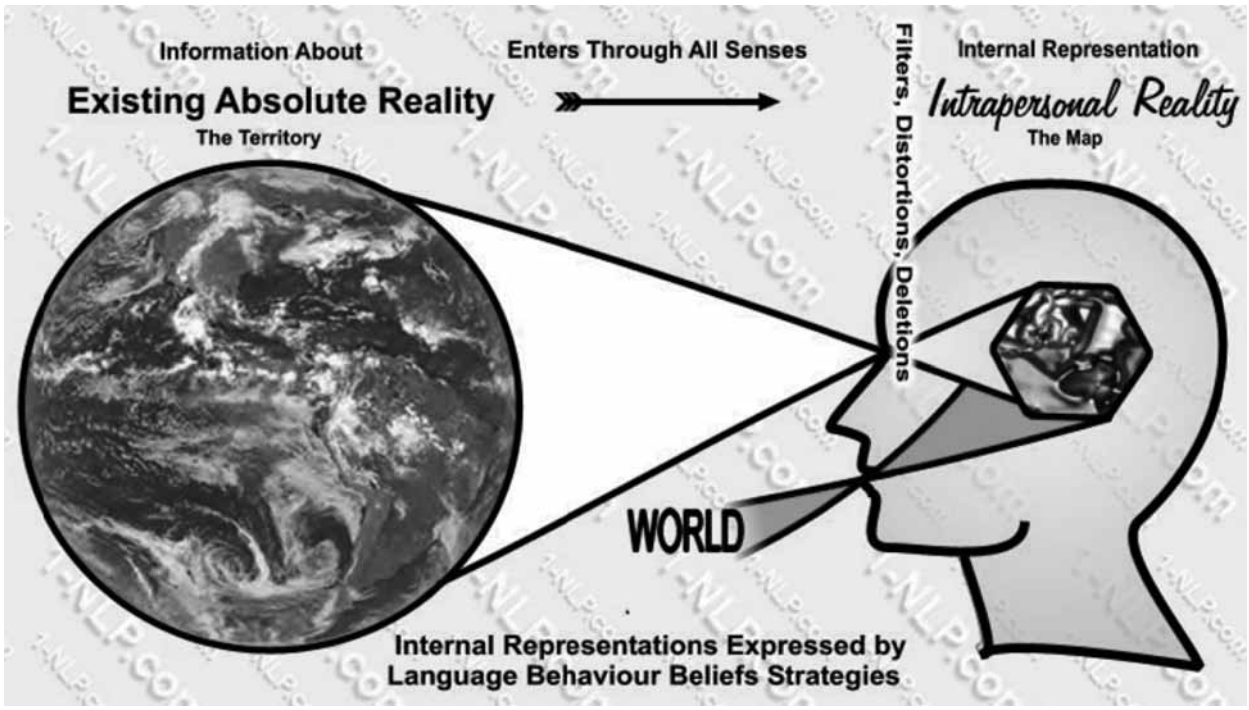
The report will end by suggesting a methodology for NLP modeling of self defense instructors, which will be undertaken in the future.

2. What is NLP?

Neuro-Linguistic Programming is the art and science of understanding human subjective experiences that came about from the work in the early 1970s of John Grinder a linguistics professor and Richard Bandler a psychology student, guided by Gregory Bateson an anthropologist. It was named NLP by its founders John Grinder and Richard Bandler in 1976.

Neuro- refers to the role of the brain's interpretation of sensory information of sight, sound, feelings, tastes and smells.
Linguistic- since human language reflects our

Figure 1 NLP Views of the World (2014)



Source: http://1-nlp.com/nlp_diagram_map_territory.htm

thought processes and is used to communicate with others.

Programming - because our behaviors are the result of programs that can be duplicated in others and also altered.

The starting point of NLP is the supposition that the reality of the world is different from a person's perception or map of the world, as they only receive a small slice of the information from the real world. See Figure 1. This tenant of NLP is contained in Korzybski observation "important characteristics of maps should be noted that the map is not the territory it represents, but, if correct, it has a similar structure to the territory, which accounts for its usefulness" (Korzybski in Bandler & Grinder 1976A, p. 7).

Information from the real world is filtered according to Bandler and Grinder (1976A, p. 8) by neurological constraints; social constraints and individual constraints.

Neurological constraints

People receive information about the world from their senses of sight, sound, feelings, smell and taste. There are genetic limitations of what can be perceived by human senses, so the amount of information available to the human brain has already reduced / filtered from the total information of the real world.

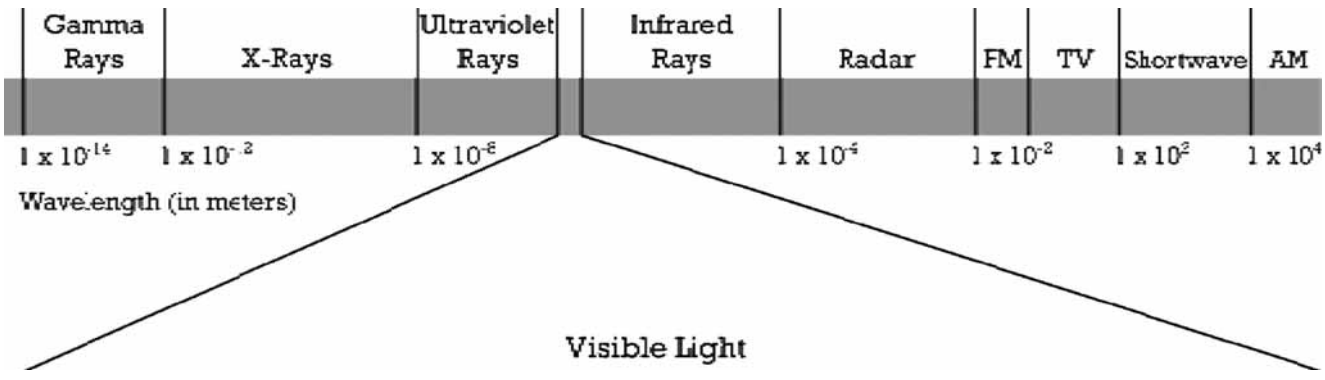
For example, human vision only covers a relatively small band width of the electromagnetic spectrum. See Figure 2. Information from the rest of the electromagnetic spectrum about the world is deleted from human visual perception. Some of the remaining bandwidth can be perceived by other senses for example infrared heat can be felt by our skin.

These neurological constraints of the amount of information available to the human brain are generally the same for all people. (Bandler & Grinder 1976, p. 12)

Social constraints

Social constraints are filters that language impose on us. As there are many different languages around the world, some people perceive more than others. For example Eskimos perceive many differences in snow, Irish people have many names for rain, and Japanese people have different names for colors

Figure 2. The Electromagnetic Spectrum (2014)



Source: http://www.pion.cz/en/article/electromagnetic-spectrum

than British people. To elaborate on the color example, the author as a British English speaker perceives the color of the "go" signal of traffic lights in Japan to be green; whilst Japanese speakers perceive the same color, in this situation, to be blue.

These language filters are shared by people from the same socio-linguistic community but since there are many socio-linguistic communities in the world, there are many people who do not perceive the world the same in language terms. (Bandler & Grinder 1976A, p. 12).

Individual constraints

Our experiences of the world can also differ from the world itself by filters that are emplaced by individuals' personal histories. Since each person has unique experiences, these filters give rise to the most variation in the interpretation of the world.

Filters - Deletions, Distortions & Generalizations

Deletions

The above mentioned filters have two broad functions. One is to delete information about the real world. For example the ears do not sense sounds below 20 cycles per second (Bandler & Grinder 1976A, p. 8).

Distortions

The second function is to distort information that has been perceived. For example, sound travels at 340m/s whilst light travels at 299,792,458m/s. So your eyes see a person's lips move before your ears hear the words. But your brain distorts your vision to slow down the sight picture so that you see the lips moving in sync with the sound. This filtering of information is an important evolutionary survival mechanism which prevents humans from being overloaded by too much sensory information in the face of life threatening situations. For example peripheral vision can be lost, resulting in tunnel vision in stressful situations.

Generalizations

When the interpretation of an event is separated from the event itself, and later on that interpretation is applied to different events then this is known as a generalization. For example a child is sick and vomits after eating a carrot. A generalization by the child is that carrots cause vomiting.

Outputted Language

After a person has produced their subjective map, of the world they perceive, then language is the vehicle which enables people to represent this deep structure either through internal dialogue to themselves or verbally to communicate with others as surface structure. The ideas of deep and surface structure are based on Chomsky's transformational grammar (1957).

The surface structure is an incomplete representation of the deep structure due to the Deletions and Distortions and Generalizations that have occurred. Therefore, Bandler & Grinder (1976A) produced a model known as the Meta-Model which illuminates how these Deletions and Distortions in people's use of language can be reverse engineered to identify the deeper structure that is a representation of the individuals view of the world. It is noted that the individual's view of the world is again just an incomplete

representation of the real world.

For example: “I have no motivation” is the verbal surface structure.
Using the Meta-Model the deeper structure would look something like this:
I am not motivated (change noun into a process word: What does motivated mean to you?) to do something (restore the object of the process phrase: To do what in particular?) according to someone (restoring the qualifier: According to whom ?)

Outputted Physiology

People’s physiology, also known as body language, reflects their internal representation of the world. NLP looks at what it calls minimal cues to investigate the internal state of a person. Minimal cues can include for example: Breathing rates, skin tone, eye accessing cues and posture.

NLP presupposes there is a relationship between a person’s internal representation of the world and their external manifestations in language and physiology. NLP provides a terminology to talk about the subjective experiences of human experiences and its tools are designed to observe the external language and physiology in order to model the internal representations of the world that people have.

3. What is NLP Modeling ?

A major tenant of NLP modeling is that if you copy how a successful person does something, then you can do that thing successfully as well. The problem is that many successful people are competent in a skill however they might not be conscious of how they do that skill.

This is known as unconscious competence and is the final stage of mastering a skill according to O’Connor & Seymour (1993). The other lower levels of learning a skill are:
Unconscious incompetence - you don’t know how to do something, plus you don’t know you don’t know
Conscious incompetence-where you consciously learn the skill but still make mistakes
Conscious competence- where you can do the skill when you consciously make an effort to do it

The tools of NLP allow you to study someone with a skill that you desire to teach to others, so that you can break down the skill into a series of steps of different patterns. This process of breaking down a skill into steps is known as NLP modeling. O’Connor & Seymour make the analogy of a recipe. If you follow a master chef’s recipe then you can end up with a meal that is approaching the quality of the meal that a master chef makes themselves (1993 p. 186).

In brief, you want to identify patterns of behavior, how they achieve their results, what they do differently from unsuccessful practitioners, and of these differences which ones are the important differences?

4. How to undertake NLP modeling?

NLP modeling according to O’Connor & Seymour (1993) and Dilts (1998) is split into various stages:

Stage 1

The first stage of NLP Modeling is to decide

what skill you want to learn. This can be learning to dance, how to speak a language or how to run a successful business.

Stage 2

The next stage is to identify three master practitioners of the skill you would like to model and gain permission from to study them.

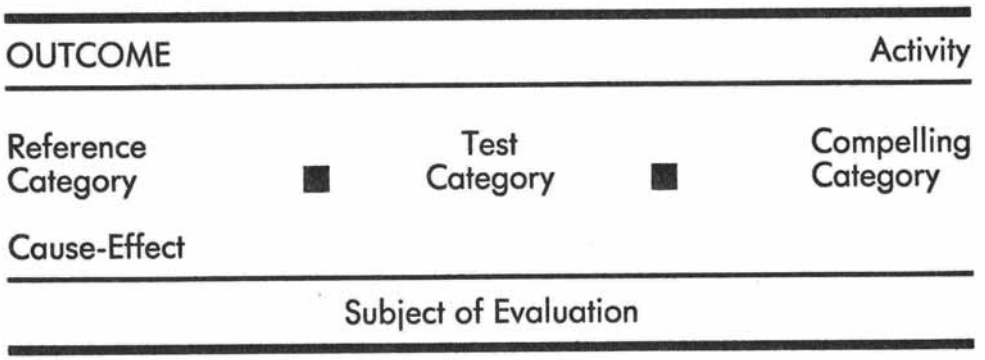
Stage 3

The next stage is to be with the person whilst they are doing what they do well.
Here you will collect information about their physiology and language - the what of what they do; by direct observation of them. You will also collect video and audio recordings of them performing. Finally you will interview them to gain more insight into their internal thinking strategies and supporting beliefs and assumptions.

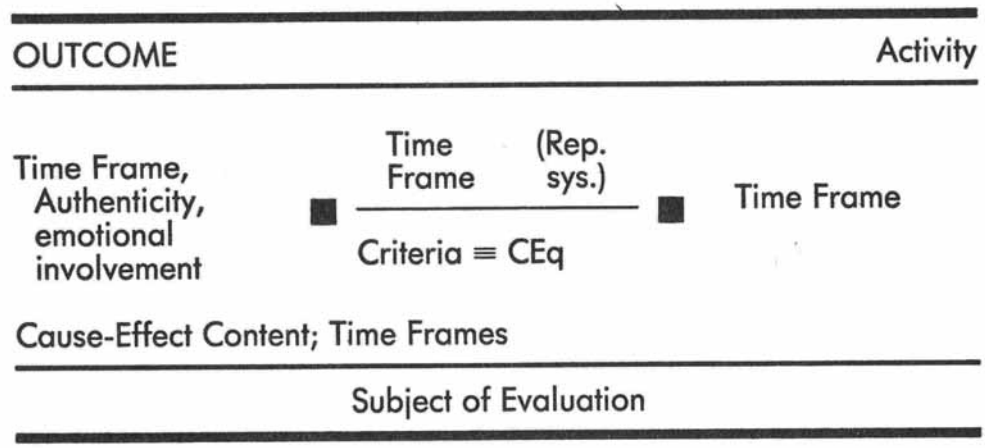
Stage 4

This will allow you to make a provisional model of their beliefs, physiology and specific thought processes. The model can use notation of the "Emprint Method" of Cameron-Bandler, Gordon & Lebeau (1985) as shown in Figure 3.

Figure 3. The Emprint Method notation (1985)



The variables for each category are notated in the following format.



Source: Cameron-Bandler, Gordon & Lebeau (1985 p.160)

Outcome, activity & subject of evaluation

According to Cameron-Bandler et al (1985) in the Emprint Method the "outcome" is the overall behavior or experience you want to model. For example, in making a YouTube clip the "activity" is one of the sub-outcomes of the main outcome. For example, in editing the audio track the "subject of evaluation" are single or multiple questions that evaluate the activity. For example "Is the audio beneficial ? ".

Test Category

The "test category" evaluations are based on times frames, representational systems, criteria and criteria equivalence, where "time frames" can be in the past (Pa), the present (Pr), or the future (F) (1985, p. 71).

Representational system (Rep.sys) that you base your evaluation on can be visual (v), auditory (a) kinesthetic (k), olfactory (o) or gustatory (g) (1985, p. 99).

Criteria are the standards we use to evaluate the subject of our evaluation (1985, p. 80). For example how do we know the music is beneficial ? If the criteria is volume, then loud music passes that criteria test.

Criterial equivalence defines the meaning of your criteria, as not everyone has the same definition of a word (1985, p. 88). Therefore, it is important to specify what the criteria mean. For example, the criteria equivalence of loud could be that the average sound is 60 decibels (Loud ≡ 60 decibels).

Reference Category

The "reference category" details the necessary information that you use to make your evaluations (1985, p. 105).
There are three components to the reference category: Time frame, authenticity and emotional involvement.

As before time frame refers to the past, present or future. Authenticity refers to the information being either actual or constructed, where actual refers to actual experiences and constructed refers to imagined experiences. Taking this into account all future events are constructed.

The next variation is whether the experiences classify your emotional involvement as either actual or constructed experiences. They can either be personal where your feelings are considered, or informational where only the event is considered and not your emotions.

Cause-Effect

When a person becomes to believe that a particular circumstance leads to another particular circumstance, this relationship is known as cause-effect (1985, p.128) and is accompanied with a time reference. For example, listening to audio in the morning allows for good editing in the evening. The cause effect relationship is notified as "listening to music in the morning→good editing in the evening: Pa→F ".

Compelling Category

The compelling category is what a person believes is real and in this context is noted as the time frame that the person finds it compelling and real (1985, p.150). Note that the time frame of the compelling category

will be the same as the time frame for the test category. In the case of two test categories, which might have different time frames, then the time frame of the most important test category is used. The other lesser importance test category is subordinated to the more important category (1985, p.152).

Stage 5

In this stage you refine the model by taking out elements of the model. If those deleted elements make little difference to the outputted difference, then leave them out of the model. However, if those elements make a different to the output then leave them in.

This stage mirrors the thinking of Einstein (1933, p.301) who said, "It can scarcely be denied that the supreme goal of all theory is to make the irreducible basic elements as simple and as few as possible without having to surrender the adequate representation of a single datum of experience".

Stage 6

In this stage you will design a way to teach others the beliefs, physiology and specific thought processes (strategies) behind their actions, that the previous modeling stages have ellicited.

5. Discussion and further research

In the field of neuro-linguistic programming (NLP) modeling seeks to identify the behavioral patterns of outstanding performers (O'Connor & Seymour, 1993). This is done by observing them and interviewing them in order to answer the following questions: How do they achieve their success ? What do they do that is different from non-successful people ? Why do they do it their way ?

In future research the author proposes to undertake NLP modeling of Dr Ron Chapél whilst he is instructing self defense classes. Dr Chapél is a master instructor of a system of self defense. These field observations will be followed up with interviewing will provide data on:

1.What Dr Chapél does when teaching ?- his behavior and physiology.
2.How he does it ?- his internal thinking strategies.
3.Why he does it ?- his supporting beliefs and assumptions.

This data will be analyzed with the intention of providing information on how Dr Chapél's excellence in teaching can be replicated by other teachers.

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