Multi-level modelling

Bruce Grimley

Purpose

Modelling is the skill of retrieving a coachee's 'formula' for performing a specific skill, in order that the formula can be learned by another. This is done by observing and asking questions of the person being modelled, in order to make explicit the processes they use to achieve the skill. Very often this 'formula' is totally unconscious to the coachee and bringing it more to the conscious awareness assists them to see their blind spots. Once this is achieved they are then in a position to change them quite easily. Very often, a good way of working with clients is to assist them in modelling the *unproductive* behaviour/thoughts/feelings they come to you with using what Robert Dilts called 'logical levels'. Even though it is not quite clear to some what the logical arrangement is, the model is a very useful framework for retrieving the coachee's 'formula' so they can then change it. As always with NLP, there are specific identifiable steps.

Description

In this exercise you work with the client as they explore different dimensions of a particular skill. The technique uses modelling and you will take the client through the six logical levels.

Process

1 Physically lay out one space for each of the six logical levels:

- spiritual/mission;
- identity;
- beliefs/values;
- capabilities/strategies;
- behaviours;
- environment.

2 Stand in the 'environment' space and ask the question, 'When and where do I engage in the activity to be modelled?'.

3 Stand in the 'behaviours' space and ask the question, 'What do I do when I am in those times and places?'. Notice not only the overt behaviours, but also the minimal behaviours as you take a fly on the wall perspective (third perceptual position).

4 Stand in the 'capabilities/strategies' space and ask the questions, 'How do I use my mind and physiology to carry out those behaviours?' and 'What capabilities/strategies do I have to do those actions in those times and places?'.

5 Stand in the 'beliefs/values' space and ask the questions, 'Why do I use those particular capabilities to accomplish those activities?', 'What is important to me when I am involved in those activities?', 'What beliefs guide me when I am doing them?' and 'What is the sustaining emotion that keeps me going through difficult times?'.

6 Stand in the 'identity' space and ask the question, 'Who am I when I am engaged in those beliefs, capabilities and behaviours in those times and places?'.

7 Finally, stand in the 'spiritual/purpose' space and ask the questions, 'Who else am I serving with this activity?', 'What is my mission?', 'Of what am I a part of here?' and 'What is the vision I am pursuing or representing?'.

Pitfalls

Keeping the spaces separate so you only talk about behaviour in the behaviour space and do not wander into capability or belief is important in keeping this coaching 'clean'. By separating the various levels, the coachee much more easily comes to appreciate what specifically is keeping them in their unproductive behaviour, and is then in the position to make the appropriate changes. In NLP, often we talk of 'purity of state' and 'contamination of state'. If we allow our coachee to mix up behaviour with belief or strategy, it is less clear what precisely is preventing forward movement, and therefore a focus on an appropriate change at the appropriate level.

Bibliography

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