



NLP's Original and
Most Powerful Technique

THE META MODEL

Learn What it is *and*

HOW TO USE IT

By Nigel Hetherington

The Meta Model - Easier Made

**An *induction* to using some
aspects of NLP's Meta Model**

*The meta model tools when used with the spirit of NLP can help uncover the structure of genius and
subjective human experience*

nigel hetherington

Communicating Excellence



*One of the Intentions behind publishing this guide is to make easier
NLP's Meta model – As such you are encouraged to **make many copies**
of this document and pass it on*

Disclaimer

*Absolutely **All** of the information presented in
this guide is just as untrue as any other NLP book, it is my representation of learning's I have
acquired – in other words its **all** lies – now its up to you the dedicated reader to decide just how,
and in what contexts these lies can be useful both to and for you.*

The Meta Model was created by Richard Bandler and John Grinder

– *nigel hetherington*

the **Meta Model** essentially does two things when used 'as intended'

1. **It assist stuck clients to change** - Therapeutic
2. **It gets high quality information** - Business / Pleasure / Therapeutic

See, all the original therapeutic Meta Model is is a set of specific verbal responses to a set of very specific words and phrases 'clients' *and* people in general use all the time, so its good to know them. Exactly what these are I will better describe a little later on.

The therapeutic Meta Model is exemplified in The Structure of Magic - chapter 4-5 by Richard Bandler and John Grinder.

Obviously one the Arts of Applied NLP is **when** and in **what contexts** to apply these specific verbal responses so as not to lose friends and alienate yourself.

One thing that really is worth keeping in mind - if you choose to practice recognising and responding in this way to others (or your self) -

do do it respectfully and with rapport!

The Meta Model probably seems a bit complicated and stuffy because it was 'coded' by a professional linguist at that time John Grinder. So its full of horrendous terminology that means very little to most people who aren't linguists or journeying word-smiths. Dr Richard Bandler - the real creative genius behind NLP as one story goes actually 'picked up' unconsciously this set of verbal responses by listening to what the exceptional therapist of the time were saying - he was transcribing their sessions to earn extra pocket money. Now having went to grinder to decipher and code what he was saying and isolating the portions of verbal speech that had the 'amazing beneficial therapeutic' effect, The Meta Model (or the Metal Muddle) was born. In spite of all this

Meta Model Applications are really easy!

"In psychotherapy you change no one. People change themselves. You create circumstances under which an individual can respond spontaneously and change. That's all you do. The rest is up to them" -

Milton Erickson

Pattern 1

It makes me genuinely smile genuinely now when some people still visibly cringe when they hear the words '**the Meta Model**', Others say "its something I **have to** learn but I just **can't** find the time" yet other say "Its just **not possible to learn it all**" **the Meta Model** really is easy.

The 'problems' or stuck states statements are presented in RED and the verbal responses in GREEN

I ***cant*** finish my report!

Its ***not possible*** to finish my report!

What stops you?

So what makes this impossible for you?

What prevents you?

I **have** to wash these dishes!

I **must** wash these dishes!

What will happen if you don't?

Or What?

And if you don't?

Both of the above 'interventions' take the form of a response to either

- something being **seemingly impossible** for the client, or
- something that **absolutely definitely must** occur for the client.

For seemingly impossible outcomes just ask what stops or blocks them.

For things the seemingly must happen just ask what will happen if you don't.

Pattern 2

It is **surely** obvious to all concerned that that old Meta Model is just about hearing some language pattern and responding in a certain way. **Clearly** not everyone gets this fully the second time. **Evidently** some people were puzzled and didn't easily start to apply the Meta Model that they knew **consciously** so not so **surprisingly** it got put on a back shelf for a while. So get it out, dust it off and lets get on with making it more easier.

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

Well he's ***obviously*** is in *distress*!

Sorry but this is not obvious to me?

To whom is this obvious?

Clearly you will understand this!

Who is this clear to?

To whom is this clear?

It may be clear to you but how do you know its clear to others?

They were always doing it **interestingly** enough!

Who is this interesting to?

This has no interest for me.

Surprisingly I found her drunk - again!

Who is being surprised?

Surprising to whom?

It was **evidently** all their fault!

Who was this evident to?

what evidence do you have?

Obviously the more you practice the better it gets!

Sorry but this is not obvious to me?

To whom is this obvious?

how is this obvious to you?

All of the above 'interventions' take the form of a response to

- adjectives that are ended in 'ly'

Detect the words (adjectives / adverbs) that end or have been transformed to the word 'LY' form and ask yourself the question

- does this refer to a 'whom'

This can be tested with a paraphrase 'formulation'. Take any suspect phrase, remove the 'LY' and rearrange it the form below by adding "It is" to the beginning of the sentence then check that when you say it it makes sense.

"It is 'suspect word' rest of sentence"

For example:

Obviously 'the more you practice the better it gets'!

-> Rearranging

It is Obvious 'the more you practice the better it gets'!

Pattern 3

It often **better** to relax as your learning, now, one of the **easier** Meta Model patterns is the ones you are already **most** familiar with already without knowing about the labels - they can come later on. Its know **more** or no **less** than hearing some language pattern and responding in a particular way. This pattern is particularly **easy** because its only about **comparing and relationships**. Anyway, relax a bit **more** and lets continue... So get it out, dust it off and lets get on with making it more **easier**. Perhaps you will find this particular pattern the **easiest**.

The 'problems' or stuck states are presented in **RED** and the verbal responses in **GREEN**

This is the **easiest** pattern to detect!

Easiest in respect to what?

Easiest? How do you mean?

This is a **better** way to learn!

Better than what?

Better? Compared to what?

We are the **most** fortunate people!

The most fortunate with respect to who?

The most fortunate? In respect to what?

This is simply the **worst** time ever!

Worst in respect to what?

This is a much **stronger, better** way to proceed.

Stronger? Better? Stronger than what, better than what?

Better and stronger? compared to what?

Obviously the **more** you practice the **better** it gets!

More practice compared to what? And better compared to what?

All of the above 'interventions' take the form of a response to

- superlatives that are ended in 'est',
- comparative adjectives that are ended in 'er',
- most / least and more / less

Here we are dealing with [labels alert] comparatives and superlatives. Superlatives being the perceived 'highest' 'quality'

Detect the words (comparatives / superlatives)

If the word is a superlative ending in 'est' or a word like most or least use this response - **In respect to what?**

If the word is a comparative ending in 'er' or a word like more or less use this response - **Compared to what?**

Pattern 4

You **know**, when you are **learning** really well, or just a time when you have easily and comfortably assimilated **knowledge**, anyway whichever **way** comes most naturally to you is absolutely fine. This whole meta Model process is really just about **listening** and then realising which **parts** you make up and which **parts** you don't, so as you begin to **realise**, more clearly and more fully, you can **notice** what you bring to the table (**your content**) and what others bring (**their content**) and all the while as you do **that** just forget about **it** and - simply *notice the **process***.

She said I was tired of her.

Who said "I was tired of her"?

"Tired", how specifically?

Who is it you "tired of"?

I talked to people who were bored!

What did you 'talk' about?

Which people did you talk to?

How or what "bored" the people?

Some people just talk about NLP.

Which people specifically "just talk about NLP"?

What do they "just talk" about?

Whom do they "talk" to?

He grabbed her and said it!

Who grabbed who?

How was she grabbed?

Where did he grab her?

What was said to who?

Its an interesting explanation.

What is "an interesting explanation"?

Who is being interested?

Who / what is doing the "explanation"?

What form does the explanation take?

An interesting explanation if what?

Relax, just notice the process!

How specifically to "notice"?

What process specifically?

Who should relax?

Relax, how / what specifically?

All of the above 'interventions' take the form of a response to 'missing' or DELETED information.

Detect the missing information.

You can do this by checking what you have heard / seen / detected against what you have or had to ADD / make up / hallucinate, that is those certain details or CONTENT in order to make sense of what you have heard, relax, just notice the process.

As you detect the 'deleted' material simply ask **what or how specifically**, or if you want to sound less like a robot and more like a person having a conversation find your own ways to 'enquire about the deletions'

Pattern 5

Its **always** the same is init! **All** people **everywhere** are **always** learning new things but some **never** realise it at the time. Listening to the language people use (and this includes the language when you talk to yourself too) can give you a massive amount of information about how they are processing and this applies to **everyone**. This **never** means what you glean is correct but it **always** gives you intuitions that you can tune into which you then simply must **always** check out to be sure. **Always** sound advice that, checking out your intuitions, now, **its about time**, so lets take some more steps forward to your deepening understanding of the Meta Model.

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

People **always** piss me off.

They always piss you off?

what? are you saying, that everybody always pisses you off all the time?

I **never** seem to learn anything useful!

Are you honestly saying that you have never once learned just one useful thing?
what? Never?

I am **always** making mistakes!

Do you mean that, because it sounds like you are stating that everything you ever do and
at all the times you have done anything is has always been a mistake or have I
misunderstood you?

I am **always** correct in my judgements.

What always?

So you are saying that no matter what judgement you make about any subject irrespective
of whether you understand nothing about it you will always be correct?

I am **always** happy and always learning all the time

Cool! - maybe I can learn you amazing skills!

This to me, in this context, does not sound like any sort of a problem!

So no intervention required - remember the "lose friends and alienate yourself" good

advice.

All of the above 'interventions' take the form of a response to verbal 'claims about everlasting and immutable truths'

Detect the over generalised information.

You can do this by checking what you have heard and asking yourself whether this (to make sense) applies true through all time and all space - that is it is a universal truth.

As you detect the 'universally generalised' material simply question the over generalisation.

You can do it like these ways below

- Repeat the generalisation back and emphasise it. ALWAYS? NEVER? EVERYBODY?
- Really over-exaggerate (use humour). You saying its always been this way for as long as you can remember, like this all the time, never changing - get away with you!
- I bet someone as (clever, smart, creative) as you can think of just one time when this wasn't the case

Pattern 6

And they are off again! Having a laugh and a joke with each other, taking and conversing, sharing something special. They really listen to each other, they are indeed a great couple. Notice how they enjoy each others company. Not like those! They don't get on too well. He is always arguing with her, she is never loving him no matter what. Their relationship looks very much one sided almost as a relationship with a variable limp. He isn't really relating to her. Haven't they noticed that birds and butterflies have symmetrical wings and they work together in unison during flight, as one heart beating.

The way people express situations and events can sometimes seem skewed and sheered, can feel off-balance, off kilter, a bit one-sided. In the words of the philosopher Turner

"It Takes Two Baby It Takes Two Baby"

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

She is always **arguing** with her sister.

Is her sister always **arguing** with her?

My **partner** never wants to **do anything** with me!

Do **you** ever want to **do anything** with your partner?

My **husband** always **waits for me** to kiss him first!

Do **you always act** to kiss your husband first?

They always laugh at me!

Do you ever laugh at them?

My **partner** is always **holding my hand!**

Are **you** always **holding your partners hand?**

All of the above 'interventions' take the form of a response to verbal 'claims about what is apparently a two way (or more) process being described as one way.

Detect the one-sided or passive interaction.

You can do this by checking what you have heard and asking yourself whether this (to make sense) requires a more active role in the process than the seemingly one person - that is it's plain one sided.

As you detect the 'non-symmetric' material simply question the apparent one sidedness.

You can do it like these ways below

- Detect passive roles [is some action being 'done on' or 'done to' one person]
- When you detect a necessarily two way process - like kissing - switch the passive person to an active role
- When you detect a non-necessarily two way process - like smiling - switch the passive person to an active role
- Use a sentence to put people back into the active role

Pattern 7

It seems that **to learn** is **to change**. However you set about your learning, whether you prefer **to learn** in a systematic and structured way or perhaps you like **to learn** in a somewhat haphazard and random fashion. It can **take** many forms. Lets say someone **told** you to **go read** a book and you **decide** to do that. You can **read** a book and then you may **tell** someone else that you read it. They will most likely then **make** some assumption, perhaps some sort of generalisation. Don't **laugh**, I'm serious. No two people will read exactly the same, but wait, There are certain **reading** processes, perhaps if you **said go read** this book, that other person would likely **assume** how you meant them **to read** it - perhaps speed reading, perhaps photo reading, perhaps skimming, perhaps - who will **know** what they would **assume**, who knows what you would assume? So at your own pace how about continuing your learning as you **walk, stroll, jog** on to more of the Meta Model Easier Made...

The 'problems' or stuck states are presented in **RED** and the verbal responses in **GREEN**

You must **stop** allowing her **to drown** out your ideas!

How exactly do you propose I stop her? **How specifically** does she drown out my ideas to whom?

I want you **to run** over to the shops and **say** hello to Harry!

Will you **specify how** I ought to say it and do you have **any specific way** of running in mind that I should do as I follow your order my Lord?

Its easy, you just **juggle** the balls, you **throw** them and **catch** them!

Oh come on! **How** should I throw and catch them? **How** do you juggle?

That person is always nasty, he has been bullying me!

How has that person been nasty, how exactly has he been bullying you?

You have **to change** your habitual as you seem to **think** your behaving poorly!

As you seem to know, **what process** am I using to think? Any way as your being so helpful, how about letting me know **exactly how** to make the change you propose.

All of the above 'interventions' take the form of a response to verbal processes or process words that have been completely unspecified. That is the 'how to' is missing and undefined. This is one of the most easy Meta Model patterns to **detect**.

Listen out for Verbs or Process words. Words that describe some action but fail to describe how the action ought to be performed. In this sense all verbs and process words are unspecified. The response to detect or elicit the missing 'how to' is also very simple.

- How specifically?
- How?
- What are the steps?
- How exactly should I ()?

Pattern 8

... So then **he** said "Its is completely inappropriate for **people** to laugh!" The **mans** face was awash with creases and wrinkles; **people** would have struggled to understand the emotions that moved across **their** faces at that point. The **woman** who was **conversing** flashed her eyes at **a man**, "Of course it is to laugh, just as to **appropriate him**, it is appropriate to be serious, how can **a person** control their emotions".

Many in the **crowd looked** as if they understood **her** words, **others** just looked baffled or confused. Eventually without knowing, **they** seemed to reach some sort of unspoken understanding amongst **themselves**. Even without conscious understanding, **a person**, can, have a deep understanding of communications without even realising it, in addition to the meta model easier made.

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

You have seen the way people look at me!

Specifically, which people are you referring to?

Nobody will understand you!

Who exactly do you think will not understand?

Its always painful how dogs will turn and bite you.

What dogs are you specifically referring to here?

You see, when you say 'you' who are you actually talking about?

Who is it painful for?

That person is always nasty, he has been bullying me!

What person?

Who are they nasty to?

Who has been bullying you?

Its not possible to be truly happy in your job!

Who is it not possible for?

When you say 'you', who do you mean?

All of the above 'interventions' take the form of a response to non-process words or generalised references to people, objects or things. So to test, is reference made to a specific person or thing? Another way to detect the same 'kind of generalisation' is does the word refer to some generalised class of things? For example 'Bloodhound' is a example of the generalised class of Dogs.

'Painful' must refer to some 'thing' capable if feeling or inflicting pain or both.

Listen out for these generalisations, detect what kind of 'examples' you have to create or imagine to understand what specifically the writer or speaker is referring about.

- Who specifically?
- What specifically?

Pattern 9

In a great many circles NLP has not got the best of reputations. It is currently being repackaged and now appealing to mass audiences by many current writers. One exceptionally good one is Paul McKenna.

Just look at his series of best selling books - all repackaged NLP yet highly readable with mass appeal. Will this repackaged NLP reach millions upon millions and change their lives **or** will the books simply be read and shelved somewhere. Will the lessons, at some level be instrumental in some beneficial social revolution **or** will no one do the exercises and the inherent value remain on the pages in set type.

The vast majority of NLP Processes, as far as I can currently understand, are on the whole very good. The application of these processes is up to the individual practitioner. One recent example in the Independent of Sunday's 'Success at work' series presents a process. The process in itself is very good (coming loosely from Gregory Bateson's Double Bind Theory). Yet for me, the ethics of application is highly questionable, especially in the context it is presented.

This example is from the 'feel good or no hassle technique'. Or as I call it in this context the 'do what I want or feel bad' sleazy sales pattern.

*"Of course you could save £75 on our fees by dealing with the form choices yourself **OR** if you feel uncomfortable about wading through seven pages of time-consuming complex tax forms and material, which has to be spot on, we could do it for you".*

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

*Of course you could save £75 on our fees by dealing with the form choices yourself **OR** if you feel uncomfortable about wading through seven pages of time-consuming complex tax forms and material, which has to be spot on, we could do it for you*

Are you suggesting that if I don't pay you £75 for what may in fact be trivial, easy forms to fill in, I have to feel uncomfortable? Get stuffed!

*Would you like to learn this pattern easily **OR** do you want to learn it with minimal effort?*

Are you saying I can only learn this in two ways? easily or with minimal effort?

This story is either going to make you cry **OR** you are an unfeeling person!

My not crying does not mean I am unfeeling.

If I cry are you suggesting I am a feeling person?

You might like to think about what you have just said. I may know more about this story than you.

You can either clean this mess up now **OR** later!

I may never clean your mess up, that's your job!

So you are saying if I clean this mess up now I won't clean it up later? What if I do half now and leave the rest!

Thank you for such varied choices :-)

A person can either learn from mistakes **OR** keep making them

So if I keep making mistakes you seem to suggest I am not learning?

Are you suggesting it is impossible to make different mistakes?

You seem to be saying that continuing making mistakes means no learning is taking place?

All of the above 'interventions' take the form of a response to an *implied* choice of either THIS **or** THAT. By detecting the 'or' statement and fully realising that there are many additional choices we can explore to free ourselves from both 'unethical manipulation' **or** 'imposed choices' - either internally or externally; And opening up a real world of choices.

Once an 'either or' statement is detected, an illusion of choice, you can explore what is actually meant by using the following meta model challenge to

Would you like to 'X' or would you like to 'Y'?

Are you saying if I don't do 'X' I have to do 'Y'?

Are you saying not doing 'X' means I have to do 'Y'?

Are you saying if I don't do 'Y' I have to do 'X'?

Are you saying not doing 'Y' means I have to do 'X'?

By challenging the implied illusion of choice (X or Y), you will reject the 'imposed choice' and open up real choice - when it is appropriate to you.

- Does this mean not X has to be Y?
- Does this mean not doing Y means the only alternative is X?
- Are you saying the choice is just between X and Y?

Pattern 10

Breathe in and relax - no seriously, take a relaxing breath or two. Relaxing **means** your changing your state and changing your state **is** good. If you are experiencing any run up to Christmas pressures **you are no doubt** going to deal with them in your own unique ways.

I had a shopping experience recently, I was in Newcastle city centre and intended purchasing some electrical item. The electrical dealers on Northumberland street seemed the place to go. The assistants were busy talking to themselves about Christmas parties and the like and not at all assisting customers. Trained Baboons would have certainly been more amusing and equally as helpful, I waited about seven minutes and then left, **no wonder shop sales are declining - no apparent customer care.**

The so called service was shit **so** I left that shop to purchase elsewhere and after one or two more disappointing shopping experiences and a phone call where I could not make head nor tail of some foreign attempts at English it **meant** I was much better off purchasing online.

The 'problems' or stuck states are presented in **RED** and the verbal responses in **GREEN**

*Christmas shopping **means** you will get stressed.*

Have you every been stressed and not been Christmas shopping?

Have you ever been Christmas shopping and not been stressed?

Are you saying if you don't get stressed you can't go Christmas shopping?

You saying that you will try to behave differently **is the same** as you saying that you will fail.

Have you ever tried something and succeeded?

So your saying that it is not possible to try something and not fail?

Have you ever failed and not tried?

It sounds like your actually saying failure is equal to trying, is this correct?

Her speaking that way **means** she is trying it on!

Could she be trying it on and speak any other way?

Can you imagine her speaking that way and not trying it on?

Her speaking that way means she has just been to the dentist you bozo!

Doing lots of courses **is the same as** learning lots

Could you, do lots of courses and learn very little?

Are you suggesting that learning lots is only possible by doing lots of courses?

Doing lots of courses means you are a course junkie and you just need to practice.

Not smiling at her **is not** helpful to the relationship

So your saying smiling is the ONLY way to help the relationship?

Have you ever helped the relationship and not smiled?

Your smiling now. How is that helping that relationship?

All of the above 'interventions' take the form of a response to recognising a statement of the form where one 'thing' **is** said or shown to **equal** of be the **same** as another thing.

Where the two things are intrinsically different.

A is B

A means B

A and B

A equals B

To un-plait, un-weave and de-tangle the 'things' apart, you use questions, statements or provocative responses to separate the 'things'. This can be done in a variety of ways

- Are you saying that the only way to **B** is to **A**
- Has there EVER been a time when **A** and NOT **B**
- No, **A** means C and **B** means X

Pattern 11

Two people were talking about buying Christmas presents, in a coffee shop in Newcastle. I was there sitting chatting with Andy about our upcoming Master Practitioner course in 2008. The couple opposite us were **really enjoying** their Costa Massimo. My phone went so I excused myself from the planning and answered. The phone call was made by someone requiring some help with a phobia. They were talking and they said "... yes I have had it for several years now and **you know how you cant stop yourself**" It was at that juncture that I said "hold on, you just said that I cant stop myself I presume you mean 'you' not 'me'". After arranging an appointment I returned to my conversation with Andy, planning our Master Practitioner and **just knew Andy was happy** with our progress.

The 'problems' or stuck states are presented in **RED** and the verbal responses in **GREEN**

***I know** you're going to tell me to Susshhh but this is a really good idea*

Are you claiming to be able to read my mind?

And how do you know what I am going to say?

Susshhh!

I could tell that most people there thought it was plain crazy to have such an outburst!

How do you know what people thought?

And the ones that didn't - what specifically were they thinking?

Wow! Now that is a skills! What am I thinking right now?

Each time he talks he never takes my feelings into account

How do you know that?

Are you certain this is true when you are not there?

How would he know what feelings to account for?

Oh ***I know, you think*** its great to be confused.

You mean your self when you say you right?

Wow second time in a row. You are reading my mind. I am going to right some thoughts down on paper and your going to tell me what they are, and in what sequence.

You are absolutely correct, 100%.

How do you know what you think I think?

Its **obvious they all thought it** was really appropriate behaviour.

Cool, not only can you read minds and thoughts, you can do it to groups!

Are you saying you interpreted group responses and evaluated that as 'appropriate behaviour' in that particular setting.

While you there, as it were, what were they all feeling?

All of the above 'interventions' take the form of a response to recognising a persons claim that they have knowledge about someone else's thoughts or state. Sure, this could be possible, its know as empathy or telepathy or deep second position modelling. Here are some questions to check.

- How do you know that?
- You are claiming to know someone else's thoughts - explain that.
- You are claiming to know how someone else feels - how do you do that?
- Do you mean your interpretation is ...

Pattern 12

On the delayed 10.30 train from Kings Cross, **I** am travelling back to Newcastle, NLP training at the fore front of my mind. I have been to the NLP **conference**, an **experience** of great **interest**, that **I** will write up and share my views on in the future. The even was superbly **organised** and well worth a visit next year. **I** have met some wonderful energetic people with real **passion** **I** am of course talking of both the delegates and some of the presenters. Several of the big name presenters quite categorically stated that the NLP scene here in the UK is bigger than in the US. They demonstrated a great deal of **enthusiasm** about this, what **I** would call '*giving it a bit of the old flannel*' and **I** cant help but wonder if the current US **recession** adds more fuel to their desires. There was, for me a **curiosity** regarding some of the presenters **relationship** with the audience and their apparent lack of **knowledge**, **rapport** and **respect** for other's model of the world. There was as well a almost ubiquitous theme of re-branding and repackaging attempts at product **separation** of the various weaving threads of NLP from one another. I am wondering which will come first, New Improved 4th Generation NLP, NLP the next generation (oops that Star Trek) or Environmentally-Earth-Eco NLP – Beam em up spotty!

The 'problems' or stuck states statements are presented in **RED** and the verbal responses in **GREEN**

I have a serious **situation** here!

Tell me more about what your situationing?

What are you

My **response** is making me feel bad

How are you responding to what?

How are you choosing that particular way of responding?

What are you responding to?

Oh I know, you think its great to be **confused**.

What was confusing you?

How are you currently experiencing being confusing?

Confusing? How do you know?

I **decided** that a new **organisation** is the key!

How are you deciding that organising is a key?

What are you deciding when organising in this particular way?

How are you organising now?

What are you organising when you are deciding in that particular way?

How are you organising when you are deciding in that particular way?

All of the above '**interventions**' take the form of a response to recognising a description of some 'process' word that has been either turned into an 'object' or an 'event' in the past present or future. The process has been frozen.

Turning a process word into an event turns it into a kind of linguistic object or substance. Does it sound like you could pick some of this 'substance' up and put it in your pocket?

Example

*I have some '**frustration**'*

I am in a state of frustration

Testing for frozen process or states

Does the word 'logically' fit into a container

Does the sentence an ongoing X, make sense 'OR'

Does the sentence I am being X

Example

Take the verb to 'frustrate' here are its 'frozen' or stuck forms

frustration, frustrated

an ongoing 'frustration'

an ongoing 'frustrated' -> I am being frustrated

- Turn the frozen process word BACK into an ongoing process
- What is FRUSTRATING you?
- How are you FRUSTRATING yourself?

Pattern 13

One of the things that **makes** Christmas particularly nice is meeting up with friends and family. The time before the holidays running up to that last day at work before new year - lush! And there is **always** that feeling of excitement and anticipation **just before** the holidays start too. It **makes** you think doesn't it, about the whole concept of Christmas maybe even good old Yarwe, (oops HaShem - dear GOD, wouldn't want **to make** anyone or their religion take offence, after all this is the UK - Home to free speech and liberal attitudes **PROVIDING** that speech is politically correct. I don't know **why** I hear Anarchy in the UK by The Sex Pistols?), before that and now the semi -global adoption of 'Christian' values and beliefs especially by shop keepers and those not so friendly little elves from the Iceland consortium making as much money as they can, **forcing** suppliers to accept less than they had previously agreed - Ahh the joys of human kindness. The **causes** of all these conflicting undercurrents of humanity may never be known but **if you will** put all that stuff aside **then** - what you **make** Crimbo and new year to be really is up to you - and I do hope (and even offer a prayer to all receptive Deity's, God's and Goddesses) that for you *it turns out exactly the way you wish it* to be **while** you want it to.

The 'problems' or stuck states are presented in RED and the verbal responses in GREEN

Your smiling at me that way **makes** me feel nervous!

What times have you felt nervous before and I haven't smiled?

Its your interpretation of what my smile means that you say is making you nervous!

Are you saying that EVERY time I smile you get nervous - what if I wasn't here?

How does that happen?

IF she gets that job **THEN** we can be sure of improved performance

Are you suggesting that the only way we can have improved performance IS her getting the job?

So you are suggesting that improved performance will only be credited to and caused by her?

How will her not getting the job necessitate an impossible performance improvement?

THEN IF she doesn't get the job were finished? There is absolutely no other way in the universe to improve performance - IS this what you actually mean?

My lack of concentration **made** me miss the deadline

What caused your lack of concentration?

You need to change your strategy!

So if you could concentrate you could make the deadline. Think about it!

Since you concentrating now, The deadline is extended one hour away - get on it!

My boss is **making** me feel unhappy and stressed

What specifically has been stressing for you?

How are you choosing to respond such that you have felt unhappy?

Thats awful! You must be feeling so very unhappy and incredibly stressed out, aww thats soooooo terrible. Sometimes I think there is really no point to life. Ha just kidding, so what's the first things are you gona do about it first?

When did you give your boss permission to do that to you? (thanks Ian)

All this dark weather it **makes you** sad doesn't it.

It might make you sad, me, I feel great, you know.

Shut up and tell me, You can recall what light weather is like, can't you!

What did you think about it before you make that particular assessment?

No. Im looking forward to spring mornings and summer evenings BUT you probably cant even understand what I mean BECAUSE your way too sad to...

All of the above 'interventions' take the form of a response to recognising a description of some implied or stated cause and effect. This cause effect model works well with Newtonian physics but kind of crumbles and dissipates with people and living things.

There are several ways to respond. One way is to offer counter examples to either the whole statement or to the cause part or to the effect part. Other ways are to request the specifics, the what, OR the structure, the how of the particular cause and or effect.

The purpose of the response is to create choice and to create choice that is initiated and maintained by self.

Example

You make me feel good.

You have felt good without me.

What exactly is it that you choose to feel good about?

Nip skin playfully and "you feel good to me too"

Example

His boasting boars me

Come on lets go somewhere else

Its not his 'boasting' its your attitude

Then stop letting him control you - choose to feel something else!

Pattern 14

It's good, useful and certainly **important** to know what you really want. To know what you do want, when and where you want it *and* how you will know you have it are **particularly valuable**.

It's easy to *go and create a list things you want*. Things you want can include material possessions, like cars, books and clothes or internal states like, increased motivation to achieve 'X', or to feel centered, now, it may be something like 'more aptitude with physical coordination when I am doing 'Z''.

It's really necessary to be as specific as you are able to be specific about what exactly it is you want, **that's so cool! Its obvious** that this specification about what you want, perhaps **it's something really easy and extremely useful** like improving ones meta-modelling skills, begins a processes, both internal and external, that can bring about a realisation of what you want and *how* to get it, now, **that's really interesting ain't it!**

And that is what the meta-model is about, being specific, exploring the assumptions and engendering response-ability. **Socrates thought this was a good idea**, if the 'Socratic questioning' model is to be believed'.

The 'problems' or stuck states are presented in RED and the verbal responses in GREEN

*Its **necessary** to feel bad before you feel good!*

Who says its necessary?

According to who?

Which idiot thinks that?

***Everyone should be content** with what they have got!*

Are you saying 'everyone should be content'?

What philosopher are you quoting?

Why do you think that?

***Strategic armaments are important** to defend us from differing beliefs*

Says who?

according to who?

You sound like your quoting from the dictionary of anal utterances.

Political correctness protects us from bigotry

Sounds cool, have you finished with the aluminium tablets and your crack pipe?

Says who?

Are these your own thoughts and beliefs?

Any idiot could say the same

All of the above 'interventions' take the form of a response to recognising a description of some unspecified ownership of a belief or value, where the performer or person issuing the statement is to all intents and purposes unidentified.

Lets take two hot topics (content) and apply the appropriate response (process) to the statement.

Example

Its important to respect scientific beliefs and values

Says who?

Important compared to what?

Important to who?

(Or more provocatively)

Or what will happen?

Why?

Example

Its important to respect religious beliefs and values

Says who?

Important compared to what?

Important to who?

(Or more provocatively)

Or what will happen?

Why?

Taking it further

You will have already noticed that 'some' of individually presented patterns are present in some of the other patterns. This is true. These buggers can be tricky and more often-than-not travel in packs. The purpose of this document is to become proficient with the basics.

I have practised kung-fu off and on since I was around 11 years old. I am now beginning to develop some proficiency. When learning kung-fu as I am still doing, the basics are drilled repeatedly. Even though we practice techniques in isolation, commonly called 'the forms' or kata's, it is these basics or structures that all the rest of the system are based on, around and on top of. You could learn the forms very quickly in a matter of days and yet I guarantee you would not know them or be able to apply them well. Through repetition and practice you will become much more proficient and have a deeper understanding.

To get even better at meta modelling, practice recognition of each of the patterns in isolation. Easy ways to do this are listening to the radio, television or conversations

By going through this document and perhaps for the bold maybe braving the structure of magic (chapters 4-5) you will easily become familiar with the 'responses' presented in these books.

During a master practitioner, the person who introduced me to the delights of the meta model, Ian Berry, asked a question to the group...

"Who understands all the meta-model" he said

Smiling, I raised my hand and was confidently forming the words "yes, I do" when Ian looked at me and addressed the class and said, with authority

"No you don't"

He is of course, quite correct.

The Labels – or the names for the patterns presented

1. Modal Operators
2. Its clear and obvious to me
3. Comparatives and Superlatives
4. General Deletions
5. Balance – Symmetry and non-symmetry
6. Universality
7. Unspecified Verbs
8. Non-referring and non-specific words
9. Logical choice
10. Complex Equivalence
11. Mind Reading
12. Nominalisations – Freezing Process
13. Cause Effect
14. Lost Performatives

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