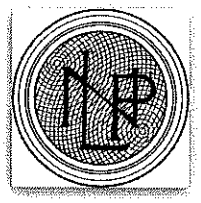
Neuro-Linguistic Programming

MODELING & COACHING
Strategies of Excellence for Business & Entrepreneurship

Robert Dilts with **Judith DeLozier** & **Suzi Smith**

July 24–31, 2002 96 page booklet UC Santa Cruz

Welcome to Learn & Enjoy @
ROBERT DILTS/NLP University



Dynamic Learning Publications/ NLP University Press/ NLPU
P.O. Box 934, Seaside, Oregon 97138
Telephone (831) 235-9223 TeresaNLPU@gmail.com www.nlpu.com

Dynamic Learning Publications

NLP

Modeling & Coaching

July 24-31, 2002, Santa Cruz, California

1. Robert Dilts (79.24)
2. Robert Dilts (79.37)
3. Robert Dilts (63.53)
4. Robert Dilts (78.48)
5. Robert Dilts/ Suzi Smith (70.12)
6. Judith DeLozier (71.01)
7. Judith DeLozier (73.49)
8. Robert Dilts (79.36)
9. Robert Dilts/ Suzi Smith (66.00)
10. Judith DeLozier (72.49)
11. Judith DeLozier/ Robert Dilts (77.17)
12. Robert Dilts (77.58)
13. Robert Dilts/ Suzi Smith (74.22)
14. Suzi Smith (70.26)
15. Judith DeLozier/ Robert Dilts (79.38)
16. Robert Dilts (76.48)
17. Robert Dilts/ Judith DeLozier (79.20)
18. Judith DeLozier (58.42)

NLPU 300—Modeling and Coaching Booklet: Strategies of Excellence for Business and Entrepreneurship

Table of Contents

Table of Contents (Continued)

NLPU 300—Modeling and Coaching:

Strategies of Excellence for Business and Entrepreneurship

NLP University 'Ground Rules'

In general, be *responsible, respectful, creative and flexible.*

Seminar Etiquette:

- Wear your name tag every day (new trainers will not know who you are).
- Bring your training manual every day.
- Everyone is expected to participate in all activities and be present at all sessions. If you intend to go for certification you are required to participate in all activities and be present at all sessions.
- If, for whatever reason, you have to miss a session, be late to a session or leave a session early, contact one of the trainers either directly or by a written message.
- Please, no smoking in the seminar room. Check for designated smoking areas outside the training rooms.
- Please ask fellow participants about smoking during exercises.

Be Responsible for Yourself

- Be in charge of your own internal state. (Don't wait for someone else to put you in a learning/ resource state.)
- Pace yourself. When you are in an unfamiliar place for a long period of time, it can sometimes be destabilizing. Take actions (e.g., rituals, routines, etc.) that promote health and stability. There will be plenty of activities relating directly to NLP University studies. Avoid taking on too many extra activities (e.g., new diets, practices, etc.) that may distract you from your primary purpose of learning NLP in an ecological fashion.
- If you feel emotionally upset or unsettled, seek advice from the trainers or resource people—but remember, trainers and resource people are here to support the training goals, not to be therapists.

Interacting with Fellow Participants

Enjoy the Diversity. Respect the Differences.

- Remember, there are a lot of different models of the world, backgrounds, expectations and cultures represented at this seminar. If you have a concern or disagreement during the program, first try to work it out using NLP—i.e., rapport, meta position, spatial sorting, etc. Manifest NLP presuppositions.
- Pace first and then lead. Acknowledge the other person's model & positive intent, then state your first position, owning your own model, intent, feelings, etc. (*"From my own perspective, I feel...."*).
- Respect confidentiality. Ask fellow participants for permission before you discuss content details of their experiences in class.
- Be respectful of the need for stability in others. Don't push people to try things that may jeopardize their balance or ecology (either during or outside of seminar hours).
- Watch out for one another. Be attentive to signs of instability in fellow participants (e.g., not sleeping or eating properly). If you are concerned about the physical or mental well-being of a fellow participant, or the behavior of a fellow participant, report it to one of the resource people or trainers.
- Participants in an extended residential course often form very strong and intimate relationships with one another. Because of the instability that can surround such situations, however, we recommend that you wait until the program is over before pursuing romantic relationships with fellow participants.

Community Responsibilities

A core criterion for systemic NLP is *'ecology'*. Please demonstrate respect for all elements of the system, including the University of California, students, staff and other conference groups. For example, picking up your coffee cups and putting your chairs in order at the end of the day is a way of taking responsibility for the training environment.

University Policies

Our contract with the University of California requires that everyone to be responsible for their *own* food and lodging. Please respect these expectations. Use your own meal card. Empty beds or rooms may be reserved for other participants. The cleaning staff notices and reports if extra beds or rooms are being used.

Public alcohol consumption is not permitted by the University. There are many underaged and impressionable young people attending other programs during the Summer. Drinking is allowed in the privacy of your apartments.

Interacting with University of California Staff

NLP University is being sponsored by the Dynamic Learning Center and is only using the facilities at the University of California campus. The people on the University of California staff are employed by the University of California not the Dynamic Learning Center/NLP University. Most of them are college students working for the Summer. They have very little organizational experience, knowledge or responsibility (remember, this is *not* a hotel). Young people are often very sensitive and impressionable and the University of California has very strict policies regarding sexual harassment. Please use maximum rapport skills.

Copyrights

Please honor the copyrights on printed materials. It is a way of demonstrating integrity and showing respect for other people's work. We understand your desire for as much information as possible, but it is important to get it in an ecological way that doesn't infringe upon the rights of others. We will provide you with our policies regarding duplicating or reusing copyrighted materials. Please don't put your fellow participants in an awkward position by asking for copies of their materials.

We will be recording each training session. Audio tapes will be made available to the members of each course. Personal audio or video taping is not feasible during the training. Taking photographs during training sessions can disturb the trainers and other participants, and interfere with the continuity of the program. Therefore, we ask that you be respectful and reserve taking photographs for special occasions and appropriate times. Also, remember that not everyone is comfortable having their photograph taken.

Interacting with Teresa

When in doubt, ask Teresa. Teresa's goal is to make you as comfortable as possible during your stay at this program.

Teresa handles all organizational questions—i.e., scheduling, housing, meals, places to go, purchasing books and materials, payments, receipts and all other financial matters.

Teresa is generally available in the mornings before the seminar starts, in the evenings immediatel following the afternoon session. Please be mindful that she has many others to attend to in addition tc you.

When in doubt, write it down.

Exercise Protocol

Stay within the defined training area to do exercises (do not go to private rooms or out of sight of the training building). Keep all passageways and walkways clear (do not draw on them, or leave things on them—chairs, papers, stones, etc.).

NLPU exercises involve a combination of skill development and personal development. However, our primary focus is on skill development. Therefore, we highly recommend that you practice the steps of the various exercises and procedures as they have been given before making adaptations or variations. If you have a question or confusion about an exercise, a model, a technique, etc.:

- Ask one of the trainers or resource people
- Bring it up during an 'open frame' or study group
- Write it on a piece of paper and hand it to one of the trainers.

When in doubt, write it down.

Interacting with the Trainers

The trainers want to be as open and available to all participants as possible. However, they will all be *very busy!* ***The trainers have no time available for individual client work.*** They have very limited time for meetings with individual participants. If you feel you have something important to talk about that cannot be handled by other Dynamic Learning Center staff then make a written proposal including the following information:

1. Topic:
2. Goal or Expected Outcomes
   a. For Yourself:
   b. For the Trainer(s):
3. Which Trainer(s):
4. How Long Do You Expect To Need To Meet:

The trainers and resource people will not have any time available for private consultations or therapy. We would be happy to make referrals to local therapists.

Many of the trainers are also authors, and we understand that you will want books signed. Because this can be distracting during the training period, please give any books that you want signed to Teresa and she will make the appropriate arrangements and return them to you.

Break Etiquette

Remember, *everyone needs a break.* Generally, trainers and resource people will need to meet ('huddle') at the beginning of each break. Be respectful of their needs.

When in doubt, write it down.

Emergency Information:

Dominican Hospital

1555 Soquel Drive
Santa Cruz, CA 95060

Emergency Room: 462-7710
Mental Health Unit: 462-7719

UCSC
Santa Cruz, CA 95064

Health Center: 459-2211
Campus Police: 459-2231
Emergency: 459-2345

Marc Lehrer, PhD (Local Licensed Psychologist): 426-3321

Tentative Schedule of Topics & Activities for NLPU 300

July 24 – July 31

Day 1—*July 24* [Robert]
Overview of the Modeling Process
Three Phases of Modeling
The Coaching-Modeling Loop
Generating Possibilities

Day 2—*July 25* [Suzi]
Making Choices
Managing Time
Basic Modeling Strategies
T.O.T.E. Modeling Questionnaire
Basic Modeling Exercises

Day 3—*July 26* [Judy]
Setting Expectations (self/other)
Pattern Detection
Mill's Methods—Contrastive Analysis

Day 4—*July 27* [Robert and Suzi]
Communicating Clearly
Implicit Modeling
Strategy for Genius

Day 5—*July 28* [Judy]
Improving Working Relationships
Multiple Positions in Modeling
Co-Modeling

Day 6—*July 29* [Robert]
Learning from Past Mistakes
Managing up/down
Multi-Level Modeling

Day 7—*July 30* [Robert and Judy]
Solving Problems
Applied Modeling

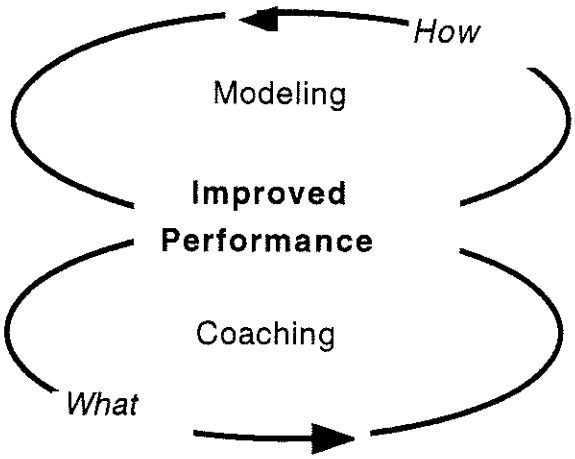
Day 8—*July 31* [Judy]
Balancing Personal and Professional
Archetypal Modeling

The Coaching-Modeling Loop

Coaching involves drawing out best performance from others through feedback and encouragement. The focus of coaching is on *what* a person is doing and needs to do in order to perform effectively. (Mentoring is a higher level form of coaching that involves drawing out people's best qualities).

Modeling involves identifying and analyzing examples of successful performances (a type of combination of benchmarking and success analysis); sometimes by making comparisons to unsuccessful performances. The focus of modeling is on how people perform

The 'coaching-modeling' loop is an example of *double loop learning*. There is an old adage which states that "if you give a person a fish, you have fed him for a day; but if you teach a person how to fish, you have fed him for the rest of his life." "Double loop learning" would involve helping a person to catch a fish, and in doing so, teaching the person how to fish at the same time. Thus, it involves achieving two simultaneous outcomes—learning what to do and, at the same time, how to do it.



Double Loop Learning Involves Two Simultaneous Levels of Learning

In a sense, double loop learning involves getting "two for the price of one." In a double loop creative process for example, a person would be coached to come up with an important and innovative idea or solution, and at the same time learn a strategy or "recipe" for generating other creative ideas that could be applied in other situations later on.

Another classic example of double loop learning is modeling. In a company or organization, the process of an individual or group that does something effectively can be modeled, so that the structure of their process can be made explicit and taught to other individuals and groups. At the same time, that group can learn the process of *how to model.* So, not only do they receive the benefit of the results of the modeling project, they learn how to model on their own, at the same time.

Because it provides more value and saves time, more and more learning processes in the future will have this "double loop" characteristic.

Modeling

Webster's Dictionary defines a model as "a simplified description of a complex entity or process"—such as a "computer model" of the circulatory and respiratory systems. The term comes from the Latin root *modus*, which means "a manner of doing or being; a method, form, fashion, custom, way, or style." More specifically, the word "model" is derived from the Latin *modulus*, which essentially means a "small" version of the original mode. A "model" of an object, for example, is typically a miniature version or representation of that object. A "working model" (such as that of a machine) is something which can do on a small scale the work which the machine itself does, or expected to do.

The notion of a "model" has also come to mean "a description or analogy used to help visualize something (as an atom) that cannot be directly observed." It can also be used to indicate "a system of postulates, data, and inferences presented as a formal description of an entity or state of affairs."

Thus, a miniature train, a map of the location of key train stations, or a train schedule, are all examples of different possible types of models of a railway system. Their purpose is to emulate some aspect of the actual railway system and provide useful information to better manage interactions with respect to that system. A miniature train set, for instance, may be used to assess the performance of a train under certain physical conditions; a map of key train stations can help to plan the most effective itinerary to reach a particular city; a train schedule may be used to determine the timing required for a particular journey. From this perspective, the fundamental value of any type of model is its *usefulness*.

Overview of Modeling in NLP

Behavior modeling involves observing and mapping the successful processes which underlie ar exceptional performance of some type. It is the process of taking a complex event or series of event and breaking it into small enough chunks so that it can be recapitulated in some way. The purpose o behavior modeling is to create a pragmatic map or 'model' of that behavior which can be used t reproduce or simulate some aspect of that performance by anyone who is motivated to do so. The goa of the behavior modeling process is to identify the essential elements of thought and action required t produce the desired response or outcome. As opposed to providing purely correlative or statistica data, a 'model' of a particular behavior must provide a description of what is necessary to actuall achieve a similar result.

The field of Neuro-Linguistic Programming has developed out of the modeling of huma behaviors and thinking processes. NLP modeling procedures involve finding out about how the brai ("Neuro") is operating, by analyzing language patterns ("Linguistic") and non-verbal communicatior The results of this analysis are then put into step-by-step strategies or programs ("Programming") tha may be used to transfer the skill to other people and content areas.

In fact, NLP began when Richard Bandler and John Grinder modeled patterns of language an behavior from the works of Fritz Perls (the founder of Gestalt therapy), Virginia Satir (a founder c family therapy and systemic therapy) and Milton H. Erickson, M.D. (founder of the American Societ of Clinical Hypnosis). The first 'techniques' of NLP were derived from key verbal and non-verba patterns Grinder and Bandler observed in the behavior of these exceptional therapists. The implicatio of the title of their first book, *The Structure of Magic* (1975), was that what seemed magical an unexplainable often had a deeper structure that, when illuminated, could be understood, communicate and put into practice by people other than the few exceptional 'wizards' who had initially performe the 'magic'. NLP is the process by which the relevant pieces of these people's behavior wa discovered and then organized into a working model.

NLP has developed techniques and distinctions with which to identify and describe patterns c people's verbal and non-verbal behavior—that is, key aspects of what people say and what they d The basic objectives of NLP are to model special or exceptional abilities and help make the transferable to others. The purpose of this kind of modeling is to put what has been observed an described into action in a way that is productive and enriching.

The modeling tools of NLP allow us to identify specific, reproducible patterns in the languag and behavior of effective role models. While most NLP analysis is done by actually watching ar listening to the role model in action, much valuable information can be gleaned from written records a well.

The objective of the NLP modeling process is not to end up with the one 'right' or 'tru description of a particular person's thinking process, but rather to make an *instrumental map* th

allows us to apply the strategies that we have modeled in some useful way. An 'instrumental map' is one that allows us to act more effectively—the 'accuracy' or 'reality' of the map is less important than its 'usefulness'. Thus, the instrumental application of the behaviors or cognitive strategies modeled from a particular individual or group of individuals involves putting them into structures that allow us to use them for some practical purpose. This purpose may be similar to or different from that for which the model initially used them.

For instance, some common applications of modeling include:

1. Understanding something better by developing more 'meta-cognition' about the processes which underlie it—in order to be able to teach about it, for example, or use it as a type of "benchmarking."

2. Repeating or refining a performance (such as in a sport or a managerial situation) by specifying the steps followed by expert performers or during optimal examples of the activity. This is the essence of the 'business process reengineering' movement in organizations.

3. Achieving a specific result (such as effective spelling or the treatment of phobias or allergies). Rather than modeling a single individual, this is often accomplished by developing 'techniques' based on modeling a number of different successful examples or cases.

4. Extracting and/or formalizing a process in order to apply it to a different content or context. For example, an effective strategy for managing a sports team may be applied to managing a business, and vice versa. In a way the development of the 'scientific method' has come from this type of process, where strategies of observation and analysis that were developed for one area of study (such as physics) have been applied to other areas (such as biology).

5. Deriving an inspiration for something which is loosely based on the actual process of the model. Sir Arthur Conan Doyle's portrayal of Sherlock Holmes which was based on the diagnostic methods of his medical school professor Joseph Bell is a good example of this.

Deep Structure and Surface Structure

NLP draws many of its principles and distinctions from the field of transformational grammar (Chomsky 1957, 1965) as a means to create models of people's verbal behavior. One of the essential principles of transformational grammar is that tangible behaviors, expressions, and reactions are 'surface structures' which are the result of bringing 'deeper structures' into reality.

This is another way of saying that the models we make of the world around us with our brains and our language are not the world itself but representations of it. One important implication of the principles of transformational grammar is that there are multiple levels of successively deeper structures in the structure and organization within any coding system. An important implication of this, with respect to modeling, is that it may be necessary to explore various levels of deep structure, behind a particular performance, in order to produce an effective model of it. Furthermore, different surface structures may be reflections of common deep structures. For effective modeling, it is frequently important to examine multiple examples of surface structures in order to better know or identify the deeper structure which produces it.

Another way to think about the relationship between deep structure and surface structure is the distinction between "process" and "product." Products are the surface level expressions of the deeper and less tangible generative processes which are their source. Thus, "deep structures" are latent potentials that become manifest in concrete surface structures as a result of a set of transformations. This process includes the selective destruction as well as the selective construction of data.

In this regard, one of the fundamental challenges of modeling comes from the fact that the movement between deep structure and surface structure is subject to the processes of generalization, deletion and distortion. That is, some information is necessarily lost or distorted in the transformation from deep structure to surface structure. In language, for example, these processes occur during the translation of deep structure (the mental images, sounds, feelings and other sensory representations that are stored in our nervous systems) to surface structure (the words, signs and symbols we choose to describe or represent our primary sensory experience). No verbal description is able to completely or accurately represent the idea it is attempting to express.

The aspects of deep structure which become manifest, are those for which enough missing links

(deletions, generalizations, distortions) have been filled in that the potential latent at the level of deep structure is able to complete the series of transformations necessary to become manifest as surface structure. One of the goals of the modeling process is to identify a complete enough set of transforms so that an appropriate and useful expression of the deep structure may be attained.

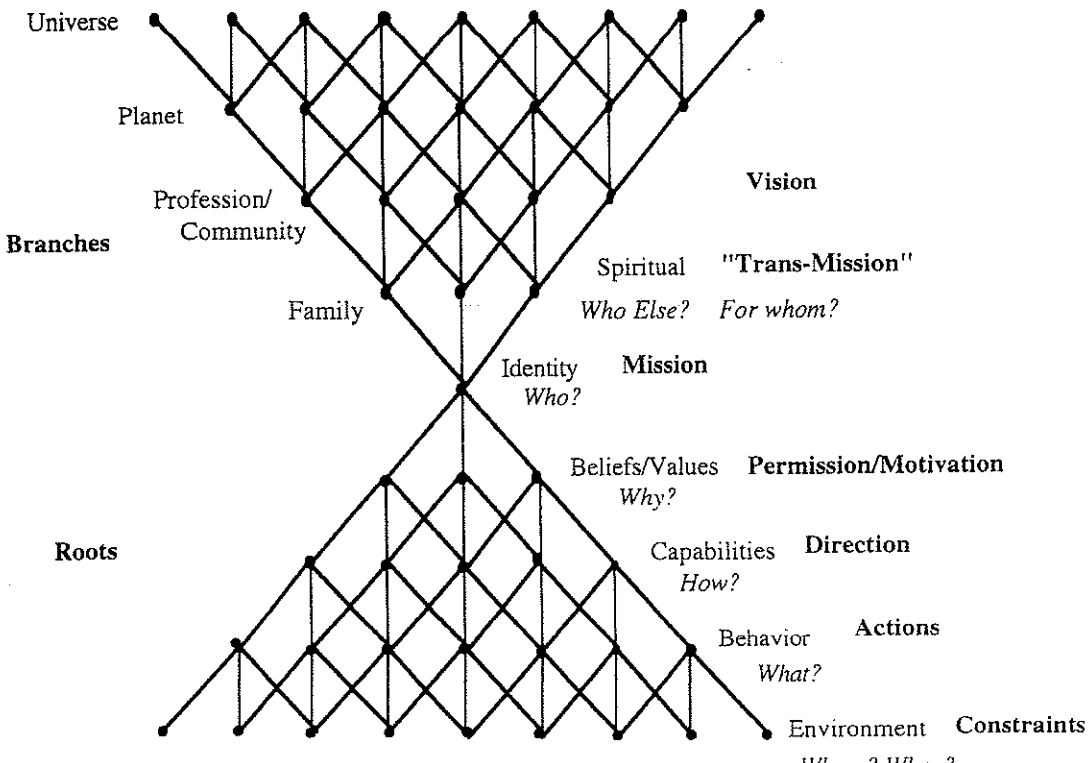
Levels of Modeling

Creating an effective of model of a particular behavior or performance involves more than imitation. Depending on one's purpose for modeling, there may be several different levels of information required in order to achieve the desired performance or application.

In modeling an individual, for example, there are a number of different aspects, or levels, of the various systems and sub-systems in which that person operates that we may explore. We can look at the historical and geographical *environment* in which the individual lives—i.e., *when* and *where* the person operates. We can examine the individual's specific *behaviors* and actions—i.e., *what* the person does in that environment. We may also look at the intellectual and cognitive strategies and *capabilities* by which the individual selects and guides his or her actions in the environment—i.e., *how* the person generates these behaviors in that context. We could further explore the beliefs and values that motivate and shape the thinking strategies and capabilities that the individual has developed to accomplish his or her behavioral goals in the environment—i.e., *why* the person does things the way he or she does them in those times and places. We could look deeper to investigate the individual's perception of the self or identity he or she is manifesting through that set of beliefs, capabilities and actions in that environment—i.e., the *who* behind the why, how, what, where and when.

We might also want to examine the way in which that identity manifests itself in relationship to the individual's family, colleagues, and contemporaries, Western Society and Culture, the planet God—i.e., who the person is in relation to *who else*. In other words, how do the behaviors, abilities beliefs, values and identity of the individual influence and interact with larger systems of which he or she is a part in a personal, social and ultimately *spiritual* way?

One way to visualize the relationships between these elements is as a network of generative systems that focus or converge on the identity of the individual as the core of the modeling process.



Network of Logical Levels

In summary, modeling may involve exploring the interactions of a number of different levels of experience, including:

Spiritual	Vision & Purpose
A. *Who I Am* —Identity	Mission
B. *My Belief System*—Values, Meta Programs	Permission & Motivation
C. *My Capabilities*—States, Strategies	Direction
D. *What I Do* —Specific Behaviors	Actions
E. *My Environment*—External Context	Reactions

- Environment determines the external opportunities or constraints to which a person must react. It involves the *where* and *when* of a particular skill or ability.
- Behaviors are the specific actions or reactions made by a person within the environment. It involves the *what* of a particular skill or ability.
- Capabilities guide and give direction to behavioral actions through a mental map, plan or strategy. It involves the *how* of a particular skill or ability.
- Beliefs and values provide the reinforcement (motivation and permission) that supports or inhibits capabilities. It involves the *why* of a particular skill or ability.
- Identity relates to a person's role, mission and/or sense of self. It involves the *who* of a particular skill or ability.
- Spiritual relates to the larger system of which one is a part. It involves the *who else and what else* of a particular skill or ability.

Modeling Capabilities

The focus of most NLP modeling processes is at the level of capabilities, the *how to* level. Capabilities connect beliefs and values to specific behaviors. Without the *how*, knowing what one is supposed to do, and even why to do it, is largely ineffective. Capabilities and skills provide the links and leverage to manifest our identity, values and beliefs as actions in a particular environment.

The fact that NLP modeling procedures tend to focus on capabilities, by the way, does not mean they only consider that level of information. Often, a gestalt of beliefs, values, sense of self, and specific behaviors are essential to produce the desired capability. NLP maintains that, by focusing on developing capabilities, the most practical and useful combinations of "deep structure" and "surface structure" will be produced.

It is important to keep in mind that capabilities are a deeper structure than specific tasks or procedures. Procedures are typically a sequence of actions or steps that lead to the accomplishment of a particular task. Skills and capabilities, however, are frequently "non-linear" in their application. A particular skill or capability (such as the ability to think creatively, or to communicate effectively) may serve as a support for many different kinds of tasks, situations and contexts. Capabilities must be able to be "randomly accessed," in that the individual must be able to immediately call upon different skills at different times in a particular task, situation or context. Instead of a linear sequence of steps, skills are thus organized around a T.O.T.E.—a feedback loop between a) goals b) the choice of means used to accomplish those goals and c) the evidence used to assess progress towards the goals.

The T.O.T.E.: Minimum Requirements For Modeling Effective Skills and Behaviors

The essential modeling framework employed by NLP is that of the goal oriented feedback loop described by the T.O.T.E. (Miller, et al, 1960). The letters T.O.T.E. stand for Test-Operate-Test-Exit. The T.O.T.E. concept maintains that all mental and behavioral programs revolve around having a fixed goal and a variable means to achieve that goal.

This model indicates that, as we think, we set goals in our mind (consciously or unconsciously) and develop a TEST for when that goal has been achieved. If that goal is not achieved we OPERATE to change something or do something to get closer to our goal. When our TEST criteria have been satisfied we then EXIT on to the next step. So the function of any particular part of a behavioral program could be to (T)est information from the senses in order to check progress towards the goal or to (O)perate to change some part of the ongoing experience so that it can satisfy the (T)est and (E)xit on to the next part of the program.

A TEST for effective "leadership," for example, might be that a particular project is 'profitable'. If

the project is not profitable enough, the leader will need to OPERATE or go through procedures to attempt to make the project more profitable, or to come up with a more appropriate project.

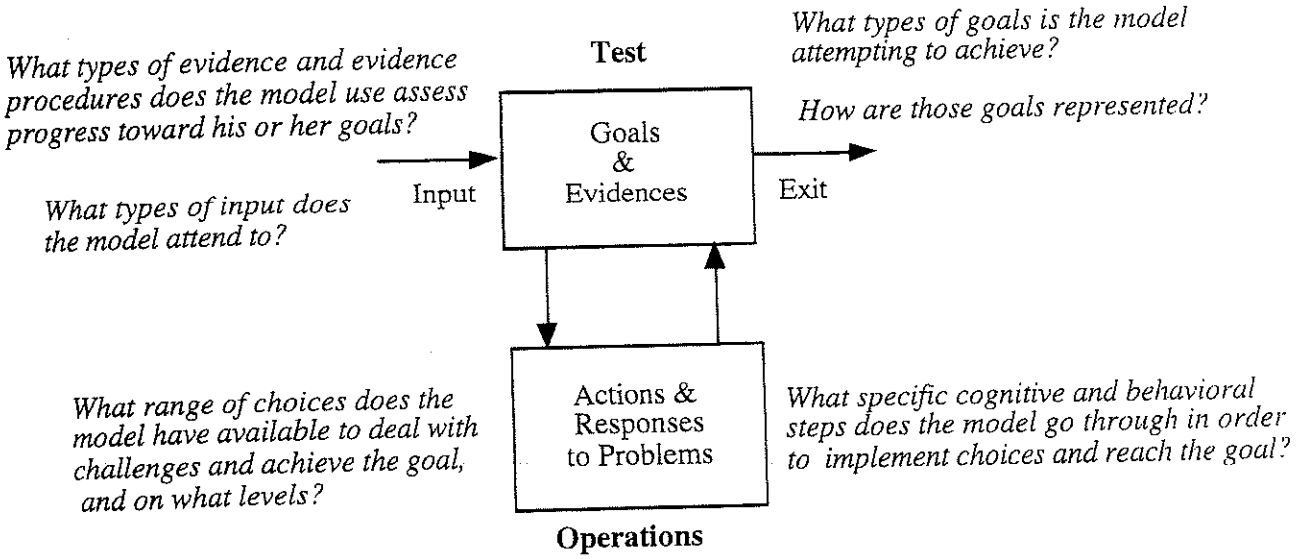
Often, there are different ways to TEST for something like "profitability" based on different maps and assumptions about what it means to be 'profitable'. For instance, 'profitability' may be determined on the basis of:

a) physical possession of cash or other assets
b) comparisons made to other projects
c) what is seen as being the longer term benefits of the project
d) additional opportunities generated as the result of the project

These variations in evidences may make a significant difference in the kind of results produced by the project and in the people who are likely to be attracted to it. It is these types of sometimes subtle differences in tests and operations that can make the difference between effective and ineffective "leadership."

Thus, according to NLP, in order to effectively model a particular skill or performance we must identify each of the key elements of the T.O.T.E. related to that skill or performance:

1) The performer's goals.
2) The evidence and evidence procedures used by the performer(s) to determine progress toward the goal.
3) The sets of choices used by the performer(s) to get to the goal and the specific behaviors used to implement these choices.
4) The way the performer(s) respond(s) if the goal is not initially achieved.



Modeling Involves Defining the Various Elements of the Performer's T.O.T.E.

Levels of Complexity of Skills and Capabilities

It should be kept in mind that capabilities themselves are of different natures and levels of complexity. Some skills and capabilities are, in fact, made up of other skills and capabilities. The ability to "write a book" is made up the abilities relating to the vocabulary, grammar, and spelling of the language in which one is writing, as well as knowledge relating to the subject one is writing the book about. These are often referred to as "nested T.O.T.E.s," "sub-loops," or "sub-skills," because they relate to the smaller chunks out of which more sophisticated or complex skills are built. The capability of "leadership," for example, is made up of many sub-skills, such as those relating to effective communication, establishing rapport, problem solving, systemic thinking, and so on.

Thus, the modeling process itself may be directed toward different levels of complexity with

respect to a particular skills and capabilities.

1. *Simple Behavioral* skills would involve specific, concrete, easily observable actions that take place within short periods of time (seconds to minutes). Examples of simple behavioral skills would include: making a particular dance move, getting into a special state, shooting a basket, aiming a rifle, etc.

2. *Simple Cognitive* skills would be specific, easily identifiable and testable mental processes which occur within a short period of time (seconds to minutes). Examples of simple cognitive skills would be: remembering names, spelling, acquiring simple vocabulary, creating a mental image, etc. These types of thinking skills produce easily observable behavioral results that can be measured, and provide immediate feedback.

3. *Simple Linguistic* skills would involve the recognition and use of specific key words, phrases and questions, such as: asking specific questions, recognizing and responding to key words, reviewing or 'backtracking' key phrases, etc. Again, the performance of these skills is easily observable and measurable.

4. *Complex Behavioral* (or Interactive) skills involve the construction and coordination of sequences or combinations of simple behavioral actions. Abilities such as juggling, learning a martial art technique, successfully executing a play in a particular sport, making a presentation, acting a part in a film or play, etc., would be examples of complex behavioral skills.

5. *Complex Cognitive* skills are those which require a synthesis or sequence of other simple thinking skills. Creating a story, diagnosing a problem, solving an algebra problem, composing a song, planning a project, etc., would be examples of capabilities involving complex cognitive skills.

6. *Complex Linguistic* skills would involve the interactive use of language in highly dynamic (an often spontaneous) situations. Abilities such as persuasion, negotiation, verbal reframing, using humor, storytelling, doing a hypnotic induction, etc., would be examples of capabilities involving complex linguistic skills.

Clearly, each level of skill needs to include and incorporate the abilities, or T.O.T.E.s, employed by the levels preceding it. Thus, it is typically more challenging and involved to model complex skills than simple ones; and it is easier to learn modeling by beginning with simple behavioral and cognitive skills before moving to more complex tasks. Often, however, complex skills can be "chunked down" into a group or sequence of simpler ones.

One key consideration in modeling, then, is determining at which level, or "chunk size," of skill one will be focusing. The distinctions and procedures which are successful for modeling one level of skill may not be as effective in modeling another level. For example, simple imitation, or "mirroring" may be a successful strategy for modeling simple behavioral skills, but be an ineffective means to model complex cognitive or linguistic skills. Likewise, a simple questionnaire or verbal interview may enough to model a simple cognitive skill, but be inadequate to create an effective model for a complex, or even simple, behavioral skill.

Goals for the Modeling Process

In conclusion, the overall goal of modeling is to create a practical map of a particular capability or skill by breaking it into "chunks" and identifying the relevant features and steps that are necessary in order to apply that capability in some way. The purpose of applying a particular model, or doing a particular modeling activity may be to either:

a) Learn about difference
b) Do something differently
c) Do something better
d) Do something new
e) Have more choices
f) Transform perception