

Logical levels

(based on Gregory Bateson and Robert Dilts)

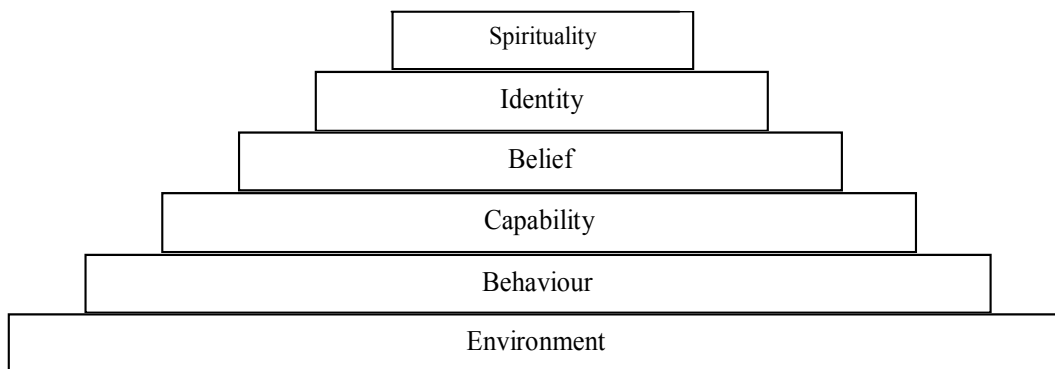
How to think on a higher level

An insight into the logical levels associated with learning is of benefit to the enhancement of the personal ability to learn and the enhancement of the ability of others to learn.

The effect of each level is to organize and direct the information on the level below it. Changing something on a higher level would necessarily change things on the lower levels; changing something on a lower level could but would not necessarily affect the upper levels.

The level at which a person experiences his problem can be recognized from the way in which he tells his story and asks questions. If you remain stuck on a certain thinking level a problem may seem completely unsolvable. A coach can raise a person's thinking level by asking questions and so opening up a new perspective.

The ability to learn can be encouraged by adapting to the relevant level or by challenging the person to think at the next highest level.



Environment (where, when):

The environment level involves the specific external conditions in which our behaviour takes place. The emphasis is on explaining what happened, with whom, how and where. The narrator places the cause of what happened in the story outside himself. A lot of energy goes into explaining how something came about. This also includes grumbling and complaining.

Behaviour (what):

Behaviour is made up of the specific actions or reactions taken within the environment. The emphasis is on what the narrator himself thought and did and what influence he himself exerted on the situation. Behaviour also includes the narrator's thoughts about his possible own influence and what he could have done to influence the situation.

Capability (how):

Capabilities guide and give direction to behavioural actions through a mental map, plan or strategy. By analysing his own influence the narrator thinks of actions he would have liked to have done, but which do not belong to his repertoire yet. The narrator's capabilities direct his behaviour. Here we are dealing with a plan or strategy that forms the basis for the behavioural actions so that the narrator gets a better grip on the situation and on himself.

Belief (why):

Beliefs and values provide the reinforcement that supports or denies capabilities. The narrator considers the motives behind the behaviour, the underlying standards and values. Beliefs are expressed in a recognizable pattern that appears in different situations. Limiting beliefs can stand in the way of the use of existing capabilities.

Identity (who):

Identity factors determine overall purpose and shape beliefs and values through our sense of self. Here the narrator explores personal quests for meaning such as the quest for a higher purpose, his mission. Why do I feel so washed out here, what is worth the trouble for me, what makes me blossom, what challenges me and what is my passion. This level is often involved in burnout and feelings of excessive tension.

Spirituality (what for, who else)

Inspiration relates to the fact that we are part of a larger system that reaches beyond ourselves as individuals to our family, community and global systems. This level can also be referred to as the wisdom level.

The narrator sees (his) connection to the greater whole. This level often calls for attention in the event of a (life) crisis.

Literature

Changing Belief Systems with NLP, Dilts. R., Meta Publications, CA, 1990

Site:

www.nlpuniversitypress.com

Spirituality:
I feel the support of a larger system

Identity:
I am important, my existence is significant

Belief:
My opinion is a contribution to the project

Capability:
I can communicate my intention

Behaviour:
I explain it properly

Environment:
My colleagues understand my proposal