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Meta – Programmes

Before I explain how you can use meta-programmes in order to understand, empower and motivate your colleagues I will explain communication. We are all unique individuals that have our own set of rules, which govern how we interact with people, how we talk to ourselves and how we choose what we focus on and achieve. At any one time during your waking experience, you are being bombarded by over 2 million bits of sensory (light, sound, feeling, tastes & smells.) information. We unconsciously filter out the information which is irrelevant to our cause. We leave out the unnecessary so that we can reduce the incoming information to what matters to us at that time.

These filters do the job of deleting, distorting and generalizing according to our model of the world. Each second these 2 million bits of information come in through our senses and are filtered through our memories, beliefs and values, decisions, meta-programs and your idea of time/ space, matter & energy. At the end of this process you're left with your perception. This perception is your internal representation (re-presentation) of the external information around you. All internal representations are made up of images, sounds and sensations that constitute our model or image (belief) of the world. These are instantly translated through the nervous system (neurology) and expressed as chemicals in the body (emotion) which then influence our actions (behaviour). Because of this process how we perceive reality can be completely different to the person stood next to us, who generalizes this information and experience their own version of reality, therefore reality is not "out there" but how we filter it to be.

Meta-programmes are contextual specific filters which we use during communication, they are the ways that we see and interpret what goes on around us. They are how you react to information given to you due to your personality traits i.e. how you conceptualize, perceive and comprehend information

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Meta Program	Description	Elicitation questions	Utilization
Direction filter – Motivation trait	<p>Is the way in which we are or remain motivated towards and object; object being a thing, idea, goal, concept etc)</p> <p>Motivated <i>towards</i> an object i.e. goals, ideas, achievement, objectives, targets to try for, problems to solve.</p> <p>Motivated <i>away from</i> an object – what we want to avoid, don't want happen, thing to be rid of, problems to avoid</p>	<p>'Why is having (value criteria)... Important to you?</p> <p>Chunk down at least 3 times using the same question</p>	<p>Education – <i>Towards direction</i> – the reasons behind doing a certain piece of work. <i>Away from</i> – sanctions for not doing a certain piece of work</p> <p>Advertising – <i>Towards direction</i> – selling something for all the things it will give you (prestige, status etc). <i>Away from</i> – selling something we want to avoid (health insurance) that the risks and work will be taken away from us.</p>
Action filter– Motivation trait	<p>This is the way in which a person takes initiative to take action on something, or waits and reflects before action is taken.</p> <p><i>Proactive action</i> is to get started, moving quickly, does not wait for others and does not analyse much</p> <p><i>Reactive action</i> is to sit back and reflect on the information before making a decision, tends to wait for others, good at analysis</p> <p>This is a continuum – Proactive, mainly proactive, equal proactive/reactive, mainly reactive and reactive</p>	<p>'When you come to a situation, do you usually act quickly after sizing it up, or do you make a complete study of all of the consequences and then act?'</p>	<p>Education – <i>Proactive action</i> – the children who want to dive straight in; problem solving learning, where the task is 'doing' and learning along the way. <i>Reactive action</i> can be used in planning, for children who learn through doing and need time to reflect on the task and learning, planning out their work in advance.</p> <p>Recruitment – <i>Proactive action</i> – finding the right person for the job – someone who gets things done and takes initiative <i>Reactive action</i> – someone who is good at analysis, research and responding to customer requests</p>
Reason filter– Motivation trait	<p>The filter on how we approach our daily work; striving for new possibilities or following procedures.</p> <p><i>Options/possibilities</i> – people are motivated by options and new ways of doing things, always searching for a 'new and better way'.</p> <p><i>Procedures/necessity</i> - people like to follow the 'tried-and-tested' approach, follow procedures and believes there is a</p>	<p>Why do you choose to do(value criteria)?</p> <p>Why did you choose to do(value criteria)?</p>	<p>Education – <i>Options/possibilities</i> – performances, productions or events that are new and need to be planned. Teaching methods; different ways of approaching an old topic in new and exciting ways. <i>Procedures/necessity</i> – Guidelines and rules on behaviour, school rules (management of behaviour), producing bureaucratic paperwork!</p> <p>Business – <i>Options/possibilities</i> –</p>

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	<p>‘right’ way of doing things</p> <p>On a continuum – Options, Mainly options, equal options/procedures, mainly procedures, procedures.</p>		<p>development of new strategies for selling, advertising, sales, etc. <i>Procedures /necessity</i> - Health and Safety personnel, those who have to follow tried-tested methods of managing people in unsafe situations</p>
<p>Frame of reference filter– Motivation trait</p>	<p>This indicates how we find our motivation – from external sources or from within through standards and beliefs</p> <p><i>Internally referenced</i> people provide their own motivation and quality of their work; relying on internal feedback and decisions.</p> <p><i>Externally referenced</i> people generally require feedback, verification and direction from others; their opinions and feedback are vital.</p> <p>On a continuum – internal, mainly internal, equal internal/external, mainly external, external</p>	<p>How do you know when you have done a good job?</p> <p>Who do you involve when making decisions about....(context)....?</p>	<p>Education – <i>Internally referenced</i> – children who can produce and self mark work, judging for themselves the standard against set criteria. <i>Externally referenced</i> – those who require work to be graded and explanations given for the mark and how to do better. Trainers and educators are generally equal in internal/external.</p> <p>Business/recruitment – <i>Internally referenced</i> – can be difficult to manage and performance criteria must be set and made very clear at the beginning of a project, but people can be left to get-on-with-it – one-man-band (self employed?!). <i>Externally referenced</i> – people who need regular / frequent feedback to be clear about a task maybe good working in teams, or groups of people heading towards a common goal.</p>
<p>Relationship filter– Motivation trait</p>	<p>This refers to the amount of change a person needs and how they react to it; sameness and difference</p> <p><i>Sameness</i> – People who want their world to stay the same, resisting change, probably not initiating change once every 15-20 years</p>	<p>‘What is the relationship between (context) this year and lat year?’</p> <p>‘How often have you changed jobs or roles?’</p>	<p>Education – <i>Sameness</i> – Teachers who remain at the same school for many years, teaching the same curriculum. These bring a stability to teaching, but can also lead to staleness and lack of innovation. <i>Difference</i> – Innovation, change, new ideas, moving a school forward, however may be resented by the sameness staff.</p>

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	<p><i>Difference</i> – love constant and regular change, initiating it every 2 years, gets restless in static situations. These people may not even understand the word ‘relationship’</p>		<p>Business – <i>Sameness</i> – Good in jobs which don’t require much change and often repetitive – typists, tele-sales (from set scripts), Government procedural jobs, council-office work.</p> <p><i>Difference</i> – innovators, designers, new systems integration, coaching (each client is different!)</p>
<p>Chunk size filter– Working trait</p>	<p>The chunk-size of information we can handle well.</p> <p><i>Global</i> – loves the ‘big picture’, may represent ideas in a random order and can see the how things fit together</p> <p><i>Specific</i> – Like the detail or small pieces of information. May have difficulty prioritising tasks and requires clear sequences</p>	<p>“If we were going to do a project together, would you want to know the big picture or the details first?</p> <p>Would you really need to know the other?</p> <p>A very long and detailed answer will indicated a more specific tendency!</p>	<p>Education – It is important to respect the size of chunk that students require to learn. An even mix of open and specific task. Also the way in which information is presented – too much information may switch-off detail people, and too much detail may switch-off global people.</p> <p>Business – <i>Global</i> people often make good directors as they can see all the parts of the operation, where as <i>specific</i> people may be better in jobs where the sequence and detail is important such as carpenters, chefs, architects.</p>
<p>Attention direction filter</p>	<p>This is how you respond to verbal and non-verbal behaviour. Are you aware of other people or is you attention on self.</p> <p><i>Self</i> – Rarely shows emotions, may have difficulty building rapport as they don’t notice body language. May appear stilted</p> <p><i>Others</i> – often very animated, find it easy to build rapport and they know how communication is going based on the responses they get</p>	<p>There is not a question but a good way to detect this is the response a person demonstrates to a simple stimulus such as a sneeze (bless you) or drop of an object (goes to catch / pick it up)</p>	<p>Education – Educators need to be able to respond to others, so a self person is maybe not the best choice. Self people are often very good at working alone where communication is not a big part of the job.</p>
<p>Stress response filter</p>	<p>This is how a person reacts to normal levels of stress in a</p>	<p>‘Tell me about a situation (context) that gave you trouble –</p>	<p>Thinking people – often make good surgesons, air-traffic</p>

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	<p>particular environment – e.g. work.</p> <p><i>Thinking filter</i> – does not experience stress, may have trouble empathizing, will not panic</p> <p><i>Feeling filter</i> – Has emotional responses under normal levels of stress</p>	<p>a one-time event?</p> <p>For the response you need to observe the body language, voice tonality, skin colour change to determine their emotional state as the recount the situation, this will identify if they are associated with it or not.</p>	<p>controllers, fighter pilots (high stress where dissociated state is best). They tend not to make good managers as they are often perceived as lacking empathy.</p> <p>Choice people – make the best managers as they are able to empathise and dissociated where required.</p> <p>Feeling people – not suitable for high stress jobs and may suit teaching young children where they can relate to the emotional responses of others</p>
Affiliation filter	<p>The type of environment a person works best in – alone with others around? Or sharing responsibility?</p> <p><i>Independent</i> – likes to work alone, undisturbed for longer periods of time. Likes sole responsibility</p> <p><i>Management</i> – Likes to clearly defined responsibility with access to others</p> <p><i>Team</i> - Wants to work, discuss and share responsibility and often does not like to complete tasks alone</p>	<p>‘Tell me about a situation (context) that made you happy (criteria). What did you like about it?’</p>	<p>Managing others –</p> <p><i>Independent</i> – may like to be in an office where they can work uninterrupted.</p> <p><i>Management</i> – has a defined area of responsibility with access to others around. <i>Team</i> – like the chance to make links with others and bounce ideas off, feeling comfortable in the presence of others.</p> <p>Physical environment – open plan offices, whilst conducive to the <i>team</i> person, may prove difficult for the <i>Independent</i> who prefers to be left alone.</p>
Work preference filter	<p>This filter is concerned with whether or not we concentrate on feelings and thoughts, OR ideas, systems and tools</p> <p><i>Person filter</i> – the person is concerned with the thoughts and feelings of others, however feelings can become the task itself and work is organized around the feelings and thoughts of others</p>	<p>‘Tell me about a situation (context) that made you happy (criteria). What did you like about it?’</p>	<p>Education – a <i>thing</i> person may not make a very good Head Teacher if they are only results, systems orientated as staff and students may feel devalued and their feelings not valued.</p> <p>Surgeons, fire-fighters or those where the system/job just needs to be done with little room for emotions, suit <i>thing</i></p>

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	<p><i>Thing filter</i> – the person concentrates on ideas, systems, products, results and tools. They may believe that emotions have no place in the workplace and they are generally focused on getting the task done.</p> <p>On a continuum – Person, mainly person, equal person and thing, mainly thing, thing</p>		<p>people better. Important in recruiting to know the orientation of the person against the demands of the job.</p>

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