

The NLP Communication Model

Understanding this model can help us to understand how we each create our Map of the World. We can get insight into how other people see the World and how that may affect how they (and we!) may interpret or mis-interpret our communication with them.

What is a Map of the World?

This is the internalised view we have created of how the world is and works, based on our Values, Beliefs, Prior decisions and their outcomes, Memories (or feelings from memories), and our Attitudes (which may be ours or those we have 'taken on' from others).

This is our **interpretation** of the World. Everyone has their own, based on their prior experience and things they have learned from others.

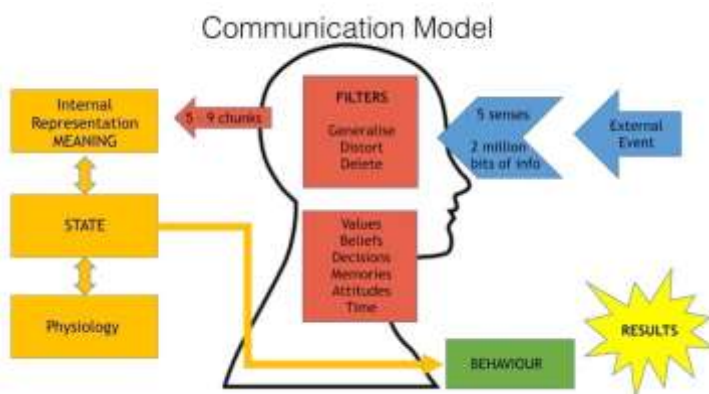
There is no judgement about your map of the world, understanding it though brings awareness, as it can influence future interactions with others.

If you associate with people who have a similar map then you will reinforce your perspective.

If someone has a different map then this may bring you into potential conflict. You may both experience the same event and have different views on it. From your experiences and their experiences you may **both be right from your own perspective** and so are more likely to argue.

Recognising that others may have a different map they are working too helps us to understand that **difficult or adversarial conversations are not 'personal'**, the other person has built a different map to you and now is the time to get curious and find some common ground or challenge some beliefs (maybe theirs, maybe yours) in a gentle way.

How we process information



The world is sending us information all the time at a rate of around 11 million bits per second however, the conscious brain can only handle 40-50 bits per second and recall 7+/-2 pieces at a time.

As we take in the information through our senses (visual (see), auditory (hear), Kinaesthetically (feeling, both nerve and emotion based), Olfactory (smell), Gustatory (taste)) we process it through a set of **subconscious filters**.

These are the things that have created our Map of the World, and in so doing we then distort, delete and generalise the information to gain a shortcut to our understanding. We'll come back to these later!

Having got this '**streamlined**' information we now create **meaning** from it.

This is the most crucial step as that meaning then creates an **emotional state** within us and it is from that state that our resulting **behaviour** comes, together with the **communication** reaction or response.

And all this happens in seconds!!!

What is distortion?

When you distort the information you are receiving you make it **'match' with your map of the world.**

For example: A student is used to their Dad being frustrated with them and walks into the classroom to see their teacher 'look at them in a frustrated way' and assume that they are frustrated with them.

What they don't know is that the teacher has just picked up a message on their phone, that another teacher is off sick and they will have to monitor after school detention when they had planned something at home for the evening.

The student is making assumptions based on prior experience and creating meaning where there is none. However, an interaction with that teacher is likely to elicit a response from the student based on that assumption.

Mind reading is part of distortions where we overlay past experiences and make assumptions about the current interaction, attributing value and meaning to a verbal or non verbal interaction that is not actually present.

A good question to ask is: **What else could this mean?**

Get curious and treat the interaction as **information only**, remove your first thought as to meaning and think about it from the other persons perspective.

What is deletion?

This is when you only **focus only on one set of information** and ignore other information.

For example:

You feel that no-one in class 4c ever listens to your homework instructions, (and yet several pupils will give you what you ask for...).

You have focussed on the negative and 'deleted' the positive information.

Questions you could ask to 'loosen' this thinking include:

"How do you know when people listen? Does anyone do that?"

"Who, specifically, doesn't listen to you"

What is generalisation?

Generalisations tend to work at the **extremes of meaning**. When you hear the following words then you are most likely dealing with generalisations:

Always (.. gets blamed for..), Never (get listened to by this class..), Nobody (..likes me), Everybody (hates me), I'm no good (at...)

Generalisations cut off possibilities and so challenging them can open options for other outcomes.

Even a very basic: I'm no good at maths!! **YET!** can open up possibility spontaneously.

Everybody hates me!

"Who specifically hates you? How do you know that to be true?"

"Sometimes it can feel that way although I don't hate you, so not everyone does, right?"

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For more information about The Communication Model visit NLPforeducation.com

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