

CHANGE

A Model of Integrated Mental Training for Development of Individuals, Teams and Organizations

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Integration of

Coaching (Alternative method of change)

Hypnosis (Alternative state of Consciousness and Change)

Acceptance and Commitment Training (Alternative model of change)

NLP (Strategies of change)

Generative Images and Cognitive Training (Contents of Change)

Emotional Training (Contents of Change)

February 2005

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CHANGE

A short and effective way
to Personal Change, Improvement and Rehabilitation

CHANGE

stands for

COACHING

HYPNOSIS AND ALTERNATIVE SYSTEMS OF CONTROL/CHANGE

ACCEPTANCE AND COMMITMENT TRAINING

NLP

GENERATIVE IMAGES AND COGNITIVE TRAINING

EMOTIONAL AND LIFE-QUALITY TRAINING

CONCEPTS

FROM THERAPY TO TRAINING

FROM ADVICE TO COACHING

FROM ANSWERS TO QUESTIONS

FROM THE PAST TO THE FUTURE

FROM PROBLEMS TO SOLUTIONS

FROM INTELLECTUAL GOALS TO GOAL-PROGRAMMING

FROM PLANNING TO PROGRAMMED PROCESS FLOW

SEPARATION BETWEEN KNOWLEDGE AND COMPETENCE

The model makes an operational definition of knowledge as the measurable results of the resolvment of selected questions and tasks

while “Competence” is defined as the way the pereson handles and copes with a life situation.

Dependent on the type of life-situations, various competencies are defined.

This separation between knowledge and competence is the major explanation for the lack of relation between “success in schools and universities” and “success in life”.

In order to bring knowledge over to competence the PAT-principle is needed (Practice, Applications and Training)

There are also competences that can be reached direct without previous knowledge. Examples are motor skills, athletic skills, social skills etc. They can be obtained by using external models and internal images, preferably in a hypnotic state.

Knowledge does not lead to change, competence does

Big worldwide information campaigns in the eightees about new and better lifestyles did not lead to measurable changes, bad stamina and physical condition is not improved by reading books, the world leading expert on stress died by stress etc.

“Insight” is not enough in therapy

Therapies with “insight” as the highest goal can even be an obstacle for change. “Now I know why I am this type of person” very easily leads to “Now I know why I am going to be this person during the rest of my life”. Besides, this type of i”insight” is always subjective, as it is related to therapies based on metatheories with very little empirical and scientific evidence.

This type of insight could be called a limiting or blocking insight/belief and has to be separated from a “developmental insight”, where the person knows where he is (not necessarily why) and knows where he is going.

ADDITIONAL PRINCIPALS in the “CHANCE” model will be mentioned in the comments of the various parts of the model.

COACHING

INSTRUMENTS

- Questions
- Listening
- Tasking
- Feedback
- Evaluation

CONTENTS

1. Rapport
2. Establish the frames of the coaching
3. The reason for coming (“problem”)
4. What do the client want instead (goal, solution)
5. Investigate optional, alternative ways to the goal
6. Explore and develop resources (hypnosis)
7. Action plan
8. Hypnotic programming of the goal-images
9. Home tasks and home training
10. Feedback, evaluations, celebrations

HYPNOSIS

BACKGROUND

1. Training and Hypnosis

Myth no 1

Hypnosis has been regarded as a stable personality trait by many experts and is still so today. Even in modern textbooks numbers could be found, indicating how many percentage of the population who could enter “deep, medium, light hypnosis” etc. This is so much more peculiar as there are very little research which could prove such statements. In many of these statements there are not even stated in what way “hypnotic depth” has been measured and as everyone knows there are low correlates between different measurement methods.

What every researcher and clinicians will know is that there are big response differences between subjects even when methods and hypnotists are not varied. However, this is no proof for claiming that these differences in hypnotic susceptibility should be regarded as a personality trait. It could as well be regarded as differences in the degree of training needed in order to gain good hypnotizability.

This was the reason why Uneståhl decided to look into the effect of long-term training. In a number of experiments in the sixties he managed to show that:

1. There was significant increases in hypnotic susceptibility scores (Stanford scales) after 6 months of hypnotic training.
2. There was a significant increase of imaginary capabilities after 6 months of imagery training

Thus, the interesting question is not if he or she is a good hypnotic subject but instead: "What training methods could be used to develop a good hypnotic capability in this person in as short time as possible?"

Myth no 2

Hypnosis is a part of the relation between two people.

In a number of experiments, also in the sixties, Uneståhl was able to show:

1. The effect of an hypnotic induction was the same if he gave the induction "live" or through a recorded tape.
2. The effect of 6 months of self-training was in some areas even better (more independence, easier to apply the training to new areas) than after 6 months of training by an hypnotist

Thus, it seems as if all hypnosis could be regarded as self-hypnosis where the hypnotized person has the control. However, in order to be able to take over the control, the subject must know:

- a. **that** he is in control
- b. **how** to take control

As hypnosis contains alternative systems of control these have to be learned first. If the subject is using the "dominant system" (voluntary effort) he/she will often feel out of control.

ACCEPTANCE AND COMMITMENT TRAINING

1. Acceptance of the here and now situation

CHANCE separates between the information about and the evaluation of the situation.

The keywords are:

Observe

Konstatera

Accept

but do not go further and evaluate and react.

What body and mind needs in order to change the present situation is information, but evaluation and reactions seems to prevent change by inducing emotional states which maintain and prolong the problem.

Thus, CHANCE is different from ACT (Acceptance and Commitment Therapy) where one important part before change is to bring the client into a state of despair ("creative hopelessness") where he can see no ways out. This is supposed to give the right motivation for change (chaos theory).

Instead, CHANCE use the idea from "Mental Toughness Training" that the attitude to problems have to be changed. Based on a concept of lifelong growth and lifelong learning the advantages of problems (task to be solved) are stressed. By this change of attitude the "fear of problems" and the "fear of future" diminish or disappear and is replaced with a positive acceptance

2. Commitment Training

The "golden rule" of CHANCE here is:

1. Look at yourself
 - not as you were - not as you are - but as you should like to be
2. Look at other people - not as they were - not as they are - but as you should like them to be

NLP – NEUROLINGUISTIC PROGRAMMING

Some of the NLP-principles used in CHANCE are:

- A. In relation to the understanding of the present situation
 - using dissociation and association in looking at the “problem”
 - the 4 positions. Looking at a problem from my and other people’s perspective
- B. In relation to using the past as a “goldmine”
 - Detecting resources from “modelsituations”
 - Transfers of positive and useful emotional states
- C. In relation to exploring the future
 - using “Timeline”
 - exploring the values behind the goals
- D. In relation to “being in the present”
 - “Breaking states”
 - Focusing and disturbance training

GENERATIVE IMAGES AND COGNITIVE TRAINING

CHANGE does not work so much with intellectual and rational thoughts (like Ellis RET-therapy), but more with automated thoughts and images. The reason for that is as follows:

A base for CHANGE is a self-hypnotic state, operationally defined as the “mental room”. This alternative state of consciousness is characterized of a quantitative and qualitative change of the way that the brain is working. The quantitative change can be most clearly seen by the increase of theta activity and the qualitative change by a spreading of a lower state of activity through the whole brain. The qualitative change is here the most important as this means that the brain starts to work as a holistic unit. This change the common information system by reducing or eliminating the reference frame and the informational screening (decrease of the “planning function”), which makes it possible for the information to go direct to the unconscious mind or to “body changes” without being stopped or prevented by the analytic system. This process is further enhanced if the information comes in form of holistic units like images, metaphors etc.

The use of generated imagery has been crucial in the history of Integrated Mental Training. In elite sport of today visualizations of future peak performances is a necessity not only to lead the developmental process but also in the preparation for competition. A pilotstudy even showed the possibility of learning golf totally through generated images during selfhypnosis (the mental room)

In areas of general personal development generated images play a crucial role in the stage: “Creating your own future”. The translation of intellectual goals to situation related images is necessary before programming these images in the inner mental room.

In the health and rehabilitation area generated images play an important role to lead the body to various health improvement states. Starting with ideo-motor practices, where the connection between images and muscle reactions is made visible, it is

EMOTIONAL TRAINING

Emotional intelligence (EQ) has received a lot of attention during the last decade. It is by many regarded to be as- or even more- important than IQ. In spite of this emphasize of the importance of EQ very little has been done to develop methods with the purpose of changing and develop the emotional intelligence.

EQ-TRAINING

- 1' Learning to perceive, interpret and understand my own and other peoples' emotions.
- 2- Learning to express emotions in such a way that it is perceived in the "right" way by others.
3. Learning to select and create "the ideal" emotions for – Learning, Performance, Decision, Creativity,, Relations, Healing, etc.

EMOTIONAL CONTROL BY HYPNOSIS

In the hypnotic/self-hypnotic training the Dominant System of Control (DSC) (voluntary effort) is complemented by Alternative systems of Control (ASC) like goal-programming and triggers. Both of these ASC-principles can be used to control and create desired emotions. By selecting "model situations" from the past and reliving them during hypnosis the desired emotions can be automatically conditioned to selected future situations. These "model emotions" can also be conditioned to triggers which makes it possible to voluntarily create a selected emotion whenever it is needed.

"BRAKE THE STATE-METHODS"

Mental Training and NLP contains additional emotional control methods, which are not based on hypnosis. They use instead the relations between emotions and behaviour. These relations are usually expressed as the effects of emotions on behaviour. However there is also a relation in the opposite direction, a certain behaviour creates a certain emotions. One example of this is the so called "as if-methods" I force myself to behave as if I was calm, had good self-esteem, was happy, etc. and after some seconds the emotion, connected with the selected behaviour, will appear. The popular laughing clubs (laugh without reason) is based on this principle.

BASIC PRINCIPLE

One basic idea in "CHANCE" is that every human being can gain control over internal mental processes like emotions. By changing expressions like "This makes me nervous", "He makes me angry", "I feel unhappy because of my bad economy" etc. to: "How can I feel calm, harmonous, happy in spite of things in my surrounding" the motivation increases to find and use mental training methods for emotional control.

FINALLY

By looking at Life as a "Do it yourself project" the responsibility for outcome and quality of Life is transferred over to the person him/herself. No one can motivate or change somebody else. Change is not provided by information but by training and training has to be done by the person him/herself. "Action learning", "learning by doing", "self-training" also decrease dependency and increase self-confidence and self-esteem. It also provides a bigger flexibility as the learned and practised principles can be applied to every new situation.

Not but not least it saves money for the client and for society. Self-instructional training for change and development is an extremely cost-effective method and even when “CHANCE” is provided through a supervisor, coach or therapist most of the change process is done as home lessons between the visits, which will decrease the costs considerably compared with other methods, especially if the supervision is done on a group basis.