

# Using logical levels to optimise team performance webinar: Question and Answers

Detailed answers to questions received during the live webinar 'Using Logical Levels to improve team performance', 20 September 2022

Compiled by Tim Lyons; content supplied by Jeremy Lazarus and Fiona Campbell

Question	Reply from Fiona Campbell	Reply from Jeremy Lazarus
<p>Why is it 'logical'?</p>	<p>In 1964 Gregory Bateson wrote an essay titled 'The Logical Categories of Learning and Communication' This essay describes the levels of learning, and Bateson's introduction describes it as an attempt to illuminate 'the barriers of misunderstanding which divide the various species of behavioural scientists by applying Bertrand Russell's Theory of Logical Types to the concept of "learning".</p> <p>The theory of types, in logic, was introduced by the British philosopher Bertrand Russell in his Principia Mathematica (1910–13).</p> <p>Russell's Theory of Logical Types distinguishes between levels of abstraction. Originally invented as a way of avoiding paradox in the world of logic, the notion of logical types is used by Bateson as a way of charting the classification inherent in all perceiving, thinking, learning, and communicating.</p> <p>Gregory Bateson identified four basic levels of learning and change based on the work of Bertrand Russell. Behaviour and Environment. Possibilities, Values and Standards and Identity. Robert Dilts then developed the Neuro-Logical Levels changing these four levels to six.</p>	<p>There are different aspects to this:</p> <ul style="list-style-type: none"> <li>-The term 'Logical' is, in this context, an abbreviation of 'Neurological' Levels, which is the actual name of the model.</li> <li>-Bateson developed a model called 'Logical levels of learning'.</li> </ul> <p>-It could be argued that there is some logic to the model, in that there is some logic in the motion that, for example, addressing the sense of 'Purpose' or 'Identity' will usually have greater impact than addressing the physical environment.</p>
<p>Is there a way you would recommend using or adapting this where you are leading a team but are not a line manager, so you have to lead but without formal structures a line manager would have?</p>	<p>As Robbie Stenhouse and Jeremy Lazarus both mentioned on the webinar, this model can be used as a diagnostic tool to check where you are in relation to the model. It can also be used to identify different challenges within the team. How you solve a skills and capabilities challenge will be different to how you solve an environment challenge.</p>	<p>The principles discussed on the webinar apply, regardless of whether you are formally a line manager. They apply in at least two main ways:</p> <ol style="list-style-type: none"> <li>1. <u>For you as the team leader (regardless of title).</u> You can use the model to explore how to become an even more effective leader (start at 'Environment', go all the way to 'Mission / Purpose', then take the return journey and then reflect on learnings).</li> </ol>

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		<p>2. <u>For the team.</u> As the leader, you can use the model to help the team be more aligned / focussed / energised, and have a greater sense of purpose and motivation.</p> <p>You can use it as a diagnostic. For example, in the Menti Poll the scores for 'Capabilities' and 'Behaviours' were relatively low. If this were for an actual team, you would focus on addressing these two areas, building on the positive Beliefs and high motivation (Values).</p>
<p>Do you adapt the model depending on different personality types?</p>	<p>No necessarily, because this model is great for recognising when someone identifies as a leader but does not have the skill, capabilities, attitude, and behaviour to be effective. It also helps identify those team members who have great skills, attitude, behaviour to be great leaders but don't identify as a leader.</p>	<p>The model is the model. How we use it will depend on circumstances and the personalities of the people involved.</p> <p>For example, some people, when using the model to become an even more effective Leader / Project Manager (or any other role), will be happy being directed by the Coach from 'Environment' level to 'Mission / Purpose' level, whereas others may prefer to choose which order and sequence to do this in.</p>
<p>Have you ever carried this out with several members of a team together and those who are resistant to change? Were there any improvements?</p>	<p>As I mentioned in my discussion, I use this model often with teams. This model helps teams recognise where each team members is at in relation to the different levels and helps create an understanding of how different everyone is and how they are contributing to the team in different ways.</p> <p>This often opens up discussion that helps those who are resistant to change, especially when individuals recognise how they are fitting into the 'big picture' that is the mission or purpose of what they are being asked to do.</p> <p>Most people resist change because they don't have enough information, don't understand why the change is being</p>	<p>I've done this with groups on training courses. I adapt it slightly, so that people have time to discuss in groups at each level, so it takes a little longer than the typical 15- 20 minutes for an individual.</p> <p>I've also used the model as a diagnostic tool (as opposed to a personal development tool), for example outlining the model and then taking each level in turn, asking the group what factors support and which factors need work.</p> <p>For example, at the Capability level, what capabilities does the team have that are helpful in achieving the goals, and what are the skill gaps / development needs? Just using this structure can</p>

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	<p>implemented, don't see the value of the change and don't know how it will impact on what they do now. Making sure team members are communicated to clearly on all these points, usually results in improvements.</p>	<p>be useful both as a diagnostic / consultancy tool, as well as a team coaching / team development tool.</p> <p>When using the model 'formally' with groups / teams, it becomes even more important to explain the purpose / benefits of the model beforehand, so that everyone is engaged. I would usually explain the benefits of the NLL exercise / approach in terms of what's important to the team / group and/or their goals, and that doing this exercise will help them move towards achieving this. If someone is resistant to change, that's interesting. If they are merely resistant to doing this exercise, then often explaining the benefits is enough.</p> <p>If someone is generally resistant (to change), there could be several reasons, and possible solutions. As a general point, if people have enough reasons to do something, they won't be resistant! And, Professor Robert Kegan's work on 'Immunity to change' is very insightful.</p>
<p>From your experience, are team members more prone to changing their beliefs if the layers below have been previously worked upon? or is it as difficult as if the work would have started top-bottom?</p>	<p>Helping someone to change their beliefs is a skill. There is no right way to use the model to do this, it depends on the individual and what is creating their belief. There is also the matter of consistency and trust. If someone does not trust you to do what you say, you need to do more than apply this model for them to change.</p>	<p>Changing beliefs is a whole topic in itself! It depends. Let's take an example. If someone believes that they can't do good presentations, if the belief comes from not having the capability (because they've never been taught), then sending them on a good presentation skills course would probably change the belief.</p> <p>However, if the belief is really that they are not the sort of person to do presentations (Identity level), or it's just not important to them to do presentations (Values level), then sending them on a presentation skills course will be a waste on money; they would probably benefit from some 1:1 coaching from an experienced coach, ideally who understood this model. It many or may not be 'difficult', depending on the actual roots of the belief, the willingness to explore / change and the skill of the coach.</p>

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<p>Could you use it around team identity, and do you have any examples of how this has worked?</p>	<p>Yes, I gave an example of this with a recruitment company I am working with. They realised that by identifying as a customer service company focusing on serving existing companies, they were not attracting the right recruitment staff to grow the business through finding new clients. They are now recruiting consultants that identify as sales professionals rather than customer service professionals.</p> <p>Another company I work with has grown from a £10m to £100m turnover in 5 years. Many of their managers still were identifying as being part of a small family business, rather than a fast-growing international company. It was wonderful to see the pride they took in realising that they had been a valuable part of this growth. During the last year we have seen the confidence of these managers grow as they are now recognise that the identity of the company has changed and they now see themselves as business leaders.</p>	<p>Yes, you could use it around team identity. For example, in the ‘formation’ stage of the team, explore who the team is, and how it would like to be known, and consider asking the team to give itself a name. Useful examples can be found in sport.</p> <p>For example, Manchester United’s brand / identity is one of fast flowing, attacking football, with some young players brought through their academy. Millwall (nickname ‘The Lions’) are more identified as an aggressive, strong team.</p> <p>I did some consultancy / training for a hospital, and one assignment was in a particular Ward which dealt with specific medical conditions. The staff there had developed a very strong bond / culture (Beliefs &amp; Values) and a sense of belonging and ‘Identity’. They would often say, ‘We are Ward 6’, which is an Identity-Level statement.</p>
<p>On average, in your experience, how long has it taken to go through this process with teams?</p>	<p>As Robbie mentioned this can be used quickly as a diagnostic tool to identify possible areas for development. An NLP Professional who is experienced in using this model can gain a lot of valuable information in as little as an hour. In fact, the questions in polls we did at the end of the session clearly identified where this group was for the different levels.</p> <p>From that exercise it became clear that if I was working with this group, I would start finding out more about what was happening with the skills and capabilities. In my experience using this model give a clear starting point that can lead into a far deeper discussion.</p>	<p>It depends. As Fiona said, when explaining the NLL model to teams, there can be insights and ideas for future developmental work within an hour, sometimes even less. An actual team development project will take longer. Ultimately, it depends on what is required and the budget / time available.</p>
<p>Have you had any organisations who actually embed this model</p>	<p>Yes, I am teaching more leaders to use this model to help with a lot of challenges that companies are facing as a result of all the changes that are happening post Covid.</p>	<p>One of my colleagues regularly uses this with her consultancy clients, with great effect. Robert Dilts, the originator of this model, uses this with multi-nationals.</p>

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<p>into their organisation to help with engagement / HR etc?</p>		<p>I took one of my coaching clients, an HR Director of an NHS trust, through this model personally at an early session, and he has aspects of it within the trust.</p> <p>In terms of engagement, just using the 'Values' level produces significant improvement in engagement, i.e. managers finding out what's important to each of their team about their work/career, and then doing what they can (within their remit) to help the person have what's important to them e.g. challenge, variety, recognition). One of my clients asked me to teach its managers how to do this.</p>
<p>I have worked remotely now for nearly 3 years on a variety of Projects - these have proven very successful. The only difficulty is getting people to use their camera - would this process help?</p>	<p>The first thing that comes to mind do people know that they are expected to have their cameras on.</p> <p>I was asked to work with a large international company based in the Middle East who had the same problem. When I checked the invitation to the meeting there was no mention about coming to the meeting with your camera on. We wrote a meeting invitation that included "... as this is a business meeting, please come camera ready because as we are all working remotely, we want to make sure that you feel part of our team and connected with your colleagues"</p> <p>Adding this into the invitation instead of getting 5% using their camera, we had 98% who kept their camera on for the full 3-hour training. The 2% who could not had technical problems that they got fixed for the next meeting . We used the value of being part of a team and the identity of being seen as professional as the motivators. Two people did not know how to turn their camera on (environment) so we talked them through what to do.</p>	<p>It might do, for example understanding what stops them from using their camera e.g. Environment (untidy home), Values (not important to them to do it) and then addressing the real concern. If you could link the notion of them using the camera to something that the team values, or that they value, or demonstrate how it helps achieve the 'mission / purpose' of them team, then that might help.</p>

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<p>Maybe the values and beliefs are also linked to the capabilities and competencies?</p>	<p>All the levels are interconnected and impact on each other.</p>	<p>Generally, Values/Beliefs will lead to someone having the capability / competence, and/or their willingness to acquire new competencies. For example, if it's important to someone to be a good project manager, they will develop skills (courses, reading etc) to improve their PM skills. If it's not important (or they don't believe they can do it), they'll probably be less likely to want to learn / develop the skills.</p>
<p>Is this theme NLP touching more on a PM having empathy and being a servant leader?</p>	<p>NLP (Neuro Linguistic Programming) consists of a set of tool and techniques that helps you see things for the perspective of others, connect better by communicating in ways that fit with differ behaviour styles.</p> <p>Developing NLP skills improves communication, influencing and emotional intelligence skills. You learn to use language in way that motivate and engage the people you work with.</p>	<p>NLP can be thought of as a series of tools / techniques with three main benefits:</p> <ul style="list-style-type: none"> <li>i) Improves communication / influence people</li> <li>ii) Change the responses to situations (if the responses aren't useful)</li> <li>iii) Replicate excellence</li> </ul> <p>Generally, being able to empathise with people will help communication and ability to influence. One of the fundamentals in NLP is the notion of having behavioural flexibility. NLP can help leaders flex their approach / style, depending on circumstances and needs (this could include 'servant leadership').</p>
	<p>For more information on using NLP Skills in business contact Fiona Campbell at:</p> <p><a href="mailto:fiona@theprofessionalgrowthcompany.com">fiona@theprofessionalgrowthcompany.com</a></p> <p><a href="http://www.theprofessionalgrowthcompany.com">www.theprofessionalgrowthcompany.com</a></p>	<p>For further information from Jeremy, contact him at:</p> <p><a href="mailto:jeremy@thelazarus.com">jeremy@thelazarus.com</a></p> <p>or visit his website <a href="http://www.thelazarus.com">www.thelazarus.com</a></p>