SCOUTS®
Creating a Better World

CONSULTANTS
TOOLBOX

1- Assumptions

As a consultant one likes to get communication flowing. When communication with a NSO gets stuck how do you as a consultant start it again? Here is a tool that can help you with that.

To get communication flowing again, a consultant needs to work on their Perceptual filter - their attitude, bias, point of view, perspective or set of assumptions or presuppositions about the object, person or situation.

This attitude "colors" all perceptions of the object, etc. Know that there will be exceptions to all of these assumptions, but they are a very useful starting basis for communication and a very effective way to increase your awareness of your personal perceptual filters (aka personal biases). Every consultant has biases, as they are human.

In Neuro Linguistic programming (NLP) these assumptions are called presuppositions. Some people call them the rules of the game, which support you when making contact with others. Experience has shown that they should be more of a "state of mind" and each consultant should want to behave in the spirit of these principles.

But obviously the practical use of these principles is more important. They allow you to keep communicating and make it easier to make and maintain contact with others. They also offer ways to follow another person's thought process or understand their behaviour.

By accepting the principles listed below, you increase your chances of reaching your goals, achieving organizational targets, and motivating others. You could say that communication will grind to a halt if you don't adhere to the following presuppositions:

The map is not the territory

1. If one person can do it, another can learn it
2. At some level, all behaviour is positively intended
3. The meaning of your communication is the reaction you get
4. In communication there is no failure, only feedback
5. Everybody is motivated for something
6. The person who has the most options, has the greatest chance of success
7. You cannot not communicate

1.1. The map is not the territory
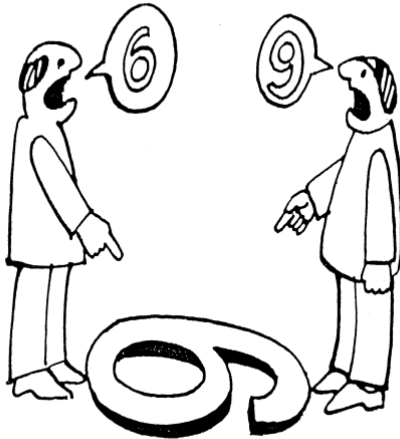
The map is not the territory is the most famous quote from the book Science and Sanity, in which Korzybski described the main principles of the general semantics. The general semantics imply that there is always more than what we see, hear, feel or believe. In other words, the reality is not the same as our image of it. Selective observation, interpretation etc. cause us to have an incomplete and not entirely reliable perception or image of the reality.

The map is not the territory implies that humans create maps, and the reality is the territory. This keeps us aware of how we use our words. The words which are used, relate to the map and not to the territory itself. Also, the same word may have different meanings to different people.

The presupposition that we act and feel based on our perception of the world, rather than based on reality, invites us to be more aware of our ideas, impressions and expressions. Thus, change is mostly a change of perception, formulation etc.

1.2. If one person can do it, another can learn it

Carol Dweck did research on the influence of self-confidence and motivation on performance. She distinguishes between two types of mindset, namely the 'fixed mindset' and the 'growth mindset':

Somebody with a fixed mindset subscribes to the view that intelligence and capacities are fixed and can't be developed any further.

The growth mindset, however, presumes that intelligence and capacities can be developed by working on them. The growth mindset focuses on learning and the fun of learning, whilst the fixed mindset assigns more importance to accomplishments.

The mindset indicates how you see yourself, how you deal with your own learning, development and change. It also shows how you approach others from a management perspective, which expectations you have of others, and how that translates into communication about learning, development and change.

Research has shown that people can change their mindset. Change starts when you realize that the human mind can be shaped, and that you can improve your abilities with focused efforts. Concentrating on effort rather than on accomplishment also stimulates a growth mindset.

Other research also acknowledges the importance of focused efforts. It isn't talent, but practice that enables one to learn new things. A core principle in NLP is that if you are close to something, you share its principles and values, you know and understand the strategy, and you also practise a lot, then you can learn new things. Similar to this is the 10.000-hour-rule formulated by American psychologist K. Anders Ericsson. Scientific research shows that high performers in any field tend to have a lot of experience. Practice does make perfect!

1.3. At some level, all behaviour is positively intended

Behaviour should be distinguished from intention. The intention, the purpose of somebody's behaviour, can often be reached by various methods (behaviours). Finding out what is the reason, the positive intention behind certain behaviour, makes it easier to understand somebody's behaviour. Understanding the positive intention, though, does not equal accepting or condoning the behaviour itself.

1.4. The meaning of your communication is the reaction you get

This principle states that the other person's reaction defines your communication's meaning. Observing the reactions which your communication elicits, gives you the chance to adjust your communication until you have achieved the desired effect. For example, your choice of words influences if the other will talk about the problem or the goal. In the first case, you discuss what
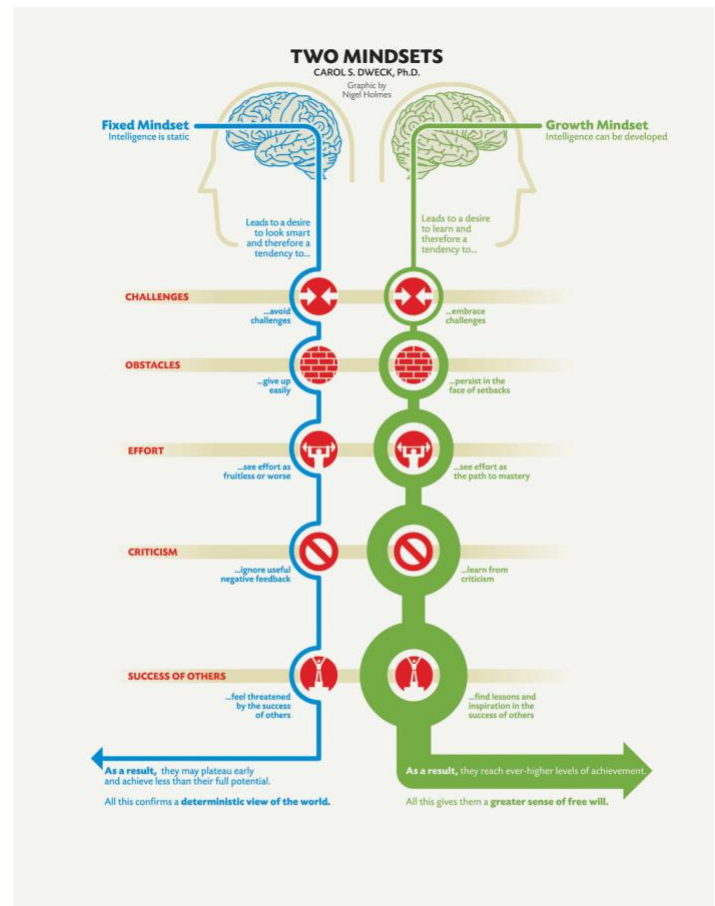
should be avoided, prevented, what is bothering you. In the second case you discuss what you want to achieve, the goals which you want to reach.

Should you notice resistance to this in the other person, then that is the feedback they are giving you.

1.5. In communication there is no failure, only feedback

Failure is a dead-end street, but feedback allows you to keep the goal in your sights. It gives you an opportunity to learn and consider other approaches, rather than to concede failure. You always have the possibility to revisit certain issues, to start the conversation again, and to reach a new agreement. This way you can elicit the desired reaction in the other person after all.

1.6. Everybody is motivated by something

Put differently: everybody has an intrinsic motivation. The key to change is knowing what motivates others. It forces you to not just draw conclusions based on what you (don't) see and (don't) hear, but to be truly curious about what is important for the other person.

1.7. The person who has the most options, has the greatest chance of success.

If a person allows their communication to be flexible enough to connect with others, then this person will have the greatest chance to be successful. The person or element with the most flexibility in a system will have the most influence.

This is the Law of requisite variety from systems theory. This means the person with the most options and behavioural choices will control the system. In any field, the top people in that field are those who have the most variety in their behaviour. They have choices of behaviour that their colleagues don't.

Any time you limit your behavioural choices you give others the competitive edge. If you are able to respond to any situation in a variety of ways, you are more likely to get your desired outcome.

1.8. You cannot not communicate

It's the same as with making choices in life. I often hear people say they can't make a choice. So, I ask them what it is they are doing right now, and they'd say, "Not making a choice". Well, that is a choice too.

I once worked in Brazil, where children are not supposed to open a gift in the presence of the giver. I thought this was peculiar until an old man explained it to me. He said there is no way to hide your first facial expression, and he told me this example.

Imagine you're 7 years old and your parents give you a bicycle for your birthday. You enter the room where the present is, all wrapped up, and you're happy. Even though the bike is wrapped, you can see that it's a bike. Every child (or adult) will immediately imagine what the bike looks like underneath the wrapping paper. I could remember the first bike that I got when I was a kid, and how I had hoped it would be a green one. I also remember that I had been a bit disappointed when my gift turned out to be a red bike. And that disappointment must have been visible on my face. And even though my parents know that I loved my bike and I rode it all day, my first facial expression was one of disappointment. You cannot not communicate!

Footnote:
As a consultant I cannot live without these assumptions or presuppositions. They guide me through every conversation I have. Now I internalized them and I am no longer aware that I use them. But how did I succeed?

Here's a little exercise. Take one (maximum two) of the above assumptions. An assumption that you think you really understand and can recognize immediately.

Then for the upcoming 3 days, take a writing book with you wherever you go and start taking notes. As it is only a trick, until you utilise it yourself. These 3 days look at the world with a specific focus, a focus like an eagle. See, wherever you can, recognize this specific assumption in action. Write that action down.
I found it easy to first recognize the assumptions in other people, but later I also saw them in art and culture and so many other things. I saw assumptions in films, I saw that directors like to play with them to change a plot.

Know that you have been building assumptions and assumptions from the very first day of your life. But once again become well aware how they give direction to your life.

A book tip for every consultant: The chimp paradox by Professor Steve Peters

2- Rapport

The principle of rapport is: Pacing and then leading

Building rapport is an emotional bond and is important in one's professional and personal life. NSO's are more likely to work with someone who they trust will relate well with their current team. Having a closer connection and understanding between parties leads to greater rapport, better working relationships and help influence decisions.

Creating rapport at the start of a conversation with someone new will often make the result of the conversation more favorable and positive. It's important to stay calm which helps decrease any possible tension and communication becomes easier. Applying these basics of rapport, building from your personal lives to your Scouting and NSO work, will enable you to develop mutual trust and attentiveness as a WOSM Consultant with your outreach and communication with NSOs. Mutual trust assists in willingness to follow the consultant in the changes that need to occur.

When people are in contact with each other, both verbal and non-verbal communication improves. The more one individual appreciates the contact with another, the stronger the adjustment (connection) to the other. At the verbal level, this is expressed by the usage of similar words, phrases, speed of speech, volume, etc.

At the non-verbal level, this is expressed by adjusting and synchronizing facial expressions and gestures, positions of the arms and legs, entire sequences of gestures, breathing rhythm, etc. This may be used to your advantage because if rapport is present, people are more inclined to appreciate and trust the other, and to be less critical of others. Research also reveals that people prefer to do business with like-minded people, because they tend to trust them more.

Humans possess the ability to create rapport from the moment they are born. The mirror neurons in the brain, which are receiving a lot of attention lately, may play a part in this process. Showing rapport is especially important in professional relationships as they require a high level of trust.

Probably the most important effect of rapport is that it focuses attention on the necessary points, and it increases the mutual ability to absorb information. This process can be influenced deliberately by pacing and leading.

In pacing (following) the Scout consultant considers the current conditions and behaviour of their communication partner and describes them verbally in certain speech patterns. These speech patterns make it possible to interpret the content, which enables the listener to find their own experiences in these words. The goal is that the listener (internally) agrees with what is being said. Because of the agreement, the listener develops confidence in the speaker. Non-verbally a supplementing body language can be helpful. The consultant goes along, and signals to the speaker that they and their needs are being recognized.

In leading (conducting) the Scout consultant takes on the part of the initiating role, and can influence the listener, if they choose to go along, for example by slowing down their breathing frequency.

Pacing and leading can be a circular process, until rapport has been achieved.

Other 'professional' relationships also use rapport that has been elicited on purpose. It allows for the fast establishment of efficient communication. Rapport is considered to be an important part of interpersonal communication and taught as such. If rapport can be built, it can also be lost. Rapport can be ended by recalcitrant verbal or non-verbal communication. One example would be to turn ones body away from the other person.

Rapport can be established in many ways, and some characteristics and variables are described below

Characteristics:

- An atmosphere of harmony
- Respect for each other's view
- Mutual trust
- The willingness to follow each other

Tuning variables:

- Criteria (what he/she thinks is important in that context)
- Body posture
- Movements and gestures
- Breathing frequency, rhythm and depth
- Pitch, rhythm and speed of voice
- Choice of words (Be aware of predicates)
- Values (highly valued criteria)
- Beliefs (opinions, presuppositions)
- Culture (clothing, jargon)

3. The DISC Model

Scouts may look alike when wearing our scarves and uniform, but are also unique individuals. This also applies to our behavior. One person may be direct and enthusiastic, while the other is quiet
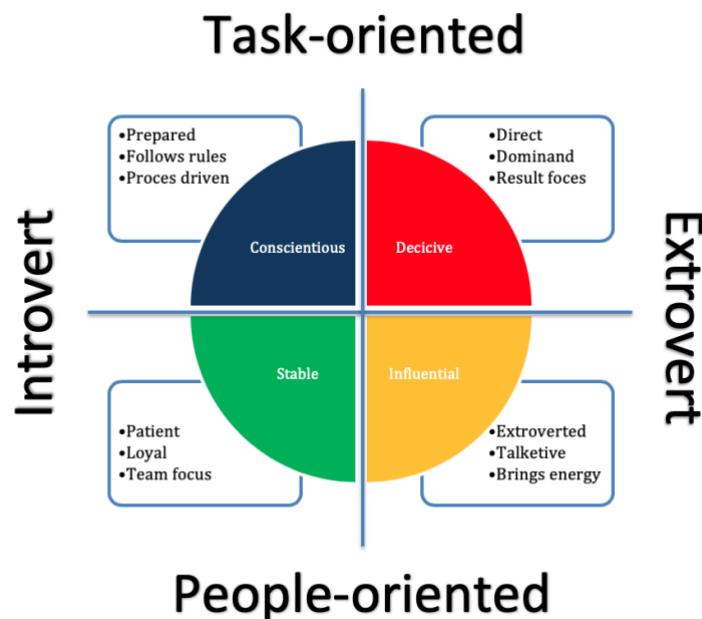
and expectant, some work with precision, others are messier. Too often a messier personality may come across to the conscientious personalities as disorganized, whereas they themselves feel the environment stimulates creativity. We all do it in our own way. Your behavioral style leaves a mark on everything you do. It leaves a mark on your strengths and weaknesses, your interaction with others and how they see and experience you, how you do your consulting, your communication etc.

The DISC model was developed by William Moulton Marston. He never put a copyright on the concept, nor did he create an assessment for it. Others have taken his model to build upon and create their own profiles.

Marston theorized that the behavioral expression of emotions could be categorized into four primary types, stemming from the person's perceptions of self in relationship to his or her environment. These four types were labeled by Marston as Decisive (D), Influential (I), Stable (S), and Conscientious (C).

These four types stem from two specific axis on which Marston theory is based. These two axis are described in several other theories as well, which sometimes leads to misunderstanding of the DISC model or confusion with other models of behavior.

One axis is the axis of extrovert (D&I) versus introvert (C&S). this is often the horizontal one. The vertical is task oriented (D&C) and people oriented (I&S).

Extrovert people, (D&I) get energy from others and think by talking about things. Introverted people, (S&C) can get energy from themselves and often think first before they say something. These two extremes do not always appreciate or understand each other.

Task-oriented people get energy from the so-called achievement of objectives and tasks and have a "goals first then people" mentality. Those who are people oriented get energy from interplay,

harmony and others. A person-oriented person has a "people first then goals" mentality. Here too, one can imagine that friction can arise in.

As stated above there are 4 main behavior styles: **Decisive, Influential, Stable**, and **Conscientious**. Following below there are some handling tips.

Handling tips Decisive (Ds)

Someone with a decisive behavioral style likes to argue based on facts and will not avoid conflict. Ds take a position and enter into a discussion based on facts and arguments, not emotion. Ds like to:

1. take the lead.
2. show what is achieved.
3. Delegate

The consultant should recognise that Ds needs the opportunity to take the lead and exert influence, however specify clear limits in this regard. Offer Ds the opportunity to share successes and acknowledge what they have achieved and offer the possibility to delegate as well. Provide professional support using someone who acts quickly and can think along.

The person with a decisive behavioral style likes changes. They like to create new opportunities and challenges, preferably challenges that involve risks. Therefore ensure variation in their work and tasks. Ds wants to determine things and make their own choices. Give Ds space and authority to be able to decide (up to a certain extent). Make there are clear boundaries and ask for feedback.

A decisive behavioral style means that people are result-oriented. Make sure that you agree on concrete goals with each other. Support Ds if needed but walk with them and open the space for feedback. Make sure not to restrict their thinking. They will think they are micromanaged.

In general Ds only want to know the big picture. So be clear, short and focused. Focus on the main points and stay businesslike. People with a decisive behavioral style cannot handle vague language. Ds are in general logical thinkers. They collect facts and arguments and present them in a logical order. Someone with a decisive style always wants to win or be the best. Challenge Ds with achievable and certain goals. If he or she performs well, reward and acknowledge this.

Handling tips Influential (Is)

Someone with an influential behavioral style needs a lot of contact with other people. Is make contact and enter into a conversation. Show your involvement, show something of yourself and ask questions. Is will be happy to share their stories.

Influential behavioral style people seek confirmation and want to make a good impression. Express your approval and show appreciation for the work they are doing. But also show that you admire and like them on a personal level.

People with an influential behavioral style want to live in the so called fast-lane. Don't be put off by the enthusiasm with which they work, instead give space and go with the flow. Offer a lively environment with sufficient incentives.

Is have an optimistic outlook on life and like to dream about what is possible. Try not to dampen this but go along with the optimism that comes with the influential style. Assume possibilities.

Is likes to receive compliments. Express your sincere appreciation of the achievements, preferably in front of others. Someone with an influential style hates conflicts and will, if possible, avoid it. If there is a conflict or disagreement, do not raise your voice, talk calmly, do not become personal and focus on the facts.

For others, Is are often quite chaotic. They have trouble getting things in order. They experience doing (all) things together with enthusiasm as supportive. Most think emotionally and this often gets them in trouble or at odds with others. Focus on emotions and ask questions that go into the feeling in order to get their personal opinions and comments. Do not ask for the logic or truthfulness of their experience.

Is tend to focus on the broad lines. Avoid details, show the total picture. Is like to be enthusiastic and inspired. Approach him or her with the same enthusiasm!

Handling tips Stable (S)

Someone with a stable behavioral style avoids taking risks and prefers to take the safe path. Make clear how your approach or idea reduces or excludes certain risks. This offers them a sense of security. Above all, do not ignore the risks by, for example, putting things into perspective or simply mentioning the benefits.

People with the stable behavioral style in general are logical thinkers and would like to know what the causes and/or consequences are. Ensure logical reasoning and good substantiation. Do not wander off topic as people with a stable head style will often experience this as chaotic.

Someone with a stable behavioral style wants appreciation for what they are doing but will not easily ask for this. Give compliments and show genuine appreciation. e.g. for his or her helpfulness. You will immediately notice that this has an effect! They prefer peace and tranquility. Don't just drop-in unannounced but find the right moment. Avoid raising your voice but create a relaxed and friendly atmosphere.

People with a Stable behavioral style are team players and they do not like to come in to a conflict with peers, so ensure a pleasant team environment. Pleasant team environment for them is a team that offers stability and that appreciates them as a person.

Please don't put people with a Stable behavioral style in the spotlight, they enjoy a role in the background and will achieve more there. They feel comfortable and happy and find it very pleasant helping or supporting others in their team. Even when peers are NOT asking for help, those with a stable style may still offer it which can be a potential pitfall.

People with a stable behavioral style do not like conflicts or disagreements and will withdraw when put in such a situation. Avoid verbal aggression or raising your voice. Primarily focus on cooperation and on the commonality of interests. They want to be personally involved in what they do, address them personally, stable persons will appreciate that.

Persons with a stable behavioral style want to know what is expected from them. Therefore, give clear instructions and walk through it step by step. Don't expect someone with a stable behavioral style to take the initiative in this regard. They don't like being confronted with an accomplished fact or having to make a quick decision. Enable them to take time to prepare well and give them time to think when it comes to making decisions. For example, you can propose to them that is okay to come to a decision tomorrow and not to make a decision today. In short, be patient.

Handling tips Conscientious (Cs)

Someone with a conscientious behavioral style thinks it is important to do things the right way, without making mistakes. Give conscientious people time to investigate and analyze. Set limits / a timeline here, because people with this main style tend to keep analyzing.

People with conscientious behavioral style tend to be rational and focused on logic. The best way to convince them of something is with numbers and/or proven facts. Convincing on the basis of emotions will be counterproductive.

The Cs behavioral style people want to analyze. Provide as much relevant written information as possible so that he or she can judge for herself/himself or draw a conclusion. They would like to analyze themselves and will always question your opinion.

Conscientious people are precise and recognize mistakes and carelessness. Make sure you are organized and well prepared. Don't be late and pay attention to language errors when you write something down. They attach great value to monitoring quality. Emphasize that quality and things happening well, is also very important to you.

Conscientious people like privacy and in general separate work and private life. Choose a formal approach and don't get too close physically. Be especially wary of this when you first meet. This also applies to personal questions. Only when you know the Cs person better, the time has come to become more personal.

The conscientious person is primarily a thinker. Give them time and space to think (preferably alone, or in a quiet place). Do not exert too much pressure. In their personal nature they are careful and thoughtful. They will experience a very direct approach as offensive. Choose a more indirect approach with a choice of words that is not absolute or definite. Show that you know what you are talking about and that you have thought carefully about what you say and do.

Cs try to avoid conflict. Avoid verbal abuse and do not become too personal. In the event of a conflict, use tact. Ask for explanation calmly, one on one, and try to find a solution together. Someone with a conscientious main style would prefer to do things themselves. Then they will know for sure that it is going well. Give someone with a C style a position in which he or she can check. Or state clearly that you are checking yourself and that the quality and care are being closely monitored in all up-coming moments.

4- Logical levels of Robert Dilts and Gregory Bateson

Gregory Bateson, a British biologist, anthropologist and philosopher, introduced the idea that within human thinking and learning a hierarchy of neurological levels can be differentiated.

This diagram has a blue line on it. For the purpose of consulting (and training) the logical levels are often shown in reverse order, and they form an iceberg. The top level then is environment, underneath is behaviour, and so on. The top two levels are the tip that protrudes above the waterline of the iceberg. Metaphorically speaking, that is all that is visible of the person being coached. That is the purpose of the blue line.
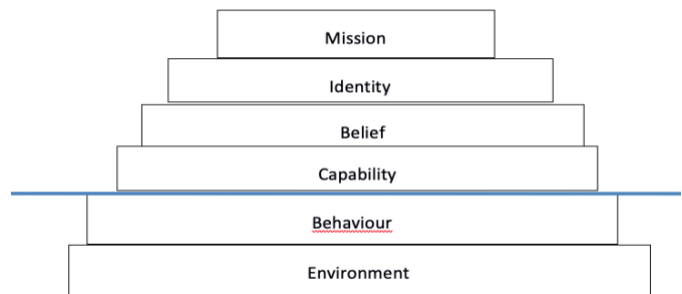
Mutual cohesion of the 6 levels

The mutual cohesion of the logical levels is defined by Bateson as follows:

- A higher logical level organizes the information in the levels below it
- Changes and learning processes on a certain logical level require stability on the logical level above it
- A change on a higher logical level will cause changes on the levels below it
- A change on a lower logical level may cause a change on a higher logical level

The solution for a problem usually lies on a different (higher or lower) logical level than the problem itself. In each logical level the learning processes are different, and changes are realized in a different way.

Robert Dilts further developed Gregory Bateson's model based on "Steps to an Ecology of Mind". Bateson, a famous anthropologist and writer on communication and systems theory, thus provided the foundation for one of the most beautiful and simple models within NLP. When analyzing situations and relations, it provides insight into your own and the other's worldview.

When analyzing an issue, the model helps you to determine on which level the problem is, and also which level is not involved in this issue. Thus one can determine at which level change must start first.

If your behaviour and your capability (and your environment if applicable) are in congruence with the goals which you aim for at the highest level, we call this an alignment; all logical levels are working together and support each other. Unfortunately you will often notice that not all logical levels are working with and for each other. This can be the case not just for you or a team member, but even for the organization as a whole.

How aligned is the organization?

For example:
During a conversation with a member of an NSO you are trying to convince him to start a new project, which he will have to coordinate. His reaction is not what you would have expected: he says he would prefer not to do this. His explanation: "I am just not *that* kind of person to take the lead". You try to convince him to accept the job after all and offer him a course to prepare him for the task.

This argument won't be effective. Why?
The fellow Scout indicates that his problem is at the *belief* level. You can tell this from his choice of words (I am not *that* kind of person who takes the lead). The tools which you offer him (a course to learn skills) are at the Capability level. These don't match. The conviction that he can't do it is established at a very high level. No number of courses or training will convince him that he will be able to do the job. To put it another way: the Scout's problem is not that he is not capable, but that he doesn't believe he a leader as he beliefs he "is not a leader". The interventions would be one of 'support' and 'give positive feedback' and 'trust' on things he already did as a leader. The opinion of the Scout is established at a much higher level and will need to be changed at this level.

Another example: I was walking through a camp and heard a 6-year-old girl say to her camp leader: "*I am* really weird". But her camp leader answer was: "No honey, you *did* some silly things, but you're not weird". Because the girl emphasized the word *"I am"*, the issue got raised to the identity level.

Fortunately, the scout leader brought it back down to the behaviour level by pointing to what the girl was *doing*. By stressing that it was her <u>behaviour</u>, she correctly identified that the issue was not at the identity level. Thereby she avoided the Scout from forming a limiting-belief of herself.

Environment
The emphasis is on talking about what happened, with whom, when, where. In the story, the subject places the causes outside his control. A lot of energy is used to explain how something came to happen. Complaining is also part of this.

Behaviour
The emphasis is on what the subject himself did and thought, and what influence the subject had on the situation. Reflections on any influence that the subject might have had to influence the situation, are also part of behaviour.

Capability
When analyzing their own influence, the subject talks about actions which they would have liked to perform, but which they were unable to. This concerns abilities which they would like to possess so they could get a better grip on the situation or themselves.

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Belief

The subject reflects on the why of their behaviour, the norms and values behind it. Convictions manifest themselves in a recognizable pattern which emerges in various situations. Impeding convictions may prevent existing abilities from being used.

Identity

The subject explores issues of personal meaningfulness. Why am I so exhausted, what is valuable to me, what makes me feel good, what challenges me, what do I want to achieve. This level often comes into play during burn-out or stress.

Mission/spirituality

The subject sees links within the big picture. This is the level of wisdom. The meaning of life, responsibility for the world and future generations, profound religious or spiritual beliefs. This level needs attention in case of a (life) crisis.

Success	Failure
Environment	
- Which successful experiences did you imagine? - What did that situation look like? - Exactly what happened? - What consequences did this situation have for you?	- What is bothering you, what are you getting excited about? - Can you be more specific? - What exactly happens then? - What consequences does that have for you?
Behaviour	
- What did you do in that situation? How did you do it? - About which issue are you most satisfied with yourself? - What was your influence on the situation? - How could you have influenced it more? - When did you get a feeling of pride? - What do you think of when you summon that feeling of pride? - What do these different situations have in common?	- What were you doing in that situation? - How do you do that? Does that help? - What would you have preferred to do? - What influence do you have on the situation? - What could you do to influence the situation?
Capability	
- Would you be able to use that same influence in different situations? - Why is it that you are able to influence the situation? - What would you need to be able to use that influence in different situations? - How could you make that happen? - What should you be able to do or learn? - What do these different situations have in common?	- Can you do that? Why not? - What would you need in order to influence the situation? - Why is it that you haven't done that yet? - How can you make that happen?

Belief

- What gave you that feeling of pride?
- What do you think about that?
- What is the nice part of it? Why is that good?
- Which (similar) situations also give you that same proud feeling?
- What do these different situations have in common?
- So what you're saying is (name conviction)
- How would you describe your conviction? What is important for you so you can call it a success?
- What benefit does this conviction have for you?
- What do you think caused this conviction?
- Do you think you can experience enough success with this conviction?
- What does it mean for your work and your own development that you have a view of your conviction?

- What is your opinion of the situation?
- What's so bad about that?
- What could happen?
- Why is that bad/worse/unbearable?
- What is reinforcing this conviction?
- Why is this conviction beneficial to you?
- What's the purpose of maintaining this conviction?
- What do you think caused this conviction?
- Are you stuck with it for the rest of your life?

Identity

- What makes you enthusiastic? What do you want to achieve?
- How do you see yourself in this situation? Do you fit in?
- Do you want to keep living like that? Does this suit you?
- Is the most important to you?
- Which new challenges do you see?

- What makes you enthusiastic? What do you want to achieve?
- How do you see yourself in this situation?
- Do you want to keep living like that?
- Does that suit you?
- Is this most important to you?

Mission

- Which connections do you see in life?
- Which experiences have made you richer or wiser?
- What are your lessons of life?
- What's the point of it all?

- Which connections do you see in life?
- Which experiences have made you rich?
- What are your lessons of life?
- Who or what will you allow into your thinking? Why?

Summary

A Consultant distinguishes logical levels to benefit from the following possibilities:

1. Make a personal NSO goal more achievable: It's easier and faster to achieve a goal if it is more congruent with the logical levels above and under it.
2. Clarify conflicts between people or parts of the NSO organisation: If it takes a remarkable amount of time or effort to achieve a goal, then it is often in conflict with higher logical levels.
3. Find solutions that work: The solution for a conflict lies on another level than the conflict itself. "You can't solve a conflict with the same kind of thinking that caused the conflict" – Albert Einstein
4. Estimate the consequences of a change for people or an NSO: A change has more consequences if it affects a higher level. It also allows you to estimate the efforts that will be needed to achieve the change. The risk of complications and the resulting efforts will be greater if changes must be made at a higher level.

These logical levels can be applied to NSOs as well as to people

Exercise/Experiment: Logical Levels alignment

The goal of this exercise is to gain more insight as to which level your partner is on at this moment, and to improve your skills at aiming your questions at the right levels. The floor cards of this exercise are attached..

- For this exercise you should form groups of 2 or 3 people (A, B, and maybe C)
- Switch roles after each alignment has been completed.
- The aim of this exercise is to determine if your "logical levels" are aligned.

Whenever the logical levels are in a state of alignment with each other, they function better together.

There is less internal friction, and their effectiveness is increased. In this exercise, the participants can investigate their own alignment with the help of another participant. It will also reveal if there is any ambivalence within the logical levels.

Person A plays the part of the researcher, and at the end of the exercise checks if particpants can see any discrepancies in their alignment, which may be points of attention for them personally. Person B guides person A step by step through the process. The 6 steps have been placed on the floor and person B guides person A during their walk from floor card to floor card.
Person C observes and may take notes.

To start, B asks A what A's desired goal is.

- What would you still like to achieve?
- Where would you like to be a few years from now?

Then B asks A: "Imagine that you have achieved all of that...?" (give A a little time to picture this in their mind)

Now B will place A on the first logical level (environment) and asks what belongs to this level, and thus B leads A through all the levels in A's desired goal.

Environment, Behaviour, Capability (if they are visible)

Beliefs, Identity and, finally, Mission.

Together A & B summarize the results from this process and discuss A's observations. In the next step B asks A:

- How is your life now?
- What is keeping you busy in life?
- (give them some time to reflect... and go to the map Mission)

Now B will walk A back over the logical levels of the current situation, from Mission to Identity, to Beliefs and Capability, to Behaviour and finally to Environment.

Now A & B reflect on the route which A has completed (but this time in reverse order). At this point B asks:

- What do you notice?
- Where can you see any discrepancies?
- Do you know something now, that you didn't know before?
- …. (pause for a moment to reflect)
- Thank you

Now C (finally) asks A & B

- How was it?

C first asks A and afterwards B

- What did you learn from this?

Then C gives A feedback on any discrepancies (maximum 3) that they may have noticed in A's logical levels.

This is the end of the first round. Now A takes the role of B, and B becomes C or A, and we can repeat this experiment a second or third time.

Note

When B notices that A is discussing a different logical level than the one in which A should be at that moment, B has to explicitly ask A to stay in the current level. If A fails to do so, then B should take A away from the maps to have a distant (dissociated)

5- Four Pillars for great consulting

These 4 pillars come from Motivational Interviewing. Motivational Interviewing is a method based on cooperation, which focuses on the person, and which is characterized by a focused style of communication in order to evoke and reinforce the intrinsic motivation for change.

Motivational Interviewing has its roots in therapeutic settings but turned out to be especially suitable for organizations which need to deal with change. Change can take the form of reorganizations, development plans, restructuring and innovation. It is suited for Scouting organizations where the principle of volunteer management is prevalent.

Motivational Interviewing is a style which focuses on cooperation, in this case cooperation between an NSO and an WOSM consultant. It is essential that any motivation to change comes from within the NSO. The willingness to change as needed is not just a given within the Scout, but it is the result of the interaction between the Consultant and the NSO.

Motivational interviewing is more about guiding than about leading, more about dancing than about wrestling, and definitely more about listening than talking.

5.1 PACE

The 4 pillars that our Consulting and Motivational Interviewing rests on are the acronym **PACE**

Partnership

Focus on what is working, on what goes well. Pay attention to interchangeability , which will stimulate the trust and openness of the person you're talking to.

Acceptance

Investigate what the worries, values, and motivations of the dialogue partner are.

How do they experience the current situation? What reasons do 'they' have to change?

Compassion

Sincerely try to understand what the dialogue partner means. Listen more than you speak or give information.

Evocation

Instead of telling dialogue partners to change, elicit from them reasons to change. What they hear themselves say, has a stronger influence.

6- Change

The choice to change is a combination of:

- The willingness to change;
- The ability to actually change;
- The readiness, the right moment to change.

Willingness to change is about the REASON and the WILL. To realize the importance of change, it is important that the NSO or Scout himself sees a difference between what they believe to be important, and the behaviour which they exhibit. If they can't see a difference, then an NSO or Scout won't consider changing.

What is important are values and goals,what is important in your life, and how do these things relate to each other. What do you want? What do you want to take the place of the problem? Not wanting something, usually doesn't energize people and doesn't provide direction. It doesn't motivate people, or at best, only for a short time.

The ability to actually change is about the CAPABILITY. The extent to which the employee feels the goal is achievable? If people believe that it's important to change, then that doesn't automatically mean that they know how to go about it. When people say things like "The problem is with her rather than with me" or "Well, it's not really that bad" are often interpreted as a lack of motivation, BUT they can be all about fear, shame, or a lack of faith that they will be able to change at all. So why try to change?

The starting point is to improve the personal effectiveness and to create a vision of the steps to be taken. The trick is to find out when the problem is not a problem for a while. When looking for a solution, this is the search for the so called 'exception'. When can you do this a little? What are you doing differently then? And how can you do this 'differently' more often? For most people the goal is often (too) large and far away. This may prevent them from getting started at all. Ask; "What would/could be the first step on the road to the goal".

The readiness, the right moment to change, considers the question whether the NSO or Scout can or wants to change NOW. There may be issues that right now demand a lot of energy from the NSO,, which can't coincide with a change of behaviour, and which may doom any chance of change. This is a motivated choice. To postpone is not the same as to fail.

In short, motivation can be compared to a bank vault: only if all four locks have been unlocked can somebody be ready to change. If one or more locks remain closed, then that person is not ready to change. There is no use in trying to force the matter but try to find out WHICH lock is still closed and listen to what the other does say.

Identify and solicit change statements.

Examples of questions to ask:

1. What rating would you give yourself (or the NSO if you work with a team) on the possibility to change?
2. What rating would you give yourself in trust on getting this change done?
3. How likely is it that this is the right moment to start?

All of the 3 questions above are on a scale from 1-10. It is interesting to do this questionnaire standing up. You and the team will see where people stand and how far they still need to develop. You will see the discrepancies and people will give you hints on what they have to do to take one step forward.
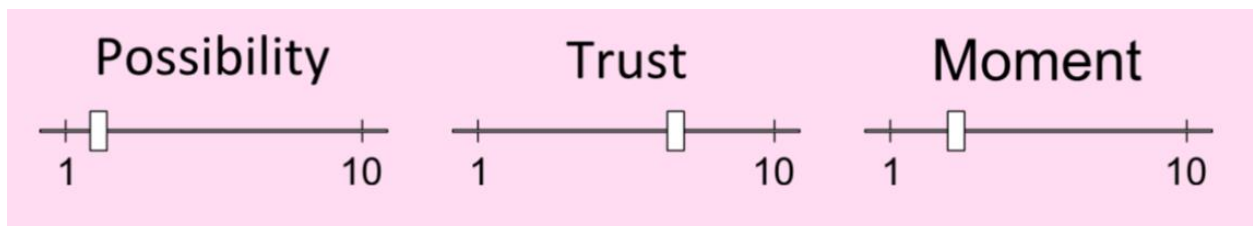
With these questions you can see which lock is locked of the vault:

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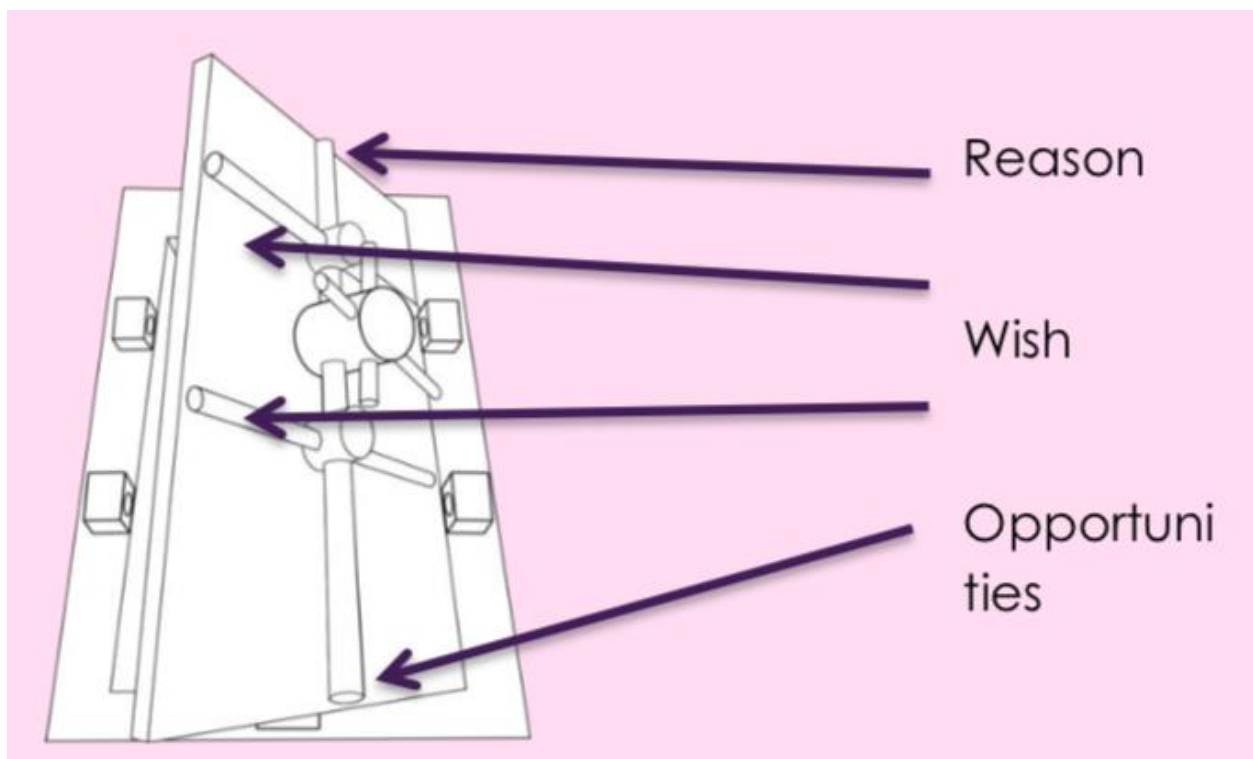
This imaginary vault represents things that might be locked inside people who 'must' start to change. It's up to you as a consultant to see which lock is locked. This allows you to focus on their needs and saves you time because you won't work on 'open' locks. Instead you only work on the locks that need opening.

Be aware that as long as a single lock is closed, the door to change won't open. And even once you open a particular lock, another one may have closed again, even if it appeared to be open earlier on.

It is up to you to show determination and become in tune with the other. Not only will this establish rapport, but it will accelerate the entire change process of acceptance and willingness.

It is up to you, to pick each lock one at a time, like a professional safecracker. Only then the safe door to change will open. But always remember that you can only influence the safe (the other person); it is up to the other to eventually change.

Prochaska and Diclemente did research on people who managed to change their habits. Based on this research, they charted the six phases of behavioural change.

The phases of behavioural change of Prochaska and Diclemente can be used as a foundation during Motivational Interviewing. By connecting an intervention to the phase in which the person is at that moment, you can move with the resistance and avoid wasting energy.

We will now look at these phases in more detail. It's important to realize that behavioural change is not a linear process with a start and an end, but a circular process. It doesn't matter in which phase somebody is; they can always regress to a previous phase or to old behaviour.

Change often means taking two steps forward and one step back. The speed at which somebody or an NSO organisation moves through the various phases is hard to predict. There is also no guarantee that the other chooses to change, but by connecting to them you have the biggest chance to influence them. Not connecting is sure to elicit conflict, and to connect and influence in a conflict situation is not easy.

That is why Motivational Interviewing takes the following approach:

- it focuses on cooperation;
- you elicit the motivation to change in the other person(s);
- the choice to change is the responsibility of the person or NSO;
- you help the other person(s) or NSO to investigate their own ambivalence (=doubt) and work on it.
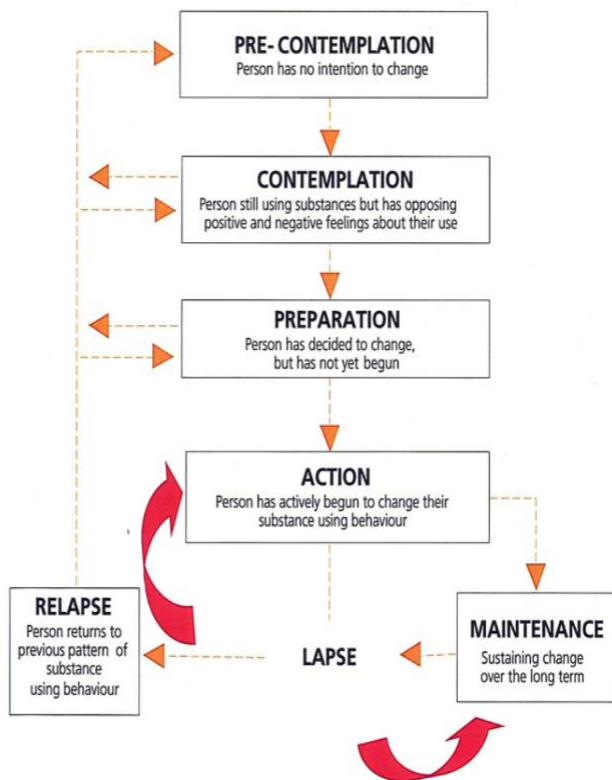
Precontemplation

In this phase, one does not see any advantages to change, or to cooperate with change. The current behaviour or situation only has advantages to them. The only thing bothering them is the 'whining' (pressure to change) from others who want them to change.

This is 'the' consultant's pitfall: if you try to convince somebody or the organisation, then you are already two phases ahead of them; you're in the decision phase. You're going too fast, the other party thinks they are being belittled, and this elicits resistance.

Honestly inquire what they like about the current behaviour/situation. You can also ask if there may be some disadvantages to it. If there are none, let it be, don't try to convince them yet. If you want to offer them information, do it in a neutral way; present them with facts which they can use to draw their own conclusions.

● In this phase the key is to connect, to gain their trust. This is the base to influence them later on.
● Stress their autonomy, that they are free to make their own choices.
● Make it clear what the rules of the interaction are and stick to them.

Contemplation

In this phase the scales of wanting and not wanting to change are moving up and down. They don't decide yet to actually change or cooperate with change. There is ambivalence: 'I can do it and I can't do it', 'I'm ready for it and I'm not ready for it'. If they are in doubt, then a consultant is at risk of the following pitfalls:

● Advising without having been asked to do so
● Expressing superiority
● Convincing
● Acting too soon
● Ignoring or belittling
● Making optimistic predictions

These actions tend to elicit or reinforce resistance. You are not connecting with the NSO or fellow Scout, but rather you take away their responsibility, and ignore the cause of their doubts. This is more likely to cause conflict, rather than to bring about a change in behaviour.

During your contact, keep in mind that people in this phase are largely open to change processes which focus on realization. Don't move into action now, it's still too early for that. When people are in doubt, the doubt must be investigated and resolved before they can make a decision. In this phase

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interventions focus on mapping the advantages and disadvantages of the current situation and the advantages and disadvantages of changing.

You can ask them to rate their feelings on a scale (0-10). For example:

- On a scale from 0-10, how important is it for you to start doing things differently?
- Imagine that you would do it differently. On a scale from 0-10, how much faith do you have that you will be successful?
- On a scale from 0-10, to which extent is it the right moment NOW?

These answers provide information that you, the consultant, can focus on. Somebody who indicates that it's very important for them to change, but who is not confident that they can do it, doesn't need to be convinced of the necessity to change. The consultant can then focus on the possibilities to increase their confidence, and stress what is going right.

Decision

In this phase they have chosen. The person being coached has made the decision himself. He makes specific plans on how to go about it. The coach focuses on supporting the plans: what do you want to achieve, what do you need to succeed, what is the first attainable step, what are the problems which you might face, what can you do in such a situation, etc.

NOTE: a decision may also be that right now the advantages of changing are less than the advantages of the current behaviour. The NSO returns to the preliminary phase. Everything remains as it is for now.

Active change

In this phase they move into action. The plan is executed. During the consulting sessions it's important to pay attention to what was achieved and how. There will also be attention to what is difficult. Focus on achievable steps: people like to get to the goal straight away, but that takes many small steps. By stressing what has gone right so far, their confidence is reinforced.

Perseverance

Maintaining the change. In this phase, they have integrated the change in their life. Supporting sessions and relapse prevention remain important.

Relapse

Relapse is part of change processes! Relapse is often viewed both by the person and their surroundings as a sign of weakness, lack of motivation. This is unfortunate. Old behaviour is always easier than new behaviour. A relapse can be a learning moment, so it's important as consultant not to judge them for relapsing. Chose a positive, motivating approach. Change needs its trial and error. A relapse doesn't necessarily mean that you need to start from the beginning again.

Stage of change	Characteristics	Techniques
Precontemplation	Not currently considering change: Ignorance is bliss	Validate lack of readiness Clarify: decision is theirs Encounter re-evaluation of current behavior Encounter self-exploration, not action Explain and personalize the risk
Contemplation	Ambivalent about change: "Sitting on the fence" Not considering change within the next month	Validate lack of readiness Clarify: decision is theirs Encourage evaluation of pros and cons of behavior change Identify and promote new, positive outcome expectations
Preparation/Preview	Some experience with change and is trying to change: "Testing the waters" Planning to act within 1 month	Identify and assist in problem solving re: obstacles Help employee identify social support Verify that employee has underlying skills for behavior change Encourage small initial steps
Action/Decision/Active change	Practicing new behavior for X amount of time (3-6 months to become a new habit)	Focus on restructuring cues and social support Bolster self-efficiency for dealing with obstacles Combat feelings of loss and reiterate long-term benefits
Perseverance/Maintenance	Continued commitment to sustaining new behavior	Plan for follow-up support Reinforce internal rewards Discuss coping with relapse
Relapse	Resumption of old behaviors: "Fall from grace"	Evaluate trigger for relapse Reassess motivation and barriers Plan stronger coping strategies

Pre-contemplation Stage

"Ignorance is bliss" / "This new behavior is not a concern for me"

Goals:

1. Help an NSO, develop a reason for changing
2. Validate the person's experience
3. Encourage further self-exploration
4. Leave the door open for future conversations

1. **Validate the person or NSO's experience**: "I can understand why you feel that way"
2. **Acknowledge the control of the decision**: "I don't want to preach to you; I know that you're an adult and you will be the one to decide if and when you are ready to start."
3. **Repeat a simple, direct statement about your stand** on the benefits of working on this new behavior for this person or NSO: "I believe, based upon my experience, that this "OLD behavior" is putting your NSO at serious risk for losing XYZ (describe a criteria that is of high importance for the other), and that losing "XYZ" is an important thing to you."
4. **Explore potential concerns**: "Has your 'old behavior' ever caused you or the NSO a problem?" "Can you imagine how your 'old behavior' might cause problems in the future?"
5. **Acknowledge possible feelings of being pressured**: "I know that it might feel as though I've been pressuring you, and I want to thank you for talking with me anyway."
6. **Validate that they are not ready**: "I hear you saying that you are nowhere near ready to lose old behavior right now."
7. **Restate your position that it is up to them**: "It's totally up to you to decide if this is right for you right now."
8. **Encourage reframing of current state of change**. The potential beginning of a change rather than a decision never to change: "Everyone who's ever lost 'old behavior' starts right where you are now; they start by seeing the reasons where they might want to lose 'old behavior'. And that's what I've been talking to you about.

Preparation stage

"Testing the waters"

My "OLD BEHAVIOR" is a concern for me: I am clear that the benefits of attempting to lose "OLD BEHAVIOR" outweigh the drawbacks, and I am planning to start within the next month".

Goals:

1. Praise the decision to change
2. Prioritize behavior change opportunities
3. Identify and assist in problem solving re: obstacles
4. Encourage small initial steps
5. Assist in identifying social support

1. **Praise the decision to change**: "It's great that you feel good about your decision to start with the "NEW BEHAVIOR": you are doing something important to decrease your chances of getting ...(name an important criterion that the other is trying to get rid of).
2. **Prioritize behavior change opportunities**: "Looking at your OLD BEHAVIOR habits. I think the biggest benefit would come from switching from ABC to XYZ, what do you think?
3. **Identify and assist in problem solving regard: obstacles**: "Have you ever attempted losing your OLD BEHAVIOR before? What was helpful? What kind of challenges would you expect in making those changes now? How do you think you could deal with them?"
4. **Encourage small, initial steps**: "So, the initial goal is to try starting with X this week, and then next week Y or Z.
5. **Assist in identifying social support**: "Which colleague, friend or other person could support you as you make this change? How could they support you? Is there anything else I can do to help?"

Contemplation Stage

"Sitting on the fence"

"Yes, my OLD BEHAVIOR" is a concern for me, but I'm not willing or able to begin losing (criterion of an old behavior) within the next month."

Goals:

1. **Validate the NSO's experience**: "I'm hearing that you are thinking about losing OLD BEHAVIOR but you're definitely not ready to take action right now."
2. **Acknowledge person(s) control of the decision**: "I don't want to preach to you; I know that you're an adult and you will be the one to decide if and when you are ready to lose OLD BEHAVIOR."
3. **Clarify NSO's perceptions of the pros and cons of attempted loss of OLD BEHAVIOR**: "Using this worksheet, what is one benefit of losing OLD BEHAVIOR? What is one drawback of losing OLD BEHAVIOR?"

4. **Encourage further self-exploration**: "These questions are very important to beginning a successful losing OLD BEHAVIOR program. Would you be willing to finish this at home/work and talk to me about it during our next talk?"

5. **Restate your position that it is up to them**: "It's totally up to you to decide if this is right for the NSO right now. Whatever you choose, I'm here to support you."

6. **Leave the door open for moving to preparation**: "After talking about this, and doing the exercise, if you feel you would like to make some changes, the next step won't be jumping into action - we can begin with some preparation work."

Ambivalence

Should an NSO indicate that they are not ready for change yet, then the problem is not that they don't realize what the disadvantages of their behaviour are, but that they have conflicting feelings. This is called ambivalence; I want to and at the same time I don't want to; I can do it and the NSO can't do it; I'm ready for it and I'm not ready for it yet. In a nutshell: they have doubts.

If your fellow Scout or NSO has doubts, then you as an WOSM consultant are at risk of the following pitfalls:

1. Advising without having been asked to do so
2. Expressing superiority
3. Convincing
4. Acting too soon
5. Ignoring or belittling
6. Making optimistic predictions

These actions tend to elicit or reinforce resistance. You are not connecting with your counter partner, but rather you take away their responsibility, and ignore the cause of their doubts. This is more likely to cause conflict, rather than to bring about a change in behaviour.

Resistance

Resistance is a normal occurrence in a consulting relationship. Change makes people insecure. NSO's and fellow Scouts may rebel against this insecurity, this uncertainty about where this new relationship with these new feelings will take them.

The emphasis of good consulting as with Motivational Interviewing is not on preventing resistance, but on recognizing and lowering resistance.

Resistance can manifest itself in many forms, such as anger, dependence, ignoring people, "forgetting" agreements, or denial. In most cases this is a subconscious resistance against change.

Resisting behaviour

May suggest that this issue is important to the other person. May indicate a lack of alternatives for the other person. Tells you something about the interaction between the people communicating; in most cases too soon/too fast action, rather than careful listening and analyzing.

Another way to look at resisting as it is the vault. If one of the locks is closed it will not open. It is up to you to see which lock is closed. Can you determine that?

You can ask this by the 3 scale questions, on a scale from 1-10. How much do you trust you can do this? How big is your possibility? And is this the right moment for change?

7- Checklist

This section describes a potential process to be followed at the beginning of the consultancy, when all issues need to be identified and stated clearly, objectives and impact well understood and stakeholders as well as action plans concretely envisaged.

	FOCUS POINT
Facts **What is going on?** The NSO being consulted lays out the facts.	- What happened? - Explain step by step how the situation unfolded. - What is going wrong? - Can you give an example? - Who believes that this is an issue? - Since when is this an issue? - Try to describe what happened as if it were a short movie.
Opinion: **What do you think of it?** The NSO being consulted gives their personal take on the issue.	- What do you think of this issue? - Why is it an issue to the NSO? - What is the essence of it? - What do you think is happening? - What do others in the NSO think of your opinion? - What do other parties, not in the NSO think of your opinion? - How important is their opinion to you?
Ambition: **What's in it for the NSO?** The NSO being consulted clearly formulates what their interest is.	- What will the NSO get out of this issue? - What is motivating the NSO? - What would the NSO like to achieve? - What is the NSO's (your) dream/ideal? - Please rate the willingness of the NSO on change on a scale from 1 to 10. - How important is the opinion of others to the NSO?
Feeling: **How does the NSO feel about this process?** The NSO being consulted explains the impact.	- What gives the NSO energy? - What is draining energy from the NSO at the moment? - What's bothering the NSO? - What does the NSO need (NOW)?
Result: **What does the NSO want to achieve?** The NSO being consulted has a clear vision of the result.	- What result would you/NSO like to achieve? - When will the NSO achieve that? - What exactly will the NSO have then? - What will be working better then? - Who will benefit from the results? - What other possible solutions are there? - Which ones have you contemplated?
Action: **What will you do, with whom, when?** The NSO being consulted formulates their step plan.	- What approach or method could you use? - Which steps will the NSO take? - Who will the NSO involve? - Where could you expect resistance in the NSO? - How will you prevent problems at NSO? - What does the NSO need to be successful in the short term and the long term?

8- Consulting Questions

The following are questions that might help move through the different phases of identifying real needs, moving over tension points, contextualising and synthetising at various points during the consultancy in a positive and constructive manner.

Reflective question

- So you would like it to be.....
- So you believe that in theory it is...
- So if I understand you correctly...
- So if I summarize it correctly...
- So what you're saying is...

Open question

- What causes you to think that....
- Why do you believe it to be practical if...
- What, who, where, why, when, how... questions

Hypothetical question

- If we did that, what would you still want...
- What would it look like if...
- What would happen if......

Guiding question

- Do you believe that we've explored this issue as far as possible, and we could now move on to the next issue...

Suggestive question

- You say "xx *their words* " is the problem in this NSO, give me an example....
- Don't you agree with me that...
- This can't be the only option for this NSO that is on the table...

Linear question: Cause -- effect

- Is XYZ the (only) reason why the NSO is not achieving ABC...

Reflective question

- Why – according to you – are we (is the NSO) stuck in this situation...

Stimulating question

- Which possible solutions do you see for the NSO....

Strategic question

- For how long did you say that the relationship was good?
- Is it true that you can also remember positive things....

Confrontational question

- How can you explain your hostile attitude, when you just said that you did like the future?

9- Annex

Exercise Cards - Logical Levels

1

ENVIRONMENT

What do you observe?

Where are you?

Who else is there?

What do you react to?

When is this?

What do you see?

Note: We're dealing with the situation, the environment and the physical space where **A** is. Or to be more specific: What does **A** observe when they are in that place? This is also called context. Often these elements function as "anchors" for behaviour, and summon abilities or feelings. (Be sure your questions concern only the ENVIRONMENT!)

2

BEHAVIOUR

What do you see there?

What are you doing?

How do you do that?

(Can you show it to me)

Where and how do you react to what is happening?

What can you see yourself?

Note: The interaction with the environment happens at this level. All higher logical levels only become visible when they have been converted to specific visible behaviour. The descriptions (and the questions) must be about specific visible behaviour. So it is up to **B** to obtain answers which could be recorded with a camera, a kind of "camera-check".

3

CAPABILITY

What can you do, here?

Can you describe your capabilities?

How do you do that?

What abilities do you have?

What else can you do?

How do you react to things?

What are your competencies here?

Note: This concerns the ABILITY; synonyms are competencies, capacities or abilities. The difference between behaviour and a capability is the organisation or the coordination of the behaviours. A behaviour is something you do, but a capability organizes multiple behaviours and requires internal strategies to decide when to do what. It is often difficult for **A** to distinguish between behaviour and capability, so it's up to **B** to check this and to keep asking questions in case of doubt, so that **A** can clarify.

4

BELIEF

What is important?

What do you believe in?

(for example to execute your ability)

What do you rely on now?

Why are you doing this?

When do you know if it is right or wrong?

Why is this important?

Why do you want this?

What do you automatically assume?

Why are you, you?

Note: This level deals with "belief" things that people automatically assume. These things have been shaped over the course of their life. In the past **A** experienced things from which they drew conclusions. When people discuss their beliefs, their autonomous nervous system gets activated. This means that you will be able to observe changes in their physical reactions: heartbeat, pupil dilation, and facial colour for example. **B** has to be careful not to confuse this with the higher level IDENTITY. You can often recognise the identity level by the words as 'I am' in sentences like "*I am… this or that*". Search for trust and eternal truths (which you might recognise yourself) and things that people immediately assume to be true; faith.

5

IDENTITY

Who are you?

What is your personal core?

You are…?

What are you that exceeds the sum of your
beliefs, abilities and behaviours?

Describe your Ego.

What is your individuality?

If you could remove your convictions and abilities
and be left with your true identity, what would that be?

Note: This concerns the ME, the ego which is more than the sum of all beliefs and abilities and behaviours combined. Remember the Gestalt motto: The whole is more than the sum of its parts. Identity is the linchpin which binds all the beliefs and abilities together. Synonyms are: ego, individuality, personal core. When people discus their Identity, you often notice activity in the entire body, or a certain peace comes over the entire body. This is because it concerns a high logical level which causes a high physical connection. Identity concerns essential criteria and core values. From this level a person judges if a certain value or behaviour "belongs with them" or not.

6

MISSION

(also known as Spirituality)

Where do you fit in the larger picture?

What is the higher power guiding me?

What inspires me to do things?

What motivates me?

What do you feel connected to?

What are you connected to?

Note: This is about meaning. About the greater parts that you feel connected to, or which guide you. Mission can be something very personal, but it could also be the nature, or the working class. When people discuss their mission, the body often shows calm, almost frozen and complete activity, as is the nervous system is being activated in a broad and balanced manner. Mission or spirituality is important for long-term motivation. Missionaries, people who are spiritually motivated, will last much longer in developing countries than volunteers who are motivated on the Belief level. This is why it's important that **B** makes a clear distinction between BELIEFS and MISSION.

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