TRIZ for people: psychological aspects

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Executive Summary

TRIZ and NLP - two the most powerful methodologies for increasing people's creative level and efficiency of their activity. They appeared and develop independently one from another in the second part of 20 century[1], however much many instruments of these methods can be are successfully used for expansion and increasing the efficiency of each other. Report is intended for experts of TRIZ and NLP-psychologists.

Introduction

TRIZ allows to formalize, describe and solve the technical problems from different branches using one system notion **/lit1/.**
Neuro-Lingvistic Programming (NLP) - humanitarian technology, which problem are solution the problems of the personality, formalization successful creative experience for learning people to it **/ lit2/.** The Language of NLP in united system of terms describes the different processes, occurring in such area, as marketing, management, psychology, pedagogic, etc. This allows to carry and use the achievements from one discipline and processes to others. The Descriptions on NLP language change in a system of algorithms and acceptances i.e. in NLP-technology.

But can we compare these two formalized languages to use the achievements of NLP in the field of solutions personal, interpersonal problems and organization - for TRIZ specialist, and achievements TRIZ - for NLP?
The report contains the analysis and some possibilities of the join the TRIZ- tools and NLP- tools for increasing the personal success of TRIZ-specialist and firms, in which they work.

1. The Analogies between tools: TRIZ and NLP

Theory... this metaphor, costing between model and data. Understanding in science is a sensation resemblance between intricate data and familiar model...

Julian Jaynes, by R.Dilts "Skills for the Futute"

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[1] TRIZ (Altshuller, first publication in 1956), NLP (Bandler&Grinder, 1975).

1.1. The model of the world

By NLP: Creativity is an unceasing process of the constant increase of flexibility and expansions the "maps of the world", by which we live. It has significant importance for successful adapting of a person, therefore that we live - work, interact with the other people - in ambience, teeming of uncertainty and change. For the successful adaptation is exceedingly significant to know how to occupy the different positions of the perception to realities. In NLP becomes firmly established that if you are capable to enrich or increase your "map of the world" then in the same reality you see more alternatives. That people, which them to see the most great ensemble of the prospects and possibilities of the choice.
The Processes, promoting development and creative increasing is a representation anything by means of metaphores, symbol, drawing. The Different types of representations differently place the accents in problem space, attach significance different factors and their interrelationships.

By TRIZ: The analogue of the notion "map of the world" in TRIZ is 9-Windows (analyze Super-systems, CO-systems, ANTI-systems). Different forms of representations are used broadly. The drawings is use at "an Operation Zone", at the "little man" method; Symbols is use at «Substance-Field Analysis", X-element, Ideal Final Result; diagrams is use at a laws of the System evolution; metaphores is use at a defining the contradiction, are broadly used in TRIZ-method of the creative imagination development.

The Conclusion: TRIZ-specialist possesses the sufficient an creative ability to raise its success in vague, variant ambience. How to use their own "technically directed" creative TRIZ-skills for improvement of the own life? The Methodses for this is designed in NLP **/lit2 - lit5/.**

1.2. "Re-framing"

NLP-method "re-framing" (R. Dilts,1990) is called to help the people to change the look at tight situations and consider their not as problems, but as the possibility given by life, and to focus attention on desired result / lit3/. "Re-framing" allows the person to recognize limiting his beliefs to be more shifty in their own reaction, in transformation of the negative beliefs. With psychological standpoint to produce re-framing means to convert the sense of anything, having placed "THIS" in new frame or context, different from source, having increased thereby our perception to this situations.

Analysing linguistical structure of the beliefs, R.Dilts has installed that limiting beliefs place our experience in a frame "problems", "mistakes" or "impossibility". If a person builds the map of the world on the base of such beliefs then beside it can appear the feeling of hopelessness, helplessnesses or uselessnesses to life as a whole or to some of his actions. So, people, for which it is usual to use constantly to neglect the positive side of its experience, often use the limiting word "but", creating in their internal map frame "problems" and "impossibility".

Much people, successful in one area, feel like uncertainly in other areas of a reality. For example, successful in the solution of technical problems the engineer can experience difficulties with relations with colleagues. Or he have belief about himself:

«I do not deserve, that.. »
«The pleased chief to be unreal, because..
«I cannot influence on... »
«I should suffer neighbors and not complain.. »
«Change of work always passes hardly »

Such situations create internal contradictions which can be solved with the help of TRIZ at the person. However while there are no concrete techniques, HOW to use TRIZ -TOOLS for the solve of internal problems of the person.

But such techniques are in NLP.

"Re-framing"   allows to interpret otherwise that or other problems and find the new solutions. This occurs by of the changing frames, in which these problems are perceived, by dint of the premises the limiting beliefs in more positive frame. The Main function of the "re-framing"-methods is to teach people to realized switch attention
1. from the frame of the problem to the frame "result"
2. from the frame of the mistake to the frame "feedback"
3. from the frame of impossibility to the frame "as if".

We have found the analogies TRIZ-tools in 12 (!) events from 14 principals of re-framing by R.Dilts **(see figure 1).** Specified on figure 1 TRIZ-tools develop skills of the thinking, necessary for effective application "re-framing".

figure 1

NLP Name and description re-framing's principal	Necessary skills of the thinking	TRIZ-tools
1. The Model of the world Reassessment beliefs with positions of the other models of the world. It is used technology "three positions of the perception": the other person (concerned in problem-solving situation); the independent watcher; significant for you person (mentor)	Skill is realized build different models of the world, see on-systems, CO-systems, intercoupling	9-Windows (analyze Super-systems, CO-systems); Altshuller's Inventive Principal ? 17
2. Division Crushing element of the utterance on more small details, due to that changes or enlarges the perception of the sense of the message.	Separation of the subsystems, searching for their analogue	9-Windows (analyze Sub-systems); Altshuller's Inventive Principal ? 1
3. Association Generalization one of the element of the utterance before higher-level categorizations, than is reached enrichment of the perception of this utterance	Skill to classify	Training "Yes-No"
4. Opposite example Searching for exceptions to the rule, which put under doubt generalization, definied data by	Skill to reveal contradictions and their allow	Work with contradiction; Altshuller's Inventive

belief		Principal ? 13, 22; TRIZ-methodses of the creative imagination development
5. The Analogy To Increase the look at concrete judgement by means of discovery of the other statement, having similar intercoupling. This allows to find the new prospects and new facility. 6. **Change the size of the frame** Reassessment importances of the concrete action, generalizations or judgements in new context: a long - a short time cell; with standpoint of the greater number of the people (or the other groups of the people); in more broad context of the lifes	Skill to reveal similar functions in miscellaneous system (Co-systems), facility of the different systems, forecast future of the system with new resource Skill forecast the consequences of the event in miscellaneous gap time; Reveal different Super-system and value the functions of the system with their standpoint; Revealing the Co-systems, Laws of the system evolution	9-Windows (Functional analyze); Resources; TRIZ-method of the creative imagination development: Fantogramma 9-Windows: (movement on axis of time, on miscellaneous Super-systems), Laws of System Evolution (analyze of development system and CO-systems); Altshuller's Inventive Principal ? 2, 3, 19, 20, 21
7. **Other result** Switching on other purpose (differing from declared in statement) to call in question pertinence only one possible result, purposes	Skill to define for system function miscellaneous, formulate different variants of the Ideal Final Result	Function's analyze; **Ideal Final Result** Altshuller's Inventive Principal ? 16
8. **The Intention** Switching attention on problem or positive intention, hidden for belief. Allows to learn to respond to positive intention, rather then on utterance	Skill to define to functions, results	Function's analyze; Ideal Final Result Altshuller's Inventive Principal ? 11
9. **The Redefining** Change one of the words in wording of the belief by new word, which marks something cognate, is however made by other underlying theme. Allows to reduce the negativism an estimation and label	Skill to find similar objects on function	Function's analyze
10. Consequences	Skill to analyse future	9-Windows,

To direct attention on positive (or negative) result in which can result a certain statement	(systems, Super-systems)	TRIZ-methods of the creative imagination development: Fantogramma and Snow lump
11. Hierarchy of the criterion Reassessment beliefs according to criterion, exceeding on value any one of that, on which leans givenned belief (hierarchy of the criterion is one of the main reason of disagreements between people, groups and cultures)	Skill to select criteria, value value, search for opposite examples	ABC- Function's analyze; Contradictions; TRIZ-methods of the creative imagination development
12. Meta-Frame Estimation beliefs from frame unceasing larval-oriented context	Skill to value consequences	9-Windows (Super-systems, motion on axis of time)

As we see, 12 principals of re-framing are similar to different TRIZ-tools, including Altshuller's Inventive Principals. But in TRIZ there is 40 principals, and many of them we can add to NLP-principals of re-framing.

However, morder to TRIZ-specialist could effectively use Altshuller's Inventive Principals for re-framing own beliefs, realized education, "the transfer" is necessary /lit6/. At present the method consists from the consequent exhibit all the Altshuller's Inventive Principals and 9-Windows to "changeable belief" as an "object". However further for the re-framing of belief can be and should be designed special Conflict Matrix (matrix linking Typical Social System Conflicts with the Altshuller's Inventive Principles). Certainly, many of Altshuller's Inventive Principals it is necessary specially to adapt to "human" system, using features to personalities, groups of the people. For instance, Altshuller's Inventive Principal ? 26 "Coping" can sound as "vizualization", Principal ? 28 "Substitution for mechanical means" can sound as "use the other channels to representations". Work on adapting the terminology Principals ?   4, 5, 8, 9, 10, 12, 15, 18, 24 - 28, 32 - 40 for use in re-framing is conducted now.

The technique is realized in "Training technique of TRIZ elements with the help of a toy "Bob of toy" **/lit6/.**
And the technique may be realize for children and its parents in the project "The Exhibition of the toys - inventions" for learn to design the Positive Future **/ lit7/.**

The Conclusion: any TRIZ-specialist can use known Altshuller's Inventive Principals and 9-Windows-analyze for the independent re-framing that their own beliefs, which he wants to change.

1.3. Problem solving

1.3.1. The Description of problem space

NLP defines the problem as a difference between the current and desired condition. It is Important to realize that as soon as you define the desired result, you create a problem to yourself. The having Formulated purpose or desired condition, you create a problem literally from nothing - only because you did not yet reach the desired condition. If between the person

whom you are, and that whom you want to become, there is no difference - you do not have also problem. The Small difference means presence of the small problem. The essential difference - the essential problem.

For the maximum incidence of the different areas of problem-solving space the NLP-specialists offer to use the model SCORE, which contains such elements, as S - symptom, C - couse, O - outcome, R - resouces, E - effect. The Specialist on TRIZ will easy see in these element well known notions: S (symptom) = Undesirable effect; C (couse) = Operative zone, Formulation of the contradiction; O (Outcome) = Ideal Final Result; R (resouces) = Resouces, X-element; E (effect) = Main function.

When the problem-solving space is determined, in NLP offer to research the space of the solution by the accompaniment new element to existing map of problem-solving space or by changing of this map by some image. For instance, change the value of temporary frame, position of the perception (the technology 4-position), or concentration on the other logical level (the mission, beliefs, value, identification, actions, strategies, context) capable to change the importance of the concrete problem-solving situation.

From a position of TRIZ, these methods of the solution of the problem are the use of 9-Windows scheme of the thinking (as well as Co-systems), as well as Altshuller's Inventive Principals and Standarts (see "re-fraiming"). However the procedure of the work on solution of the problems is described in TRIZ more in details (ARIZ), than in NLP.

The Conclusion: TRIZ-specialist handles the same notion at description problem-solving space, as NLP-specialist, and owns the more concrete methods of the solution of the problems.

1.3.2 Problems in group and organization

NLP describe two main types of the problems in organization - repeating and unusual. The Different types of the problems use different in its base types of problem-solving space, and identical solution of them requires the different approach.

The Efficient solution of "reiterative problems" requires from the person cognitive skill "to narrow" problem space for the of to reason install the reason of the problem, its sources, and interactive skill: to delegate the subordinate specific actions. There is ARIZ and training "Yes-No" In TRIZ for efficient development cognitive skills.

Unusual problems have no precedent in the organization and are connected with high degree uncertainty in respect of both methods of the solution, and result (for instance, making the new product or expansion market). Unusual problem usually precede the changes to encirclement or organizing system (the market, political situation). Exactly, the change Super-system's aspect creates in problem space uncertainty or inconstancy. For solution unusual problems necessary creation of a team, synthesis of the information concerning elements of the problem, plural descriptions of problem space, generating of new prospects is necessary. The purposes and substantiation rotate around of achievement of understanding and the consent of members of a team concerning the formulation of problems, definition of results, an exchange of opinions and knowledge. There is TRIZ –tools for the development of the system thinking, forecastings consequence on different system level, in CO-system (Laws of the systems

evolution, 9-Windows, TRIZ-methods of the creative imagination development: Fantogramma and Snow lump).
As we see, in the first and in the second types of the problems not only cognitive skills are necessary, but also interactive skills of the relations with people. In NLP consider that joint creative activity, founded on interaction between teammate, quite often turns out to be more significant for Innovative thinkings, than tools themselves, by means of which is realized. In NLP the training "modeling of the abilities" are used for this.

The Conclusion: TRIZ-specialist owns the cognitive skills, which are used in NLP for solution of a personal and organizing problems. He have to increase their own interactive skills of the relations with people. And than more powerfully tools, which owns the Team (TRIZ-specialists), more high, synergetic result for a firm, can give an education of members of a team efficient skill to communications.

1.4. Modeling of the abilities

The Purposes of modeling in NLP: do something by new way; do something better; do something new; change its perception; increase the possibility of the choice. As we see, at a rate of integer between NLP and TRIZ also exist the analogies (do something by new way; do something better; do something new). However NLP opens before a TRIZ-specialist new purposes: change its perception; increase the possibility of the choice that will allow better itself to feel in changing world.
Modeling in NLP is built on the base of oriented on purpose of the loop to feedback - TOTE (Miller, Gallanter and Pribram, 1960). The Abbreviation TOTE is decipherred as Test- Operate-Test -Exit. The model points that in mentation we (realized or not realized) define to purposes and develop the procedure of the check that, is reached purpose or no. TOTE implies that all the psychic and behavioural programs revolve around constant purpose and varied facilities of its achievement. That or other ability, outside of dependencies from degree of the difficulties, forms from several "embedded" cycles TOTE on miscellaneous level skill (the cognitive, behavioural, linguistical: simple and complex) that allows to prototype any ability as "a Designer" - from "blocks" **/lit 4/.**
In particular, for the achievement of the success of any sort is necessary to have a skill to install purposes and to define the motivations for success. This expects presence of the abilities for conceptualization, analysis, observation, performing the certain procedures, interactions with the other people, and control relations with people. A part of these abilities develops at NLP (the interaction with the other people, control relations with people), but TRIZ allows to develop other necessary skills of the thinking: conceptualization, analysis, observation, performing the certain procedures. We shall compare the questions, which will assign NLP- specialists for development these skill, and TRIZ-tools, which also develop these skills (**see figure 2**).

figure 2

Skills of the thinking	NLP	TRIZ
Conceptualization: The ability to understand the integer and or insert it in more broad system, or	As problem of this skill? When you are going to use it? As he matches with other your ability	The Skill to see the hierarchy of the Systems, CO- and ANTI- systems to

correlate with the other system.		define Main Function, Coordination resource
Analysis: The ability to split something on component and classify them	What discriminating abilities of this skill? On that they indicate? As their functions?	Separation of the subsystems, determination their function and features
Observation: The ability to collect significant information in mode "real-time"	What signs (or groups sign) are the most significant? That is the most significant for observation in purpose of the successful realization of this skill?	Separation significant sign and their features
Performing the procedures: The ability to cause in memories and realize the sequence an action, leading to purposes.	As the most most important sequences action required for successful realization the skill? To what level they belong to? As "sequence step"? When and where it is important exactly to execute this sequence? When and where it is important to show flexibility?	ARIZ

If we shall consider NLP - an algorithm "Incremental procedure of modeling", that sees that he much looks like steps ARIZ **(see figure 3)**.

figure 3

NLP Incremental procedure of modeling	**TRIZ** ARIZ-85B
1. Determine the expert which abilities should be to model, and also contexts in which he applies the abilities	The Problem "as it is given", Super-systems Step 1.1.
2. Execute procedure of the collection to information different position of the perception	System, CO-systems
3. Otfilitruyte results of the collection to information, selecting significant, cognitive and behavioural Patterns	Select elements of the problem, write in not special term Step 1.1, 1.2
4. Reduce these patterns in logically coherent structure or "model"	Write model of the problem Step 1.3.
5. Check efficiency and usefulness built to models, having tested it in a different context, and make sure that you capable to reach desired result	Determination of the Ideal Final Result and resource Steps 3.1, 3.2
6. Shorten model, having left only the most simple elements, allowing reach desired result	Operative zone, formulation contradiction Steps 3.3 –3.5
7. Identify best way to send skills, determined in process of modeling	Reflection way of the solution of the problem Steps 9.1 – 9.2
8. Define the most appropriate facilities of the	To transfer the way of the solution on

. measurement of productivity the model, as well as   other area
limits or borders its reliability   Steps 8.1 – 8.3

Practically on each stage ARIZ is used the same model of feedback TOTE, as in NLP. However the key condition of the efficient modeling in NLP is necessity to define, on what exactly level of the skill follows to concentrate attention. The Notions and acceptance, successful in modeling of the sibling of the skill, can turn out to be absolutely to be inefficient at modeling the other level. NLP offers to use model ROLE (R - representational systems, O - orientation, L - links, E - effect) for the efficient to transfer the modeling skills to the other context /lit 4/. Not stopping on the procedure of the transfer, shall note that this model also uses the known TRIZ- specialist of the notion and procedures - a discovery resource, system vision (9-Windows), orientation to result - it will allow to increase easy the application of these "technical" skill. However as the concepts "attribute" and «value of an attribute» of alive system essentially differ from the same concepts of technical system, TRIZ-specialist has to pass first education to procedure of modeling under the direction of experienced NLP-specialist to learn to define "attribute ", "level" in the personal and organizing systems. This will allow hereinafter flexible to use new "technician-social" skill of modeling for the independent use.

The Conclusion: Thus, the person, able to solve technical problems by ARIZ, already owns cognitive skills of thinking in order to transfer the "technical" skill to the other "object", in the other context – to the development own communication abilities for effective interaction with other people.

2.Particularities of the using tools: TRIZ and NLP

2.1. 9-Windows

NLP system consider the person and organizations, so 9-Windows looks thereby (see fig. 4, 5).
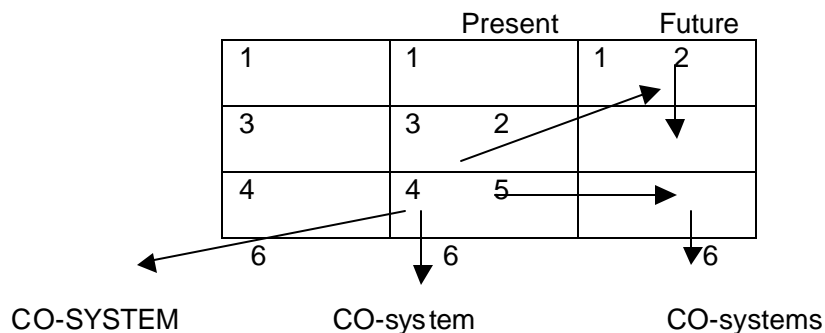
figure 4

Present   Future

CO-SYSTEM   CO-system   CO-systems

figure 5

Logical levels   **Questions**   **9-Windows**

1. Spiritual, Mission	The particle what, much greater system I show? What is my mission? What is my spiritual destination?	Present Super-system Future System Purpose
2. Motivation	Why? My motives, value, beliefs	Problem deliver Super-system for System
3. Identification	Who am I? (roles)	System, Main Function
4. Strategies and abilities	As? My strategies, abilities, characteristics	Sub-systems
5. Actions	That to do? My behaviour, actions	Transition from the Present to the Future
6. Environment, situation	Where, when, with whom, how much? Reactions on roving	CO-Systems

It is possible to say that a motivation is that engine, which directs moving the system (the person) to expected by him future moreover this future as it were "itself" attracts the person by the Super-system's energy, for which "it is necessary" the execution from a person some problem. The more high logical level directs the choice of the person to lower levels /lit 4/. At 9-Windows-analyze of a person or a firms it is necessary for taking into account, that the purposes and the main functions can be directed to different logic levels.

For example, the purpose of the firm possible to formulate in terms:
- "action", for instance, "to finish the test of new helmsmen management to friday";
- "abilities, strategy", for instance "to improve the creative abilities employee";
- " Identification " – "to reach the status of the leadading enterprise in our branches";
- "motivations, valuables" purpose can be worded as "to do the accent on the suitable product for people with physical defect";
- " Spiritual,visions" - "to change way of the contact of the people with each other".
The various levels of purposes demand substantiations and actions at various levels. Problems which will arise on a way to their realization will be different also. NLP expects the expansion of the card of the possible solutions for count of the account of different logical level. The Primary task of the using of TRIZ to the solution of the technical problems is: a narrowing the field of searching for the possible solutions. The Ideal Final Result is formulated to one system level only, and this creates the difficulties even the at solution of the engineering problems.

The Conclusion: At the solution of the problems connected to people and the organizations, by TRIZ-tools it is necessary to consider the contradictions at different logic levels, increasing the field of the possible solutions

2.2. The internal interpreting of the experience
For the analysis of the problems of personalities by 9-Windows necessary "to increase" on one dimension - the channels of the representations (visual, audial, kinesthetic). Then it will be possible to write the strategies of the interpreting by the persons their own experience - a successful experience, mistakes, creative inspiration and other straight on scheme 9-Windows

/lit 2/. This will allow to express graphically the physiological difference between conditions of the person. and his behaviour, and to correct conciously its internal experience, construct the positive strategies of the behaviour.

2.3.10 typical plans of conflict situations
For the analysis of the problems of personalities, interpersonal relations it is comfortable to use TRIZ-tool "10 typical plans of conflict situations". However their also necessary "to increase" on one dimension - channels of representations (visual, audial, kinesthetic). It will allow to express graphically, on what level of personalities are found the contradictions, and to solve them by means of other TRIZ-tools.
TRIZ-tool "10 typical plans of conflict situations" possible also use in NLP-model for definition of key elements of problem space SCORE. This will allow to add concreteness, directivity action specialist on discovery attribute key elements of problem space SCORE **/lit4/.**

9-Windows and "10 typical plans of conflict situations" will be useful to use one more dimension - representation channels (visual, audial, kinesthetic). - for TRIZ-EXPERTS who analyze the elements of the car directly contacting to the person.
What does the person in the car see? How to make for him more pleasant "interior" of the car?
What sounds are heard by the person in the car? How to make for him more pleasant "sounding" of the car?
What sensations (a smell, touches, the temperature) tests the person in the car? How to make for him more pleasant "sensation" of the car?
And other questions...

3. The opportunities for TRIZ-specialists
«It is much more interesting to discuss not that someone has told or has written, but that we have seen in it or we can see and take for ourselves»
R.DILTS about loved phrase NLP-specialists

Brought above the analogies between the tools TRIZ and NLP allow to draw a conclusion that TRIZ develops that skills of the thinking, which NLP successfully uses for solution of the problems of personalities, groups, organization. It is possible say, that TRIZ-specialist even not visualizes that problems, which he can solve by itself and for improvement of the own life, however the volume this report even does not allow to enumerate them. Having familiarized in the literature with those tasks which solves by NLP, TRIZ-specialist will quickly master any NLP-tools. Thereby, TRIZ-skills of personalities are a resource which is not used at present for expansion of the social problems.
The transfer of their own "technical" skills of TRIZ-thinkings in personal context will allow
for Personality:
- To overcome own limiting statements independently and to create successful positive strategy of behavior in the varying world;
- To modeling and to use for itself successful behavior of other people
- To solve internal and interpersonal conflicts;
- To expand own internal resources and «a map of the world»;
- To increase a self-estimation;

<div align="center">for Creative group TRIZ-specialists:</div>

- To adjust the successful communication at the solution of the problems;
- To study the successful strategy each other, intensifying the potential of each and of groups as a whole;

<div align="center">for Firm having TRIZ-specialists:</div>

- To increase personal efficiency of employees;
- To create the internal facility of the organization and to develop dynamic even in disadvantage ambience.

NLP is widely used all over the world by the organizations (The World Bank, IBM Europe, BMW, ISVOR FIAT, etc.) for training employees to various marketing communications (sales, PR, advertising, etc.), and also in different areas of management /lit 8/. Some of these organization train other part of their own employee to TRIZ-method.

The Hypothesis is: if to train working in organizations TRIZ-specialist to NLP-tools, it will give a synergetic effect for a firm.

It is necessary to make the experience.

<div align="center">**Literature**</div>

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/Lit 8/   http://www.nlpu.com

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Figure 1

Organisation's logo

NLP (Bandler&Grinder, 1975)

Neuro-Lingvistic Programming (NLP) – system's solve the problems of the personality, formalization successful creative experience for learning people

For:

- better understanding one's own identity and mission;
- helping people reach their full potential;
- sponsoring change and growth at the identity level;
- support personal growth in a business environment

Source:

Organisation's logo

Figure 2

TRIZ: 9-Windows

Past	Present	Future
	The Technical System	

Organisation's logo

Figure 3

TRIZ: 9-Windows = The Map of the world?

	Past	Present	Future
		?	
		I	
		?	
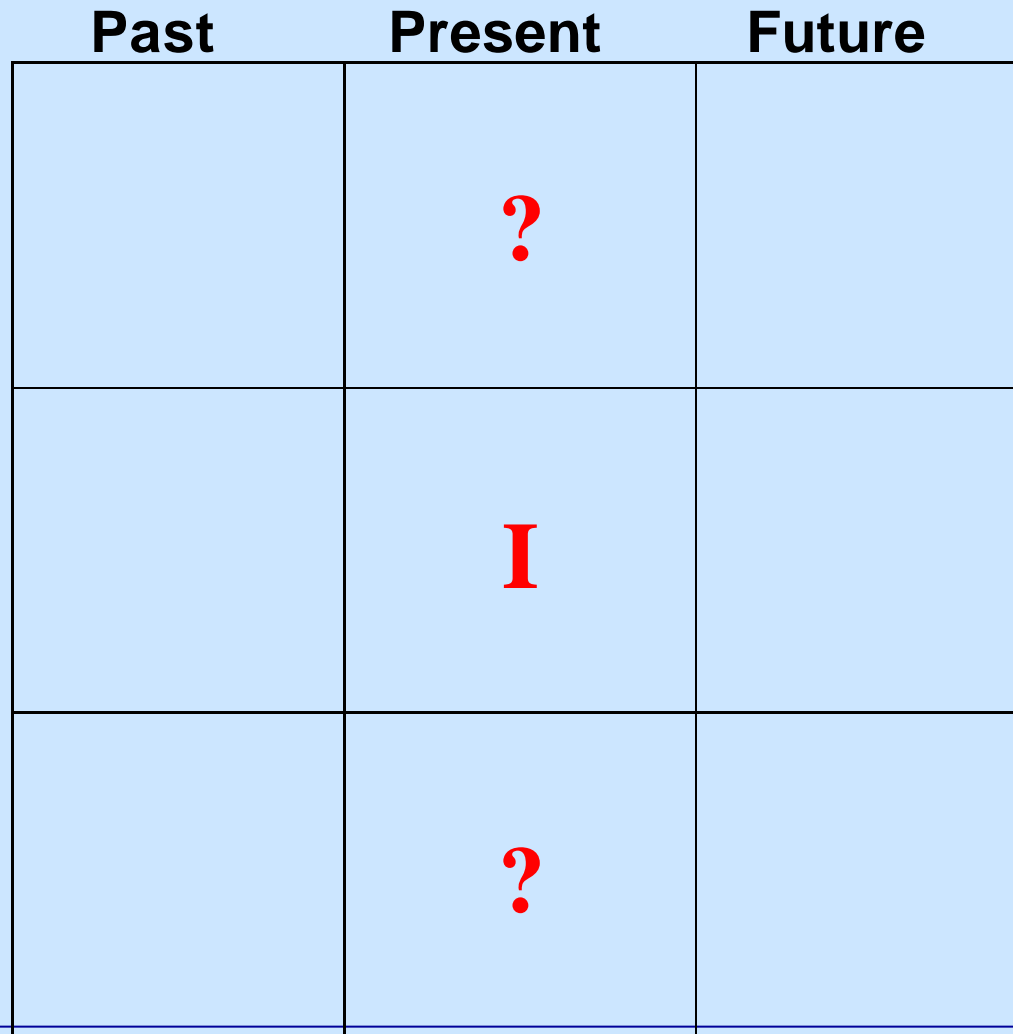
Source:

Organisation's logo

Figure 4

NLP: The Map of the world   and TRIZ: 9-Windows

The Logical levels

Past	Present	Future
	Spiritual, Mission **ß**	
	Motivation **ß**	
	Identification I **ß**	
	Strategies and abilities **ß**	
	Actions **ß**	
	Environment, Situation	

Source:

Organisation's logo

Figure 5

NLP: The Map of the world

The Logical levels   The Questions

Spiritual, Mission

The particle what, much greater system I show? What is my mission? What is my spiritual destination?

Motivation

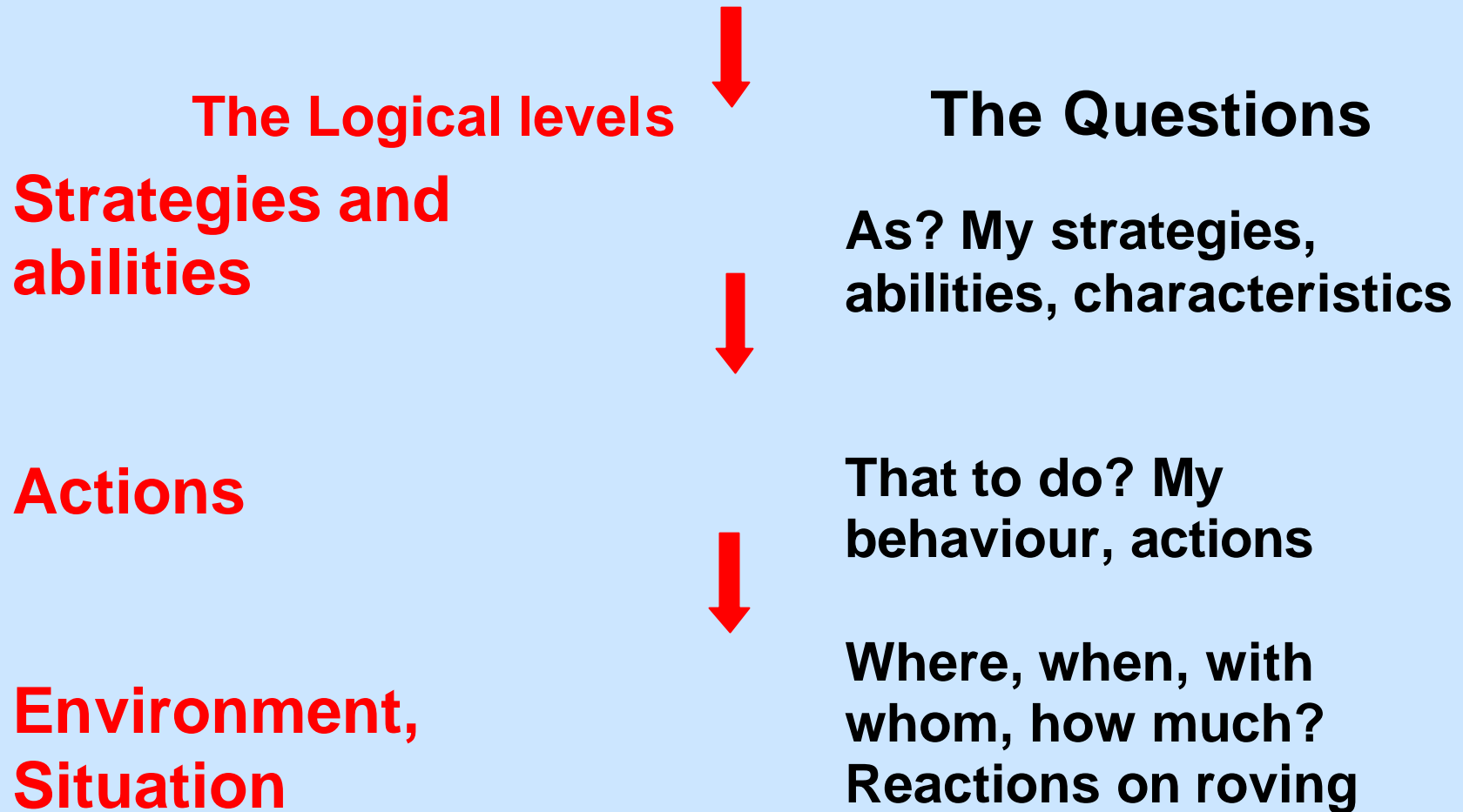**Why? My motives, value, beliefs**

Identification

Who I am?

Source:

Organisation's logo

Figure 6

NLP: The Map of the world

The Logical levels

The Questions

Strategies and abilities

As? My strategies, abilities, characteristics

Actions

That to do? My behaviour, actions

Environment, Situation

Where, when, with whom, how much? Reactions on roving

Source:

Organisation's logo

Figure 7

NLP: The Map of the world   and TRIZ: 9-Windows

The Logical levels

Past	Present	Future
	Spiritual, Mission ß	
	Motivation ß	
	Identification I ß	
	Strategies and abilities ß	
	Actions ß	
	Environment, Situation	

Source:

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Figure 8

The Logical levels	Puposeses
action	to finish the test of new helmsmen management to friday
abilities, strategy	to improve the creative abilities employee
Identification	to reach the status of the leadinging enterprise in our branches
motivations, valuables	to do the accent on the suitable product for people with physical defect
Spiritual, mission	to change way of the contact of the people with each other

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Figure 9

NLP:The internal interpreting of the experience and TRIZ: 9-Windows

Visual + Audial + Kinestetic Axies

Past	Present	Future
	Spiritual, Mission	
	Motivation	
	Identification	
	Strategies nd abilities	
	Actions	
	Environment, Situation	
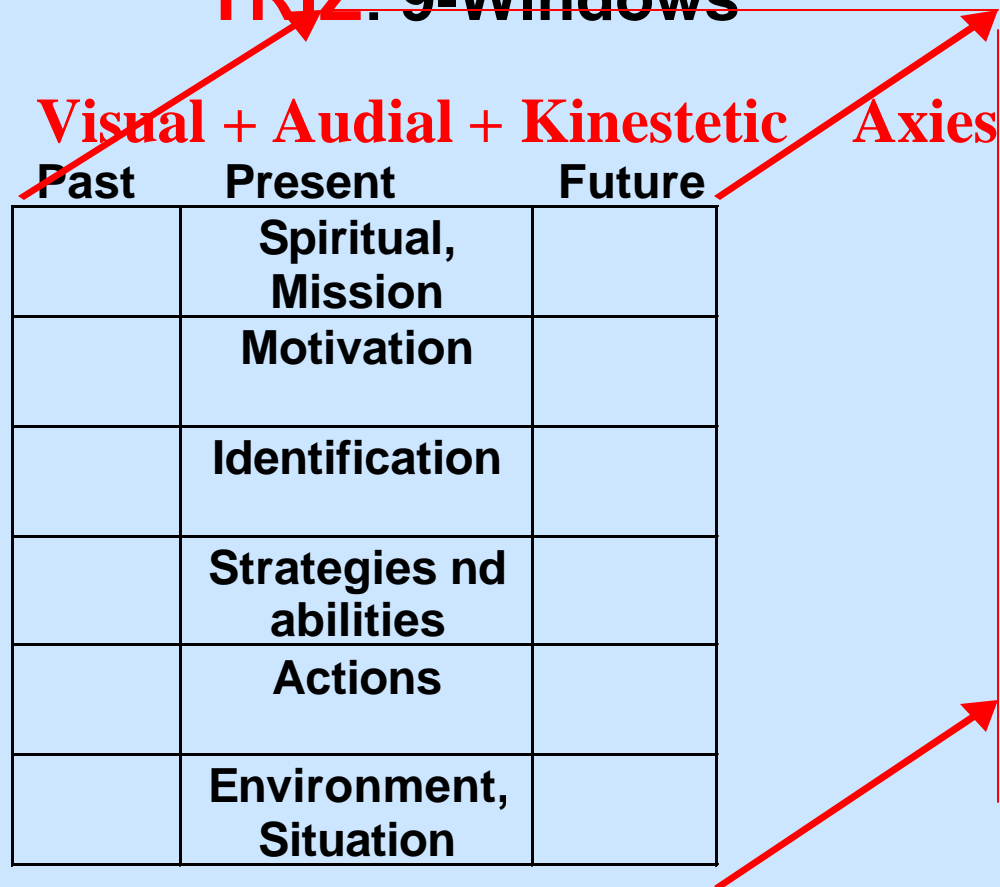
Source:

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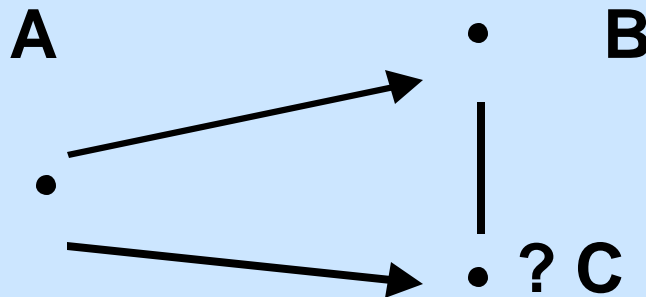Figure 10

NLP:The internal interpreting of the experience and TRIZ: 10 typical plans of conflict situations

Visual + Audial + Kinestetic   Axies

A   • B

•

? C

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Figure 11

NLP: The Map of the world   and TRIZ: 9-Windows

Past	Present	Future
	Spiritual, Mission	
	Motivation **Negative Beliefs**	
	Identification I	**Negative Future** I
	Strategies and abilities	
	Actions	
	Environment, Situation	

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Figure 12

Negative Beliefs

I do not deserve, that..

The pleased chief to be unreal, because..

I cannot influence on...

 I should suffer neighbours and not

complain...

Change of work always passes hardly...

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Figure 13

NLP: The Map of the world   and TRIZ: 9-Windows

Past	Present	Future
	Spiritual, Mission	
	Motivation Positive Beliefs	
	Identification I	**Positive Future I**
	Strategies and abilities	
	Actions	
	Environment, Situation	

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Figure 14

NLP

Re-framing

is the transfer

Negative Beliefs ➡ to **Positive Beliefs**

Negative Future ➡ to **Positive Future**

Source:

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Figure 15

NLP: Re-framing

The Main function is:
to teach people to realized switch attention

from the frame of the problem ® to the frame

"result"

from the frame of the mistake ® to the frame

"feedback"

from the frame of impossibility ® to the frame

"as if"

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Figure 16

NLP and TRIZ

14 principals of re-framing by R.Dilts
are analogies to

40 Altshuller's Inventive Principals;

9-Windows, the System Operator

Source:

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Figure 17

TRIZ- tools and NLP- tools

Re-framing's principal	TRIZ skills of the thinking
6. Change the size of the frame Reassessment importances of the concrete action, generalizations or judgements in new context: **a long - a short time cell**; **with standpoint of the greater number of the people** (or the other groups of the people); i**n more broad context of the lifes**	Forecast the consequences of the event in miscellaneous gap time; Reveal different Super-system and value the functions of the system with their standpoint; Revealing the Co-systems, Laws of the system evolution

Source:

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Figure 18

The Stages of transfer

TRIZ-skills to NLP-skills

1. To apply TRIZ-skills for solve of social problems (tasks) realized

2. Learn to define "attribute ", "level" in the personal and organizing systems:
- **by NLP-seminares**
- **by NLP-literature**

3. To connect TRIZ-skills and NLP-skills for reach itself full potential

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Figure 19

The Stages of transfer
TRIZ-skills to NLP-skills
Kozyreva N.

«Training technique of TRIZ elements with the help of "Bob of toy»:

How to apply the Altshuller's Inventive Principle

- **in close area**   **(toys)**
- **in mean area**   **(subjects of a household activities)**
- **and distant**   **(social systems) areas.**

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Figure 20

The Stages of transfer
TRIZ-skills to NLP-skills

Kozyreva N.
Project "The Exhibition of toys - inventions"

How to apply the Altshuller's Inventive Principles

- ◆ **in toys** - **for children and its parents**
- ◆ **in mean areas** - **for parents**
- ◆ **in social systems** - **for parents**

Figure 21

NLP: The Map of the world and TRIZ: 9-Windows

	Past	Present	Future
		Spiritual, Mission	
		Motivation Positive Beliefs	
		Identification I	**Positive Future I**
		Strategies and abilities	
		Actions	
		Environment, Situation	

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Figure 22

are analogies in:

The model of the world
Re-framing
Problem solving
Modeling of the abilities

Source:

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Figure 23

The Stages of transfer

TRIZ-skills to NLP-skills

1. To apply TRIZ-skills for solve of social problems (tasks) realized

2. Learn to define "attribute ", "level" in the personal and organizing systems:
- **by NLP-seminares**
- **by NLP-literature**

3. To connect TRIZ-skills and NLP-skills for reach itself full potential

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Figure 24

The NLP-opportunities for TRIZ-specialists

TRIZ-skills of personalities are a resource which is not used full at present for solve of the Social and Personality problems

TRIZ+NLP connect to allow

- **To expand own internal resources and «a map of the world»;**
- **To create successful positive strategy of behaviour in the varying world;**
- **To modeling and to use for itself successful behaviour of other people;**
- **To solve internal and interpersonal conflicts;**

Source:

TRIZ FUTURE 2003

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Figure 25

The opportunities for a firms with TRIZ+NLP-specialists:

- To increase personal efficiency of employees;

- To study the successful strategy each other, intensifying the potential of each and of groups as a whole

- To create the internal facility of the organization;

- To develop dynamic even in disadvantage ambience

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Figure 26

NLP: The Map of the world and TRIZ: 9-Windows

	Past	Present	Future
		Spiritual, Mission	
		Motivation Positive Beliefs	
		Identification	**Positive Future**
		Strategies and abilities	
		Actions	
		Environment, Situation	

Source:

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Figure 27

The end

" It is much more interesting to discuss

not that someone has told or has written,

but that we have seen in it

or we can see and take for ourselves"

R.Dilts

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Figure 28