



DBM®: The Art and Science of Effectively Creating Creativity

John McWhirter, Creator of DBM®

Madrid, Spain, 12th – 15th May 2016

Presented in English with Sequential Translation into Spanish

“To Develop Your Complete Mind: Study the Science of Science; Study the Art of Art. Learn How To Understand And Do More. Realise That You Connect To Everything.”

John McWhirter

This course will be of particular benefit to three groups of people:

1. Those who consider themselves already creative; they will learn how to add new ways and develop their existing creativity.
2. Those who consider themselves not to be creative; they will learn how they are naturally creative and how to greatly improve their natural creativity and to develop new ways of being creative.
3. Everyone else; learn more about how you are creative, learn new ways and everyday applications, improve the quality of your life experience through developing creatively.

And for everyone to develop three levels of Creating Creativity:

1. Creating Creativity: How we naturally create. How we can learn new ways of creating creativity.
2. Creating Creatively: How the process of creating can be performed creatively.
3. Creatively Creating Creativity: how through a deeper understanding and higher skill level we can be creative in the creating of creativity.

Creativity

Creativity is the key element which enables human beings to achieve our dominant position in the planet. Creativity is the basis for all our art, science, culture, technology and medical progress. Creativity is the process whereby something new and useful is produced. Creativity is also the reason why we are so much at risk from global warming, pollution, and from nuclear weapons. Better management of our creativity will be necessary for our future survival.

Creativity is often considered to be the rare ability of a select few “creative people”. While it is evident that some people are particularly creative this conclusion fails to recognise that every human being is creative in a natural way, we all create our own understanding of the world, we co-create our native language. When we imagine, when we plan, indeed every time we make up a new sentence we are being creative. This may be a different type of creativity from that used by “creative people”. Both are worth developing and there are more possibilities.

Traditional training in creativity often offers a procedure or technique that, if followed, would produce a particular product. While this can be useful it is a very basic form of creating like learning a recipe in cooking, how to play one song on a guitar, or copy a painting. John McWhirter has identified, through DBM®, two other levels of creativity beyond this; creative processes that create new procedures and variability in the performance and creative creativity which produces new patterns of creativity. These two are major components in the “creative person’s” skills that differ from the everyday creativity.

Our natural creativity and the “special creativity” are often not the only way to be creative; they are also not always as fully developed as they could be. DBM® can be applied to develop our existing creativity as well as adding new ways to further develop our creativity

Creating creativity begins by establishing the creativity models and skills, identifying your natural creativity and exploring new ways to be creative. We can be much more effective in managing and creating creativity if we understand how different ways of creating work and have the skill to do the creating. A major source of knowledge, processes and skills for creating creativity is Developmental Behavioural Modelling DBM®.

Art and Science

Two main areas of human creativity are art and science. They are often very separate and sometimes considered opposites or non-compatible. This is a sad limitation because when we integrate the artistic and the scientific it is possible to get more than the sum of the parts. Unfortunately it is also possible to get less than the sum of the parts if they are not effectively integrated.

For science the artistic creativity is crucial for the creation of new theories, experiments and aesthetics of theory and experiment is a central element in science

For art, creation and expression benefits from scientific creativity offering technical understanding and ability, for example understanding how colours combine and contrast, how glazes on pots respond to different temperatures, and for systematically testing what works in art.

One of the great benefits of modelling is to identify the best in each and how best to combine them in all areas of human activity. DBM® is a creative integration of Art and Science. In this workshop we will be exploring the integration of Art and Science in effective creativity.

The Art and Science courses are organised in formats ranging from 15 hours through to the more usual 32 or 40 hours. By the end of 2015 he had completed 75 different DBM® Art and Science courses with 15 new courses planned in detail for future training; over 3,500 hours of Practical Skills Training to choose from.

Modelling Creating Creativity

With Developmental Behavioural Modelling, DBM®

John has been modeling the process of creativity for over 35 years integrating his creative modeling with his work as a modeler, therapist, teacher and consultant together with extensive research and study including systems theory, communication theory, and information theory.

DBM® allows us to investigate in detail how creativity happens. DBM® also provides a wide range of understanding, distinctions, skills, models and processes to create creativity creatively!

The Training

In this workshop John will introduce the key distinctions, models and processes for effectively creating creativity that he has created through the application of the modeling field of Developmental Behavioural Modelling (DBM®).

John will introduce many new distinctions, models, processes and skills that greatly enhance our ability to create.

John will guide you, through a series of experiential exercises, to discover how you naturally create and to discover new ways of creating.

John will teach you new distinctions, new models, and new skills that you can apply to yourself and to others to create more effectively.

John will share his 35 years of experience in creating distinctions, models, skills, his 35 years of organic gardening, wine making and cooking, as well as creating effective changes with individuals, families, organisations, to enrich your understanding of what is creatively possible.

John will help you to become more creative in all areas of your life.

Participants will:

- Explore the process of creativity
- Learn different kinds of creativity
- Explore their natural creative ability
- Develop their natural creative ability
- Learn new ways to be creative
- Learn to help others to be more creative
- Apply creativity to their areas of interest
- Learn to Create Creativity
- Learn to Creatively Create
- Learn to Creatively Create Creativity

Benefits

- The major benefits of participating in this training include:
- Increasing your options when responding to life challenges.
- Experiencing the inherent joy in the process of creativity.
- The practicality of applying creativity for new ideas, behaviours, processes and products
- Improving your sense of self as a “creative person”.
- Improving your quality of life.

Applications

Applications for creativity in personal development include new ideas, experiences, and skills to manage life more effectively. Applications for creativity in professional development include:

- Art: Expression, production, and productivity.
- Science: Creating ideas, theories, models, experiments.
- Business: Management, Sales, Advertising, Product Development, and productivity.
- Therapy, Counselling, Social Work, and Coaching: Creative solutions and interventions
- Health: Variation, new solutions, experimentation.
- Education, Training, and Business Consultancy: Variation, new approaches, experimentation, and production.

Please Note:

This training is NOT about simplistic tricks and “quick fixes”. The workshop IS about developing a deeper understanding, an increased sensitivity, and more effective skills that when used appropriately will improve the quality all aspects of relationship and relating and the quality of life for all involved.

The training uses a combination experiential learning, and direct instruction within a caring and safe environment. Openness and willingness to explore and share experiences with others is a pre-requisite for all involved and will used to both create and test the new understanding and skills in communication.

SYLLABUS Includes:

- DBM® Creative Modelling
- DBM® Types of Beyonding
- Types of Creativity
- Creative Processes, Natural and Formal
- Creative Procedures
- Creating Creativity
- Creative Expression and Creative Impression
- DBM® Performance Levels Model; Competency, Skill, Ability and Talent
- Types of Form
- Types of Function
- Reason, Structure, Function
- DBM® Self-Management Model
- DBM® Motivation and Attainment Model
- DBM® Levels of Outcomes and Results
- DBM® Got, Getting, Get, to Get Model
- DBM® Three SETS Model
- Abductive, Inductive and Deductive thinking
- The Science in the Art of Creativity
- The Art in the Science of Creativity
- Difficulties, Problems, Limitations.
- Resolving, Solving and Dissolving.
- DBM® Analogue, Digital and Differential Information Model.
- Sensory sensitivity and how to develop sensory skills.
- DBM® Sensory Experience, Meaning, Significance Model.
- DBM® Input, Relate, Compute, Output Model.
- DBM® Types of Distinction.
- DBM® Types of Nothing.
- DBM® Types of Feeling
- DBM® Types of Thinking.
- Abduction, Induction and Deduction
- DBM® Types of Doing.
- DBM® Subjective, Objective, Contextual Modelling
- Causal and Transitional Modelling
- DBM® Transitions Model
- DBM® Seven Types of Transitions
- DBM® Five Stages of Transitions
- DBM® Twelve Patterns of Change
- DBM® Three models of Change
- DBM® Seven Types of Change
- DBM® Processing Preferences
- DBM® Systemic Leadership Model
- DBM® Managing Grid
- DBM® Subjective, Objective, Context Model
- DBM® Evaluation Model
- DBM® Coaching D.A.N.C.E. Model

THE TRAINER: JOHN MCWHIRTER

John has over 35 years of experience in change work. For 12 years in the 1980's he worked in the field of Social Work, initially in residential care and assessment and then for 10 years in developing new community social work and education services for children and families. As part of this he created new intervention processes and new types of interventions in schools, family homes, and in the street. Through his experience and through exploring a range of therapies he identified the potential in the behavioural modelling that created Neuro-Linguistic Programming. He worked for Richard Bandler, the co-creator of NLP from 1989 – 1993. Richard certified him as a Master Trainer of NLP in 1990 in recognition of his therapy and hypnosis skills and encouraged him to develop his modelling interests. From 1986 he had created the first models and ideas for DBM® and applied them to "Re-Model" the NLP Practitioner and Master Practitioner syllabus making it more precise and effective. Since 1993 he has greatly extended DBM® into a complete field of over 900 models. His experience in applying modelling as a therapist and consultant, creating a unique model for every client, requires creativity in a daily basis. As a business consultant he has developed many new models, processes and solutions. As a trainer he has created over 4,000 hours of different training content ranging from the University Masters degree in DBM® at the University of Valencia, Systemic Therapy and Consultancy, over 80 different Art and Science course, to the new Professional Certification as Behavioural Modeller.

Developmental Behavioural Modelling, DBM

All of us build our understanding of the world around us based on our experience. We continue to create and change this understanding throughout our lives. We call this understanding that each of us creates our 'model' of the world. By a model we mean "an organised dynamic representation of our world". We do not respond to the world as it is. We respond to how we have made sense of it, how it is "meaningful" to us. We then respond to new things based on what we already "know". Instincts build in responses for animals but human beings need to learn how to respond in our cultures, organisations, countries and families. This learning, the building of a model, is a process of Modelling. All our cognition and all our emotions are based on our understanding of reality, on our models of the world.

We build and use models; our clients build and use models. As professional we are more likely to build formal models (including theories) to extend our informal or "naturalistic" modelling. Both informal understanding and the formal understanding of science are models (and theories) built through the process of modelling. No matter what the epistemology underlying a theory both the epistemology and the theory require to be created in the first place. Developmental Behavioural Modelling, DBM, is the formal studying of the complete range of modelling. This includes the structure and function of models, how models are formally and informally constructed and applied. DBM® offers a practical and verifiable set of distinctions, models and processes for identifying HOW we relate, WHY we relate, HOW learn and improve our relating, WHAT to do to help others to relate better.

DBM® is the only universal modelling methodology in the world. It is a developing field with over 900 models for modelling. Although it was initially created from an emphasis in therapy and learning it can be applied to all areas of life. It is particularly effective with processes of change.

DBM®: The Art and Science of Effectively Creating Creativity

Dates: 12th-15th May of 2016 (both Inclusive)

Schedule: Starts at 10:00 on 12th and finishes at 18:00 on the 15th

Place: Madrid

Contact: SCT Systemic, Madrid

info@sctsystemic.es, dbmarteyciencia@sctsystemic.es

	Before April 15th 2016	After April 15th 2016
No special Conditions	580 euros	620 euros
Students/ unemployed	380 euros	450 euros
Graduates/ registered on Practitioner (1)	485 euros	530 euros
Graduates/registered Master Practitioner (2)	450 euros	490 euros
Graduates/registered on Systemic Consultancy and Master DBM ® (3)	375 euros	420 euros

*Special conditions for our graduates that will introduce new persons to DBM® - ask for more details in: dbmarteyciencia@sctsystemic.es

Payment: Transfer to Banco Popular, addressed to Sensory Systems Training (Director John McWhirter), account number: 0075-0669-15-0670003179, indicating the name of the participant and the name of the course.

- For Graduates or registered on the Practitioner with SCT Systemic, first level of Coaching with modelling from SCT Systemic, and John McWhirter students of the Ericksonian Diploma at Universidad Valencia
- For Graduates or registered on the Practitioner with SCT Systemic, first level of Coaching with modelling from SCT Systemic, / Sensory Systems Training.
- For Graduates or registered in Systemic Therapy and Consultancy (TCS) and students/ graduates of John McWhirter from the DBM ® Master at Universidad de Valencia

***accommodation not included on the price.**

How Can I join?: Transferring the payment to the bank account and send the payment receipt to dbmarteyciencia@sctsystemic.es . We will send you an Email confirming your inscription.