



resonant  
method

+ quality of life – work-life balance

Dr. Gundl Kutschera, April 2006

# Quality Of Life – Work-Life Balance

*To every man is given the key to heaven.  
The same key opens the gates to hell.*

Richard Feynman, Physician Lecture 1963: „The meaning of it all“

## 1. The present situation

I would like to start with an observation, which is all too familiar to us:

The number of single households and divorces are rising every day, yet, in my work with people I experience a growing desire to live in a relationship or family. What we are really looking for is the complex fusion of freedom and security, the resonance with ourselves and our surrounding, to bring the quality of life in balance between private life and professional life. In the 30 years of my experience as a psychotherapist, most of the problems, that I was confronted with, were not of a psychological nature, but were merely a lack of “know-how”

For example, as parents we do not know how to deal with our children (I often hear sentences such as: “I know that am to blame, but nobody is telling me what I should be doing!”), or, after a divorce or break-up in the partnership, people ask themselves: “What we had was good, why didn’t it last?” This insecurity is not only restricted to the private sector of life, but it is also present in the professional life. In times of permanent change processes managers and executives don’t know how to deal with stress and pressure – how to stay healthy and to find inner balance.

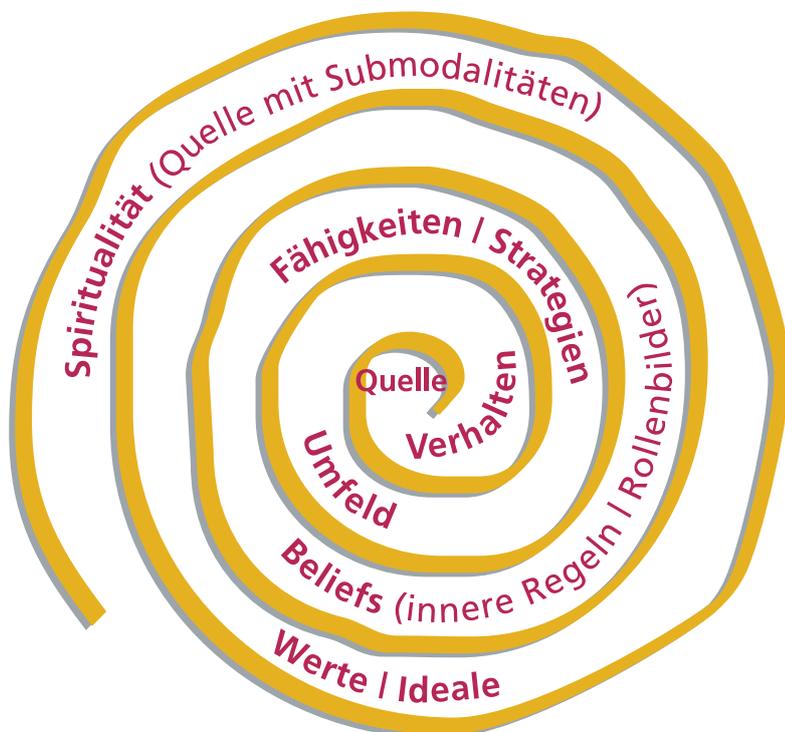
As a psychotherapist it was no longer enough to analyse problems and sick behaviour. For me it was like opening new doors when I first met John Grinder and Richard Bandler. Their main interest was answering the question: “What is good communication and what do people do when therapy is over?” “Why some people can reach outstanding results while other people in the same situations get sick? Or why people have good days and bad days? How can they loose their resources?”

I first met John Grinder in Chicago, where I lived for 16 years, and this meeting was like coming home for me. He held a 2-day workshop with 200 people, asked them for their wishes and told everybody with a beaming smile: “You can get it by tomorrow.” I got very curious and thought: “This is really a crazy guy from California!” I asked him, how he could possibly know what all these people need and he told me that he had no idea what they needed exactly, but he could lead them to their own resources so that they can find their own individual answers.

Until today his approach is a major point of discussion for psychotherapists, counsellors and scientists: The difference between the inner state and personal behaviour, between structure and content, between the person and his/her behaviour. This means, we can lead people by clear – content-free - processes with NLP, but we never know what the people will find and how they will integrate the new solutions into their lives.

The content-free, respectful guidance of NLP is based on the “levels of learning” of Gregory Bateson, modelled by Grinder and Bandler. The main statement is: The higher the level of learning, the better the newly learned can be applied in many situations of everyday private and professional life. According to this, every behaviour is dependent on a feeling, which means dependent on the inner state. For example, a person, who wants to successfully assert her/his opinion, can learn the behaviour of “No!”-saying or “being-listened-to”. Much more powerful would be to learn to be self-confident and self – assured (a feeling/inner state), because then this person is going to find her/his own suitable behaviour that is conform with her/his personality, and this authentic behaviour can then be used in many situations. Therefore, it is possible for us to guide very clearly and directly with NLP, while never knowing what a person might find regarding the content. This approach, that in communication the personal inner state is more important than behaviour, has been causing a lot of anxiety. Fundamental science demands reproducible and measurable results, but how should they be measured, when they are not visible in the behaviour? The same behaviour can be at once pleasant and at another time unpleasant. The inner attitude (inner state) determines whether somebody is interested or not, whether she/he is sad or angry. An individual can perceive the same behaviour either as pleasant or as unpleasant.

Now we can use the NLP-concept of “logical levels” (levels of learning of Gregory Bateson) to find out which inner state is the best and most effective for each situation. Each behaviour is surrounded by strategies, beliefs and values. The logical levels help us to define them and show us how they influence each other. For example in a given situation, is self-esteem and responsibility important or, rather, is humour and easiness more important in order to reach the best results? These decisions are not always easy to make and often some detours are made in therapies to find the answers to these questions.



The question, why precisely used NLP-tools and other interventions have sometimes brought wonderful success and sometimes not, has intrigued me for 25 years. In the search for answers two experiences has been crucial for me: Gregory Bateson's definition of spirituality and my scientific experience at the Max-Planck-Institut for Psychiatry in Munich.

Fig.: „Powerspiral“ © Kutscheracommunication

## 2. Definition of spirituality by Gregory Bateson

Gregory Bateson fundamental reasoning is that the highest level of learning is an inner state, that makes everything possible and that helps in a given situation to make all resources accessible. He calls this inner state “spirituality” and emphasises in his writings that this inner state is probably not achievable and liveable in daily life. His reasoning has interested me from the beginning. My questions were: What is this inner state? And if this inner state really exists, how can you achieve it in spite of the pessimistic outlook of Gregory Bateson? And wouldn't it be useful, if in this inner state all other feelings like joy, mourning, fun, luck, ... would be included, and every behaviour would proceed in an amicable and respectful way?

## 3. Basic research at the Max-Planck-Institut (MPI)

Another important experience, that shaped my work before my encounter with NLP and Gregory Bateson's writings, was my stay at the Max-Planck-Institut for Psychiatry in Munich. Professor Paul Innerhofer taught me how to produce relevant scientific results by using clear-cut structures and concepts. The problem we had back then was that we could produce good curricula and questionnaires, but the results could not be compared to each other, because the trainers had different backgrounds and used different hypotheses.

## 4. Basic research with nlp-Resonanz

Since 1981, I have been working with my “nlp-Resonanz” training institute (later “kutscheracommunication”) on the questions that Gregory Bateson and the Max-Planck-Institut have posed: Is fundamental research in this field possible? Is communication teachable in a way that produces repeatable results?

My experiences and answers, which I found together with my team, are presented in the following section:

### 4.1 The state of “Resonanz” – being in resonance with myself and with the environment

Gregory Bateson’s state of spirituality is what we at kutscheracommunication call the state of “Resonanz”. It is a meta-state in which we have access to all our resources and that in the end gives us the answer to the question “Who am I?” A major step forward was finding the so-called sub-modalities of the five representation-systems which brought more possibilities for guiding someone through a content-free process. According to this, a personality is determined by specific submodalities which are unique for each person.

In this way of thinking, the answer to “who we really are” is a resonant frequency that everybody has inside themselves. Every person has a different resonance, which can be found and defined individually with the help of sub-modalities. To give an example: One person might define his/her resonance as “warm and bright” another as “colourful and broad”. In nature, every tree, every stone and every flower has its very own fundamental frequency that always stays the same. With us humans it is different, because while trying from early childhood on to fit into society, we start to hide and lock up our fundamental resonances. We try to change ourselves into what others want us to be – we start to hide our resonance – our personality.

Actually, there really is just one key desire: To feel and to utilize resonance inside oneself and with others. If we have achieved this inner balance, it is of secondary importance which behaviour, which theory or method we use. We will use respectful and considerate behaviour and keep in mind the ecological whole. This approach also enables us to work respectfully and cautiously in intercultural projects

My first surprising experiences in nlp were that it was embarrassing for seminar participants to present themselves powerful in front of the group: they were embarrassed to show themselves in a state of so called “moment of excellence”. They found every possible excuse for not being able to speak in front of a group. When the same group of people were given the same task, but this time they should do it in a mediocre state, they suddenly forgot about all their excuses and mental blocks and could go on as long as the task last. This means that we are evidently afraid to show and represent ourselves in our full power.

Our goal is to solve these deep inner fears with content-free methods and to open up doors to free balanced relationships with new role models and new behaviour.

Here again the “levels of learning” used in nlp-Resonanz give us new possibilities.

We have accurate interventions on the level of values to solve inner fears. Only then the doors are open for “New Learning” for new strategies and new behaviour.

This is the basis of our work and will be shown in the following part.

### 4.2 Fundamental research: nlp-Resonanz in the network of kutscheracommunication

The fact that the answers to the major questions of our time can not be found in a laboratory but can be detected only by and in the respective groups have persuaded me to start with fundamental research in 1986. Teachers would discover what is effective and important for teachers; parents would decide what kind of support they need; and managers and executives would find the best and most effective way for themselves.

After a lot of trials and detours I have today more than 50 trainers working for me in our network in Germany, Austria and Switzerland. Together we are trying to find the answers to these questions. That means we have a scientific set-up that delivers us comparable results. The trainers all have the same instruction and apprenticeship which they use combined with their personal style. We also use the same questionnaires and curricula. In this way

we can produce comparable and reproducible results and together we can continue to research for further developments. When groups in Frankfurt, Nürnberg, Salzburg or Vienna have worked on the same topics, then their results are comparable and reproducible.

We are doing research in different topics: business, family, health, regional development and intercultural cooperation. For all the different topics we explore the same questions:

- + What is quality of life?
- + What is personal responsibility?
- + What are the new social roles?
- + What is quality of life?

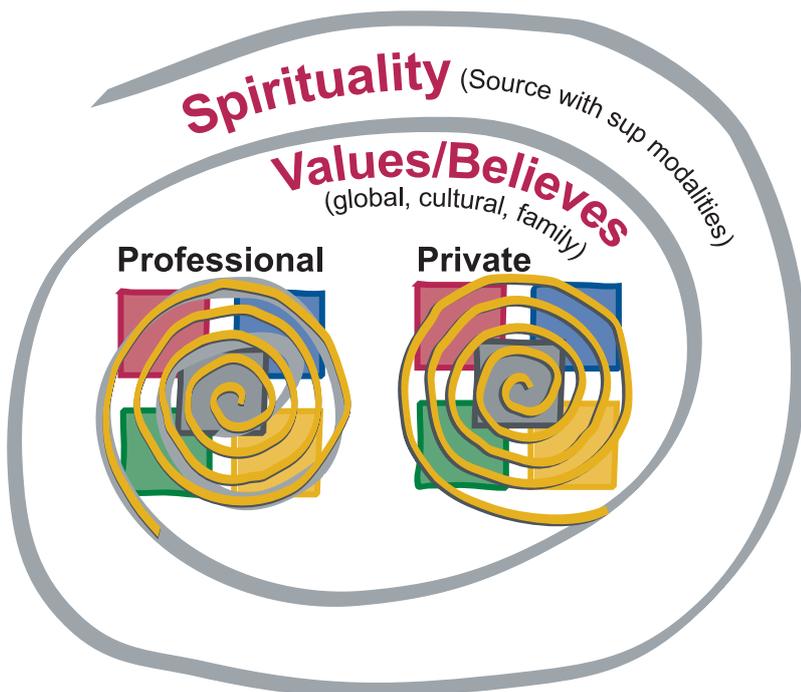
Currently 20% of the world's population uses 80% of the resources. Quality of life is measured by material things. If we expand this model on very country in the world it can not work out. We all know that and we also know that the things we really want like love, fortune or happiness can never be bought in a store but has to be found individually for oneself and the system. Concerning the material things the real question should be "How much do I really need to be happy, to have a good quality of my life?"

**+ What is personal responsibility in our activities and relationships?**

In schools, at least in the German-speaking part of Europe, obedience is still one of the highest values. Creativity and personal responsibility is in little demand, prevented or even prohibited. Personal responsibility is a knowing about the inner feeling of resonance, a feeling that gives you self-confidence to be able to make responsible decisions on your own. If this feeling of resonance is not felt and lived, a lot of excuses for decisions are found but they are in the end all determined by somebody else. It is of great importance that the resonance is not just felt inside but also with the environment, to assure that decisions are ecologic for everybody. This complex state – resonance with me and my environment – can be taught and learned and is the basis for charismatic leading personalities that can choose their feelings and thoughts with personal responsibility.

**+ What are the new social roles?**

The old roles disintegrate and the new ones are not yet found. It is not possible to create new role models in a laboratory; they have to be found by the respective persons. With the help of our 5-role-model (see later on) we experience relationships in which these 5 roles are alive as good and fulfilling. If one or more of these 5 roles is missing a feeling of a lack of something is present most of the time.



**Our hypothesis:** The 5 roles should be defined for the private and the work part of the life by every person individually. Every role is filled with logic levels regarding content. That means for example for the role "man/woman" that a vision is found how the man/woman of the future will be, which values, which believes, which skills, which strategies and which behaviours in this new role of man/woman will be lived. Including the experience of other group members in the own process is very helpful. Again the combination of structure and wisdom is important to find new possibilities. The structure of the 5 roles in nlp-resonance is the same for everybody; the content is individual and defined by the help of the logic levels. In the whole history of men there has never existed such a thing as balanced relationships, it was always patriarchy or matriarchy which means one is always superior. It is now our chance to find

out what even relationships mean. The rising numbers of divorces show that we have not made a lot of progress in this regard. Finding answers here is a great challenge. At this point I want to present the results of one of our studies.

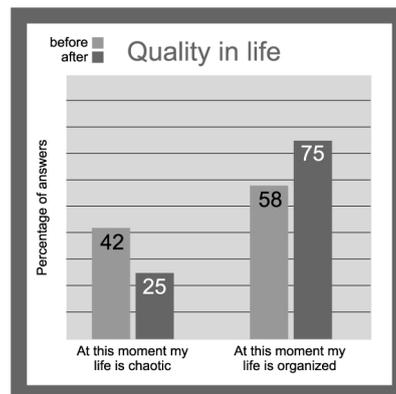
### 4.3. Results of the study of our training-programs

This study has shown that an improvement in work-life-balance leads to an improvement in all other aspects of life as well. This dissertation by Michael Waidhofer at the University of Linz (JKU) analyses the processes and development of 1000 participants in our educational nlp-program during 4 years (1999 – 2002). The whole analysis includes 901 valid questionnaires. Only questionnaires from people that filled them out before and after the program were included. The rate of returned questionnaires was above 98%.

The results of the study are:

#### + My life is currently

- ... chaotic falls 40 %
- ... well-regulated rises 29 %



#### + I am stable/balanced.

- ... rises 37 %



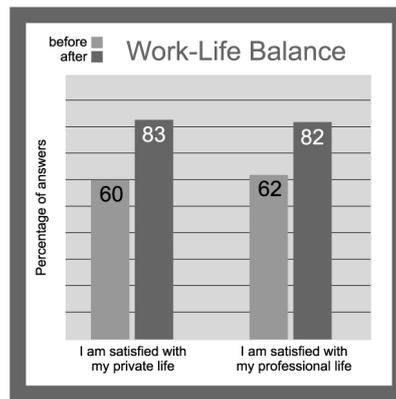
#### + Satisfaction with the role as man/woman.

- ...rises 60 %



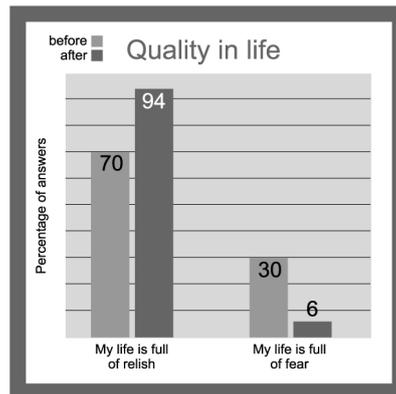
**+ Satisfaction with**

... **private life** rises 38 %  
 ... **work life** rises 32 %



**+ My life is currently full**

... of relish rises 34 %  
 ... of fear falls to a fifth



## 5. Conclusions of the systemic approach of nlp-Resonanz

In the following we want to explain our conclusions of the systemic approach that are essential for work-life-balance with the help of neurological research, the so called "energy-patterns" and the "model of the 5 roles".

### 5.1. Neurological research: balance between consciousness and sub-consciousness

In an analogy to a computer we can say that our brain picks up consciously only 40 bits per second. Unconsciously the brain receives and digests 11 million bits (Norretranders, Tor, 1994; "Spüre die Welt"). Our participants learn the importance of the connection between conscious decisions and subconscious processes and behaviour and how creativity and inner wisdom become alive because of this interaction. They experience the power of merging of conscious decisions and thoughts with the inner wisdom and fantasy. If we realise that we decide with the 40 bits of our consciousness what the 11 million bits of our sub-consciousness do, we got a lot of new possibilities to find new ways and solutions for the future. We can think of our brain as a computer: with our thoughts we start the program that opens the doors for creativity and wisdom.

"New learning" with high performance is only possible in a relaxed state, in the state of resonance (known from

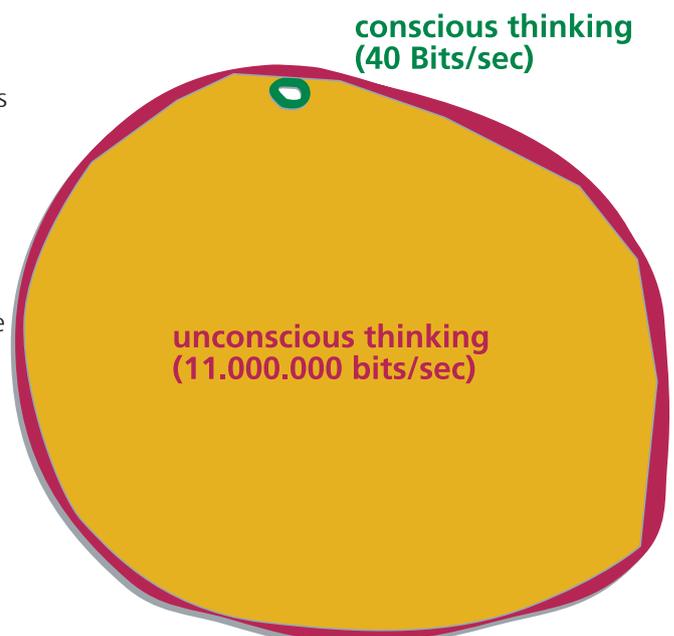


Fig.: „Brain Potential“ © Kutscheracommunication

super learning). In this state one can absorb and also access a vast amount of data or knowledge very quickly. Being in resonance also means being happy, to enjoy and to be able to abide.

The aim of every integrated personality would be to live this state of resonance in every action and relationship – then we may live together in balance, on an even level. If everybody lives his or her very own resonance, we do not have to be afraid anymore that somebody takes something away from us.

## 5.2. The old roles: the energy-pattern

We assume that everybody has a unique frequency/resonance that distinguishes us from one another. Unfortunately, already as a child we learn to hide our resonance, our inner sun. Every child wants and needs the attention and energy of its parents. Born into a system of existing “games” and patterns it soon learns the most effective behaviour to get the parents attention. This behaviour is the main ability of a child and affects its whole life further on. Thus the child learns certain things very well but lacks excellence in other behaviours. This is the point where “new learning” begins.

In the following we introduce the four energy-patterns with their special abilities and their possibilities for “new learning”.

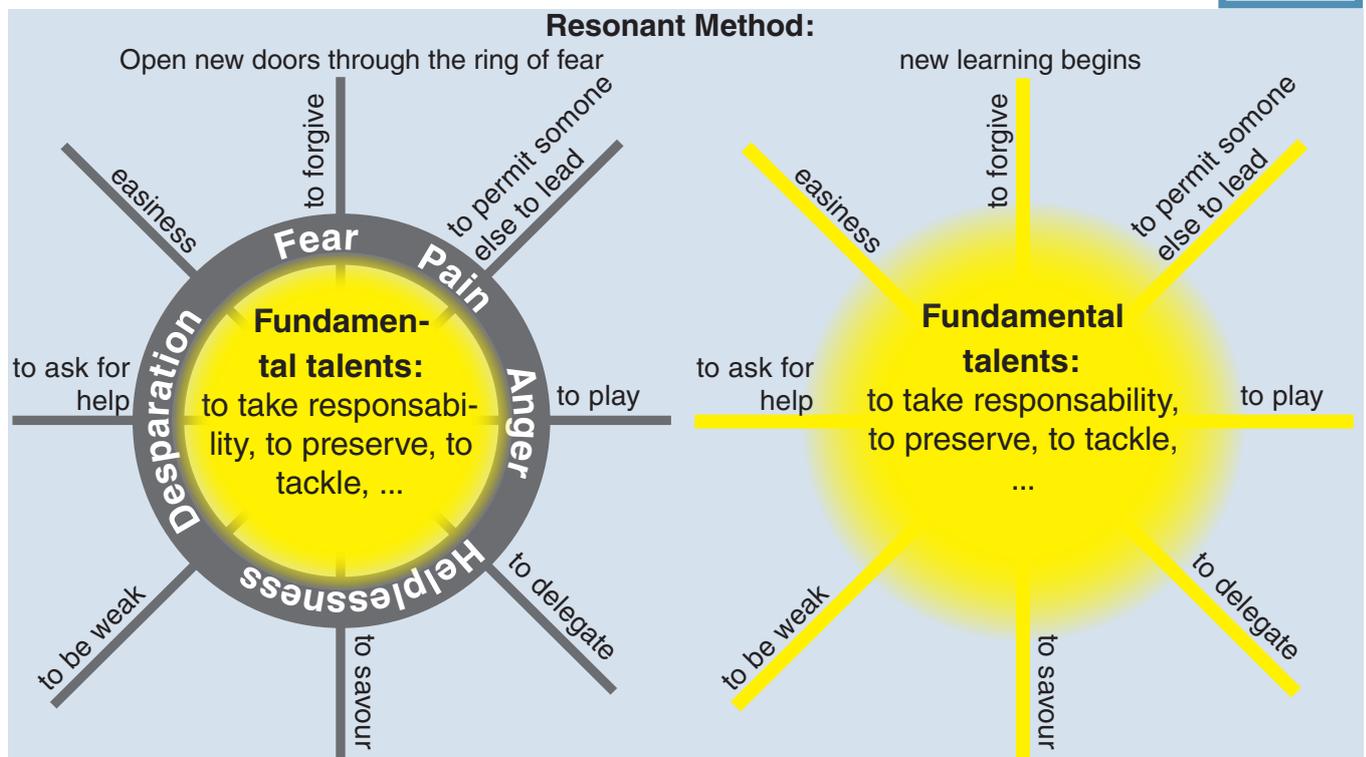
### 5.2.1. Energy-Pattern: “The Know-It-All”

Children with this pattern get the attention/energy of their parents by taking responsibility. Know-it-alls learn how to care for their parents, to plan things, to organise and to have the overview in every situation. They know little of behaviours like enjoying, letting things go, to just play, to accept things with easiness, to request and to be weak.

## +Energy-Pattern: „The Know-It-All“

Patterns with which we receive the attention and energy of our parents

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Fig.: Energy-Pattern „The Know-It-All“ © Kutscheracommunication

If these children stay in their pattern without learning new things, they have very few opportunities for behaviour and will again and again act in ways of their learned pattern even when it's not suitable.

The theory behind this is that children are afraid to not be loved and lonely if they do not act like their energy-pattern. It is possible to get out of this "jail" with the help of nlp-Resonanz. First the blockades and fears are solved content-free and then the doors are open and "new learning" with new strategies and new behaviour is possible.

The results: the old ability of taking responsibility and caring for others is preserved and there are a lot of new possibilities from which they can choose freely.

The picture shows the know-it-all with its inner sun blocked by a chain of fears and the abilities like in a jail inside, doomed to be repeated on and on. The sun can shine again if the doors/fears are opened and the rays can come to the outside. Our picture for being together in balance is: everybody lets his/her sun shine; we are connected by the rays and enrich one another. That means, following the resonance theory, we help each other to higher intensity.

### 5.2.2. Energy-Pattern: "The Little Kid"

Children of this energy-pattern are getting the attention/energy of their parents by being needy and maybe even by getting ill. The "little kid" learns to receive, to enjoy to play and to have fun because then the parents say: "You are such a good girl/boy!" the "little kid" has big problems to take responsibility in his further life, it is actually afraid to take it. If they learn how to take responsibility and to enjoy it, they will be top-executives that can delegate work because they don't have to do everything alone.

### 5.2.3. Energy-Pattern: "The Aggressive"

The number of Children with this energy-pattern is increasing these days. They get the attention/energy from their parents by being aggressive (to others or themselves) like hearing extremely loud music, piercings, coloured hair, extreme clothing, taking drugs, disturbed eating patterns or different autoimmune sicknesses...

The special ability of them is to say things nobody else dares to say and they have a very strong sense of justice. The "new learning" for them would be to stay calm inside and to enjoy closeness and being together with other people.

### 5.2.4. Energy-Pattern: "The Withdrawn"

Children of this energy-pattern are getting the attention/energy of their parents by being "invisible" and out of reach (not just by real distance but also by retreat into own virtual worlds). It, too, gets more and more common these days. The special ability of these children is that they enjoy being on their own and that they can solve their problems alone but they are afraid of being close together with other people. That's were their "new learning" takes place.

### 5.2.5. Discussion

The solving and opening of the energy-patterns goes hand in hand with reconciliation with the parents; the question of guilt is not asked in this way of thinking. We hide our resonance and repeat the behaviours as described above on and on and keep hurting ourselves and others. These behaviours is often analysed as guilt. Our focus of interest is not on this guilt or the hurting behaviour; it is on the desire not yet lived. Therefore we can forgive ourselves and our ancestors. If children learn about their energy-patterns at an early age they can very soon accept their abilities, doors are opened and new behaviour is possible. Basically every child should learn the abilities of every energy-pattern to have the freedom of choice in every situation and to freely develop their own personality.

If parents live the following 5 roles and therefore a balanced relationship, their children are free to live their desires, to learn different behaviours, to feel free and to later, as adults, live their resonance with other people.

### 5.3. The five-role model: a possibility for balanced relationships

The five roles are helping us discover how balanced relationships could exist, and how to find and define new role models. We do not know yet how the new managers, the new mothers and fathers, the new women and men, etc are going to be. If we live the 5 roles in our private and in our working life we feel balanced and respect the others.

#### 5.3.1. Role "Individual"

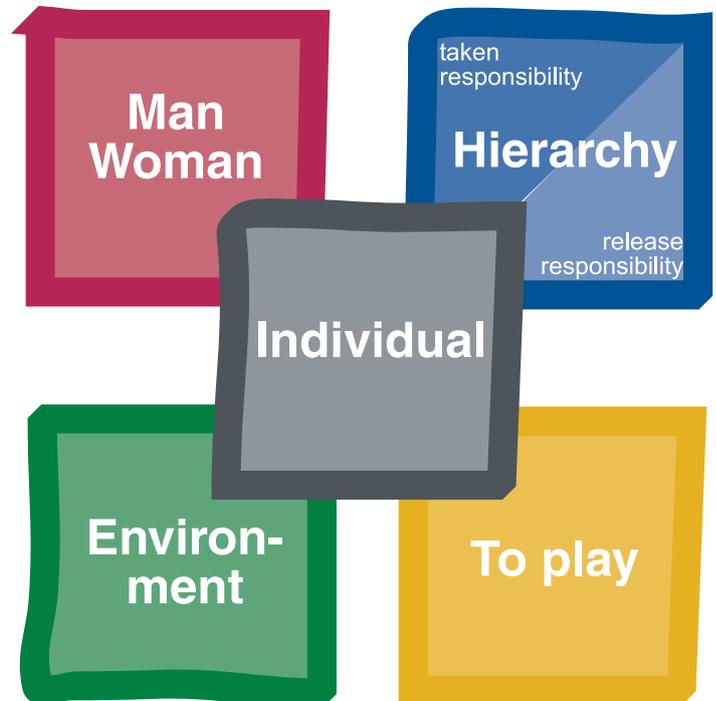
Living this role, we are in resonance with ourselves, feel our body and know what we need. We live the variety of our feelings and choose our thoughts. We feel free and safe in relationships. At work we enjoy living and presenting our potential and abilities.

#### 5.3.2. Role "Woman/Man"

In this role we live in resonance with our manhood or womanhood. We enjoy our beauty/attractiveness. We keep up the feeling of falling in love in our relationship. At work women and men enrich each other with their special abilities instead of fighting one another.

#### 5.3.3. Hierarchy: Role "Giving" and Role "Taking"

Living this role we find the balance of giving and taking. We live our resonance in leading as well as in being lead. We take responsibility and also enjoy being spoiled. In our relationship we care for each other and receive support. At work we take responsibility as well as help.



Grafik: „5-Rollen Modell“ © Kutscheracommunication

#### 5.3.4. Role "Playing like a child"

In this role we preserve the curiosity and the playful urge to discover from our childhood. We are happy and playful in our relationship. At work we are on a balanced level with everybody in the team and bring our individual strength into it.

#### 5.3.5. Environment: "Role in our social environment"

Living this role we are in resonance with our social environment as well as with nature. We choose our friends, our activities and our social engagements. We are integrated in the social community. At work we are conscious of the interdependency of society, nature and the economy and act responsible.

## 6. Discussion

### + Work-life balance

To achieve balance between work and private life these five roles have to be defined for both the work and the private life. The definition does not only depend on us but there are also family-, cultural and global beliefs which influence us. This should be considered when defining the five roles.

### + Workaholic

It is often the case that the roles for the work-life are better defined than those of the private life. Because of that we try to transfer those definitions to the private life which is simply impossible because the requirements are very different. In case of the workaholic all the roles are defined and lived at work but only two roles are lived in private life: the role "individual" (I want to rest) and "the role in the environment" (parties and events).

If you try to tell a workaholic to spend more time at home you have to first define the private roles. If not it might lead to illness or other difficulties (divorce).

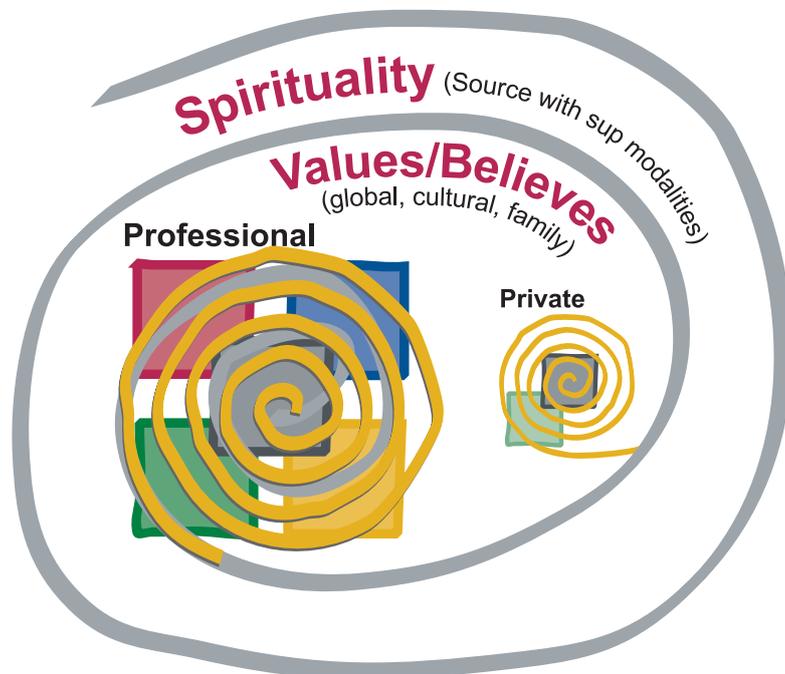


Fig.: „Workoholic-Pattern“ © Kutscheracommunication

### + Confusion of feelings and roles

We only learn to express and experience our feelings on an insufficient level. This often leads to confusions especially between the roles of man/woman and father/mother. Again there is no psychological problem but merely a "not-know-how". For example: a father loves his daughter, like every father hopefully does, but feels these intense fatherly feelings as a man (and looks at the daughter in this way). For her even this look could be described as abuse. If the father stays in the role of the father he could live the same intensity and they could be a lot closer and it would feel all right.

"New learning" helps to learn living these different emotions and feelings. There is a great need for this as a lot of them are still taboos in our families.

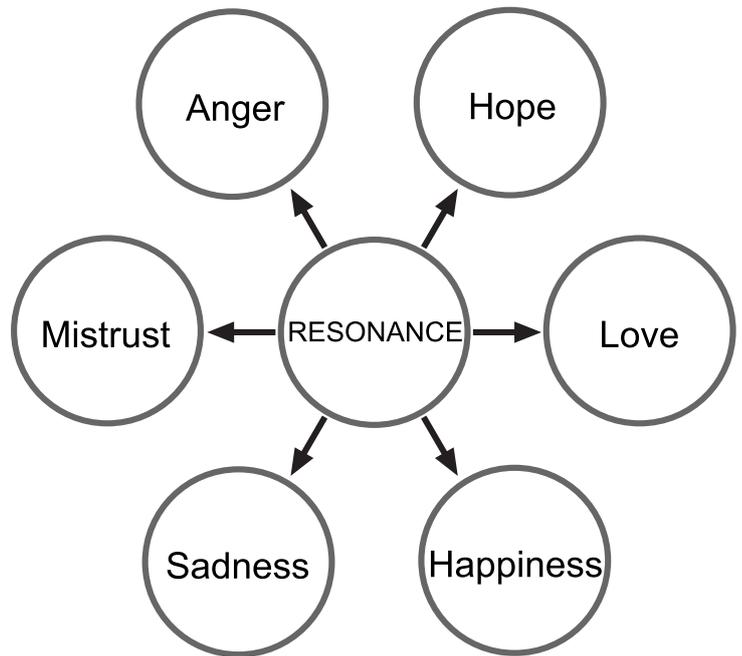
## 7. Summary

Work-life balance and balanced relationships in resonance with ourselves and the others are possible if we feel free and safe.

We can live our resonance, our frequency in every feeling/emotion with the difference just in the sub-modalities. In all the feelings/emotions the sub-modalities of our resonance are present plus another for each different feeling/emotion that specifies it.

The following picture shows that the goal is not just to live happiness, love and joy but also to learn how to mourn or express anger in a respectful way.

The five roles lived in private life and at work, are the key to work-life balance. The state of resonance enables us to make decisions in the best possible way and the nlp-tools help us to create resonance in everyday life. Work-life balance has positive effects on health, mental balance, enthusiasm as man/woman, organisation at work and at home, motivation, positive coping with stress and pressure and clarity in living the different roles.



Graphik: „Resonanz in allen Gefühlen“ © Kutscheracommunication

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She lived in many countries and is back in Vienna since 12 years.

Since 1981, founder and managing director of "nlp-Resonanz" Institute (later also under the name of "kutscheracommunication"). Today, the "Resonanz" network consists of over 50 regional partners mostly in Austria, Germany and Switzerland, as well as in Russia, Rumania, Brazil and Turkey.

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