

# Whitepaper:

## Raising Business Performance through PBM (Paradigm Bridging Method)

WARNING: This is not a traditional whitepaper. It uses strong elements of storytelling, because people retain more when information is presented in story-form, and it's more interesting to read that way too. The use of story within a whitepaper is one example of what this whitepaper is about: paradigm bridging

### **Purpose**

This document is a practical “how to”. It contains examples and case studies in achieve better business and career results through a method of systematic innovation called PBM.

### **Introduction**

PBM means splicing a key part of a foreign paradigm into a native paradigm in order to realise better results than were possible through operating wholly within the native paradigm

For example, the native paradigm could be business, and the foreign paradigm “Acting” could be used to achieve better results (sales) than were possible through operating wholly within the business paradigm’s methods.

This whitepaper examines how this PBM can be used to attain results more quickly and to a higher degree than without PBM. We then examine the results of its application to the field of

- job interviews
- sales
- salary-raising discussions

### **Background**

Paradigm Bridging has happened repeated in nature due to human intervention. For example, the thistle was taken out of its natural habitat (Scotland) and spliced into a new habitat (New Zealand) resulting on rampant growth. The thistle had an unfair advantage over its competition.

Similarly, an athlete who has been born at altitude to a civilization who has adapted there will have an unfair advantage over the average person born at ground level.

In a business context, a person pitching for capital who has learnt acting methods will have a potentially unfair advantage over another person pitching for capital, who has constrained themselves to only learn the tools of the business paradigm in order to achieve capital-raising.

Similarly, a person who has learned improvisation skills will have a potentially unfair advantage over all-comers in a job interview.

### **Traps that PBM Overcomes**

There is a method for applying PBM

1. The benefits of the foreign paradigm must be identified and trialled
2. While the method is borrowed from a foreign paradigm, the result-focus remains 100% the results that matter to the native paradigm.

For example, someone who has learned acting methods has a potentially huge advantage when pitching for a sale, because they have learned “stage presence”; they know how to use “warm ups” to change their state into one that is “larger than life” and they can change their voice and physiology while still remaining authentic – in the context of delivering a message.

### **Traps to Avoid in PBM**

1. Lost-focus on the native paradigm’s objective.  
For example, a person learns acting methods, but within the business paradigm they then primarily seek to emotional engage and entertain an audience. They have lost the business objective and collapsed it into the objecting of Acting.
2. Poor identification of the relevant facets of foreign paradigm  
For example: stage presence and getting into state through rehearsal warm-ups are the facets that apply equally to acting and business presentations. Many other elements of Acting are not required, and if the person takes on too much of the quality of the actor – they will no longer look like they fit the native paradigm, which leads to the third trap
3. Failure to discern speaking with a foreign accent vs speaking a foreign language  
Using the example of sales pitching, the person must speak “investor/ executive/ corporate/ entrepreneur/ sales” with an actors accent – rather than simply “speak actor”.

Provided that these three traps are overcome, the paradigm-bridge will be effectively built and the result will be akin to inserting a new gene into an organism to create a mutant super-strain that dominates their competition who has not ventured outside their own ecosystem for training.

PBM provides the systematic and methodological approach for ensuring that the person avoids all three traps and is able to enter into the native paradigm as a mutant super-strain.

### **How Does PBM work?**

If you take out the sugar from a cake and replace it with salt, you will not have a great result. So PBM has at its core a method for identifying what is the core element that needs to be separated out from another paradigm in order to enhance the native paradigm, without rendering the native paradigm fundamentally different. The exact means by which Batten does this is a trade secret, however the high-level process that PBM follows is now openly available, and is documented below

Batten has already systematised and matched the relevant facets of many paradigms to the most commonly occurring areas of business including selling, raising valuation, and getting employed on a great package.

When a specific new area comes up (it could be as radical as “how do I sell butter into New Zealand from America”), this is how the PBM process would respond.

1. Identify the question to ask. Normally a good formula is “What is the fastest, most effective method possible to ... followed by the objective (ie: win capital/sale; resolve politics in company, increase market-value of product/company; raise personal perceived-value
2. Ask “What facet of what paradigm do I need to integrate in order to ... (get an unfair advantage over competition/ win three job offers concurrently/ half the length of our company’s sales cycle)
3. identify the paradigm(s) and the facets of that paradigms you will need to splice into the native paradigm
4. Check that the splicing in from the foreign paradigm does not fundamentally change the native paradigm.
5. Translate these facets into the language of the native paradigm, so that the user of these techniques can quickly leverage the strength of this facet to establish dominance over all-comers who are limited to the means of the native paradigm.

Sometimes, more than one paradigm is integrated. The more flexible the native paradigm, the more paradigms you can splice in. Batten says “I enjoy working with businesses most because it is in many respects one of the less flexible paradigms: there are very set ways of operating and speaking and doing things – and “creativity” within a business container is really not that creative. For this reason, it offers some of the most interesting challenges.” In Goal Setting for example, Batten integrated aspects of NLP, Method Acting, Alexander Technique and storytelling into the strengths of traditional methods such as SMART and those espoused by Zig Ziglar. The result was more potent than NLP could have achieved by itself – because more than a state was created: the entire “future version” the person would need to become in order to attain that goal came to live after one session. Batten branded the process W.I.S.E Goal Setting (Whole Body and Intellect Systematically Engaged)

Batten gives the following example of PBM in action

“Juggling is one activity we have all watched: and we typically get bored after a few seconds unless the person has a lot of tricks they have spent years mastering. Motorcycling is another skill that we could watch someone do, and unless they are a racing driver and we like watching motorcycle racing, we will also get bored very quickly. But put them together “juggling on a motorcycle” and you have something

compelling. Even the combination excites interest and engagement in the audience when I tell them at a keynote talk for example that this is what I am going to do. Of course I don't have an actual motorcycle, but I perform a skit that is engaging and energizing for the whole audience – and which was very easy for me to learn: in fact I didn't even invent the skit – all I did was see its application as a metaphor for how PBM works in an engaging and compelling way that people remember and get straight away.”

The problem is that schools do not teach us to paradigm-bridge. Neither do Universities. Both encourage us to think in silos. Then you have rebels: but the problem with rebels is that they are not free either: their essence only exists in reference to that which they are rebelling against. The way to become successful and free at the same time is to discipline yourself to achieve whatever you decide is your outcome. If it is capital gain in the housing sector – great. If it is increasing your market-value – great. If it going from executive to Chief Executive – great. These things are not difficult to achieve, and will only become difficult to achieve if all people start using PBM. But until then, you have a completely unfair advantage – it is like bringing in nuclear weapons when everyone else is using bows and arrows. You must neither be 100% obedient or 100% rebel – the beauty lies in the middle: you must accept the objective of the paradigm obediently, but feel free to use whatever methods from whatever paradigm will get you there fastest and to the highest degree.

For example, I was never a huge success as an actor – because there were people much better at it than me, and I didn't have a competitive advantage: everyone was using acting methods while they were acting – but take those methods into a corporate situation such as a job-interview, or a pay-rise chat and we have a nuclear-weapons vs bows-and-arrows level of advantage.

The other issue with the education system is that it does not train us to think in the right way. At best it encourages us to find answers for ourselves to pre-defined questions. At worst it gives us both the question and the format for working out the answer and asks us to blindly follow the formula and pump out different answers in different situations – without us requiring any understanding of why the formula even works at all.

Most educational experts laud the value of the first method. But this method is not so very superior, and neither does it prepare us for the outside world. This is because in business, in personal relationships, in life outside the classroom, the *question* is not known. So we never get good at asking the right question. Our failure is not that we get the wrong answer, but that we ask the wrong questions. For example, “how to I get better sales staff at my company?” is the wrong question: “sub-standard sales staff is not a problem it is a symptom. The question is “What is the underlying issue that is causing us not to be attracting the top sales staff” is better – but still not great, as it focuses on the problem still. “What do we need to do right now to inspire the top sales

staff to our company?” is getting there – provided that the person asking the question also asks “What attributes will the sales executives we are going to bring into our organisation within 5 weeks have?” The better the question, the better the result.

Finding and asking the right questions is a component of PBM, and PBM has systematised a method for finding and asking the right questions: one of which is of course “What facet of which paradigm will I splice into this environment in order to give the person using it an unfair advantage?”

### **How to educate children and adult to ask the right questions**

When asked what enabled him to come up with PBM, Batten says “There is nothing particularly remarkable about me. I am bright but not gifted. There were smarter people than me in school, in University, in the companies I worked for and the ones I created.” If there is one difference, it is that I learned at a young age how to ask the right questions, and I had a desire to explore both the Arts and Sciences equally. I have my mother to thank for both of these things”.

Says Batten

“When I was a very small child, my mother would always leave wooden toys out in the morning for me to play with. Like all pre-school children, I was naturally curious, predisposed to solve problems and love learning – and thanks to her, unlike most children to, I never learned to stop. She had read a book by the prominent educator “John Holt” called “How Children Fail”. As a result of his recommendations, she supplied a rich environment for me to explore – step one.

Step two, she would take a puzzle apart and allow me to simply play with it

Step three was the most important – she would never show me how to do it, or even a part of it. Plus, if any adult interfered by showing me – she would pounce on them and tell them why it was critical they not interfere.

She said that “before I found out the answer, I had to find out the question.” For example with the Soma Cube, a wooden cube made up of smaller pieces, I did not know that the “question” was “how do you make a cube?” She never showed me the cube made up – just the pieces. I was content simply to explore the pieces by themselves and fascinated by how they interwove. Bit by bit I discovered that they could make different shapes, and eventually I noticed that one shape they could make was a little box. One morning she awoke to find a perfectly assembled Soma Cube outside her bedroom door. I was 3 at the time. This is the way we need to encourage children and adults to learn if we want them to achieve phenomenal results in life and business.

In adult life, my “Soma Cube” was improvisation. I had performed as an actor, but in improvisation the question is not even defined. The particular form of improvisation I did was the most undefined of all: we were not even given a starting scenario or

character. We got up in front of a class with no idea what was going to come next and discovered our own question and answer in front of everyone. It sounds scary, but when in context of the warm-ups we performed it worked beautifully. It was after improvisation classes I noticed I was becoming a much better conversationalist – which was helping me immensely in client interactions. All conversation is improvisation after all.”

### **Using PBM to answer the question “Why don’t I do what I know?”**

Batten describes all learning – whether learning to solve a soma cube, or learning to win an 8-figure investment bid, or learning how to package a person or a product in order to have a very high market value – as the process of “moving through the forms in sequence”. Specifically, we must move from *inform* to *perform* to *transform*. The irony of the current era is that it lauds itself as the “information age” as though ipso facto this is a great thing. Information is like mastering crawling. Performing is walking. Transforming is when you can run, jump and dance. We all need information but most of us never move beyond this: we have information in our heads that we don’t apply. We do not need more information: if we could all stop and start applying what we already know today, we would instantly have world peace, world abundance, a solution for climate change and no need for lawyers.

*Informing* means telling someone how to do something. *Performing* means giving them the script and, with direction, letting them find out the best way to “pull it off”. *Transforming* means the person has evolved to such an extent that they can discover the question and the answer for themselves: they are in the truest sense master-improvisers who can do their own paradigm-bridging.

### **Conclusion**

PBM provides a novel and highly effective method for raising performance: potentially in any paradigm, but at this point with evidence-based results in the field of business. Existing methods have already been laid down for several commonly occurring aspects of business such as how to shorten a sales cycle, increase a product’s market value, how to influence people at job interviews, or successfully gain a salary raise. In all cases, the techniques use PBM by splicing the key facets of the key foreign paradigm into the area they seek an unfair advantage. Dominance is possible only insofar as all-comers limit themselves to the methods of business for business. As PBM becomes more common, more sophisticated methods will need to build on the back of PBM, advancing and extending the field. At this point in history however with the vast bulk of the population not employing/integrating methods outside business to enhance their business-objectives, PBM provides a method for dominance. Care is required to ensure that the right elements are spliced in from the right paradigm in the right way, without fundamentally altering the overall result, and with successful translation into the “language” of the native paradigm. These care-measures are built into PBM.

## Appendix 1:

### The History of PBM

PBM as a system was pioneered over a 15-year period by Danny Batten: first in an academic setting, then in the business world.

At school, it was apparent that Danny was gifted at problem-solving and as a result did very well at Mathematics. He had no such commensurate gift at English and his grades in English/Language were almost always straight “Average” every year and he was a slow reader. By the time he went to University, he had used PBM to leverage his problem-solving mind by mastering a formula for essay-writing that gave him above-average results in Arts subjects. He then hit a ceiling at about the A- level. Whatever he tried, it was almost impossible for him to punch above it. He was still a slow reader, and his reading-comprehension was still at an average level, so perhaps this was the problem.

He began experimenting with a number of approaches. Then in psychology, where he was averaging “B”, he disregarded all the set text and wrote about existential philosophy in an essay on “personality”. The essay got an “A”: his best mark ever – and was complimented on its originality. Surprised and bemused, he decided to experiment with this approach once more. The next occasion to practice was an English essay on William Blake. Batten had been averaging A- in the subject and had also been reading about Friedrich Nietzsche in philosophy in another paper. He decided this would be experiment number 2. He again ignored all traditional commentary, and wrote a comparison between Blake and Nietzsche. This was a high risk decision: it was professor Terry Sturm, Head of Dept, who was marking the essay. Two weeks later he met Professor Sturm in a corridor and the professor beckoned him to his office. The professor said that the spelling was atrocious and the essay was poorly presented ... but the content was some of the finest scholarship he had read from an undergraduate: he awarded the essay an A+ and invited Batten to do an MA in English.

Over the next two academic years, Batten applied psychology to linguistics; literary theory to Politics, and then for his thesis chose a subject that brought English and Management Science together. Each time, the convenor of the paper, or thesis, would have rave reviews for the result and each time the grade was at a top level and well above Batten’s performance when this method was not applied.

Thanks to this approach, Batten – still a slow reader with average comprehension – was able to graduate with a scholarship in English, a post-graduate diploma in Drama and an MA with first class Hons.

He chose a career in IT: a paradigm with no relevance to his field of study ... or so he thought.

While he had no experience in sales, his company consented to let him run a small part of a team

sales pitch to a major prospect. His topic was the one that traditionally the most soporific: “Quality Management”. Batten decided to write this the way he would have if it was an interpretation of literature. He reasoned that if Shakespeare could be interpreted in a Marxist, Freudian, or Feminist perspective, then something like “Quality Management” could be made interesting through interpretation. He asked himself “How would I need to write this pitch to make this the most interesting part of the presentation?” After the presentation was given, without exception – several members of the company he pitched to came up and said they were amazed at how interesting Quality Management could be, and how they could see themselves using it to create a competitive advantage.

Batten decided to seek a new job specialising in sales. This would require him needing to go to numerous job interviews. Recruitment company after recruitment company told him that he didn’t have the qualifications for the positions he was seeking – yet after meeting with him they changed their minds. Batten had discovered a paradigm-bridge between acting and interviewing. A job interview was just like an acting audition. The application for PBM was starting to widen in an exciting new way. He asked himself “What preparation methods that I use for an audition would help me in an interview?” As he had recently taken time off work to stage a solo-show based heavily on storytelling, he also asked himself “How can I authentically use the same storytelling methods to come across in a more compelling way in an interview?” He ended up not only with the job he was seeking, but with a job that provided him with a salary four times higher than the salary he had received when he entered into the IT industry 5 years earlier. He was now using PBM not only for winning interviews, but for winning pay-rises.

Within a few year, he had six interviews and got six job offers. The last job he applied for awarded him 8 weeks paid leave in addition to paying for him to attend overseas professional development training of his choosing (An Art of Living Meditation and Breathing Course). And this company *never* gave overseas travel without CEO sign-off – certainly not to do a meditation course.

It was when he co-founded his own company Biomatters in 2003 that he truly took PBM to the next level. Batten had to do something he had never done before: investment pitching. This was much harder than traditional sales, because the investors did not all belong to the same company, and the “product” was a whole company – which was less tangible. To make things worse: no-one had ever invested in a company as part of a formal angel investment group. There was one group in the country that had evaluated one company, and after close to one-year had still made no decision. Initially, Batten did not dare to try PBM on investment pitches. It seemed too “serious” an area to use creative methods. After giving 28 unsuccessful pitches, he know he needed to change strategies. He began to weave in storytelling, improvisation and acting methods and immediately got the result he was looking for.

On 1 May 2004, Biomatters became the first in New Zealand to secure angel investment group backing, at a valuation 50% higher than advisors were saying was reasonable to ask for. On the 21<sup>st</sup> July 2005 we secured second round financing in 2.5 weeks – which advisors said was impossible. On Sept 3 2006 his company received third round investment – bringing in deals

worth over \$3Million through a combination of angel investment and government grants – and the most frequent investor feedback on the pitch was “inspiring”. Today, Biomatters exports into over 70 global markets.

In the meantime, Batten had attracted the former EU-President of one of the world’s 5 pharmaceutical giants to his board, and then got the former global director of Life Sciences from Sun Microsystems to join him: not a bad feat considering the company had barely 10 people at that stage.

At last, Batten understood the pertinence of PBM to business, and decided it was time to take it out of the lab. He recruited a brilliant CEO to replace him at the helm of Biomatters, and started coaching other professionals and business owners in PBM and other innovative method for creating accelerated business and professional success. Today, Batten runs the Company *Beyond The Ceiling*. The website homepage is vintage PBM: professional photos, a suit ... and a clown nose: typifying his trademark integration of a key facet of a foreign paradigm into the native paradigm, to the betterment of the native paradigm.

## Appendix 2: Historical Distinctions

### Is PBM the same as Accelerated Learning?

No. Accelerated Learning techniques is however one of the paradigms Batten researched in coming up with PBM however. Accelerated Learning methods are highly effective, particularly when teaching foreign languages or problem solving techniques. They rely heavily on the use of baroque music in order to place the brain in a state of relaxation so that learning occurs more rapidly in certain contexts. So “Accelerated Learning” could be described as one manifestation of PBM: but PBM is a broader method for integrating any paradigm – not only music.

### What is the historical significance of PBM

Zig Ziglar once said “Better to be a meaningful specific than a wandering generality”. He is correct. However, this juxtaposition is also what NLP calls a “trance enducer”. The language-construction leads us into believing those are our only two options. PBM allows people to become “meaningful generalities” or “meaningful specifics in many areas”.

Historically, there was a time where to be a generalist was not so very unusual. Aristotle was a physicist, biologist, narrative theorist, philosopher and psychologist. Leonardo da Vinci was a scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist, musician and writer.

PBM does not require the user to be a generalist, rather to look outside their chosen paradigm in order to maximise the objectives of their chosen paradigm. As the information age has gained momentum, more and more specialisation has resulted. This has been a positive thing in many respects. The problem has been the silo-ing of information that has resulted to the extent that as information builds, so do the walls of the silo containing that information – to the extent that we tend not to look outside that silo, and our methods get impoverished and inbred as a result. PBM provides an answer to this conundrum without losing the need for specialisation.