RAPPORT

The Magazine for NLP Professionals

When to Use Neuroscience...

...and When
Not To!

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How Can You be Kinder to Yourself as You Make 2018 Your Best Year Yet?

By Eve Menezes Cunningham

> **Think about the year ahead, maybe there are certain times you need to up your self-care**

One theme that runs through all my work (writing and with clients and students) is encouraging people – myself included, progress not perfection – to notice ways in which we can be kinder to ourselves.

Teaching yoga, what happens when we really ease into poses honouring our body's wisdom rather than potentially injuring ourselves or beating ourselves up for all sorts of ridiculous things? Again, it's a practice and even though I teach it, when I remember to do it myself, everything falls back into place. Until I forget again.

When goal setting for the year ahead, whatever model you choose to work with, how can you build extra kindness and ease into the process?

How can you take extra good care of yourself, Future Pacing to potential obstacles and putting plans in place to nourish and ease the points where you might otherwise want to give up?

Maybe you will want to build in points to wallow and indulge your less resourceful self. Attempting to be 100 per cent positive and upbeat is not sustainable. The more we allow ourselves to experience the full emotional landscape, the more we can appreciate the good things. But it's not about beating ourselves up when we're feeling 'negative' or scared, rejected, lonely or anything else that doesn't look so good on social media.

When you think about the year ahead, maybe there are certain times of year you need to up your self-care. We have more awareness around conditions like Seasonal Affective Disorder now but maybe other times of year are a struggle. Maybe anniversaries of losses or traumas. Often the body remembers even before we consciously connect our feeling a bit down with the anniversary of a shocking or sad event.

Looking through your diary, calendar, or planner now, how might it feel to consciously block out some time around such seasonal sadness to do something extra nice for yourself? Not giving into past pain but bolstering yourself for those times you may need extra support without necessarily feeling resourceful enough to access it.

If the idea of self-care feels indulgent and you think you 'ought' to be able to just do whatever it is you plan to do this year, maybe apply the Three Legs of NLP.

Think about the previous times you've attempted to sort this particular area of your life. Has it worked? If not, maybe this kinder, more compassionate approach will give you the boost you need to not quit on yourself when things get tough.

How might you adapt your approach just a little? Who in your life might support you in noticing your language around your goals and overall self-care? Who encourages you to be kinder to yourself and who triggers the old patterns of potentially bludgeoning yourself to the point where your clients wouldn't recognise your lack of compassion but it's your default when dealing with yourself?

What anchors might you place around your home, car and workspace? What smells help you connect with that compassionate kind self that knows you're worth taking good care of? What images? Sounds? Foods? Maybe a particular piece of furniture will help?

Which other self-care ideas spring to mind for you as you ponder 2018?

Wishing you a very happy, healthy, prosperous and easy 2018! ●

Meta-programs in the Classroom

By Wayne Buckhanan

As educators we want to reach learners, engage and motivate them, and have a lasting impact on their lives. Most of us would like our students to leave as new people – or at least as improved versions of the same people. The ideal outcome I hold is that they will know more, can do more, and have a new awareness of the world.

One way we can each enhance our engagement is through the patterns and patterns-of-patterns we utilise in the classroom. In other words, let's generate more results for our students through the well thought out use of language patterns and meta-programs.

What are meta-programs?

As you may recall, meta-programs are the content free patterns that we prefer in a given context. An example of a commonly discussed meta-program is 'toward' versus 'away from'. This meta-program represents a spectrum from fully toward through partially toward / partially away from, to fully away from. We each tend to have some part on that spectrum that we are most likely to utilise in a given context over time. These are the patterns-of-patterns in our lives.

A number of other meta-programs are also typically covered in an NLP Practitioner or Master Practitioner course, but there are a nearly limitless number of patterns that could be identified. Lists of 50 or 60 distinct meta-programs exist. And, as much as it warms my completionist heart to see 'full' lists, there will always be additional patterns possible and they will often come from outside the NLP fold.

Meta-programs in action (and reflection)

The first time I really thought to apply the idea of meta-programs to the classroom was while exploring David Kolb's Experiential Learning theory and Bernice McCarthy's 4MAT® instructional design methodologies from the 1980s. Kolb uses perception and processing axes to define the 'compass rose' points of his experiential learning cycle. McCarthy filled in the quadrants between adjacent points with the types of activities most effective for that portion of the cycle. Both utilised meta-programs without labelling them as such.

The perception axis ranges from concrete experience to abstract conceptualisation. This meta-program shows up in the traditional classroom to favour those who lean towards the

abstract conceptualisation end of the spectrum. This represents the stereotypical classroom: heady lectures and loads of book work. The other end of the spectrum is made up of experiences from 'the real world'.

The processing axis ranges from reflective observation to active experimentation. As we follow the experiential learning cycle from our existing experiences to bring them to the classroom, we pause for reflective observation. On the trip back from the classroom to create new experiences, we work our way through active experimentation. And then the cycle continues again: experiences to reflection to conceptualisation to experimentation and back to experiences.

The core lesson I took from the Experiential Learning theory, and the central point of this article, is to make sure that the whole spectrum of possibilities are being utilised in the context of teaching and learning. For the meta-programs below, I encourage you to consider where your students might benefit from exploring more of the available options.

Where to start?

When I first began applying these concepts in my university teaching, I had just completed the Language and Behaviour (LAB) Profile training with Shelle Rose Charvet. I interviewed each of my students and administered a formal LAB Profile. Based on those results, we had a conversation about how best to leverage that student's preferences and patterns in their learning. It was exhaustive and exhausting, but began the explorations.

Rather than attempting to master dozens (or even 14) meta-programs at once, a better place to start is with one or two patterns. Once you've confirmed for yourself the difference they make for your students, there are additional resources to explore listed below.

> ## There will always be additional patterns possible and often from outside the NLP fold

Common patterns and exploration questions

- *Concrete experience – abstract conceptualisation* (Kolb). Which students are responding well to lectures and homework? What additional experiences can you create or help your other students engage?
- *Reflective observation – active experimentation* (Kolb). Where are you integrating pauses for students to reflect on what is being learned? Are participants getting enough opportunity to experiment with the concepts being presented?
- *Options – procedures* (Charvet). Is there a clear set of steps or next actions? Do you have additional choices that the learners can make? What options are you willing to entertain from those who prefer to suggest alternatives?
- *Specific – general* (Charvet). Have you given enough high-level overview or structure for people to understand how the pieces fit together? Are there enough details to flesh out the ideas? (This is one of those places where there is a preferred order – please provide the general overview first, so we don't tune out the details until we figure out how they relate to one another and to the bigger picture!)
- *Independence – proximity – cooperative* (Charvet). Are you giving students opportunities to work on their own? Work independently while in the presence of the larger group? Together in collaborative groups?
- *Internal causality – external causality – no causality* (Bodenhamer, Hall). Do your students feel that they have control over what happens to them in the classroom or do they feel they have no control? If they don't feel they have control, is it because someone else is controlling or causing ▶
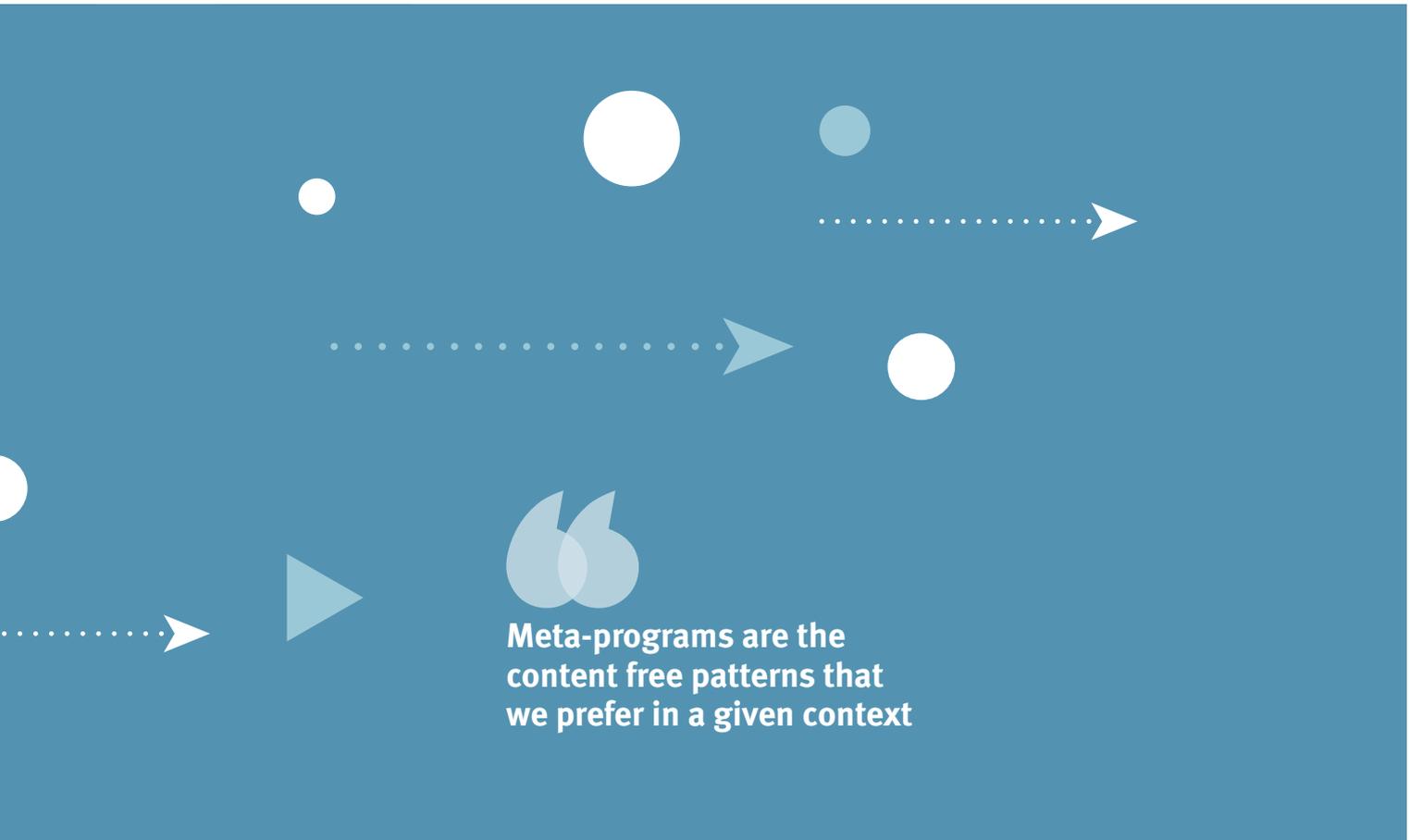
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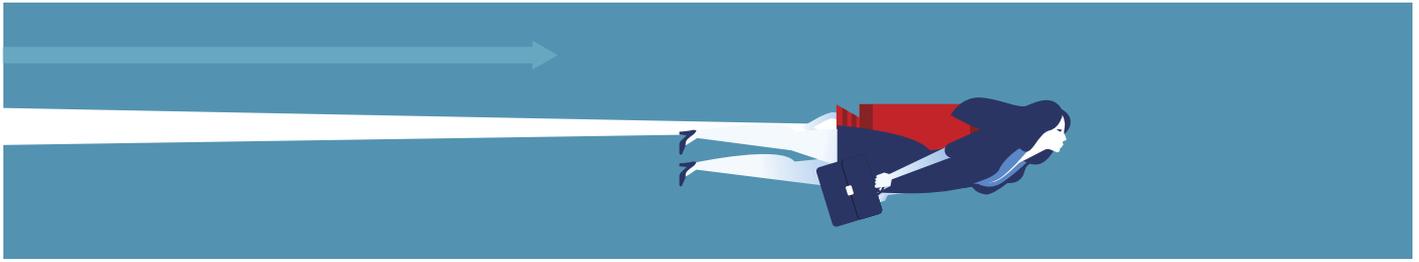
their circumstances or simply that there is no rhyme or reason for why things happen? What can you do to increase their ownership and internalisation of control and causality?

- *Proactive – reactive* (Charvet) or *Active – passive*. Are your students taking action on their learning, waiting until prodded, or effectively inactive? What additional prompts and exercises can you provide for the students to generate more learning activity?
- *Perfectionism – bare-bones – min-maxing*. Are your students clear when they should continue polishing and refining their work versus when you're expecting to see in-process artifacts? Are students able to focus on maximising one aspect of your course while minimising other aspects? Should they be able to min-max like that?
- *Early start – pressure prompted* (MBTI Step II). Are you giving enough time for those who start early to satisfy that tendency? Are you maintaining enough positive pressure to prompt action? Are assignments and tasks doled out in a slow and steady pace or are you allowing for full on / full off cycling behaviours?
- *Compliant – disruptive* or *Timid – bold*. Are all students getting an opportunity to participate or simply the loudest ones? Are your classroom management tactics assuming everyone will behave as expected? That everyone will act out of turn? That everyone will interact? That no one will interact?

The additional sets of patterns below are especially useful in working with young adults and professionals. They relate to how we know whether we have done a good job in learning and applying the materials.

- *Internal validation – external validation*. Do students rely on their own judgment or that of someone else (like yourself) to determine whether they've performed well? As they develop their own standards, how well do they match the external standards?
- *See – hear – read – do* (Charvet). What channels are going to be needed for a student to be convinced that they've learned the materials? Are you providing enough richness in the content presentation for everyone to feel convinced?

- *Number of examples – period of time* (Charvet). Have you demonstrated the material enough times and for long enough duration that students are convinced they understand the content? Has the student had enough opportunities to practise so that they are convinced they can demonstrate the skills they have learned?

Each of these meta-programs will be present in your course participants and in your default style to some degree. Are you aware of what your students prefer in the learning context? How do your current best practices address those who have different preferences than the students you are reaching already? And the big question is whether the learning experience you are facilitating is working – for everyone, not just for you!

Next steps

Shelle Rose Charvet's book *Words That Change Minds* and her LAB Profile training are valuable resources for not only developing the ability to detect the meta-programs embedded in the profile, but also learning what language patterns a given preference suggests for effectively communicating with that individual.

Bob Bodenhamer and L. Michael Hall's book *Figuring Out People* gives descriptions of about 50 distinct meta-programs. It can be used as a menu of options to explore in your classroom and as a reference for more details on a given meta-program.

Kolb and McCarthy's materials expound on the meta-programs hidden in their pedagogical approaches. I really appreciate ELT and 4MAT for the sequencing of concepts and content so it can be consumed and integrated in learners' lives.

And, last but not least, *you* will be the best resource to identify patterns in your classrooms. The next time you mention a trend you've noticed in your students, ask yourself whether there's a meta-program at play and what you can do to respond resourcefully to that trend.

I would love to hear what meta-programs you are noticing and leveraging in your own courses! Please reach out to **wayne@buckhanan.com** and share your experiences. ●

> ❝ The big question is whether the learning experience you are facilitating is working

What's Your Dream?

By James Sweetman

We all have dreams. We've all started sentences with 'one day I'll …'

Some dreams are pure escapism where you're lying on a beach, cocktail in hand, kissing a lottery ticket. Other dreams, the ones we often bury but that never die, are the ones that merit our attention. These dreams represent the clues, the nudges, the invitations, the glimpses of a calling, the blueprints for living our best lives.

FANTASY OR SOUL-CALLING?

How do you distinguish between pie in the sky fantasies and your soul calling to you? Here are some clues.

True dreams emerge from a quiet mind

Wishful thinking and escapism occur when we are stressed and crave balance in our lives. It's a knee-jerk response to overwhelm, stress and the busyness of the daily grind. Our true dreams whisper to us when our mind is quiet, when we are out of our normal routines. This might happen on holiday when you have the time and space to reflect upon what's important to you, or when you are in deep conversation with a trusted friend.

Real dreams are heartfelt and precious

Our real dreams will feel precious and authentic to us.

They're not just some banal banter that everyone mouths when feeling stressed. They feel personal and uniquely ours, so much so that we may even be reluctant to speak openly about them.

They are consistent

Soul-callings are ideas or ambitions that have been with us for years. It's like they've been etched on our hearts. Just as the potential of a mighty oak is contained in an acorn, our potential 'best-life' is found in the seed of our dreams. The busyness of life will distract you, but that idea, that seed will lie dormant until you shine light on it, create some space for it to grow and develop. Your dream will wait for you to show up and nourish it.

Sharing your unique gifts in service of others

True callings will involve harnessing your unique skills and experiences in the service of others. It will always be more than just crashing out in sunnier climes.

In the words of Joy J Golliver: 'The meaning of life is to find your gift; the purpose of life is to give it away.'

HOW DO I TURN MY DREAM INTO MY REALITY IN 2018?

Anaesthetised by habits and routines, most people never even start to follow their dreams. Fear is the great disabler. Fear of failure, fear of rejection, fear of looking stupid, fear of being destitute, fear of not being good enough and even fear of success. The second inhibitor is overwhelm – you simply don't know where to start.

Mixed into this cocktail of fear and overwhelm is the loss of the story of your dream. For years, you might have
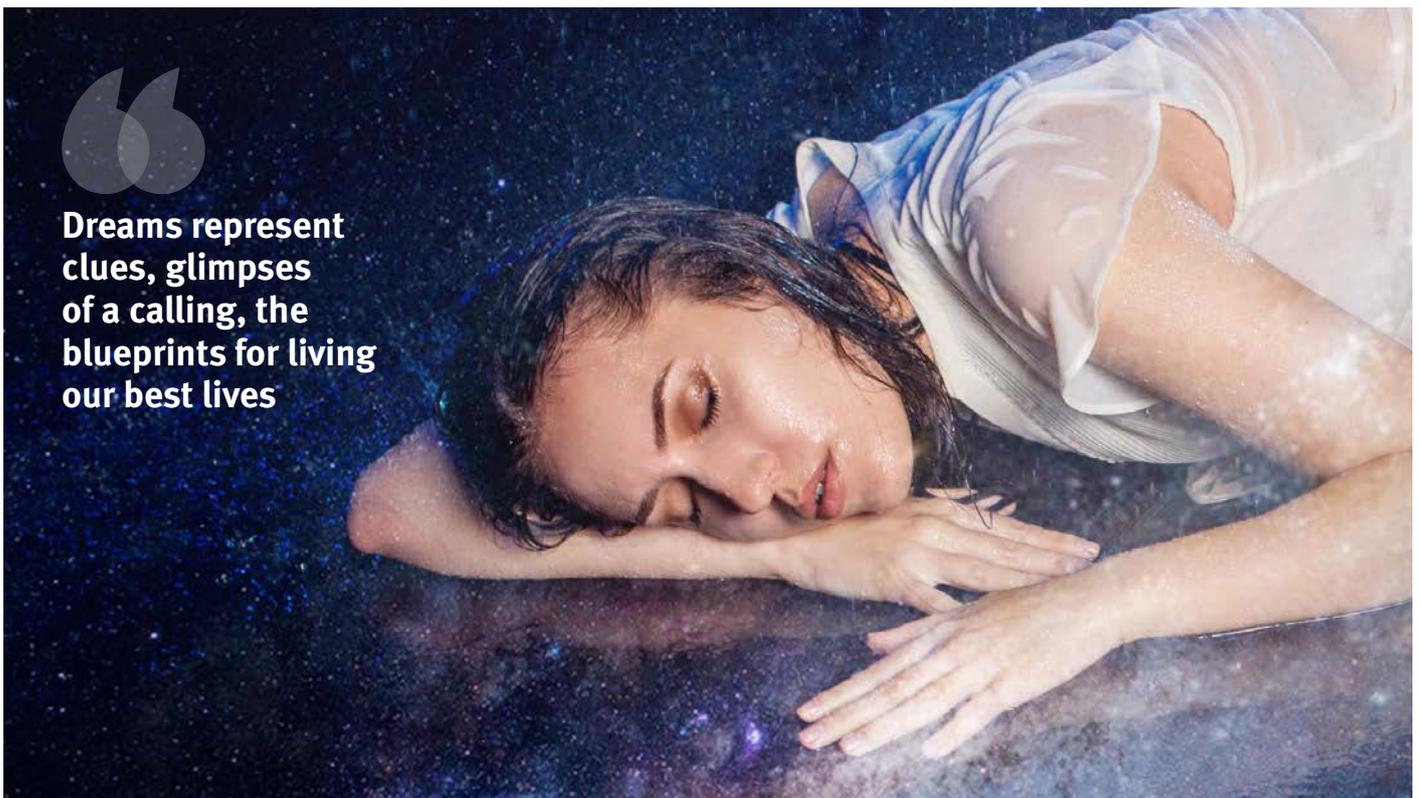
> Dreams represent clues, glimpses of a calling, the blueprints for living our best lives

dream BIG

dreamt about writing your novel, living abroad or starting your own business. The idea becomes part of your identity and as crazy as it sounds, if you start to take action towards making your dream a reality, you no longer have your dream, you no longer have your 'one day I'll …' story to tell.

Just as unrequited love is safer than a real relationship with all the uncertainty and lack of control that goes with it, the perfection of your dream in your mind discounts the challenges and the reality of everyday living.

Courage to push your comfort zone

What's the personality trait that gets you to the starting line of actioning your dream? You might think it's confidence, but in reality, it's courage. You need to be just a little bit brave to take the first step. You cannot progress a dream without pushing the boundaries of your comfort zone, taking a risk, stepping into uncertainty and feeling self-conscious. But that sense of unease is a growing pain, a sign that your world is expanding.

There will always be challenges and roadblocks. Through the filter of courage we can label these setbacks as learning experiences. We will always have to dance with fear and self-doubt.

In the marathon of pursuing your dreams, it's within the partnership of courage and faith (in ourselves and in the merit of our dreams) that the quality of resilience is forged.

We will always have to dance with fear and self-doubt

New conversations

Whatever actions you identify as essential steps on the path to your dream, those actions will involve new conversations. You might be speaking about your dream in a more committed way. You will also explore and gather information with a fresh curiosity. You might ask others for help, or seek to learn from those who have already walked the path.

Focus on baby steps

We all know the phrase 'if nothing changes everything stays the same'. Whilst some people make radical changes in their lives, most of us, especially those who have responsibilities, take small, regular steps which, over time, lead to the change we seek.

Sometimes this involves consciously spending more time pursuing an interest at the weekend. Sometimes this means getting a new business off the ground by working on it at night. It usually means doing some research, arranging to meet people or volunteering to gain experience. It will always mean making the concerted effort to act.

You don't necessarily need a plan (the word itself can be off-putting) but

brainstorming ideas and making lists of possible actions and people to contact has the benefit of giving you perspective, a degree of control and a way to manage progress.

Too often we will put acceptance ahead of happiness, allow fear to squash our dreams and put other people's agendas ahead of our heart's desires. You can also acknowledge that despite the challenges you have encountered you are still standing and your internal voice of wisdom is still audible.

Armed with this enhanced self-awareness you can make some different choices. You can take a step in a new direction, guided by your intuition and fuelled by that inner knowing that something better awaits.

> **'I became successful because I was obedient to the calling of my dream.'**
> Oprah Winfrey

I believe that our dreams are signposts, glimpses as to what's possible for us. As Walt Disney said 'our imagination is a preview of life's coming attractions'.

Authentic dreams fuel your soul and by extension change your relationship with the world around you. There is a richness and depth to these dreams that will have a positive impact on the world.

When you contemplate the possibilities of your dream you feel connected with the essence of who you are. You feel most yourself. ●

James Sweetman is the author of 5 books, including his latest novel *Finding Katherine*. James is a Business and Personal Coach, Author and Speaker based in Dublin, Ireland. Find out more about his services at **www.jamessweetman.com** or visit his YouTube channel.

When to Use Neuroscience and When Not To!

By Patricia Riddell and Ian McDermott

Neuroscience is one of the hot topics of the moment

Imagine attending an excellent talk which is highly informative about how to interact well with others. The presenter has a great deal of expertise and relevant experience. During the day, she provides some very practical advice and is highly engaging. You enjoy the day and find it very useful.

What you are less impressed with, however, is that the presentation is laced with neuroscience which you know to be: (i) out of date; and (ii) interpreted in a way that is wrong! When you ask about this, the presenter says yes, she knows it's out of date and wrong. When you ask, so why has she included it, she says that, nowadays, people like to see some neuroscience and so she put some in. (This is a true story).

What is it about models of the brain that make them so alluring? Neuroscience is one of the hot topics of the moment and has become part of the zeitgeist. Some people seem to believe that adding a bit of neuroscience increases the credibility of just about any presentation.

In 2011, when we first started working together Ian asked Tricia to estimate the potential time lag between lay understanding versus current professional understanding of the brain.

He asked this because, over a lifetime of collaboration with people from different disciplines, he has learnt that there is always such a knowledge gap – and it helps him to know how much catch-up he needs to do as a layman.

In this case though, the disparity was breathtaking. After some thought, Tricia replied '30 to 40 years'! As we discussed this we came to the conclusion that this must represent some kind of record. (Can you think of another discipline where lay understanding is so out of date?)

This was the start of an exciting collaboration.

For us the challenge was to ensure that any use of neuroscience would be relevant and up to date. So began many hours of discussion, conversation and workshop experimentation.

The collaboration that developed between Ian (as an expert in NLP, coaching and consulting) and Tricia (as a neuroscientist) has involved building bridges of understanding. We are able

to benefit from our individual areas of expertise which are brought together in an act of practical collaboration – which is itself an innovation.

This has been a highly rewarding experience for both of us as we have learnt to speak a common language by listening carefully for similarities and differences in our understanding. We have then put this into practice in two certification programmes. First we created NLP Practitioner with Neuroscience.

Our success here encouraged us to go all out and select from the tsunami of current neuroscience research what we thought would have immediate wider relevance.

So was born our annual Certificate in Applied Neuroscience programme.

The more we have worked together the easier it has become. Part of this comes from knowing what we know; but also from *knowing what is not known*. People always have so many questions and it's important to us that, when the research has not advanced sufficiently for us to provide a substantive answer, we can just say 'we don't know – yet'.

Applied neuroscience is in its infancy. Our concern is that it will lose credibility and become just another fad if it's not used correctly. For instance, sometimes when people start talking about which bits of the brain do what, it all starts to sound like advanced phrenology. Brains work as systems: often it's not individual areas but the complex interaction *between* different parts of the brain that

Complex interaction *between* different parts of the brain constrains what we can and cannot do

constrains what we can and can't do.

With lay understanding 30 to 40 years out of date there are many myths about the brain currently circulating. These myths are not harmless since they can lead to models of the brain and behaviour that are not just inaccurate but self-limiting.

So, for instance, do you know which of the following statements are true and which are myths?

1 We make no new neurones in our brain after we are born
2 We only use 10 per cent of our brains
3 There are left brain and right brain people
4 Listening to Mozart does not make you smarter
5 Your memory can hold 7 ± 2 things at a time
6 It's all downhill after 60
7 We know what will make us happy
8 Our memories of past events in our lives are inaccurate
9 The reptilian brain controls our emotional responses
10 The adult brain can be changed.

How many of these questions are you *certain* that you can answer correctly?

Why is it important that we know the difference between current findings and discredited myths?

Research has demonstrated that when people believe something about themselves, it can change their level of performance. The same holds true when we hold beliefs about what others are capable of.

With this in mind we often find a good place to start is to focus on neuroplasticity. This addresses several of the statements above, especially 1, 2 and 10. The ability of our brain to *change* as a result of experience is the primary reason that we are able to think, remember, decide, relate and notice things. In fact, everyone's brain is continually changing.

Neuroscience research is completely changing our ideas about what is possible in terms of changing the brain throughout a human being's lifespan. It's easy to accept that children learn quickly – just consider how many words a child learns between their second year of life and their teenage years. Indeed, during the early period of language learning, toddlers learn about 9 new words a day!

What is less widely recognised is the extraordinary power to learn that is available to us throughout our entire life. Just as we can gain muscle bulk at any age (e.g. Fauja Singh returned to running at age 74 and continues to run marathons as a centenarian) we can make new connections in our brains at any age.

So, one question that arises is: What ▶
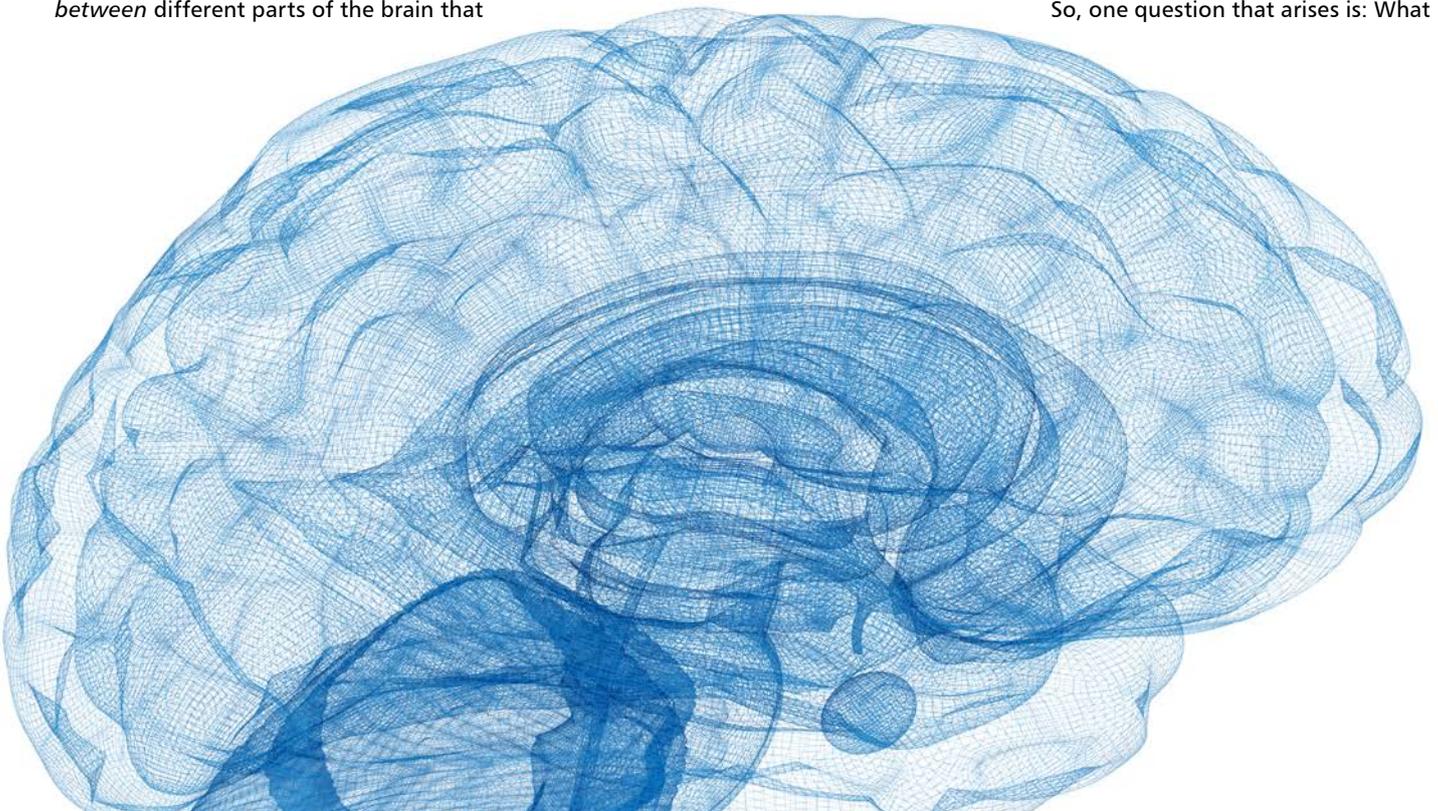
continues to change in the brain that allows us to learn?

The component in the brain that allows learning and continues to be available for change is the synapse – or the connections that are made between neurones in the brain. This allows new information to be added to distributed networks of information that we hold in the brain. Thus, for instance, when we learn a new word, changing the synapses in the part of the brain that stores words (Wernicke's area) allows us to remember the word when we see it again, or to use the word in an appropriate sentence.

While it's great to know that we can create new synapses and these are available as we need them, what we found more surprising – and more illuminating – is that this process never stops.

We do not create new synapses which then remain in the same place for ever. Instead, we constantly lose and replace individual synapses while maintaining a constant number of synapses between any two neurones.

Think of this like your skin or your liver – we slough off the outer layer of skin completely about once every 7 weeks and we completely replace our liver every 6 weeks. By comparison, research has demonstrated that about 25 per cent of synapses in the brain can be replaced every 24 hours.

So we replace our synapses about once a week!

Why would we do this?

The fundamental task of the brain is to learn, and this requires reformatting synapses in different neural networks to incorporate new information.

This is so important that it is not left to chance. Instead of only creating synapses when we need them, we are constantly creating them.

In addition to constantly creating (and losing) synapses, the brain is also capable of creating new neurones – but only in the parts of the brain that are important to memory (e.g. the hippocampus and dentate nucleus). In this way, learning piggy backs on processes which are always available.

The brain burns significantly large amounts of energy so that your learning ability will always be available.

Given these findings it's not surprising that, in the past few years, the old view of the brain as a fixed asset with regions which could be knocked out has changed dramatically. Neuroplasticity is not just a feature of the early years of life but throughout the whole of your life. However, most people are unaware of this. Indeed, some of the most common myths – e.g. you can't teach an old dog new tricks – assume the opposite.

The implications for how we understand our own potential and that of others are profound. As consultants, we have found the implications for teams and organisations extraordinary.

So ... what are you doing with this capacity?

Perhaps a useful next step would be to ask yourself:
• What do I believe about my own abilities that might therefore not be true?
• If my brain is not stopping me from learning, what is?
• What do I believe about the abilities of others that might not be true?
• How can I become more curious about my own and others' potential? ●

> When people believe something about themselves, it can change their level of performance

Patricia Riddell is Professor of Applied Neuroscience. One of her main interests is how neuroscience can be applied in the business world. With Ian McDermott, she teaches Applied Neuroscience through in-house training and public programs. She works at the interface between science and the business world.

Ian McDermott is the Founder of International Teaching Seminars which this year celebrates its 30th anniversary. Ian pioneered the integration of NLP and Coaching and is now doing the same for NLP and Neuroscience. He has trained a generation. His work focuses on 5 main areas – innovation, entrepreneurship, legacy, leadership and collaboration. Nowadays he spends much of his time advising senior leaders.

We Rise By Lifting Others

By Gemma Harley

In aid of

**WE ARE MACMILLAN.
CANCER SUPPORT**

NLP AWARDS
Saturday 19th May 2018
The Park Inn by Radisson, Heathrow
L O N D O N
www.nlpawards.com

As you can see from the photos, the 2017 NLP Awards Charity Gala evening was full of fun, delicious food, dancing, community spirit and a welcomed chance to put our glad rags on! Having the community coming together for the first time to acknowledge and celebrate all that is good in our profession was truly rewarding to be a part of.

The evening was also a charitable event, raising over £3,000 for Macmillan Cancer Support to ensure that they can continue to support those in need. We heard from Patsy Wood, our Macmillan Ambassador, about her incredible story of her cancer diagnosis and experience of support from Macmillan.

We hope to raise even more money for Macmillan next year to help others like Patsy to deal with the uncertainty that can come with a cancer diagnosis and the subsequent impact it has on their lives.

We'd like to thank all of those involved in making the event a success: the Awards Committee for the ideas, effort and passion each of them brought to the table from conception to delivery; the Awards Panel, Andy Coote, David Bowman and Nina Robbins, who handled the challenging task of selecting the finalists in each category; Macmillan Cancer Support for taking the time to read through the finalists applications and choose the winners; Patsy Wood for sharing her inspiring story; Joe Cheal for keeping everyone entertained as the MC for the evening; The Vignettes for their talent and energy; those of you who got involved and nominated, voted, attended or donated to Macmillan; and last, but by no means least, to the finalists and winners for their incredible passion and commitment to use NLP to make a marked impact in society.

The positive intention behind the creation of the NLP Awards was to provide an opportunity for us to come together and celebrate all that is good in our community and recognise individuals who are having an incredible impact in society, through their work with NLP.

There are countless individuals known and unknown out there, across the globe, taking NLP into places of influence, places of need; supporting NHS staff, teachers, students, patients, service staff, international communities and charities – the list is endless!

There are also those out there working tirelessly undertaking research to support NLP in gaining more traction and underpin what we all know has great worth and credibility. As we cited in a recent committee meeting, 'it's about those individuals out there taking NLP to those dark places and shining a light'.

'Dreams and dedication are a powerful combination.'
Willam Longgood

The theory, tools and techniques of NLP are themselves powerful and empowering, but isn't it ultimately about the choices we make as to what we do with it that makes the lasting difference? Isn't NLP only as good as the person who is using it?

NLP coupled with the right individuals, adding their own unique eclectic experience, knowledge and magic can literally transform the world and in these uncertain times, it can provide much needed hope and promise. It's a less than easy journey, from that initial discovery of NLP to where you are now, it has taken patience, passion, commitment and sheer determination!

Many of you are going to extraordinary lengths to help others. Whether you make change happen on a small or large scale, a positive difference *is* being made.

'One of the greatest feelings in the world is knowing that we as individuals can make a difference.'
Jeff Bridges

At the 2016 NLP International Conference, Karen Moxom led a session on 'What's your story?' In that session she asked 4 important questions:

1 Where has NLP made an impact on your life?
2 Where have you used NLP to make an impact on someone else's life?
3 Where can NLP have the greatest impact in society?
4 What has to happen next, for this impact to be seen?

If you didn't take part in that session and would like to contribute your own story, answer the above questions and send it into us at **unity@nlpawards.com**. You can also watch Karen's session which can be found here: **https://anlp.org/2016-nlp-conference-keynote**.

The responses to those questions were powerful and inspiring.

The combined stories speak volumes in very few words; they demonstrate the possibilities that NLP can offer us and the world around us. After reading all of them, it became apparent that there were two distinct themes in the answers to question 3, these were:

1 In education
2 For world peace.

For us, as a community, to believe NLP can have such a significant impact in these arenas is both heart-warming and motivational. There are already individuals out there full of purpose, strength,

passion and determination to make a difference in these areas and others, working selflessly towards achieving their big picture goals, dreams and visions.

The fact is that there are just so many of you who are out there doing superb work and this is about bringing that to the surface, to the forefront and celebrating all of your incredible effort and contribution. ANLP is working towards highlighting and supporting these great works even more in the future, because these stories underpin what ANLP is all about.

Whilst it's often useful to be future focused, we also know that taking time to pause and reflect can be of great value. Let's pause and reflect on all of the good being done in our community.

It can often be a lonely profession, having to pat ourselves on the back … but do we do it enough or do we even do it at all? Do we actually know how much of a positive impact we are making on a daily basis to others' lives?

Each and every one of you has something of value.

It's up to us to provide that platform of support, encouragement and acknowledgment for the genuine immense value being added.

It's quite simply about coming together as a community to recognise and honour the difference being made by NLP Professionals across the world and celebrating our collective positive ripple effect.

NLP really is making a difference, and the difference really is YOU! Now that's something to celebrate.

For more information about the **2018 NLP Awards** and to book tickets to attend, please visit **www.nlpawards.com**. ●

2018 NLP International Awards Finalists

The finalists were selected by an independent panel, which made their decisions, from the nominations received, based on what they collectively felt demonstrated the use of NLP to make a marked difference in the specified area; in Business, Education, Healthcare and Public Service and Community.

NLP in Business Finalists

Monkey Puzzle Training

Monkey Puzzle Training was set up by Karen Meager and John McLachlan with a mission to bring about positive social change by supporting businesses to become healthier through providing quality training, coaching and business strategy programmes that allow people to be themselves and to work effectively and efficiently whilst maintaining their own personality and mental health. As evidenced by the impressive testimonials provided in their nomination. 'Their courses have enhanced the skill set of key people within our organisation, helping those individuals to grow and develop into more self-aware, resilient and skilled individuals; who then continue to spread their own learning and positive impact further within the organisation.'
www.monkeypuzzletraining.co.uk

Peter Freeth

Peter has worked with companies and professional people all over the world, delivering coaching and training that helps people to access NLP in a very easy way. He has made NLP accessible in everyday business language to people and they in turn have made a positive impact on the lives of their colleagues, customers, employees and families. With countless examples of positive feedback cited in the nomination, showing a clear and consistent theme, that Peter is 'genuine, entertaining, walks the talk, and provides practical and easy to use packages for businesses that achieve successful results.'
www.geniuslearning.co.uk; www.nenlp.com

Phil Kelly

Phil Kelly at Pro-Noctis. Within the financial services sector, they aim to share their knowledge of human behaviour, utilising NLP, to demonstrate how a positive and proactive approach can minimise the risk of the country ever having another 2008 style financial crises. Pro-Noctis delivered a 7-month full time project within Barclays Bank where a bespoke training programme was developed based on the fundamentals of NLP. Pro-Noctis is just about to sign a 2-year contract with Barclays to roll this training out to 2,000 delegates across 4 continents following the major success of this programme. Barclay's feedback: 'the team has been extremely positive and I can see from my interactions, that there has been a language shift, and a focus on the right behaviours. To me, that is the training in action!'
www.pro-noctis.com

NLP in Education Finalists

Alison Knowles

Alison was inspired to create 'Ollie and his superpowers', having found a way to be more creative in therapy with children and has written 3 books using the Ollie model. She continues to train Ollie' coaches who work therapeutically in schools, with parents and professionals to use this dynamic approach to boost children's resilience and wellbeing. Her nomination form refers to Alison as 'an inspiration to so many children and adults. She is an amazing lady, with a passion for improving children's lives. The Ollie' model is a unique, dynamic and powerful approach that children, their parents and the professionals around them are falling in love with and achieving dramatic change very quickly.'
www.ollieandhissuperpowers.com

Joanna Harper

Joanna has recently funded herself to support the charity 'Friends of Mombassa Children', whose aim is ensure even the most poverty stricken communities in the area have access to the very best education. Joanna visited the Unity Nursery and Primary School in Mombassa, Kenya and her key role was utilising her experience as an NLP Trainer to train the staff in aspects of NLP that would benefit their pupils' learning experience. She has also now become an associate member of the Trustees to continue to support the charity in achieving their goals. Within the nomination form were many positive comments from the teachers and pupils who participated in the training; 'The training was one of the most transformational trainings to date.' 'We really benefited from the NLP training; it helped us to understand our learners.'
www.integratetraining.co.uk

David Murphy

David and his team in Mexico (Transformative) created the programme 'Bullying Tickles Me' which addresses the impact of bullying in schools, through playfully implementing the tools and patterns of NLP and Neuro Semantics. Recognising that to eradicate bullying is an inside job, their analysis shows that children who harm or degrade companions need to be perceived as powerful by others, and conversely the victim feels powerless and vulnerable, in both cases personal power is lacking. The programme installs personal power, beliefs and meaning that generate self-confidence, self-esteem and empathy. David has successfully delivered the programmes to 13 schools, each with around 1,200 students, in Mexico. The programme has also been presented to more than 2,000 educational institutions of the National Federation of Private Schools. Although it is a relatively new programme it has been very highly accepted and evaluations of participants in all workshops to date show transformed behaviours both individually and collectively.
www.transformative.mx

The winners will be announced at the NLP Awards Charity gala event on 19th May 2018

NLP in Healthcare Finalists

Charing Surgery
Charing Surgery offer complementary therapies to their patients including NLP. They are an open, forward-thinking surgery and believe it is important to provide patients with different options in support of their health and wellbeing. The surgery received continuous positive feedback from the patients as they are so grateful that the surgery has taken time to provide more wide-ranging and holistic options for their treatment. As a result of the surgery's support, NLP contributes positively to hundreds of patients' health and wellbeing and makes a positive difference to their lives. One of their patients feedback stated 'this has been life changing for me; I wish I had discovered it years ago.'

Jeff Stoker
Jeff is managing partner of a GP practice of over 13,000 patients, in a high unemployment and deprived area. He has turned the practice around from what was once the worst GP practice in Hampshire into a centre for innovation and a training practice. He runs a medical research unit from the practice and has secured innovation funding from the government to enable him to train other GPs using NLP. Jeff believes the only way the NHS can be sustained and transformed is to 'help patients help themselves' and he sees NLP as a catalyst to encourage patients to make the changes they really need to make in their lives.

Phil Parker
Phil's training programme 'the Lightning Process', which is heavily influenced by NLP, has changed the lives of over 20,000 people who were suffering with conditions such as Chronic Pain, CFS/ME, Anxiety, Depression, Fibromyalgia, MS etc. The nomination form stated that his clients regularly go from being house-bound, confined to bed or in a wheelchair to living healthy, happy lives, having families, progressing in school and careers, as well as achieving incredible things such as climbing mountains, completing ironman challenges and marathons, and in one case, even competing in the Rio Olympics! In addition, in 2011, as a charity project, the 'the Lightning Process' was provided to 300 Red Cross workers in Kenya to support the incredible work they were doing with HIV/AIDS. Phil also regularly runs workshops around the world for GP Appraisers, Nurses, Doctors/Consultants and Osteopaths raising the awareness of NLP in a positive way and changing healthcare from within by teaching tools to change how these professionals interact with their patients.
www.philparker.org

Thabiso Mailula
Thabiso works at The Talisman Foundation in Johannesburg, which is a psychosocial rehabilitation centre for people with mental health and addiction problems. Thabiso decided to study NLP as he felt his psychology degree was not enough for him to make the impact he wanted to make. His role was to prepare the clients for life outside the rehabilitation centre. The nomination form cited that the clients Thabiso worked with made incredible progress, with many being successfully discharged to live independently in the community. While working at the Talisman Foundation, Thabiso made a huge impact on the clients, their families, his colleagues and the students he supervised and the community at large, as evidenced in the success stories from his clients which were provided alongside his nomination: 'The wise words you shared with me helped me to start telling my story like a survivor not a victim.' 'Today I am doing a career I love and have learned to love myself and take care of me.'
www.perceptioninmotion.co.za

NLP AWARDS
Saturday 19th May 2018

NLP in Public Service and Community Finalists

C J Jeyachander
Since 2007, **C J Jeyachander** has been contributing to the service of communities across India and Karnataka. The nomination form stated 'he wanted to have a profound impact, which led him to join JCI as Zone President, supporting members, public and government officials, NGOs, corporates and other Non Profit Organisations to join hands for social cause. He used NLP modelling to become the very best leader to enable him to lead the example and mentor others to create change and positively impact the communities of these poverty stricken areas. As an NLP coach and mentor to change makers, he works with leaders of NGOs offering free coaching for their leaders impacting the whole organisation including their projects and service to the community.'
www.basixinc.org

Kim Ingleby
Kim has worked with over 200 clients using NLP tools, techniques and strategies to help reduce, overcome and manage their physical and mental conditions. Within the community, she works with groups of teenagers and women running workshops to increase their body confidence and self-worth. Many of her clients are linked with public service and complex GP referral cases including chronic eating disorders, stage 4 cardiac rehab, cancer rehab, stroke palliative care, post-natal depression and anxiety. Her bestselling book *The Hound of Happiness – 52 Tips to Feel Good* has raised £80,000 for mental health charities. There were countless positive testimonials alongside her nomination '... I would not have survived the last few months of my life with my sanity intact, without Kim.' 'What can I say; Kim is extraordinary.' I cannot overstate the amount of positive change she has brought into my life.'
www.energisedperformance.com

Phil Quirk
Phil Quirk and his team have provided Durham Police with free places on their residential NLP Practitioner course. All of the scholarship places are fully funded and provide incredible opportunities for the participants. The nomination form stated: 'It has had a phenomenal effect on both the staff who work with offenders with issues as well as on the clients themselves. Course attendees who were once offenders have now become mentors to others and improved their personal life chances significantly, remaining drug free and positive about their future. This scholarship has received exceptional feedback from all of the participants as well as praise from the Durham Police Chief Constable, Mike Barton, who has remarked upon the visible and positive paradigm shift in behaviours of both staff and offenders.'
www.pro-noctis.com

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