

# RAPPORT

The Magazine for NLP Professionals

AUTUMN 2012 / Issue 29

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## Judi James

Body Language  
Behaviour Expert

Using NLP  
Systemically

Tad James  
Maestro of  
the Timeline

The Infinity Point  
Adventures into the Void

Bringforthism  
and the Art  
of Creating  
Your Best Future

**DEBATE** p28

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## CONTENTS

6



20



44



### APPLICATIONS OF NLP

- 6 Celebrity**  
Judi James
- 8 Education**  
Don't Tell Me I'm Not Stressed
- 10 Basic NLP**  
Strategies and Spontaneity
- 12 Health**  
Boost Your Bones and Your Brain
- 14 Lifestyle**  
Olympic and Paralympic legacy - How Can You Maintain the Golden Glow in Your Life?
- 16 Business**  
The World is in Love with Engagement!

### NLP FOR PROFESSIONALS

- 20 NLP Legends**  
Maestro of the Timeline - Tad James
- 24 NLP**  
The Infinity Point - Adventures into the Void
- 28 Debate**  
Can we Create NLP Practitioners Online?
- 32 NLP**  
Using NLP Systemically
- 36 Training and Workshops**  
The 3rd International NLP Research Conference
- 38 NLP**  
Bringforthism and the Art of Creating Your Best Future
- 42 Events Diary**
- 44 Author Interview**  
Michael Neill
- 47 Book Reviews**

### BUSINESS ADVICE

- 48 Business Development**  
DISCover People Power
- 50 ANLP and Accreditation News**
- 52 Research**  
Reading Qualitative Research Critically
- 55 Professional Development**  
Take Care
- 56 Coaching**  
To Niche or not to Niche...Finding Your Niche
- 58 Spotlight**  
How to Publish a Book on NLP
- 60 Regional Groups**
- 62 Endnote**  
Say What You See - Image Streaming

24



28



48

# Take Care

By Mindy Gibbins-Klein

**W**hen you are in the business of helping others, it can be easy to get so wrapped up in the work, and so focused on the client, that you neglect your own needs. It is a common occurrence and a fairly common complaint amongst coaches, trainers and therapists. *Where is my 'me time'? How can I take better care of myself, my own life, health, wealth and relationships?* Some coaches never make time for themselves, and others do not even realise they are neglecting their number one asset.

It is very noble to put others first, and yet, if we do not take care of ourselves, we can put at risk the very work we do and be of no help to anyone! This article is meant for you, so that you can remember to put yourself first and take care of your own needs, enabling you to do better work for and with your clients. Not being an expert in any of these areas, I thought I would write from the point of view of a fellow coach, someone who has had to learn this lesson the hard way.

## How's your health?

Let us start with the very foundation of life. Health is one of the areas I see many coaches take for granted or neglect when life gets busy and stressful. Ironically, these are the times when we need good health more than ever – to deal with the stress and stay strong. As with most things, simply putting some attention and focus on it starts the process of improvement. Last year I joined a gym after procrastinating about it for many months. I finally decided that feeling just 'OK' physically and carrying extra weight was not allowing me to reach my life goals. Then I found that, despite having joined, I was not getting to the gym as often as I planned, or pushing myself enough during those sessions. So I took the big decision to get a personal trainer. It is a big investment and I only made that investment when it became important enough. I am just about to hire a coach to help on the eating and nutrition side of things as well. What do you need to do right now about your health, so that you can be your best and do your best work for and with your clients?

## Wealthy and wise

Being smart with money implies that you have your finances sorted out, and I will not presume to know what your personal situation is. One thing I have learned, however, is that if the basics are not in place, such as knowing exactly what your outgoings are, ensuring you do not live above your means, and having a plan to increase income and possibly reduce outgoings, then you may struggle financially. This can make you nervous or anxious, and this can come across to clients and prospective clients. I find it is hard to think straight with financial worries weighing you down. The solution is to get a grip, right now, know your numbers, make some tough decisions if necessary and commit to improving the situation. Get some help if you can, from a financial expert, a

“ This article is meant for you, so that you can remember to put yourself first and take care of your own needs ”



Mindy Gibbins-Klein

business or financial coach or even another business owner who is good at this stuff.

## Relationships rock

What I mean is *good* relationships rock. Bad relationships drain us and affect us in every other part of our life. If you are in some less-than-adequate relationships, in work or in life, now may be a very good time to take stock and see what can be done to fix them or sever them. If you have clients that do not make you feel great about yourself, find a way to fire them. See what you can do to avoid taking on another client like that. Look at developing the good, nourishing relationships you already have and prioritising the time you spend with people who lift you up.

## Some resources that may help you to help others

Working in the business and self-help book industry, my bias is toward good quality books and then acting on the advice in them. There are also many excellent courses and webinars around, some of them run by people in your network. Look at the professional coaching and NLP organisations you may already belong to, such as ANLP and Eurocoach. I have also discovered a good website called Healerzone ([www.healerzone.com](http://www.healerzone.com)), run by the talented and intuitive Jen Tiller. The premise of the site is exactly what I have just written about: to provide a place to take care of those who take care of others. Primarily for well-being professionals, it is relevant to coaches and practitioners of all kinds. All of these resources are being provided by people just like you, and I suggest you take advantage of that support, so that you can support others even better. Take care! ■

**Mindy Gibbins-Klein** is the UK's leading writing and publishing strategist, best known as founder of The Book Midwife and co-founder/director of Ecademy Press business publishing. Her mission is to create thousands of real thought leaders who will change business and society with their ideas. An international speaker, trainer and consultant with 20 years in marketing, training and coaching, and over 300 clients who have written and published excellent books and articles quickly using the Book Midwife methodology, Mindy writes and speaks to thousands of executives, business leaders and entrepreneurs each year about how to become a thought leader and turning expertise into enhanced credibility and more business. [mindy@bookmidwife.com](mailto:mindy@bookmidwife.com) Also see [www.professionalspeaking.biz](http://www.professionalspeaking.biz)



# Don't Tell Me I'm Not Stressed

Responding to real and perceived challenges faced by young people and those who support them

By David Perridge



David Perridge

**R**eflecting on Chantal Burns' feature in the Summer 2011 issue of *Rapport*, I recognised that beauty, or in this case, stress, is in the eye of the beholder. Nevertheless, working in the kind of environment in which I am lucky to find myself, the idea that 'stress' is just a construct, potentially a mere figment of my imagination, seems a cliché that is difficult to accept. Now, let me make clear that working in a school serving the needs of a very complex range of students presenting with issues including Aspergers, ADHD, ADD, school phobia, exclusion from previous schools and so on, is not *the* most challenging environment in which to work, nevertheless, the huge professional rewards to be had do come with a potentially hefty emotional and psychological price tag. High levels of staff sickness, serious incidents of unacceptable behaviour, a staff team sometimes sensing themselves as battling against both emotional and physical exhaustion, these are all genuine issues that have had to be faced and responded to as we have continued to build a sustainably successful school.

Recognising the absolute importance of supporting staff to deal with the impact on them of the challenges they face at work, three years ago our Principal, Christina Wells, paid a not insignificant sum for a 'Stress Management Consultant' to deliver a day's training. Much to our incredulity, and not a little humour, the

various assessment tools used during the day seemed to indicate that we were in fact the least 'stressed' staff team that the consultant had ever come across. The fact that our staff team are frankly an incredible bunch of people, as positive, open, and as flexible as you could expect to come across, means that what elsewhere might present overwhelming obstacles for people, are instead often viewed as opportunities to simply have a go at something different. Nevertheless, despite our consultant's judgement, it was apparent that there were serious issues that continued to need addressing if staff were to maximise their resources and skills in such a way as to enable them to manage perceived and real challenges more and more effectively, both for their own benefit, and ultimately for the benefit of those we serve.

It was against this background that Christina supported my request to undertake an NLP Trainer Training course. She had already had experience in the field herself and was quick to recognise the potential benefits that could accrue as staff were supported in developing ways of thinking and acting that allowed them the opportunity to perceive others and themselves differently. She knew that when we could get to the point where the attitudes, skills and ways of thinking inherent in NLP were an established part of the culture of our school then we would be on the way



## “The idea that ‘stress’ is just a construct, potentially a mere figment of my imagination, seems a cliché that is difficult to accept”

to achieving something truly significant. More than any other ‘initiative’, we would be equipping each member of our community with much of what they need in order to be able to build the kind of lives they want for themselves, having opportunities which before they may have denied themselves.

So, over the last two years or so we have embarked on a comprehensive programme of staff training which has seen fractionally under 100 staff completing Diploma courses, and 16 staff and one parent achieving Practitioner status. We also have five staff who will have completed a Master Practitioner course by the end of October. With a small number of ‘Twilight’ sessions for parents, and an evolving Practice Group, we are determined to ensure that NLP becomes part of everyday practice, and indeed the evidence is that this is very much the case. While some staff were enthusiastic from the very start, many others were not unreasonably cautious, with some concerned that they were being introduced to a gimmicky programme that was all about selling and manipulation. However, feedback both during and after each course has been universally positive. Whether it has been focusing on Outcomes, using Anchoring, exploring the use of Perceptual Positions, or developing greater flexibility and skill in the use of language patterns, staff have taken ownership of what they have been offered in ways that has made a significant impact on their lives both professionally and personally.

There are numerous examples of staff reflecting on how they feel a growing sense of calm, and of how this has enabled them to deal with previously challenging situations in ways which are increasingly successful. They have used what they have learned to become more and more effective in building positive relationships with others, both students and colleagues, and in many cases they now view themselves more positively, recognising that they are capable of achieving far more than perhaps they had previously thought possible. Indeed, in one case a member of staff who had been on medication for anxiety for a number of years has, subsequent to completing her Diploma course, chosen over the following six months not to continue with the medication. She now says she is so much calmer and more in control of her life, making changes that previously she had not thought possible, thinking and acting in ways that have benefited both her and her family as well as the students with whom she most closely works. At an organisational level, too, there have been significant benefits which we attribute in part to the impact of our increasingly effective use of NLP. In particular, the past year has seen staff sickness

levels fall to an average of 5.6 days per year compared to the sector average of eight. We have also earned the accolade of being voted TES Special School of the Year; something we are justifiably proud of whilst recognising just how much there is still to do.

We now find ourselves at the point where NLP really has become a part of who we are as a school. The language of NLP is heard all around and it is beginning to be taken up by students too. The decision to focus on getting what might be termed as a ‘critical mass’ of staff on board and equipped was a deliberate one, however, it represents just one stage in the journey. The plan is to continue; ensuring that access to Diploma level training is a basic entitlement for all staff. At the same time, an additional group of staff have the opportunity of undertaking a Practitioner course, while all students in Years 7–11 will have access to NLP through the curriculum, it being delivered through a subject we call ‘Self Science’. Our Post 16 students will also have the chance to benefit via their enrichment curriculum, while a revitalised Practice Group will ensure that skills and perspectives developed during training can be maintained and even further developed.

The impact that NLP has already had has been significant and it has created a genuinely positive feeling around the school, but I am under no illusion that support for what we are doing is not based on some woolly notion of making people feel better, wonderful though that undoubtedly is. No, the only reason for our continuing to proceed is because it is apparent that what has been done has already made practical and positive contributions to the social, emotional, behavioural, and academic development of students. While some of the evidence is as yet anecdotal and subjective, it nevertheless exists, and with the growing range of interventions an increasingly confident and well qualified staff team will be delivering, I am absolutely certain that the next few years will be exciting times indeed.

Our challenge in supporting young people increasingly recognise and fulfil their potential will continue to be tough, and at times it may still seem overwhelming, but as a community we are increasingly well equipped to see those challenges for what they are, and to be able to truly enjoy the journey, wherever it takes us. ■



### Some of the things staff have to say

‘I think there’s an ethos now of people doing things in a different way and in a more calm way...the impact is huge!’

‘The whole NLP experience has calmed me no end.’

‘I think it should be compulsory for all staff. It makes you look not just “out of the box”, but “in the box” and “at the box”. If all staff were armed with these tools the power of these techniques would be phenomenal.’

‘It just made me more confident and the fact that I felt more confident then gave her [student] confidence because I wasn’t worried, nervous, or anxious.’

**David Perridge** has worked with young people for over 20 years in a variety of educational settings. These have included working in mainstream secondary schools as both Teacher and Head of Department (History), being Head of History in a community school in Nairobi, Kenya, and subsequently, Assistant Head Teacher in a school for young people with social, emotional, and behavioural difficulties in Hastings. Since joining The New School in 2003 he has been Director of Learning for Upper School, in addition to which, as an INLPTA qualified Trainer, he leads staff training in Neuro Linguistic Programming.

You can contact David at [david.perridge@westheathschool.com](mailto:david.perridge@westheathschool.com). In addition, the school website ([www.westheathschool.com](http://www.westheathschool.com)) contains more detail about the use of NLP at The New School as well as video clips relating to staff training.

# The 3rd International NLP Research Conference

By Melody Cheal



In July, I attended the 3rd International NLP Research Conference held this year at the Fielder Centre, part of the University of Hertfordshire campus. The conference has expanded into two days this year providing some requested sessions on how to 'do' research on the first afternoon.

As with previous years the conference attracted delegates and speakers from across the world including the USA, Australia, New Zealand, Europe and Scandinavia. The global nature of the event was very apparent and the buzz very exciting.

Paul Tosey kicked things off by introducing us to the 'Research Onion' (Saunders *et al*, 2012). This simple but elegant diagram did help to clarify some of the important considerations needed when undertaking research. Watch out for an article in the Winter 2012 issue with more information on this model.

We then had the opportunity to choose one of three sessions to focus in on specific research topics led by Suzanne Henwood, Richard Churches and Paul Tosey. Suzanne and Richard each led sessions on Designing Research, in Suzanne's case qualitative and Richard's quantitative. Paul's topic was that other tricky skill, Critical Reading of Literature. All three sessions provided practical information for new researchers supplying some very real foundations for the future. The plenary debrief afterwards allowed us all to share ideas and ask further questions.

**“ The global nature of the event was very apparent and the buzz very exciting ”**

One of the highlights for me was the evening networking and meal together. The atmosphere was relaxed and yet full of energy. It provided a chance to chat with old friends and new. The informal, friendly feel of the whole conference made sure everyone felt welcome.

Day two began with a key note speech delivered by Michael Hall, a familiar face to anyone who attends conferences regularly. Michael is the author of more than 40 books and has been a major contributor to NLP for over 20 years. Today he shared some of his ideas about the importance of benchmarking and how this might be accomplished.

The main part of the day was taken up with three sets of parallel sessions each with workshops running in four rooms. Within each room there were either two or three presentations creating a dilemma for me, who did I want to hear more from.

The choices were amazing with streams such as educational contexts, professional development, meta-programmes, research methods, neuroscience and many more. Although we had to make choices, it was

useful to know that all the sessions were being recorded and would be made available to delegates via ANLP at some point after the conference.

My favourite session was delivered by Richard Gray and was called 'Four findings from Neuroscience that expand and explain NLP techniques'. Rick is an extremely engaging and passionate speaker. Looking around the audience I could see that I was not the only one hanging on his every word. His style as a speaker draws you in and leaves you wanting more.

This presentation builds on work presented at previous conferences including the RTM-VK/D protocol. He explained a number of interesting aspects of memory and in particular 'reconsolidation'. This relates to the strengthening and weakening of memory connections and how this can be used deliberately to make useful changes for people suffering from PTSD. My description here is an over-simplified snapshot of the presentation however Rick has very generously posted the entire article and his slides on his website: <http://richardmgray.home.comcast.net>. Do download it for the full details on this fascinating topic.

The conference included one session as a symposium led by Sian Weaver called 'What do we mean by research in NLP?' This session was lively and interactive with all participants taking part in the discussions. This session was very popular and I suspect could have continued much longer than the allotted time.

This was followed by the NLP R&R Project Update led by Rick Gray and Lisa





“ All three sessions provided practical information for new researchers supplying some very real foundations for the future ”



Wake. It was disappointing to hear that there had been some obstacles around a grant in the USA, however, it sounds as if the team are still positive and motivated to keep going.

The NLP R&R Project has produced a book drawing on the expertise of many different well known NLPers called *The Clinical Effectiveness of Neurolinguistic Programming: A Critical Appraisal*. All the profits are going straight back into the project.

One of the ideas put forward was the suggestion that there is a need for a more competency based framework to drive up professional standards. The ANLP and NLP R&R project are keen to engage with the wider NLP community to discuss what that might mean. There is an opportunity to get involved in such discussions if you go the NLP Research Conference LinkedIn group, which was originally set up by ANLP to promote such discussion.

For the final part of the conference there was a plenary session for everyone followed by an engaging and interesting keynote closing speech from Melita Reiner sharing some of experience of research from an NLPt point of view.

As always I came away from the conference feeling motivated and excited about possibilities for the future. I will definitely be attending the 4th International Research Conference in 2014 and I recommend you join me! It will be well worth your time and money! ■



‘I went to Richard Churches’ session on quantitative research methods I learned loads and it demystified a lot of it for me. And the other thing...being around great NLPers.’ Jeremy Lazarus

‘I’m not a professional researcher and I think the highlight was listening to a lot of people who know an awful lot more about research than I do and are very willing to share their experience. And not only that, they’ll actually help you with your research programme and I think that’s amazing!’ Olive Hickmott

‘My highlights have to be some of the people who came not sure what they were doing and who have gone away with a real idea of how they are going to conduct a research project. Giving them that confidence, clarity and they’ve gone away fired up. If half of those come through as real projects it will have been worthwhile.’ Suzanne Henwood

‘One of the highlights was actually the realisation that there’s a lot of NLP research out there. What we need to do is find some way of gathering that together because that cumulative effect could actually start pushing people to thinking “Hey! There’s something in this after all.”’ Pam Keevil

‘The highlight for me I think was out of conversations with Michael Hall and Richard Churches we were looking at the Wikipedia definition of NLP and beginning to look at could we between us create a definition to take off Wikipedia and shift things there and maybe roll that forward to the NLP Leadership summit. So that kind of got me excited because it’s a doable thing and it could make a significant difference to the credibility of the field.’ John Seymour

# How to Publish a Book on NLP

## Top 10 tips

By Liz Gooster



Liz Gooster

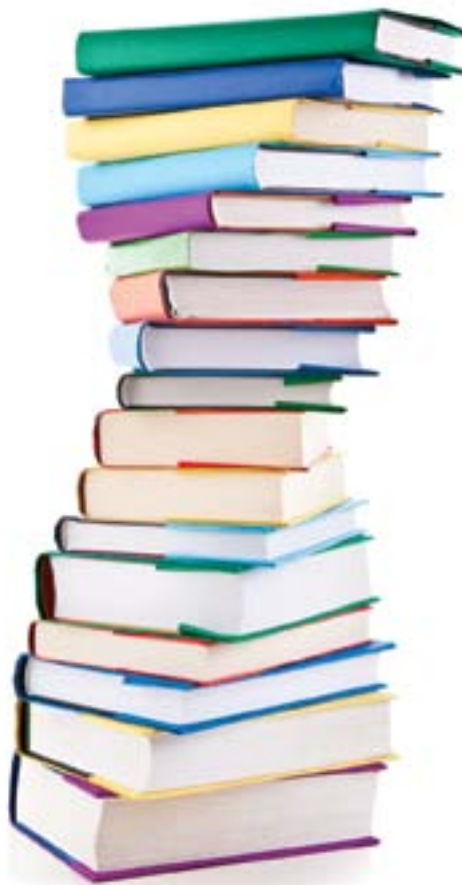
**S**o, you want to write a book? With the rapid rise of self-publishing as a viable, affordable and effective route, the first decision is whether to do it yourself or through a traditional publisher (see tip 1). I am a professional business publisher and have always worked for traditional publishing houses, so my advice is written from that perspective. However, for many people, self-publishing may make more sense and I certainly would not discourage anyone from this if it seems the best route to meeting your objectives.

If you are looking to get your book traditionally published, whether it is a book on NLP or on anything else, the critical thing you need to do is make it easy for a publisher to say 'yes'. Over the years I have given quite a bit of thought to what makes a successful pitch – and what does not. Here are my top 10 tips for anyone looking to make it into print (and/or online).

- 1 *Clarify your objectives.* What do you want to achieve in publishing your book? Imagine it is 12 months after your book has launched: what does success look like for you? When you have a clear vision of your objectives you will be better equipped to decide whether you need a contract with a traditional publisher or if you can do it yourself, and whether you need actual printed copies or e-books (i.e. for the Kindle and other e-readers).
- 2 *Do your research.* Look at a publisher's list before you approach them to check they publish the kind of book you want to write. Getting the genre right is a basic requirement: you might have written the most remarkable book on NLP ever, but if you send it to someone whose specialty is cookery books, they will not be able to publish it. This is an extreme example and, of course, it sounds like common sense, but you might be surprised at just how many prospective authors try the scattergun model of contacting as many publishers as they can, without due regard to

the fit between their book and the publishers' portfolios. More subtly, try to get a sense of whether your book's style, approach and market are in tune with the other titles on a publisher's lists. Are they the right publisher for you? Scour their website, Amazon and the shelves of your local bookshop.

- 3 *Be polite.* Again, it sounds obvious, but if you want an editor to champion your book and opt into a working



“ Think about your reader: what do they want to know? ”

relationship with you, the best strategy is to present yourself as someone who is good to work with. If you can, find out the appropriate editor's name before you contact them, and even better, find someone in your network to introduce you. Do be professional, courteous and interesting. Do not be pushy, rude and domineering. If you do not get a response a gentle reminder is fine (editors are always busy, so leave four to six weeks after your initial approach), but do not chase too much because you risk making a nuisance of yourself. And no one wants to work with a nuisance.

- 4 *Think about your reader.* For me this is the most important tip. Clearly a book is a big project for you and your objectives are important. A good editor will ask you why you want to write the book and what you want to achieve. Their main concern though is to publish a book that sells and to sell it has to offer something that readers want to buy. Publishers are commercial beasts, so they want to know why people would buy your book – what is in it for the reader? To put it even more bluntly, they care about what people want to read (and buy), not what you want to write. As you write your proposal, try to put yourself in your reader's shoes. People these days tend to be (a) busy and (b) besieged with information. If they have got some free time and they want to read something, they have an almost infinite choice. Ask yourself:
  - Why would they read your book?
  - What can you offer to justify them spending their time, money and attention on your content?
  - What new tools, techniques or thinking can they get from your book?
  - What will they be able to do better, more easily or differently, when they have read it?
  - What specific problems does it solve or challenges does it address?



## 66 Clarify your objectives. What do you want to achieve in publishing your book? 99

Make sure your book is not the answer to a question nobody will ever ask. Think about your reader: what do they want to know?

- 5 *Be original.* Easier said than done, I know, but do what you can to make the editor curious to know more about you and your book. Most people will email their proposal and while a subject heading saying 'book proposal' may be accurate, it is not very unique or inspiring. Try to do something a little different, to get you noticed and make the editor want to open your email. A clever title can grab their attention, even if it does not end up being the final one. If you can make your proposal sound like a compelling business opportunity, an editor will want to know more. And do not be afraid to show a little personality: editors are real people, and mostly they like working with other real people!
- 6 *Submit a proposal, not a manuscript.* If you have already started writing, by all means send a sample chapter or two, as this demonstrates your writing ability. But it is easier and faster for an editor to get a sense of what your book is about, what makes it new and different and whether or not it is something they want to publish from a well-structured, well-thought out and well-written proposal. This is your opportunity to make a powerful business case for publishing your book, so use it well.
- 7 *Cover everything the editor needs to know.* Most publishers have a set of guidelines, which you will find on their website and which you should follow.

If you cannot get hold of their specific format, make sure you cover:

- the readership you are aiming for – be as detailed and precise as you can. Instead of saying, 'anyone interested in NLP', say 'experienced NLP practitioners who are looking to further their understanding of techniques in X, Y and Z'
  - a persuasive elevator pitch – try to capture the unique message and benefits your book brings in 50 words or less
  - a summary of the benefits your book offers the reader
  - a Table of Contents, ideally with a brief summary of each chapter
  - a review of the competition. Hint: 'there's no competition' is not the right answer here. An editor will need benchmark books in the same market space to help them get a sense of where it fits alongside them. Even if there is nothing similar to what you want to write, think about what people might be reading instead, as book buyers always have alternatives. Which books in your field do you admire?
  - a brief biography demonstrating your credibility as the author of this particular book, with an outline of the plans you have to help promote it (see Tip 9)
  - a statement of your objectives and expectations in publishing your book.
- 8 *Define your market.* Who is your book aimed at? Saying 'Everyone needs this book' can come across as at best naïve and at worst, lazy. The editor has to categorise your book to pitch

it, the marketing team need to know which customers they are aiming for, it needs to have the right classification on Amazon. If you can be more specific than 'the NLP market', all the better. I also like brief profiles of typical readers so I can understand who the book will help most.

- 9 *Make yourself an expert with a platform.* Offer to help by marketing to your contacts and using promotional opportunities such as speaking engagements, training seminars and your social media activities. The most commercially successful books are those which combine a strong sales effort by the publisher with a targeted and authentic campaign by the author to their own professional network and community.
- 10 *Be lucky.* Sometimes your proposal might land on an editor's desk at just the right time: they are looking for a book in exactly the area you want to write on. They will still want a well-written proposal and an author with credibility though, so all the tips above still apply.

Good luck! ■

**Note:** industry-specific terms and job titles in publishing industry can be confusing, so I have tried to follow a simple pattern here, using 'publisher' to mean a publishing company; 'editor' for the person who signs up your book, also commonly known as a commissioning editor, acquisitions editor or publisher; and 'list' for a collection of books that an editor is responsible for, which may cover all of a company's books, one or more imprints (effectively brands owned by the company) or books on a particular subject or for a specific market.



# ANLP Accreditation News

## ANLP Accredited Trainer

**Business remains busy here at Accreditation HQ and since the last edition of Rapport was published, we have awarded five more Gold Seals to successful applicants.**

**Congratulations go to:**

- **Chris Matson** of A Mind To Learn (Accredited Trainer)
- **Graham Megson** of Maple Tree House Ltd (Accredited Trainer)
- **Helena Megson** of Maple Tree House Ltd (Accredited Trainer)
- **Carole Rushton** of Blackburn College (Accredited Course Provider)
- **John Marsden** of Blackburn College (Accredited Course Provider)

We will hear more about each of our new Gold Seal holders in a later edition of Rapport. In the meantime, our External Verifier Panel are being kept busy with a further four applications in progress.

You may be wondering what the difference is between an Accredited Trainer and Accredited Course Provider. An Accredited Trainer is a qualified NLP Trainer who is certified to deliver NLP Qualifications – i.e. NLP Diploma, Practitioner and Master Practitioner. Our Accredited Course Providers are NLP Master Practitioners (with a generic Training Qualification) or NLP Trainers who deliver NLP 'related' courses which do not lead to an NLP Qualification but which do have NLP content.

Increasingly, trainers enquiring about Accreditation are doing so because their

clients are requesting courses that have been reviewed and approved by an external body, including those which are not formal qualifications. ANLP Accreditation provides this assurance and additionally, provides an excellent marketing tool for Accredited Trainers, as they are able to offer three months free membership to each course delegate receiving an ANLP Accredited Certificate.

## ANLP Accredited Professional

In June we launched the Accredited Professional and were pleased to receive 14 requests for application packs on the first day. As with the Accredited Trainer Scheme, the Accredited Professional gives NLP Professionals the opportunity to demonstrate to potential clients their commitment to providing a high quality service. The assessment criteria are closely aligned with ANLP's core values and enable you to demonstrate that your professional practice meets these Ethical, Professional, Integrity and Credible values.

## What is a 'Master Trainer'?

If you are considering becoming an NLP Trainer, make sure that the person who is going to train you is recognised by ANLP or another NLP Professional Body as being a certified 'Master Trainer' (or equivalent). Having met with representatives from the other NLP Professional Bodies in the UK, including INLPTA and the Professional Guild, ANLP has now published a set of minimum criteria for Achieving 'Master Trainer' (or equivalent) status. You can

read more about this on our website:

[www.anlp.org/what-is-an-nlp-master-trainer](http://www.anlp.org/what-is-an-nlp-master-trainer).

## Direct Feedback Online

And finally, the direct feedback forms for Accredited Trainers are now online. We've implanted this to reduce your administrative burden, save our postage costs and enable us to provide you with an annual summary of feedback. Keep an eye on your inboxes as I'll be sending the link to the on-line evaluation soon!



Jane Lloyd

For more information about ANLP Accreditation you can contact **Jane Lloyd** on Tuesdays or Thursdays on **0203 051 6740**, email **accreditation@anlp.org** or go to **www.anlp.org/anlp-accreditation**



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