

# RAPPORT

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**Emergence  
Coaching: The  
Power of Being  
'Here, Now!':  
Benefits for  
Clients and  
Practitioners  
Alike**

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**Highlights from our Social Media Outlets  
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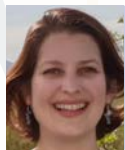
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# Do You Ever Reach a Goal Only to Immediately Backslide?

Revisiting your identity could shift EVERYTHING



Eve Menezes Cunningham

eve@selfcarecoaching.net  
www.selfcarecoaching.net

**What would a person who really loved themselves do? Do that.**

I've loved the (neuro)logical levels since first training in NLP nearly two decades ago. I just made a mini series of videos about them (available for free on my website and YouTube channel @[evemenezescunningham](#)) and was especially struck by the identity level, having recently been reading James Clear's *Atomic Habits*.

Back in 2001, even before I trained in NLP, I created a new identity for myself as a 'happy healthy non-smoker' after a heart scan before surgery. I knew I wasn't the kind of smoker who could just have one every now and then. This meant I had to change everything about my life (I'd previously woken up, lit up, brushed my teeth, lit up etc etc).

I quit caffeine a month later and alcohol a few months later, started swimming, yoga and meditation, and gradually transformed my life.

Clear uses smoking as an example in his book in terms of someone who is deciding each time they're offered a cigarette how to decline (or give in to temptation). The person who no longer identifies as a smoker finds it much easier to say, "No, thank you" and move on than the person who is tortured by each decision.

My first five weeks of becoming a healthier happier non-smoker had me wanting to tackle people in the street for just one puff whenever I smelled my old brand. I felt SO desperate. But I also knew that I'd smoked my last.

Although identity is a higher level



than behaviour in the (neuro)logical levels, Clear talks about the importance of putting systems in place to support wanted behaviours. Goals alone are why so many people experience an anticlimax or even crash on reaching a goal if they haven't systemised the behaviour.

Clear talks about how every action we take (behaviour) is a vote for the type of person we are becoming (identity). It might be the person we say we want to be becoming but often it's not.

Elite athletes might train for ages, then lose all that hard work if there's not a proper rest, recovery and retrain plan. We all need systems in place to support ourselves when we're working hard towards each goal, then basic systems and habits to support our own equivalent of rest and recovery time. More and less strenuous in different seasons but an integral part of our lifestyle.

## Who are you becoming?

I realised I could ask myself just ONE question on a regular basis and put systems in place and make additional choices to support THAT identity.

My BIG question (which I've written in chalk in my bathroom, so I see it several times a day) is: "What would a person who really loved themselves do? Do that."

Back when I started working with NLP and coaching and complementary therapies, my default everything was self-loathing. For years, even while working as a coach, when I actively meditated,

practised yoga and coached myself, I felt potential and hope. But the background loop was very destructive and exhausting.

Decades later, I've come so far I feel fine about visitors seeing this question on my bathroom mirror. They might think, "There goes Evie again" or "Why would she need to ask? Does she not already 100% love herself? Isn't self-care the basis of her work? What's WRONG with her?" but I don't care (enough to put these imaginary concerns ahead of more deeply integrating this new identity). Progress, not perfection.

This gentle prompt helps me make friendlier decisions for myself in all areas of my life.

## How about you?

When you think about what you want (or all the things you want) to change in your life right now, what kind of person might already be living that way?

Describe them in great detail. Using role models who embody the identity you're growing into can be helpful. We can imagine ourselves taking the actions that these famous, successful or fictional characters have modelled.

Who do you most admire? What do you imagine or know (from interviews) about their identity? What systems and strategies might you adopt from them?

What question might YOU write on your bathroom mirror to help you keep voting for the kind of person you're ready to and deserve to become? ■

# Emergence Coaching: The Power of Being 'Here, Now!': Benefits for Clients and Practitioners Alike



Dr Magdalena Bak-Maier

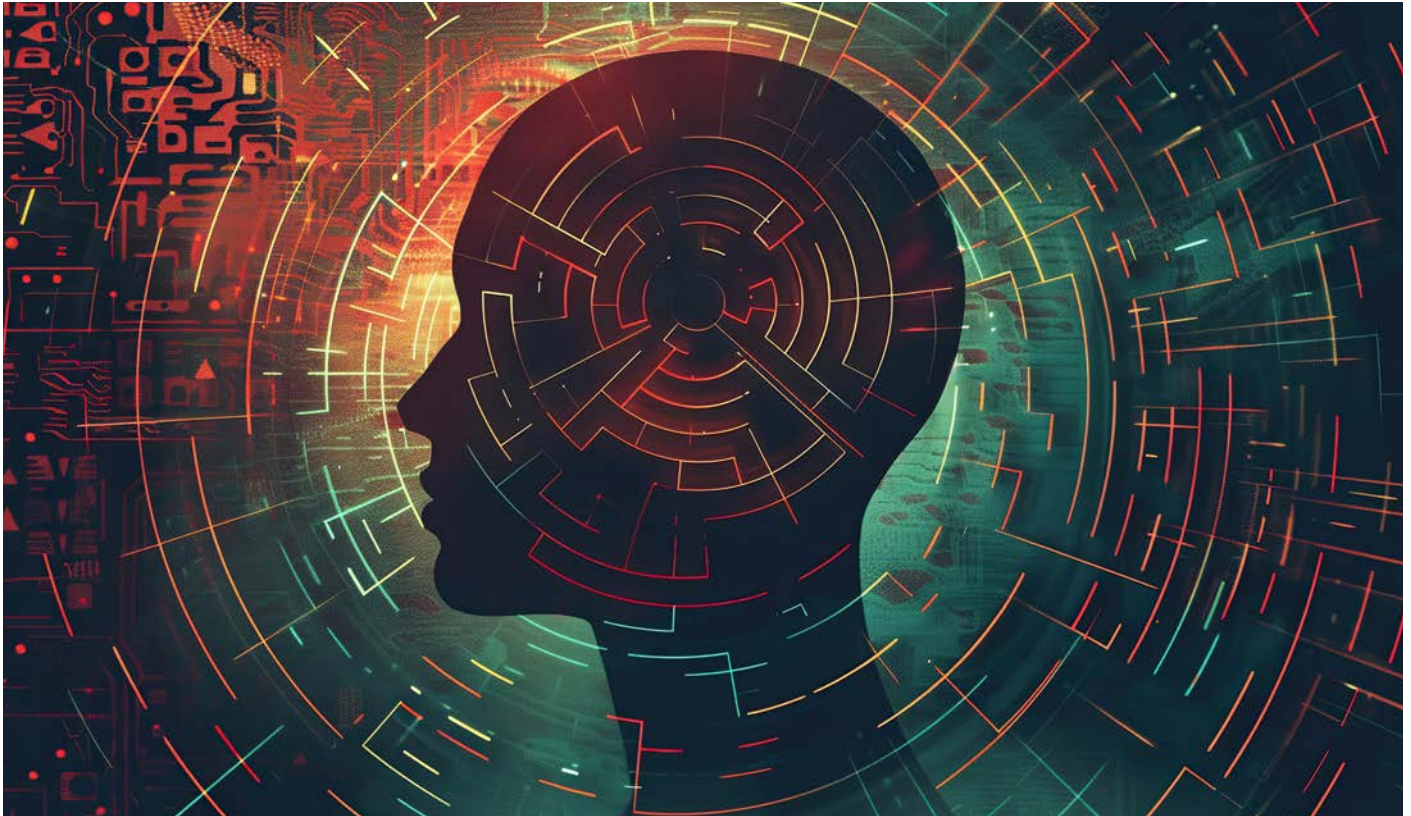
mbm@maketimecount.com  
www.maketimecount.com



Edward Grey

edward@bluetouchpaperconsulting.co.uk  
www.bluetouchpaperconsulting.co.uk

(Part 2 of 3)



**W**elcome to the second of three articles on Emergence Coaching (EC). Here, we introduce the EC framework and suggest how a primary focus on emergence within a coaching session can lead to remarkable outcomes for both client and coach. We call on Bateson, Korzybski and Erickson in support, whilst also considering how EC differs from traditional coaching.

The rationale for this series is our perception of a growing yearning to reconnect with personal agency in an increasingly BANI (brittle, anxious, non-linear, incomprehensible) / VUCA (volatile, uncertain, complex, ambiguous) world. Those who attended our 2024 NLP International Conference workshop concurred that clients are seeking greater relational depth in their lives and poor mental health, loss of purpose, identity confusion, fractured relationships and unstable values are all on the rise. Such themes are not new to coaching, but the level of disturbance seems far greater and 'helpers' themselves are also adversely affected. Burnout, resignations, sudden career shifts and stress-related absence from work are increasingly common. Psychosocial instability, disconnection and dissociation are rising, made worse by information overload, fake news and a trend toward virtual relationships and remote working.

We believe that traditional goal orientation in coaching (aiming for 'better'), whilst attractive, is also problematic. NLP's Present

Situation (PS) – Desired Outcome (DO) default model potentially risks weakening the client's agency over the 'now' moment.

## **Emergence Coaching: The transformative power of 'here, now'**

Emergence is a *process* in which emergent phenomena (properties or behaviours that arise within a complex system resulting from interactions amongst its components) give rise to new possibilities. Human beings are complex systems in *constant process*, not fixed entities; emergent feelings, thoughts and behaviours arise as a consequence of interactions within us, between us and with the world around us. Emergent phenomena are the in-the-moment body sensations, ideas, thoughts, metaphors... anything that our *embodied cognition can become*

**Human beings are complex systems in constant process, not fixed entities; emergent feelings, thoughts and behaviours arise as a consequence of interactions within us, between us and with the world around us.**

aware of (Lakoff & Johnson, 1999). When a client walks into our room, ALL parts of all three systems (at least) are at play (client world, coach world, client-coach world), whether or not we're aware of it.

While we accept that clients will bring some sort of internal representation of their future goal, in EC we prioritise the client's 'here, now' experiencing. We can't know what specific direction the process will take until we are in it. If EC sounds more risky, it is also more ecological. It mirrors VUCA/BANI and is, arguably, a profound way to *pace the current experience* of the client.

EC coaching also emphasises the relationship of client-coach; the NLP concepts of sensory acuity, pacing and leading, and rapport are all paramount here. With EC, actionable outcomes emerge from client and coach being fully present. This is genuine 'here, now' coaching.

### Emergence Coaching: a six step framework

In contrast to the 'not yet achieved' narrative of traditional coaching, our framework approaches the client's desire for change by befriending emergence: a powerful force for moving out of 'stuck' into states of creativity and courage. When stuck, emergence is a natural source of true power as emergent phenomena are legitimate and cannot be denied – they are what 'is'. Clients and practitioners stand to benefit from deepening their trust *in themselves* as EC strengthens personal agency; as emergence is co-created, the trust between client and coach relationship deepens too.

A shared encounter with emergence is pregnant with rich possibilities, precisely because of the unknowingness. When we start tuning in and responding to emergent phenomena, we often find previously held expectations/goals of the session disperse. What emerges is more human: a deeply connecting, sacred experience. It's unpredictable, sometimes uncomfortable, ridiculous or playful; it can be shocking, or feel empty or still. It is always *true*. As we tune in to emergence, unplanned awareness takes place from which lasting transformation follows – the hallmark of EC coaching.

With the framework below, we recommend following the steps in order, whilst remaining client-centred and trusting the process as it unfolds.

#### Step 1. Settling and Intentionality

Grounding/settling/associating and orienting to the 'now'

#### Step 2. Connecting for Oneness and Internal Authority

Growing inner resources, mind-body-heart-spirit integration, accessing your 'Best/Ideal Self'

#### Step 3. Befriending Emergence

Three stages: (i) what makes it difficult? (ii) what makes it tolerable? (iii) what makes it exciting and generative? Labelling 'not-knowingness' and moving through discomfort to an appreciation of fuzziness as gold

#### Step 4. Permission to Experiment

Loosening the fear of 'getting it wrong'; evoking curiosity; minimising judgement or evaluation

#### Step 5. Meaning-Making

Acknowledging any shifts and resulting action, if any, to be taken

#### Step 6. Personal Agency – and now what?

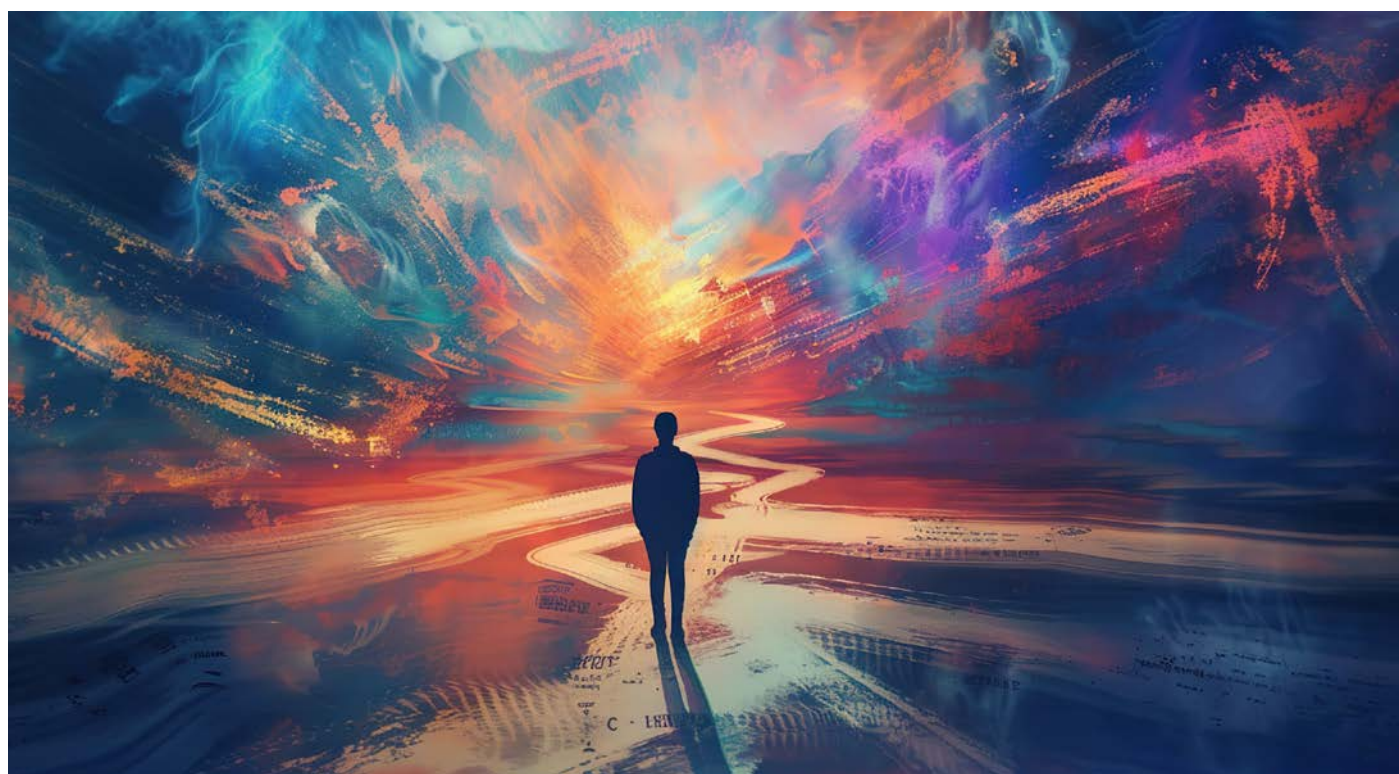
Exploring the being state of now and what this 'now' invites

### Emergence Coaching and NLP

Daniel Siegel suggests the mind is "*an embodied and relational process that regulates the flow of energy and information*" (Siegel, 2010). Our moment-by-moment reality is a mix of 'top down' and 'bottom up' experience, where stored information from the past and ongoing sensory feedback in the 'now' blend. An intentional focus on emergent phenomena can release the client from *apriori* thinking; what *is now* isn't what was or what could be. Validating the client's now-experience as their 'truth' is critical to moving forward. In their own ways, Bateson, Erickson and Korzybski aligned with this fundamental belief.



**A shared encounter with emergence is pregnant with rich possibilities, precisely because of the unknowingness.**



▶ Bateson's logical levels of learning provided the early NLP modellers with useful understandings about how human beings structured their experience. The notion of each one of Bateson's levels being active *simultaneously* fits well with the EC framework (Bredo, 1989 and Tosey, 2006).

Korzybski proposed that un-sanity occurs from not being aware of the difference between experience at the 'un-speakable level' and mental abstractions. Much of *Science and Sanity* considers the consequences of a lack of awareness of abstracting (the 'ladder' of meaning-making) and how un-sanity arises the further we move away from 'primary' experiencing, getting lost in 'false-to-facts' identity constructs. Our framework focuses the client on 'here, now' experience, avoiding a quick move to 'abstracting'.

EC also fits neatly with Milton Erickson's work and his unshakable belief that his clients were capable of self-correction. For Erickson, the client's unconscious held the key to finding coherence and alignment in the system. He took a client's resistance as indicators of their mind-body system initiating self-correction, often 'prescribing the symptom' to encourage the client's self-organising properties. Erickson also strived to 'make the client right'; what showed up in the room was acknowledged and validated as 'right' because it was happening: the client's system was behaving in the way it needed to in that moment. And, as Jay Haley pointed out, Erickson's process was rooted in the relational space; it was through the *relationship*, the in-the-moment energetic field co-created between client and therapist, that change became possible.

While human beings seem hard-wired to seek 'more, better', we're proposing that (i) the process of intentionally engaging with emergent, in-the-moment phenomena can be, *in itself*, transformative; (ii) EC can give rise to *new* and potentially very different goals than those originally perceived necessary – or sometimes dissolve a need to change anything; and (iii) tuning in to emergence opens up the 'plane of possibility', evoking increased compassion, creativity and courage in the client *and in the coach* – states most needed in the BANI/VUCA world to (re) build or reconnect client and coach with internal agency.

Although coaching is perceived as primarily action-oriented, the EC framework emphasises something more primitive, rooted in many spiritual traditions, predicated on the idea that '*being*' precedes '*doing*'. At the root of our framework is an attitude of humility and compassion, of holding space for a mutual experience of non-judgemental discovery.

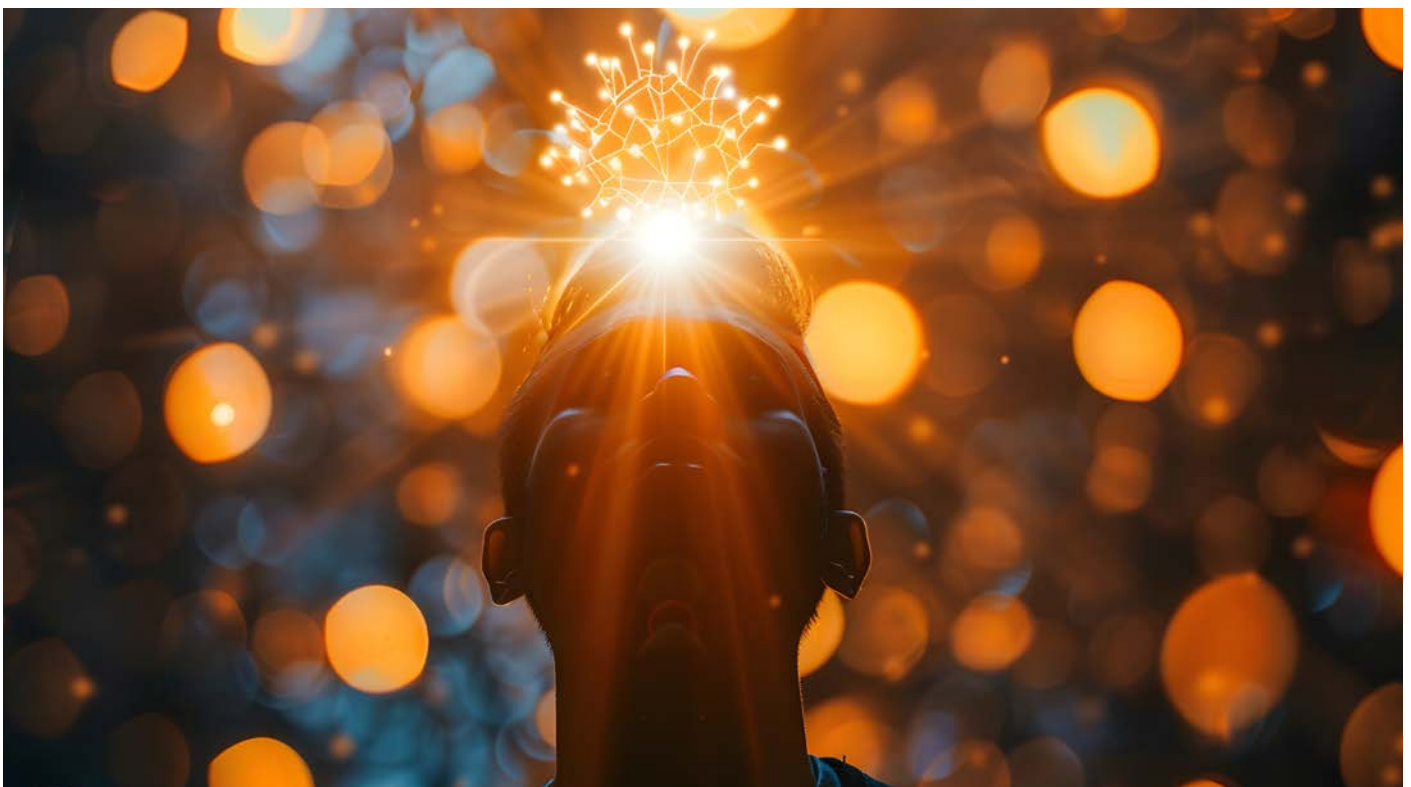
In sessions, clients say 'I' and 'me' often, giving identity and purpose a form of two ever-present threads. Martin Buber's *I and Thou* suggests there is no 'I' without the presence of another (in this case, the coach). Our framework presupposes that practitioners deeply commit to the co-creative process and are as invested in the outcomes as is their client.

### Reflections for the reader

- 1 How aware are you of emergent phenomena as you coach?
- 2 How much do you trust yourself within your process?
- 3 What helps you stay present with your clients and what makes it difficult?
- 4 How important are future outcomes in your practice?
- 5 What is emerging for you here, now, as you read this?

In summary, our EC framework *creates the conditions* for decisions or actions to form in the client's mind, but it doesn't *aim* for them. EC encourages the client and coach to mindfully enter into the 'field of possibility'. We access a type of 'truth' that is difficult to deny – because such truth is, arguably, the closest we can get to being uncontaminated by fear of the *future* or remorse from the *past*. And herein lies genuine strength to face all that comes our way. ■

**At the root of our framework is an attitude of humility and compassion, of holding space for a mutual experience of non-judgemental discovery.**

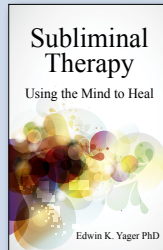
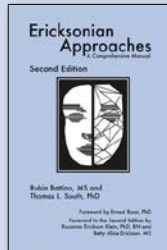
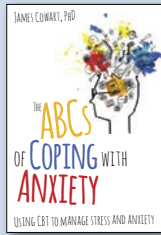
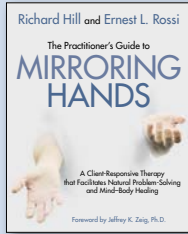
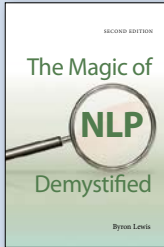


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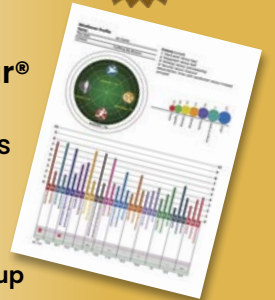
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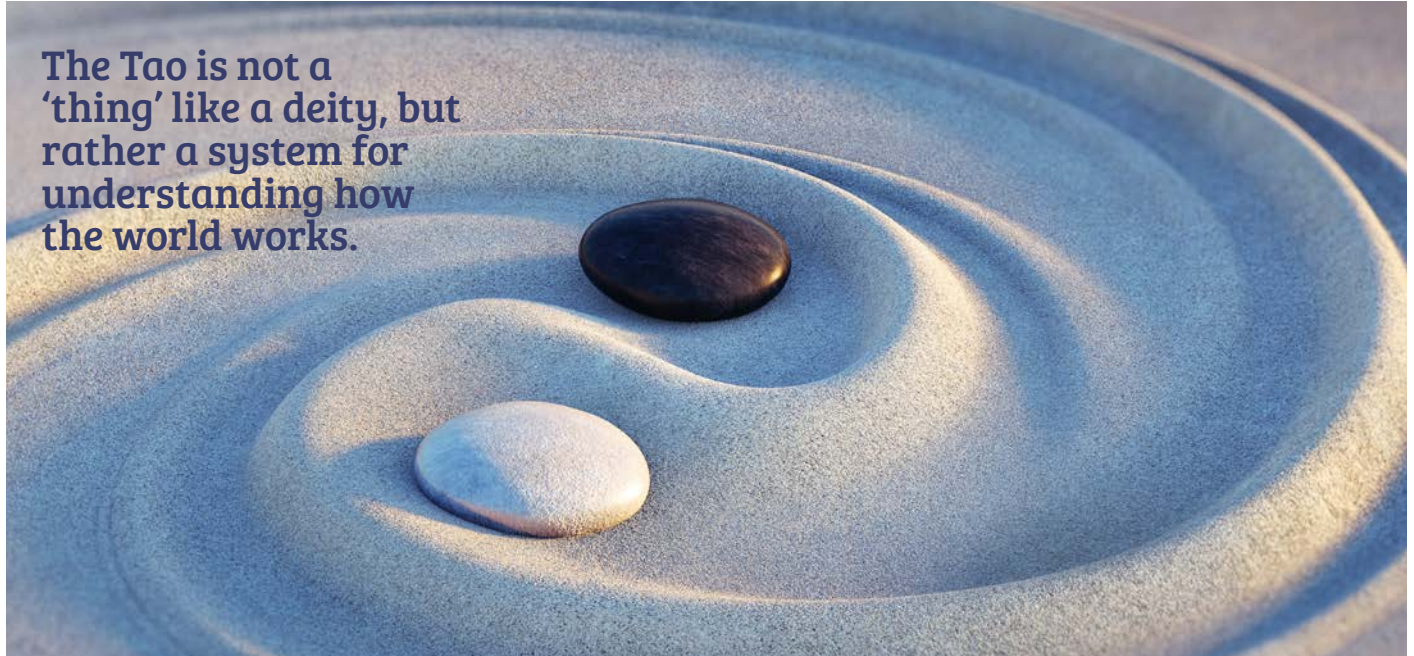
# The Creation Cycle



Richard Bolstad

nlpnz@yahoo.com  
www.transformations.org.nz

The Tao is not a 'thing' like a deity, but rather a system for understanding how the world works.



**A**s a trained archaeologist, my approach to traditional Chinese exercise systems (Qigong, Chi Kung), which I am also a teacher of, is a little different to the usual 'new age' approach. My idea is that people in China 4000 years ago were pragmatists. They didn't have the luxury of living in a fantasy world because they needed to make sure they survived pandemics, floods, famines and other normal challenges of survival. So, the systems they use to explain the world are based on careful observation of what worked.

For example, when the Chinese sages said that the five tastes are linked to five internal body organs, it turns out they predicted the results of modern research rather precisely. The heart does actually have bitter taste receptors (Bloxham et al., 2020) and the kidneys do indeed detect and regulate salt (Esteva-Font et al., 2012). The pancreas does monitor and regulate sweetness (Macdonald et al., 2005), and the liver detects and regulates acidity or sourness (Häussinger, 1997). Umami (the fifth taste, found in mushrooms and meat) itself regulates glutamate intake and its receptors directly control lung function (Sasaki et al., 2023). There is a whole Chinese culinary system built around balancing these flavours to enhance health and, as a

Registered Nurse, it kind of frustrates me that almost no one in the west uses it. You could dismiss these 'coincidences', but as an NLP trainer it occurred to me that the ancient Chinese sages might actually be onto something more basic than how to make a great chow mein.

The same system that allowed the Chinese sages to predict these organ-taste connections is also the theoretical basis for Traditional Chinese Medicine, for the Chinese version of what NLP calls metaprograms, and (via Chi Kung) for the Chinese approach to managing and transforming your emotional state. Using the principal components of NLP changework, especially reframing, anchoring, submodality shifts and leveraging physiology use, it's possible to re-explain traditional Chinese meditation processes such as the Inner Smile and the Creation Process itself (this is my adaption of an ancient guided visualisation). Done with the awareness of NLP, we can not only explain to clients how it is working, but make sure we use the core principles to get more out of each process. The results include more effective health management, better understanding of our own personality, and the ability to enter profound states of bliss, what NLP developers like my friend Connirae Andreas would call 'core states'.

## Tao: The system

In Chinese, the word 'Tao' (道, pronounced 'Dao') means 'the path' or 'the way'. The Tao is not a 'thing' like a deity, but rather a system for understanding how the world works. Two basic ideas of Chinese Taoism are that 1) the way you think about the world never fully explains the world, it's just a 'model', and 2) life is made up of constantly adjusting and interacting systems. The first idea is expressed in the very first words of the Tao Te Ching (道德經, Dao De Jing) as "The Tao that can be spoken of is not the eternal Tao. The name that can be named is not the true name." We say it in NLP as: "The map is not the territory." The second idea is that everything that exists experiences a constant cycle of adjustments, and it is this cycle that is the core of what I teach in the Creation Cycle training.

## Stuff happens in a predictable cycle

To get the most out of life, it helps to know that things happen in cycles. For example, during and after the pandemic of 2020, most of our NLP businesses experienced a downturn. As NLP trainers, we are probably smart enough to not keep spending money the way we did at the peak of the cycle. Instead, we know that this is a time to conserve energy



and utilize the withdrawal. Lyft, for example, is a business that provides vehicle hire and taxi services. In the pandemic, no one was travelling, no one was wanting their lifts, so they shifted to ferrying medical supplies and creating meal delivery services; remember what a boom there was in courier services (Etherington, 2020). Tito's Vodka makes a handcrafted alcoholic drink. Based in Texas, but with production in places like New Zealand, they faced a challenge in the pandemic because bars were closed and music events where people would drink were no longer happening. They produced alcohol, so they shifted production to produce hand sanitiser for the pandemic market (WBALTV, 2020). Identifying and aligning with the cycles of the market is already part of how we think in NLP.

### The five phases

Thinking that there is an up-phase and a down-phase in any cycle is something the Chinese Taoists did, of course – they called these phases Yang and Yin. But they were able to get much more leverage by thinking of cycles as having five phases. These are like the seasons: spring, summer, late summer (we don't have a word for this in English, but the Chinese found it made sense to think of late summer as a separate phase), autumn and winter. The Chinese called these phases Wood (甲), Fire (丙), Earth (戊), Metal (庚) and Water (壬). This is just a metaphor. As historian John Dominic Crossan (1996, p.79) explained, "My point, once again, is not that those ancient

people told literal stories and we are now smart enough to take them symbolically, but that they told them symbolically and we are now dumb enough to take them literally." Remember, the Taoist teachers were pragmatists.

Once you have this idea of any system being cyclical, like the seasons, then it becomes possible to understand personality in a new way, for example. Spring is the season of assertiveness, of new beginnings. Summer is the season of enthusiasm, of expansiveness. Late summer is the season of stability and holding on to what you have. Autumn is the season of discriminating what to let go of, and what to store, just as some trees let go of leaves and store food in root systems. Winter is the time of calmness, of careful holding of energy. And these five functional elements, the Chinese suggest, make up personality. You may have one of them dominant, you may have a couple of phases dominant, or you may have a sense that they are balanced in your system. Let me take Fire (enthusiasm, expansiveness) as an example, because when I check with a traditional Chinese Medical Practitioner, this tends to be what they find is dominant in my system. When my life is out of balance, my risk is that I don't slow down; I tend to speed up, to get more frenetic, to try and expand more. On the other hand, when my life is in balance I have a real sense of joyfulness and expansive delight in all things; it's my thing. If I stay out of balance for some time, it will start to affect me physically, first with my body over-heating (inflammation), and then

with my heart being affected (my blood pressure rising).

For the Taoists, personality and physical health are part of the same system. If I'm working with a coaching client who has this Fire element dominant, I know that a key life issue for them is "How much can I realistically take on?" When I'm working with a coaching client, this system gives me important clues, whether they talk first about their physical health or about their psychological symptoms. Even my tendency to focus on bitter foods when I'm under stress (coffee and chocolate) is a clue to the Taoist coach.

As an NLP Trainer, my aim isn't just to play with the traditional five-phase model though. It's also to create a model of them that is more accessible and useable to you, rather than requiring years of study and reading ancient books. So, as far as the personality profiling goes, I developed a questionnaire. I tested it by giving it to a Chinese Medical Practitioner and having him separately assess his clients' personality by reading their 'pulses' (an almost intuitive method) and then by giving them the questionnaire. The results matched. The questionnaire is available at this address: [www.transformations.org.nz/5phases/](http://www.transformations.org.nz/5phases/)

Finally, I want to assure you there's more, a lot more, because in Taoism, there are NLP-style guided processes for balancing the five phases, for transforming the emotional challenges of the phases, and for creating transcendent 'spiritual experiences' utilising all five 'energies' simultaneously. But that is another story .... ■



Once you have this idea of any system being cyclical, like the seasons, then it becomes possible to understand personality in a new way.

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# Are You Caught in the 'Go-on-a-Diet' Thinking Paradigm?



Caroline Tyrwhitt

[www.anlp.org/members/Caroline-Tyrwhitt](http://www.anlp.org/members/Caroline-Tyrwhitt)

I was used to doing a quick diet to shift 10 pounds or so a couple of times a year. I thought that was normal.



**A**s a serial yo-yo dieter, I was used to doing a quick diet to shift 10 pounds or so a couple of times a year. I thought that was normal. I had grown up with 'going-on-a-diet' modelled for me and had bought into that paradigm since my teenage years.

But when I started teaching in my 30s, I couldn't sustain that pattern. I was too tired and couldn't face feeling grumpy and deprived in a classroom of teenagers. So, mostly I put off dieting until 'tomorrow'.

When I did try, I'd give up and berate myself. By the time I had gone from a size 8 to a size 18, I was desperate. I made myself diet. I lost some weight. But I put it back on. And I blamed myself.

And then I started studying NLP.

Learning NLP requires you to become more self-aware. When you practise the techniques, you are asked questions to uncover your strategies, for example: What happens before that? What happens next? And is there anything else?

With those questions, I started to unravel my habits and the thoughts that drove my behaviours that meant I put on weight.

The first, and key, observation was my habit at the end of each teaching day. I would notice I was tired and go and make a cup of coffee. As I stood there waiting for the kettle to boil, I would look at the beautiful cakes my team had made and left by the kettle and think, "That will make me feel better." Of course, it did, briefly, from the sugar high, and then I'd get a sugar low. And, over time, I put on weight.

I used the NLP tool Swish to change that thought to 'maybe later' – and I didn't have a slice of the cake by the kettle again. In fact, I lost fifteen pounds in six months without dieting. From a motivation perspective, there was no deprivation. And it had a knock-on effect: my brain became confused whenever I went for coffee and cake. I found myself staring at the cake and not being interested, or just finding them 'pretty'. I rarely chose to eat cake. I still don't, except for special occasions, and even then, it is not the draw that it was. ■

[www.anlp.org/blog/are-you-caught-in-the-go-on-a-diet-thinking-paradigm-](http://www.anlp.org/blog/are-you-caught-in-the-go-on-a-diet-thinking-paradigm-)

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# How I Used NLP to Become a Best-selling Author



**Sarah Fletcher**

sarah@sarahfletchercoaching.com  
www.unlockingpossibilities.co.uk

**I**n 1998, my dad gifted me a book called *The Prophet*, by Kahlil Gibran. At the time I was 23 years old and had no idea of the significance of this book – or how it would play a part in my journey of personal growth and the writing of my own book.

I was first introduced to NLP back in 2002, at a time in my life when the walls felt like they were closing in. As a newly qualified teacher and new mum, I was experiencing anxiety and low mood and my confidence had hit an all-time low.

As part of my own journey of self-discovery and growth over the last 20 years, I've enjoyed reading many incredibly helpful books. In difficult times, books have given me inspiration, hope, knowledge and a shift in perspective and I have enjoyed sharing these with my students and clients.

I always said that one day I wanted to write a book that would help people in the way books I'd read had helped me. As a huge enthusiast and advocate of NLP, I wanted to create something that showcased the transformational and life-changing benefits of NLP that was a practical application, as well as principles and theory. I had a vision that my book would find its place on people's bookshelves, touching the lives of thousands and creating a ripple effect of support and personal empowerment.

It was in 2003 that I lifted the book that my dad had gifted me from my shelf, five years after he had given it to me. The timing was significant as he had passed suddenly at age 59 and I was pregnant with my second child. I'd been struggling with my own mental health and had embarked upon a personal growth journey, with NLP being a big part of this.

Inside the book, my dad had written "There is some good stuff in here. I hope you remember this book and refer to it over the years." As someone who had suffered depression and stress all his life, it dawned on me that he had possibly gifted me this book as a way of helping

**One of the many delightful and exciting things about knowing NLP is that you can self-coach and know you are always evolving and capable of finding a solution to any problem.**



me. He had also read many self-help books but hadn't been able to overcome his depression. Unfortunately, the depression had prevented him from being emotionally available and our relationship suffered consequently.

At this time, my own journey with NLP was just beginning, though I knew back then that I would eventually become an NLP trainer and play a bigger part in the vision of sharing NLP with others. This happened in 2019, after leaving an 18-year

career in education and setting up my coaching and training business.

## Using NLP to write a book

This year I turn 50, and I decided it was time for my book to come into creation. I used NLP in many ways to help me write it. Firstly, I worked through some limiting beliefs about being able to write a book and upgraded my identify to being a writer. One of the many delightful and exciting things about knowing NLP is that you can self-coach and know you are always evolving and capable of finding a solution to any problem.

I applied the NLP presupposition of 'you have all the resources you need or can create them' to support me in directing my focus and attention to bringing my book to life. I used the well-formed outcome process and the Disney creativity strategy to dream the possibilities, plan the process and implement courageous action!

The well-formed outcome helped me to identify the support and time I would need to write and publish it. I also elicited my values, so I could return to them to help me stay motivated and on track. I had a window of time in December and checked with my husband the ecology of me shutting myself away for six weeks to write. He was fantastic at bringing me cups of tea!

Using NLP to support my own writing, motivation, focus and excitement was incredibly satisfying as I could self-model whilst bringing the techniques of NLP alive in my book.

The outcome was that it would be easy to digest, and anyone could take the principles and apply them to find magic in their life. Observing myself using the NLP techniques to write the book fuelled my curiosity for wondering how people reading it would enhance their life because of it. When I lost focus or got frustrated with myself, I used this curiosity as a way of redirecting my energy; I visualised thousands of people

connecting through their heart energy and making the world a better place. I could see people smiling and feeling lighter and I saw my book being gifted and shared amongst them. This visualisation helped me to silence the inner critic when I was doubting myself. The feeling of being part of something magical and sharing the NLP vision was anchored into my neurology and every cell of my being felt aligned and congruent.

Launching the book stirred more feelings of self-doubt and vulnerability. I found I had become externally referenced and was seeking reassurance and validation that it was good enough to be released into the world.

What I was truly feeling was 'am I

good enough?' Thank goodness NLP is the Swiss Army knife of communication, language and behaviour change! As NLP professionals we become skilled in self-awareness, flexibility, feedback, and the ability to capture the states that are resourceful and helpful, and those that aren't. Using the NLP meta model, I clarified what I meant by 'good enough' in this context. *Who was I comparing myself to, what did I think wasn't good enough, how did I want to internally represent good enough?* I returned to my values and positioned myself in 'other' rather than 'self' position. This enabled me to observe and dissociate, so I could focus on the bigger picture of the book and my part in the vision of bringing NLP to people's lives.

If you have been thinking about writing a book, take that courageous action and do it. It's a wonderful feeling knowing you have contributed something that you are passionate about and expressed it to the world. Don't take my word for it though; enjoy finding out for yourself. Remember you already have all the resources you need to make it happen.

You can get a copy of *KISS Your Life: the CALM guide to keeping your life successfully simple* from my website:

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You can also connect with me on LinkedIn or Facebook: [www.facebook.com/sarah.fletcher.1042](https://www.facebook.com/sarah.fletcher.1042)



# The eCoherence Zone:

*Existence By Design or Chance*



By Lizzi Larbalestier, ANLP Regional Ambassador for Cornwall and the NLP Specialist Envoy for the Environment and Oceans. [www.anlp.org/people/lizzi-larbalestier](http://www.anlp.org/people/lizzi-larbalestier)

Many evolutionary shifts have occurred as much down to chance as they have design... survival of the fittest and the law of unintended consequences, from meteorite strikes and natural geological events causing mass extinctions to mutations that refine species, driven by necessity for survival or desire to thrive... One thing is for certain – change is a constant.

In biological terms, evolution is considered a relatively slow process. Evolving ideas, on the other hand, can happen in an instant. As modellers, it can be fascinating to explore the very 'structure of evolution' and ask how we can apply our insights to both orientate AND navigate our subjective realities. So, here are three key lessons from our evolving world.

**1. Life doesn't happen in a vacuum and habitat influences evolution.** Does your environment promote creativity and diversity? What makes up your environment? Consider the people, places and things that promote or inhibit growth. If an idea has failed to thrive, reflect... is it a case of survival of the fittest, where the idea is already dead in the water, or is it simply that the conditions at this point in time are sub-optimal?

**2. Evolution and being convergent and divergent.** The echolocation abilities of bats and some whales, though different in the ways they manifest, rely on the same changes to the same gene, completely independently arriving at the same superpower – an amazing example of convergent evolution. And, conversely, if we think that ALL dogs trace their ancestry back to an extinct form of wolf we can see true divergence in action.

This same concept of convergence and divergence is true of ideas. Multiple ideas can arrive at similar conclusions and, likewise, one idea can lead to multiple paths. Ask yourself: How are your current ideas shifting? Where are they from, where are they going and who is on a similar path? Perhaps you can embrace the magic of co-evolution...

**3. Evolution requires key ingredients we can apply to the generation and nurturing of ideas:**

- Inheritance – some aspects of any idea aren't new... How can you honour the wisdom that brought you to the place you are at?
- Variation and diversity – what are the many ways you can widen your perspective?
- Selection – we have more ideas than we can invest in fully. How will you choose where to direct your attention?
- Adaptation to environment – what might you need to stop or start doing, thinking, becoming, whilst being mindful there is a ripple effect to all change? ■

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# Behavioural Management with NLP



Elizabeth Everington

elizabeth.everington@sky.com  
www.nexsteptutors.co.uk



**By working your neurology into a healthy COACH state of being, lessons and learners will become easier to manage – and your neurology will thank you, too.**

**B**ees dance, dolphins sing, and humans speak; put it all together and what have you got? Articulate mammals using sophisticated communication systems! And how well do we humans use communication? Hitler was a genius at creating disquiet sufficient to instigate two world wars. Martin Luther King was a genius at creating and articulating a 'dream', a message of love and kindness, to which we still aspire today. And the Monty Python team were geniuses at creating some of the best comedy script writing of their time; their *Flying Circus* is considered an evolutionary moment in TV comedy, with which I would agree, and it still makes me laugh to this day.

As teachers, we have the opportunity to communicate with our future generations every day. According to Ofsted, behaviour in classrooms since the pandemic is the worst ever seen. Can we use this as an opportunity to demonstrate the power our language can have over behaviour?

My teaching career began in prison education, working with some very challenging behaviours amongst men. It soon became apparent to me that until the men were mentally present, they were less able to conform and learn. Therefore, I learnt NLP and took it into the classroom. I was the talk of the prison for the good behaviour, focus, learning and achievements made in my classroom as a result.

Since leaving the prison education service, I have continued working with these skills and techniques in one-to-one and group sessions with school students, building GCSE learners' confidence, self-belief, attitude to learning and, ultimately, success. Furthermore, I have worked with mainstream educators to support them through the challenges present in today's classrooms, with successful outcomes.

There are a great many tools I use on a daily basis. In this article, I share with you a few of the easiest to embed into daily routine and language, as a sample of what

can be used to aid behaviour management and learner achievement.

## **Self first – COACH state teaching**

We have all experienced those lessons where 'that child' is present: 'that child' that can create an emotional response in us whilst not even in the room! We see their name on the register and our stomach and heart sink as we think: "What will they be like today? ... How can I best help them achieve? ... How long will they remain in the room? ... Will they allow me to teach?" and many more questions doubting the success of the upcoming session.

A class of multiple learners and ONE learner – that child – is dominating your teaching state. You are in CRASH state: **C**ontracted, **R**eactive, **A**nalysis paralysis (no solutions), **S**eparate and disassociated, **H**ostile. This is, of course, a highly passive state (which is a whole subject on its own, to be addressed outside of this article).



## When I pre-empt a learner's state change, they can hold the focus for longer and present better outcomes.

The opposite of being passive is being active, and we will look at how to create an active state through what Dilts refers to as COACH: **C**entred, **O**pen, **A**ware attentive and alert, **C**onected, **H**ospitable.

Clearly, we know the latter would be the most appropriate teaching/training state, though 'that child' has triggered the former. How can we control our states?

I use the Calm Model, which goes by many other names, and I have added my own take to that which has been altered by many. Once comfortable with the process, it takes just a few moments to do and will transform your attitude and way of being. Use this whenever you need it: at the beginning of the day, during the lesson, last thing at night. By working your neurology into a healthy COACH state of being, lessons and learners will become easier to manage – and your neurology will thank you, too.

Furthermore, you can teach this to your learners. They love learning how to have the power of control over their own emotive states and, in my experience, are grateful for the knowledge.

### The Calm Model

Think of something you are good at and enjoy.

Close your eyes and go back to a time that you did this. Build your emotional score up to 8+ with sight/sound/feel/taste etc.

Place both feet firmly on the ground.

Regulate your breathing to an even in and out, down into your belly.

Breathe in the first colour that comes to mind; this is the colour of 'calm'.

Breathe out the old and not so useful.

Gradually work this colour all around your body and down to your feet.

Push the colour down into the ground, deep and wide, to fully connect and be part of this world in a calm and connected manner.

Come back to the room and enjoy the calm.

### Classroom positioning

When I learnt the significance of repetition and consistency of positioning in the classroom, this was a game changer for me. It can be considered a form of anchoring, as you are using your physical position in the classroom to anchor desired outcomes.

As an English language teacher, I would use this to teach the tenses: far left of the class for the past; far right for the future; middle for present. When a learner used the past tense instead of the future tense, for example, I would scuttle off to the far right of the room, and they very quickly learnt to self-correct their grammar; no verbal correction from me, just the physical movement.

Once this was mastered, I played around with behaviour management and positioning. When a learner was potentially going to unsettle the class or lose focus, I would move closer to them. Their reward for staying in the learning state was for me to move away. Again, it was a purely physical, non-verbal cue. Sometimes they needed to see a reassuring facial expression or hear a quiet word or two, like "How well are you doing?" or "Your work looks good, keep going," "Your attention is great, just a few more minutes," or "You can do that, yes?"

Let's be honest, no one wants a teacher breathing down their neck, do they?

When I pre-empt a learner's state change, they can hold the focus for longer and present better outcomes. Even if they are tipping over and becoming tricky, this works well.

When we call to them across the class they become the focus of attention, so you are on the back foot. They now hold the room and have a lot of ego to maintain, so they will act out. Remove this opportunity and hold the class yourself: move close, talk quietly and reassuringly, and give the learner the time and space they need to achieve their best learning state. Notice how many times you can hold control of the class by making this small change to your classroom positioning.

### Get the 'buts' out

The use of negatives in NLP is less than useful – but how many times in a day do you say "I know you want to do that, *but* you need to do this," "You are doing this, *but* I asked you to try to do that," "You can

go outside, *but* you need to finish this first," or "You have done that, *but* if you do this it will be better."

The word 'but' creates a negative statement and therefore the positive communication is less heard and focused on than that of the desired outcome. This is an easy one to achieve – simply change 'but' for 'and' and see the difference it makes.

Read those sentences back to yourself and see how much better they sound in your head with an 'and': "You have done that, *and* if you do this it will be better." Get the idea?

'Try' has a similar effect. When we 'try' to do things, it implies a possibility of failure.

Stop 'trying', start 'doing' and get the 'buts' out – bring in the 'and', and add all that to what you want to achieve for you and your learners in each session. It really makes a difference.

### Focus on the 'cans'

We all know about the 'can do' attitude to life. What about the 'can do' attitude in the classroom? How many times in a day do we teachers say "You can't do that now," "You can't use those materials for this," "Can't you listen/sit still for five minutes?" or some such equivalent?

Neurologically, 'can't' is a very harmful word, a bit like 'but'. It takes away anything good or positive we have achieved or want to achieve. Flip these phrases into 'can' and see what you get: "Right now we are doing this, and you can do that later," "Those materials can be used for that; what can you use for this?" and "You can listen for just five minutes and then we can do that."

Think of some of your own commonly used phrases. Move them into 'can' and notice how you 'can' transform the learning environment in your classroom.

### Conclusion

In summary, approach the day and each lesson in COACH state; use classroom positioning for teaching and behavioural management; use 'and' instead of 'but'; and focus on what 'can' be done or achieved as a positive outcome. Four little tips to aid with teaching, learning and behavioural management in your classroom. How well will you achieve in class this week? ■

# Positively Changing Unhelpful Thoughts



Wendy Soper

[www.anlp.org/members/wendy-soper](http://www.anlp.org/members/wendy-soper)

We worked with Core Transformation to get right to the root cause using the most gentle and powerful method.



## The challenge

On the outside, G presented as a really positive, happy person who would always be the one everyone went to for support. But on the inside, G was hurting so much that there was not even one thing she liked about herself.

## The effect

The emotions, anger, tears and self-loathing that flowed from G were heartbreaking. The thoughts that she was not good enough and no one would really like her because she didn't even like herself were so real for her.

## The solution

I took my time and listened thoroughly to everything in detail, to ensure G was feeling totally safe and comfortable. Then we worked together to make certain G was feeling ready and resourceful for change. Knowing it was possible there may be different parts needing attention, we worked with Core Transformation to get right to the root cause using the most gentle and powerful method.

Other parts did come across and we worked with these as well, until every part was acknowledged and the core state was fully

locked in. Gently moving at G's pace, we completed the process using Parental Timeline Reimprinting, bringing the core states to her parents and grandparents, deepening and amplifying the Core Transformation process.

Giving G the time to be present, I advised a good night's sleep and plenty of hydration; we would have a follow-up in two weeks.

## The result

G says she did not expect the results she had. She said: "I have been dreaming again... I don't remember when I last dreamed; I must have just stopped them from happening." So much has changed for the better for G, both personally and in her relationships, and she is looking forward to the wonderful future she now has in front of her.

When I asked G what she loved about herself, without any hesitation she said "Me. I love me." She cried – and this time the tears were full of joy and genuine happiness! ■

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**Reb Veale**  
Top fan  
What an awesome weekend it was - looking forward to next year's events and the conference again in 2026 already!  
Thanks for all the hard work to make it great 🙌

**The NLP International Conference**  
Published by Loomly · 24 May at 17:28 · 🌐

The news has landed - Introducing NLP International Events!  
We wanted to make the NLP Conference more inclusive for our community and have changed the format slightly, but it's ok the NLP Conference will be returning in 2026!  
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**Khaldi Samir Coach de Vie & facilitateur de changement**  
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**The NLP International Conference**  
Published by Loomly · 31 May at 12:13 · 🌐

This is what the NLP Community is all about!  
Will you be joining us in 2026?  
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**The NLP International Conference**  
Published by Loomly · 4 June at 17:53 · 🌐

A truly inspirational weekend, captured beautifully by Ross Wilsher Photography  
Holding the space for Community, Collaboration and Creative Learning - #NLPConference!  
<https://www.nlpconference.com/photogallery>  
#2024nlpconference #anlp #nlpcommunity #networking #learning #inspirational

**NLP International Events Conference**

**Aliyah Mohyeddin**  
12 May · 🌐

And it's a wrap ❤️  
Another AMAZING The NLP International Conference completed. Lots of amazing learnings, connections and experiences had.  
Thank you Karen Falconer and the entire team at ANLP International CIC for all your effort.  
Looking forward to attending the next one and then other exciting events in between.  
Hint: we are going to be doing/bringing something super exciting to Dubai 🤩  
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