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## CONTENTS

### APPLICATIONS OF NLP

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>NLP Quick Tips</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
</tr>
<tr>
<td>8</td>
<td>Health &amp; Well-being</td>
</tr>
<tr>
<td>10</td>
<td>How To</td>
</tr>
<tr>
<td>12</td>
<td>Lifestyle</td>
</tr>
<tr>
<td>14</td>
<td>Business</td>
</tr>
</tbody>
</table>

### NLP FOR PROFESSIONALS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>NLP People</td>
</tr>
<tr>
<td>20</td>
<td>NLP</td>
</tr>
<tr>
<td>24</td>
<td>NLP</td>
</tr>
<tr>
<td>26</td>
<td>ANLP News</td>
</tr>
<tr>
<td>28</td>
<td>NLP</td>
</tr>
<tr>
<td>32</td>
<td>Author Interview</td>
</tr>
</tbody>
</table>

### BUSINESS ADVICE

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Best Practice</td>
</tr>
<tr>
<td>38</td>
<td>Coaching</td>
</tr>
<tr>
<td>41</td>
<td>Diary</td>
</tr>
<tr>
<td>42</td>
<td>Book Reviews</td>
</tr>
<tr>
<td>44</td>
<td>Research</td>
</tr>
<tr>
<td>47</td>
<td>End Note</td>
</tr>
</tbody>
</table>

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**RAPPORT** "The Magazine for NLP Professionals"

**Issue 43** - Published February 2015

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Welcome to the Early Spring issue for 2015...
"The Magazine for NLP Professionals"

It's still only February, and I find myself emerging into the light after a couple of months spent in quiet contemplation, considering last year and allowing ideas for 2015 to percolate! Despite our reflective and quiet start to 2015, we have still been busy, and I am delighted to welcome Karl Humphreys to the Rapport family. Karl is managing our advertising and will be supporting Rapport’s future growth.

As I mentioned in my last editorial piece, 2015 is going to be a year of personal progress for me, as I made my first of three trips to the States for a training course. It was an amazing start to the new year, to find myself standing on the beach in Santa Monica reflecting on 2014 and starting to set some intentions for 2015.

L. Michael Hall reflects on the NLP Leadership Summit, which meets annually at the NLP Conference (page 24). Also published at last year’s conference (and in the Winter issue of Rapport on page 40) was the ANLP Green Paper, consulting on a positive future for NLP.

As NLP reaches its 40th birthday, we have a great deal to be thankful for and look back on, in terms of what we have achieved so far, as a developing and evolving field of practice. Those of you who read the ANLP newsletters will know we are now seeking participation from the NLP Community, so please do get involved with the discussions on LinkedIn, or by searching for our LinkedIn group, Association for NLP (ANLP).

This was the topic of my keynote presentation at the NLP Conference in November, and we reflected on some great good news stories which have happened in the last few years. The first of these is published in this issue – Tracey Gray shares her inspiring experience, introducing NLP within the NHS…and receiving two awards for her work (page 8)!

I had the privilege of first meeting Judith DeLozier a few years ago, when I attended the Passion in Action community workshop run by her and Judith Lowe. She shares her story with Andy Coote on page 16.

Please remember if you have an idea for an article, do get in touch by emailing me, rapport@anlp.org. We are scheduling Rapport some months ahead, and we always welcome good quality articles on topics that would be of interest to our members. For further information about writing for Rapport, do visit our web page www.anlp.org/get-published-in-rapport-magazine.

Until next time
Karen
When did you last resist temptation?

By Eve Menezes Cunningham

With Lent approaching, whether you are a practising Catholic or not, you may want to ponder restraint. Most religious and spiritual traditions advocate fasting and other forms of discipline at different times of year.

Many Buddhists fast, avoiding solid foods, on full moons and other holidays. The intention was to purify. In Catholicism, where all Fridays used to be meat free (fish being permitted), many now abstain from meat on Fridays during Lent. Some Catholics and other Christians use Lent as a chance to give up other things that mean something to them, like chocolate. By giving something up in advance (be that just for Good Friday or all of Lent), the Easter feast would be even more delicious.

Many Hindus fast on New Moons and other holidays, avoiding solid foods in order to purify the body and enhance meditations. Jews who observe Yom Kippur avoid eating and drinking for 25 hours to atone for sins or in honour of requests. Muslims observing Ramadan abstain from food, drink, sex and swearing between break of dawn and sunset for a whole month. Some Pagans fast before Ostara (the ancient festival of spring which Christians adopted as Easter) in order to cleanse the system. Many secular people now observe ‘dry January’ avoiding alcohol for the month, often being sponsored to raise money for charities.

You don’t need to have a particular faith to adopt the idea yourself.

You don’t need to have a particular faith to adopt the idea yourself. Cultivating our will helps with self-control and creates the kinds of habits that make any kind of goal setting much easier.

You might want to create your own special day or weekend or month and decide yourself what means a lot to you (it doesn’t have to be food, drink, smoking or similar – it could be a TV programme or anything at all). What are you giving it up in honour of? Are you going to donate what you’d be spending on this habit to a charity close to your heart? Having a goal that’s bigger than yourself can help you stay motivated.

In terms of our physiology, the anticipation of reward helps us produce the feel good hormone dopamine. This aids motivation, too. If you know, no matter how much you’re missing the thing you’ve given up, that there’s an end in sight, that anticipation (and following through when the appointed time arrives) can feel wonderful. You’re training your body and your will.

Notice what feels appropriate for you and experiment with it, if you want to.

Find out more about Eve’s NLP and other holistic therapies at www.nlpessex.co.uk.
Coping with Bereavement in Schools
By Nancy Walbank

Few schools offer their staff training in bereavement support.

Caring for the mind and body in schools is a matter of course, caring for the spirit is more tenuous. When a student or a member of staff experiences a bereavement, the need to care for their emotional well-being becomes paramount. Few schools offer their staff training in bereavement support which can leave them acting from their own ‘maps’ of what happens when someone dies.

The first emotional response can often be anger. Children may be furious with an adult for dying and leaving them alone. This is not confined to children, though their experience of grief can be different to adults. Grief can overwhelm an adult in waves, whereas, for children it is more like jumping in and out of ‘puddles’ of emotions.

I have used the Mercedes model with bereaved children to illustrate that all I can see is their behaviour, to explain to classmates that they do not actually know what’s going on inside anyone else’s head and encouraged them to wonder why someone is behaving differently rather than judging their actions.

Grief changes the life of those closest to the deceased, sometimes, in a school, affecting the whole community. The initial response of some staff, parents and students may be to be ‘useful’. A recently widowed mother showed me her freezer full of lasagne, she commented, ‘I’m not being ungrateful, but my children don’t even like lasagne!’

She explained how she wanted to see people, to talk, to cry, to listen, not to be treated as a victim. I recognised the tendency to be a rescuer in my behaviour; baking a cake made me feel better because I was doing something. I was supporting the drama triangle, with Death personified as the persecutor and the bereaved family as the victims. Was a gift of food really going to ‘rescue’ them from grief?

To be really supportive of the family, especially the grieving child, I had to be patient, understanding and recognise they were processing a new experience. The way to support was not to treat them as victims, rather, to walk with them now the landscape of their lives had changed.

Following a bereavement, initial support from friends, family and school can fade as they move on and, for
them, the grief associated with a death becomes a past memory. This does not happen in calendar time, no one can say the first year is hardest as some people notice the absence of a loved one and feel the sharpness of their first grief every day. Understanding the sub modalities of their grief experience may be a way to enable them to have a degree of control. One boy was plunged into a puddle of grief when he was physically hurt in a rugby match. He said, ‘I’ve been hurt enough.’

Chatting with him, he explained how he saw his father in front of him and his emotions were swamped. We talked about just moving his dad to the side, enabling him to see a way ahead. There were further opportunities to use timelines to place the bereavement in a context where his father’s death was in the past and he did not feel the pain of loss in each moment. Eventually, it became something to live with rather than live through.

The death of a staff member or a student can leave the whole school community bereft. When this happened in a school I worked with, a special remembering place, a sacred space, was created where staff, children and families could take time to remember and share their feelings. However, what became apparent very quickly was how some staff and children moved away from their experience of grief within weeks, whilst others did not. One member of staff kept telling everyone to ‘buck up’ and ‘get a grip’.

We had to spend some time sharing our individual ‘maps’ of grief and listening to the metaphors people used to describe their emotions. Phrases like ‘it’s still raw’ and ‘I just feel numb’ implied that those teachers were still feeling emotions, whereas, the teacher who said everyone should ‘buck up’, placed the death in the past tense, ‘well, it was a tragedy’. Using perceptual positions with staff allowed them to acknowledge their differences without condemning each other for an excess of feeling or hard heartedness.

More often, bereavement impacts upon a family, or an individual. Judging the responses of a student poses challenges to teachers, who are not trained as counsellors, but do have a regard for the welfare of the student or colleague. When the mother of a young man in Year 11 died, he was left an orphan. He said to the teachers and chaplain that he did not want to discuss anything. As a result, his bereavement became the proverbial ‘elephant in the room’.

When his behaviour became more self-destructive, the school referred him to mental health services. There was a failure to support him because silence about his mother’s death became the only option. Freedom to speak about death needs to be part of the culture. It is not a ‘special need’ but a ‘human need’.

Bereavement is a communal experience when stories are shared about those who have died and questions asked.

The way to support was to walk with them now the landscape of their lives had changed.

In my first post, a child in the reception class died. The children asked a lot of questions, ‘Why did she die?’; ‘Where is she now?’ ‘Is her body in the ground?’ These were all normal for the age group but the teacher’s ability to answer them showed subtlety and an ability to draw on her own beliefs. She answered, not by saying that the child was in heaven, rather by saying, ‘I don’t know, but I believe [name] is in heaven.’

The existence of heaven was her belief, rather than a platitude, and she used it in a context of stories from different cultures about what happens after life as well as using stories like ‘Badger’s Goodbye Book’ to develop an understanding that death is an ending of life. Even though the children were very young, this is an important distinction. If beliefs are presented as truth, when questioned, they can appear as unreal as the tooth fairy and this then impacts on the memories held about the bereavement. Dilts’s neurological levels suggest that beliefs inform capabilities, behaviours and environment. The distinction between belief and truth is an important one.

Schools cope best with bereavement when they recognise, proactively, it is as important to plan for as a First Aid course. Too often, it is a reactive response. Training in NLP foundation skills is one effective way to prepare and learn some useful resources.

Considering almost all children will experience bereavement at some level in their school life, it is a step worth taking.

Dr Nancy Walbank has been working in education for over 20 years. She uses NLP ideas to ensure that all learners have the opportunity to be the best they can be and specialises in developing literacy skills. Her book Six Top Tips for Trainee Teachers is available on the iBookstore. Nancy can be contacted via: www.ncwconsultancyltd.co.uk; Twitter: @nan282; or Facebook: NCW Consultancy Ltd.
This article describes the work that took place on a busy acute medical ward within a large NHS Trust. For confidentiality purposes the Trust is not named. I am managing director of Inspirational Minds Limited and designed and led the intervention. The ward was failing on all counts with low morale, numerous complaints and behavioural issues that were resulting in unsatisfactory patient experiences, increased sickness and absence, and high levels of stress and anxiety amongst staff. The work consisted of four phases, data collection and analysis, workshops, role reversal simulation and evaluation. The work made a profound difference and led to two prestigious national awards.

Background
Imagine being a patient in the middle of the night on a busy medical ward, you are thirsty and in pain. As you look around what do you see? Staff in conflict, rolling their eyes, being disrespectful about each other, patients and the organisation.

What do you hear? Raised voices, breeches of confidentiality.

How does it feel? You are scared to ask for a drink in case there are repercussions...eventually you pluck up the courage and press the buzzer...you wait and wait after what seems like hours a nurse arrives and sighs at you and rolls her eyes. ‘What?’ she asks. You ask for a drink only to be told, ‘For heaven’s sake there are people a lot sicker than you on this ward.’ The patient sadly died, something had to change.

This is an actual complaint and became the catalyst for the Matron to call for help from the Executives of the Trust. A four-phase intervention was designed with the full backing of the board and sponsored by the Trust Chairman.

Phase 1 – data collection and analysis
Quantitative data was collected to enable measurements of success. This data included aspects of clinical care, which were indicators of how well a ward was performing, alongside team performance issues. Qualitative data was collected through one to one coaching (see Figure 1).

Qualitative data – coaching
The perception across the organisation was that this was a group of staff who were incompetent and lacked compassion and care. I was curious about what the perception was from the staff. What had happened to create a group of people who had lost belief in themselves. All 36 members of staff received one to one coaching.

During the coaching session each person had their values elicited within the context of what was important to them working there. The purpose of this was to find common values that could lead to the creation of a shared set of ward values with associated acceptable and unacceptable behaviours.

A meta-program profile was also completed on each person to identify differences and to discover ways of celebrating the differences. In addition they were all asked to identify three areas that would improve things and how they could personally improve performance in these areas.

Data analysis
The key themes identified from the coaching sessions

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number of Incidents six months pre-intervention</th>
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<tbody>
<tr>
<td>Formal complaints</td>
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<tr>
<td>Informal complaints</td>
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<tr>
<td>Employee cases involving HR</td>
<td>33</td>
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<tr>
<td>Sickness and absence</td>
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</tr>
<tr>
<td>Days lost to stress and anxiety</td>
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<tr>
<td>Hospital acquired pressure ulcers</td>
<td>4</td>
</tr>
<tr>
<td>Infection outbreaks</td>
<td>11</td>
</tr>
<tr>
<td>Preventable falls</td>
<td>32</td>
</tr>
<tr>
<td>Never events</td>
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Figure 1. Quantitative data pre-intervention
were poor communication, people refusing to take responsibility and accountability for their actions and a lack of belief in their own ability and that of their colleagues. The comments and examples from the coaching were used to create two NLP workshops and a role reversal simulation. To improve clinical care the workshops ran parallel to training in clinical skills particularly around pressure area care, infection prevention and falls.

Phase 2 – intervention workshops
The workshops were compulsory for all staff, and groups of people who had issues of conflict with each other were placed in the same groups to facilitate discussion and practice new ways of being.

Workshop one explored the NLP communication model, rapport, cause and effect and Perceptions. They were interactive and resulted in lots of laughter and learning as individuals started to discover that they personally could make a difference.

Prior to the first workshop a common practice at shift handover was for comments such as ‘it’s a battlefield down there’, followed by character assassinations of the people they would be working with. The team decided to change this and introduced ‘high fiving’ and positive comments about each other with immediate effect. This caused laughter and shocked reactions from fellow professionals who noticed the palpable difference in atmosphere. The team discovered they actually liked each other and started believing in themselves.

Workshop two was dedicated to Values and created a set of values that all of the team could agree on with the top value being care not only for patients, but also for each other and their self as well.

A wall of pride was created where good practice, thank you’s and achievements were displayed. Meta program profiles were fed back to the team and it was established that two of the core issues were not only lack of understanding about each other’s differences, but also lack of understanding about each other’s roles. This resulted in a project being developed to enable shadowing of each other to gain the understanding they needed.

Phase 3 – role reversal simulation
The ultimate perceptual positions workshop, the data from complaints was taken and using a group of actors (well, family and friends!) the staff became the patients and the actors became the staff, so that they could experience what the patient had been through in their care. This was followed by an in-depth debrief with profound and lasting learning.

Phase 4 – evaluation
Instant: each workshop was evaluated immediately with measures put in place to ensure that the behaviour changes continued. I introduced ad hoc positivity rounds, which consisted of dropping in to the ward unannounced, and checking they were still on track.

Six months post-intervention: quantitative data with the identical criteria was evaluated six months later (see Figure 2).

The best result of all was unquantifiable – it was a team of people who had their belief back, with patients benefiting by improved experiences.

Dissemination and sustainability
The most challenging part of change interventions is sustainability. To address this, members of the ward team including the Senior and Junior Sister and the Matron trained as NLP practitioners and coaches. All new members of the team attended the Trust’s one-day Introduction to NLP to sustain effective communication as part of their induction.

Since this intervention, six staff have been promoted, and during a major re-organisation the ward now no longer exists. The individuals continue to use their skills and are an ongoing positive influence in the areas in which they work.

National recognition was achieved by winning the Nursing Times Award for Excellence in Staff Health and Well-being which included a reception at Clarence House with HRH Prince Charles and the Training Journal Award for Best Organisational Development Programme.

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<th>Measures</th>
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<th>Number of incidents six months post-intervention</th>
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Figure 2. Quantitative data six months post-intervention

Tracey Gray: tracey@inspirational-minds.co.uk; www.inspirational-minds.co.uk
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Certified NLP Trainer
The Pendulum of Emotion

By Eve Menezes Cunningham

We’ve all been there. Survived or even thrived during an exceptionally busy period, somehow got it done and then crashed. Somehow, we expect ourselves (and our bodies) to be superhuman. And instead of allowing ourselves downtime to recuperate and recharge from burning the candle at both ends, we beat ourselves up for being unproductive and not back immediately.

The Pendulum of Emotion is a model created by Peter Fleming and can offer a lovely way to better manage our energy levels and emotions. This can enable us to boost our creativity and efficiency while also supporting recuperation, sleep and rest.

‘The motion of emotion is like the swing of a pendulum,’ writes Peter Fleming. ‘If the pendulum swings high it will then swing low and even when the pendulum is in the centre, still and calm, it has within it the energy to oscillate back and forth if it is moved. Similar processes are present in emotions. Even when we are calm we can quickly be touched off to swing either to the high side or to the low slide.’

We all have mood swings. Perhaps we’re on a high when in the flow and feeling creative and valued and good at what we do only to crash a bit when we don’t hear back about a particular project. Maybe our pendulum swings are more extreme and we struggle to get anything done on those low days or take on way too much when on a high.

Fleming says you might be feeling calm and centred when suddenly, a friend you haven’t seen in ages arrives and so you swing to the higher end. Alternatively, you might be driving along quite happily only to become suddenly enraged by another motorist’s behaviour.

At the low end, you might feel low after a good workout or sad film. These are quite enjoyable, natural lows. We need to watch out when we feel more consistently low (feeling like we’re working harder than others).

Keeping the Pendulum in mind can help us notice when our own emotional swings feel too extreme and to find True Rest at the centre of the swing.

It’s unrealistic to imagine this True Rest to be anything but fleeting but by practising the tools that bring us into balance, we’re better able to take better care of ourselves throughout our careers and lives.

‘I came across the Pendulum during doing Gestalt and Contribution Training,’ says coach-therapist, trainer and supervisor, Carolyn Mummy. ‘Calm is not compulsive at either end, and True Rest is a way of accessing that, to fully operate in that calm.

‘Mindfulness, meditation, running or anything else that helps us get into that present moment awareness helps with True Rest. In terms of the Highs, when we go
Even angry energy can be incredibly useful but as soon as we act out, our impact is minimised.

Hearing Carolyn talk about the Pendulum of Emotion made me think about the autonomic nervous system and how, while so many of our functions happen automatically, we can change our breath or move differently to rebalance and get away from the endless fight/flight adrenaline junkie imbalance many of us secretly enjoy.

When our energy levels swing wildly, it can wreak havoc on our well-being. When functioning well, the hypothalamic-pituitary-adrenal (HPA) axis regulates our production of the stress hormone cortisol. We need cortisol to get us out of bed in the morning and to energise us to get things done. But when we’re under a lot of stress, over time, the HPA keeps firing and firing and firing, creating more cortisol. If we subject ourselves to too much stress, we stop actually needing any external stressor and just continue producing cortisol, leaving us depressed and burned out.

The concept of True Rest made me think of the research from the HeartMath Institute around DHEA. This is a natural performance enhancing hormone which we create when experiencing feelings such as awe, joy, love, hope, pride and gratitude. We can’t produce cortisol while producing DHEA as both rely on the same building blocks. So the more we can do to support ourselves in feeling these positive emotions (and experiencing True Rest), the better off we are as it increases our creativity and productivity as well as our well-being.

into a Compulsive High, we become disconnected from our sense of choice and impact on others, by how we behave, with negative emotions like road rage or any kind of rage, when not using that anger positively and constructively. It’s not that we shouldn’t be angry but we need to use it. If teaching, for example, you might become so enthusiastic that you’ve lost people but don’t notice. At the Low end, everything becomes bleak. In TA [Transactional Analysis] terms, “I’m not ok, you’re not ok”. This is not about sadness, loss, grieving or withdrawal to lick wounds. All that is ok, but at the Low end, we start thinking, “The world is terrible”, getting stuck in a place where we’re not really seeing the full picture.

‘If working with clients, you might notice that people have bizarre problems in that Low end, they become hooked into something that seems really complicated and inextricable. As their therapist, you’re working inordinately hard, taking on more than your share of responsibility. There seems to be no hope or way forward. The best thing to do is to sit back and be very present. Acknowledge how they’re feeling but really leave responsibility with the client. You probably can’t teach the Pendulum model at that point, but if you’re aware that people are having swings you can teach it at another time. If working with Compulsive Lows, it’s about taking very small steps. Rather than tidying up the whole house and, of course, finding it’s too much, start with the desk.

‘To find your True Rest, find something that really works for you. Something that takes you completely into whatever it is you’re doing, be that sitting in a bath with essential oils, playing in a hockey match, going for a run or dancing around the room.’

Listening to Carolyn reminded me of the Mercedes Model in NLP where we can Think, Feel or Do something different to impact the other elements. Carolyn says that anything can be helpful, from ‘changing your position to going for a walk or taking a deep breath’.

‘If you’re in a Compulsive High,’ she says, ‘imagine a circle with four points: (1) sensations, (2) impulses, (3) thoughts, and (4) feelings. From a place of paying attention, ask yourself, “What are my thoughts? What are my feelings? What are my impulses? What are my sensations?” It doesn’t mean you have to stop being excited or even angry but you become more conscious.

‘A key thing, if you are going to use it with clients, is to really spend some time thinking about its application for yourself. Present it as a model and ask those very open questions, “Do you relate to this at all?” Some people have lots of pendulum swings in one day while others might notice them over a longer period of time. It can offer a lens through which to see things. Even angry energy can be incredibly useful but as soon as we act out, our impact is minimised.’

Read more from Peter Fleming at www.pellin.org.uk/CTIntro/Paper1.pdf.
Find out more about Eve’s NLP and other holistic therapies at www.nlpessex.co.uk.
How NLP Helped a Learning Disabilities Charity Take their Service to the Next Level

By Karen Meager

Introducing Freeways Trust
Freeways Trust is a charity that supports vulnerable individuals, primarily adults with learning disabilities. They provide residential care and supported living services to people in the Bristol and Bath area.

The aim of their services is to support people to be as independent as possible. For some people this means learning new skills and doing some tasks without support and creating links with people outside Freeways, for others this may mean maintaining the skills they have for as long as possible. People are supported to take risks to learn and this is assessed to maintain their safety and security.

Freeways support individuals using person-centred plans and approaches and health action plans to ensure people’s needs are met in the way they choose to ensure the best outcomes.

We were approached by Freeways to provide training for their Management Team. They have a team of over 30 managers who manage residential houses and other services. It was a dedicated team with a unique set of challenges. The widespread geographic locations made management level communication difficult and small teams working 24-hour shifts resulted in staff sometimes feeling isolated. The nature of their work, with service users often experiencing emotional as well as cognitive difficulties was mentally and emotionally tiring, as well as very rewarding.

Implementing a management-wide NLP Diploma
As in any good development programme, the senior leadership team were included in the programme and most of them trained to Practitioner level, both to use the skills within the business and to support the managers with integrating their learning.

Those senior team members who do formal Supervision (which is a regulatory requirement) were taught how to use NLP in supervision sessions to support managers in expanding their thinking and deepen their ability to apply NLP to resolve particularly difficult dilemmas and situations. They were very proud of their qualifications.

The most important part of any development programme is how is it integrated back into the organisation and we were very impressed at the level the managers applied NLP both in their personal lives and professionally.

The NLP Diploma was taught in two modules which gave the managers time to integrate their learning and then bring back to the group any problems, learnings or issues that we could continue to work with in class. The group were creative and could see the benefits the tools and techniques could offer them in their work and it did not take much encouragement from us before they were using NLP in situations we had not expected, here are some of the key changes they implemented as a result of the training.

Using outcomes in team meetings and staff reviews
As a care service, a lot of the focus can be on preventing or resolving problems. This is often appropriate and yet the managers embraced the concept of using well formed outcomes to help them with bigger initiatives like fund raising and organising events.

In team meetings they found that making each meeting outcome focused, rather than working to an agenda, made it more productive, stimulating and interesting.

They found using personal outcomes in personal development reviews a very effective way of helping staff to take responsibility for their own development, whilst being clear about how the organisation can support and help them to achieve this.
The group could see the benefits the tools and techniques could offer in their work.

They also worked on ‘saying it how you want it’, rather than what you don’t want, when giving feedback so that people were clear on expectations and found that staff also felt more supported with this approach.

As a result communication has become simpler, more direct and clearer, which is critical in a busy service working shifts.

Follow up programmes

We have done a number of follow up programmes with Freeways following the NLP Diploma, building on the skills and taking NLP into their supervision sessions.

We work with a lot of organisations implementing NLP-based development programmes and yet with Freeways we were amazed and delighted by the imagination and creativity with which the managers used the tools and techniques and integrated it into their everyday working practices.

They are a courageous group, happy to come forward and share experiences, and to talk about things which didn’t work so well. They are a real asset to Freeways as an organisation and to the service users for which they provide such an amazing service.

‘From a senior management point of view,’ said Claire Hayward, CEO of Freeways Trust, ‘we noticed the difference in how the management teams became more proactive, recognising that if something was not working they could do something about it and gaining the self-confidence to act. The process of working with the teams as a group meant they supported each other and this support has continued on into the workplace. The cost to the charity was a gamble, as funding has been cut, but the positive results have meant the gamble has more than paid off.’

Karen Meager is an NLP Master Trainer, Psychotherapist, author of Real Leaders for the Real World and Managing Director of Monkey Puzzle Training & Consultancy Ltd.
Judith DeLozier worked with many of the early NLP developers, modelled Milton H Erickson and shaped New Code NLP with her then husband John Grinder. A consummate collaborator, connector and inspirer of people, her collaboration with Robert Dilts and the NLP University has spanned over 20 years and she has worked with many others to promote the field of NLP globally. At the end of 2014, as she began to move away from travel and big programmes to spend more time being a grandmother, mother and dog owner, Andy Coote spoke to Judith for Rapport.

Judith DeLozier
Constant Connection and Inspiration for the NLP Community

Originally from Oklahoma, Judith DeLozier came to Santa Cruz to study and made it her home. In 1973 she was studying comparative religion and anthropology at the University of California, Santa Cruz (UCSC). Also based at UCSC was the ‘Meta’ Group with John Grinder, Richard Bandler and Frank Pucelik amongst their key members.

As she wrote in The Origins of Neuro Linguistic Programming, Judith lived in a rental house with several others including Frank Pucelik and Leslie Cameron where some of the early ‘Meta’ group work took place. She only occasionally visited those sessions as she was working most Wednesdays. Frank Pucelik introduced her to John Grinder who gave her a copy of the manuscript of The Structure of Magic, just before it was published. ‘He asked me to read it. It was not an easy read and I was really struck with the fact that as I read the book it created this beautiful structure on which I could hang experiences in my life. It gave me a beautiful way to organise some of those experiences and I saw it as a way that people would or could evolve themselves. It released energy and balanced things just by reading.’

Gregory Bateson was a neighbour, friend and, in time, a major influence on the work that was developing. ‘Whenever I would read Gregory Bateson – even today – I put the book down and if somebody says what did you read I would not know, but it would be popping in my body all over the place. I think it has been better described over the years but I think he was an extraordinary and a brilliant man.’

Through Bateson, Judith also met other seminal figures of that period including Moshé Feldenkrais, Virginia Satir, and Milton H Erickson. ‘They were all real pioneers, all really on their own Hero’s Journey, pushing the edges and it was a privilege having the opportunity to model people like that.’

Judith modelled Milton Erickson’s tracking strategy for creating and utilising trance states and metaphors and wrote it up for Patterns of the Hypnotic Techniques of Milton H. Erickson Volume 2. ‘Milton was just an extraordinary man. I always say he is the most sophisticated communicator I have ever met. I had the deepest respect for him as a human being and for his expertise. I learned a lot from that guy. Milton believed that people know themselves better than anybody could know from the outside. He could tap into the news in there, through his expertise as a psychiatrist, and the answers would be there. There were times when a person would say here is the problem and he would say “I do not know and I am curious to find out”. He could pseudo-orient a person in time and then go “how did you solve that?” and they would give him relevant data.’

In the early 1980s, John Grinder and Judith, now a couple and working together, developed the seminar and book Turtles All The Way Down which became the founding text for New Code NLP. ‘I think modelling was still the breath and the spirit. It was as if the awareness moved not just to what is happening inside of the person in terms of their landscape or map, but also to a space in between, focusing on what is happening in relationships and trying to bring out some of the ideas, concepts or possibilities related to that space in between. I think
Milton is the most sophisticated communicator I have ever met.

The somatic element for me had more to do with going back to comparative religion bringing in multiple descriptions for people’s experience. In the mid-1980s, Charlie Battenhoff brought Aikido to New Code because it was such a beautiful physicalizing relationship. We also brought in African dance, drumming and storytelling and other similar things. They were like portals into the soul for some people. If they had been working harder, focused, it gave the conscious mind someplace else to put its attention so people could integrate knowledge. For me that book and the seminar it came from really started to define what was later known as Master Practitioner. There are so many diving board points in that book that could be modelled out. I think there is still good stuff in there to capture.

The idea of using states of not knowing and curiosity transferred across from Erickson into NLP. ‘I think that was the basic modelling state from the beginning. Become present first of all, move your attention from the inside to the outside and be curious and ready but not tense and have it be quiet inside. Todd Epstein used to call it the “nerk nerk” state. It is like you are an anthropologist from Mars and your name is Nerk Nerk and you do not know what the hell is going on and you are just going to try to find the patterns.’

The relationship with John on a personal and business level came to an end in 1988. It was a difficult time for Judith and, she suggests, for John too. ‘I think had we had children together there may have been different longer term goals but he was already focused somewhere else and I was beginning to focus somewhere else. Many places in the world just opened the door and said “hey, you are welcome here”. That was an incredible feeling and an incredible blessing. Robert Dilts and Todd Epstein had been working on Dynamic Learning and were thinking about beginning NLP University [NLPU] and the first year they invited me to do five or seven days.’

Those few days led to a permanent involvement which began in 1992 and continues to this day. When Todd Epstein died suddenly in 1995, Robert and Judith spearheaded NLPU with Theresa Epstein, Todd’s wife, as coordinator. ‘Robert and I have worked together for 40 years plus and certainly the last 22 or 23 at NLP University.’
NLP University as well as offering courses, also put together an Encyclopaedia of NLP which still exists and is still available online. ‘Just about the time I came upon the scene, Todd and Robert had talked about doing a dictionary. At some point it became an encyclopaedia. Robert and I did not start that for quite some time. It was a four-year process and became The Encyclopaedia of Systemic Neuro Linguistics. (*1) Robert and I were really clear about our strategy but also that it was from our perspective, so because of that it would be incomplete.’

Judith Lowe, in an interview for Rapport (Autumn 2014, issue 41) told me that Judith is one of the best collaborators within the NLP space. ‘I think for me it is about finding people that you have a sense of shared experience, a shared value and, in John’s case, falling in love with. There is a connection and a sympatico between the people and a resonance there that you know that you really have a collaborative, generative space to work in and I certainly had that with John, with Robert Dilts and with Judith, and with other people in many places around the world.’

In preparations for the first NLP Research Conference, (*2) Judith made a comment that she is a researcher and not a researcher. ‘For me the idea of being a researcher is that I am looking for the patterns that connect. I think the metaphor that comes to my mind is like a bee just buzzing around many groups, gleaning information and kind of pollinating and cross pollinating through the groups and that is sort of the metaphor for how I feel myself sometimes.’

Judith was one of the key supporters in the early days of the Research and Recognition Project, (*3) helping to raise the funds that were needed for the huge undertaking that they had set themselves. ‘I have just had a lovely long conversation with Frank Bourke, whom I refer to as “Uncle Frank”. We have been friends for 40 years. Frank came to me for support and I helped to get IASH to support him. I feel like all I did was spread the word and make an introduction. A lot of great steps are going on, so I am very proud to have even made the introduction on that one.’

As NLP approaches its 40th year, I asked Judith what she believes have been the big successes to date and where could NLP have done better. ‘Wow, that is a big one. Well, NLP as a body of knowledge is I think doing pretty well. It has gone into places like leadership, creativity and health through peoples’ willingness to model and develop in those areas. In the United States, two of my youngest brothers and my youngest sister-in-law are psychologists. When they took their State and National Boards, they said there were questions about NLP on those Boards. Perhaps we could have been better at the individual level and had more awareness to applying to ourselves before applying to the world. It is a very interesting place for me in NLP right now and I do not think it is just because of my comparative religion background either.’

We discussed what is next for NLP and where it develops. Does it just become part of a general personal development landscape or does it still have a future with its own identity. ‘I do not really know the answer to that and I know that there are conversations about that in NLP. I know John Grinder has said it is just going to be absorbed and it will not be around anymore and I have heard other people who think it will survive. It is all right with me either way, as long as people are making a difference. I think that is what I care about. I can remember sitting with an old Belgian Jesuit priest in Antwerp in about 1991. An old guy who had been a student of Carl Jung. He loved NLP and asked me “Do you think that the leadership in NLP will know when is the right time to pass the torch?” I didn’t know the answer then and still don’t.’

For Judith, though, the core of NLP remains modelling. ‘As long as there are enough people in the field of NLP that are really sustaining the idea that NLP is really about modelling excellence and creating models that can be brought to the world to make a difference. I think most of the developments have been more models than the kind of breakthrough that John and Richard made in the very beginning. There are a lot of people who have graduate institutes and that is wonderful because they are putting some good things out into the world. Maybe with the support of Neuroscience, we can bring in a whole other beautiful layer.’

I suspect that, even working and travelling less, Judith will still find time to buzz around the community, connecting and inspiring people. It is who she is and what she does best.

References
(*2) www.anlp.org/nlp-conferences.
(*3) www.researchandrecognition.org.
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Managing Internal Dialogue: Part 9

Here We Go Again!
(Moving through the resistance to organisational change)
By Joe Cheal

Change is ongoing... The universe does not stop. Change is natural...
But if change is ongoing and natural, why do so many people struggle with it?

Whilst I write of many things psychological, my main career experience has been working with people in organisations. I have worked with thousands of people in small groups who are going through the change process. In this context, I have noticed some patterns of how people sometimes get themselves stuck and resist the inevitable nature of ongoing change.

When change is announced (or rumoured) in an organisation, certain people go into various degrees of ‘resistance mode’. Each person will have their reasons and in an article entitled the ‘Yes/No Seesaw’ (Rapport Winter 2014, issue 42), you will find a good starting point for understanding more about the ‘No’ reaction. In many ways, that piece works hand in hand with this one.

Of course, reactions to a change will tend to depend on what the change is, how it is perceived, how much involvement people have had and how much control they perceive that they wield. I read somewhere that people don’t always resist change but they may resist being changed. In addition, people may understand the need for the ‘what’ (the change itself) but they may resist the ‘how’ (implementation and management).

This article explores two concepts from NLP and how they may be useful in understanding people and helping them get ‘unstuck’. There is then a model that encapsulated where people may find themselves (psychologically) during change and what they may need to feel ok again.

Change is a nominalisation!
When people talk of company change, they often talk of it as if it is a thing, i.e. a noun. The words at the start of this article... ‘change is
Encourage those affected by organisational change to think of change as a process, rather than a thing. ‘Change’ as a noun is a nominalisation. It takes the process/verb of ‘changing’ and freeze-frames it into a thing. Consider the difference between the two psychologically: ‘the change’ versus ‘we are changing’. For many, the ‘thing’ of change becomes something to worry about...it is upcoming, looming like a Doctor Who monster lurking round the corner. It is something they are going to bump into and it will probably hurt. It feels like it has a ‘tangibility’ but really, it is still intangible and hence unknowable. As a verb, however, it implies process, action and movement. Even as a thing, if we remember its primary origin as a verb, there is the sense of going through change. ‘Through’ implies that there is an ‘out the other side’. Hence, I encourage those affected by organisational change (including those who are managing others) to think of change as a process, rather than a thing.

Loss and the hierarchy of criteria
Despite popular opinions, change is rarely introduced for the sake of change. It is usually designed to resolve issues and/or improve situations. However, even with the most positive of changes, there will be a loss of some things as well as a gain of others. An office move may mean a newer, cleaner, fresher, roomier working environment...but also a longer trip to work, a more distracting noise level or sitting at a desk without a window view. What is perceived as a gain or a loss will depend on each individual and what is important to them personally.

I work with a presupposition that people resist change because they are scared of losing something from their hierarchy (or list) of work-related criteria. The curious thing however, is that most people are not consciously aware of what their work-related criteria are. They just know that they don’t like the idea of the change.

As an exercise, I ask people to write a list of things that they like about their job, including what is important to them and what they enjoy. Try this out for yourself. When you have a list, consider that a change in the organisation meant losing something from the list. What would be your range of reactions (depending on what was taken away)? Most people appear to experience mild annoyance through to wanting to leave the company (depending where the loss comes on the hierarchy).

For many, having this list written down (and hence conscious) becomes more empowering. They can see an objective list of what they value and so can take action to find those things in other ways if necessary. For example, if ‘problem solving’ is on someone’s criteria and a change means that they will be taken out of a reactive environment that they enjoy, then they might seek out some project work within their company after this process of change is complete.

The 4P Model (*1)
During change initiatives, different people may be at different places with regards to the change. This is not about personality (though it is may be affected by personality) it is simply about where people are at. Firstly, they will be on a continuum (or metaprogram) from ‘being on board’ with the change (i.e. positive) to against it (i.e. negative). Secondly, they will be on the continuum of ‘active about the change’ to passive (or inactive).

These two continuums create a dialectic construct (quadrant model) of four positions (see Figure 1).

**Figure 1. Quadrant model**

- **Participant:** will do what needs to be done and are supportive to the change. They are prepared to challenge where necessary but this will be for the betterment of the change or to point out potential potholes and pitfalls. John Kotter (*2) suggests that you need 75% of management on board with a change to gain a momentum. (Personally, I think that the more you have above that figure, the smoother the ride will be.) **Participants need to be kept updated and involved where possible to keep them on board.**

- **Protester:** usually angry about something. They may oppose a change for a variety...
of reasons (e.g. personal loss, perceived unfairness, fear of the unknown). Perhaps they don’t feel involved, consulted or heard. Protesters need to be listened to, preferably on a one-to-one basis. Hear their objections, provide a rationale (what and why) where possible and ask for their solutions.

**Passenger:** on board but they are not driving anything. Whilst it is possible that they are apathetic or lazy, the passenger is usually bombarded with other work and so is not prioritising the change initiative. Perhaps their manager is not allowing them time or perhaps they don’t really understand what is expected of them (in terms of what they are meant to be doing or how). The passenger needs help in understanding what they are meant to be doing and to prioritise the change.

**Prisoner:** don’t want the change but feel there is nothing they can do about it. They tend to feel trapped with no choice. They may become prisoners if they have tried to communicate their concerns or frustrations and have felt ignored or put down. This causes them to withdraw and fester. At best they will be silent throughout; at worst they may resort to sabotaging the change from under cover. The prisoner needs encouragement to express their concerns on a one-to-one basis or some positive reinforcement on their value and worth. At worst, if no resolution can be found, the prisoner may need to be set free.

**Change is a mindset**
As well as being a process, effective change management is a mindset. Those that are best able to cope with change appear to share a certain resilience to change that comes from the way they think and ‘frame’ change. Here are three examples.

1 **Temporal awareness:** being aware of the past and how things have changed with a view to keeping an eye on the future and how things might be. How might threads of the past weave into possible futures? What will things be like in five years’ time...technologically, socially, environmentally, professionally? How will that affect your organisation? How will the organisation need to be different to exist in that possible future? What will it be like in the organisation? What will your job be like? What will you have, feel, see that is different (and the same) as now? How will you need to be...to easily and effortlessly function there? What will you need to do to surf the waves of change?

2 **Picture size awareness:** being able to see the details of the day to day but also the bigger picture (and cycles) of the years and decades. Being able to focus on the minutiae within your own job whilst having an awareness of the whole organisation and the marketplace it sits in.

3 **Outcome awareness:** being able to establish outcomes when faced with an issue...before jumping to solutions. The Solution Reflex (seeking solutions when faced with a problem) tends to be reactive and potentially random! It is not until we establish the outcome that we have something to work towards. When faced with a problem think: outcome...then solution.

And through the other side
Whether you are initiating, implementing or facilitating others through change, remember to work with the emotion and psychology of the people (including yourself). Change management without the psychological element is simply ‘project management’...essential to organisational change but not enough on its own. To the ongoing change...to your ongoing success.

**References**

(*1) I first encountered this model on an Organisational Transaction Analysis (TA) course taught by Julie Hay in 1999. As far as I’m aware, it is not an official TA model but I have been unable to find an earlier reference point (or originator).

(*2) Figure 1 comes from an excellent article: John Kotter, ‘Leading change: why transformation efforts fail’.

Joe Cheal is an NLP Master Trainer and has been working with NLP since 1993. He is a partner in the GWiz Learning Partnership and GWizNLP (**www.gwiznlp.com**), transforming people and businesses through the fields of personal, professional, leadership and organisational development. He holds a degree in Philosophy and Psychology and an MSc in Organisational Development & NLP. He is the author of Solving Impossible Problems, *Who Stole My Pie*, co-author of *The Model Presenter* and is the creator and editor of *Acuity: The ANLP Journal*. He can be contacted via: joe@gwiznlp.com.
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Why is it that the top people in NLP don’t, or can’t, talk to each other? If NLP is truly a world-class communication model, why don’t the NLP developers use it themselves to get along with each other and demonstrate collaboration?

These questions have been heard thousands of times in and out of the field of NLP, and you may have yourself uttered them in seeking to understand this field. Most of us have. Of course, the complaints are over-generalisations. They presuppose that none of the long-term leaders and thinkers in this field talk with each other or collaborate. The fact is that some do. What is incontrovertible is that there has been far too little communication and therefore collaboration among leaders in this field.

To do something about that and these kinds of complaints, myself and Frank Pucelik decided, four years ago, to call for a summit meeting of ‘NLP Leaders’. That led to the first ‘NLP Leadership Summit’ in 2011 which was conducted on the day prior to the London NLP Conference. We repeated that in 2013 and 2014.

Who are these NLP leaders?
Originally we thought we would get ‘the old-timers’ together. Our thought was to get those people who are ‘leading’ people into the field of NLP through training, coaching, researching, writing and consulting and who had been doing so for 20 years or more. Later we reduced it to 15 years. But why this limitation?

Why only invite the old timers?
Our thought was that if we could get the older ones to come together, to meet with and to get acquainted with each other – that in itself would begin to break down the walls of isolation. We would start there. By getting those who have been leading and influencing people and bringing them into various NLP communities together, that would help to stop the put-downs that seem to occur easily and often so that we stop treating each other as enemies. That’s where we started.

We also wanted to do something else. Realising that traditionally most communities have older ones who, as ‘the elders of the tribe’, bring wisdom to a community, as well as a sense of history. We said to one another, if we could bring ‘the elders of the tribe’ of the NLP communities together, their experience, knowledge, and wisdom, these men and women could perhaps help to bring us all together. After all, these are those who
(ideally) have grown through their own developmental life-cycles of achievement, self-knowledge, and integration, and are at the stage in life where they want to leave a legacy. The potential is that we could bring their wisdom into the community if we only give it a chance. So that’s what we have been doing.

**What’s been happening with the Summits?**

In November (2013) at our second Summit, we set out to create a website of a collaborative description of our definition of NLP – values, ethics, vision, etc. (*1) In November 2014, we held our third-year-in-a-row Leadership Summit which focused on putting together our first three-day International NLP Leadership Summit in Nice, France in January 2016.

In the past three Summits, we have talked about our vision for the future of NLP. That has led to conversations about who we are, what we’re about, our values, ethics, standards, culture, etc. Yet because of time our conversations could only go so far. So the next step is to meet for three full days for much more extensive conversations. By bringing key leaders from all over the world together and giving these ‘elders of the tribe’ a chance to get to know each other and to have the conversations that we have to have – we can begin to create a healthier NLP Community.

**What’s planned for the future of the NLP Leadership Summit?**

After the Nice France Summit in 2016, our intention is to open the ‘Leadership Summit’ up to younger leaders (those in the field for five years or more). By bringing them into a context where leaders easily and naturally get together and talk, we hope to create a new culture and atmosphere in this field – one that is more collaborative, one led by congruent leaders who aim to get beyond ego and divisions to create a united front.

What we are not seeking to do is to create a new super-Association. The Leadership Summit is *not* designed to do that. We have plenty of Associations already in this field. What the NLP Leadership Summit is designed to do is to get the leaders to *associate*. That’s all. We are seeking to create an *associating* of those *leading* people into this field. As such, this is also *not* designed to be a governing board with power to control the various national Associations. The power that we want to develop and create is a deeper power – the power of influence, relationship and heart among those who want NLP to be more professional and more credible.

Our vision and aim also is to apply NLP to ourselves – to be men and women of integrity. Our intention is to encourage any and every NLP Association and group who can ‘sign off’ on the professional and ethical description of NLP that we have put on the website. Our purpose is to raise the profile and credibility of NLP – worldwide. And if we can do that, then that will powerfully contribute to a positive future for NLP.

Since our focus is on *associating*, and not creating a new Association or a super Association, we want no hierarchy so that no one person is ‘more equal than others’. To this date we have operated as a situation of peers, equal colleagues who are partners in creating the future of NLP. For us, no one person or group ‘owns’ NLP. In fact, NLP is not a thing to be owned. It is a way of thinking and acting and relating and so we are more stewards of this gift and this vision.

If you know NLP leaders who have been in the field 15 or more years and who have a good reputation as promoting quality NLP who ought to be a part of this, please tell them about the NLP Leadership Summit, send them to the website, and/or contact L. Michael Hall (*meta@acsol.net*) or Heidi Heron (*heidi@nlpworldwide.com*) with your recommendation (the person and an email address).

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**Reference**

(*1) [www.NLPleadershipsummit.org](http://www.NLPleadershipsummit.org).
Practice Groups Reminder
ANLP has devised a support pack for Practice Group Facilitators, both experienced and new, with the intention that Practice Groups can be nurtured and helped to flourish around the UK.

The ANLP Practice Group Support Pack includes latest copies of Rapport, Acuity, Current Research in NLP and The NLP Professional, so you have some resources to share with your attendees. You will also be given CPD certificates in PDF format, so you can issue ANLP Practice Group CPD certificates to your attendees.

All ANLP Practice Groups will appear on the ANLP website practice group listings so please make sure you let us know of any changes to your group, so we can keep the list up to date.

To update your information or to get your Practice Group added to the list, please contact Nina via members@anlp.org.

ANLP Regional Event
Building on our support for local Practice Groups and a successful Research Stream at the 2014 NLP Conference, it is our intention to launch the first ANLP regional event in 2015. The first one will take place in the South West of England, and then we will move this around the country each year, so we really do bring NLP into your local community. Keep an eye on the website, ANLP newsletters and Rapport for further news.

ANLP Green Paper
2014 also saw the launch of the ANLP Green Paper, entitled 'NLP: A Positive Future'. The paper and NLP Conference keynote are still available on our website, and the discussions continue on LinkedIn. We have recently offered an open invitation to the NLP Community to get involved with this project, and we look forward to developing this further in 2015.

ANLP Website
You may remember one of our projects for 2014 was to improve the website and communications. We started this process by taking on a new system for communicating with members, mainly through the newsletter. This is a vital part of your ANLP membership and is the main form of communication to keep you informed about how to make best use of your membership, update you regarding membership offers and Rapport publication, as well as being the main way we can invite you to participate in NLP projects, PR and business opportunities.

We will be further developing the website in 2015, and finishing the enormous review, redesign and series of improvements as recommended by you. This is proving to be a project far greater than we originally anticipated, and we know the end results will be worth waiting for! We are currently reviewing the tenders submitted and will be working on the website over the coming months.
THE NLP PROFESSIONAL

If you are looking for an affordable business mentor, then get *The NLP Professional: Create a More Professional, Effective and Successful NLP Business*, written by ANLP’s Managing Director, Karen Moxom.

*The NLP Professional* is about considering the field of NLP as a professional one. It is about making connections between your actions as a practitioner of NLP, and considering how these could possibly impact upon your business and the professional field of NLP, which is still in its infancy.

“There are hundreds of books on NLP to choose from but this is the first written to support NLP Professionals.”

Judy Apps, Coach, NLP Trainer, Author of Voice of Influence

“I think your book is a fantastic dose of common sense and a really inspirational road map to professionalising the thing we love doing. In the present climate, I think it’s a book that anyone who wants to see NLP being taken seriously in the wider world needs to read.”

Michael Dunlop, NLP Trainer, Belfast

*The NLP Professional* is available to purchase on the ANLP website: www.anlp.org/spartcart/
Boost the Effectiveness of Your Training Courses and Client Sessions: Interesting Insights from a Meditation Teacher

By Mark Zaretti

I have previously written business articles for Rapport about marketing, social engagement and multimedia so at first glance this title may seem a bit of a diversion, however as you read on you may discover that the insights gained, and approaches used, when teaching meditation are actually quite handy when it comes to business and in particular the business of running trainings. They are equally of value in any client interaction. I have personally been curious about ‘meditation’ for well over 30 years now.

I put ‘meditation’ in quotes because it is just a word, and one that has a wide range of meanings too. Putting it simply for the purpose of this article I would define it as ‘a way to have an experience-based exploration of inner awareness’. That is a huge generalisation and simplification but it is a good starting point. The key words here are experience-based and awareness.

As well as enjoying the many benefits and insights meditation practice can bring, I have also been teaching it since the late 1990s and have run many courses, lectures, private lessons, classes and even teach people in many countries via Skype. So with the key words of experience-based and awareness in mind let me share with you some of my teaching approaches and demonstrate how they can be useful in other ways, such as when running training courses or providing client-based interactions.

Meditation is not hypnosis or NLP, it is quite distinct, but there is overlap and many of the techniques, especially the hypnotic side can really help people who are learning to meditate. Where they do differ can be explained best with a metaphor. Hypnosis and NLP can assist people in noticing, understanding, moving, and changing their boxes. Meditation can allow people to become aware of and transcend their boxes, as well as discover the space between boxes. Of course any metaphor is at best an attempt to describe something, which will always fall short. So let us not get too hung up and remember the best way to really know the difference is to explore both, and that is something I have done and wish to share with you.

So let us understand better what a person might experience when learning meditation so we can understand how NLP and hypnosis fit in and vice versa. When people start meditation they are learning how to be aware internally. This awareness starts by being...
Ironing out any unhelpful self-talk early on is a great idea.

Aware of what is already present, which is of course their physical body, their emotions and their thoughts. But through practice they can start to be aware of a way of being that has nothing to do with their thoughts, feelings or physical awareness. Some might call it stillness and I will use that word to describe this awareness for now.

Having taught many people over the years I have observed that some find it easier to access this stillness compared with others. The potential stillness to explore is the same for all people so the variation in their ease of access must be caused by the individual, which means it is down to their body, emotions or thoughts. Putting it simply it is what is already present (mind, emotions and body) that can help or hinder a person from noticing new things. This is where NLP and hypnosis can help because they provide tools for adjusting the way a person uses and relates to their mind, emotions and body.

Let us explore a number of approaches and patterns I have developed and experienced from teaching meditation and see how they may be useful.

How are they representing the process?
Imagine two students about to sit down to meditate for the first time.

Student A is saying to themselves, ‘This is cool, I’m excited to see what it’s like!’

Student B is saying to themselves, ‘I’m nervous, what if I don’t like it or can’t do it?’

Who do you think is going to find it easiest to relax and enjoy the experience? Go ahead and say each of the sentences in your own head and see which one ‘feels’ more supportive and which creates tension. These students could be given equal advice and guidance and sit in the same room with the same conditions, but it is pretty obvious that one of them is going to find it a lot easier to relax and let go. So some simple NLP strategy elicitation, asking them ‘What are you thinking to yourself as you sit there?’ can go a long way.

Any new experience naturally has the potential to cause anxiety in some people. This might be a client about to have their first session or someone starting a training course. Ironing out any unhelpful self-talk early on is a great idea. There are plenty of NLP approaches to changing negative self-talk and most of the time I would simply keep it conversational, which was one of the late Frank Farrelly’s real skills. There is also a specific approach to getting rid of negative self-talk which you can explore called the ‘Voice Tempo Exercise,’ developed by Nick Kemp. I generally do not find it necessary but it is nice to have as a tool in your proverbial tool box. The take home lesson here though is make sure their internal dialogue is supportive before you start.

What is the main cause of student anxiety?
Here are two examples of how a teacher might introduce a new exercise, see which teacher you would rather work with.

Teacher X, ‘Hi, I’m going to teach you a secret breathing technique. It’s pretty hard and most people struggle but if you try really hard you may notice a little.’

Teacher Y, ‘Hi, I’m going to teach you a really useful breathing technique which you can just enjoy playing with and I’m really curious to know what you will discover.’

Two completely different approaches, which say exactly the same thing: ‘you’ll learn a breathing technique and you’ll notice stuff.’ But I would put my money on the fact that the students of Teacher X have higher levels of anxiety than those of Teacher Y.

I have observed many times that in any teacher/student dynamic the greatest potential source of anxiety is the teacher. The student does not know what they do not know yet and hence is putting their trust in the teacher. If the teacher says it is going to be hard then guess what, it is going to be hard. If the teacher says it is going to be easy then it is certainly going to be easier.

So when you are instructing clients, be mindful of how you are framing things. Are you accidentally installing anxiety or assumptions of failure? Those paying attention would have also picked up on the use of try by Teacher X; try is the one word way to easily install the idea of failure, which I am sure you know already.

Have you spotted a pattern yet?
In the previous two examples, I did not start by telling you information. I gave you an experience first, then asked you what you had noticed based on that experience, and finally gave you more information. This is what I call the experience first approach.

When I am teaching a meditation technique to a student I do not start by telling them what the technique is, what they are likely to notice, and what I or others have experienced from it in the past. Instead I simply sit down, ask them to close their eyes and guide them through the exercise so that they are experiencing it without prejudice as they are introduced to it. Then once they have had the experience I elicit feedback from them and am then able to provide appropriate information if...
In any teacher/student dynamic the greatest potential source of anxiety is the teacher needed. This approach has several benefits.

1. Because I have not provided lots of information it means there is less information with which they can create expectations and hence potential blocks.
2. With fewer expectations about what they may experience it also means they are more likely to notice what they are actually experiencing rather than filtering only for those aspects which match their anticipated expectations.
3. Because they have had an experience first and I have elicited information about it I now am in a position to make sure any information I provide is actually related to their experience and hence has more value.

For me, this is also one of the nice things about meditation, the fact it is not an information-based pursuit. Let me demonstrate.

I am sure you have probably seen a helicopter. Now even if you had read every book there is on helicopters, looked at lots of pictures and videos, studied them at length, all this information would not be the same as actually having the experience of flying in one. So when I teach, I am mindful of the difference between information and experience. Mainly that information is how we communicate our awareness of an experience with others (and ourselves). The experience comes first. You cannot be the source of new information without first having had a new experience.

So when teaching meditation, my goal is to enable experience and then provide information relevant to the experience, rather than trying to provide information about a potential experience.

So how would you provide the experience first approach in your work to improve your clients’ experience?

Using NLP submodalities
In the above example I said that I would elicit information from the person after they had the experience. An awareness of submodalities (Visual, Auditory, Kinaesthetic – VAK etc.) and how they are used in questions can really help in this elicitation stage.

What I normally ask the person after a meditation is: ‘What did you notice this particular time?’ You’ll find that there are no submodality references in that statement. I could have phrased it visually and said: ‘What did you see this particular time?’ Or phrased it kinaesthetically: ‘How did that feel this particular time?’

But by avoiding submodalities I avoid limiting their range of response. The word ‘notice’ allows them to include all submodalities in their response. Equally, if I want to filter for just one submodality then I will specifically use words corresponding to that submodality.

It is time we talked about time
Everything happens in time and most of the time we are either thinking about the future, remembering the past or occasionally we are in the present. Of course, we use this to great effect in NLP for timeline work. In any training, change work, therapy session, coaching and, of course, meditation training there are subtle aspects of time, and as a teacher, or therapist how we reference time can have a strong influence on our students/clients.

Any process happens over a period of time and the expectation of how long it might take is often dictated by the experience and expectations of the teacher. For example, if I told my students it will take you 10 years to be ready for the next phase then that would create a certain (unhelpful?) expectation in them, especially when you consider the assumption that difficulty and time are associated. Over my many years of teaching I have learned that very little is actually set in stone. It may have taken some people 10 years to achieve a certain awareness but does that actually mean that is a truisms for everyone? I tend to avoid setting expectations of time when teaching. That way the possibility for faster change is always present.

I do not avoid the subject of time completely though. Often at the end of a lesson I may use the concept of timelines to help students create the supportive habit of regular meditation. For example at the end a guided meditation when the students are really relaxed I might say something like: ‘As you think about the future you can imagine times when it would be useful to feel this relaxed and able to keep focused. So it is nice to know you can use these meditation techniques whenever you need.’

A statement like this allows them to create the assumption that they will use what they have learned now in the future. It also allows them to anticipate the benefits of doing so. Both of which are obviously useful to helping the person learn to meditate. So when you think about your client interactions in the future, how would you use references to time differently to improve the results you get?

Let’s go from one extreme to another
When you close your eyes for about 10 seconds what do you notice? Ok give it a go – before reading the next part.

I am going to demonstrate another useful approach you can take but if you did not just close your eyes and
notice whatever you noticed for at least 10 seconds then give it another go now.

Then read this next paragraph and hear it in your head as if I was saying it with you.

‘When people have their eyes closed some will notice colours while others will notice that there are no colours. Some will notice that everything is still while others will notice that there is movement. Some will notice that things seem flat while others will notice that there is a sense of depth. Some will notice that there is a space in front of them and others will notice that there is nothing in front of them. Some will notice their thoughts and others will notice the space between their thoughts.’

Now close your eyes for about 10 seconds and notice what you notice, and notice what is different from the last time you closed your eyes.

Some people will have noticed that what they noticed was different and other people would have noticed that everything was the same. What did you notice this particular time? In the paragraph above what I did was to introduce polar opposites, for example: ‘Some people will see colour and others will see that there is no colour.’

What this does is make the entire range of experience between those polar opposites accessible to the person without prejudice. They may notice colour (some people do at certain stages of meditation) or they may not, but either way it is within the range of experiences defined by the polar opposites and so whatever they notice is fine. It is a subtle way of saying ‘you may notice xxx’, but if they do not notice xxx then they do not feel that they have failed in any way. Notice as well that the language was third person, ‘some people notice’ rather than ‘you may notice’. This is a way of introducing a suggestion without creating pressure on the person.

For example, in a client therapy session you might say something like, ‘Some clients notice changes right away while others notice the difference some time later.’ Either way you are suggesting change will happen along with the possibility that it could happen quickly. Some people will be able to think of lots of ways this may be useful in the future, while other people may not think of any ways and that is ok.

I have introduced a number of approaches that you may already do or perhaps wish to explore in your own working practice. To recap:

1 Becoming aware of and sorting out internal dialogue in your clients to improve client interactions
2 Avoid installing anxiety in your students/clients to produce better outcomes
3 The ‘experience first’ approach which removes the need for information
4 Submodality clean language for eliciting more relevant information
5 How referencing time can create obstacles or be used to create supportive attitudes
6 Creating an inclusive expectation range within which a person can have experiences.

Obviously there are other approaches too and my goal here is to help share observations that other people may find useful and benefit from. My day job is providing web technology, multimedia and design services, support and solutions and I regularly apply these approaches above in business interactions, for example when showing a client a new website design I give clients the experience of the design first, I then ask them for feedback before going into the information about colour, layout and typography.

Enjoying and teaching meditation is a passion of mine and speaking just from a business perspective it is easy to understand why so many people are starting to explore it. Just imagine the benefits of being able to quickly relax and de-stress; to calm the chatter of a busy mind; to revitalise the body after a busy day; to access a more creative and intuitive level of awareness; to reduce blood pressure and recover faster from injury; the list goes on.

Because meditation is a natural process working with the mind, body and emotions to bring about these benefits and it only requires someone to sit and close their eyes, it is very accessible to people of any background or situation.

Mark Zaretti

Mark Zaretti trained in NLP to a master practitioner level and was an assistant for a number of years assisting NLP Trainers running training courses in the UK. Mark has also trained with the excellent Doug O’Brien in Ericksonian Hypnosis and ‘Sleight of Mouth’ language patterns, had the pleasure of training multiple times with the late Frank Farrellly and a number of other trainers, voice coaches and teachers. As well as helping business people and individuals benefit from meditative techniques, Mark has also taught groups within academia and organisations, the most recent being the NHS Employers in the UK. He spends his time between the UK and Italy teaching internationally with many clients having lessons and guidance online. For more information: www.zaretti.com; www.pureenergymeditation.com.
Would you like to be able to tap into the creative power and wisdom that exists within each and every one of us? If you do, then Transformational NLP may be able to help you. This is a magical transformational tool, enabling us to heal any area of our lives by harnessing the power and wisdom of a greater force – a force I term the Spirit.

I believe we are divine, spiritual beings, in a physical body. The pain we experience in our lives is because we have forgotten who we truly are – that we are the light, we are love, we are an expression of divinity. To heal our pain we have to connect again with this eternal truth. The pain is just an illusion, albeit a very persistent one. However, it is still an illusion, consisting of darkness, and the moment you shine your higher conscious awareness on to it, it disappears. It’s the same as when you light a candle in a dark room; the old darkness disappears and instead a beautiful light shines forth.

The key is to find the structure of the illusion, of this darkness, and then guide your higher consciousness toward a deep understanding of it. When you do this ‘magic’ happens – a profound transformation takes place, from darkness to light. You begin to shine ever more brightly, ever more strongly, because your divine light is able to flow ever more freely through you and out into the world. Transformational NLP is an exquisite tool for this, but it is important to remember it is just a tool. It is a bit like money – it is neither good nor bad, just a type of energy. It is how you use that energy that determines whether it results in something positive or negative.

How does Transformational NLP work?
Well, I am going to share a process where you can experience how it works for yourself, but first let me give you some background information about how we never experience reality as it is, and also on the role of forgiveness in healing.

We never experience reality as it is
As human beings we can never experience reality as it actually is, since we have to experience it through our five senses and our senses are limited in how much information they can receive. So the information streaming in from the outside world is already limited by our senses. Despite this, around two million ‘bits’ of information stream through our senses into our nervous system. To ensure that we are not overwhelmed by this stream, the Unconscious Mind screens out most of it and only five to nine ‘chunks’ of information reach the Conscious Mind. This figure varies, but a significantly smaller portion of information reaches the Conscious Mind compared with the portion of information reaching the Unconscious Mind.

This inner screening system is our inner map of reality. This is why we don’t react to reality, only to our perception of it. We communicate our outer experience to ourselves by translating it into an inner experience through our own physiological reaction – the inner pictures we have, the sounds we hear, as well as the emotions stimulated within. All of this is a neurological interpretation of the experience. We also interpret the experience linguistically through the words we choose when we talk to ourselves. These interpretations form the inner map of our reality.

We all have our own reality of the world around us and this is based upon which type of neuro-linguistic inner map we have formed. This map decides how we interpret an outer experience, how we react to what is happening around us and which meaning we attach to our behaviours and experiences. We never experience reality as it is, but how we are. This is why it is usually never the outer reality that limits us and causes us problems, but our inner reality, our inner maps and screening systems, which either help us to be happy in life or cause us to feel pain and unhappiness. The information that is filtered through the brain and how it translates affects how we experience life, which in turn influences our behaviour.
We communicate our outer experience to ourselves by translating it into an inner experience.

Using NLP you can change your inner screening systems and maps. This can help you to let go of inner blocks and Negative Thought patterns, which may have stopped you from healing your body, mind, relationships and life.

The role of forgiveness in Transformational NLP
Forgiveness forms a central role in Transformational NLP, because when you forgive you release yourself from the bondage of the past and this frees you to live fully in the now, enjoying your life. This frees your mind from the past. It is such a miracle when you do forgive someone, because you feel as if you have been freed from a prison. Whereas when you are angry with someone, you keep thinking about them. Often they pop into your head on a daily basis, sometimes several times a day. Once you have forgiven and let go, you stop thinking about them. You have given your mind the antidote to a bitter and negative poison.

This is your true gift to yourself, so please realise that you forgive someone in order for you to be happy and not to let the other person off the hook. You actually let yourself off the hook because you hooked these Negative Thoughts onto yourself. Once you fully understand this it becomes so much easier to forgive, because you realise that it is truly the only wise choice to make, because this choice will lead you to your own inner peaceful Heaven. This is why forgiveness is so important; it allows you to be free, free to live the life you want!

So give yourself the most amazing gift ever; first find the structure of the illusion of the problem, and then connect with your higher divine wisdom, and you will notice how this starts to shine a light into the ‘problem’ transforming it from darkness to light, from a feeling of being blocked, to amazing freedom, from fear to love.

The exercise shown on page 34 will give you a feeling for how you can connect with the healing divine wisdom that exists within us.
A Simplified Version of Higher Self Healing

Think of a problematic situation in your life, and identify which people are connected with it.

1. Close your eyes and imagine you float up to a sacred mountain top. Feel how fresh the air is up here. Next to you there is a little fire burning, a healing, transformative fire. Look at your life down below, and notice you can see your whole past, and you can also see the situation that is causing a problem in your life right now. Notice if there is a pattern to this problem, that is, if you have experienced this before in your life.

2. Invite those you feel are connected with this ‘problem’ to sit up here with you. Imagine you open up the top of your head, draw in a universal white light into your heart, and then send this light to others who are sitting up here with you. This white light makes sure you are safe and protected throughout this process. Then say (silently) everything you need to say to the others, and let them reply to you, from their wise inner selves. When you have all said everything that needs to be said, imagine a beautiful, golden sword. Notice if there are any negative cords that have been formed with the others, cords made up of negative thoughts, negative emotions and behaviours. Cut yourself free from all of this now, so cut all around you and also cut all around the others. Cut through all time and space. Also cut any cords that may have formed between you and the ‘problem’. Then throw all of these cords on the healing fire, and let the fire burn away all that old negativity, until it is all gone. Then say to the others that you forgive them and let them say the same to you. Know that forgiveness is a gift you give yourself, and that it releases you from the past. Then thank the others and let them go.

3. Let the fire grow bigger and bigger until it becomes a huge column of fire. Then send this column of fire down into your life, right down into the situation, and let it burn away all that old negativity, until only a beautiful light remains. Send this column of fire into your past and let it burn away any old negativity, all the way into the past and then back to the now. Let it go back and forth, until a beautiful light starts to glow from your past and present life down below. Then send this column of fire into your future, burning away any obstacles, so instead you are able to move freely and with ease into a happy, bright future. Then let the column of fire come back up onto the mountain top and recede into a little fire again.

4. Now invite your wise higher self to sit up here with you. Ask your wise higher self: What are the positive learnings for me to learn so I can heal this now? What other positive learnings are here? What do I need to know and learn? What do I need to focus on so I can do that? Wait for the answers.

5. Notice now that next to you there is a basket full of magical, shimmering and glistening stars. Fill these amazing stars now with your positive learnings and then throw them up to the sky and let them light up the whole sky. Then allow the light from these stars to guide you through your journey in life, and promise your soul you will follow this guidance.

6. Float up from this mountain and above your life, and then let the energy from your positive learnings float down into your life, all the way back to now.

7. Then travel out into the future, and notice how much your future has changed now. Let all your positive learnings fill your whole future. Go out one week from today, one month, six months, one year, all the way out into your future and out into Eternity. There in Eternity you meet your wise higher self again who takes you to a magical chamber of treasures, where you receive a gift which will help you with all of this. Notice what this gift is and what it represents to you. Allow yourself to receive this gift and let it enrich your whole future life. Thank your wise higher self, and then come back to now, only as quickly as you can let the essence from this gift float inside every day of your life, all the way from Eternity all the way back to now. When you are back in the now and ready to live your life to the fullest, enriched with all your positive learnings, then and only then can you open your eyes.
When All Else Fails
Some New and Some Old Tools for Doing Brief Therapy
Rubin Battino MS

“Another excellent, and sometimes provocative book from Rubin Battino that refreshingly embraces the current move towards pluralism in therapy. Exploring the modern requirement for very brief therapy When All Else Fails delves into a cornucopia of techniques, unashamedly giving new relevance to old approaches that have, as a result of unwarranted bias towards more populist approaches, fallen out of favour.”

Peter Mabbutt FBSC, Director of Studies, London College of Clinical Hypnosis, Vice President, British Society of Clinical Hypnosis

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The NLP Professional (Part 6)
Scope of practice
By Karen Moxom

As a practitioner, it is so important to be aware of your scope of practice, i.e. know what you are capable of handling in a professional situation. However well qualified and experienced a practitioner is, they may not have the right experience to deal with every issue which arises.

When I received my certificate to prove I was an NLP Practitioner, I was excited I had qualified. Everything I had been working towards came together when I received my NLP Practitioner certificate…and then I stepped out into the real world. What, exactly, did this qualification mean? What, specifically, was I qualified to do?

To be honest, when I received my NLP Practitioner certificate, I felt qualified to manage my own life much better than I could some months earlier. In hindsight, I now understand this particular training was designed with this purpose in mind, so I did come out with what I expected, as did everyone else on my course. We all knew and understood we had been enlightened and educated in some really useful strategies for managing our own lives.

The thought of putting ‘NLP Practitioner’ on my business card briefly crossed my mind, and was instantly dismissed again – I had attended a fairly short course in NLP, and my initial outcome for attending the course had been achieved. I had, however, discovered along the way NLP was immensely powerful and really was making a difference to my life in a way no other personal development training course had done.

I personally did not want to put NLP Practitioner on my business card because I did not feel I was in any way qualified to practice my NLP on other people and advertise I was doing so. As I became more unconsciously competent and more confident, I did find I was using my NLP to enhance my work as a management accountant and accounts trainer.

One of the questions we are asked by newly qualified practitioners is: ‘Am I a therapist now?’

The short answer is no, probably not.

I was very aware receiving my NLP Practitioner certificate did not qualify me as a therapist of any sort. Given the dictionary definition of a therapist is ‘a person who treats physical, mental or social disorders or disease’, and the definition of a practitioner is ‘a person who practises a profession or art’, there are very few NLP qualifications which will automatically qualify you as a therapist.

NLP and coaching differ from therapy because they start with a belief the client is ok, well and whole, and simply wants some help moving from where they are now to where they would like to be. Therapy can be more about delving into the past and analysing the smallest things in great detail, unpicking them so it is possible to understand the impact of past experiences.

As part of this journey, it may be NLP will be used to alter one’s view of past events and reframe them in some way so they become more manageable and have less effect on current behaviours, but NLP can be content free, whereas therapists do include references to the specific content.

Another reframe is to look upon therapy and NLP coaching as being presented with a packet of sunflower seeds and a garden which looks ready for planting. NLP and coaching will assume the soil is ok and ready for planting in, and an NLP coach will support the gardener to achieve their dream of having a garden full of sunflowers by next summer.

The therapist will help the gardener dig over the soil first, take out all the stones, analyse the soil quality and make sure the ground is thoroughly prepared and weed free before planting the seeds.

As a gardener, I know both methods have their place – it is perfectly possible to plant the seeds without any soil preparation and nurture those seeds as they grow, watering them and pulling up the small weeds as they appear. And this...
is all which is needed to achieve a beautiful garden full of sunflowers, because the soil was healthy and ready to grow seeds.

Sometimes, it really doesn’t matter how well the seeds are nurtured, the sunflower seeds do not grow tall and straight because there is something lurking in the soil which prevents this from happening. The soil looked fine when we started, but something is affecting the progress of the seeds.

Sometimes, NLP and coaching can quite easily deal with the something by clearing the limiting belief or asking powerful questions. And sometimes, regardless of our own and our client’s capabilities, we do need to call in the soil expert.

Some of the confusion surrounding NLP and whether or not one is qualified as a therapist stems from the modelling projects first undertaken by Richard Bandler and John Grinder. Bandler and Grinder modelled therapists – Virginia Satir, the psychotherapist responsible for introducing family therapy; Fritz Perls, the psychiatrist and psychotherapist who introduced gestalt therapy; and Milton Erickson, a psychiatrist who had a big influence on hypnosis and family therapy.

Bandler and Grinder used these models to demonstrate if the strategies used by therapists were broken down enough into their constituent parts, then it was possible to replicate some of the results achieved by these therapists, i.e. they demonstrated the art of modelling excellence.

It is perfectly possible to achieve great results modelling the excellence of therapists and this is what makes NLP so effective in many different areas. NLP has been greatly influenced by the work of these successful therapists and is all about modelling some of the excellent strategies used by therapists in order to achieve results. This is not the same as saying you are a therapist.

There are many other elements which are required in order to qualify as a therapist, in just the same way as there are many other elements required to turn me into as successful a runner as Roger Bannister, the first person to run a 4 minute mile. I can model his strategies and work out the ‘difference that makes the difference’, and this will, I am sure, improve my average times for running a mile. I do also need some other things in order to be at the next Olympics, standing next to the other athletes in the final – peak fitness levels, training and some initial talent would certainly help.

To clarify, as far as the Association for NLP is concerned, obtaining an NLP certificate only qualifies you as an NLP therapist when you have met the rigorous requirements of United Kingdom Council for Psychotherapy (UKCP), the British Association for Counselling and Psychotherapy (BACP) or the Neuro-Linguistic Psychotherapy and Counselling Association (NLPtCA). The UKCP website states: ‘NLP techniques are often utilised to instigate change and enhance personal growth, development and performance in groups and organisations, and with individuals. NLP techniques are not always suitable in addressing complex psychological difficulties or distress.’

This is an understandable statement when you consider to qualify as an NLP Practitioner usually takes somewhere between 50 and 125 hours and will usually include a combination of study and practice. To qualify as an NLP psychotherapist takes over 2,300 hours and includes a combination of training, supervision, client contact, observation and self directed learning...of which only a small part is achieving Practitioner and Master Practitioner qualifications.

It is perfectly possible to add your NLP qualification to your existing therapist qualifications, in order to enhance your existing therapeutic practice. I know of many NLP Practitioners who use their NLP to enhance their specific qualifications as a GP, a psychologist, or a psychiatrist, and many others who have undertaken the rigorous training to qualify as a NLP psychotherapist. These people all use their NLP to enhance their existing knowledge and skills and thereby give an even better and more rounded service to their patients.

Tip: Be clear about what your own NLP qualifications enable you to do in practice. If you would like further clarification, talk to your trainer or contact ANLP for impartial advice.
Becoming who you are as a practitioner

Build the team to succeed

In this series of articles for Rapport, leading life coach, speaker and business coach Rasheed Ogunlaru author of Soul Trader helps you to forge your unique, authentic path as a practitioner. Our journey will take us through the mindset, map, skillset, team, toolkit, marketing, cash, customers, champions, management and mindfulness you need to start or develop your practice in a way that is true to you. In this issue we look at the sometimes exciting, sometimes daunting topic of tools and technology and how to embrace it wisely to take you to the next level of success.

A quick review
We’re halfway through our journey and we’ve already covered a lot of ground. First we clarified your mission, motives and helped develop the right mindset. We then took stock of the skills and talents that you have and may need to grow personally and grow your business. Then we took a look at the terrain/landscape that you are in. Now it’s time to build the team you need to succeed.

You can’t do it all alone
The reality is that you can’t do it all on your own. If you’re currently struggling it may be because you’re trying to do everything yourself: admin, marketing, finance and delivery. Perhaps you’ve even built your website and spent hours struggling with managing your accounts. That’s fine if you’re skilled in technology, design or finance but if you’re not then it may show in the quality of your service/public image and the costs could be higher if you make mistakes or oversights. The reality is that there will be areas where you are strong and areas where you are not. The secret is to play to your strengths and those of other people. Once you do this you will really start to ‘become who you are as a professional’ as your magic will really shine through.

Action: first we need to take stock
If you haven’t already done this for you/your business write a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). If you work with a team or have staff then I recommend you do this together – be as specific as you can.

Differing types of help you may need
At differing times and stages in your business life and growth you may need different types of help along the way. Here are some of the types of help/roles that you may need in your team. These may be advisers, mentors, freelancers, associates, staff or external service providers. I’ve grouped them together but often they will be separate.
Identify the people to connect with and see how you can help each other

1 Managerial, strategic.
2 Conceptual, creative, technical.
3 Financial, legal.
4 Administration, operational.
5 Sales, promotional.
6 Personal, social, professional.
7 Motivational and inspirational.

What you have and what you need
In my monthly workshop at the British Library I often do a fun exercise I call ‘I have, I need’. As part of it I get delegates to stand up and say what help, support or introductions they need and encourage them to support each other. I remember one event at which one person said they needed office space and another said that they had a spare desk that the other delegate could use for free! That’s the magic that can happen if you ask and engage authentically. If this can happen with complete strangers what might happen if you really engage your network?
1 Take a moment to think about where you are in your business and where you wish to be.
2 List all the skills, resources, expertise, support that you already have or have access to.
3 List all the additional skills, resources, support and expertise you additionally need.

Building your team
Utilise your existing network: map out all the people you know friends, family, old school/university contacts, colleagues, clients, associates, customers. Identify the people to connect with and see how you can help each other.

Starting out? Most businesses gain their first clients from their network – spread the word.
Established/growing? The chances are you have a big network. Time to utilise it.
Action: identify 10 people to catch up with, connect with and meet.

Get out and about and network in person: I have a saying ‘If I don’t meet I don’t eat’. Ensure that you not only utilise your existing network but that you continue to regularly go to networking events, industry events, conferences, shows, socially and at training.

Use social networking shrewdly, strategically and sensibly: social media platforms like LinkedIn, Facebook, Twitter and others are a good way to consolidate, build and extend our network and networking. Use it to support and expand ‘real’ networking – not to replace it.

If you’re keen to get more help, Soul Trader has lots of tips and tools on how to do this.

When to pay and when to be creative
The reality is that there will be times when need to pay for service/help/support – or perhaps when you get to a stage that you actually need to hire staff full time. As a one-person business or small practice you probably have to be mindful of finances and may not have the budgets of the bigger players. But like a small speedboat you may be able to be faster, speedier, and niftier than a big tanker. As a small business you also need to be more creative and collaborative.

Building your business through relationships
When I wrote Soul Trader, the original subtitle was ‘building your business by heart’ because I wanted to share how to build your business through relationships by being authentically yourself. When I started in business I also had very limited resources having worked part time previously to support myself when I was pursuing my singing career. So when I trained and began, and started building my coaching business I was creative: I swapped, I exchanged skills/services, I got friends and contacts to help me – and I sought ways to help them.

One of the reasons we often feel we have to build or practice alone is we don’t engage our hearts – and our values – enough to attract and engage the help, support, connections to help us and that are really the right fit for us.

Tip 1: use your emotional intelligence not just your intellect. As an NLP practitioner, trainer or coach you are likely to have a very high level of people skills and emotional intelligence use this to guide you to the people who can help and support you.

Tip 2: know your values/use your values. Write down your values when it comes to personal and working relationships.

Tip 3: punch beyond your weight – different ways to build your team. Build an informal or formal network of other professionals, practitioners and associates – with shared values but varying strengths. Always look for the win-win for you, them and clients.
When I first started out and began networking I thought that everyone I met would become clients. I was wrong! What happened was I met good, bad and indifferent coaches, NLP practitioners, therapists, accountants, lawyers, designers, web developers… you name it. Over time I built an informal and at times more formal network and working relationships.

1. Spot other like-minded and complementary professionals, businesses and services.
2. Swap, sample share, refer and barter skills, goods and services.
3. Cross promote, introduce each other’s services formally or informally.

**Tip 1:** if and when the stakes and significance rises then get wise. Get expert advice, legal/financial guidance, written agreements and formalise.

**Tip 2:** let these relationships grow – and fall away – organically, authentically, supportively and respectfully.

**Taking on staff/growing a team**

There may well come a time – and you may already be at that stage – where you wish or need to take on (more) staff.

1. Identify the tasks and expertise you need help with – write them down.
2. Identify if this is an ongoing, occasional, periodical or seasonal need.

3. If it’s an ongoing need it’s apt to acquire staff – if not a freelance or consultant may help.
4. Draft a job description of the tasks and a personal specification of the qualities/skills needed.
5. If you’re not an expert seek out an HR expert to help you plan, interview, recruit and retain.
6. Once in the post: ensure you all know the goals, roles and rules – and know where you’re going.
7. Play as a team and to the strengths of everyone in the team – and keep it fun for everyone.

Recently, I was coaching a client who runs a growing clinic. She has a mix of paid staff and outsourced support. Her plans for the next stage of her business will require everyone raising their game so we’re putting a strategy in place for coaching individuals and for team development days.

As you grow your business grows – or as you seek to make that happen; it will bring new challenges, risks and opportunities and you’ll need to hone your leadership and management skills. Use the network you’ve built to help you find external advice, a mentor or network of other trusted entrepreneurs to talk/share with.
I wanted to promote road safety, not only to save lives but also to spare others the emotional trauma.

It was a day like any other – until, that is, the phone rang. It was a call that changed my life in many ways, and resulted in me conducting a pilot study that I believe demonstrates NLP has the potential to save thousands of lives.

The fateful call was to tell me a family member had been involved in a serious road traffic incident and while she was physically unhurt, the horrific emotional consequences soon became apparent.

Panic attacks, anxiety and a fear of driving quickly followed, resulting in her leaving her job due to the daily drive.

Seeing this sparked something deep within me. I wanted to promote road safety, not only to save lives but also to spare others the emotional trauma I'd witnessed.

In 2013, according to statistics, 1,700 people died on Britain's roads and 21,000 people suffered serious or life changing injuries. What could I do to reduce that, I kept asking myself.

I decided to train as a driving instructor, but as soon as I started sharing my plans with friends and colleagues, I quickly realised there was a group of drivers that desperately needed help – but were all but hidden.

With alarming regularity, I would hear people tell me about people they knew that were nervous or fearful of driving. Turning right, parking, using motorways or driving above 45mph – the list went on.

I say hidden because as these motorists have passed their driving test, they are thought of as confident enough to use our roads. Also, little research seems to have been done on the issue, though in 2011, a Spanish survey found that one third of licence holders reported they were scared of driving.

The implications of this are severe. Anxiety, fear and stress in any situation increases the chances of poor decisions, inappropriate action and aggression. When driving, any one of these could have catastrophic consequences.

So, as a master practitioner, I started to use NLP to help those with driving related fears and phobias, and the results were positive.

I then carried out a small pilot study last year, which also showed NLP could help tackle the issue.

So against this backdrop – and thanks to support from the ANLP and a number of NLP professionals – I am embarking on research to investigate the results further.

The aims are:

- To save lives
- Produce robust data showing NLP is an effective and bona fide therapy
- Convince those who still – despite the evidence – refuse to see NLP as an effective and bona fide therapy.

Research is completely new to me, by day I am a writer. I anticipate the learning will be as steep as it is exciting.

I will be sharing my experience with Rapport readers in forthcoming issues, and will be keen to get feedback and advice from seasoned researchers and NLP professionals out there.

To start with, I am keen to find information or previous studies that could help the creation of a validated questionnaire.

Anyone with any ideas can contact me on guywhitmore01@gmail.com.
**Recover your Energy**  
Olive Hickmott / £8.99 / MX Publishing  
[Review by Lorraine Keeling]  
As a hypnotherapist and NLP practitioner I enjoyed the creative way in which this book speaks to the subconscious mind and uses clean positive language. It has provided me with new ideas for assisting clients to help themselves make positive changes in their lives. Stories and metaphors can be very effective in helping to change negative beliefs on a very deep level. Many people are unaware of the power of the subconscious mind to make changes, even after long periods of being stuck in a rut. This book will work well alongside hypnotherapy and mindfulness techniques to help clients recover and improve energy levels. It’s ideal for the less analytical/narrow-minded reader, those who are open to trying alternative methods to improve their own health and well-being. The visualisations are a great way to bring about change, particularly for those who are aware of universal energy (also known as qi or chi). It is clear that the writer is very passionate about helping people to help themselves. The section on personal stories is very encouraging, especially for those who have already tried other methods without much success. Knowing that others have had success can start to cause a shift on a deep level. I would also recommend this book to those who suffer from Seasonal Affective Disorder as it can really make a difference. The reader may also become aware of issues being brought to the surface and patterns of behaviour which can lead to increased fatigue. With improved awareness, issues are more easily dealt with.

**Music from the Inside Out**  
Charlotte Tomlinson / £12.99 / Matador  
[Review by Jenny Thomas]  
There is a paradox in musicianship. At its best, performance is an uplifting activity, bringing joy to both musicians and audience. Conversely, it is a devastating, anxiety-ridden experience, undermining confidence and self-belief, or is ruined by the development of physical problems. Charlotte Tomlinson, teacher and performer, has written *Music from the Inside Out* for professional and amateur classical musicians to free their performance from the inner critic, stage nerves and crippling physical issues, and enable their expressive power to emerge. Each section is illustrated by case studies from Tomlinson’s professional practice coaching students. These stories enable the reader to recognise and describe their own unique difficulties. Motivation, bullying (external and internal), performance nerves, and the body mind connection is covered. Accessible and gentle expert guidance, refreshingly jargon-free and well-presented, describes how limitations arise and may be overcome. Whilst some self-help interventions are described, she recommends that professional support may be invaluable to address deep-seated emotional issues. She emphasises that, for successful anxiety-free performance, practice to ensure technical proficiency and repetition to become familiar with the music is essential; practical suggestions to achieve these are offered. *Music from the Inside Out* is a beneficial starting point for any musician who has lost their enthusiasm and joy. Music education has been notorious for the frequency of brutal teaching methods and practice regimes, however well-intentioned, making this book an excellent preliminary ‘compulsory read’ for music teachers-in-training and young musicians’ parents, and a useful reading-list addition for music teachers and performance coaches who recommend books to support their work with clients or students.
ACUITY VOLUME 4
ENHANCING AND ADVANCING NEURO LINGUISTIC PROGRAMMING

Acuity is the anthology of shared findings and learnings published by the ANLP. It is designed to sit between Rapport magazine and the Current Research in NLP journals. It is a forum where the field can be enhanced and advanced; it is a place where pioneers can share ideas and like minds can discover developing dimensions around the NLP world.

Vol. 4 of Acuity includes:
- Macabre Metaphors
  James Lawley & Keith Fail
- Science and the Presuppositions: Scientific support for the foundations of NLP
  Richard Gray
- Modelling and a Development of the Satir Categories
  Joe Cheal

CURRENT RESEARCH IN NLP VOLUME 3

Current Research in NLP Vol 3 contains proceedings from the International NLP Research Conference held at the University of Hertfordshire in 2012.

The papers in this journal contributes to the widely-acknowledged need for a research-minded approach to NLP. The papers illustrate the welcome diversity of NLP usage and include papers by both academic and practitioner researchers, across sectors including education, health, business and psychotherapy. They report variously on NLP practice, conceptual issues and applications of NLP as research methods.

Vol. 3 of Current Research in NLP includes:
- What counts as evidence when researching neuro-linguistic programming (NLP)?
  Dr Voldis Kudliskis
- Benchmarking coaches’ skills: experiences of benchmarkers and of trainees being benchmarked
  Dr Susie Linder-Pelz
- It’s My Life: a case study exploring the role of the therapy relationship
  Lisa Wake

These publications are available to purchase on the ANLP website: www.anlp.org/spartcart/
Research Interviewing: How does it differ from therapeutic interviewing?

By Thora Rain, James Lawley and Suzanne Henwood

It is understandable to assume that someone with strong clinical skills would easily transition into doing research interviews, but as we found out recently it’s not always quite as straightforward as it seems. There are subtle, yet important differences between therapeutic sessions and research interviews that require significant rethinking at every stage.

This article shares the personal experiences of one therapist-researcher (Thora Rain), under supervision, who made that transition successfully.

Let’s start at the beginning. What is the purpose of the two encounters? While Berg (*1) described the research interview as a ‘conversation with a purpose’, there is a little more to it than that:

• It could be said that the therapeutic consultation aims to support clients to explore their own subjective experience and deepen their understanding of their meaning-making process with the aim of improving their quality of life.
• Whereas, the purpose of the research interview might be described as an elicitation of the subjective experience or interpretation of the research subject with the aim of understanding the topic from the interviewee’s perspective.

The therapeutic/coaching consultation is designed to move the client forward and to assist with that change, while the research interview is to acquire data in relation to a specific topic, without attempting to change the interviewee in the process. Although, in some cases just reflecting on a situation can in itself generate change, it is not the purpose of research interviews to facilitate that change. This is a key distinction. In a research interview if the focus shifts to facilitating change, the data collected may not be valid since it will not have measured what it was designed to measure. There would also be an ethical issue if the informed consent had not included permission to work on change processes.

Another key difference is who owns the outcome. In a therapeutic session the client owns their desired
It is the interviewer’s responsibility to hold the frame/focus throughout the interview.

Outcome and the therapist/coach supports the client to achieve that. In a research interview, the interviewer owns the outcome, and the interviewee agrees to help the interviewer achieve that.

Taking time up front to explore the purpose of each encounter then is vital, and talking this through with other researchers can be beneficial in designing an effective and ethical study.

Skills and competencies

Although there are skills like quickly building rapport, active listening and calibration that are shared and transferable from the therapeutic practitioner to a research interviewer, differences exist which need to be considered. Below we explore some of the challenges clinical practitioners may encounter when transitioning into research interviewing.

Holding the focus

It is the interviewer’s responsibility to hold the frame/focus throughout the interview. This can be done by running an ongoing internal relevancy check and having the research topic and question clearly in view during the interview process. It is easy to be distracted by an interesting story which is unrelated to the research question: the researcher must gently bring the research topic back into focus, without losing rapport. This requires being as much information-focused as interviewee-focused (which is a different relationship balance from a therapeutic session).

Language and framing

NLP practitioners can have a strong habit of framing results and using ‘Well done’ type of encouraging language. Also, the tendency to reframe and in particular to use a feedback frame can be tempting, but doing so in a research interview is unhelpful since it potentially leads the interviewee and suggests a particular response is desired by the researcher.

A helpful methodology in this regard is Clean Language. It makes maximal use of the interviewees’ words to explore and understand their inner world, while keeping the inclusion of researcher words and assumptions to a minimum. (*2)

The type of questions asked can also inadvertently lead an interviewee into therapy. For example, questions that are common in therapy/coaching such as, ‘And how do you want it to be?’ or ‘What would happen if you did?’ can quickly turn an interview into a change session.

Equally, the interviewee can be the one who consciously (or not) leads an interview into therapy. Any sign of this should be acknowledged and the client advised that it is more appropriate to raise those issues with a therapist, NLP coach or counsellor.

It is good practice for interviewers to have some words prepared ready for each of these scenarios and to keep listening for any clues that either party is stepping out of the research interview frame.

Taking care of emotions

Highly emotional expressions by the interviewee do not necessarily fall into a therapy frame; especially if the topic being researched is likely to be sensitive, e.g. trauma, bereavement or redundancy. While the interviewer may well feel empathetic, it is not the interviewer’s job to rescue the interviewee or to try to make things better, even if they ask. Often, holding the space and giving the interviewee time for personal reflection or offering a short break will be all that is required for the interview to continue. If it is not, the interviewer must use their professional judgement whether to carry on or to end the interview and suggest ways the interviewee can get additional support.

Summary

While many of the skills involved in therapeutic sessions are similar to research interviewing, there are some clear distinctions which are useful to be aware of when making the transition to researcher. We hope this article has been helpful in highlighting some of the practical considerations and would love to know if you have any others to add our list.
Practical tips
We offer some simple tips for the therapist/coach making the transition to researcher.

1 **The environment**. We often don’t realise how anchored we are into our environment, conducting research interviews in the same space that we do our client session can keep us anchored to being a therapeutic practitioner rather than the research interviewer. Do your research interviews in a different environment to your client sessions. If this is not practical, change how you use your environment, even just sitting in a different part of the room will make a difference.

2 **The context**. Booking client sessions and research interviews into the same day can mean that it’s harder to separate out how we engage in each of those activities. Make sure you arrange your research interviews for different days to your client sessions.

3 **The relationship**. Client sessions have a strong sense of holding the space, safety and support with the aim of moving through a change process. Research interviews have a distinctly different feel. Interviews are limited in number often to a single interview and the researcher needs to retain a kind of detachment and neutrality. Notice how you are in client sessions and practice shifting your state to concentrate on eliciting and gathering data in a research interview.

4 **The notes**. Although research interviews are almost always audio or video recorded, it can be helpful to take notes during the interview. These differ from client session notes as they are more about marking out semantically packed prose or commenting on body language, facial expressions and gestures, along with highlighting any potential themes that are emerging. The notes will also help with the analysis of data, and any follow-up interviews.

5 **The interviewees**. Be mindful of any existing relationship, it can bias your interviewees to give you answers they feel you’d like to hear rather than their own experience or interpretation. Having a clearly defined preframe at the start of the interview or in any preparatory communication helps to mitigate this risk. In some instances it will be necessary to employ someone else to collect the data for the research study to keep the boundaries clear.

   If you are doing research interviews with your existing clients it is essential to inform them of how the research interview is different from their usual sessions. A signed informed consent form is required prior to any data collection to work within accepted ethical guidelines.

   Be mindful not to link the information that the interviewee provides with other information that they have shared in client sessions. Remember: keep it clean! And similarly, be careful not to integrate previous knowledge into the analysis.

6 **Prepare for the interview**. Do a pilot interview (or as many as are required to be confident in the process). It is a great way to test your questions and more importantly to calibrate your own state and engagement as well as the points raised above.

   Use an expert in research interviews to listen to the tape and look at your analysis to ensure you have noticed any bias or leading. You can even interview yourself, or get someone to interview you on the topic so you are clear what information and views you already hold. This will reduce the risk of confirmation bias – the unwitting seeking of information that matches your model of the world.

7 **During the interview**. Keep your questions clean. It is surprisingly easy to unconsiously introduce your metaphors or to insert leading presuppositions or suggestions into questions and paraphrasing. Again, the use of pilot interviews will hugely assist with ensuring your questions stay clean as you get interested in what your interviewee is saying.

   Even if you are familiar with Clean Language, have a list of the standard questions close by to refresh your memory.

   Give yourself permission to not follow up on every lead that the interviewee introduces. Go back to your original research question(s) and remain true to the focus of your research.

   Also, consider the benefit of using an iterative interview process. This means that you review and analyse the interview data from one participant and then use the results to update and refine your research questions for the next interview or to re-interview that participant. This approach ensures fuller coverage of all topics throughout the study.

8 **Keep a research journal**. Keep a research log or journal. This differs from interview notes in that it is about reflecting on your experience throughout the research process. You might for example jot down any reactions, thoughts or observations from the interviews as well as from your associated reading and the research design. This reflexivity aims to increase validity of your method by reducing researcher bias and offers an audit trail of thematic analysis and interpretation.

References
(*1) Bruce L. Berg, Qualitative Research Methods for the Social Sciences.
(*2) See Paul Tosey, ‘Clean language in research interviews’, Rapport Late Summer, issue 40.

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What triggers that urge for your customer to make a buying decision? Where does that electrical impulse come from that allows a customer to commit to a proposal or purchase a product?

I decided to spend some time analysing what has triggered my customers to make buying decisions. Having recently qualified as an mBIT (multiple brain integration techniques) coach, which looks at how we use our head, heart and gut brains to make important decisions, my main interest was in how my customers use their three brains.

Sales people know the importance of marketing, branding, features and benefits of our products/services. Analytically, logically and rationally there may be no reason why anyone wouldn’t choose to go with our offerings, but all of this just appeals to the customer’s head (i.e. their mind).

My research shows that buying decisions initially involve a lot of head-based processes but just before the decision is made the customer’s gut feels it is the right thing to do. The customer’s heart also plays a very important role because customers buy from people they have a connection with – a sales person they build good rapport with that they can trust.

As sales people it’s relatively easy to understand a situation, an issue, a client’s perceived need and tailor our product or service to meet those needs. Marketing people spend a lot of time on promotions, adverts and processes that will identify, promote and solve issues and meet client’s needs. These needs must be met in our products or services because our customer’s will be looking for these features and benefits – this is their logical head brain working. However, my research and experiences shows that what turns a prospect into a lifelong relationship as a customer is a heartfelt connection.

Caring about what we are selling and caring for the customer has to permeate and be real throughout an organisation. Sales people can have the best processes, scripts, marketing and persuasion skills but if they don’t care and have a clear sense of purpose about their role, they will struggle to build true rapport and have that heartfelt connection with their customers. My customers have told me that when a sales person feels genuine to them and demonstrates compassion that they then build a stronger connection.

From my own experience, I know how it feels to connect with a customer when I am selling a service that I truly believe in that I know will make a real difference. When I walk away from a client meeting that really moved the ball forward and I feel that the client really got it, it feels like everyone involved has a bond towards a common goal.

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