

RAPPORT

The Magazine for NLP Professionals

SPRING 2012 / Issue 27

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Faulkner**
A Journey
Beyond NLP?

**Richard
Lee**

Life Lessons
of a Professional
Footballer

**There's no failure,
only feedback...**
with horses

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(Stress and Tests?)

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INTRODUCING NLP

Outcomes 15: VAKOG

Spell it by sight

By Caitlin Collins

Sharp-eyed NLP enthusiasts following this series of introductory articles have been getting restive for some time. 'Where's the vakog?' they are demanding, tapping their teaspoons on the table, 'Enough of goal-setting and tea-sipping, bring on the vakog!'

What are they shouting about? Neither an exotic animal, nor a sport (anyone for vakog?), it is an NLP acronym that stands for Visual, Auditory, Kinaesthetic, Olfactory, and Gustatory: the five senses that people mostly mean when they speak of five senses. The topic is considered so important that it is usually presented at an early stage of NLP study (hence the unrest of our attentive readers), because it offers us a way to gain greater awareness of how we perceive and relate to our experience of being in the world.

In NLP-speak, these five avenues of perception are not called the five senses but the five representational systems. Hmmmm. This is not as silly as it seems: the term 'representational systems' can convey more than we might ordinarily pick up from the familiar word 'senses'. Our rep systems include the part the mind plays in making sense of the sensory input, as we co-create our worlds in the interplay of external appearances and how we interpret them. We construct and 'represent' aspects of our experienced reality in terms of what we think we are seeing, hearing, feeling, smelling and tasting. The objects of our senses are not really how they seem – or, in NLP terms, the maps that we construct are not the territories they represent. This insight is important because it encourages us to question our assumptions about the nature of reality, explains why we are so frequently surprised or disappointed by what happens, and introduces the possibility of doing things differently!

Increasing our awareness of which rep system is uppermost in a particular instance can give us an opportunity to experiment

“The topic is considered so important that it is usually presented at an early stage of NLP study”



to get a different result. Take language as an example. We can hear words spoken, both internally as we chat to ourselves and externally as somebody else speaks to us. We can also see words, both visualising them with the mind's eye and seeing them written on a page.

How well do you spell? Spanish is a phonetic language; you can work out how to spell a word by listening to how it sounds. English is not though: it is not enough to hear a word; you cannot get the spelling through hearing. Let us run an experiment.

- Think of a word that is fairly complicated to spell, and spell it aloud.
- How are you doing that? For example, somebody might be first saying the word silently to herself, while hearing it with her mind's ear, then translating that auditory representation into a visual representation of the written word and seeing it with her mind's eye, then reading each letter of the visualised word and speaking aloud. So,



what are the steps of your strategy?

- Now, can you change any of the steps of your habitual strategy, to make it even better? For example, if you see the word in your mind's eye, where do you see it? Point to where you see it. Is it in front of you? To one side? Above or below eye level?
- Can you visualise the written word by remembering an instance of having seen it before? Was it printed or handwritten? Try looking up as you do this, and notice whether your eyes go to the right or to the left as you summon a visual memory. Which way of moving your eyes brings up a clearer picture?
- Many people try to spell while looking down as they are writing or typing. Try that now. How well does that work, compared to looking up and to one side?
- Run further experiments until you can notice what you habitually do when required to spell a word, and what you can do differently to improve your spelling.

We find there is a lot going on when we investigate how we do something, such as spelling. Becoming aware of how our rep systems are operating enables us to make changes to habitual behaviours. It is all very well telling ourselves or anyone else that we can choose to do something different, the point about habits is that they run along well-worn tracks and are difficult to influence; if it were as easy as choosing to do something different we would have done so long ago! Shining a light on the rep systems opens up the space for us to make choices. We can also introduce 'pattern interruptions' in which we identify a sequence of representational events and pop in a surprise that breaks the sequence. There will be more about playing vakog with our habits in the next issue – perhaps it is a sport after all! ■

SATS – (Stress And Tests?)

Beating Exam Stress with NLP

By Chris Matson



Chris Matson

Not so long ago I was approached by a Head teacher I know, asking if I could do anything to help the Year 6 pupils who were becoming increasingly anxious about the impending SATS tests.

Having spent a short while in the school, the pressure on staff to get the pupils' pass rate up on the previous year was an evident 'stress enhancer' in staff and pupils alike.

My purpose is not to discuss the merits and demerits of SATS but to explain what I did to help the students.

First, I was asked to take an assembly and explain to the Year 6 pupils what I would be doing when I came to their individual classes. This I did, spending the initial part building rapport with the year group and asking them what they *felt* about the SATS. That was important. Until you know what the Present State is, there is no comparison point to contrast with the Desired State. For several youngsters the Desired State was to get out of taking the exams altogether. Others 'knew' that they would do badly and they just wanted it 'to be over'. Most felt pressured. I think that you will agree, not 'states' conducive to success.

I then employed Submodalities to reduce or negate their worries. This process was done quickly with 'checks' as we went along. I asked them to think about the exams and if they were concerned to notice if they had a picture in their mind when they thought about it. I asked them to make the picture fuzzy and unfocused, drain any colour out of it and push it away from them so it became really small and then reduce it to a dot and make it disappear.

Now, doing the exercise in an assembly with 90 children, means that not *everyone* will follow along, even using language patterns to 'pull' any 'mis-matchers' in. Nevertheless, many did and it acted as

a good introduction to the kind of things I would be asking them to do later.

I used the rest of the assembly talk to drop in a few reframes and embedded commands around the subject of exams and learning. I mentioned things like, 'You know when you know something though you don't know you know it. Like when a teacher asks a question and you blurt out the answer and rather surprise yourself that you know it. Know what I mean?'

I am sure you recognise the 'game'.

When I worked with individual classes the format was more or less the same for each. Firstly, reduce the stresses regarding the exams themselves.

All the pupils had been practising mock tests so they were familiar with them *and* they had been doing them far too much. Just like physically training for an event, if you take a break *before* the day, your performance is enhanced, otherwise the reverse is true.

We began with an awareness 'game'. I asked them to think about the SATS and specifically about the paper they most dreaded, thus accessing their 'Present State'. I asked them to go inside and notice where in the body the negative feeling was and whether it was 'hard' or 'soft'. We then 'melted' the feeling and 'let it go where it wants to go now'. I told them to just let it flow out of them, mentioning that if it runs down their legs and onto the floor, not to worry, as we will be moving seats in a moment, so no one will know it was them!

“For several youngsters the Desired State was to get out of taking the exams altogether”

Humour always goes down well. We continued until everyone felt that the negative feeling had gone. Obviously one or two may still have had some 'residue' left, though it was clear from their physiology that no one still had the 'dread!' 'Residue' would be dealt with later.

We now switched to 'positive performance' so I demonstrated 'The SWISH' to them, before getting a pair up and guiding them through the process. The whole class paired up and went through the process (armed with a 'crib sheet') which left me free to scoot around checking everyone was performing well, which gave another positive reinforcement about how quickly they were able to learn, remember and apply their knowledge.

For the 'SWISH', the pupils were asked to relive the last time they took a mock SATS test that they felt worried about, making sure that they were looking through their own eyes and 'living' the experience. They were to then 'white out' the screen, like in a cinema when the screen goes blank at the end of the film.

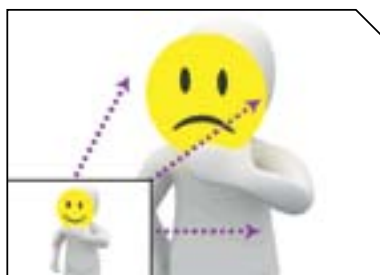
If you are familiar with NLP, you might be

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wondering if this exercise is not re-anchoring the negative emotions regarding exams. To a degree, yes, it is, *but*, I wanted to recalibrate on which pupils still had negative feelings and how strong the feelings were, to judge how much 'residue' was left. It also enabled me to gauge how effective the first exercise had been, because if youngsters were less concerned or possibly unconcerned at accessing a past negative experience that provided me with more information.

They then created the second picture, watching themselves doing well in the exam, looking calm and writing and evidently being their best. This was also 'blacked out' as before.

The second 'dissociated' picture where they watch themselves, was made the size of a postage stamp and placed in the lower left hand corner of the first 'negative', associated picture. As you say 'SWISH', the person swaps the pictures over by making the first one shrink into the lower left hand corner, as the desired image expands and completely covers the field of vision.



Desired State © A Mind To Learn Ltd.

The screen is then 'blacked out' and the images are 'remounted' on the screen and the process is repeated quickly ten or more times.

The next part of the intervention, I did table by table, working with four to six pupils at a time in rapid succession.

I honestly believe that if you witness an NLP intervention, you go through the process too. To enhance that, I asked each group to listen and do what their classmate said as an answer to my questions.

Armed with a sheaf of Submodalities Checklists, I first demonstrated with two youngsters and very quickly took down the submodalities of each pupil for something they were confused about and something that they understood. I then took each of the pair through their classmate's Confusion Pattern, then the Understanding Pattern, then through *their own* Confusion Pattern and Understanding Pattern and had them anchor the last state to holding a pen in their writing hand. This anchor was repeated and reinforced.

I then made my way round as quickly as possible.

“ The pressure on staff to get the pupils' pass rate up on the previous year was an evident 'stress enhancer' in staff and pupils alike ”

Every time I worked with a pair, the others at the table were instructed to follow the patterns. I elicited the patterns, as I had to be sure they were correct. By the time I left a group each pupil had been through at least eight patterns and anchored 'Understanding' to an implement that they would use in the exams. The pattern following may not have appeared exact, but given the speed I went through them, I suspect the youngsters got it anyway. They were certainly 'spaced out' by the end of this session.

Following lunch, I launched into 'The Circle of Excellence' to give each pupil a reinforced and enhanced anchor for the exams.

I followed the standard format for this technique and once I could see that each pupil had the idea and the anchor, we began to play with it.

To create greater ownership and make it more fun, I introduced other ways they might like to anchor positive states. I began with 'The Cape of Capability', (invisible of course) that, carelessly flung around the neck and shoulders keeps them soft and unstressed as you enter the exam room with a calm clarity of thought and a sprinkle of gentle enjoyment.

The youngsters enjoyed the creative playfulness of the 'game' and soon came up with their own versions. One created the 'Boots of Brilliance', to be slipped on at the threshold of the exam room. Another had a portable arch that she took around with her. Someone had a glow they switched on, a bit like a certain children's breakfast cereal advert used to show. I was not so sure about 'The Knickers of Knowledge', again invisible and worn on the outside, like Superman's pants!

One youngster went for the boots idea, but ran their hands up the shins, from the ankle to the knee, which we enhanced by making it into a sliding anchor, growing stronger as they moved not just their hands upwards, but straightened their back too.

Did it make a difference? Yes, the exam results improved. How much was down to my intervention? Alas, as with so much of NLP, the results are experiential rather than empirical, though I have done such work in so many schools that ended up with enhanced results, it cannot be coincidental.

It also works in business. I just do it differently! ■



Chris Matson: A Mind to Learn Ltd

Read the newspaper article relating to this event: <http://amindtolearn.com/nlp-stress-buster/> - For courses, workshops and to learn more about Chris Matson, visit: www.amindtolearn.com - If you want to learn NLP at home, go to: <http://amindtolearn.com/nlppractitionerhomestudykit/>

Charles Faulkner

A Journey Beyond NLP?

Charles Faulkner is a familiar figure on the UK NLP scene. He has read, thought and written widely about NLP and, in particular, about modelling and the nature of expertise. He met and talked with Andy Cooté at the NLP Conference in Docklands. The conversation began in metaphor and covered the past, present and potential future of NLP.



“When Grinder and Bandler started out modelling, expertise was behind an opaque wall”

time came across *The Structure of Magic Book 1* and thought I might find it interesting. I could see they were using transformational grammar in a familiar way. I was puzzled by the cartoon on the cover and ‘magic’ in the name. However, in a used bookstore nearby I found they had *Frogs into Princes* and the same thing, it had the cartoon cover, the magical title. I opened it up and realised “My God, they’ve got it”. Because I already knew, from my introduction to Chomsky, that if you could actually figure this out, you could change anything. I think I paid about \$2.25 for that book. I joke with friends that it turned out to be the most expensive book I ever bought.’

Charles began training in NLP soon afterwards, switching from his degree course. ‘Every month we’d get together in a downtown hotel. From David Gaster, we learnt hypnosis and spatial anchors. At the end of a business seminar, he said “OK, now watch and notice”, and he went and stopped in one part of the room and said “What do you feel” and he stopped in another part of the room and said, “What do you feel” and so he revealed the magic of how he utilised the stage. When David Gordon came to town there were 350 people to do a metaphor workshop. David starts to tell the story of this woman and suddenly we find ourselves all going into trance. I started to come out of trance and I looked around and there are 350 people in trance. By that summer I had also been to Steven Gilligan and Paul Carter’s trance camp. These were the wild days for us in Chicago.’

‘If you were going to learn NLP at that time, not only did you study NLP but you also needed to study Ericksonian hypnosis and the Moshe Feldenkrais method. NLP was seen as the linguistic manifestation of this larger knowledge you wanted to know about.’ Charles trained widely with people including Steve and Connie-Rae Andreas, and Leslie Cameron Bandler. ‘A huge amount of material was being generated right at that moment and no one person held the truth.’

Early on in this process, Charles modelled a number of language students in Chicago. ‘I modelled a number of really fast learners of English. Then, when I went through my Masters programme, I interviewed 45 physicians about their decision strategies.’ This led on to Charles modelling market ‘wizards’ and then for a time becoming one himself. ‘A market wizard is someone who is very good at making money in the markets because they know what information to pay attention to and they ignore all the other information – the noise. There is actually very little information to

As we settled down to talk, Charles pointed out the floor to ceiling windows overlooking the dock basin. ‘This is a very interesting place architecturally. It is a wall that you can see through as if it is not there and it is also, in a sense, a metaphor for the way my work is now. When (John) Grinder and (Richard) Bandler started out modelling, expertise was behind an opaque wall. When we look at some detail of behaviour, like when Erickson tilts his head and the client – ‘boom’ – changes, it is like being able to see into the depth of that talent that’s the talent, Bateson’s ‘difference that makes the difference’, and that’s what drew me into NLP.’

When Charles first encountered NLP in 1979 he was studying Transformational Grammar at University in Chicago. ‘I was one of the people in charge of an off campus Crisis Centre whilst I was in college. With a colleague, we took my knowledge of transformational grammar and his in mechanical engineering, and put together a questionnaire that we would have people ask the callers to the Crisis Centre. If the person who was receiving the call could get all the way through the questions, the person on the phone wouldn’t have their problem any more. My girlfriend at the

which to pay attention. A model, by its very definition, is a reduced representation of the richness of the territory. As I worked with people who had more expertise, their time frames increased and they paid attention to less information. That's curious. They sifted through lots of information but they were looking for certain kinds of information and/or relationships and they knew the rest wasn't important.'

Transformational grammar was just a starting point for Charles. 'That was through one set of windows. Through another set of windows, now known as cognitive linguistics, we know that language isn't a formal mathematical system but something that is deeply metaphoric, the kind of metaphors that people use to make sense of experience. They are contrasting and bringing two worlds together in a blend. I've noticed that money in many cultures, European at least, had weight. A pound was a unit not only of currency but was also a unit of weight. Other currencies – French, Spanish – also came from a measure of weight. You blend that with the idea of things being a burden in life. "I have a burden to carry" or "I'm weighted down". So you get this blend of people being weighted down by their financial responsibilities and I started wondering how much does that have to do with the fact that money used to weigh something? Now you're in the world that I occupy. I have these kinds of thoughts.'

Malcolm Gladwell recently wrote a book, *Outliers*, which emphasised the need to practice in order to achieve expertise. How does that relate to modelling? 'You need to develop the detail, whatever the profession you are going into and you have to love what you are doing enough to put the time in. So with the physicians for example, we needed to have a way to get their strategy but we didn't know what might be significant so we also videotaped them. My partner or I would go in and do the interview live and tick the boxes. Then the other would take the video and he would do the same thing and then we would compare them. If they were close, that was OK and if they weren't close, we had to re-do them until they matched, so there is the practice.'

Charles discovered something more about the benefit of practice when working on a Careertrack NLP seminar. 'I was designing a day so eventually somebody else could teach it verbatim. I realised on the fifth or maybe sixth day I did it in a row that I was telling the story and I suddenly had so much more mental space and I could really notice people's non-verbal reactions to the different words I was using and I realised that this was why Erickson told people the same stories all the time. Therapy isn't a creative writing project.'

I first met Charles at the first International Research Conference at the University of Surrey and it was clear to me at that time that he had done a lot of thinking about the academic connections of NLP. 'I was curious about how NLP was a natural step forward from applying Chomsky. Combining ideas creates the foundation for another idea. If an idea thrived it did so by being in conversation with other ideas. This is something that I have continued to try and do, to build a conversation within NLP and out to the other communities I deal with in order to develop ideas. I love the experimentalism of NLP in the early days and I still think, though not about transformational grammar, that linguistics as a representation of a part of the developing neuro-cognitive sciences or cognitive neuro-science, is a huge deal and that Grinder and Bandler were an early and still an unintegrated application of that.'

During the Conference, Shelle Rose Charvet had talked about a discussion in 1997 that was on pretty much the same topic as we were discussing in 2011. I suggested to Charles that we were still basically arguing the same points 14 years later. Can you, I

asked, see a way that we can take this forward and actually get somewhere? His answer was clear and unadorned. 'No. Without labouring the point, NLP is based on a linguistics that Chomsky himself repudiated in 1980. I have read and I understand the arguments that it still counts but that doesn't mean they are going to be bought in the academic environment. It appears to me the conundrum is, and this is not uncommon in the development of a field, the applications got ahead of the theory. Clayton Christensen, who wrote the book on disruptive technologies, has done a paper on this, about the management field, and he points out that the skills of managers and the skills of management consultants got ahead of the theory and this is where you need to get a new theory.'

One area where Charles has been thinking of a new approach is in the area of training. 'What we need is a simplified theory of learning. I was about to teach some students about outcomes when I realised they knew how to get here, they got here on time, they had a strategy for getting here. I went through everything in

“I was one of the people in charge of an off campus Crisis Centre whilst I was in college”

NLP and I understood that they already had living examples in their lives at which they are highly competent. We can speed up the learning because they don't have to be told they don't know something in order to learn it. We can take what they know, expand it and then at the end we give them techniques in case they want to have this in their hip pocket another time.

'People know about outcomes.

Everybody knows how to get lunch, just some people don't know how to get a life. I realised it was a problem of scale and complexity. I question the notion of taking more complex outcomes and reducing them back to the size and shape of getting lunch. I'm not so sure that's a great idea. I wanted to persuade other NLP people to this simplified approach. So far I've been unsuccessful in doing that. Maybe, as they say in Physics, "fields are advanced by funerals". Not that I wish that on these people because they are fine people and I count most of them as friends. It has caused me to wonder, could we, as a field, put a new theoretical approach in place?'

Just as NLP was a combination of ideas, I asked Charles if he thought that parts of NLP may one day find development through new theories in other fields. 'I think it is more likely that we will find ourselves reinvented by this or that neuroscientist than we will by the rethinking of our science. There are too many livelihoods at stake. In the words of Upton Sinclair "do not ask a man to understand something for which his income depends on his not understanding it". I hate to be that basic but I can think this about NLP because NLP doesn't have to exist for me to make a living. There is a certain mental freedom in that. This is really worthwhile work and I don't want two or three hundred years from now people to go "this group of people over here they developed all this stuff that wasn't found again for three hundred years".

'We need broad conversations and it is going to require a willingness to put our past behind us. I would not be in the position I am now if it hadn't been for what I learnt from NLP and from the marvellous people that I learnt it from. And yet, I don't think of what I do any more as NLP because I utilise cognitive linguistics and material from behavioural finance and other fields and I don't think that is a bad thing. I couldn't have the leverage in using that knowledge without the background I have from the practice of years and years of doing NLP.'

Charles points out that there were more presuppositions in the early days including, 'If your model doesn't work, get another model'. Life does not fit into neat little boxes and we need to be aware that there are other possible models out there. So to me the question is: Could we move up to another, better model? ■

Life beyond goals

By Rasheed Ogunlaru



Rasheed Ogunlaru

As an NLP practitioner or a coach you will find that you are always dealing with clients' goals, problems, challenges, aspirations they have and hurdles they want to overcome. It is natural and it is part of what you do to help release their potential and become more resourceful. In most cases this will mean that clients will present you with a goal – or that you will help identify one. But are goals the whole story? Can we become too fixed on goals and is there something beyond goals that clients are really aspiring to?

Over the years that I have been a coach, speaker and trainer in this field of personal development I have discovered there are two 'wins' that emerge from working with clients. The first is that they achieve their identified goal; be it a new job, giving an excellent presentation, sealing a business deal, promotion – or whatever it may be. Then there is the more subtle but profound 'win' of that client being more at peace with life, themselves and others. And interestingly it is this second 'win' that is often more powerful and prolonged. It is this that means that whatever may happen in life that they feel most resourceful. And it is this that NLP – and indeed any type of personal development or healing – is all about.

Goals will shift

The reality of life is that clients and their objectives will change. Their circumstances will change. Things they feel they may want may change – and this may change as part of the greater insight they may gain working with a specialist such as yourself. So if we are overly focused on goals both parties may become frustrated and we may miss the real magic that can emerge for the client. This shifting relationship to goals is a very natural occurrence as we grow and as what is important to us unfolds.

Life will shift

It is not just you or your client that will shift. It is not just that their circumstances or yours may change. It is that life as a whole will constantly change. The environment will change, the economy will change. The sector that you and your client operate in will change. And so this, too, means that we need a more fluent approach to goals and what type of support is really needed. Over the last 12 months we have seen the most extraordinary changes on the world scene economically, environmentally, politically and in our societies. Our goals and aspirations do not occur in a vacuum and it is important that we can respond accordingly.

Being comfortable with moving goal posts

The first thing is to accept and begin to become comfortable with the fact that goals, dreams and aspirations may well change. That is true of your client and yourself.

In fact whilst writing this article I spoke to Leigh, a coach who I am coaching, who was concerned that her goals to update her website and kick off her career are behind schedule. She is having work done on her home and she has had internet access problems. All this has slowed her down – her goals are behind schedule. This is the reality of our lives; things happen, events will occur, timetables may need to change. I reminded Leigh – who was very focused on her goal – that this is part of life. I reminded her that the challenges she faced with wanting to complete her 'goal' by such and such a time is the same as it would be for many of her clients and that her ability to embrace this would help her support clients when such events occurred in their lives I told her I had learned that 'life is the ultimate timekeeper'. I also shared with her that when I had started out as a coach I was very focused on ensuring clients did what they said they would, when they said they would. But then I learned that not only do life events happen, but also clients may themselves shift their goals, change their goals, let go of their goals, alter their goals. This means that the goalposts are rarely fixed. They are moving all the time.

The power of letting go of the weight of goals

Many years ago I coached Fred, a personal trainer, who had long dreamed of setting up his own gym. He had a few business coaching sessions. After about the second session of mapping out his goals he was excited and buoyant. When he came for his third session he seemed deflated. He said he had been walking around the city and felt overwhelmed. I told him 'whether you achieve your goals or not are of no consequence to who you are'. I then symbolically tore up my notes and told him that whether he pursued his goals or not was his own gift. Around 18 months later I bumped into him on the tube train and he announced



“ Can we become too fixed on goals and is there something beyond goals that clients are really aspiring to? ”

that his gym was now up and about to launch. I was amazed. But I realised that releasing the pressure of having to reach goals may have played a big part in freeing Fred to be himself and to do what was always in his system to do.

The rainbow myth

There is also another dimension to this. In fairytales there is a myth of a pot of gold at the end of every rainbow. In real life there is a similar myth that when you gain that new job, relationship or promotion that you will gain lasting happiness. I see it in many ‘successful’ people that I have coached who have status, success and stuff but who are unfulfilled. Many become consumed by setting yet more goals and feel burned out by the whole pursuit. Many are looking for ‘something’ else. Indeed many have achieved all sorts of personal, professional and family goals and are consciously or unconsciously looking for something else. If we are merely focusing on goals we may miss this real magic beyond the rainbow.

So what is beyond goals?

All this points to the importance of understanding what resides before, beyond – and between – our goals. When you sit down and actually ask people what they want, while they may mention lots of things that relate to gaining status, material things, physical attributes, after they have listed these things they will usually say that they want these things in order to gain ‘happiness’, ‘peace of mind’, ‘fulfilment’ and being ‘content’. So if these are the things that we really want – and if the goals and achieving them are not the whole story or the whole answer – should we not spend some more time in this area beyond goals?

The goal may not be the prize

This means that the goals may not be the real prize. I remember that when I did my NLP training the theme of ‘space’ was probably the most important to me. It was more important than any tangible goal. It was this feeling that made me feel most centred, connected and in tune with myself and life. In fact it was so important to me and useful for clients that after creating my traditional coaching tools I produced ‘Space, Stillness, Silence’ to help those who needed less noise and clutter not necessarily more goals. I am not alone, for many clients that you may meet goals may not be the prize. In fact a business owner I am currently coaching realised that first of all we just needed to still his noisy mind. Whilst he has business and personal aspirations what he really wants most is to arrive at a place of being at peace and this has nothing to do with goals. In time we may pick up on his goals – if necessary – but from a far more empowered space.

What can help take us to that space beyond goals?

Interestingly, many NLP Practitioners and other therapists, hypnotherapists and spiritualists utilise relaxation techniques and meditation. These tools and techniques often give us a break and take us away from our busy mind goals to a place where the mind can relax, where the body is honoured and can be at ease – and where both can get back into harmony. Walks in nature and sleep can often have the same benefits. The mere awareness of our programmed default toward goals can be useful.

So the tools and techniques that you are trained in may well be very useful indeed – especially together with the mindfulness that goals in themselves are not necessarily the whole picture. It is not unusual that the techniques that you may use are therapeutic enough without either you or your client needing to add many – or sometimes a few – expectations or outcomes on top.

Trust your clients

So listen deeply to your clients. Listen to what they say and to what is unsaid. Is their goal a ‘thing’? If their wish is more about peace, space, contentment or such like, then it is worth gently exploring ways they feel that this can be arrived at. Interestingly, you may both enter a new powerful space when this exploration happens. A space beyond a client with a problem and a practitioner with a bag of tricks to solve them. Sometimes concerns dissolve. Sometimes practical things may help support this space beyond goals. Ask them what it is that makes them feel at peace and relaxed. Invite them to explore what works for them. In some cases relaxation techniques, meditation, quiet contemplation or quiet walks in nature are what works well. Others may be drawn to other pursuits or simply ‘being’. And ironically in some cases having a few less goals and remembering to embrace life itself – which is what resides before, between and beyond goals – may be most liberating. ■



The state we are in

We live in a world driven by things that we should do, be and aspire to be. From gaining educational or vocational qualifications through to achieving career and business goals. And between this there all sorts of social, relationship and aesthetic ideals. It can be overwhelming. It is a major conscious and unconscious factor that leads us to setting goals. It is also a major contributor to the stresses and pressures that we have about the burden of carrying our goals and how we feel when we fall short of them. In other words – at a society and personal level – goals may not always be the entire solution and in fact can even be part of the problem. Could NLP perhaps help bring about a different kind of state of being?



ANLP Accreditation

Congratulations to our newest Accredited Trainers! The Accreditation Scheme is getting a fantastic response and we thought you would like to hear about the accreditation process from our most recent Gold Seal recipients!

Sonia Saxton, Saxton Partners Ltd

I have been a member of ANLP for a few years now and I thought why not have some of our courses accredited by ANLP?



After speaking to Jane, the Accreditation Manager, we were delighted to receive our accreditation pack by email. A very comprehensive document indeed – which gave us even more confidence that the process and the subsequent verification would be of the right calibre for our clients.

We have been running amongst others, our NLP Diploma, Advanced Language and Introduction to NLP for Business courses for some years. So the process of marrying up the right course material with the right section of the accreditation pack was fairly straight forward. After a couple of phone calls and emails to both Jane and Karen we were confident that our application was ready.

I was very pleasantly surprised when we got feedback from Jane that we had been successful in the first stage of our application before the agreed time. This was of course subject to a phone interview with the external verifier, Sally Vanson. This interview was very clear, concise and professional. Sally checked out all the aspects of our courses and of course a few other things as well. Needless to say she was happy with what she had seen and heard, and felt that we were worthy of the ANLP Accreditation.

We then received the feedback from Sally via Jane. This document was valuable to us. As it indicated we were on the right lines in what we were going to achieve with our current and future clients.

In all we found the whole process smooth, friendly and professional. Well worth the effort as I am now an Accredited Trainer with ANLP. My certificate is proudly displayed in reception. I would recommend the accreditation process to anyone – do not think about it, just do it.

Miriam McCallum Msc, McCallum Associates

High standards are very important to me and this was the main reason I applied for accreditation via ANLP. There are so many courses available and I want mine to be among the best on offer! I want people to know that my training meets a very high standard and that I have been externally assessed in order to meet this – so I applied!

The process in itself was a really useful exercise as it helped me to 'formalise' my training, enabling me to tie up loose ends and put things in order. My programme is quite creative so I wanted to make sure that the content and structure met the criteria.

The guide to accreditation supplied by ANLP was very comprehensive – essentially, this gave me the list of everything I needed and it is easy to follow. My assessor was Melody Cheal – and she was extremely helpful in guiding me through the process. The assessment interview took around 45 mins and Melody was very positive and supportive



throughout. I was really impressed with the guidance offered via ANLP too and the quick and timely responses to my questions – I felt very supported throughout, which is important to me. It felt great to know that I had passed and that my programme is now 'officially accredited'.

The brilliant thing here for me is that it is the standard level that is accredited – there is scope for NLP trainers to deliver the training in many different ways and styles but the important thing is that the

learning standards are met for content and assessment. I would certainly recommend that NLP trainers should become accredited via ANLP – and continue to collaborate with each other in this very exciting and generative field of NLP.

Neil J. Lloyd, NLPcoach.me

I decided to accredit the training I deliver and, after doing some research, found that the ANLP accreditation programme was the best option. I have been delivering short courses for many years and have noticed that accreditation is becoming more and more important to corporate clients and individual trainees. As my training focuses on integrative NLP (combined with life coaching, business, management and leadership), ANLP is not only a relevant accreditation body but also enjoys a high level of standing within the profession. Prospective



clients and trainees can look up the ANLP website and be assured that the accreditation is provided by a recognised organisation, supported by the NLP community.

I was really impressed by the ANLP accreditation process. It is very thorough (as it should be!) and I found the internal and external verification, particularly the detailed feedback, incredibly valuable for developing my courses. The accreditation programme is very efficiently run and the team at ANLP were always available to answer my questions and explain each step of the process. Following accreditation, I have received ongoing support from the ANLP team and the accreditation has helped me extend my network of NLP practitioners, trainers and practice groups.

I believe that accreditation has become essential for any trainer working in the field of NLP who wants to demonstrate their commitment to delivering a high standard of training. I highly recommend the ANLP accreditation programme.

If Sonia, Miriam and Neil's stories have inspired you and you are interested in achieving ANLP Accreditation for yourself, contact Jane Lloyd at ANLP now and request your information pack.



Jane Lloyd

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

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