

THE MAGAZINE FOR PERSONAL DEVELOPMENT

rapport

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AUTUMN 2010

What Makes a Modeller

James Lawley &
Penny Tompkins

Miracle of Voice

Speaking with
Power & Influence

Emotional Bankruptcy

NLP Trauma Recovery in the Pacific

Michele Paradise Own the room...

THE BIG
QUESTION

What is
NLP?

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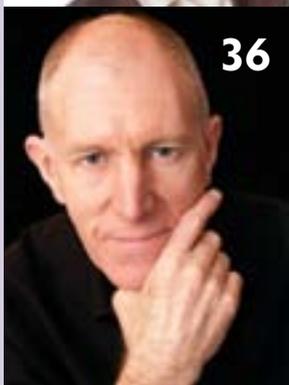
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Publisher - Karen Moxom

Welcome to the Autumn issue of Rapport.

We have some interesting, informative and though provoking features for you this month. Judy interviews James Lawley and Penny Tompkins (p8) and gets an insight into NLP modelling. We could all use our modelling expertise to our advantage when attending interviews or networking events, and Michele Paradise explains how we can use our skills more effectively on page 16.

I have just started reading Lindsey Agness' latest book "Still 25 Inside" and she is interviewed by Cait on page 48. It's all about attitude and I love Lindsey's positive reflections on women of a 'certain age' - I'm certainly adopting her approach rather than becoming a 'grumpy old woman'! And I am combining that attitude with Judy Apps' guide to speaking with power and influence (p28). Simply understanding a bit more about how voice works and where it originates will help.

Karen Ross has written an inspiring piece on their work using NLP to help victims from the tsunami and earthquake in Samoa (p18). In fact, New Zealand based Karen tells me they are now supporting those coming to terms with their

own tragedy closer to home, following the recent earthquake in New Zealand.

Judy follows up her interview with Ross Jeffries in the Summer issue with an interesting debate about using NLP for seduction (p32)... do let her know your views on the subject. And Eve gives us some timely advice on managing 'emotional bankruptcy', including some great tips to ensure we look after ourselves on occasions, as well as attending to the needs of others.

With ANLP launching their new Accreditation programme later this year, Andy reports on their progress and talks to some of the Accredited Trainers about their experiences. We are also launching our new website later this year, and we will have appointed a new Membership Co-ordinator by the time you receive this issue - we'll keep you informed via our e-newsletters, blog and Facebook/Twitter postings. So, as the nights draw in, I suggest you settle down with your Autumn issue and enjoy a good read.

Look forward to seeing you at the NLP Conference in November.

Until next time... Karen

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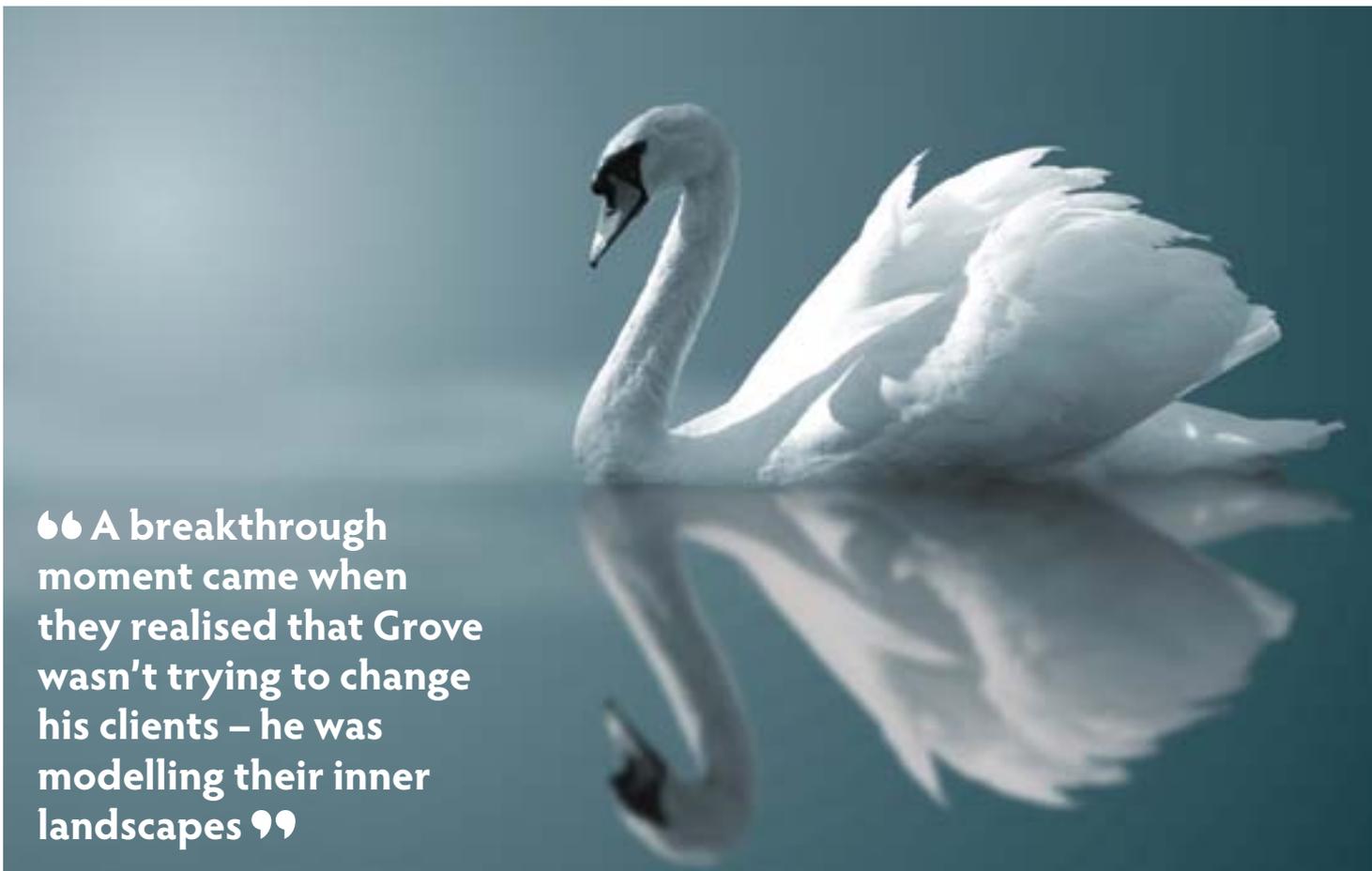
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What makes a modeller?

Judy Rees discusses modelling with experts James Lawley and Penny Tompkins



“A breakthrough moment came when they realised that Grove wasn't trying to change his clients – he was modelling their inner landscapes”

Modelling is at the heart of NLP: it's the methodology that leaves behind the field's famous "trail of techniques". But for many students of NLP, challenged to undertake a modelling project as part of their Master Practitioner course, it can be something of a puzzle.

I'm sure I'm not alone in struggling to get started, overwhelmed by competing methodologies on the one hand, and baffled by the missing links in trainers' stories of Bandler, Grinder and the "wild days" on the other.

What actually makes a great modeller? Penny Tompkins and James Lawley should know. They are not only expert modellers themselves, but have undertaken a number of modelling projects in which they have modelled great modellers.

They have studied with many of NLP's best-known modellers – including John Grinder, Robert Dilts, John McWhirter, David Gordon



and Graham Dawes – and have been involved in a huge range of modelling projects. Modelling has become a habit for them, to the extent that Penny said: "We almost can't not model nowadays".

In their first major modelling project, the couple modelled psychotherapist David Grove, creator of Clean Language. What began as a one-year commitment extended to four years before they eventually published their book, *Metaphors in Mind*, in 2000.

A breakthrough moment came when they realised that Grove wasn't trying to change his clients – he was modelling their inner landscapes – a process Penny and James called "symbolic modelling".

Now, as psychotherapists themselves, they model their own clients' inner worlds and help them to discover more about themselves, how they do what they do, and how they can have more choice – to "self-model". As trainers, they model their students' learning processes.

What is modelling?

“Modelling” in NLP has very little to do with either Naomi Campbell, or building miniature plastic aeroplanes! It’s more akin to scientific modelling: Wikipedia describes this as “the process of generating a model as a conceptual representation of some phenomenon”.

But there are wheels within wheels. In NLP, modelling is typically viewed as a process whereby a modeller:

- identifies an exemplar (a person, or people

who exemplify some desired behaviour or skill);

- gathers information about what the exemplar does;
- constructs a model of how they do that;
- tests whether using the model gets similar results to the exemplar.
- goes on to use the model themselves, or facilitates others (acquirers) to learn how to apply the model.

There are lots of ways of doing each stage. Penny and James distinguish between this process, “product modelling”, and the related process of “therapeutic modelling”. In the latter, a therapist constructs a working, in-the-moment model of their client’s “model of the world”, which they use to guide their interventions. This may be held more or less consciously by the therapist – there is no need to formalise it, to write it down, or to share it.

For a number of articles about modelling including “How to do a modelling project” see www.cleanlanguage.co.uk/articles/categories/Modelling/

Recently, they modelled well-known NLP modeller Robert Dilts over the course of a weekend, as part of an event organised by Fran Burgess and Derek Jackson of the Northern School of NLP. The results of that project are now available in a comprehensive report – including video clips and transcripts - on their website.

It seems that they’ve come a long way. As they explained, when they began their work with David Grove, they realised that most of what was known about NLP modelling was implicit. John Grinder and Richard Bandler had written up the results of their early modelling, but not how they did it. So Penny and James had to “reverse engineer” how the founders of NLP had done it before applying that learning to their modelling of Grove.

To make things worse, Grove was a very reluctant exemplar! He initially agreed to be modelled only on condition that he didn’t have to answer any questions and that they didn’t mimic what he was doing. They could attend his seminars, but only as ordinary participants.

Gradually, he became curious about what they were doing and became a close friend. But he remained reluctant to answer questions about what he was doing. When he eventually agreed to be interviewed, it had to be in a hot tub, with the recording equipment well out of sight. James said: “So much of him was out there running around in the client’s landscapes that he didn’t spend time self-reflecting on his own internal processes.”

In contrast, Robert Dilts was an enthusiastic subject, who loved to



“High-quality listening and observation skills are essential ingredients”

Levels of modelling

When Penny and James were modelling David Grove, there were multiple levels of modelling going on.

- The client was learning more about themselves – self-modelling
- Grove was learning about his client’s inner world – therapeutic modelling
- Penny and James were creating a model of Grove’s process with a view to making his skill available to others – product modelling.

talk about his modelling process – as befits the author of *Modelling with NLP*. By the time Penny and James modelled him, they had had plenty of practice and knew better than to try to model his entire process in a few hours. Instead they selected a small part to pay attention to – how he selects “what is essential” while modelling.

It’s a superb NLP modelling pedigree. If anyone can help those struggling Master Prac students, it’s Penny and James.

I should declare an interest. I’ve been an avid student of Penny and James’s work for several years, and would happily interview them about modelling for hours. In doing so, I’m a modeller, too.

And in this article, we have two pages – and that brings me up against the modeller’s dilemma. I have many pages of notes, two hours of audio recording. What do I select, from all the information I have, to include in my “model”. What’s essential? And how I can I best present the model so that you, the reader, are able to use it?

As James observed, this part of the modelling process can feel almost violent: after making pristine observations of your exemplar’s words and actions, you now find yourself changing them to make them easier for others to adopt.

And every newly-created model is born of the modeller’s map: it draws on the modeller’s knowledge and experience, and is ultimately limited by their imagination and other mental capacities.

So, I’ve selected one key piece, which I think you’ll find interesting because it’s new, and because it provides something which many

“And every newly-created model is born of the modeller’s map: it draws on the modeller’s knowledge and experience, and is ultimately limited by their imagination and other mental capacities”

► NLPers will find useful and relevant. It’s a new model, which Penny and James have not published before. And it encapsulates Penny and James’ learning from various modelling projects over the years.

It’s a list of the core skills required of a good modeller.



- **Outcome orientation**, having a strong sense of what your purpose is in conducting a particular modelling project and being able to maintain that while navigating the unfamiliar and often confusing territory that is the exemplar’s world. The outcome remains a “dynamic reference point” that guides the modeller throughout the project.
- **Sensory acuity**. High-quality listening and observation skills – including the ability to suspend judgement – are essential ingredients.
- **Being comfortable** with large amounts of information, and with not knowing how it all fits together. Penny and James’s experience suggests that most, if not all, modellers will be inundated with information, much of which will not be relevant, and they need to have some way of coping with it all.
- **Responsiveness in the moment**. The model-in-progress needs to be constantly updated as new information emerges. As James said: “It’s like one of the rules of improvisational comedy – whatever someone says, you run with it.”
- **Signals for significance**. All models are incomplete – “the map is not the territory”. But expert modellers seem to have a strong and reasonably accurate sense of what’s most important for the model to work in practice.
- **Pattern detection and split attention**. A key NLP distinction is between content and process – between what a person thinks and/or does, and how they think and/or do it. An expert modeller is able to pay just enough attention to the content to keep the process moving, while noticing and investigating patterns at the process level. Penny said: “You can know there’s a pattern before you can articulate it.”

This is something of a work in progress: there may be crucial pieces missing, or it may not be as elegantly simple as it’s possible to make it.

The proof of its value will be in the results it gets. If you’re an NLP modeller, why not try developing these skills – and let me know what happens next? ■

NLP Trauma

By Karen Ross



Nestled in the Pacific Ocean, the islands known as Samoa are a piece of paradise: rich green hills encircled with white glistening sands and the translucent inviting sea, inhabited by a warm people with ready smiles. In September 2009, a tsunami swept through this idyllic place following an earthquake 190 km south of the islands. Several waves hit the southern coast of the main island, Upolu, some more than 5m high and travelling over 500m inland. 148 people died, hundreds of families were displaced and thousands affected.

Even now, almost a year on, people are still suffering from nightmares, flashbacks, anxiety, depression, aggressive outbursts, excessive drinking, insomnia and other typical PTSD-related (post traumatic stress disorder) symptoms. Some remain up in the hills unable to work or go to school for fear of another wave coming. Some villages have started rebuilding, others haven't begun.

An idea is born

Less than two months after the tsunami, the New Zealand Trauma Recovery Team was born. It all began sitting around the dinner table at my place. A few of us NLPers were having dinner together and a friend and fellow NLP Master Practitioner, Rachel Papaconstantinou, mooted the idea of going to Samoa to help people suffering from trauma. We'd all seen on TV that many people there were still distressed and finding it difficult to rebuild homes and villages. "Yes, lets!" we all said. Of course, as we talked about our plans other practitioners wanted to be involved too and soon we were a whole team rearing to go.

Within days we were contacting everyone we could think of who needed our help and who could help us get there; local funding agencies, local Samoan representatives, Apia hospital, the Samoan Ministry of Health, the Red Cross in Samoa, charitable trusts, all of our friends, families and colleagues and on it went. Within two weeks we had a formal invitation from the Samoan Ministry of Health to help with trauma recovery there. Then, after two months of fund raising, planning and preparation, seven members of our team of nine left New Zealand, on the 24th of February.

“We'd all seen on TV that many people there were still distressed and finding it difficult to rebuild homes and villages”

The Trauma Recovery Team

Made up of NZ based NLP Trainers and Master Practitioners, the team itself is currently voluntary. We know each other through either training together or being part of one of the ongoing professional

development groups in Auckland. We also invited Dr Richard Bolstad to be part of the team and he kindly agreed to run three-days of training for those we were going to help. We were thrilled to have him on board because his experience in training these trauma skills is unparalleled.

Our funding came from sponsorship and fundraising. A significant

sponsor was Aggie Grey's Hotel and Bungalows who sponsored our accommodation and meals for the whole seven days. A local travel company helped us secure discounted fares and secured two donated flights from local airlines. The Samoan Ministry of Health paid for the cost of catering the training, and the rest of the funds were raised through friends, family and other like minded people, primarily through our website www.traumarecoveryteam.org.nz.

NLP Trauma Treatment

NLP trauma work is being carried out around the globe, from Western Australia following the bush fires, to ground zero following the 9-11 events to the Haiti earthquake. Some of the first research I came across on this was by Dr David Muss who did a pilot study on this method, with 70 members of the British West Midlands Police Force, all of whom had witnessed major disasters such as the Lockerbie air crash (Muss, D. in British Journal of Clinical Psychology, 30, p 91-92, 1991, Muss, Dr D. The Trauma Trap. Doubleday, London, 1991).

In 1999 Dr Richard Bolstad and Margot Hamblett were invited to Sarajevo to teach local psychiatrists how to help survivors of the Bosnian war suffering from PTSD. Richard said "if there was any doubt, I believe that our work in Sarajevo is demonstrating that the core NLP techniques are robust enough to deal with the psychological aftermath of the worst experiences humankind can face." (<http://www.transformations.net.nz/trancescript/sarajevo-ending-the->

Recovery in the Pacific



eternal-siege.html.)

Research has begun in the US working with war veterans – discussed by Frank Bourke at the recent International NLP Research Conference. He also explains “in clinical use after 9-11, NLP protocols relieved PTSD symptoms over 80% of the time in two to four hours. Cognitive-Behavior Therapy, the best of the researched methods, is effective 32% of the time and takes four to nine months.” (Research Program: PTSD Protocol for War Veterans by Frank Bourke, Ph.D. & Richard F. Liotta, Ph.D. - http://nlprandr.org/?page_id=508). It was incredibly exciting to know the tools we were taking to Samoa are beginning to be recognised as some of the most effective evidence-based techniques on the planet for treating PTSD.

Our Work in Samoa

Our trip to Samoa was for seven days, during which time we provided three-days of training for local mental health workers and counsellors. 40 people in total registered for the training including members of the national mental health unit, Ministry of Police and Prisons, UNDP (United Nations Development Programme), UNESCO, Samoan Lifeline, Samoan Victim Support, and a number of smaller local NGOs.

The three days covered a range of NLP skills including rapport, outcome setting, anchoring, various communication skills, Richard Bolstad’s RESOLVE model and the NLP Trauma Process, both outlined in Richard’s book *Transforming Communication* (2004, Second Edition).

In-field support followed the training for several days, allowing local workers to practice their skills under supervision and enable them to build confidence and competence. Support has continued from NZ by telephone conversations and email exchanges. The team also carried out some individual sessions with both workers and victims.

Highlights

Day one of the training opened with the Samoan Prime Minister welcoming the team and talking about how important the training was going to be for “re-building peoples’ minds to enable them to rebuild communities in Samoa”. It was a great feeling as I looked around the room that morning at the participants seated in rows,

noticing the frangipani flowers in the ladies’ hair, seeing our team dotted around the edges and listening to the Prime Minister address us. I felt a mix of elation and disbelief; that we were there, so successfully so far, with the Prime Minister addressing us!

As we watched the participants enjoying discovering the skills and tools they were learning it felt amazing to see their transformation. It was especially touching to hear people talking on day three about their experiences healing their own trauma during the training. One woman told me over lunch of a traumatic event she’d experienced as

“As we watched the participants enjoying discovering the skills and tools they were learning it felt amazing to see their transformation”

a teenager that she had been able to heal and move on from (now in her 60’s). She told me that in the past when she was counselling people she would hold her heart as she comforted them, as her own heart was hurting. She was so delighted she could heal herself and feel better.

On our final day, Rachel and I were fortunate enough to work with the UN. We ran a 90-minute workshop on stress and state-of-mind

management for staff from five agencies including UNESCO and the Department of Safety and Security (UNDSS). The session introduced them to tools for coping with the various situations they are faced with, from crime scenes to natural disasters. We spent the afternoon facilitating and supervising individual sessions for staff suffering from a range of issues including severe and long term PTSD.

Suddenly the tsunami was very real

On Saturday morning the phone in my hotel room rang. It was 3am. It was surreal hearing the hotel manager explain there was a tsunami warning in place and that we would be evacuated at 6am. The warning had gone out across the Pacific following the Chilean earthquake the previous night, measuring 8.8.

For those of us having never experienced this kind of emergency before, when the siren sounded around 4am there was a brief sense of the fear and panic many local people experience at the very thought ▶

► of another tsunami. After our evacuation that morning and talking with people around the island on the following days, it brought home to the whole team just how very real the threat of natural disasters are there. While many people have been able to let go of the trauma and move on, we saw how traumatising these warnings can be for those still suffering from the September disaster. One woman I spoke to had been shaking all over as she drove down the hill from her home to evacuate people from their coastal fale's (huts). She lost 13 members of her family in the 2009 tsunami, including her mother.

Challenges and Opportunities

Every culture has its nuances, beliefs, language and customs, and it was vital we took care to pace all that is unique to Samoa. With his wealth of experience not only as an NLP trainer but across many cultures as diverse as Eastern Europe, Japan and China, Richard Bolstad was well placed to do this. His ability to pace and lead the participants' Christian beliefs and local traditions was pivotal to the success of the training. His style, story telling and pacing allowed participants to receive the learnings in their own map of the world, understand them and apply them in a way that was congruent with their belief systems.

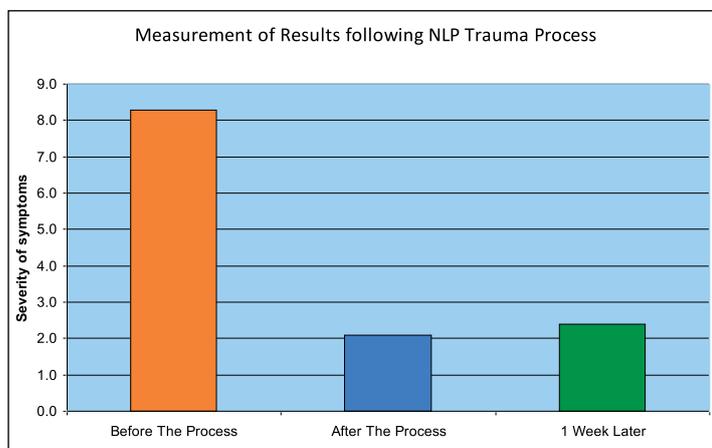
We knew it was vital to have a Samoan speaking NLP practitioner on our team, and thankfully Asenati Toilolo agreed to work with us. She translated handouts and other materials and provided a bridge in the training room when language became a barrier. While the training was held in English, there were times when translation was invaluable.

Our intention was always to leave as many resources and resourceful people behind as possible (and I don't mean ourselves, although it was very tempting to stay behind I can tell you!) Our in-field support was crucial to helping participants integrate their skills as much as possible and develop their confidence. Much more time was needed for this in reality and this would be one of our main areas of focus on a return trip.

Not being a charitable trust proved to be our biggest challenge when it came to raising funds as many charities will only provide funds to group set up as formal charitable trusts. We weren't ready to plunge into this kind of commitment with the time pressures of getting there as soon as possible, but for future work, this will be essential.

Outcomes and results so far

At the end of the 3-day training a total of 29 participants were given their certification by Richard Bolstad to practice these NLP trauma skills. This was a wonderful result. (8-10 remaining participants were



not certified as they could not all be there for the entire three days due to work commitments.)

It has been wonderful following up with some of the people from the training and those we did one-on-one

work with and hearing how different they are experiencing life since their sessions. It is immeasurably rewarding to know we can make such a difference.

On a more quantitative level, we wanted to track the success of this work, so at the end of the training we asked participants to record (on a form we provided) the results from each session (their own trauma work or that of people they were helping). They were given a scale to measure with, based on the specific PTSD-style symptoms experienced, from 1 to 10, where 1 was 'neutral or calm' and 10 was 'the worst they can think of'.

The chart indicates the mean scores for participants who did the trauma cure process. Unfortunately, due to the sheer logistics of tracking the paper work from New Zealand we have only 11 results recorded so far, so results can not be claimed yet to generalisable. Practitioners who have used the NLP Trauma Process will know these results are very typical, certainly in my experience in private practice.

Going forward: the need is endless

We know that the NGO's we worked with very much want to incorporate these skills into their client work and would like much more help with in-field support to grow their skills. The Ministry for Police and Prisons would like their prison staff trained. There are other NGO's inquiring about training for their staff. The woman who lost her mother and other family members is just one of many individuals we want to get back to help. There is still much to be done.

Ultimately we would like to return to Samoa with a team of 5-10 NLP practitioners for seven days to continue the work we have begun. We would be aiming to continue in-field support, carry on with one on one therapy with those individuals who need it including getting up into the hills and working with families and children in order to get them back to school, work with some of the schools that were affected by the tsunami (realistically, we could spend a whole week just doing this!) and conduct another 3-day training for other workers based in Samoa who were not able to attend the first training, and for those who did to refresh their skills. We are continuing to look at options for raising funds and would welcome any support with this (contact us easily through our website).

From a big picture point of view, it has become increasingly clear as we've progressed this project, spoken to agencies like Oxfam and had emails from other parts of the world that the need for trauma work like this is widespread. Oxfam here in NZ pointed out over a dozen countries just in the Pacific where this kind of work would help, and then there's Cambodia, Rwanda, Haiti, China, and the list goes on. My vision is for a fully funded global trauma recovery team that can really make a difference to the peace and wellbeing of our world. ■

To find out more about the Trauma Recovery Team, donate or read about the first trip to Samoa in detail, go to www.traumarecoveryteam.org.nz

Karen Ross is an NLP Master Practitioner with a business management degree. She runs a private coaching and training practice in Auckland, NZ. She runs workshops on a range of topics including wellbeing in the workplace and speaks on Using Your Brain on Purpose. www.freshwaysforward.co.nz www.avaraconsulting.co.nz

Ross Davenport

Olympic Swimmer

By Eve Menezes Cunningham

Olympian Ross Davenport started swimming when he was 6 years old because his older brother wanted to go with his friends and he simply followed. While he says he was “always quite decent at the small club” Ross didn’t realise quite how good he was until he was 17 and realised he could go to the Olympics at 20.

When I’d initially tried to schedule our interview and was told he was in training, I imagined this made life quite hectic but it involves even more than I’d expected. “I get up at 6.30am, eat, take the dog for walk and am at Training for 7am” says Ross. “We stretch, do core work, Pilates and more stretching before getting into pool at 7.45am and then swim until 10am. We swim between 6500 and 7000 meters at the local swimming pool then go to the gym for an hour. Then it’s home for lunch and bed before coming back to the pool for 3.30pm, doing 20 minutes of stretching and 6000 more metres. We have Wednesday and Saturday afternoons off but it’s a full day on Sunday. 10 sessions a week plus three weights sessions.”

Competition time sounds positively relaxing in comparison. “Three weeks before, we start tapering down, winding down on volume and intensity week by week” says Ross. “A week before the competition, we do nothing. We stop all weights to avoid risking injury and just compete. So it’s just warming up and competing.”

“We get a couple of days off at Christmas and two or three weeks off after major competitions.” These generally happen twice a year with trials for whatever’s coming up and then the actual competition (Olympics, Commonwealth Games etc.)

I wondered if this extreme commitment ever wavered but when I asked if he’d ever wanted to give up, Ross said it had only been for a year when he was 14 that he’d felt like that. With two hours’ training a day on top of school and homework, he felt he was missing out on

“We get a couple of days off at Christmas and two or three weeks off after major competitions”

the fun his friends were having hanging out in the park and playing football. But after a while, he realised that while that was fun, he wanted to give swimming his all.

Now 26, Ross stays motivated by always focusing on his own personal best. “I want to be better and think I can be. Whether that means winning medals or not.”

He credits his family as his biggest supporters. “They were practically a taxi service to and from swimming and they financed everything. Now, since I’ve moved on and stand on my own two feet, my parents plan their summer holidays around where I’m competing so they can watch. This year they’re coming to Delhi and they’ve been to China.”

At the moment, Ross is focusing on the Commonwealth Games. “I really want to go there and perform and do myself proud. Then there’s the Olympics in two years time, competing in front of a home crowd.”

When I asked if he thought the Olympics’ legacy would inspire children more he said it already is motivating UK sports people. “We’re all more determined. Whether 14 or 26. There’s more strength and depth.”

When he looks back at all the training and thinks back to when he was 14, Ross says he spent a lot of time wondering if what he was doing was the right thing, “wanting to know if everything was going to be alright. Looking back, I’d have liked to have believed in myself a little bit more, to have strived earlier. I didn’t target going to the Olympics until it happened and didn’t believe I could go until I was actually going. I wish I’d had that belief that I could make it.”

Ross’s advice for passionate people everywhere (be that sports, arts, business, science or anything)

“Believe in yourself and really work as hard as you possibly can. It doesn’t come easy. Nothing does. If life was easy everyone would do it. Do your best. If you fall short of your goals you can still hold your head high and be proud.”

Believe in your own abilities

When did you last do what felt impossible?

What would have helped you to know when you were dealing with that?

How did you support yourself when it felt too hard?

What could you do to make it easier and even more enjoyable this time around?



“I want to be better and think I can be. Whether that means winning medals or not.”

Ross's fitness tips

As the days get shorter, it might be less appealing to get up to run, swim or do yoga before you start work or the kids get up. “Start now,” says Ross. “Get into that routine. It’s all about routine. Don’t go too hard at it straight away – make your personal goals realistic. Then gradually increase them. Start with running one mile and build up instead of trying to start with five miles.”



With September being Oral Health Month, here are Ross's dental tips

Dental hygiene is an often overlooked area but taking good care of your teeth and gums, while keeping your teeth looking good, can also prevent heart disease. Here are Ross's tips:

2 minutes and 30 seconds, "bristle workout": Using a small headed toothbrush and starting at the back of the mouth I work across each tooth with a front crawl circular action, making sure I get under the gum lines. I finish off my "bristle workout" by brushing my tongue in the same manner.

1 minute, "tight spot check": With an interdental brush recommended by my hygienist, I can get to those very hard-to-reach areas in my mouth, ensuring I am clearing as much plaque off as possible, lurking in those really tight mouth and tooth spots. It's not as hard to do as you think, once you've been shown how to do it by an expert!

"Going for Gold" – the 1 minute final relay splash: Switching over from my brushing workout, I finish my twice daily oralcare fitness regime with a vigorous rinse workout with alcohol free Dentyl Active Complete Care mouthwash that works six ways to give you everything you need to complete your daily oral care regime. Holding the bottle like a dumbbell, I shake the mouthwash energetically so the two-coloured mouthwash mixes together. Using a capful of rinse, I swish the mouthwash around my mouth for about 30 seconds, and finish with a gargle. I then check to see how many bits I have dispelled into the sink. I always know when my brushing has lacked energy as there are more bits in the sink than when I am on tip-top brushing form. My mouth, teeth, gums and tongue are always left with a deep, clean feel.

Keeping my mouth fit all day: Although I stick to strictly healthy and nutritious diets, there are some foods that leave your mouth with an aftertaste, like spicy foods. This is why I always have a travel-sized bottle of Dentyl Active with me on the go, so that I can rinse my mouth after eating to get that deep, clean feel.

Avoiding personal odours: I always take precautions to avoid any undesirable personal mouth odours. So for me that means avoiding foods that can give off smelly compounds when bits get stuck in my mouth, such as garlic. But as there smelly compounds can occur naturally in my mouth as well, I know I need the right hygiene products too – a rinse and gargle with Dentyl Active keeps my breath smelling fresh all day long.



PERFORMANCE CONFIDENCE

By David Griffiths

This article is an exploration of evidence for the effectiveness of NLP in building confidence for musicians entering a music competition.

Earlier this year I was attending a Rally for the Banjo Mandolin and Guitar Federation which involves, amongst other activities, competitions for musicians to enter to win trophies in a variety of categories involving performance and musicianship. Having some time available I offered some free NLP sessions for musicians who would like help with their performance confidence. A golden opportunity for instant feedback, for the client about to take part in a performance and for myself to evaluate the change work. I had four people take up the offer. I saw one on her own and the other three in a group session.

After attending my sessions three of them came first in their competitions and one came second.

I was amazed at the results and also curious. It would be easy for me to attribute their success to the NLP change work. They could all of course have been brilliant musicians who won despite their nerves so I followed up their success by asking them each to write me some feedback about their experience.

I will outline the change work I did with them, their feedback and my thoughts.

Change work

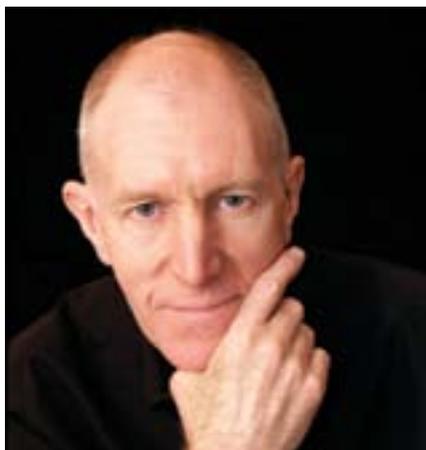
Breathing - Slow breathing to focus the mind and get oxygen into the blood stream. To breath before playing and during playing. Breathing out on the first note.

Anchoring - Each player created anchors for states of confidence from other areas in their lives. To use the anchor as preparation and if necessary as they sit down to play.

Imagining - Just before they begin to play to imagine they have just played the whole piece with complete confidence.

Circle of confidence - identifying what confidence meant for each player. What they would see, hear, feel if they were confident, how they would look, what their posture would be and what they would believe about themselves. They put each of these resources into a circle (or shape of their choosing) and stepped in and out adjusting the resources until the experience was what they wanted and they were congruent.

Perceptual positions - I asked each player to sit as if they were about to play with the audience in front of them and the judges to the side. I then asked them to sit in the audience to see themselves as the audience would see them and the same for the judges. In each



“Just before they begin to play to imagine they have just played the whole piece with complete confidence”

position they were asked what they noticed, what they would change and what they learned about themselves. I then asked them to go to meta position as observer of the whole event.

Mental rehearsal - Each musician was asked to rehearse their performance from waiting for their turn to perform to taking their seat, introducing their piece, preparing themselves to play, playing, imagining a fluent performance, hearing the applause and leaving the stage.

Affirmation - I checked each player believed they had the technical ability to play their competition piece. I then asked each of them to tell me they were “great players” and we built affirmations in present tense language. “I am a good player”, “I know this piece”, “I am focussed and calm when I play”. Each player was asked to create affirmations that worked for them and to use this for their internal dialogue.

Being present - Most of the players recognised their internal dialogue was mind reading the audience and what they would be thinking. They created scenarios of things going wrong and negative or hostile intentions of audience and judges (dissociated). The perceptual positions exercise helped to change this negative

perspective. I now asked them to practice bringing their attention to focus completely on the music (associated) as they began to play, their love of playing, the joy of expression and their enjoyment of the piece as they played, in other words staying associated and present.

Feedback

Annette: “I found the whole experience helped me greatly. I wondered at the time if I would have a problem applying what you told me but I didn't and would really like to learn more.”

Elizabeth: “I've always become very nervous when I have to play solo, or when I feel “exposed” when playing in an orchestra or band. I had a very short session with Dave at the BMG Summer School last year, which I found useful. I became much better at playing when exposed, and the more confident I was about the music and my ability the less trouble I had.

When I decided to enter the solo competitions at the BMG Rally, one of my main worries was the effect of my nerves on my playing. Even playing for my teacher was hard work.

The [NLP] session made me feel much more relaxed and actually looking forward to being able to show off my abilities in the competition. I planned my schedule so that I would have time to compose myself before each competition (I was doing two solos). Unfortunately the first one didn't work - I arrived 10 minutes early, to

discover that the competition was running ahead of time and they were waiting for me. Although I tried to take my time setting up I was rattled, and not practised enough in the technique to overcome the unexpected! My hand shook and although the overall impression wasn't too bad I missed all the difficult bits. Interestingly, this made me even more determined to get the next competition right, particularly as it was the one that mattered the most to me. This time, when I arrived early believing that I was the first to play, I did not allow a change of playing order to throw me. I sat and imagined myself playing perfectly. I took time setting up, I breathed properly before playing, and I enjoyed what I was doing - and at the end I knew I had performed very nearly as well as I could, and all the nuances I wanted to get into the piece were there."

Rachel: "[The NLP] Session started with some general tips for performance. Two that felt really useful were improving relaxation and getting rid of tension by concentrating on our breathing especially concentrating on breathing out and looking at the last few bars of a piece and imagining that you had just finished playing the piece and were now going to play it for the second time.

Before the ensemble playing I tried the breathing exercise which was good and imagining finishing the piece already, I felt quite calm and focussed before we started playing. During the performance I could feel myself starting to get tense and lose focus but there was enough time during and between pieces to "reset" using the breathing technique and the anchor. I felt focused and able to "lose myself" in some of the pieces and it had almost been enjoyable and found I could refocus fairly easily when needed.

Before the duet I didn't think I was feeling too anxious. I tried the breathing exercise which seemed to help. The time before we started playing felt a little bit rushed and I probably said I was ready to play before I was - I felt focused but not relaxed but it didn't really feel like that was going to get better however long I waited and using the anchor didn't seem to make any difference. The first few bars went OK but then my right hand started to shake and got to the point where I was unable to play. I had to stop for a few bars and found it difficult to get back in as everything felt too fast. I managed to finish the piece but my hand was shaking and the whole thing felt out of control and on the verge of falling apart again. I felt very frustrated with myself and that I had let [my duet partner] down, I hadn't felt calm or relaxed although I think focus again was better. Overall the session did help, certainly in the ensemble playing, and my focus was better in the duet which was probably what enabled me to get back in again rather than completely panic!"

Vivien: "I am pretty sure that I would not have won the class without Dave's help, and I will be using the [NLP] technique not only for public performances but also at lessons and during rehearsals - it works! The confidence session helped me a great deal and I felt automatically much calmer afterwards and that sense of calm and confidence was still there the next day when my performance was due to take place.



Prior to the competition, I used a couple of the techniques learned during the confidence session and was able to absorb myself in the music without being concerned with having an audience. This was something I had previously not been able to do."

My thoughts

How do we know if NLP is effective. One criteria is the change in behaviour from the client's present state (problem) to their desired state (outcome). If the change is the outcome the client wants then this would appear to be an effective outcome. If its more than that its added benefits. For the practitioner, feedback loops provide evidence of change, difference and direction. Sensory acuity and rapport provide feedback for congruence and reading client state. Change can either be immediate or take place over time. The final call is with the client. They will tell you if they have a conscious awareness of the change or their own feedback loops will inform them of change if it is unconscious and over time.

Of the three who won first prize their feedback reported behaviour change which benefited their performance both in preparation and during the event. Elizabeth learnt from her first performance to expect the unexpected after being thrown by a change of time schedule and resolved to build that into her practice which on second application meant she stayed present and was able to effectively apply her skills. Vivien reported her intention to apply her skills in other areas (transference) like lessons and rehearsals. Annette wasn't sure she could apply her skills when it came to the performance and was pleased when she could (belief). She also wanted to learn more.

Rachel, was not pleased with her performance and found her state nearly collapsed because the tempo of the piece seemed too fast. Despite this some of the skills had worked, in particular her focus on the music which enabled her to recover enough to finish the piece and in her

first performance she used her breathing and anchor to regain a resourceful state in between pieces.

My learning has been to build in more strategies for clients for maintaining state when the unexpected happens. To create awareness that confidence is not the same as success. I am now also including change work on letting go of the need to be perfect.

I believe success and failure are not useful terms to use when evaluating the benefits of NLP, it either works for the client or it doesn't or something in between. What I look for is difference, result and feedback. All four players reported a difference in their approach to playing in a competition and tangible benefits from applying new skills and awareness. Three of them said they would continue to practice and improve their techniques and two were keen to develop their skills further. This is evidence of change.

The players began by describing their state prior to the NLP sessions with words like 'fear', 'exposed', 'nervous' and 'tension' and after their performances with words like 'relaxed', 'focused', 'enjoyed', 'looking forward' and 'calmer'. If this is the change that happened after just one session imagine the benefits for each of them as they continue to practice their skills for as we all know, the path to mastery is practice, practice, practice. ■