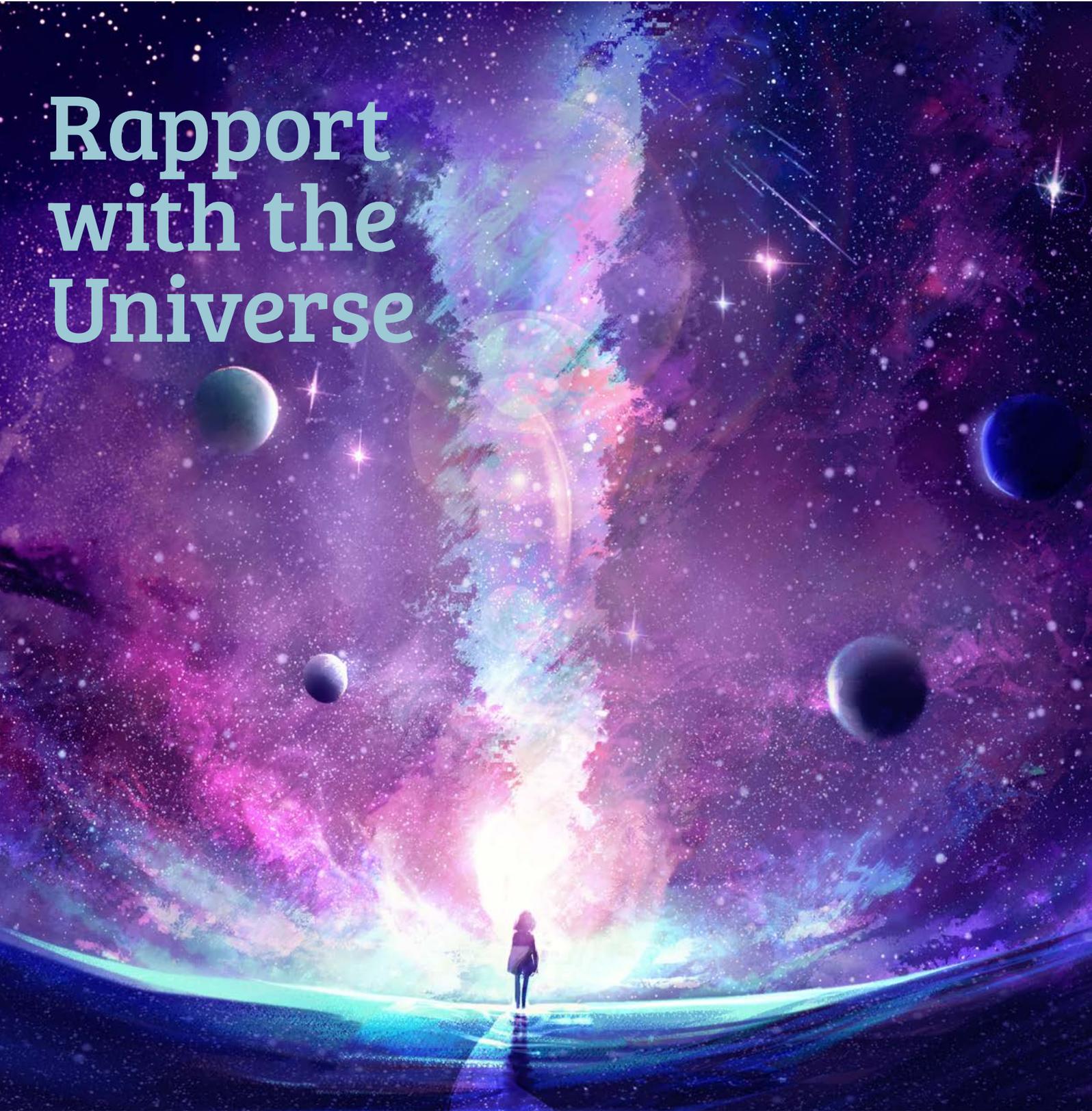


RAPPORT

THE MAGAZINE FOR NLP PROFESSIONALS

Rapport with the Universe



NLP Quick Tips • Education • NLP Stories • Health & Wellbeing • Lifestyle • Business • ANLP News • NLP People • Social Media
NLP Conference & Awards • Coaching • Author Interview • Diary Events • Research • Book Reviews • NLP Practice Groups • Blog

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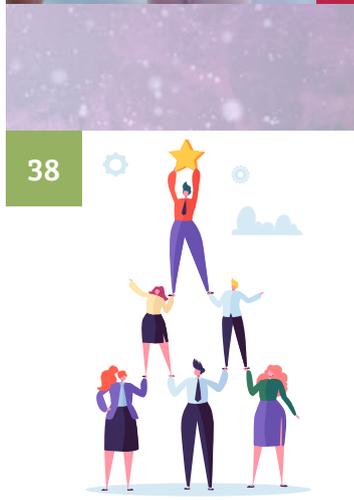
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The Changing Face of NLP Training



By Kash Falconer

The recent challenge of Coronavirus (COVID-19) and the consequential challenges of 'lockdown', 'social distancing', 'shielding' and 'self-isolation' in most countries around the world have led to a new vocabulary that includes, well, the words and phrases I have just used.

Contextually, these words and phrases have different meanings and effects depending on where you are in the world and in your life ... deep thoughts for deep times.

The NLP community has also been challenged by these times to find new ways to educate, consult and collaborate to enable our businesses and practices to continue under changing circumstances, guidelines, rules and regulations. For some, the changes have been easier than for others and for many, the flexibility that our NLP training gives us has empowered and enabled us to think outside the box and adapt.

We, ANLP, have also had to adjust and adapt to empower our members to continue to practise safely and protect themselves, their clients and students as much as possible.

The Effect of Coronavirus on NLP Training

At the start of lockdown in the UK, the ANLP Accreditation Panel discussed and approved temporary guidelines that worked within the global lockdown situation and allowed virtual training to start or continue within a 'safe practice' framework. These were published in mid-March and issued to all ANLP Trainer Members. Speed was of the essence to meet the needs of members who were looking to their professional association for guidance ... and it was guidance based on all the knowledge we had access to at that time.

We worked with three other international NLP associations to define what 'online training' meant for NLP training specifically, based around the course content offered by NLP trainers around the world. We came up with 'live, virtual training' to define training delivered using video conferencing software applications and 'live, in-person, onsite training' to define training delivered in a classroom where the students and trainer are physically located in the same room.

It was necessary to differentiate ourselves from the proliferation of 'online' courses that offer 'certified training' through watching videos



- The training is still delivered live (i.e. not a recording).
- Students must attend the training live, as it is being delivered.
- The training should include all the usual elements it would include if it were being delivered face to face e.g. demos, Q&A sessions, practice.
- There are breakout rooms available for students to practise and be observed practising – ideally with a supervisor/observer/assistant in each breakout room. The trainer observes ALL students at some point during the training.
- Ecology check – there must be due consideration for those elements of the course that would not be appropriate to deliver online, e.g. Timeline.
- Assessment takes place as it would usually.
- There is a face to face assessment/integration element at a later date, before certification is awarded.

We know our Accredited Trainer and Trainer members will be vigilant and maintain their ethical and professional standards whilst delivering their training using these 'hybrid' methods. For that reason, any students who obtain certificates from ANLP Accredited Trainers or ANLP Trainer members using these hybrid methods during this time will still be allowed to join ANLP as Professional Members.

We have also issued some guidelines around the technology that can be used to deliver the training:

- When using online technology, e.g. Zoom, to deliver training via a video link, there are other practical guidelines to consider:
 - *It is important to know the technology inside and out.*
 - *It is much easier to have an admin person who can run the logistics, leaving the trainer free to focus on training.*
 - *Schedule in regular screen breaks that ensure the training environment is as comfortable as possible for all participants – this does mean restructuring your programme schedule to a certain extent.*
 - *Remember it is just as important to pre-frame/contract with students for video training as you would with face to face training.*

Please set aside some time to craft the best content you can for your business and the people you serve



Ecology and Risk Assessments for Virtual Training

We have always recommended that your students/clients/delegates complete pre-screening questionnaires prior to commencing any work with you. During our consultations with our Accreditation Panel, it became clear that this is even more important when conducting your training or consulting in a virtual environment. Further ecology checks include:

- Ensure potential students are adequately pre-screened to ascertain their suitability for training in a virtual environment.
- Ensure sufficient pre-framing is done prior to the course commencing.
- Provide pre-course materials (which can include videos and pre-recorded materials) so students have some knowledge embedded before they meet in the virtual training environment for the first time.
- Ensure all demos and practice sessions deal with 'surface level' presenting challenges, rather than deep level i.e. deal with challenges that would score 3/10 rather than 9/10 to ensure the safety of students in an environment that is not as easy to control as live, in situ training would be. **No traumatic history may be worked upon during virtual training, either for demo or practice purposes.**
- There must be due consideration for certain elements of the course that require the training to be adapted for a virtual environment e.g. specific Timeline work, kinaesthetic anchors etc. If there are any concerns, consider offering these elements as follow up courses.
- When considering 'in person' follow up courses, any 'in person' elements must adhere to current government guidelines to ensure the safety of all participants.

Business templates, including pre-screening questionnaires, are available for download via your Members Dashboard.

ANLP hosted two webinars on the subject of NLP training in a virtual environment, one covering the technological aspects and one covering the ecology around training NLP virtually. These can be viewed on the ANLP Members Facebook Group or in the members area of the website ■

SME News

UK Enterprise Awards 2020



ANLP is delighted to announce we have been awarded the SME News Award for Best UK Community Interest Company 2020.

SME News says: "The 2020 UK Enterprise Awards are based on merit, not the number of votes received. Their process works to ensure that they reward parties based on their excellence in the industry, the quality of their products and their dedication to customer service.

"To be a winner, there must be evidence of extensive expertise and skills, dedication to customer service and client satisfaction with an ongoing commitment to excellence and innovation demonstrated by the nominated business."

The SME News dedicated research team gathered information independently from a

variety of publicly accessible sources. They cast their final judgment based on various criteria, including client dedication, innovation, business growth, longevity, online reputation, customer feedback and business performance.

ANLP CEO, Karen Falconer, said: "Winning this award was a complete surprise as I did not even know we had been nominated. It is a real honour for the ANLP team to have been recognised for the dedication and hard work they put in to supporting the NLP community and ANLP members every day and we are really grateful to be named best community interest company for 2020."

You can download the SME News article on our website <https://anlp.org/news/anlp-wins-best-uk-community-interest-company-2020> ■



Focus Groups

Focus groups ... something that tends to be used by larger organisations to see how they can communicate better, both internally and externally. They often form an important part of the marketing strategy so the right message gets to the right group of people.

Focus groups are an important part of how we do things at ANLP. As a Community Interest Company, it is important that we take our members' views into account, which we do via focus groups and surveys.

One recent example: Email overwhelm!

Whilst we understand that the number of emails coming into your inboxes can be a challenge to manage, we hope you mark your ANLP emails as important ...for two reasons:

- 1 We NEVER sell or give your contact details to anyone unless there are legal reasons for us to do so. What you get from ANLP is from ANLP and no one else...
- 2 The information we send out is designed to support you, whether it is tips and advice for your NLP-led business, new NLP research, NLP tips or new features on the website. All the information we share with you comes with a positive intention to empower you to make best use of your membership.



So what do focus groups have to do with this?

We have recently been discussing our communications with a carefully selected group of members – people who do not usually open our news updates! We asked them why they didn't open the updates we send out ... and their direct, open and honest feedback led to us changing our CRM system, changing the format of our emails and influenced our website and

social media communications as well.

And we are still working on all these aspects to give you the important information we feel can help you on your NLP journey.

If you would like to be part of an ANLP Focus Group, sharing your feedback for the good of the community, please register your interest by completing the form on this web page: <https://anlp.org/news/focus-groups-how-do-they-work>. ■

How Are You (and Others) Deleting, Distorting and Generalising for 2020 Vision?



By Eve Menezes Cunningham

With all this new information, it's natural we become quicker to clear headspace by deleting, distorting and generalising even more



As babies and infants, we quickly learn to delete, distort and generalise as we take on board more of the world. If we didn't, life would be too big for our brains to handle. Assessing every single iota of sensory information would be too much.

With so much change this year, we're creating more new neural pathways than grown adults usually have to create. In terms of brain health (see page 10), this is great news. But it can be exhausting. We're doing our best to keep up with the changes, re-educating ourselves around histories that so many people were unaware of and attempting to come together to birth a new normal that is more compassionate, sustainable, and offers justice, equality and freedom for all. And all this during a global pandemic. People are having to learn new ways of doing many of the things we previously took for granted. For many, working from home and using Zoom was completely new. Entire industries are changing.

Deleting, Distorting and Generalising

With all this essential new information, it's natural that we become quicker to attempt to clear some headspace by deleting, distorting and generalising even more. I've lost count of the people I know who've 'given up on the news', bundling the world's journalists and reporters together as some homogenised 'mainstream media' blob.

2020 has certainly been an interesting year, and I understand the impulse to want to switch off. It can feel exhausting to stay sane while remaining informed. But saying you're not watching the news doesn't mean you're not taking in a lot of information.

While not officially called news, many people get their news via social media feeds and it is shaping perception. There are many distortions, both through algorithms that perpetuate and even strengthen echo chambers, and those who deliberately spread misinformation.

The simple concept of wearing a mask to protect others and give some level of protection to ourselves being controversial still boggles my brain. Yes, they're uncomfortable and look strange at first, but I quickly started attempting to drink through mine. I even saw a video of an American woman who'd just given BIRTH wearing hers. Obviously, a small section of society can't wear them, but those of us who can get to potentially save lives simply by enduring a teeny bit of discomfort. They're far less uncomfortable than being hooked up to a ventilator or living with the guilt of contributing to someone's long term health issues or even death.

Another example of distortion is the Black Lives Matter movement. Seeing greater awareness in the wake of George Floyd's murder this year, some people are still distorting the simple anti-racist message that Black Lives Matter TOO;

some are acting as if the people fighting white supremacist systems that have been in place way too long are starting rather than attempting to end a race war.

Generalisations, common at the best of times, are especially rife with all this newness and energy being spent on everyday essential learning. It's simpler to dismiss entire groups of people than it is to take the time to ask – with respect – for clarification. The more we can listen to each other, the more likely we are to learn from each other instead of continuing with this heightened 'othering', projecting our own shadows onto everyone else.

Are there any deletions, distortions and generalisations you might summon some energy to challenge in yourself? I see this a bit like physiotherapy. Just as we can support physical recovery with a few focused minutes a day, we can strengthen our compassion and critical thinking by questioning even one of our thoughts each day. Attempting to question ALL of them would be too much and we'd quickly lapse back.

How about others? Have you noticed a loved one's deletions, distortions and generalisations, or those of acquaintances and strangers? Does it help to exhale and remind yourself that they, too, might be overwhelmed by 2020?

We're all human. I may well be distorting by hoping all this pain is simply coming up for healing so we can learn from it and do better moving forward – but this helps me. ■

Eve Menezes Cunningham is an online trauma therapist and the author of *365 Ways to Feel Better: Self-care Ideas for Embodied Wellbeing*. You can access free videos and other resources at selfcarecoaching.net

Rapport with the Universe



By Karin Pätze

Rapport is one of the most valuable and important gifts and techniques we have in the context of NLP. As a business coach, a hypnosis coach and NLP Master Coach, I use verbal and nonverbal rapport techniques every day.

I am also a medium and, as a medium, I am in rapport with what I call 'the universe', which I channel for information. Based on the theory that the area we call 'air' is a field of information (see also Gregg Braden, *The Divine Matrix*), I put to the universe the questions I have about a person or circumstance. It is like an inner dialogue. I ask and then I listen to the answer that comes from the field/universe ... because to ask the universe

is like being in contact with all the information you need in a special context or, as another example, to work with all the logical levels, including the spiritual level. I ask questions like: What is really important? What is the real reason I am here? What should be solved? What is it really about?

Spiritual NLP Coaching

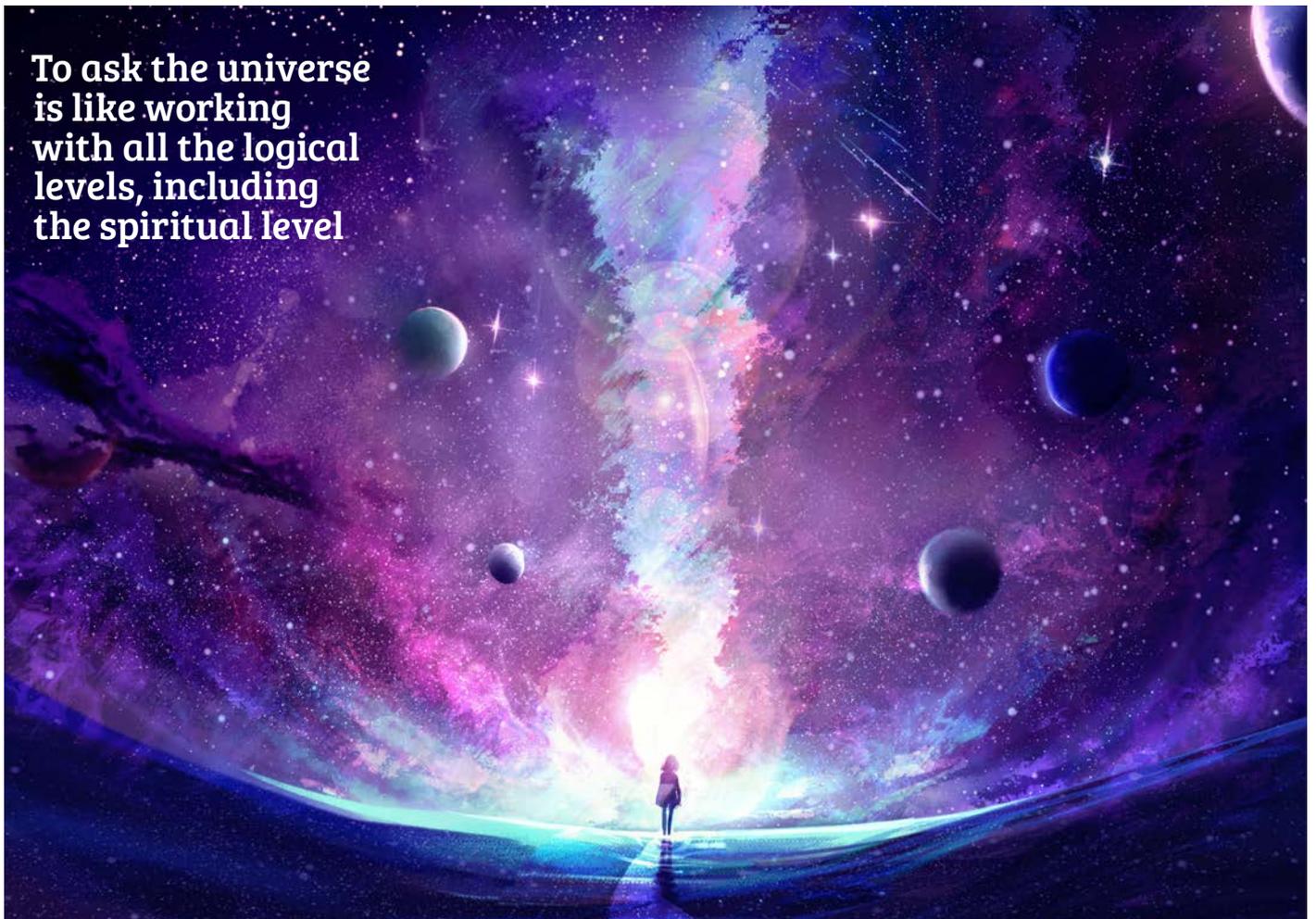
I call my kind of work 'spiritual NLP coaching', and the order of words is important – but why? Whenever I work as a coach or NLP trainer, the first thing I do is to come into contact with the universe. Then, in step two, I use my NLP and coaching knowledge to translate, to convey or to teach other people what is

necessary to change or to grow.

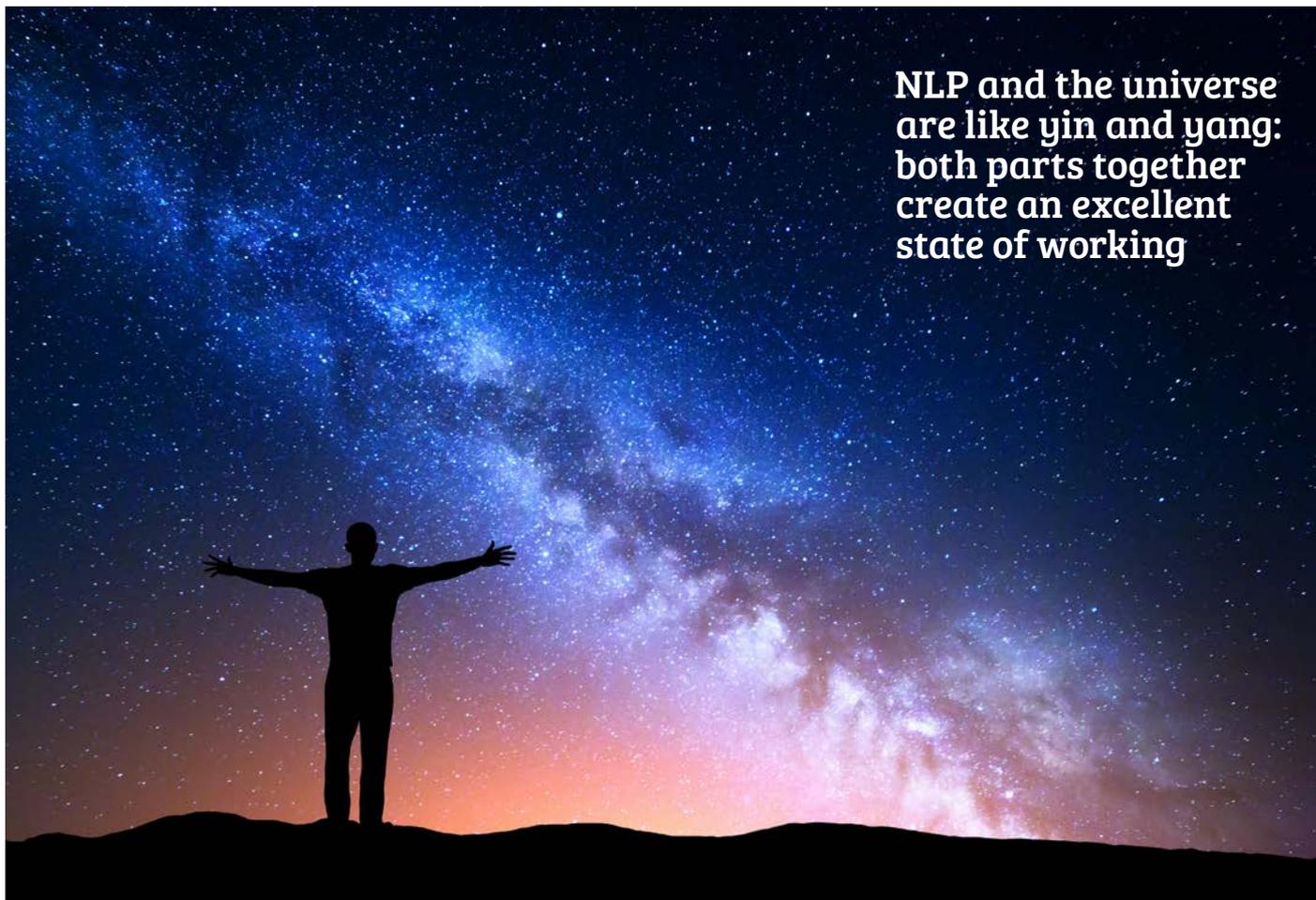
Here's an example of the way I work in organisations. Normally there exists a problem within a company and they would like to have coaching or training from the outside. So, the first meeting is to clear up the situation and the circumstances. Usually the leading people in the company describe the problems they want to have solved, but often they only talk about the part of the problem they can see.

For example, a company tells me they have problems with their employees: they are often ill and the quality of their work has deteriorated. While they describe the problem, I ask the universe: "What is the real reason or problem that should be solved?" or "What am I here for?" Then I

To ask the universe is like working with all the logical levels, including the spiritual level



NLP and the universe are like yin and yang: both parts together create an excellent state of working



get the answer from the universe, which is: "Lack of respect among employees and between the leadership and the employees."

Of course, I cannot tell them, "Oh, I asked the universe and the universe told me the problem you have to solve is to treat your employees with respect!" Therefore, my next step in this process is to pack the answer into some sentences that will be acceptable to the head of the company. So I tell them, "Okay, what I hear while listening to your problem is that, in this situation, a lack of respect is also a theme and we have to handle this problem too. Is that right?"

Normally everyone says, "Yes, that is right." They never ask how or why I know that.

Then, in step three, I define the problems: lack of respect, which causes a high level of stress, which leads to high levels of sickness and a deterioration in the quality of work. Even if the main reason is the lack of respect, I have to treat it in conjunction with all the other problems so I can provide training that brings about change. I combine both NLP and coaching techniques in my work

so, for example, training days could include:

A lack of respect:

- an exercise where everyone writes about everyone else, citing only positive aspects
- what could be the positive intention of a lack of respect
- discuss: the map is not the territory
- exercise: respect – give it to get it

High stress levels:

- pack strategy
- breath technique
- change your word – change your world
- change belief

High sickness absence/ high levels of sickness:

- different sub modality techniques
- Identity work

Deterioration in quality of work:

- SMART goals
- Moment of excellence
- Logical alignment

When choosing the best techniques to use, I ask both myself and the universe. For me, NLP and the universe are like yin and yang: both parts together create an excellent state of working. ■



Karin Pätze has been an NLP Trainer since 1998. Based in Germany, Karin works extensively with corporate clients and business leaders and specialises in emotional intelligence and social skills and in making specialist knowledge understandable. She conveys successful strategies and body language for leadership in companies. Karin also works with horses in leadership training to show how beliefs and body language belong together.

What if Teachers Knew NLP: Unconscious Mind



By Lisa McNulty

In his book *Thinking on Purpose: a 15-day plan to a smarter life*, Richard Bandler discusses the difference between thinking and remembering. I was struck by how simple yet profound the difference is between the two. As a mathematics teacher in the UK for 20 years and also a trainer of NLP, I have written many articles linking teaching with the Prime Directives of the Unconscious Mind. In a post aimed at teachers I posed the question “What is the difference between thoughts we are THINKING and thoughts we are REMEMBERING?” and introduced three of the Prime Directives of the Unconscious Mind:

- Represses memories with unresolved negative emotion for protection
- Presents repressed memories for resolution
- Is the domain of the emotions

Teachers have an opportunity like no other to reframe and influence learners

Obviously, as practitioners of NLP, we listen out for stuck beliefs and limiting beliefs and notice limiting behaviours and patterns of behaviour. Imagine what difference teachers could make if they were trained in NLP and were listening out for remembered thoughts and behaviours. I work in the profession and often hear staff or students say things like:

“I thought you would...”

“I am afraid of...”

“I am no good at...”

“I am always...”

“I do not like...”

“I can never...”

To me, this all sounds like ‘remembering’, not ‘thinking’ – or rather, it’s all limiting beliefs and limiting decisions. An example of remembering as opposed to thinking that I believe many can relate to is when someone freaks out at the sight or even thought of a spider. Somewhere, back when they were younger, they were taught to be scared of spiders; they were maybe modelling a parent’s reaction and then remembering the panic in the body and what it feels like. So now, every time they see a spider, or even a picture of a spider, that memory is re-lived in both the mind and the body, and all the reactions are practised over and over. The behaviour is stuck in time and no thinking has happened since this learned response was installed; no questioning it, no reframing it. The feelings, thoughts and memories are repeated over and over again.

If teachers had the toolkit of an NLP practitioner, imagine how they could reframe these limited beliefs in a timely manner, using tools like Swish Pattern, Visual Squash or the Fast Phobia Cure. An NLP-trained teacher will have an array of tools that create dozens of other reframes to present to the unconscious mind. They

What is the difference between thoughts we are THINKING and thoughts we are REMEMBERING?





could also support this reframing through a discovery journey into how few poisonous spiders actually exist; how they live and what they do for the ecosystem; and art or maths exploration into the beautiful patterns created by spiders' webs. Teachers have an opportunity like no other to reframe and influence learners. They can create curiosity by presenting new viewpoints and encouraging different thoughts, different reactions and what-if scenarios.

I know you know the fear is always in the person's own mind; they recreate the fear because over time it has become a normalisation. If teachers know how to recognise this and consciously support new thinking, the opportunities are limitless. The implications for supporting, teaching and modelling personal growth are immense.

As we know, the unconscious is the domain of the emotions. Good emotions feel good, and emotions like sadness, humiliation, shame, anger or fear feel bad. We know the unconscious will go toward pleasure and away from pain, with the intention of protecting the individual. Therefore, if we know all learning, behaviour and change is unconscious it is reasonable to assume all learning, behaviour and change have attached emotions too.

Using NLP to reframe bad experiences

Humiliation at the age of five or even eleven – arguably, at any age – unconsciously impacts our beliefs about our own learning ability based on unconscious feelings. If teachers were NLP practitioners, they would be ever mindful of the unconscious and conscious and would use thoughtful language today, knowing those words bear fruit in future learning, in how the student remembers how they felt, how they speak to themselves and what they believe about themselves. In my experience, thoughtless words that cause humiliation mean a person gets unconsciously stuck in time and acts and behaves in the future as if whatever was said to them at the time is true. Unless new thinking happens, this often results in repeated feelings of self-doubt, low self-

An example of remembering as opposed to thinking ... is someone who freaks out at the sight or even thought of a spider

esteem and limiting beliefs. NLP-trained teachers are consciously aware that thinking is only in the head of the individual; NLP provides the tools to support change and linguistic models to provoke new thinking.

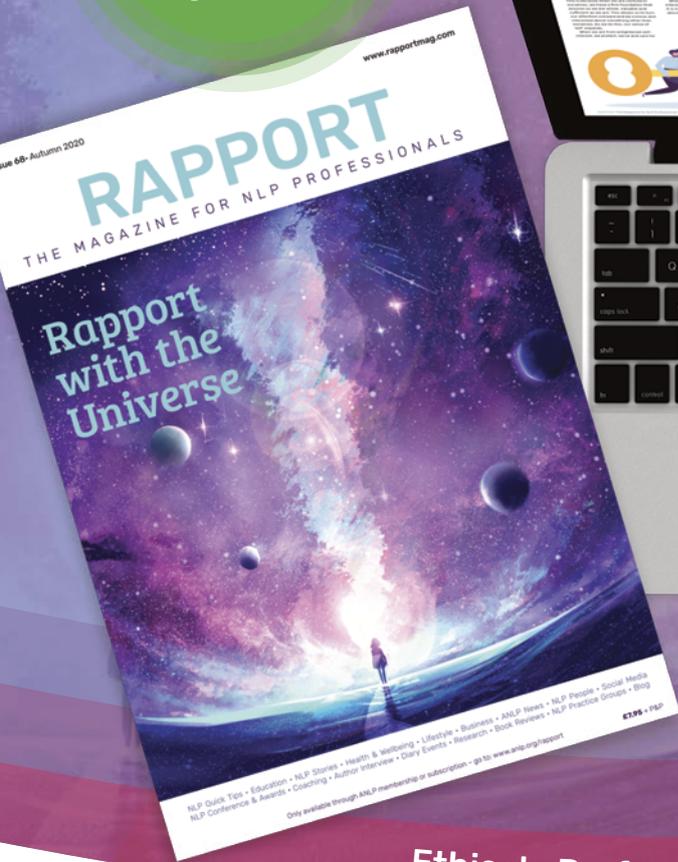
New thinking reframes can be funny, like this example from Richard Bandler. A man on holiday with his partner was complaining about the layabouts on welfare in the US, while he was sitting sunning himself around the pool in a 5-star hotel in the Bahamas. Finally, another man interjected and said he thought the welfare system was really good. Smugly, the man who had been complaining said, "I suppose you are one of those liberals who think we should be giving them more!"

"It saves me from employing someone who doesn't want to work. And it helps those who have just fallen on hard times and need a temporary helping hand."

I love being a teacher, and I have seen first-hand the difference NLP tools can have on my practice. I work in Key Stage 4 Pupil Referral Units (PRUs) with some of the most disaffected teenagers imaginable. I use NLP tools and my knowledge of the unconscious mind and linguistic models to build self-esteem and confidence and manage limiting beliefs. Even if it is only for the moments they are in my class, the students feel like they are enough and they are meant to be here. Remembering the Prime Directives of the Unconscious Mind means I think about the emotions that encourage learning: reframing memories or unconscious beliefs, choosing language consciously, growing the whole person. What if all teachers knew NLP? What a difference it would make in education, don't you think? ■

Lisa McNulty is a teacher and NLP trainer who designs her courses and coaching to meet the needs of teachers and other professionals working in the public sector. Connect with her on [LinkedIn https://www.linkedin.com/in/lisa-mcnulty-96618a64/](https://www.linkedin.com/in/lisa-mcnulty-96618a64/) or through her website www.nlpchange.co.uk

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