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RAPPORT

The Magazine for
NLP Professionals

Issue 45

www.rapportmag.com

Michael Breen

Behavioural Patterning is part of the essence of NLP

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Freebies

How to Make them Work for your Business

Caitlin Collins consults entrepreneurial expert *Jay Fiset* for *Rapport*.

I love self-help coaching – both giving and receiving. Every morning my incoming emails include blogs, articles, newsletters, e-books, videos and online courses all offering free advice to help me to improve my life and business and find success in various ways.

Although some of these freebies aren't much more than promotional puff for somebody's business and a few are frankly iffy, most of them offer real value. However, I find that while I enjoy them and learn a lot from them, I rarely buy any services or products. In fact I've only once moved on to become a paying customer (for the princely sum of £4 a month): the chap concerned produces videos about horse management and training which do such good work in a charitable sense that I'm happy to contribute so he can go on helping the horses.

But all these freebies take time and money to produce and, however altruistic their makers may be, they must surely be intended to generate some financial return.

I offer a blog and some free articles myself, and this summer I plan to make some coaching videos and offer free tasters with the full videos available for purchase. I have two aims with my free products: to offer genuine benefit to others and to lead to more money for me.

So, considering that most freebies don't move me to buy anything, I'm keen to explore the issue of how to make them work to generate income. I consulted a big-league business entrepreneur whose freebies I have particularly enjoyed. I know his free videos succeed regarding my aim of benefiting people. But how effective are they in making money? And what tips might he offer other entrepreneurs wanting to make freebies pay off?

Canadian author, speaker, trainer and facilitator Jay Fiset specialises in entrepreneurial coaching. He offers free video trainings on how to run internet-based mastermind groups; although running mastermind groups is currently a distant possibility for me, I love the informative and entertaining videos and am able to transfer some of the learnings to my present projects.

Jay's a busy man, and our phone call became one of those slightly surreal encounters that modern technology facilitates: sitting in my peaceful office, looking out at beautiful Exmoor on a fine spring evening, I could hear the background noise from Jay's cell phone as he was walking down a busy street in midday Calgary while we talked.



**FREE
STUFF**

“ Most freebies don't move
me to buy anything ”



Unrealistic expectations – and great opportunities

Jay got swiftly to the point. 'Most times people give free stuff away with unrealistic expectations that their free download will bring in clients, but it's not so easy. I've had some phenomenal successes – and I've also wasted time and money.'

Time and money can be crucial for success, as Jay pointed out. 'The single greatest giveaway I've ever done is a 52-page manual called the 'Mastermind Mentors' Manual'. We spent 15,000 dollars developing and testing it, then gave it away. It's really useful. And it's generated an income of around 300,000 dollars.'

Jay has a three-step plan for his mastermind group promotions.

- 'I help people understand why they would want to run a mastermind group.'
- 'I give them a free manual on how to do it.'
- 'I raise a key question for them: how are they going to fill a mastermind group?'

At each step, Jay invites people to a further free webinar on how to avoid the three main mistakes everyone makes. Then he offers a paid programme covering six key points they still need to make it easier for them. This careful structure means that they gain enough information to be able to identify the areas in which they need more help, so, crucially, they'll appreciate the value of this additional help and will be willing to pay for it.

Mistakes

Jay identifies three common mistakes that can scupper plans to make freebies into money-spinners.

- *Poor strategy.* 'People think it will just happen, or that they just need to build a list and everything will happen, or even that their best bet is to generate an email list they can sell to later if they haven't annoyed the prospects too much.'
- *Poor value.* 'If the giveaway doesn't have genuine value, that's going to put off your prospects right there. No one needs yet another download that's just a list of six things summarising somebody's book.'
- *A poor conversion event.* 'There must be an effective conversion event, whether it's a one-to-one, a webinar, or a free course. It's what tips them into making the decision to buy.'

He outlines some further key elements for successful giveaways.

“ People give free stuff away with unrealistic expectations ”

- 'You must give people something they can actually use. So as well as being genuinely useful it has to be consumable, meaning that it must be short enough for them to use it. This can be a difficult balancing act.'
- 'You must solve a real problem for them. You must help them to see the problem, and to see that there's a solution that you can help them to achieve. You must also offer evidence that this solution works. And all of this must be communicated well, in a way that makes sense to them.'
- 'You must make it easy for them to say yes.'
- 'You must include a time element, so they'll say yes now.'

This last point certainly applies to me – with a strong *mañana* tendency, I know that if I don't decide on something right away, it goes on the shelf, disappears under other things, and probably won't happen!

A final piece of advice is perhaps most helpful for those of us who work mostly on our own. We need to be aware of our own biases. Jay admits to a tendency of his that can cause him to make mistakes.

'I want to focus on solutions, but I should spend more time pointing out the pain of their problem. I'd like people to be more motivated by their sense of purpose, and by love, rather than by pain and fear. But for many people this is not effective, especially if they are unaware of their purpose, unaware of their contribution or gift. For people who are more awake, pain motivators don't work well – but for most people you need to poke the pain.'

Ouch. That's a bias I share. Preferring carrots to sticks for myself, I confess to a reluctance to poke anyone's pain. But if I want my freebies to work, I'll need to front up to the job and pick up a stick. One thing's for sure – I feel better equipped to improve my strategy regarding this summer's coaching videos. I also intend to learn more from my incoming emails as I assess all those blogs, articles, newsletters, e-books, videos and online courses for the efficacy of their conversion events! ■



Regional Conference

The first ANLP Regional Conference will take place on **Friday 16** and **Saturday 17 October** 2015 at Taunton Racecourse Conference Centre.

We are currently confirming speakers for this event. Please see below for those already confirmed.

We are pleased to confirm that the opening Keynote on Friday 16 October will be delivered by Marie Faire of the Beyond Partnership on 'Change, Learning and Neuroscience: How NLP has the edge'.

The bulk of the conference content is being delivered in four parallel streams. We have already confirmed a number of speakers for these streams with others to be confirmed soon.

Introduction to NLP – presentations and workshops of interest to anyone whether NLP aware or not.

Speakers already confirmed include:

- Karen Meager – Claim Back your Time with NLP.
- Corinne Thomas – Using NLP to be an Excellent Communicator.

Advanced NLP and related topics – materials of interest to those who are already an NLP Practitioner or above. A chance to bring such people up to speed with developments, ideas or useful practical skills.

Speakers already confirmed include:

- Faith Tait – What is it about NLP and Huna?
- Reb Veale – How NLP Fits with Other Stuff you Know.

Applications of NLP – examples, case studies, proposals of how NLP can be related to specific areas of work or life. These can include Business, Health, Education, Community applications.

Speakers already confirmed include:

- Paul Crick – Winning the Mental Game of Music.
- Midge Thompson – Winning Strategies: using NLP Approaches in Sports and Other Performance Contexts.
- Kath Gigg – Employability: is it all in the Mind?
- Amanda Hudson – Applied NLP for Health Management of Individuals and Businesses.
- Rachel Coffey – The Confident Voice.

Running a small business – with applicability to therapy and coaching businesses.

Speakers already confirmed include:

- Karen Williams – Why your Business Needs a Book.
- Sally Ashworth – Marketing your 'Self'.

A limited number of Stand Spaces are now available at this event.

Contact us at conference@anlp.org for more details.

Full details will be on our Conference web page:

www.anlp.org/regional-conference.

- ✓ Ethical
- ✓ Professional
- ✓ Impartial
- ✓ Credible



Tickets

Tickets for the Regional Conference can be bought for either day or for both.

Ticket Prices	Friday Only	Saturday Only	Two Day Combined
Early Bird (to 31 July)	£80	£80	£150
Full Price	£95	£95	£180

Early Bird tickets are now on sale at Eventbrite: www.eventbrite.co.uk/e/anlp-regional-conference-taunton-2015-tickets-16750251453.

ANLP Members can use the 15% discount shown in the members newsletter.

Get your early bird tickets at a member discount now – help us make the event a success!

Taunton Racecourse
Orchard Portman,
Taunton,
Somerset
TA3 7BL



Friday 16 and Saturday 17 October 2015 Taunton, Somerset

Promoting the Regional Event

We are targeting both the NLP aware as well as those who might benefit from it. The programme reflects both audiences. We are particularly wanting to reach widely into the South Western audience.

If you wish to help us to promote this event, please feel free to do so. There will be promotional support from ANLP in the shape of Social Media and Traditional Media coverage.

Press releases and approaches to local bodies who might be interested in helping develop the event will begin shortly. It is in the interests of NLP and our members to have a great turnout for this event.

Further events will be held around the UK in 2016 and beyond.



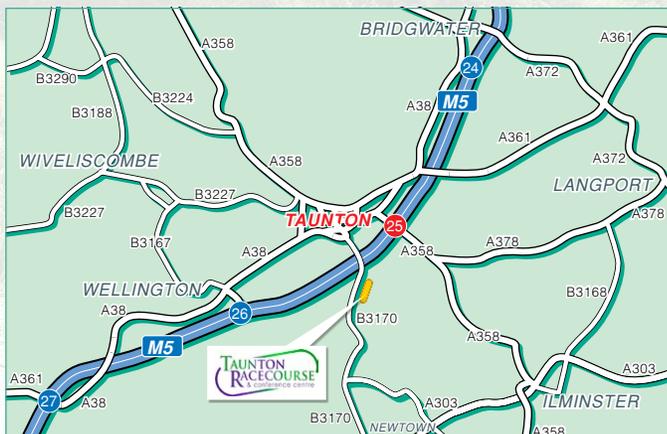
The Venue

For our first Regional Conference, we have chosen Taunton, the county town of Somerset. The town dates back to a Saxon settlement on the banks of the River Tone and Taunton combines a sense of history with the feel of a modern, thriving community. Find out more at www.visitsomerset.co.uk/taunton/explore-taunton/taunton.

Our Conference Venue is on the edge of Taunton. Taunton Racecourse is beautifully situated in the heart of the South Somerset countryside. The unique atmosphere and panoramic views across the racecourse to the Blackdown Hills make the racecourse the perfect location for successful business events. Find out more at www.tauntonracecourse.co.uk/conferences.

Getting There

- By car – the racecourse is only two miles from the M5 (junction 25) and a five minute drive from the centre of Taunton.
- By train – Taunton railway station is well connected to London Paddington (approximately two hours), Bristol Temple Meads, Cross Country services for Midlands, North and Scotland and Exeter St Davids (for the South West).
- By air – local airports are at Bristol and Exeter. Rail links can be accessed from Heathrow, Gatwick and Birmingham International.
- Accommodation – Taunton has a variety of hotels and guest houses. Close to the Conference centre are The Holiday Inn (www.hिताuntonhotelm5.co.uk) and Holiday Inn Express (www.ihg.com/holidayinnexpress/hotels/gb/en/taunton/tntuk/hoteldetail) at Junction 25 of the M5. Taunton has three Premier Inns within a short car journey of the venue. The nearest is linked here: <http://beta.premierinn.com/gb/en/hotels/england/somerset/taunton/taunton-east.html>. Travelodge also have a hotel nearby (www.travelodge.co.uk/hotels/101/Taunton-hotel).



Well, I wasn't expecting that to happen!

(Distortions in Thinking: Part 2)

By Joe Cheal



Joe Cheal

**'Why do my actions have consequences?'
Homer (Simpson)**

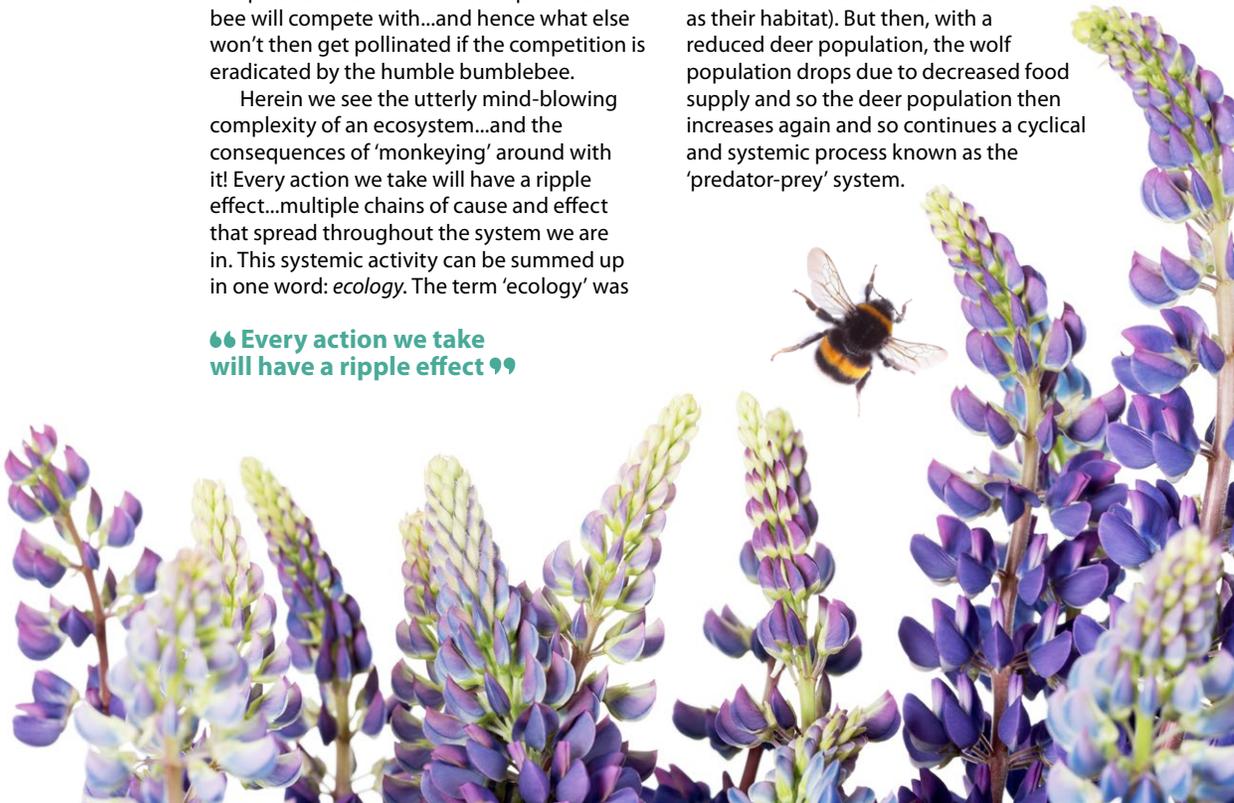
Towards the end of the nineteenth century, the bumblebee was introduced into New Zealand from the United Kingdom. The purpose was to help pollinate red clover...however, the bees also pollinated a native lupin. The lupin has become an aggressive (albeit beautiful) weed since then. Meanwhile, Australia is looking at introducing the bumblebee to pollinate the tomato plant (a laborious task currently done by hand). It is unclear what the effect will be on the ecosystem: it is not clear what else the bee will pollinate...and which other species the bee will compete with...and hence what else won't then get pollinated if the competition is eradicated by the humble bumblebee.

Herein we see the utterly mind-blowing complexity of an ecosystem...and the consequences of 'monkeying' around with it! Every action we take will have a ripple effect...multiple chains of cause and effect that spread throughout the system we are in. This systemic activity can be summed up in one word: *ecology*. The term 'ecology' was

apparently coined in 1866 by Ernst Haeckel, a German polymath whose disciplines included biology, naturalism, medicine, philosophy and art. Being a polymath no doubt gave Haeckel a bigger picture perspective as he noticed connections and patterns within and between these disciplines.

Aside from bumblebees and polymaths, did you know that wolves help beavers to flourish? In an ecosystem where wolves and beavers exist together, wolves reduce the deer population which in turn increases certain plant populations (as less deer are eating them) which allows the beavers to flourish (which means more dams and hence more wildlife that use dams as their habitat). But then, with a reduced deer population, the wolf population drops due to decreased food supply and so the deer population then increases again and so continues a cyclical and systemic process known as the 'predator-prey' system.

☞ **Every action we take will have a ripple effect** ☞



“Introducing something tends to have unpredictable results”

The law of unintended consequences

Introducing something (including actions) into an already complex system tends to have unpredictable results. In the 1920s, before the notion of chaos theory (and the ‘butterfly effect’), sociologist Robert Merton coined the term ‘Law of Unintended Consequences’. This is the systemic ripple effect of an action that we couldn’t have predicted (or didn’t bother to predict!).

A grisly example of this comes from the First World War where stronger helmets were introduced for the soldiers. Instead of less head injuries, there appeared to be *more* coming in to the hospitals. How could this be? Simply put, people survived (with head injuries) who previously would have died.

A more positive example comes from the Second World War where armour plating was going to be added to certain parts of the warplanes. When the planes returned, it was calculated which parts of the planes were receiving more gunshots (measured by the bullet holes) and hence where the armour should be added. However, a mathematician, called Abraham Wald, demonstrated that the areas where the planes were apparently *not being shot* should be where the armour was added. Why? The planes that made it back *made it back!* Those that didn’t make it back were the ones being shot in the vulnerable areas (i.e. the cockpit and tail fin).

Some people, when feeling well-protected, experience something called ‘risk compensation’ where they stay in a dangerous situation longer because they feel safer. The same may well apply to projects managers (or sponsors)... Just because they have carried out a risk assessment doesn’t mean they should continue with a project that is obviously doomed to failure!

The lack of ‘consequence thinking’ can sometimes be a result of reactive change, particularly in organisations. For example, companies introducing ‘customer charters’, making promises to customers that cannot be fulfilled by staff due to ineffective systems... causing a drop in customer satisfaction. Managers trying to ‘motivate’ their team by introducing a reward scheme...that irritates and de-motivates the team even further. Companies rebranding only to find that no-one likes or understands the new brand (remember the two-million pound ‘Royal Mail

becoming Consignia becoming Royal Mail again’ debacle?). Government departments introducing costly new logos which then have to be scrapped (try typing ‘OGC’, i.e. Office of Government Commerce, into the image section of a search engine).

We have a cause, but what is the effect?

The ripple effects of an action within a system, that is, the true nature of ecology (be it framed in conservation, resource management, organisations or human social interaction) is mind-blowing! But, before we decide to hide under a duvet and avoid doing anything at all, it is important to remember that we affect the systems we are in all the time...as they, in turn, affect us. The question becomes: can we be more aware of the potential consequences of our actions and hence more purposeful and productive in what we do?

In order to prevent some of the potential unintended consequences of an action, we might explore some methods of ‘consequence thinking’.

Consequence questions

The ‘consequence questions’ are designed to stop you in your tracks for a moment and reflect on what you know (and perhaps don’t know), including awareness of the system you are in as well as the potential ripple effect of your actions.

- In what context does this system sit?
- What are the known variables in this system?
- What are the known relationships between these variables?
- What other variables or relationships (if any) might be introduced into the system?
- How might introducing my/our action into the system affect the known variables?
- How might introducing my/our action affect the known relationships?
- How else might introducing my/our action affect the system?

The ARC Ripple Effect model

The ARC (Action – Results – Consequences) Ripple Effect model is a diagram that can be used to explore (visually) the knock-on effects of an action that we are considering taking. It is designed to challenge us in asking ‘and what else might happen?’ and then to go out another layer by asking ‘and what might be the



“It is important to remember that we affect the systems we are in all the time”



various consequences of that?’

The aims of this model are (i) to prevent the issues associated with a lack of ‘consequence thinking’ and (ii) prevent us thinking too simplistically (i.e. that our action will lead to only one single effect).

The main steps of the model are:

- 1 Write the desired action in the middle of the page.
- 2 Consider as many different results that might occur from taking that action. Write each of these on a ‘spoke’ coming out from the centre.
- 3 For each result consider and write down the various consequences that could occur.

This should give you a fuller representation of the ripple effect. Bearing in mind that we may not be able to predict *everything*, it will at least, give you a starting point and may make you aware of some of the otherwise ‘unintended consequences’.

The contingency diagram

The ‘contingency diagram’ (*1) can help in identifying potential ‘risk-consequences’ to an action, activity or project. This is done by writing down what could go wrong and so allow you to prevent potential problems and/or have a strategy for dealing with them. The ‘contingency diagram’ is a user-friendly risk management tool that allows you to involve others in formulating your backup plans. Indeed, it is usually a valuable part of the process to get other people’s input as it gives a broader set of risks and solutions outside your own experience.

The main steps to creating a contingency diagram are:

- 1 Write down all the things that could go wrong (risks) with your action/activity/project.

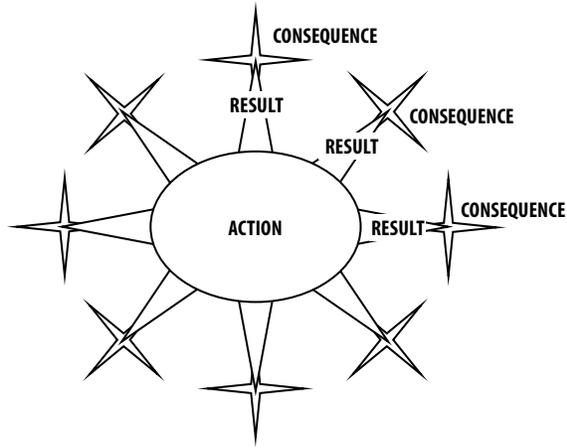
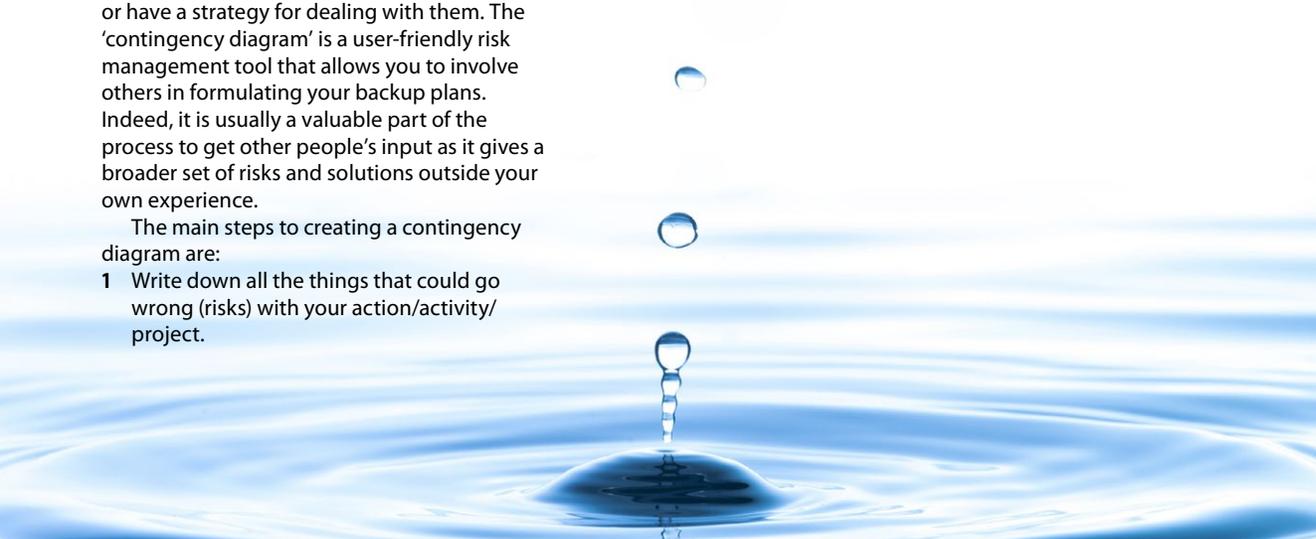


Figure 1. The ARC Ripple Effect model

- 2 For each risk, write down some ideas for:
 - preventing this risk from occurring
 - preventing it from being a problem
 - dealing with it if it happens
 - dealing with the knock on consequences if it happens.
- 3 Incorporate the appropriate ideas into your preparation and plan of action.

By creating a contingency diagram or list (complete with ideas and solutions) and then building these ideas into your preparation, you should find that your plan of action will be more robust and that your performance will be even more effective and confident! ■



Reference

(*1) I’m not sure who ‘invented’ the contingency diagram. I’ve been using it since the early 1990s and have developed it as I’ve gone along!

Joe Cheal is an NLP Master Trainer and has been working with NLP since 1993. He is a partner in the GWiz Learning Partnership and GWizNLP (www.gwiznlp.com), transforming people and businesses through the fields of personal, professional, leadership and organisational development. He holds a degree in Philosophy and Psychology and an MSc in Organisational Development & NLP. He is the author of *Solving Impossible Problems*, *Who Stole My Pie*, co-author of *The Model Presenter* and is the creator and editor of *Acuity: The ANLP Journal*. He can be contacted via: joe@gwiznlp.com.

Bottling success:

the future of teaching and learning

By Beth Lee



Having completed my first few years of teaching and some middle leadership training I was looking for a way to extend my own learning in a way that would also impact the progress of the students that I teach.

Learning for some, and especially adolescents is a risky business because the stakes involve identity, self-esteem and ego. In short I believe that successful learning is about risk taking, and dare I say, asking and answering questions. So what stops our students from answering our questions and how can we make learning safer (from an ego point of view) yet retain the essential interrogative nature of a lesson that is so necessary? This is exactly the question that I posed following a meeting with a group of head teachers who asked me whether or not it is possible to bottle what makes a successful student.

Fired up by some rich thinking from my NLP for Teachers diploma programme I said, boldly, 'Yes I think we can.' I went on to say that I thought it was not that we needed more extension tasks, more revision or more exam practice. Success in school ultimately depended on the students' beliefs about learning and their own

“ Learning for adolescents is risky because the stakes involve identity, self-esteem and ego ”

attitudes towards progress and taking examinations.

Now, it was all well and good making such a bold statement, but I wanted to prove why I am so adamant that you really can bottle success.

I started trying out different strategies with my students adopting an NLP approach to help them reflect on attitudes that hold them back in exams. My favourite was when I asked all my students to bring in an image of them as a baby. We discussed that nothing would have held them back at this age. I got them to explain how they learnt to walk. They said they just kept trying till they got it. 'We watched other people and just kept trying.' This attitude to walking is so different to their

attitude to learning now. If students fall down a couple of times pride and ego get in the way, or they just decide that they aren't clever enough to get it. In short, they put limits on their learning.

Pride and ego became the focus of my next move which was to create a workshop based entirely on NLP strategies so as to get students to recognise their own limiting beliefs and to challenge them. From my reading '5 Ways to Change Bad Habits', I had to come up with a tool that on one hand kept the ego safe and on the other made answering questions a win/win opportunity.

I started with a Year 7 target group and wanted to teach students a strategy that would give them the independence to volunteer answers and eradicate the fear that can be felt when students are questioned directly by the teacher in lessons, and in turn would mean that they are always engaging with their learning.

I had enlisted a small group of staff to lead an afternoon workshop for Year 7. The students were introduced to Thought, Emotion, Action, Response. This was broken down into student language so that they could identify with how their thoughts about their learning could turn into avoidance of participation and doing this repeatedly could lead to bad habits. The outcome of this was that I wanted the students to understand that they had a choice.

I moved on to teach students, again in layman terms about the brain and its connections. I talked to them further about re-framing their thoughts so they would start to pick up different emotions and in turn, through practice, could develop different and more beneficial habits. I had a key statement which was embedded into the presentation which was that they could either 'win or

“ I had to come up with a tool that made answering questions a win/win opportunity ”

learn' when answering questions. Again, adding to the reasons why they should adopt a different approach in lessons.

The final part of the workshop consisted of teaching students a strategy that would help them to change their habits and choices and I termed this 'heads up'. The strategy is simple. In class, students are given a 'heads up' question that they would be expected to answer in the lesson. This is highlighted by an image either on power points, or by using a 'heads up' card. This strategy gives a chance for students to find out the answer and prepare for questions that will be asked. In turn, teachers choose any student and the student should have the answer ready.

The recorded difference so far just from verbal communications has been nothing but positive, from both teachers and students. Teachers are able to ask any students, 'avoiding the tumbleweed' effect that can happen when we ask questions especially during that crucial Ofsted observation. Students who have always been shy or worried about giving responses have approached me and told me that it means that they recognise negative thoughts but they use the strategy to try and push through these and still give answers even when they picked up negative emotions. They are being quickly reassured by the staff in lessons though that volunteering answers will get a lot easier with time and practice.

So back to the questions of can you bottle success? My answer is still, 'Yes! I think it is called NLP.'

I have one key strategy and intend to build on this to get me a full bottle of success. ■



NLP Conference London

Venue and Date for NLP Conference, London announced

We are pleased to announce that the 2016 NLP Conference will take place over the weekend of **Friday 15 to Sunday 17 April** at the Millennium Gloucester Hotel in Kensington.

Work is now underway to create the programme including the Friday keynote and sessions for Saturday and Sunday.

Pricing will be announced shortly along with an early bird pricing period.

ANLP are partnering with Crown House to deliver this Conference, the first time we have done so in partnership. We will keep you posted with news as we are able to do so.

More information will appear on the NLP Conference website:

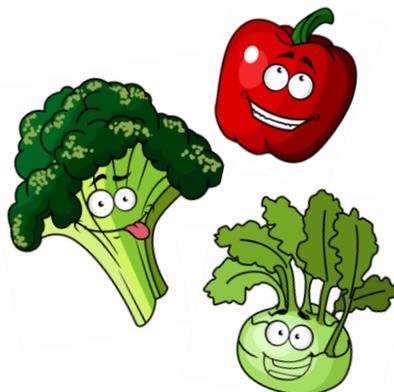
www.nlpconference.co.uk.

The Millennium Gloucester web page is here:

www.millenniumhotels.co.uk/millenniumgloucester/hotel-location.html.



Lighten your life with some more **humour**



By Eve Menezes Cunningham

What do you call two rows of cabbages?
A dual cabbage way!

While most people groan at this (and most of the jokes I find hilarious), it always makes me smile. In fact I feel triumphant if I manage to tell a joke and don't give the punchline away within the first sentence.

1 July is International Joke Day. The originators want to lighten people's lives by encouraging some humour.

I used to worry about people laughing at me when I didn't want them to and not knowing how to make them laugh deliberately. Now, thanks to some Improvisation classes (and not being quite as big a control enthusiast as I was), I understand that almost all laughter is good. It doesn't matter if we do it deliberately or not.

And yet, humour can be used to hurt people, too. How many times do people from the larger, more powerful social groups tell the person in a minority, 'Can't you take

a joke?' to minimise some kind of offensive comment?

I'm regularly amazed by how so many offensive (to me) jokes could be so much funnier by removing the words that prop up tired old stereotypes.

“How might you bring more humour into your life in a way that feels good to you?”

We can use our common sense and sensory acuity to gauge the mood and tone but comedy treads an incredibly fine line. Going just a little bit over what's considered acceptable can, when done well, be pretty subversive. Humour can make people think about their own lives in a way similar to metaphors and their magic.

And, of course, sometimes, we don't *want* to have a lighter outlook. Just as we don't always want to get ourselves into a resourceful state, sometimes, even though it hurts to feel pain, grief and loss, we know it's a healthy pain. Of course, for professionals working in the kind of fields where they risk secondary

trauma, what can be considered by some a morbid sense of humour can help them stay effective at their work.

Social media can be an entertaining way to notice how tastes vary. I'm often bewildered by loved ones' favourite comedies and jokes as I just don't get them. Similarly, I imagine many of the things that have my lungs aching with laughter barely told a smile from others.

What are your default comedy programmes and films? Do you treat yourself to time with friends who sometimes have you falling on the floor with laughter?

How might you bring more humour into your life in a way that feels good to you (being forced to find something funny can be as counterintuitive as being told to relax)?

Sites like Facebook, Pinterest and Instagram can be great for sharing humorous memes. Or you could go old school and tell a joke like, 'What do you call a song sung in an automobile?' 'A cartoon.'

Happy International Joke Day! ■



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