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## RAPPORT

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**Lucy  
Whittington**  
It's Not About You!

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## RAPPORT

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# INTRODUCING NLP

## Outcomes 22: Times Past

By Caitlin Collins



In this series on Introducing NLP we're taking the theme of setting outcomes as a context in which to find out how NLP can help us to discover what we want and then achieve it. In this issue we'll look at how to work with lingering memories that are currently affecting our lives and holding us back from reaching our goals.

I think it's probably 100 per cent certain that everyone has some painful memories; it's part of being human. The memories themselves are not necessarily problematic, but how we deal with them can be. We need to find ways to keep the constructive learnings from the past, while letting go of the pain.

NLP offers many ways of healing past hurts, such as the timelining techniques popularised by Tad James. However, even without the use of such specific techniques, just a little mature reflection and reframing can help a lot. Events occurring in our childhood would be remembered from the perspective of a child, who was not only physically smaller but also relatively powerless and with limited understanding, so reviewing them afresh from an adult perspective can greatly reduce their emotional impact. Our adult understanding also allows us to have compassion for our own and other people's mistakes. It allows us to appreciate that forgiving ourselves and others doesn't condone harmful behaviour, but brings an end to the harm by dropping our burden of guilt and resentment instead of lugging it about like a backpack of bricks.

There's a profound practice for healing the past that draws on Buddhist metta meditation and NLP timelining. Metta is a Pali word meaning 'love' in the sense of boundless loving-kindness. As you become familiar with the practice you

can adapt it to suit your needs; meanwhile here is a nice way to get started.

Sit comfortably and take several slow deep breaths, as you begin to relax. Notice the physical sensations of breathing throughout the body, as you release the cares of the day and rest your awareness on the natural rhythm of your breath.

Now, very gently, allow yourself to imagine what it would be like to have



### How to work with lingering memories that are currently affecting our lives and holding us back from reaching our goals

access to a source of boundless love and wisdom within you, that would enable you to realise your deepest aspirations. Imagine what it would be like if we all had access to such a source of love and wisdom within each one of us, available to us right here now.

Gently bring to mind the wish: 'May all beings find their own fulfilment in the deepest sense imaginable.' Then imagine allowing that wish to take form in your heart centre, arising as a light – perhaps a white light, or a golden light, or any colour you like. This light is the manifestation of your own deepest love and wisdom.

Very gently, begin to imagine that

this light of love and wisdom expands with each breath that you breathe out. Imagine that it is radiating throughout your body, healing anything that may be a source of suffering to you throughout your body and mind. Vividly imagine the light pervading your entire being.

The light continues to expand with each out-breath, so it overflows beyond your body, radiating into the world, reaching out to all beings equally, everywhere, carrying your wish, 'May all beings find fulfilment'.

Now, gently imagine your past as though you could see it as a line going away over the horizon behind you. Imagine sending the light of love and wisdom back along that past timeline, healing the hurts of your past, the past 'you' on your timeline. If you like, you could include on your timeline all the beings you have known in your past, sending the light of love and wisdom to all of them. Notice the timeline changing in appearance as you send the light along it.

Then, very gently, imagine your future as though you could see it as a line going away over the horizon in front of you. Send the light of love and wisdom ahead of you, out into your future timeline, to the future 'you' and all the beings you will meet, creating a beautiful, glowing future for yourself and all the beings whose lives are going to touch yours.

Finally, release your visualisation and simply rest, aware of being at peace, right here now.

If you like, you can close your practice session with the wish as a dedication: 'May all beings find their utmost fulfilment.' ■

# How to love school, just a little more

Reframing the ordinary, contentious and necessary of education

By Chris Spriggs



“What if we looked afresh at the average school day and put the utensil of meaning back into the hands of young people?”

**T**he conversation happened in a school corridor, crammed with students not very keen to get to their first lesson.

It carried noisy teenage stories from the weekend, and that's when he shouted across to me: 'Us teachers have the most stressful job in the world!' I looked up to see him half-smiling and half-wondering why on earth he does what he does, every day, as he wrestled his way through the mass of blazers and awkwardly-packed school bags.

'Yes, investing in other people's futures, every day, takes choice doesn't it?' That's what I nearly said, a poor stab at clever words that probably wouldn't have helped his rapport with the tidal wave of hormone-filled year ten students sweeping him into Room H and onto the discomforting shores of Geography.

It's not a new theme. Teachers + Education system + National Curriculum + Results + Children's behaviours. Divided by Ofsted. What happens when you put all those ingredients in the Emotion blender? Stress. And we all know what an unproductive state that can be. But does it have to be this way? What if we looked afresh at the average school day and put the utensil of meaning back

into the hands of young people?

Last week, in my work looking after the charity I set up in 2004 which mentors around 200 teenagers facing disadvantage each year, a lad called Luke got my attention. It was his last day of school before GCSE exams take over his life. 'How are you feeling about leaving school, Luke?' I asked. I have known Luke for three years, with every week being another miracle that he has stayed in school. 'Huh! School is just about looking good for Ofsted and making money. It doesn't get us ready for real life. School should teach us how to man up and deal with rejection.' That's an interesting view point, I said. So how are you feeling, I asked again. 'To be honest? I'm scared,' he said.

It's little wonder there is a crisis of confidence and wellbeing for many of today's young people. A rapidly shifting labour market, propelled by globalisation and technology. Youth unemployment in Britain hitting one million for the first time in more than a generation. Senior people from Chartered Institute of Personnel Development and Federation of Small Businesses bemoaning the audacious lack of job-ready skills in young

people. An education system out of touch with a world in which iContact is fast replacing eye contact. Teachers stressed to their chins with teenage behaviours. The problem isn't new, but maybe our responses can be.

Bring back to your mind what you already know about Reframing. That choice we all have available to us to step back and re-examine the meaning of an event. We can adopt a different meaning by changing the context, frame or lens we place the event in.

And for what purpose do we reframe? A different viewpoint can:

- help get us unstuck from an unhelpful mindset
- assist us to let go of failure
- release fresh energy to learn for the future
- dismantle a limiting belief.

Now, consider how useful those things are to living a life we are proud of? Or just coping with a single day at school?

So, we have a stressed teacher in a busy corridor on a Monday morning, and a 16-year-old student anxious about the 'big (bad?) world'. I know both these characters well. They are good people doing – and you'll recognise this presupposition – the best they can with the resources they have. But they are operating in a binary world, a bubble that needs bursting. The school system still sucks all too often on the language of success/failure, clever/stupid students, good enough/not good enough schools (the only real two Ofsted categories?), right/wrong attitudes, good/bad behaviour. Let me put it another way. The language in the school system sucks.

They say that the English drink their wine, whereas the French taste theirs. So, what if we pay closer attention to the sensory experience? Let's start with a few of the basic ingredients of a school day that cause conflict.

- *Uniform*: this provides a daily standoff and point of contention. The teacher says 'do your tie up' while the student rolls their eyes, often escalating into a detention and then (cause and effect) a negative learning state for the student for the next hour.
- *Homework and exams*: even the words send shivers of worry and boredom down the spine. That which we have to do is always less enjoyable than that which we choose to do.
- *Teachers*: they are like Christmas presents. We only remember the brilliant and the awful ones. You can recall one you admired, can't you? And one you detested? Teachers live in our memory for a lifetime. Wow, what potential for modelling.

Now, what happens when we use these three reframing lenses?

- 1 *Wide angled lens*: putting the school day into the much wider story of a student's whole present life.
- 2 *Long angled lens*: shifting the timeframe of the immediate school day into the longer timeframe of a whole life, connecting the 'now' of school with the 'next' of the working world.
- 3 *Reverse angled lens*: swapping the viewpoint from the student looking out on their future, to their future self looking back at them now (second position).

## RESOURCES

Nick Owen, *The Magic of Metaphor*.

NLP trainer Ewan Mochrie includes three famous reframe examples on [www.inspire360.co.uk/articles/reframing-provides-a-whole-new-perspective/209](http://www.inspire360.co.uk/articles/reframing-provides-a-whole-new-perspective/209).

## School should teach us how to man up and deal with rejection

As you go ahead and start playing with those 'lens' ideas, I wonder about how you can change the meaning of uniform or homework? How can we propose different more fruitful meanings to replace the restrictive fixed ones students may have?

Most young people are good at something and not everything. Not yet. Learning is a state. Sometimes students get in a right state (resistance), instead of *the* right states (curiosity, motivation, joy), becoming a passenger on the roller coaster of their emotions instead of in control at the steering wheel of their learning.

Here are some reframing ideas.

- *Reframe teachers as customers*: an interesting approach to the power dynamic! In business, 'the customer is always right', right? Mention to students they will come across difficult customers where they need rapport and negotiation to get what they want. Accepting that difficult teachers can teach them vital skills for how to deal with people elsewhere in life allows room for some curiosity to emerge (**wide angled lens**).
- *Reframe school as training*: sometimes we use the metaphor of the gym or pre-season football training. Something requires more effort? Suggest to the student it means they're getting stronger and mentally fitter for life (**long angled lens**). 'Do you want to lift light weights all your life or to get stronger? Your choice?'
- *Reframe uniform as looking like you mean business*: would a contestant from BBC's *The Apprentice* walk into Lord Sugar's boardroom with his tie half undone and his trousers revealing the chosen brand of boxer shorts? Set the student a challenge to 'Take themselves seriously' (**reverse angled lens**). Uniform is just practice for the working world where they are likely to have some kind of uniform to show they belong, and are wanted. 'What will your future successful self say to this student now, looking messy?'

As for Luke, feeling scared about his future in the world, we spent 20 minutes chatting about the ways he has invested in himself over the past five years, especially all the times he got out of bed when he really didn't feel like it. 'How important will that skill of self-motivation be when you start looking for a job?' I asked. 'True,' he said, nodding, 'I hadn't thought of that.'

As for the teacher, I might just suggest he gets to the classroom earlier. A busy corridor can only mean one thing: stress. ■

### Ideas for reframing aspects of school

- Teachers as customers: an interesting approach to the power dynamic!
- School as training: e.g. use the metaphor of the gym.
- Uniform: look like you mean business.
- Exams: like school photographs, more a snapshot of the present than a predictor of the future.

**Chris Spriggs** is the founder and Director of Lifespace Trust, a mentoring and education charity in South Warwickshire working to help young people make their lives easier. He is a Master Coach of NLP and a keen marathon runner. Chris can be contacted via his website: [www.thementoringspace.co.uk](http://www.thementoringspace.co.uk).

# It's Not About You!

Lucy Whittington is an enthusiast. She is particularly enthusiastic about doing her Thing, which is helping other people, whether entrepreneurs or employees, to do their Thing too – and get recognised for it. Becoming a business celebrity means, as Lucy explains, that 'you stand out in the market as *the* person to go to'. Lucy Whittington talks with Caitlin Collins for *Rapport*.

## Doing your Thing

Doing your Thing and becoming a business celebrity can be set out in five steps, conveniently expressed in the acronym: T.H.I.N.G.

T is for Time to find your Thing. This means identifying what it is that you love to do, and how you can share it with others.

H is for Having a Fame Name™. This is a memorable business name that says what you do and gets you noticed. Examples would be Super Nanny and The Naked Chef (which juxtaposed like that could be a saucy book title; you'll remember the principle of the Fame Name now, thus proving the point!).

I is for Interesting stories that sell. Tell people about yourself to develop your PSP or Personality Selling Point.

N is for Nothing's impossible. A positive attitude is required (Lucy will be saying more about that in a moment).

G is for Get in your spotlight. Standing still and letting people see who you are, what you do, and how you can help them can be more effective than running about trying to fit yourself into whatever you think the market wants.

## What stops us?

Now, all of this sounds absolutely great to me. I love Lucy's approach; I adore enthusiasm. And the idea of doing my Thing and getting recognised and even paid for it is thrilling, inspiring, enticing and almost intoxicatingly delicious! So what is the 'but' that you can hear coming round the corner? It's one that I find especially interesting, both personally with regard to myself and as a key issue in coaching: it's what stops us; it's the human reluctance to change.

While preparing for this article, I mentioned the idea of doing one's Thing professionally to several people. I met with reservations. There was some rather British squeamishness about fame names and spotlights. There was also some discomfort about it being too easy; after all, work is hard and work is grim and that's why we're paid for it. However, while these reservations are interesting in themselves, I suspect there's a more general issue lurking underneath them: a deep fear of change, even of change for the better.



## “If you really want to help people you have to be ok with being like marmite – loved or hated!”

The fear of change is addressed in coaching, of course. Many coaches recommend applying the ‘stick’ motivation: they talk about ‘leveraging’ a client’s problem – bigging it up to spur the person into action. I’m not entirely happy with this strategy; ‘leveraging’ problems too aggressively can terrify already frightened people into melt-down, which isn’t very helpful! So I asked Lucy about how she tackles the reluctance to change with her own business celebrity clients.

### Finding something bigger than your fear

‘I see a lot of this,’ says Lucy. ‘I see many people getting stuck in learning; they’re always going on courses, or reading books, or getting more qualifications or thinking about doing something. They take two steps forward, then one step back. They get stuck in learning or planning, because that’s a safe place.’

‘For some people, doing your Thing is scary because it’s so easy, and we are conditioned to believe that work should be hard. So people feel they can’t charge for sharing their Thing. There’s a lot of fear around that. We don’t realise that while what we do is easy for us, it isn’t easy for somebody else – and that they will be willing and happy to pay us for it.’

‘There is also a big fear of standing out from the crowd. Many people have been bullied in childhood for standing out, and for being clever. And look at our celebrity culture: we build them up; then knock them down. So people think that being a business celebrity will mean that everyone is going to look at them – and they go “Oh, no!” But research shows that we have an unrealistic view about how many people are looking at us – we think we’re more the centre of attention than we are. And I remind clients that even if they do get criticised, the criticism isn’t coming from the people they want to reach anyway! When you realise that your Thing is important to those who need it, you say, “It’s ok if people think I’m bonkers”. If you really want to help people, you have to be ok with being like marmite – loved or hated! You get to the point where it doesn’t matter; it’s less important than your need to go ahead and do it, so it doesn’t stop you.’

‘There are different ways to respond to fear: for example, you can run and hide, or you can reframe it as nervous excitement. Or take fear of failing: do you see a setback as a failure or as a learning experience? As NLP has it, there’s no such thing as failure, there’s only feedback! It’s ok to launch something and people not want it. It doesn’t mean that what you’re offering is rubbish; it’s just that this part of it, or the way you’re presenting it, isn’t right at this particular moment.’

‘Some people are scared to specialise. They’re scared to say: “This is my Thing, this is who I help, and this is who I don’t help.” They naturally want to help everyone, so they’re reluctant to specify the particular area in which they do their best work. Saying No to people makes us feel bad, but we need to be clear about those we can and cannot help. We need people to make a decision: Yes or No. It’s fantastic that people say No if they’re not the ones we can best help.’

‘The reluctance to specialise may be related to fear of not having enough work. You only need to be concerned about not having enough work if you occupy a very, very specific niche. You need to do your art – your creativity, whatever it is. People



didn’t “get” Van Gogh while he was alive, but he still did his art: he didn’t stop painting. Nowadays, unlike Van Gogh, we have the internet, and it’s easy to create your spotlight – just a Facebook page will do it, or a YouTube channel, or a website. Technology is wonderful! There’s a whole world out there – and now you can reach it!

‘Knowing that there is a massive audience can be scary too. So you need to be ok with that. The easiest way is to realise that it’s not all about you. Sometimes I’m blunt about this: if you don’t do your Thing and get it out there, you’re being selfish! You need to make yourself available for the people who need you. So it’s not it’s about you – it’s about other people, the people who need you and are waiting for you! That switch changes your perspective. It helps a lot of people to move forward.’

‘I was scared of doing my Thing and putting it out there. But I knew that what I had to offer could help people. I was scared of doing it but I did it anyway, because my reason for doing it was bigger than my fear.’

### Values

I love Lucy’s advice to turn fear on its head by realising that what’s important is not about me – it’s about all the people out there who need what I have to offer. I also love the values of giving and sharing and contributing. People who want to do their Thing, if they’re going to make a business out of it, need to want to share it for the benefit of themselves and others. Doing your Thing is about recognising that your gifts are your contribution to the world!

So I invite you to consider this. What’s *your* Thing? And how are you going to share it? ■

# When It Comes To Supporting People Through Change

## Let's Follow Virginia's Example

By Karen Meager



Karen Meager

If you have not had the opportunity to study Virginia Satir's work, I would strongly encourage it. She taught a wealth of knowledge and material which may not have been directly modelled when NLP was created and is complementary to it. It's particularly important, for those of us who want to bring heart and soul into their NLP work. For me, it would be missing a great deal of depth to work in NLP without some integration of her work.

Many years back now, John and I bought a set of old 1980s videos of Virginia teaching a seminar. In the hours of material there were many golden moments and one piece of her teaching stood out for us and we have use it ever since. In *The Process of Change* she laid out the key stages people go through when change occurs. She focused on what happens to people emotionally, physiologically and psychologically when change happens, either change they invite, like going on an NLP course or something that happens to them, like redundancy or a bereavement. I had seen similar models before but nothing that really helps people to work through change so effectively.

We use it in our courses, our work in businesses and in therapy to help people understand what's really going on when change happens. In this article

“She taught a wealth of knowledge and material which may not have been directly modelled when NLP was created and is complementary to it”

I will take you through her theory along with some of our experience applying it so that you can also use this model, to support your clients (and even yourself) through the change process.

Virginia Satir's Process of Change consists of five stages:

- 1 Status Quo
- 2 Introduction of a foreign element
- 3 Chaos
- 4 Practice
- 5 New Status Quo.

### 1 Status Quo

We are in the trance of life, the daily routine. We may or may not like it very much but the key thing about Status Quo is that we can predict it. The ability to predict is an innate human survival function that is in us the moment we are born. We need to work out pretty quickly what we need to do to get attention, be fed and changed as we require it. Even if we do not get our outcome, we quickly learn that 'when I do X, Mum does Y'. So whether we get a cuddle or shouted at we learn to predict others responses in relation to our actions.

This impacts our whole lives, it's where the term 'better the devil you know' comes from. Even if there is something in our life we don't like at least it is familiar, predictable. At a basic human survival level if we can predict what is going to happen we are safe. It's why people stay in jobs they hate and relationships that aren't working.

### 2 Introduction of a foreign element

Something happens to shift the Status Quo. This can be something the person invites in or something external to them. Someone might read a thought provoking book, go on a course or meet a new person. They might leave a relationship, get made redundant or have new structure implemented at work.

The introduction of the foreign element breaks our trance, opens our eyes, scrambles our familiar strategy. Things will never be the same again.

The foreign element could also be someone else changing. People who go on NLP courses, learn new →





## It would be missing a great deal of depth to work in NLP without some integration of her work

things and go back to their family becoming the foreign element to their family. They change, their behaviour can no longer be predicted in the same way it once was. This is important for people who attend NLP courses to understand so that they can pace their loved ones through the process too.

### 3 Chaos

The introduction of a foreign element moves us into Chaos. We have odd uncomfortable feelings, a mix of nerves and excitement. We may have weird dreams or sleepless nights and some strange thoughts and behaviours. We know we cannot go back to the old but don't yet know what the new looks like, until we let go of the old way, we cannot create the new way. This is strange, unfamiliar.

This sends our brains and bodies into a response similar to fear, because something that tips us out of predictable at a basic survival level puts us in danger. So our fight, flight or freeze responses kick in.

The purpose of the Chaos phase is that whilst it might feel uncomfortable, it is a critical part of the process. In Chaos we let go of the old and get learning that helps us build what we want instead.

A common reaction to Chaos is to either try to get back to the Status Quo or to project our uncomfortable feelings onto external things. We call this 'Day 3 syndrome' in training, where usually around day 3, delegates start going into the Chaos stage. Suddenly the chairs are uncomfortable, the room is too noisy or we start getting a lot of push back. This is just people reacting to the feelings of unfamiliarity that come with this phase.

This is also what happens in business when change programmes are introduced. People are not resistant to change itself, they are reacting to their uncomfortable feelings of unfamiliarity and projecting it unconsciously onto external things, the change, the boss, the new process.

The purpose of understanding this stage is to know that when people react to change, they are not really reacting to the thing itself. At a deep level they are reacting to the feeling of unfamiliar, not being able to predict. The fear chemicals in someone's brain are running the show at this point. As change agents we need to support them in understanding their feelings, hold their hands, walk them through. Great learning comes in Chaos if people can stay there long enough to get it, which will help them form the next phase – Practice. Major life decisions made in Chaos rarely result in a good outcome.

Our students have said the best thing about this model is understanding what Chaos is and knowing that you are there. You might not like it, but at least you know what's happening which reduces confusion.

### 4 Practice

In the Practice phase, we are getting a sense of what the new looks like and beginning to practice the new way of living, thinking or behaving. For example in a business context, the change is implemented, the feelings of chaos are reduced and people are trying the new way of working. They are testing it, not trying to sabotage it (that would still be chaos), genuinely trying it out and providing constructive feedback.

In a personal development context this would be the stage where people are trying out a new way of behaving, thinking or communicating or settling into a new life after a major life event.

Whenever we try something new, we rarely get it right first time. We will make mistakes, we will fall over. As the change agent at the practice phase, our job is to adopt the Presupposition of 'No Failure only Feedback' and encourage people to learn and keep practicing. It is not unusual for people to give up at this stage and write it off as 'not working' when they just need more practice. I have never seen a child who could walk the first time they tried, we all fell over and got up and tried again until we could do it.

### 5 New Status Quo

In the New Status Quo we have integrated the change into our lives and it becomes the 'norm'.

### The Cycle of Change

Change happens in cycles, many of you will recognise that as we get to a New Status Quo, a new foreign element shows up to take us on our next round of change. The first time we experience a major change is likely to be the most scary for people. Depending on our convincer strategies, over time Chaos gets less bumpy and Practice becomes easier. Once we've had a few successful experiences of the process of change our brain becomes familiar with the process and so it becomes part of our natural pattern of behaviour. People that do change well have mastered working with this process, embrace change and can support others to do the same.

There is a DVD/download available called The Teachings of Virginia Satir (a 4 DVD set) where you can see Virginia talking about the process of change as part of one of her teaching classes. ■



# IF NOT US, WHO?

By L Michael Hall

**A**bsent leadership – that has been the problem and for far too long. For decades we have been waiting for 'leadership' in the field of NLP. We have been waiting for *someone* or a group of someones to get their act together in this field and start leading as leaders ought to lead. But it has not happened. In the end, those who we naturally look to for leadership have not provided it. And the field does not seem to be coming any closer together, but if anything, further apart.

Awareness of this led me, a few years ago, to begin talking about calling those who are leaders in NLP together, as Robert Dilts did in 1997 and 2000. Then in 2011, I discussed this with Frank Pucelik and we began planning for the first *NLP Leadership Summit*. That's precisely what we facilitated last year (2012) in November on the day prior to the NLP Conference in London.

Our reasoning was the following.

- *Leadership is now up to us.* It is now up to those of us who are in this field influencing people by training, consulting, teaching, coaching, writing, researching, etc. After all, we are the ones bringing people into this field, informing them about what NLP is, and influencing them to be a part of it. So, if we do not step up to the call and challenges of leadership, who will?
- *We are the leadership.* Whether we like it or not, those of us who have been in this field 20 years or more and have people who look to us for guidance – we are the leaders. If a 'leader' is someone leading out, bringing out the best in people, influencing the minds, hearts, and behaviours of people – then we are the leadership.
- *It's now our responsibility.* If we are the leadership, then the condition of this field is our responsibility. Yes, we could spend our time whining and fussing and complaining about the state of affairs, about every 'bad apple'

who has spoiled the reputation of NLP, of every incompetent trainer or coach who lowered the quality of NLP training, but where will that get us? The time for complaining is over. Isn't it now time for us to step up to the responsibility and opportunity before us and begin to *be the change* and *be the quality* of NLP that we believe in and dream about?

## The challenge of leadership in NLP

Every field has its challenges and we have ours. Research in the field of leaders consistently identify that the majority of people want pretty much the same thing from their leaders.

- Competence: knowledge and skills, professional, decisive, open.
- Communication: informed about the state of affairs, inspiration for encouragement, clear.
- Consistency: dependable, trustworthy.
- Congruency: integrity, honesty, authentic.

Isn't that what you want in your leaders? Isn't that what we want in leaders in the field of NLP? Isn't that the kind of leaders

we should be if we want to step forward and provide leadership in this field? Obviously, these questions are rhetorical and imply the answer.

With the NLP Leadership Summit we set several goals. Our first goal is simple: let's get NLP leaders together and begin a conversation. After all, if the leaders in this field of communication are not talking and talking to each other and applying the very communication principles that we teach, then we're never going to get very far. So that was the first thing we aimed to achieve at the first NLP Leadership Summit. And that's what happened. Twenty-seven leaders who had been in the field 15 or more years gathered together in London and we began talking about what we all share in common – our love for NLP. Facilitating the process we set out such questions as:

- What is your *best dream* for NLP?
- How can we best serve the world that we do in the world with NLP?
- How can we rise above self-interest?
- How can we set a higher-level frame that will create a harmonisation?

Since then we have established the NLP Leadership Summit as a group on LinkedIn and have been continuing to communicate. The next Summit will be at the London NLP Conference this November (2013). This leads to our second goal – let's begin working toward creating a collaborative conversation so that we can talk about what we have in common and begin to be the leadership that people need.

If you know a 'leader' in NLP who has been exercising leadership in this field during the past 15 to 20 years, please let that person know about the NLP Leadership Summit that we will facilitate this coming November and have them contact us. It's time to get our act together and begin grooming leaders for this generation and the next one. ■



# RAPPORT

The Magazine for NLP Professionals



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