Preview of items in the NLP Trainer's MegaPack

This preview pack includes:

- Contents and 15 training activities from the Trainer's Pack of NLP Exercises
- Contents and first section from the Customisable NLP Practitioner Manual
- Sample of the 'Practical EQ Self-Assessment' unlimited use Small Business Licence
- The Practical EQ Self-Assessment
- Sample of the Customisable NLP Practitioner Training Slide Deck

These samples are in PDF format. In the product itself, the Customisable NLP Practitioner Manual is in MS Word (.doc) and the slides are in PowerPoint (.pptx) format to allow for easy customisation and rebranding.

If you have any questions about the NLP Trainer's MegaPack, or any of the individual products that make it up, just email me at andy@coachingleaders.co.uk.

You can find the MegaPack and the individual products at webstore.coachingleaders.co.uk.

Thanks,

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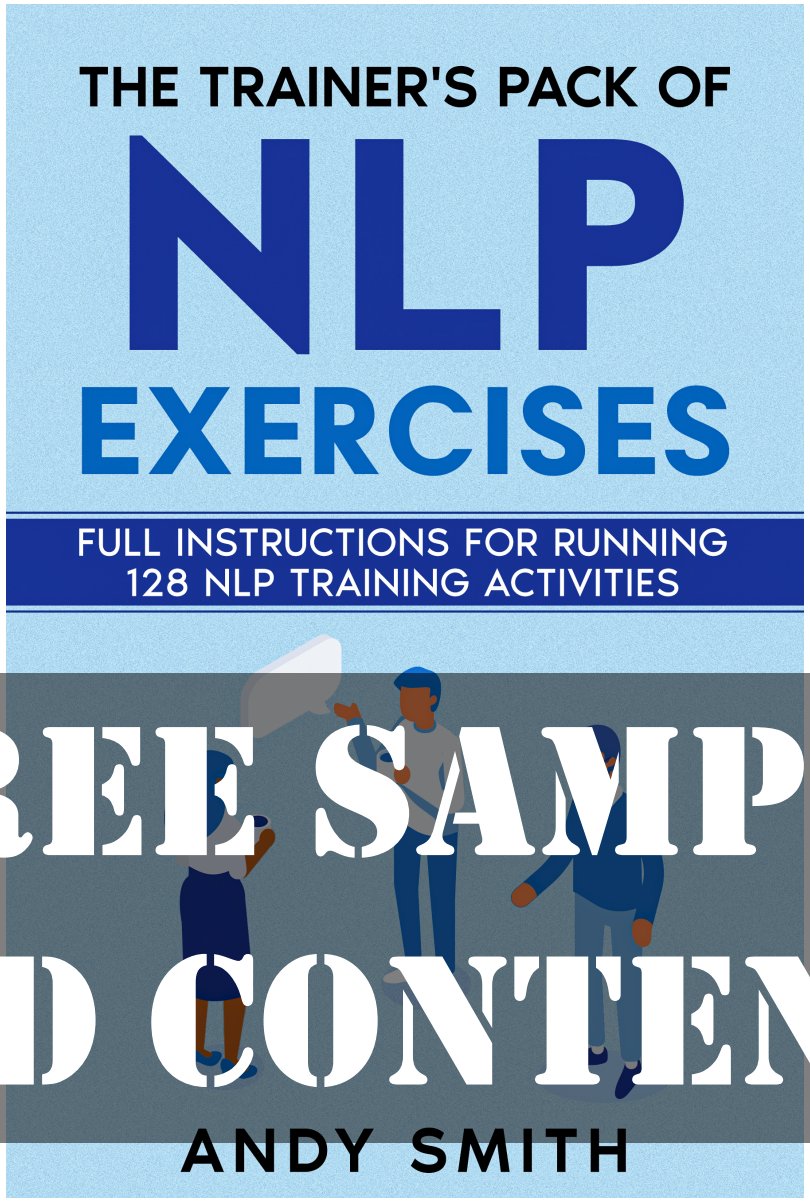
The Trainer's Pack of NLP Exercises v1.7

by Andy Smith



FREE SAMPLE AND CONTENTS

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Introduction

These fifteen exercises are suitable for courses that teach listening skills, communication, rapport skills, and coaching and therapy skills. They are drawn mostly from the field of Neuro-Linguistic Programming (NLP) so they will also work on an introductory NLP course, or in some cases as a warm-up exercises in a more advanced course.

The book consists of two parts. The first part has instructions on how to run each exercise, covering timing, objectives, procedure, questions to ask your students after the exercise, and suggestions as to the Frequently Asked Questions (FAQs) that students often ask.

The second part is handouts for those exercises that will benefit from them. You can print out or photocopy these handouts for your students.

If you find this book useful and would like a larger selection of NLP-related exercises, you can get over a hundred more exercises in The Trainer's Pack of NLP Exercises, in which these 15 exercises first appeared. You can find this and other nlp-related knowledge products, both free and paid-for, at http://webstore.nlppod.com.

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Exercises

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Visual Acuity Exercise

Timing: about 5 minutes each way

Objectives

- Students learn to make finer distinctions in visual calibration.
- Students realise that they can discern quite small differences.
- Students build trust in their unconscious minds.

Procedure

Handout: Sensory Acuity (V.I.B.E.S)

Demo this procedure first, with a volunteer as 'A' and the whole audience as 'B'.

Two participants, A and B. A thinks of someone that they like. Imagine the person you like is in the room, that you can hear their voice, that they are close enough to touch.

Now A thinks of someone they don't like. B looks for the differences between the two. A continues to alternate between 'like' and 'don't like' until B feels they can calibrate the differences.

Now A thinks of one or the other, without identifying which. B identifies which one they are thinking of. If B doesn't get it right, go back to the calibration stage. Continue until B is consistently right.

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What to Ask

What did you learn?

What did you notice?

As a coach, what told you that they were thinking of one or the other?

Who got it consistently right or consistently 'wrong'?

How might this be useful in future?

FAQs

"I got it wrong consistently."

So your unconscious mind consistently recognised the differences between 'like' and 'don't like', even though your conscious mind swapped the labels round.

"I identified the people correctly, but I wasn't consciously aware of any signs."

So you can trust your unconscious mind to recognise differences that your conscious mind isn't yet aware of.

"I can't think of anyone I dislike." (or sometimes "anyone I like!")

So go for someone you like intensely versus someone you're indifferent to.

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Auditory Acuity: Like/Don’t Like Exercise

Timing: about 5 minutes each way

Objectives

- As for the previous exercise, for the auditory channel.

Procedure

Handout: Sensory Acuity (V.I.B.E.S)

Two participants, A and B (NB choose a different partner from the previous acuity exercise so as to practice your acuity skills with a variety of subjects). A and B sit back to back (or with their eyes closed) to screen out visual evidence. Make sure they or their chairs are not touching – to screen out kinaesthetic evidence.

A thinks of someone they like and counts out loud to 10. Then someone they don't like and counts out loud to 10. A alternates between the two until B feels they can tell the difference.

Now A thinks of one or the other and counts to 10, without identifying which it is. B identifies which one they are thinking of. If B doesn't get it right, go back to the calibration stage. Continue until B is consistently right.

Then swap round and repeat the exercise.

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What To Ask and FAQ's

As for the previous exercise.

When might this be useful?

Any communication by phone or where visual evidence is limited.

As a culture we rely heavily on the visual channel.

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Auditory Acuity: Clapping Exercise

Timing: about 3 minutes each way

Objectives

This is an alternative to the previous auditory acuity exercise - use where you have an odd number of participants.

Procedure

Handout: Sensory Acuity (V.I.B.E.S.) - optional

3 or more participants: an Explorer and 2 or more helpers.

Explorer sits or stands with eyes closed.

One by one the helpers clap hands once and say their names. Repeat until the Explorer believes they can identify each person's handclap.

Helpers move around silently so the Explorer can't identify them by location. Each time a helper claps hands, the Explorer calls out the name of the helper. If the Explorer gets it right, helper says 'Yes'. If the Explorer gets it wrong, helper claps again and says their name.

Continue until Explorer consistently identifies each helper by handclap, then swap until everyone has had a turn at being the Explorer.

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Clear up

What did you learn?

What did you notice?

When might it be useful to notice finer auditory distinctions?

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Kinaesthetic Acuity: Like/Don't Like Exercise

Timing: about 5 minutes each way

Objectives:
As for previous like/don't like exercises

Procedure
Handout: Sensory Acuity (V.I.B.E.S.)

Two participants, A and B (NB choose a different partner from previous acuity exercises so as to practice your acuity skills with a variety of subjects).

A and B sit opposite each other and slightly to each other's right, so they can comfortably hold each other's hand as if they are about to shake. This is a silent exercise, and B's eyes should be closed - to screen out visual and auditory evidence so that the feel of the hand is the only sensory input that B has from A.

A thinks of someone they. A then breaks state and thinks of someone they don't. A alternates between the two until B feels they can tell the difference.

Now A thinks of one or the other, without identifying which it is. B identifies which one they are thinking of. If B doesn't get it right, go back to the calibration stage. Continue until B is consistently right.

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Then swap round and repeat the exercise.

What To Ask and FAQ's
As for the previous exercise.

When might this be useful?
Picking up information from a handshake. Bodywork therapies. Maybe contact sports. And I'm sure you can think of other contexts in which you would like to get a sense of what someone is thinking or feeling from touch alone...

After participants have done acuity exercises for each sensory channel:

Who found the visual exercise easiest? Who found auditory the easiest? Who found kinaesthetic the easiest?

Of course, we don't know if this is because you find that sensory channel easiest, or if you just had a partner that was particularly easy to read. The only way to know will be to practice your acuity skills with lots of different people.

If you found one of the sensory systems particularly hard to notice distinctions, that's useful information - it means that when you practice noticing distinctions in that channel you should get a big payoff.

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Finding The Boundaries Of Personal Space

Timings: 5 minutes

Objectives:

- Participants develop their sensory acuity
- Participants get a sense of the boundaries of their own personal space, and how this may vary for different people

What to say beforehand (Whys)

Introduce the concept of personal space - a crucial element in rapport.

Mention how people with a visual preference are usually comfortable having people where they can see them, auditory will like people where they can hear them clearly, and kinaesthetic will prefer to be close enough to touch the other person.

Point out what can happen when 'visual' and 'kinaesthetic' meet - the visual always backing away and the kinaesthetic always trying to get closer - and what a video of this would look like speeded up (a closing sequence of the Benny Hill show).

Procedure

Handout (optional): Sensory Acuity (V.I.B.E.S.)

Demo this first with a volunteer.

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Two participants - A and B.

A approaches B until A notices the non-verbal signal (a flinch, a wince, a change in breathing) that says that the boundary of personal space has been crossed. Find out where the boundaries are by approaching B from different directions (they may not be a constant distance). Swap roles.

Then change partners and repeat, as many times as you can before the end of the exercise.

Clear up

What did you discover?

How did you know that you had intruded on B's personal space?

What differences did you notice about how far out the boundaries were? - from different directions? - same sex or different sex partner? - any other factors (e.g. the relative height of the partners)?

Future pace

What are you going to do differently as a result of what you have learned from this exercise?

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Kinaesthetic Acuity (Like/Don't Like) Exercise

Timing: about 7 minutes each way

Objectives

As for previous acuity exercises, but for kinaesthetic.

Procedure

Two participants, A and B. They sit facing each other in a 'handshake' position (but the hands are still) with their eyes closed. NB the chairs should be slightly offset, rather than directly face-on, for comfort.

A thinks of someone they like, identifying them as such. Then of someone they don't like. A alternates between the two until B feels they can tell the difference.

A then thinks of one or the other, without saying which. B identifies which it is. If B doesn't get it right, go back to the calibration stage. Continue until B is consistently right.

Then swap round and repeat the exercise.

What To Ask and FAQ's

As for the previous acuity exercises.

At the end of all these sensory acuity exercises, it's interesting to ask who found visual easiest, who found auditory easiest, and

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who found kinaesthetic easiest. Also who found any sensory channel harder to detect differences in.

Remind students that they can build on their strengths, **and** that an improvement in a 'weaker' channel can yield even more results than a similar-sized improvement in a channel in which they are already strong.

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Lie Detection Exercise

Timing: 10 minutes per round

Objectives

- Participants improve their sensory acuity (note that voice tonality as well as visual cues may be significant)
- Participants gain confidence in their ability to 'read' people, encouraging them to pay more attention in future

Procedure

Handout: Sensory Acuity (V.I.B.E.S.)

2 participants: 'Interrogator' and 'Suspect'

Instructions for the 'Interrogator':

1. Ask your partner 10 questions to which you know the answer to be ‘yes’. They should answer truthfully. Look at them in slight peripheral vision and calibrate their non-verbal responses.

2. Now ask your partner another 10 questions to which you know the answer to be ‘no’. This time they should lie by saying ‘yes’. Calibrate the differences to step one.

3. Now ask them questions to which you are not sure of the correct answer. They can answer truthfully or lie. You guess

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which. Check the accuracy of your guess with them after each one.

4. Turn yourself between each question so that your partner is in a different part of your visual field. Notice if this makes any difference to the accuracy of your guesses.

Clear up

Who could tell when their partner was lying?

What told you? (NB this can lead into a discussion of various signs to calibrate e.g. changes in skin tone, breathing changes, changes in voice tonality)

Anyone get it right but not consciously pick up any differences? The unconscious mind notices more than we are consciously aware of.

Anyone get it wrong 100% of the time? If you are getting 100% wrong guesses, your unconscious mind can still tell the difference - just say the opposite of what your conscious mind thinks is correct.

Note: This exercise is based on one by Jonathan Altfeld, whose trainings I highly recommend: http://www.altfeld.com

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Tracking Two Minds Exercise

Timings: 5 minutes per round

Objectives

- Participants improve their observation and matching skills
- Participants enter a 'flow' state
- Participants improve their calibration skills (when checking that the Matcher is near the edge of abilities)
- Participants warm up for later exercises and learning

What to say to introduce the exercise (Whys)

OK, you've tracked the movements directed by one brain. That's too easy, and you can do better. Now you're going to take your observation and matching skills to the next level by tracking two brains at once!

Procedure

Three participants - Mover 1, Mover 2 and a Matcher.

Demonstrate this initially with two volunteers - just to show participants how the exercise works, not taking it to completion.

This should be a silent exercise, to allow participants to concentrate on sensory information and allow them to relax into the experience.

Mover 1 and Mover 2 stand shoulder to shoulder. Matcher stands facing them at a comfortable distance.

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Mover 1 and Mover 2 begin to move their outside arms only - slowly at first. Matcher's job is to mirror the arm movements of both (this will need peripheral vision).
The job of the Movers is to keep the Matcher at or near the edge of his or her ability to track. In practice this means gradually speeding up their movements and making them more complex - and slowing down again if the Matcher loses track.

Rotate after 5 minutes until everyone has had a turn in each role.

What to expect
Laughter after each round, possibly of joy, possibly of relief.

Participants entering 'flow' state, and feeling somewhat light-headed or 'buzzy'. Is this new neuronal connections being formed in the corpus callosum that connects the two hemispheres of the brain, and thereby increasing their intelligence? We have no way of knowing.

Clear up
How are you feeling?

Matchers - what did you do that helped you to track both sides simultaneously? What did you do that got in the way?

Movers - how did you know when the Matcher was approaching the edge of their abilities?

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Note: This exercise is based on one by the US-based LP trainer Jonathan Altfeld, whose trainings I highly recommend: www.altfeld.com

You can see how Jonathan does this exercise on his excellent Building Hypnotic Rapport DVD set, part of the NLP Skills Builder series.

"Sticky Fingers" Exercise

Timing: 5 minutes each way

Objectives:

- Participants gain experience of non-verbal or 'embodied' rapport
- Participants experience altered state (eyes closed, plus "becoming one' with another person
- Atmosphere in room changes rapidly (if needed - e.g. as a pattern interrupt if participants are getting into unresourceful state or becoming disruptive)

Procedure

In pairs - A and B. Demo this first. You will need a lot of clear space in the room. This is a **silent** exercise.

Face each other in pairs. A holds up palms at shoulder height. B places the tips of middle fingers in the centre of A's palms, and closes eyes.

A now gradually begins to move their hands. B's job is to maintain contact between the fingertips and A's palms, very lightly (almost not quite touching).

A's job is to lead B around, keeping them at the edge of their ability to follow (i.e. not too fast, not too slow). A will gradually speed up and make larger movement.

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When you demo this, get to the point where you step back, forward or sideways, so that B has to move their feet in order to stay upright.

It's helpful to play some restful music in the background - *Hanshan Temple* from *Buddhist Chants and Peace Music* by Jin Long Uen is very good.

When participants have had a reasonable time (5 minutes) to experience the activity, swap round.

Variation: if doing this outside on a lawn where there's plenty of room to spread out, both participants can close their eyes.

Clear Up

How do you feel now?
What did you notice?
What was it like being led with your eyes closed?
What was it like leading?
What information could you get just from the touch of the fingertip? (Usually A will be able to sense very easily how relaxed B is)
What are you going to do differently as a result of what you've learned from this exercise?

What to expect: often the pair's reach the point where it's not clear which is leading and which is following.

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FAQ's

Why did we do that? This question comes up sometimes from the more 'in their heads' participants, so it's worth giving plenty of reasons up front before the exercise starts.

Reasons could include:

- We're going to experience non-verbal rapport
- We're going to experience being part of a larger system than just one person.
- We're going to experience an everyday altered state.
- We're going to have an experience of taking in information through different channels (kinaesthetic) than those we normally use (visual). So pay attention to what you notice.

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Listening/Not Listening

Timing: 7 minutes each round

Objectives

- To highlight the effects of being fully attending vs. not fully attending.
- To illustrate how we naturally 'do' rapport in everyday life.
- Participants sharpen their sensory acuity.
- Participants recognise the role of minimal encouragers as positive behavioural feedback.

Procedure

Handouts: Rapport

Three participants: A, B and C.

Chairs arranged in a triad (i.e. at the points of an equilateral triangle).

A – has a conversation with B about something A is interested in (i.e. a subject they can talk about with ease).

B's job is to be interested for the first 2 minutes, then (without overtly indicating it) to be completely uninterested for another two minutes. For the final minute B reverts to being interested.

C's job is to observe the two participants in relation to each other (i.e. not take part in the conversation). C should be in peripheral

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vision. At the end of the round, C can give a couple of minutes of **sensory specific** feedback on what they observed.

A can also give feedback about how they felt at different stages of the exercise.

Then rotate (it's best to anchor the roles to individual chairs) until each participant has been in all three roles.

What To Ask

What did you learn/what did you notice – as A? as B? as C?

What are the implications for your coaching/for your life?

Draw attention to the role of minimal encouragers (grunts, nods, smiles etc) as behavioural feedback encouraging the speaker to continue.

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Quick Listening/Not Listening

Timing: 2 minutes

Use this one in preference to the above if you are short of time, and training managers rather than coaches or therapists who will be more patient with in-depth exploration.

Objectives

- To highlight the effects of being fully attending vs. not fully attending.
- To illustrate how we naturally do rapport in everyday life.
- Participants sharpen their sensory acuity.
- Participants recognise the role of minimal encouragers as positive behavioural feedback.

Procedure

Handouts: Rapport

Two participants: A, B and C.

A – has a conversation with B about something A is interested in (e.g. their best ever holiday)

B's job is to be interested for the first minute, then (without overtly indicating it) to lose interest.

No need to rotate roles - the point will be made on the first go.

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What To Ask

What did you learn/what did you notice – as A? as B?

What are the implications?

Draw attention to the role of minimal encouragers (grunts, nods, smiles etc) as behavioural feedback encouraging the speaker to continue.

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Matching/Mismatching

Timing: 7 minutes each round

Objectives

- Participants gain confidence in subtle matching.
- Participants understand the different impacts of non-verbal matching and mismatching.
- Participants sharpen their sensory acuity.

Procedure

Handouts: Rapport

Three participants: A (client), B (coach), C (observer).

Again, A has a conversation with B about something A can talk easily about. B's job is to match non-verbally (subtly, using cross-matching) for the first two minutes, mismatch for the next two minutes, and match again for the last minute. B should be broadly matching on content throughout.

C's job is to observe the two participants in relation to each other (i.e. not take part in the conversation). C should be in peripheral vision. At the end of the round, C can give a couple of minutes of **sensory specific** feedback on what they observed.

A can also give feedback about how they felt at different stages of the exercise.

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Then rotate (it's best to anchor the roles to individual chairs) until each participant has been in all three roles.

What To Ask

What did you learn/what did you notice – as A? as B? as C?

What are the implications for your coaching/for your life?

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Voice Matching

Timing: 5 minutes each round

Objectives

Students improve their auditory acuity and voice matching skills.

Procedure

Handouts: Rapport

Three participants: 'speaker', 'matcher', and 'coach'.

'Speaker' says a short sentence out loud, such as 'My awareness is constantly improving.'

'Matcher' repeats the sentence back, matching volume, speed, tone and emphasis as exactly as they can.

'Coach' gives sensory-based feedback to the matcher on how to get even closer to the original.

Speaker repeats the same sentence, matcher matches it again, and the coach provides more feedback.

Continue until a close match is achieved, or until the 5 minutes is up.

Rotate the roles until everyone has had a turn.

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What To Ask

What did you notice? as speaker? as matcher? as coach?

When will this be useful? (*when coaching, selling or communicating by phone*)

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Pacing and Leading Exercise

Timing: 7 minutes each round

Objectives

Participants gain confidence in pacing and leading.

Participants can recognise when they are in rapport.

Procedure

Handouts: Rapport

Three participants: Speaker, Matcher and Observer.

Speaker has a conversation with Matcher about something interesting. Matcher subtly matches until confident that rapport has been achieved. Then, Matcher makes some subtle action and notices whether the Speaker follows this lead. Matcher's aim is that the Speaker should not consciously be aware of the attempted lead.

If the lead is followed, Matcher can experiment with further leads. If not, Matcher returns to more pacing until rapport has been re-established, then attempts another lead.

Observer can give 2 minutes of sensory-based feedback to Matcher. Speaker can also give feedback about what they noticed.

Rotate roles until everyone has experienced each role.

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What To Ask

What did you notice – as Observer? as Matcher? as Speaker?

Which leads worked? Which didn't? What was the difference?

Check for 'unconscious leads' – perhaps the Speaker or the Matcher did something unconsciously which the other followed. The Observer is in a good position to spot this.

When will this be useful? *To influence a client – e.g. to lead them covertly into a more resourceful state at the start of a session. Also to influence in other situations e.g. sales.*

FAQs

"I couldn't get them to follow my leads."

More rapport needed. Practice! and look out for when pacing and leading occurs unconsciously in everyday life.

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I/You/We Exercise

Timing: 3 minutes per round

Objectives:

- Participants explore different ways of relating
- Participants experience that what you pay attention to affects relationship, and likelihood of success in coaching
- Participants become more aware of subtle nonverbal influences

Procedure

In pairs - "Coach" and "Client". This is a silent exercise.

1st round: Client thinks of a problem. Coach sits with Client and thinks "I".

Leave them for a couple of minutes. Then - Coach gets up and moves around to break state.

2nd round: Client continues to think of the problem. Coach sits with Client and thinks "You".

Leave them for a couple of minutes. Then - Coach gets up and moves around to break state.

3rd round: Client continues to think of the problem. Coach sits with Client and thinks "We". Leave for a couple of minutes as before.

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You only need to do this one way.

Clear up

What was your experience as Client?

What differences did you notice between "I", "You", and "We"?

What was your experience as Coach?

What to expect

Most "Clients" will find that during "You" and particularly "We", they experienced a lessening of the problem. "I" generally doesn't help much.

Variations

To make this more robust as a test of how much the attention focus of the Coach affects the outcome, you could give the Coaches their instructions for each round secretly. As far as the Clients know, each round is supposed to be the same as the last - differences in their experiences between each round can only be due to any differences they consciously or unconsciously detect in behaviour of the (silent) coach.

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Handouts

Sensory Acuity - (V.I.B.E.S.)

Some of the things you can notice about people's responses

Voice
- speed
- volume
- pitch
- tone
- timbre
- modulation
- type of words used

Inclination (of the spine; general posture and gesture)
- slumped or straight
- leaning forwards, upright or back
- range and speed of gestures
- symmetrical/asymmetrical to left or right

Breathing
- rate
- depth
- location in body

Eyes
- movements
- pupil dilation
- redness
- watering
- direction

Skin
- colour
- muscle tone
- size of areas (e.g. lips)
- shiny/dull
- goose-pimples

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Rapport

Rapport - used in English to imply harmony, a feeling of shared understanding, and of being at one - is the most important process in any interaction. Without rapport, two people will not trust each other and probably will not even hear each other correctly.

We have all created rapport many times - when we're with an old friend, or when we meet someone and it feels like we've known them all our lives. People tend to think it just happens, but we can establish rapport deliberately.

- **Rapport is a process, not a thing.** Rapport is something we **do** with another person.
- There are things we can do to establish rapport.
- **Rapport is responsiveness** - you don't have to 'like' the other person.
- Most communication is non-verbal!
- **If you don't have rapport, you won't get your outcome.** In any conversation, neither of you will get anywhere until you have established rapport.

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How Do We Establish Rapport?

A process called matching. You can match certain behaviours of the other person to establish rapport. **People like people who are like them**.

Things you can match:

- **Body posture**: You'll notice other people doing this unconsciously. However, use with care! People don't like to be mimicked. Matching the angle of the spine works well and is not obvious.

- **Breathing:** Breathing has a rhythm, which you can match. It also can be deep or shallow, and people can breathe from the chest or the abdomen.

- **Voice tone**: Including volume, speed, tonality, and speech rhythms. Accent is probably best left alone!

- **Movement rhythms (crossover matching):** This is a slightly more complicated form of matching. You can match someone's gestures with a different part of your body. People do things they are almost unaware of - scratching their chin, flicking their hair, crossing their legs - and you can match this subtly by some equally natural-looking movement like tapping a pencil or jiggling your foot.

Direct matching of gestures by doing the same thing can be counter-productive as people can spot it very easily.

Rapport the easy way
Just ask yourself: "What speed is this person running at?" - and match it.

Responding to the other person is also vital - though not emphasised in "classic" NLP. When we respond to another person they feel heard and validated. Usually we do this naturally.

Part of responsiveness is that you match (or crossover-match) people's gestures at the appropriate time – e.g. you don't match their gestures while they are talking!

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How do you recognise rapport?

1. **You'll feel it.** Or get a sense of being at one with the other person. Conversely, if you lose rapport, or put a foot wrong, you'll feel uncomfortable. We've all had that experience. But you can just do some more matching and get back into rapport again.

2. **Pacing and leading.** 'Pacing' is the word from NLP jargon meaning matching someone, falling into step with them, entering into their model of the world. You can pace someone's ideas, beliefs and experiences as well as their words and behaviour (you don't have to *share* those ideas, you just have to fall into step with them for a while).

   Human beings have a natural tendency to fall into step with each other. So after you have matched someone for a while, you can do something slightly different - slow your breathing down, uncross your legs, or scratch your nose - and if you have rapport, the other person will follow you. If they don't, do some more matching.

3. **Skin colour changes.** When people feel relaxed, capillaries in the skin dilate so the skin appears darker (in dark-skinned people) or pinker (in light-skinned people).

Is pacing and leading manipulative?

In the long term, manipulative behaviour never works. Usually the other person will spot what the manipulator is trying to do because they seem 'false' or not fully human in their responses.

Ultimately it depends on your intention. If you respect the other person and dovetail your desired outcome with theirs, you will get a win-win situation and everyone is satisfied. If not, neither party will achieve their outcome.

Rapport works both ways - as you clear the channels of communication between you and the other person, you are opening yourself up to be influenced by them as well. So it's important that you **maintain yourself in a good state**.

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Practising Rapport

There are a number of ways you can practice and sharpen your rapport skills. If you actually do these exercises you will soon become better than most NLP master practitioners.

- **Notice** examples of people in rapport around you - on the train, in the pub, at work, anywhere that people gather.

- **Practise non-verbal rapport** with strangers. You can unobtrusively match someone's posture or breathing (just as you have done unconsciously many times in the past). Don't be surprised if they strike up a conversation with you.

- **Choose a different aspect of rapport to practise every day**, or even for a week. One week you could do voice tone; when you've mastered that you could move on to breathing, then representational system, and so on.

- **Watch TV.** Notice the type of words that people on the TV are using. Listen to the representational systems rather than the content. Does the character or presenter use mainly visual words, or mainly feeling, or what? Practise until you can spot the dominant representational system **and** get the content of what they are saying at the same time.

- When that gets too easy, **rephrase** what they are saying in a different representational system. Never again will there be "nothing on telly tonight".

What else could you match to achieve rapport?

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About The Author

Andy Smith is an NLP trainer, Appreciative Inquiry facilitator, and Emotional Intelligence Coach now based in Limousin, France and working in the UK and worldwide.

Andy was a badly trained hypnotherapist before he trained as an NLP Practitioner in 1995. He started running one and two-day NLP-based workshops for stress management, self-esteem and goal setting, and trained as an NLP Trainer with Advanced Neuro Dynamics in 1997.

Andy is a serial NLP group founder, starting the Richmond NLP Group in 1996 with Nick Driscoll, the Manchester NLP Group in 2001, and the Manchester Business NLP and Emotional Intelligence Group in 2005. Organising these groups, along with attending NLP conferences and courses with trainers like John Grinder, Charles Faulkner, Eric Robbie, Joseph O'Connor, John Seymour, Ian McDermott, Sue Knight, Leo Angart, David Gordon, Jonathan Altfeld, Doug O'Brien, John Overdurf and Julie Silverthorn, has given him the opportunity to experience hundreds of NLP trainers and presenters.

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NLP

Practitioner Manual

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Introduction

Themes for this course

1. Personal Responsibility

The Cause and Effect equation and putting yourself 'at cause'. Who's driving the bus?

2. Reasons vs Results

You can either have results, or reasons for not getting the results. You can have one or the other. It's better to choose results.

3. "The Map is not the Territory"

Your mind filters incoming information, so your perception is always going to be subject to deletions, distortions and generalisations. Sometimes your perception is actually projection.

4. Pay attention!

It's the only way you will notice what is going on around you, what patterns are happening that you can use, what results you are getting, and when you need to change what you are doing.

What is NLP?

"The study of subjective experience"

Neuro

the nervous system - the mind and the sensory organs with which we receive and filter information through our five senses.

Linguistic

the way we communicate and interpret experience through language, including body language, images, sounds, feelings, tastes and smells as well as words.

Programming

the way we construct personal 'programs' (similar in some ways to computer programs) of thought, communication and behaviour

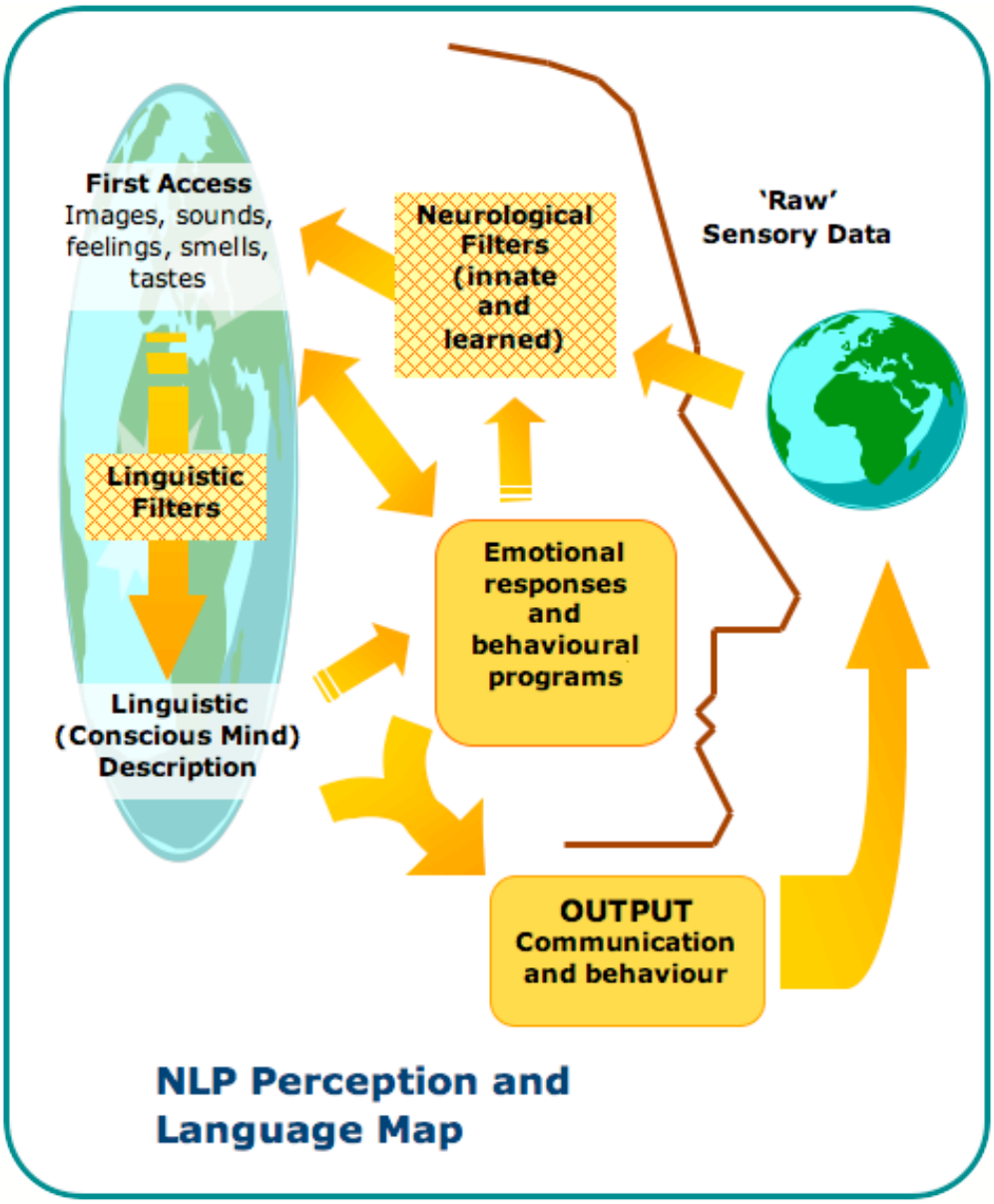
Neuro-Linguistic Programming (NLP) is the study of how we think and communicate, with ourselves and with others, and of how we can use this to get the results we want.

The heart of NLP is modelling successful behaviour - the techniques which are commonly thought of as making up NLP are just the results of that modelling.

NLP has been defined as:

> *The ability to master your own states by running your own brain*
> - Richard Bandler
>
> *The study of excellence and how to reproduce it*
> - John Grinder
>
> *An attitude (wanton curiosity) and methodology (modelling) that leaves behind a trail of techniques*
> - Richard Bandler
>
> *The process of creating models of human excellence in which usefulness, not truthfulness* (of the model)*, is the most important criterion for success*
> - NLP Comprehensive
>
> *How to use the language of the mind to consistently achieve our specific and desired outcomes*
>
> - Tad James

An NLP Map of Perception



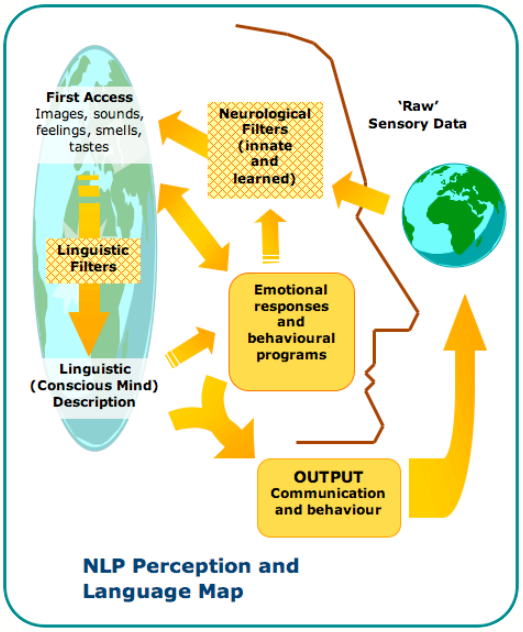
Your internal filters introduce:

- **Deletions** (we pay attention to what we are interested in)
- **Distortions** (we look for patterns and connections)
- **Generalisations** (we look for commonality and predictability)

'First access' is the term John Grinder uses for our sense impressions of the world (which have already been through our perceptual filters by the time we become aware of them) but before they have been categorised and judged by our conscious mind's description in language.

Both the neurological filters and our linguistic filters impose deletions, distortions and generalisations.

The Map Is Not The Territory



Our conscious awareness has a limited number of 'chunks of attention' (around 7, many people say, citing the psychologist George Miller's paper 'The Magical Number 7±2: tinyurl.com/magical7, **but in practice it's probably more like 3 or 4**).

So in order to make sense of the huge amount of information that our senses take in each moment from the world around us, we unconsciously filter it.

We have to do this filtering. If we didn't, our brains would be overloaded and the world would appear as a booming, buzzing riot of smells, feelings and colours, just as it must appear to a new-born baby.

These are some of the filtering processes that our brain uses to protect us:

- **Deletion.** Attention is a limited resource. We just don't notice certain things, especially if we are not interested in them. So in every situation, there is more going on than you realise. Most of the information we delete may be irrelevant, but sometimes we overlook things that would help us if we noticed them.

- **Distortion**. In our attempt to make sense of the world, we will attribute meanings to events - based on our existing map. Psychologists have identified various 'cognitive biases' that distort our view of the world:
    - **Confirmation Bias** - we pay more attention to evidence that supports our beliefs, and downplay or ignore evidence that doesn't.
    - **The Bandwagon Effect** - we are more likely to do or believe something when we see many other people doing or believing it.
    - **Illusion of Control** - we believe we can control or influence outcomes, even when we can't.
    - **The Halo Effect** - if we like one quality or trait of a person or thing, we tend to view their other qualities or traits more favourably.

- **Generalisation.** Generalisations are the basis of learning. What we expect to happen is influenced by our perceptions of previous events.

  For example, gamblers and stock market investors tend to see a 'winning streak' after three good results, even though 'streaks' are a natural feature of any random sequence (see 'The Rule of Three', bps-research-digest.blogspot.com/2007/10/rule-of-three.html).

Usually, these 'cognitive shortcuts' work in our favour. Thinking is time-consuming, and expensive in energy terms. If we had to think every single thing we did through from first principles, we would be unable to act at all.

But sometimes, these shortcuts work against us - we miss relevant information, jump to conclusions, or view people through a lens of prejudice.

Some implications

What you experience is not reality. By the time you become aware of experiencing something, it's already been filtered. So your 'reality', as you are experiencing it right now, is subject to the deletions, distortions and generalisations of your filters.

A good map is one that is useful. Since all maps leave out information, the real issue is not "Is this map true?" but "Is this map useful?" A map is useful to the extent that it helps you find your way to where you want to get to.

Yours is not the only truth. Each person has a different viewpoint. They will notice things that you have missed, and vice versa. Their view of 'reality' is as valid to them as yours is to you. People who believe that everyone sees the world in the same way that they do are setting themselves up for constant bewilderment; people who believe that others **should** see the world as they do are setting themselves up for constant disappointment.

To communicate with someone, and especially to get them to change, start from their map. Don't expect them to jump over to your map straight away - find a bridge from their map to yours, and lead them gently to your viewpoint. The great hypnotherapist Milton Erickson used to say "there are no 'resistant' clients, only insufficiently flexible therapists".

People's actions make sense from their map, which we can never fully know or understand. Often their actions would seem crazy or wrong when judged in the context of our map - so when coaching or communicating with them, suspend judgement.

Five Principles To Achieve Success

1. Know what you want.

Know what you want, why you want it, and make sure your desired outcome is 'ecological' - good for you and for the people you care about (and for your community and the planet) in the widest possible sense.

Often people are not sure of what they want. The best ways to discover this are to find what is already working well in the area that you want to change, and to elicit your values for that context.

2. Do something about it.

Take action to make your outcome happen - nothing is going to happen unless you do something! The results you get, whatever they are, will provide you with useful additional information to learn from.

3. Notice what happens (have sensory acuity).

Notice the results you get from your actions. Are your actions taking you closer, or further away, from your goal? Consider knock-on and delayed effects as well as the obvious, immediate ones.

4. Be flexible.

If what you have been doing isn't working, do something else (behavioural flexibility). If you don't know what else to do, do anything else and go on changing your behaviour until you find what works.

5. Work from a psychology and physiology of excellence.

Mind and body are one system. Your breathing, posture and general physical state affect your thoughts and emotions. Get yourself into the best possible state - physically, emotionally, mentally - and then take action.

Headings inspired by 'Five Principles for Success' in Tad James' *NLP Practitioner Manual.*

12 Presuppositions Of NLP

Presuppositions are statements that you have to accept as true in order to make sense of something. You don't have to believe them, but you will only get good results with NLP when you act "as if" they are true.

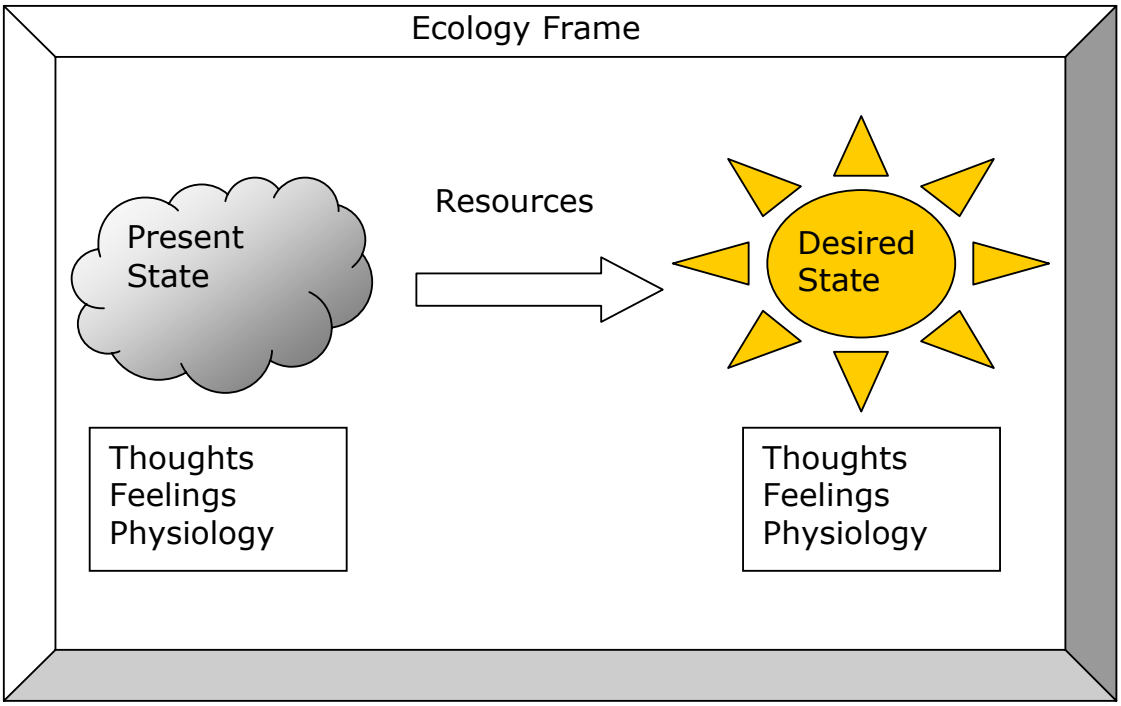
About people

- The map is not the territory
- All behaviour is the best choice currently available
- People have all the resources they need to succeed (there are no unresourceful people, only unresourceful states they get into)
- I am in charge of my mind, and therefore my results
- The only reliable information about a person is their behaviour
- Mind and body are one system

About communication and making changes

- Respect for the other person's model of the world
- The "meaning" of communication is the response you get
- You cannot *not* communicate
- There is no failure, only feedback
- The more complex the situation you have to cope with, the more behavioural flexibility you need ("Law of Requisite Variety")
- Any changes should increase choice and wholeness, and be evaluated in terms of ecology

Present State and Desired State



One way of thinking about any kind of change is to regard it as a movement from the 'present state' (how things are now) to a 'desired state' (how you want things to be).

In a person, the 'state' is the total gestalt of thoughts, feelings, and physical processes (physiology is the term often used for physical state in NLP).

In order to get from present state to desired state, we may need to apply resources. These can be new beliefs, new actions, evoking positive emotions, money, a new physical environment - anything that will bring about the desired change.

It is important to be clear about what the desired state is, and that we really want it. If we are not sure of our motivation, this may be a sign that the 'ecology' of the desired state (the effect it will have on the whole life of the person and the systems of which they are a part) may need attention.

Some people in NLP refer to the present state as the 'problem state', perhaps reflecting the earliest models of NLP that came from therapy. But remember that there will also be resources available in the present state, and resource memories and strategies available from the past that may be useful.

The Discovery Frame

The Discovery Frame is an attitude in which you suspend your expectations, judgements and attachment to a particular outcome in approaching a task.

The benefits are that you do not prejudge the outcome, and you are not disappointed with any outcome.

Instead, you are able to notice whatever happens more clearly, and you are open to learning something new - which is the most valuable thing you can get from anything that you do.

The Discovery Frame and Learning Experiences

How does adopting the Discovery Frame benefit you when you apply it to exercises designed to help you learn or any other new set of skills?

The most important benefit is that it helps you to remember this:

The exercise is not a competition.

It is not important how 'well' or 'badly' you do a learning exercise, as long as you are fully present when you are doing it.

What's important is what you notice - about your own responses, about the responses of others, about your thoughts, feelings and behaviour in each exercise.

Both during the exercise and reflecting on it afterwards, you are learning. You will learn most effectively if you apply the Discovery Frame, and maintain yourself in a good learning state (alert and positive) throughout.

And if you also apply the Discovery Frame to the learning experiences that life sends you, so much the better.

What you need to know about your unconscious mind

Your unconscious mind is on your side

It wants to serve and protect you. Even when the objective result of what it does is harmful, it believes it's doing it for your own greater good.

Most of the time, your unconscious mind is in charge

We go through life mostly on 'autopilot'. The conscious mind can look ahead to future consequences, plan, and make up rationalisations, but it's your unconscious mind that acts in the moment.

Your unconscious mind wants to do what you ask of it

If you don't give it any instructions, it will take its orders from orders from elsewhere - advertising, peer pressure, parental 'programming'. And, it will take the line of least resistance and do exactly what you ask of it and no more - so be careful what you ask it to do.

Your unconscious mind works with feelings, images and metaphors, rather than logic, words and abstract concepts

The unconscious mind will only respond to abstract concepts (i.e. nominalisations) when it has examples of those concepts to work with.

Your unconscious mind learns through intensity of emotion, and through repetition

Your unconscious mind does not process negatives

Negation is a logical, conscious-mind concept. So when someone says "Don't worry", the unconscious mind hears "Worry".

Don't think of a blue rhinoceros!

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SAMPLE

The *Practical* EQ Emotional Intelligence Self-Assessment v3

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to your life. It does not pretend to be a validated psychometric test, and the answers you give might vary depending on your mood when you take it.

It is based on the five-competency model of emotional intelligence by Daniel Goleman in the book *Emotional Intelligence*.

How to complete the questionnaire

Complete each competency page (example below) and use the last page to chart your scores.

1. I can explain my actions:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually X	Almost Always ☐	
0	1	2	3	4	**3**
2. Other people don't see me as I see myself:					
Almost Never ☐	Rarely ☐	Sometimes X	Usually ☐	Almost Always ☐	
4	3	2	1	0	**2**
3. I understand the feedback that others give me:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually X	Almost Always ☐	
0	1	2	3	4	**3**
4. I can describe accurately what I am feeling:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually X	Almost Always ☐	
0	1	2	3	4	**3**
5. Things that happen in my life make sense to me:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always X	
0	1	2	3	4	**4**
				Total for Self-Awareness:	**15**

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Self-Awareness

1. I can explain my actions:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
2. Other people don't see me as I see myself:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
3. I understand the feedback that others give me:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
4. I can describe accurately what I am feeling:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
5. Things that happen in my life make sense to me:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
				Total for Self-Awareness:	

Emotional Self-Awareness is the ability to recognise what you are feeling, understanding your habitual emotional responses to events, and recognising how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

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Self-Management

1. I can stay calm, even in difficult circumstances:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
2. I am prone to outbursts of rage:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
3. I feel miserable:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
4. I get irritated by things, other people or myself:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
5. I get carried away and do things I regret:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
				Total for Self-Management:	

Emotional Self-Management is the ability to stay focused and think clearly even when experiencing powerful emotions.

Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

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Motivation

1. I am clear about my goals for the future:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
2. My career is moving in the right direction:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
3. I find it hard to maintain my enthusiasm when I encounter setbacks:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
4. I feel excited when I think of my goals:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
5. I act consistently to move towards my goals:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
				Total for Motivation:	

Motivation is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

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Empathy

1. My colleagues are uncommunicative:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
2. I get on well with each of my work colleagues:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
3. I find it easy to "read" other people's emotions:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
4. It's unpredictable how my colleagues will feel in any given situation:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
5. People prefer to work with me in preference to equally-talented colleagues:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
				Total for Empathy	

Empathy is the ability to sense, understand and respond to what other people are feeling.

Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others.

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Relationship Management

1. I encounter difficult people:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
2. I am comfortable talking to anyone:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
3. I achieve win/win outcomes:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
0	1	2	3	4	
4. I feel uncomfortable when other people get emotional:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
5. I get impatient with incompetent people:					
Almost Never ☐	Rarely ☐	Sometimes ☐	Usually ☐	Almost Always ☐	
4	3	2	1	0	
				Total for Relationship Management:	

Relationship Management is the ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

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Total Scores

	Self-Awareness	Self-Management	Motivation	Empathy	Relationship Management
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
Totals:					

Key

For each area, write the total in the bottom line, and shade in the box against the appropriate number to give a graphical representation of your overall score.

14-20	This area is a strength for you.
7-13	Some attention given to the aspects of this area you feel are weakest will pay dividends.
0-6	This is an area you need to give priority to developing.

You can find practical suggestions to develop each competency area of your emotional intelligence in the tips booklet *55 Ways to Increase Your Emotional Intelligence*, available from www.nlpwebstore.com/e-books/

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Note: in the four-quadrant model of emotional intelligence used in Goleman's books *Primal Leadership* (called *The New Leaders* in the UK), and *Social Intelligence*, Motivation is included in the Self-Management competency area.

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WELCOME!

LOGO AND INSTITUTE NAME HERE

NLP Practitioner Training

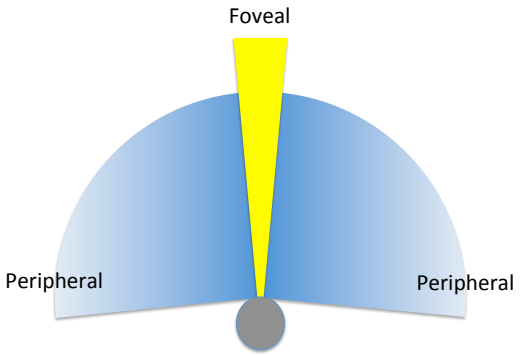
INTRODUCTION

- Your Name
- Where are you from?
- What do you want to get from the course?
- 2 Minutes Each

Guidelines for Successful Group Work

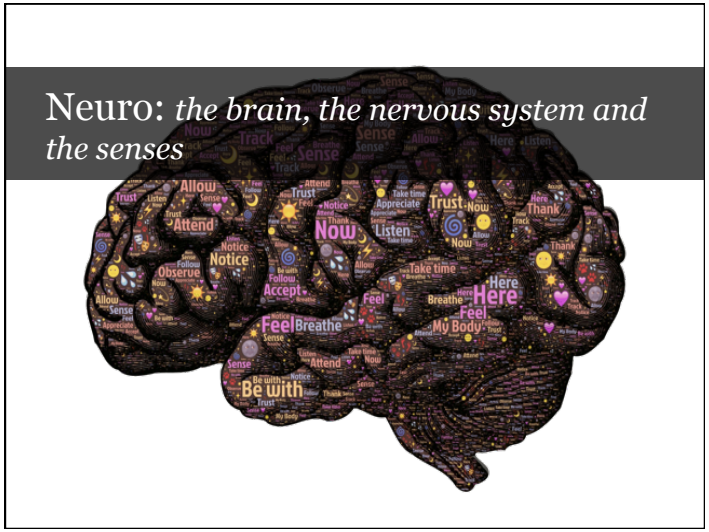
- Start and finish at arranged times.
- Do exercises as described, to the best of your ability.
- Keep personal information confidential.
- It's OK to check when you're not certain.
- Respect others and their model of the world.
- It's OK to have fun!

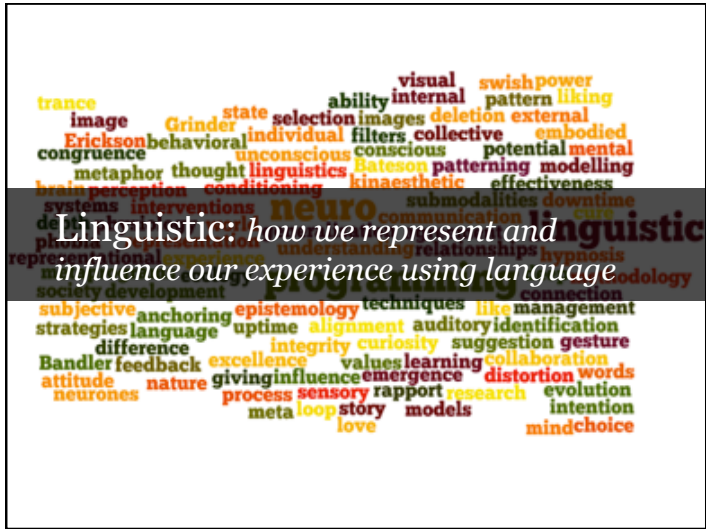
Peripheral Vision

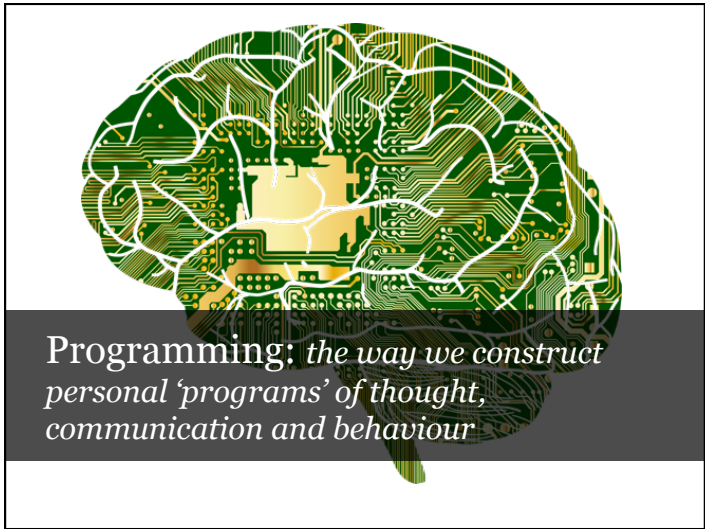


What you can do with NLP

- *Relate to people better*
- *Clear blocks within yourself*
- *Improve motivation*
- *Understand people better*
- *Become more influential*
- *Set clearer goals*
- *… and more!*





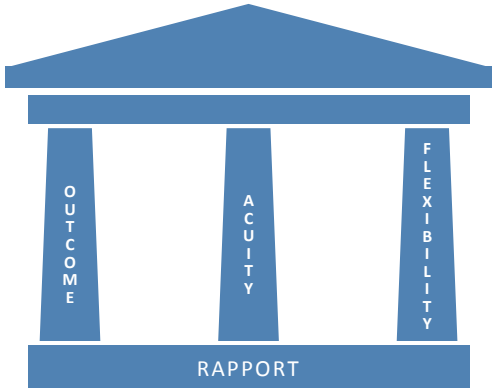


Neuro: *the brain, the nervous system and the senses*

Linguistic: *how we represent and influence our experience using language*

Programming: *the way we construct personal 'programs' of thought, communication and behaviour*

The 3 Pillars Of NLP

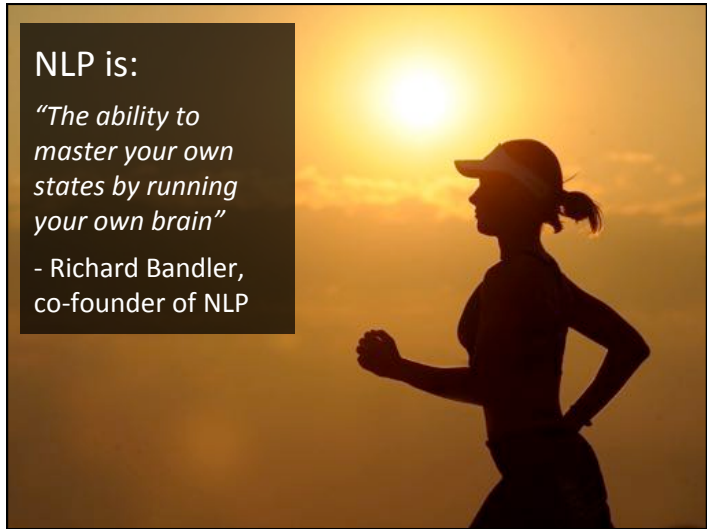


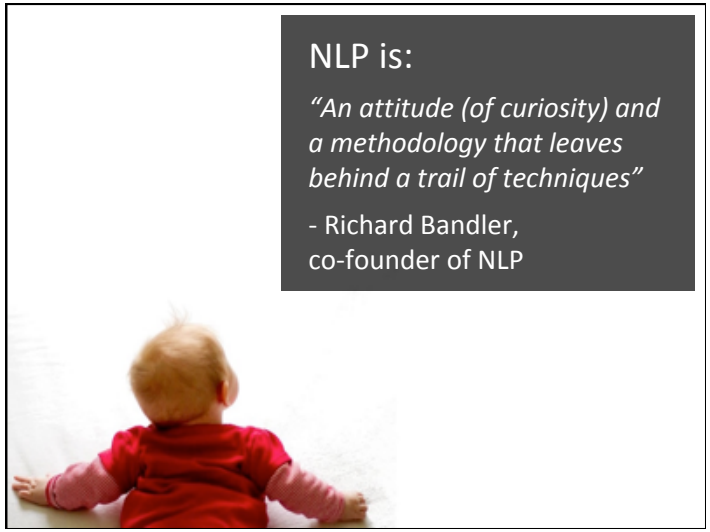
NLP is:

"The study of the fundamental patterns of excellence in human performance…

and how to reproduce them"

- John Grinder, co-founder of NLP

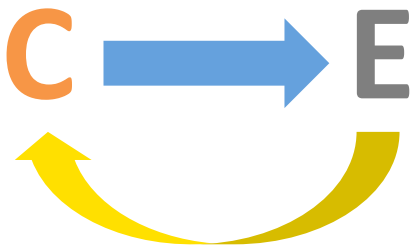




Themes

- Responsibility for change
- Reasons vs results
- "The map is not the territory"
- Pay attention!

Cause and Effect

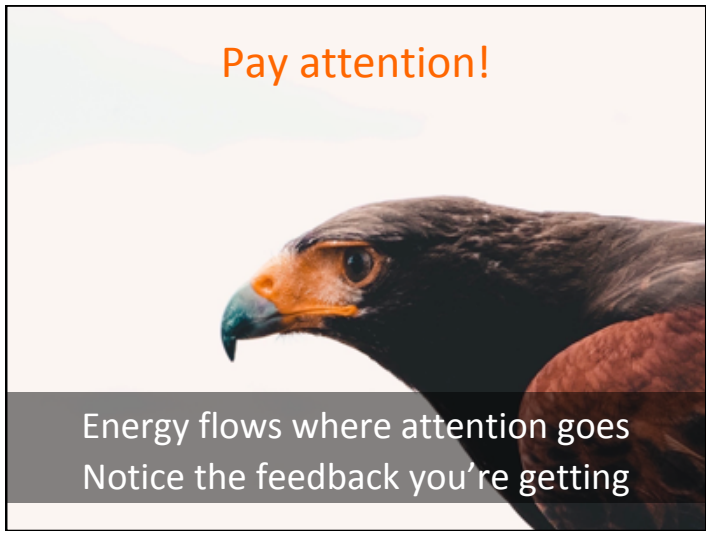


Which Side Would You Rather Be On?

Results (Cause)	Excuses or Reasons (Effect)
Takes Responsibility	Blames
Decisive	Procrastinates
Proactive	Reactive
Takes action	Tolerates
Seizes opportunities	Acts only when they have to
Choice	No Choice
Powerful	Powerless
Responsible for own emotional states	Feels responsible for other's emotional states but not their own
Takes initiative	Fatalistic
Make things happen	Victim
Leader	Follower

Well-Formedness Conditions for Outcomes

1. Positively stated
2. Initiated and maintained by the person
3. Specific, sensory-based description of outcome and steps to reach it
4. Ecological
5. More than one route to the outcome
6. First step specified and achievable
7. Increases choice

"The Map Is Not The Territory"

Pay attention!