NLP Training Guide 4 - NLP Techniques

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Introduction

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/

So. We know what the client wants, where they are, and we have the structure for how to get them started. It's clear sailing from here, right?

Most of the time that's all we'll need, however the following techniques will give us additional options to overcome any remaining blocks and amplify our results.

In addition practising these techniques, like working out in gym will improve our NLP muscles. We'll improve our logical, emotional and intuitive abilities.

Contents:

Beliefs and Belief Change

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/beliefs/

In NLP we explore the impact of beliefs. That doesn't mean we want to change them, only that we are interested in how they affect us, and we are prepared to examine and 'try on' different beliefs to see what works best.

If we believe we can, we probably will.

If we believe we can't we're likely to not even try, or try with an attitude of apathy and reluctance.

What's so important about beliefs?

Some beliefs are a mental habit, without any real-world evidence supporting them. This is natural, and even the most sceptical-minded among us have some beliefs like that. One of the really interesting qualities about beliefs is that we can hold them at a deep level.

We assume that they are 'true' and don't realise how they are affecting what we do. We can even hold them in such a way that we get really upset if someone dares to question them.

There are two aspects of a belief to be aware of:

- the belief itself, and
- the implications of that belief.

The belief itself is normally a generalisation about someone or something.

"I am always bad at job interviews."
"Senior managers don't listen to me."
"No one from X Company will fit in here."

The implication of a belief is the effect that belief has on what we do. I can believe all sorts of things, but if they don't impact me or others they're not really relevant for this discussion. We're not necessarily worried for now whether things are true or not, what's more important is the question:

If the things I believe are not demonstrably true and are damaging or hindering those around me, why do I hold onto them?

NLP Presuppositions

The co-founders of NLP discovered that the people they modelled (Milton Erickson, Virginia Satir, and Fritz Perls), who were very successful at helping others change, had a number of similar, useful beliefs. These are useful beliefs for us to adopt when helping other people develop and change.

We have reworded them slightly.

We connect to the world through our senses.

This is obvious, however the implications aren't always thought through. We build our maps of reality based on our sensory input. The better we see, look, hear and connect to our feelings, and the less we filter the information we receive, the better our maps will be. The better we'll connect and communicate with the world.

Our memories are built from this sensory input. When we change some of the qualities of this sensory input (for example, we make our mental images more or less colourful) we change the experience itself. This means we can learn to boost and reinforce our good and useful memories and reduce the impact of our less useful ones.

Our map is not the territory.

The representation we hold of the world is our internal map based on our experiences and filters. It is not the same as the next person's map, and neither of them are the same as reality.

When we don't communicate with others it is not a permanent problem, it's to do with our model of the world – our maps. We communicate better when our maps are aligned with those of other people and the world itself. The better we acknowledge the other person's map, the more they understand us.

For example, if our clients are more visual we're better off using visual words. If they're motivated towards pleasure, we should use some of exactly the same words and similar postures.

Even if somebody has a map that is flat out wrong, it's often better to start from wherever they are and then lead them to somewhere more useful.

One of the benefits of exploring NLP is that we become more aware of our internal maps and those of others.

The ability to change the process by which we experience reality is often more valuable than changing the content of our experience of reality.

Bad things happen. That's the content of reality sometimes. We can't change that content and not accepting it can be harmful to us. However, do have some control. We can change how we react to it. We can change what we learn from it.

NLP has lots of tools we can use to change the process of how we react and act to whatever happens.

We cannot always control the cards that we are dealt; our key choice is how we play them.

The meaning of the communication is the response we get.

If people don't react in the way we want, it's a sign that we need to change the way we communicate. I don't judge how successful my communication is by what I think; it's about how others react.

If at first I don't get the result I want, I simply keep coming back with similar and different approaches until I do.

The resources an individual needs for change are already within them.

When we have total faith in someone it can make a huge difference on how quickly and well they succeed. When we believe someone has all the resources they need, it changes the way we relate to them. We'll tend to lightly coach and encourage rather than put them down.

There is a secondary point to this. The best change always starts from within, not from outside. Trying to change others can work, however, it normally disempowers the other person.

Believing in someone is empowering.

Feedback is always useful.

We can view success and failure as inevitable parts of life. We don't learn to walk without falling over.

The moment we stop making mistakes is the time we stop learning.
When we fail, feedback can show a route to success instead. When we're successful, insulating ourselves from feedback sows the seeds of future failure.

Maybe the real fear to overcome is the fear of failure. In its place we want a great strategy for making good decisions. That's what stops us being as successful as we want.

The positive worth of the individual is held constant, while the value and appropriateness of internal and or external behaviour is questioned against a specific outcome.

We know this is a mouthful!

We hold the individual in constant high regard whilst still being able to explore, question, and challenge if what they're doing is helping them to achieve what they want.

Our job isn't to make personal judgements or comments: It's to uncover accurate information to help them to achieve what they want.

There is a positive intention motivating every behaviour and a context in which every behaviour has value.

Behaviours are only good or bad in the context of achieving some result. We're not into removing 'bad' behaviours, as they might be really useful in other times and places. However we may suggest more useful behaviours depending on the task at hand. Sometimes it's really useful to uncover the positive intention behind our behaviour.

When we have real choices, we'll naturally make the best one.
Or job is to give people real choices – not just dilemmas. Dilemmas rush you into considering the lesser of two evils, whereas the choices that we want to create have at least three alternatives, and we know not only know the why, what and how of doing them, but we also know that we can take them.

Changing Beliefs

- By tackling the implications of the belief. If I think I can't succeed because I'm not intelligent enough, and the implication of that belief is that I don't start trying, then by starting, taking action and finding that I move forward I'll begin to change the belief that I am unintelligent.
- By asking 'meta model' type questions, we realise the belief doesn't make sense, which starts the change process of weakening or changing the belief.
- When we've weakened the old belief, it's worth replacing it with something more useful. However, we want to make sure the new belief is both useful and fits with who we are.

As well as a belief being useful or not, the degree that we believe it makes a difference. It's useful to believe some things with absolute certainty.
Suggested Beliefs Exercises

Beliefs Change – Circle of Excellence

This is an effective belief change exercise where you step into an imaginary circle on the floor, as you step into the circle you imagine having a really useful belief and imagine what changes, however small, when you have that belief.

If you're not sure what might be a useful belief, use one of the NLP presuppositions above. For example, try Feedback is always useful.

What would change if you really believed it was true?

If is often useful to complete the exercise separately with all the NLP Presuppositions above.
- Which worked the best?
- What other beliefs could you now explore?
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What would you do differently in the future is you held one of these more useful beliefs? Imaging yourself doing it at an appropriate time in the future.

Beliefs Change – Submodality Change

This exercise explores how we represent beliefs differently based on how strongly we believe (or disbelieve) them.

First, we need to decide on three beliefs.

1. The belief we want (that we don't believe in yet), For example, 'People that work hard enough can make it in this industry.'
2. A reference belief that we're absolutely certain about. For example, 'I can feel my knee with with hand.'
3. A belief we neither believe or disbelieve, i.e. something we don't really care about either way. For example, what it might or mightn't say on the front of a tabloid newspaper.

We then identify how we represent each belief. What are the pictures, sounds and feelings associated with that belief? What are the qualities (see submodalities) of each belief?
For example, let's take the belief I love chocolate fudge sundaes.

When exploring any images associated with this belief I might ask:

- Am I associated (that is seeing the sundae as myself) or am I dissociated (that is watching myself look at the sundae?)
- Is the picture of the sundae large or small?
- Is the picture still or moving?
- Is the picture clear or unclear?
- Is the picture in colour or black and white?

The next step is to put the belief we want into the representation (and submodalities) of the belief we don't really care about. We'll find with this representation we will neither believe or disbelieve it.

We'll then 'snap' it into the representation of the belief we strongly believe in. As we do this, we'll start believing it more.

NLP Beliefs Exercise

Write down 5 beliefs that you hold with absolute certainty.

They can be very simple, for example I love my dog, I really like ice cream, the world is round.

This is a useful warm up exercise exercise to remind us how we represent strong beliefs.

Read through the NLP presuppositions, which appear above. Choose two that would be useful to believe strongly. Mentally rehearse what it would be like being certain about them in the future.

Play a short movie in your head of what it might be like.

What changes for you?

When you've read the [submodality](#) part, elicit the submodalities of your 5 certain beliefs.

Think of any limiting beliefs you may have. Choose the most limiting. What would it be more useful to believe?

Run through the submodality exercise above.

Values and Value Rules

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/values-value-rules/

The more we're aware of what's really important to us, the more we're able to work towards being satisfied and fulfilled. When we're in a role that meets our values we'll be able to access our 'flow' state more easily, perform better and achieve better results.

Whereas, when we're in a role that doesn't meet our values, we may keep going for a while, but in the end, our enthusiasm will fizzle out and we'll leave.

One of the strongest ways of developing rapport is to talk about the things that others attach importance to, as mentioned on the rapport page. When we demonstrate that we understand what's important to our clients, they will be drawn to get into rapport with us and want to work with us.

In theory, this is easy. We just ask: "What's important to you?" Or "In this situation, what's important to you?

However, in practise it doesn't always work, for two reasons:

- Our clients may not know exactly what's important to them.
- They may not want to tell us.

Suggested Values Exercise

When I've introduced this in courses, people often say that it's too simple, that it can't possibly work. My response is that the only way to test it is to try it – like anything else in NLP!

In practise it's not as simple or quite as easy as it sounds, but it works really well.
You need paper (or a laptop) to write down key words.

Ask your client to choose an area in life he/she wants to explore. For example, work, home, hobbies. The results may or may not be the same, the best approach is to run the exercise on all of them.

Let your client know you're looking for one word answers. The idea is that they don't think too much, and they let the answers emerge. It's the closest NLP gets to Freudian free association.
Let's assume your client has chosen work.

Ask them to remember a specific time at work that they were 'in flow'. Everything was working as it should. It doesn't matter whether it was for 15 minutes or 15 days.

Ask your client:

- The first thought that comes into their mind.
- Remember what they saw, heard and felt.
- One thing that was important to them.

Write it down. Then ask "What did that get you?". Write down whatever they say. Then ask the same question for whatever they've just said. Write it down. Continue just beyond the point of politeness.

Then read the list of words that they've said (and you've written), and ask : Which of those words was the most important to you at that time? And highlight on your paper what they say. It's OK if they choose more than one. Highlight them.

Repeat the exercise to get deeper.

Then start the exercise again. You say " So 'x' (and 'maybe 'y') was important to you. What else was important to you at that time?"

And then repeat the exercise. And repeat again until you've three or four lists with at least one highlighted for each.

Then read back the highlighted word back and confirm what was important to your client at that time.

You can work with your client to refine the list. However, it's vital that you don't bring in any ideas of your own.

This is about what's important to your client, not you.

When you've created the list, ask your client to chose the top three or four (or the number they think is important.).

When you've finalised them, ask your client for confirmation. Read them out and tell your client that these were the things that were important at that time.

To check you've actually helped them to find out their values, you need to look out for non-verbal affirmation, for example, them leaning in, with excitement in their voice.

If you don't get a positive nonverbal response it's unlikely you've uncovered their values.

For a further check, separate the words from the context. Ask them that if another job or project came up which offered (repeat their words) with absolute certainty. Would they be interested?

Again look for their nonverbal response. If you've elicited their values it will be a clear yes.

Value Rules

We have now established some words-labels for what's important to our clients. The next step is to confirm what these words actually mean in the real world.

Ask your client to chose their most important value. Then ask them to create two short mental movie clips: One clip in which their key value is met and another in which it isn't met.

Ask your client to describe the two clips. What's the difference between them?
The question is : What would have to change in the clip where their value wasn't met?

Suggested Values Exercise

When you think it is the appropriate to do so, ask your client "What's really important to you about this"? And whatever they answer, repeat it back to them and say, "Anything else?"
When they've replied, repeat, even to the point of annoying the other person, and then say "What does achieving this get you"? or "That's interesting, what else does getting it do for you?
Finally repeat back a summary of your client's top values, and confirm that you have noted them correctly.

Perceptual Positions

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/perceptual-positions/

Perceptual positions is a form of NLP modelling that allows us to step into somebody else's shoes, and see what they see, hear what they hear, and feel what they feel.

Perceptual positions help us get a much better impression of the client's 'reality'.

This is because when we imagine we're sitting or standing as someone else, in their posture, speaking with their voice, we pick up a lot of information about what they're thinking and how they are feeling.

The scientific explanation for this is that adopting the other person's positions triggers our mirror neurons, which enable us to get a far better understanding of others than would otherwise be the case.

In NLP, this process makes it possible for us to improve our interpersonal results by seeing (and hearing and feeling) things from someone else's perspective.
The five perceptual positions.

There are five positions that we can adopt to fully understand another's point of view. These positions fall under different types :

- 1st position is where we are associated, and we see things from our own point of view.
- 2nd position is where we dissociate from ourselves and image we're in someone else's body. We see things from their point of view.
- 3rd position is where we're an independent observer and can watch the interaction between positions 1 and 2. We see things from an outside point of view.

There are also a 4th and a 5th perceptual positions, which I only use very occasionally.

- 4th position is observing the 3rd position relates to the people it's observing.
- 5th position is where you observe how you relate to yourself as an observer.

Suggested perceptual positions exercise.

Let's say that you have an important meeting coming up with a client or stakeholder :

1. Imagine yourself in 1st position. Imagine a 30 second movie of the meeting from your perspective, now describe the meeting in one word.
2. Imagine yourself as the client in the 2nd position, then replay the movie. In one word, describe the meeting from the client's perspective.
3. Imaging you're an independent (invisible) observer in 3rd position, and now replay the movie. Are the participants showing the same or different behaviours? How is each affecting the atmosphere of the meeting
   - (For example, are they both being aggressive, friendly, respectful etc or is one being friendly and the other unfriendly, or is one being aggressive and the other passive?)
4. Then, go back to to the 2nd position and play the movie again from your client's perspective. Has anything changed?
5. Finally, think about what you could do to improve the meeting, then play the movie in 1st position again, but incorporating your improvements. Now what's changed?

Most of my clients are surprised by how much they learn about their own clients – and themselves! – from this exercise. Consequently, the additional information helps them to improve the relationship.

Senses and Submodalities

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/senses-submodalities/

Our senses give us information about ourselves and the world.

The better we listen, see, feel, (and taste and smell) the better chance we have of understanding what's going on.

Submodalities are some of the qualities of our senses. They add more information and richness. For example, some qualities of sight are light or dark, focused or unfocused, colour or monochrome.

How senses and submodalities can alter our memories.

Our memories are built from sensory experience. Memories aren't fixed, they change as we gain new experiences.

By exploring the qualities of the sensory language of our memories, and changing them, we can change the memories themselves in ways that are useful to us.

The same can be said about imagination – both how we imagine things within our own minds, and how we paint a picture, through language, as we communicate our ideas to others.
Being aware of sensory language.

It pays to be aware of the great variety in the types of sensory language that we use.

A drummer, an artist, an athlete and a businessman are likely to describe memories in different ways. They have different sensory experiences and this is reflected in their language.

Some things can be described in digital, on/off, terms – For example, something can be either 2-Dimensional or 3-Dimensional, but not somewhere in between.

Most sensory information, however, falls somewhere on a continuum; for example brightness or colour can only exist on a spectrum. Therefore, it is far harder to express it accurately.

A first step is understanding some of the qualities, or submodalities, of our senses.

Submodalities.

Visual
- Association (associated or dissociated)
- Size (large or small)
- Motion (still or moving, slideshow or movie)
- Colour (colour or black and white)
- Brightness (bright or dark)
- Distance (near or far)
- Focus (focused or unfocused)
- Clarity (clear or fuzzy)
- Location (top, bottom, left, or right)
- Depth (2D or 3D)
- Frame (framed or panoramic)
- Number of images

Auditory
- Location (mono, stereo, surround)
- Tonality (flat or engaging)
- Tempo (slow or fast)
- Pitch (high or low)
- Pace (fast or slow)
- Intensity (intense or soft)
- Clarity (clear or fuzzy)
- Volume (loud or soft)
- Rhythm (regular or irregular)

Kinesthetic
- Location (Where do you feel it?)
- Vibration (Is it still or pulsing?)
- Movement (Is it still or moving? If it's moving trace the movement with your hands.)
- Pressure (Is there any pressure? If so, is it light or intense?)
- Shape (What shape is it?)
- Size (How big is it?)
- Temperature (Does it have a temperature? Is it warm or cool, or something else?)
- Direction (Does it have a direction? If so describe it.)
- Steady or intermittent (Is it steady or intermittent?)
- Taste / Smell (Sweet, Sour, Aroma, Fragrance, Salt, Sweet, Essence, Pungence.)

Senses and Submodalities Essentials

- When we access a memory and identify its submodalities in closer detail, we tend to bring back the details of that memory and amplify its associated feelings.
- When we change the submodalities of the memory we also change the memory and its associated feelings.
- By making our images brighter, more colourful and closer, we amplify the power of the memory over us. By making them less bright, less colourful and further away, we weaken its power.
- By associating into the image, we connect with how we felt. Disassociating and looking at ourselves in the memory makes us become more analytical and more distant from how we felt.
- We can learn to 'spin' our feelings – sometimes, emotions present themselves as physical sensations that seem to move and loop somewhere in the body. By first recognizing this feeling, and then amplifying the movement through visualization, we give ourselves the opportunity to be 'bathed' and 'massaged' by good feelings
- The more we can influence our own feelings, the more we can influence the feelings of those around us.

Suggested Senses and Submodalities Exercise

Write down 5 activities that you enjoy. Explore the submodalities of your most recent experience of each. Then explore the submodalities of your most intense experience of each. In what way are the submodalities different?

Go back to the beliefs part. Explore the submodalities of your strong beliefs. How may are common across all of your beliefs?

NLP Strategies

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/strategy/

In exploring strategies, we recreate the sequence we go through in performing actions, big and small. In NLP, we include our internal sensory experience (state management, anchoring etc.) within these strategies.

Not only do people have strategies for success, but also, for failure. Panic attacks, for example, can have a step-by-step build-up that always involves the same thoughts and observations (and so, they can be disrupted.)

Strategies are usually below the level of our conscious awareness.

As an example of a successful strategy, someone who enjoys presenting may have a strategy like this :

1. Notice who is already smiling.
2. Feel encouraged by it.
3. Project this good feeling to the whole audience.

Whereas someone who hates presenting may, unknowingly, do the reverse:

1. Look for someone who looks disinterested or critical.
2. Feel bad.
3. Reflect that feeling back on the audience.

By recognizing the the pivot-points in strategies, and copying the successful inner strategies of others, we can significantly improve our performance.

Suggested Exercises.

Think about something you do frequently -it could be as simple as cleaning your teeth. Write out the sequence of what has to happen for you to feel: Ok, I've done it.

Think of a reaction or habit that you would like to change. Break it down into as minute detail as possible.

What is the smallest change that would completely disrupt the chain of events that would normally follow?

Now, think about something you want to improve and write out the sequence of the steps you currently take. What are the trigger points? What are some simple things you could change that would give you a better results?
How senses appear in our memories and imagination.

NLP Strategies help us find out what people do to get the results they get.

We can improve them and share what we've learnt. They are a part of the NLP Modelling process.

We're particularly interested in the sometimes neglected sequence in which sensory information presents itself when we imagine and recall past events.

This includes our internal thoughts, the pictures we see, what we say to ourselves, and what we feel, as well as what is going on in the outside world.

We can use symbols to record our findings:

Visual =V
Auditory=A
Kinesthetic=K
Recalled=r
Constructed=c
Digital=d
Internal=i
External=e

Useful questions to elicit strategies (they may be repeated several times).

"What happened before that?"
"What happened next?"
"What does that mean?"
"Tell me more?"
"How do you know?"
Using this approach, we can identify the triggers and anchors that will encourage or discourage specific behaviours.

Suggested Exercise.

Chose a behaviour that you want to change.

1. Work out the sequence you go through to achieve that behaviour.
2. Identify the triggers that encourage the behaviour.
3. Make some small changes to your strategy so that you get a more useful result.
   - For example, if we want to try eating more healthily, we may have a trigger that when we see a chocolate trifle that we're drawn to eat it. We want to change the result of the trigger and, for example, drink a glass of water instead.
4. Future pace. Imagine that some time in the future when we see a trifle we hesitate, smile, and then drink a glass of water.
5. Test it. Purposely find a trifle and see how easy it is to drink a glass of water instead.

Preferences and Profiles

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/profiles/

NLP Profiles (Meta Programmes) are sensory filters particular to each of us. These are often expressed in a person's choice of language. Learning about Meta Programmes helps us better understand ourselves and others.

We all have different preferences. In this section we explore five key NLP Meta Programmes so that you can decide your own preferences and start to be aware of the preferences of other people. We'll then look at how we can use this awareness to influence and motivate ourselves and others.

Five NLP Meta Programmes.

Which of the following set of words do you resonate with most?

(Or are you somewhere between the two?)

Motivation Level

Which set of words appeals the most?

(a). Do it, jump in, get it done, just do it, right away.
(b). Think about it, wait, analyse, find out, learn more.

If your preference is (a) you're more on the 'active' side, if it's (b) you're more on the 'reactive' side.

Motivational Direction

Which of these appeals the most?

(a). Attain, obtain, have, get, achieve, outcome.
(b). Avoid, prevent, eliminate, solve, get rid of, so we don't have to.
If you're preference is (a) you're more on the 'towards' side, if it's (b) you're more on the 'away from' side.

Motivational Source

How do you know if you've done a good job?

(a). You just know.
(b). Feedback, others tell you, others notice.
If you know automatically, then you're internally referenced. If you need feedback or external validation (b) you're externally referenced.

Motivational Choice

Which of these sets appeals the most?

(a). Opportunity, variety, possibilities, lots of choice, break the rules, do it differently.
(b). The right way, first… second… third, procedures.
If you resonate with (a) you're more on the 'options' side, if you resonate with (b) you're more towards procedures.

Working organisation

Which of these sets appeals most?

(a). People's names, feelings, thoughts, relationships, people I know.
(b). Tasks, systems, things, goals, processes, what I did.
If you resonate with (a) you're more people orientated, if you resonate with (b) you're more task orientated.

How these Meta Programmes can help us communicate and influence.

Most of us are influenced more by one set of words than the other. This can even mean that we simply don't consciously hear the other set.

When we speak using the words that resonate with others, it's much more likely that they will listen to us.

The simplest way to ensure this happens is to occasionally use exactly the same words the other person uses to express themselves, with a similar tone of voice.

When we are trying to work out which side of the profile they are likely to prefer, we can use words from both sides until it becomes clearer.

For example, in the case of 'motivational level' we could start with "We've thought about it carefully, we've analysed the information and we're now ready jump in and just do it."
The more we can align to our client's and our audience's preferences, the more they will listen to us and the more we can influence them.

Suggested Exercise.

Imagine that you have to give a presentation. Write down a sentence or phrase that would appeal to both sides of each Meta Programme.

- Motivational level (Active/Reactive)
- Motivational direction (Towards/Away-from)
- Motivational source (Internal/External reference.)
- Motivation choice (Options/Procedures)
- Working organisation (People/task oriented.)

Time and Timeline

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/timeline/

We can argue that the only physical reality is now. The past is a memory and the future only our imagination. However, the ways we view our pasts and our futures influence how we feel and what we do in the present.

Create a timeline by starting in the future and work back.

A useful rule of thumb is that to create big change we should start our plans from the future we want and work backwards to the present.

Then, when we've created our plan, check that it also works moving forward from the present.

Starting from the future we want will help us access better states, which in turn give us better internal resources and thus help us create better plans.

If we start from the present and plan forwards, we usually end up with an incremental or 'small chunk' plan.

We're likely to be less creative and ambitious, and this approach works better for management rather than leadership. However, it may be the best approach if we need to solve an immediate problem.

Everything from the past can be a resource.

We can learn from all and any experiences.

- Good memories give us useful states that we can use in the future.
- Bad experiences teach us important lessons, and are often critical for our development.

The trick with bad experiences is discarding the emotional baggage whilst extracting their lessons. Sometimes it's worth impartially looking at our past actions and asking what we've gained from that experience.

We can focus on how we're going to use what we've learnt, rather than focusing on the experience itself.

Suggested Exercise.

There are many timeline exercises using visual, auditory and kinesthetic modalities. This exercise can be done whilst sitting down.

1. Sit comfortably. Imaging the future before you as an ever-expanding triangle, full of colour and possibility. Imagine your past going off in a triangle behind. Spend a few moments considering the future you want and what you might do to achieve it.
2. Imagine yourself far in the future when you've created and are living in the life that you want. What do you see, hear and feel? Fully associate into the image and take time to enjoy the feelings.
3. Dissociate. Step outside yourself, and watch yourself in that future time. From this viewpoint, list the three key elements that helped you get there.
4. Move halfway back to the present. What did you do to master those three elements? What could you do to further improve upon what you did?
5. Come back to the present. What could you do now to start introducing those elements?
6. Imagine yourself introducing those into your life. Imagine yourself moving forward, overcoming any possible blocks that might get in your way, and picking up additional resources, until you meet and exceed your original outcome.

7. What advice does the future you have? From the time of having achieved your objective, what advice would you give the your younger (present) self?
8. Start again from the present. Move to the future, this time taking account of the advice you've given yourself.
9. Thank yourself for taking the time to invest in the planning of your future.

Hypnosis and Meditation

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/hypnotic-influence/

Hypnosis and meditation lead to altered states and have been used since civilisation began to help us relax, focus and increase well-being and creativity.

There are many similarities between meditation and hypnosis. The main difference is meditation is about acceptance and being open to whatever happens, whereas hypnosis is more directional – it's about guiding us or others to something better.

An ideal position is fully appreciating what we already have AND moving towards something better.

Hypnosis.

Hypnosis is a natural process, we drift in and out of hypnotic states all of the time. Using hypnosis to simply wake people from non-useful states can be just as beneficial as getting them into good states.

It is useful to think of hypnosis as a further amplifier to improve any NLP approach.

Basic principles.

The power of ambiguity. If we give our clients just a structure without any content, they will often fill the gaps in the structure with the most useful content for them at that time. A blank space is often more useful than giving them the (or really, our) answer. Saying 'You may choose to take action', for example, is completely un-specific. It is therefore very difficult to deny outright and this allows the client to relate the words to what is truly important to them.

Shock and pattern interrupts are useful, provided we use them to lead somewhere beneficial.

Pace and then lead can be used by referring to something that is irrefutable true in their world. When they accept what we say, we can lead them somewhere more useful.

Anything that presupposes a hypnotic state often leads to it. Encourage any behaviour that supports your client going into hypnosis. Say 'That's right' or 'That's really good' if you observe things such as slower breathing, eyes fluttering, increased flaccidity of muscles and skin, dilated pupils and lower lip becoming redder.

Utilisation. We can use anything that's happening. For example, if a car alarm goes off as you are helping your client deeply relax, you could incorporate this interruption and say: 'you may notice an alarm, and as the alarm gets quieter, as the car goes further away, it will allow you to focus more on what is important to you.'

Fractionation. Many small pieces weaved into normal conversation work exceptionally well. Little but often, works well because too much too soon can make clients uncomfortable. Leave them wanting more.

Get into rapport, go into trance, and the client will follow.

A deep hypnotic state can also be thought of as a state of deep rapport/deep learning. In a hypnotic state we can often replace 'or' with 'and'.

And the golden rule :

We are responsible for the impact of our communication and our client's well being. Language patterns that help us get benefit from hypnosis.

There are four types of language patterns that are particularly useful for helping us get the benefits from hypnosis: Commands, embedded commands, linkage phrases and process language.

Commands and Embedded Commands

With an effective hypnotic command, the client acts upon it before thinking. One way of achieving this is by embedding the command – by which we mean packaging it with other language.

Always learn commands first. Know specifically what you want people to do. How do you want them to feel?

The easiest step sometimes is to ask/tell them directly; e.g. stop, listen, feel good, enjoy, start now etc.

Commands have more impact when:

1. You voice tone lowers and it is said as a unequivocal command, not as a question.
2. The command is emphasised through some gesture or voice change.
3. The voice reflects the meaning of the words.
4. All our non-verbal communication is congruent with the command.

We can hide the command by embedding it into a sentence, and hence the description embedded command. Packaging the command with other words can often distract our client's 'logical' thinking.

Examples include:

- Luckily, you can (command) and . . .
- If you were to (command) and . . .
- When you (command) and . . .
- A person can (command) and . . .
- You don't have to (command) and . . .
- You shouldn't (command) and . . .

Examples of phrases to set up embedded commands:

(Now at the end often amplifies the effect.)
Luckily, you can . . .
You might want to . . .
I wouldn't tell you to . . .
When you . . .
If you were to . . .
I don't know if [command] is the very best thing you can do.
If I were to . . .
What's it like when you . . .
A person can . . .
It's not necessary to . . .
You really shouldn't . . .
You don't have to . . .
You can . . .
And variants:
Why is it some people see X and others don't?
What is it that will help you to know whether to do X or Y?

Linkage Language

As humans we like to associate ideas, even when there is no logical pattern present.
The simplest linkage word is 'and'. We can link one, two or three factual statements with a statement that leads our client somewhere useful. Presenting a few undeniably true

statements before a useful command makes the speaker more trustworthy and the command more acceptable.

For example:

"You're listening to me [assuming they are] and you want to relax [if they do] and you've started to relax, now [command] and you're now going into a really useful relaxed state [command]."

When can be used as a stronger version of and. For example:

"You're listening to me and you want to relax, and when you've started to notice that you've begun to relax, that's a sign that you're able to go into a really deep state, now."

Process Language.

Process language combines all the above, giving your client a powerful direction but no or very little content.

For example:

"You've been listening and as you sleep and dream tonight, you'll run through all the ideas we've explored, add some of your own, mentally rehearse them, and to your delight and surprise start implementing the most useful of them when it's both safe and beneficial to do so."

"And something else that may surprise you, when you least expect it, you'll start to notice when others use these patterns, and copy the very best and add them to what you do easily."

A Hypnotic Sequence.

This standard sequence can be used as a basis for your own.

Frame	Start with a brief description of hypnosis, explaining that when done correctly it's natural, absolutely safe, and is a great way to use our imagination to amplify our skills. The client has more control than in many day-to-day situations, they will come to full consciousness if the hypnotist says anything that is against their values. It can be worth asking: "If you were able to access a powerful hypnotic state, what would you like to achieve? What will it be like when you've achieved it? What will you see, hear and feel?" It can be useful to make a strong suggestion at the beginning of the session: "You will be in total control throughout the session, if I make any suggestions that are useful to you, you will take them in at deeper level and let them grow in a way that's absolutely beneficial to you. If I say anything that isn't useful, you will either change it so that it is useful or totally ignore it, and you will realise that you can do this with any suggestions people make in the future."
Induction	There are many inductions to help a client start to access a mild hypnotic state. A simple way to start is to ask the client to cycle through their senses, while seeding ideas of relaxation and comfort: "Stretch and then relax comfortably in your chair in a way that you can be ready to access a really relaxing state… Imagine that you're at one of your very favorite places, see what you see, notice the colours, notice any movement, and as you do so let yourself soften and relax… Now focus on the sound of my voice, become aware of my voice tone, notice when I pause [pause], and when I pause use it as an excuse to soften more, to really relax, and you can do this consciously or [pause] unconsciously … Now notice the weight [pause] of your feet on the floor, and as you do so, feel the relaxation that is beginning to develop somewhere in your feet, and as you notice that feeling, let those feelings begin to flow through your body, starting at your feet and rising through your legs, your knees and your thighs, until you're totally bathed in relaxation, Now come back to your favorite place …"

Deepening	There are many deepening exercises. One of our favorites is using 'pivot grammar'. The is simply listing two word utterances and then repeating them with the words reversed. "Deeper down, down deeper. Relax now, now relax. Soften now, now soften. Feel great, great feel. Enjoy now, now enjoy. Now learn, learn now…" and so on.
Process Language	For example : "As you're listening to me, consciously or with your unconscious mind, you can start that process so over the next few days you'll play through all the ways you can achieve what you want, choose the very best one or best ones , and practise in your mind completing the steps in the best way."
Future Pace	"Now imagine having achieved what you want, and from having achieved it send yourself a message encouraging you to move forward now, to achieve it. You can even enjoy travelling far into your future to see how much you've improved having tackled it."
Bring Back	To bring your client back you can say something like: "And when you've got something really useful to you from this session, choose to come back to the room, and open your eyes and be ready to have a really successful day." And wait until they open their eyes.
End Frame	You say something to the effect of : "Well done. You've processed a lot during the session, as you let that processing continue you'll find yourself being drawn to what you want."

Suggested Exercise.

1. Write out what you would like others to do and feel.
2. Construct embedded commands that you could use, and decide on an appropriate place to use them. Then mentally rehearse using them effectively.
3. Start noticing how your colleagues get others to take action. What state are they in? What commands do they use? How could you improve what they do?
4. Start noticing what is likely to be true in your colleague's world
5. Two recommended books : Richard Bandler's guide to TRANCE-formation and and Steven Heller's Monsters and Magical Sticks.

Meditation

If you practise meditation regularly, you gain more awareness of your internal processes, greater focus and concentration and increased ability to release unwanted feelings and manage your state.

Practicing meditation requires a touch of courage and discipline. In its own way it can be hard work. The art is to create the habit of meditating, preferably daily, but for at least 10 minutes three times a week.

Components of meditation sessions:

1. A quiet environment.
2. A focus (such as just breathing) to break the likelihood of distracting thoughts.
3. A let-it-happen, non-judgemental attitude. There is no such thing as 'good' or 'bad' meditation. We are either meditating or we're not. Whenever we lose focus, which we might do often, we simply come back to our focus.
4. A comfortable position with a straight back and no likelihood of falling asleep.

Suggested Exercises.

We recommended any tapes/CDs by Jon Kabat-Zinn as a great starting point.

Stories and Storytelling

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/storytelling/

When I was younger, I didn't appreciate the value of telling stories. I thought that the speaker would have to stop the flow of their speech to insert a story. But, at that point, I hadn't come across really good story-tellers.

Then, I met one. He was a successful business consultant, and I would have loved to have dismissed his presentation outright – only, I found myself listening, and then laughing along with the rest of the audience to a story he told about a troubling client. I was hooked by a simple story told with skill.

The power of storytelling.

We all love a great story. For thousands of years people have been moved by stories. We use them to entertain, teach, comfort and inspire. They help us connect to our imagination and explore different solutions.

We can learn the structure of really influential stories, and we can learn to craft stories with a particular end in mind to support both our own and our listeners' goals.

There are at least seven basic storytelling approaches that are worth exploring. Good stories are likely to be a combination of more than one, however, using even one can greatly improve the impact of our communication.

All these approaches have the potential to be exceptionally effective in the right context. However, they often need practice so that we don't make the story sound contrived. With practise, we will come over naturally and pay attention to how our audience is reacting.

Seven storytelling approaches.

1. Simple State Change

Tell a story where the starting state of the characters matches that of your audience. Then describe an event or interaction that results in your characters moving to a more positive state. If your audience has built rapport with your characters, they too will move into that more positive state.

Provided you keep it plausible, you do not need to explain much reason for state change; it's much more effective to simply describe the states in sensory, emotive terms and let the audience make their own changes.

2. Teaching Tale

Use a story to explain the details of a successful and/or unsuccessful strategy. It's sometimes much easier to tell a story about someone exhibiting a series of useful/destructive behaviours than demanding actions from people.

3. Metaphor

Sometimes you can get much nearer-the-bone by explaining the situation as a metaphor. For example, if you are talking to a group of directors who aren't being helpful to each other, you tell a story about a band of outlaws who lost everything because they didn't agree to take the right difficult decisions.

4. State Strategy

Sometimes moving someone from, for example, a depressed state to a contented state, is too much of a jump to make in one go.

Therefore, break the interaction into a number of smaller changes.

You could go from depressed to frustrated to determined to excited to action to feeling good to contented state.

If the listener is in rapport with you and resonates with the characters in the story, they will experience the states in the right sequence and develop an unconscious strategy for moving from depression to contentment.

5. Classic Case Study (SOARA)

This is a simple sequence for presenting a case study :

- Situation: the situation and problem (and possibly the implication of the problem).
- Objective: What you wanted to achieve.
- Action: What you actually did.

- Result: What happened (intentional or not).
- Aftermath: The implication of the result over time.

There are a number of versions of this approach. The interesting point using this format can make a person who has limited experience to come over as exceptionally experienced and competent.

6. Nested Loops

Stories within stories are particularly effective for therapeutic change, and especially for delivering embedded commands – although any character in a story can deliver embedded commands.
- Open story one
- Open story two
- Open story three
- Add commands
- Close story three
- Close story two
- Close story one

The idea is that when a story is opened and left open without closure and another story is started, a part of our consciousness is waiting for the first story to be closed.

If our conscious mind is holding three open stories, we have very little consciousness free to evaluate any statements made.

When the stories are closed we're likely to remember the stories consciously, but the commands will be in our unconscious waiting, like seeds, to grow.

7. The Hero's Journey

This is another classical story structure. There a number of versions – this one is loosely based on Joseph Campbell's.

The Hero's Journey is more than a metaphor, it may be the strategy of how we grow and develop. It has always been an effective structure for stories.

Just because it uses the word Hero don't assume that it has to be chained to a mythical, fantasy setting with a warrior fighting dragons. It could just as easily apply to a day in the life of a taxi driver.

The journey involves three stages :

Stage One : Departure

1. A call to adventure (e.g. responding to a crisis).

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2. Refusing the call, but then accepting.
3. Once accepting the call, the hero finds previously undiscovered internal or external resources to help.
4. Crossing the threshold. The hero enters unknown territory leading to 5.
5. The hero has to let go of previous approaches.

Stage Two : Initiation

1. The road of trials, a number of tests that the hero may (and probably will) fail.
2. Meeting with the Goddess: meeting someone who cares about you.
3. Meeting the Temptress: the hero faces temptation of a physical or sensual nature.
4. Atonement with the Father. The hero must confront and be initiated by whatever holds the ultimate power in his or her life. This might be the ultimate challenge.
5. Recovery. Rest, peace and reflection.
6. Achievement of challenge.

Stage Three : Return

1. Refusal to return. The hero may not want to return.
2. Escape. The hero may find escaping as much of a challenge as leaving his or home in the first place.
3. Master of two worlds. When home the hero now has two world-views.
4. Freedom to live. Having survived the ordeal and return the hero gains significant freedom to live how he or she chooses.

Suggested Exercise

Consider your next three client meetings. What states and information would your clients benefit from? Plan a story that attempts to address each. Use the stories, if appropriate, during your next meeting with them.

Modelling

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/modelling/

Modelling is probably the most important NLP skill. By observing and copying the ways others achieve results, it's easy to suggest and try out different approaches to see what works for us.

The testing part is *essential*. It's only by testing our work that we're able to improve.

As with all NLP approaches, before you start, think about what you want to achieve. The three most common goals of NLP modelling are:

1. Developing techniques to improve performance.
2. Modelling bad behaviours as a way of knowing which strategies we need to avoid or to change.
3. Using modelling to understand or know someone better. The more we're aware of the way our clients think, the easier it is to develop rapport.

There is a truism: if you want to find out something, simply *ask* and *watch*. Then add the steps, test and improve, and you're on the way to become a good modeller.

5 recommended approaches to modelling.

1. Simply Ask

Sometimes we make life unnecessarily difficult. **If you want to know how to do something, find some people who are good at that thing and ask them what they do.**

The test is : *Can we make it work for us?*

If that doesn't work then move on to the approaches below.

2. Eliciting NLP Strategies

This is using meta-model and strategy elicitation questions to identify the modality (sensory) sequence that leads to a result. In asking these questions, choice points become apparent, leading to surprisingly easy change.

The best way to become good at this is through continual practice of meta model and strategy elicitation questions. It really is about *practice, practice, practice*.

Useful questions to elicit strategies include (they may be repeated several times):

"What happened before that?"

"What happened next?"

"What does that mean?"

"Tell me more?"

"How do you know?"

The approach lets us identify the triggers and anchors that give us keys to encourage or discourage specific behaviours.

Suggested Strategy Exercise

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Chose a behaviour that you wish to change.

1. Elicit the sequence you go through to achieve that behaviour.
2. Identify the triggers that encourage the behaviour.
3. Make some small changes to the strategy so that you get a more useful result. For example, if we want to explore eating more healthily, we may have a trigger that when we see a chocolate trifle that we're drawn to eat it. We want to change the result of the trigger and, for example, drink a glass of water instead.
4. Future pace. Imagine that some time in the future when we see a trifle, we hesitate, smile and then drink a glass of water.
5. Test. Purposely search out a trifle and see how easy it is to drink a glass of water instead of eating the trifle.

3. Pure NLP Modelling

This is a form of 'deep trance identification', and has a similar structure to the 'perceptual positions' exercise.

1. **Choose your success model** – Select someone with skills you would like to explore and improve. It's important that you've seen them perform the activity you want to model – either in real life or on film or video. The more time you spend watching and listening to them in a neutral state, the better..
2. **Imagine them performing**. Sit comfortably, and imagine watching and listening to this person perform. Play a movie in your mind of their performance. Imagine yourself getting into rapport with them as they perform.
3. **Imagine (in any way that makes sense to you) floating into their body.** Replay the movie as them, let them do the work, but see, hear, and feel what they see, hear, and feel as you replay the movie.
4. **Float back into your own body (again, in any way that makes sense to you).** As you leave their body, take all the learning that's useful to use now and/or any appropriate time in the future. In your mind, replay the movie, with you as the main actor, exhibiting all the useful attributes of your model.
5. **Repeat once or twice.** So that you feel comfortable with your performance.
6. **Break state.** For example, focus on the floor and notice the texture of the flooring, and then continue with whatever you want to do.
7. **Find a safe environment and practice your new skill.** Keep practising, and take in any useful feedback.
8. **Repeat.**

4. Robert Dilts' Logical Levels

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Firstly, decide who you would like to model or what skills or capabilities you would like to develop.

Remember, NLP is about modelling *the best* – so set your sights high. Arrange a meeting. You'll be surprised who'll see you if you come over as genuinely interested. And there are lots of others to see if they don't.

Use a recorder and preferably arrange to see people in their offices – I have some very interesting recordings in bars and clubs – but the background noise blanks out the content!

And remember to listen – sometimes questions that don't make any sense to you get the best answers.

You've chosen someone because they're good – so let them know, and keep any confidences that are important to them.

You might ask:

"You have a reputation at being good at 'people networking'. Are you happy that I ask you some questions about it?"

Mix and match the following question sets:

Environment

- *Where and when do you do it?*

Behaviours

- *What specifically do you do?*
- *If you were going to teach me to do it, what would you ask me to do?*

Capabilities

- *What skills do you have that enable you to do this?*

- *How did you learn how to do this?*

Beliefs

- *What do you believe about yourself when you do this?*
- *What do you believe about the person you're doing this to?*

Identity

- *Do you have a personal mission or vision when you're doing this?*

Other questions

- *How do you know that you're good at this?*
- *What emotional and physical state are you in when you do this?*
- *What happened for you to be good at this?*
- *What are you trying to achieve when you do this?*
- *Who else do you recommend I talk to about this?*

NOTE: When you have more experience in doing this – and the questions become automatic – you could choose to get into deep rapport with your subject and imagine what it would be like to actually 'be' your subject as they are describing what they do. This is a step towards 'true' NLP modelling.

5. Marshall Goldsmith's Feedforward

Feedforward is an approach developed by Marshall Goldsmith. It overcomes the challenge that in normal circumstances we're not to keen to take or give feedback. For more read What Got You Here Won't Get You There by Marshall Goldsmith.

1. **Pick one behaviour** that you if you changed it, you would experience significant, development in your life. For example: *I want to be a better listener*.

2. **Describe this objective in a one-to-one dialogue with anyone**. It could be your husband, kids, boss, best friend, or coworker. It could even be a stranger. The person you choose is irrelevant. He or she doesn't have to be an expert on the subject. For example, you say, *I want to be a better listener.* Almost anyone in an organisation knows what this

means. You don't have to be an 'expert' on listening to know what good listening means to you.

Likewise the person doesn't have to be an expert on you. If you've ever found yourself seated next to a perfect stranger and proceeded to engage in earnest, heartfelt, and honest discussion of your problems with that stranger – or vice-versa – you know this is true.

Some of the truest advice comes from strangers. We are all human beings. We know what is true. And when a useful idea comes along, we don't care who the source is.

3. **Ask that person for two suggestions** for the future that might help you achieve a positive change.

If you're talking to someone who knows you, or has worked with you in the past, the only ground rule is that there can be no mention of the past. Everything is about the future.

For example, you say: *"I want to be a better at finding good clients. Please suggest two ideas that, if you were in my position, you might do to find new clients?"*

The other person suggests: *"First, I'd find an excuse to drop a note to all my previous clients asking them for a brief 'catch up' session'. Second, I'd find six people who appeared to be good at attracting clients and ask them if they would share the approaches they used."*

4**. Listen attentively to the suggestions**. Take notes. Your only ground rule is that you are not allowed to judge, rate, or critique the suggestion in any way. You can't even say something positive, such as, "That's a good idea." The only response you are permitted to say is, "Thank you."

The idea is to be genuinely grateful for their effort and time. Be aware that some of the ideas that we might have initially dismissed, actually turn out to be the most useful.

Suggested Exercise.

Put the above into practice!

The Fast Phobia Cure

See video:

https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/fast-phobia-cure/

The fast phobia cure is an NLP technique that is designed to easily remove phobias.

How to cure phobias with NLP.

Access the phobia in a safe environment.

- Ask your client to design an imaginary movie cinema in their mind. Let them use their creativity to the full.
- Ask them to walk into the cinema and sit in the front row in the most luxurious and comfortable seats. Let them fully relax in those seats.
- When ready let them imagine that they leave their bodies relaxed on the seat they've chosen and float up to the gallery and sit in some equally comfortable seats in the corner of the gallery. Now they can see both themselves in the front row watching the screen, and the screen itself.
- As they're watching both themselves and the screen, add the first coloured slide of a movie of their phobia and then run the movie in colour. Freeze the very last slide of the movie and change it to a dull grey, so they only just see the content on the slide.

Help them to replay the phobia along with happy emotions.

- Ask them to remember a song or piece of music that makes them feel good, then ask them to float into the dull grey slide and re-associate with the end of the movie, when they've already fully recovered from their phobia.
- When they are ready, ask them to play the movie backwards at twice normal speed (or faster if they like), being fully associated and listening to the music they really enjoy. When they get to the beginning of the movie freeze the first frame, still in grey.

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- Ask them to repeat this part of the technique as often as they like, going faster each time.

Disassociate from the phobia.

- Tell them to float out of the picture and join themselves in the front row of the cinema, noticing the comfort of the seat and then whiting out the whole screen.
- Ask if they're ready to watch the film of the phobia in colour from start to finish while being aware of the comfort of their seat. If they're ready let them do it. If not, or if they have any trace of discomfort, repeat the previous steps.
- Give them permission to relive their phobia with the surprise and delight of noticing their response has totally changed. Ask them what they've learned from the experience.

(If necessary, simply repeat the previous steps).

Progressive dissociation

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/progressive-dissociation/

This progressive dissociation technique will enable most of your clients to dissociate from pain, in this example, from a headache.Progressive dissociation using a headache as an example.

1. Ask your client where the discomfort or pain is.
2. Ask them to hold your wrist, then ask a sequence of questions:
- What does your [client's] head feel about the pain in your [client's] head?
- What does your neck feel about the pain in your head?
- What does your shoulder feel about your head?
- What does your elbow feel about your head?
- What does your hand feel about your head?
- What do your fingers feel about your head?
- What do **my** fingers feel about **your** head?
- What does my hand feel about your head?
- What does my elbow feel about your head?
- What does my shoulder feel about your head?
- What does my head feel about the your head?

And then reverse through every step, all the way back to the client's head, the last question being:

And how does your head now feel about your head?

Many clients find, to their surprise, that their head will be pain free. Give it a try!

Six Step Reframing

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/six-step-reframing/

Six Step Reframing can be used for any habit or behaviour change.

I find it a gentle technique that will either provide a solution or give us enough information to know what to do next. I've extended the technique from the original six steps, as I find this more effective, but it's still the same technique.

The six step reframing process.

Get in touch with the part that's causing the behaviour.

1. Ask your client what habit or behaviour they want to change.
2. Ask them to go inside themselves and ask: "Will the part that causes this behaviour communicate with me in consciousness?"
3. Tell your client to be aware of any internal changes in their body sensations, sounds, or mental images. Are they confident this change represents a yes?
4. When your client is confident they've received a yes response, they should respectfully thank that part for communicating in consciousness.

Understand what that part is trying to achieve.

1. Now ask your client to ask that first part to explain what it wants to achieve by exhibiting the habit or behaviour. What is the part's positive intention? Ask your client to listen carefully, and when they have an answer that satisfies them, to let you know what it is.
2. When your client lets you know the positive intention, repeat it back to them, so they can confirm that you've heard it correctly. Remind your client to thank that part for having that positive intention and for sharing it.

Ask for alternative ways to achieve the same – or better – outcome.

1. Your clients now needs to go to their creative part, the part that has helped them find solutions to opportunities and challenges, and ask it to communicate in consciousness. Again, ask your client to notice any signals that they're happy to accept as a yes.
2. Once your client has received an affirmation from their creative part, ask them to say thank you and follow up by asking for at least three alternative habits or behaviours that will satisfy the positive intention and also be better overall. Your client will need to sit quietly and just listen to the replies. When there are at least three suggestions, ask them to thank their creative part and select one of the suggestions.

Gently find a different approach that the client is willing to try.

1. Now ask your client to return to the original part, that caused the habit or behaviour, and ask if it would be happy to try out the new behaviour for a short while – initially for no more than a week. If the part says yes, ask your client to future pace the new habit or behaviour. If the part says no, ask the client to to go back to their creative part for more suggestions, and then try again.
2. Once your client has settled on a new behaviour to try out, ask him or her to thank the parts involved and to remember that the parts are simply a useful metaphor, and they'll work best as a fully integrated individual.
3. Ask your client what they can do to encourage the new habit or behaviour.

Swish

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/swish/

Swish is an NLP technique to change how we think, feel and act. It's an effective and efficient submodality change. It's a way of telling our brains "This not That" and replacing something we don't want with something we do want.

The Swish NLP Technique – step by step.

1. Choose what you want to replace and create in your imagination a big bright image of it. Put it aside for the moment.
2. Decide what you would prefer instead. Create an empowering image to represent it and feel free to add an appropriate soundtrack. Put it aside for the moment.
3. Take the first image (what you want to get rid of) and make it even bigger and brighter. Put in front of you (you'll be getting rid of it in its current form, shortly). Take

the image of what you want instead and make it small and grey and put it far, far away in the distance.

4. Now throw the bright image of what you don't want far into the distance and notice it getting really small and the colour draining from it until you're not sure if you can see it or not. Draw the image of what you want towards you so it quickly becomes bright and colourful. Let any sounds you've chosen rise in crescendo to add to the power of the now bright image.

Repeat 3-5 times, breaking state between each repetition.

Visual Squash

See video:
https://www.nlp-techniques.org/nlp-techniques-neuro-linguistic-programming-techniques/key-nlp-techniques/visual-squash/

Visual Squash is an NLP technique to solve internal conflicts. The principles and elements of the technique have a wide range of applications.

How to apply the Visual Squash technique.

1. Make an image of the two conflicting ideas/parts and place one in each hand. Create a mental image for each. Feel the weight of each image in each hand.
2. What is the positive intention of each element of the conflict? What are they doing for you e.g making you feel relaxed/productive, earning more money/enjoying time with friends? Create an image for each of the positive intentions, and replace the existing images in your hands with these images. Again feel the weight or lightness of these images in your hands.
3. Now create a third image, which combines the good intention of the other two images and imagine it hovvering above your two hands.
4. Now let your two hands join together and merge (squash) the two images in your hands into this third image.
5. When you feel ready to make a change, bring your two hands towards your chest and absorb the third image into your body. Let that useful change occur in exactly the right way for you.
6. When you've fully noticed that change, come back to full consciousness, ready to enjoy the rest of your day.

NLP Techniques Summary

These NLP techniques help our clients overcome blocks and as an amplifier to what we've achieved through using the approaches to NLP Coaching as outlined in Guide 3

Guides in the Series

You can access these guides from:
https://www.business-nlp-training.uk/nlp-training-accredited-nlp-practitioner-training/nlp-pdf/

NLP Training Guide 1 - Start Your Adventure

Like learning a martial art, learning to meditate or play a musical instrument we learn by doing rather reading. Many people learn most about NLP by treating their learning as an adventure.

We create our own adventure and use NLP approaches to: 1) help us achieve whatever end we want and 2) to enjoy the actual journey. This guide will help you start your adventure.

NLP Training Guide 2 - Plan Your Adventure

To achieve anything worthwhile we're significantly more effective if we have a plan and framework. We need to align our purpose, vision, plan, actions and review how we're doing.

This guide explore a number of tools that we've found to significantly improve progress.

NLP Training Guide 3 - NLP Coaching

Whether we're coaching ourselves or others a coaching model will improve what we do. Our Coaching model is a much richer version of the GROW Coaching Model.

As well as helping us achieve our own visions the NLP Coaching Model in this guide will also improve the impact of all the NLP techniques and approaches we use.

NLP Training Guide 4 - NLP Techniques (this guide)

This guide features 16 of the most popular NLP techniques including the fast phobia cure, hypnosis, modelling, perceptual positions, timeline and storytelling, which improve our ability to influence ourselves and others.

It's important to remember that this guide builds on the preceding guides. We'll be much more effective when we combine the approaches in all the guides.

About Michael

Michael Beale is a Richard Bandler certified NLP trainer and coach trainer, and a Marshall Goldsmith certified stakeholder leadership and team coach. He offers individuals 6 month 1:1 NLP training and coach training programmes worldwide over Skype. He offers companies 12 month leadership and team programmes based on a 'no growth, no pay' basis.

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