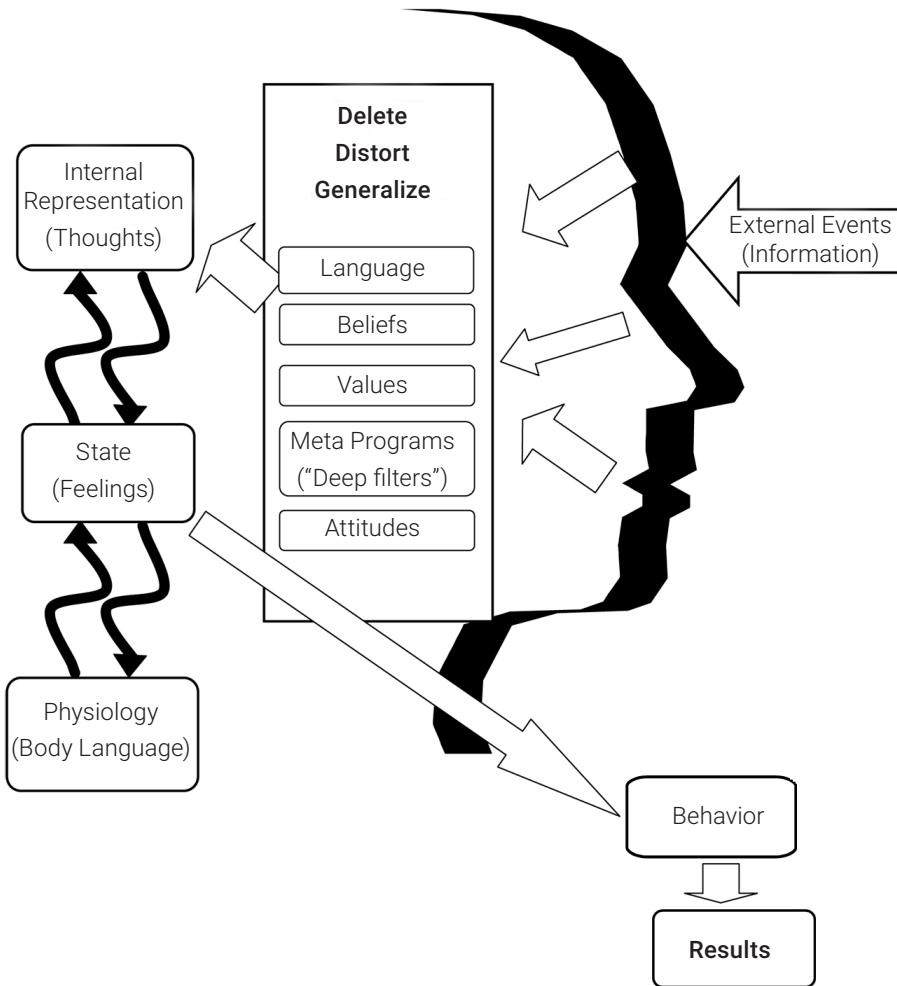


Diagram 2.1: NLP Communication Model



Representational System Preference Questionnaire

Step 1: For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

4 = Most accurately describes your preference.

3 = Next best description of your preference.

2 = Next best after 3 above of your preference.

1 = Least likely description of your preference.

At this point, ignore the reference to a, b, c, and d. You will be using this information in step 2. Please note that the order of a, b, c, and d changes for each question.

1. Generally I make important decisions based on:
 - a. Which way looks best to me.
 - b. Which way sounds best to me.
 - c. Review, analysis, and consideration of the issues.
 - d. My gut feelings, what feels best to me.
2. During a heated debate, I am most likely to be influenced by:
 - b. People's tone of voice.
 - a. Whether or not I can see the other person's point of view.
 - c. The logic of the other person's argument.
 - d. How I feel about the topics.
3. During a meeting, I like information to be presented:
 - a. In a way that is neat and tidy, with pictures and diagrams.
 - d. In a way that I can grasp and that I can get a hands-on experience.
 - c. In a logical, rational way, so that I can understand.
 - b. In the form of a conversation, so that we can discuss and I can ask questions.
4. My favorite hobbies and pastimes typically involve:
 - b. Listening to music, the radio, or talking with people.
 - a. Watching films and other visual arts.

- d. Playing sports, doing activities, and generally moving about.
- c. Reading, learning, analyzing, and generally using my mind.

5. I tend to resolve problems by:

- a. Looking at the situation and all the alternatives, possibly using diagrams.
- b. Talking through the situation with friends or colleagues.
- c. Analyzing the situation and choosing the approach that makes most sense.
- d. Trusting my intuition and gut feelings.

6. When with my friends:

- a. I enjoy watching how they interact and behave.
- d. I tend to hug them, or sit close to them, when speaking to them.
- c. I am interested in their rationale, reasons, and ideas when talking to them.
- b. I enjoy talking and listening to them.

7. I prefer to learn a particular aspect of a sport or activity by:

- a. Watching how the teacher or coach does it.
- d. Having the teacher or coach adjust my body into the right position.
- b. Listening to explanations, discussing, and asking questions.
- c. Understanding the reasons and rationale for doing it in a certain way.

8. When at a presentation, I am most interested by:

- c. The logic and rationale of the presentation.
- b. The tone of voice and the way the presenter speaks.
- a. The visual aids used by the presenter.
- d. The opportunity to get to grips with the content, perhaps by actually doing an activity.

Scoring the Questionnaire

Step 2: On Table 6.1, write the scores associated with each letter, and then total each column.

Step 3: The totals give an indication of your relative preference for each of the four major representational systems (a = Visual, b = Auditory, c = Auditory Digital, d = Kinaesthetic). Remember, these scores are preferences, *not* statements about capability or about who you are as a person.

Table 6.1

	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
TOTAL	V=	A=	Ad=	K=

Tip 6.1

Please note that the percentages above and the results from Exercise 6.1 are indications, and “preference” does not necessarily equate to “competence.” For example, if your least preferred system is auditory, it does not mean that you are a “bad listener.”

Diagram 7.1

Level	Some Useful Questions	Example 1
<p>Big chunk/abstract/general/overview (potential areas of agreement)</p>	<p>What is the purpose of X? What will X do for you? What is your intention by doing X? What is X an example of? Chunking up(ward)</p> <p>Chunking down(ward) What are examples of this? Who/what/when/where/how specifically? How do you know specifically?</p>	<p>Fulfilling life More money Save time, do more Faster work Computer Make Part Brand X CPU Model Y Processor</p>

The questions

As we discussed in Chapter 2, every person deletes, distorts, and generalizes information. Given that we all do this, it is not surprising that the language we use reflects these internal filtering processes.

Let's consider the language patterns that fall into these three categories and the related Meta Model question. You will recognize the patterns from the Milton Model above. There is sometimes more than one possible response and these are listed below. Please use common sense when choosing which question to ask or, indeed, whether to ask a Meta Model question at all.

Distortions

Pattern: Assumptions (mind reads).

Example: “I know you’re curious why I called the meeting.”

Question/response: “How do you know I’m curious?”

Pattern: Impersonal judgments (lost performatives).

Example: “It’s good to work hard.”

Question/response:

- “Who says it’s good?”
- “How do you know it’s good?”

Pattern: Causations (cause and effect).

Example: “Presentations make me nervous.”

Question/response: “How specifically do they make you feel nervous?”

Pattern: Equivalences (complex equivalence).

Example: “The client not returning my call means he’s not interested.”

Question/response:

- “How does the client not returning your call mean he’s not interested?”
- “Have you ever not returned someone’s call quickly and yet been interested?”(i.e. counter-example)

Pattern: Presuppositions.

Example: “If my boss was really interested in us, he would spend more time telling people how good we are.”

Question/response:

- “How do you know your boss isn’t interested in you?”
- “How do you know he doesn’t tell people how good you are?”

Generalizations

Pattern: Universals (universal quantifiers).

Example:

- “We never buy from new suppliers.”
- “We always get five quotes.”

Question/response:

- “Never? Surely you must have bought from a new supplier at some time?”
- “Always? What would happen if you didn’t?”

Look for counter-examples.

Pattern: Possibility/impossibility (modal operators of possibility/impossibility).

Example:

- “We can’t buy from you.”
- “I might work hard this week.”

Question/response:

- “What would happen if you did?” or “What stops you?”
- “What would happen if you didn’t?”

Pattern: Necessity (modal operators of necessity).

Example: “We have to expand abroad.”

Question/response: “What would happen if we didn’t?”

Pattern: Frozen verbs (nominalizations).

Example:

- “The communication is poor in this office.”
- “I don’t like his style of management.”

Question/response:

- “How would you like people to communicate instead?” (turn the noun back into a process)
- “How would you like him to manage instead?”

Pattern: Unspecified verbs.

Example: “He ignored us.”

Question/response: “What specifically did he do or not do that made you think he ignored you?”

Pattern: Simple deletions.

Example: “I’m upset.”

Question/response: “About what, exactly?”

Pattern: Unspecified person/subject (lack of referential index).

Example: “They’re not comfortable.”

Question/response: “Who exactly isn’t comfortable?”

Pattern: Unspecified comparisons (comparative deletions)

Example:

- “That’s expensive.”
- “Your competitors are better.”

Question/response:

- “Compared to what?”
- “Better than who/what?”; “In what way exactly are they better?”

As you will have spotted, many of the Milton Model patterns have an associated Meta Model response because they are either end of the spectrum of language.

Because distortions tend to have the biggest impact on people’s thinking, followed by generalizations and then deletions. If there is more than one type in a sentence challenge the distortions before generalizations, and generalizations before deletions.

Exercise 8.2

(approx. 10–15 minutes)

Mark out each of the six levels on the floor in a line. Starting at environment and working up each of the levels in turn, ask yourself (or your colleague/client if you are a manager or business coach) the following questions at the respective level.

Environment: Where do you lead?

Behaviors: Which behaviors do you exhibit as a leader?
What do you do?

Capabilities: What skills and abilities do you have as a leader? How do you lead?

Beliefs and values: What is important to you as a leader?
What do you believe as a leader?

Identity: Who are you as a leader? What's your sense of self as a leader?

Mission/Purpose: Who else are you serving as a leader? Who else is impacted when you lead?

At mission/purpose, pause and really consider who else you are serving in your role as a leader or manager, and then turn round and look back along the five levels, noticing any insights you might have. Then return to each of the levels in turn as follows.

Identity: Who are you *now* as a leader? What's your sense of self *now* as a leader?

Beliefs and values: What is important to you *now* as a leader? What do you believe *now* as a leader?

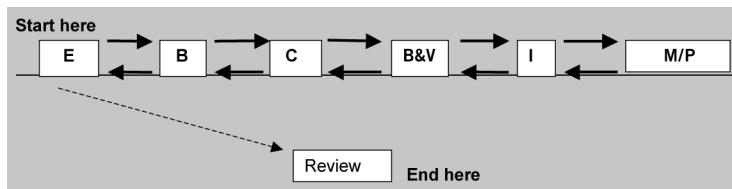
Capabilities: What skills and abilities do you have as a leader? What skills would you like to learn/acquire?

Behaviors: Which behaviors do you exhibit as a leader? Which behaviors would you like to change? Which behaviors would you like to learn/adopt?

Environment: Where do you lead? Where else would you like to lead?

After returning to environment, move to the side and step back to notice what you have learned and what action(s) you will take.

Diagram 8.2 summarizes the exercise.



You can also use this exercise in different contexts apart from leadership, for example, to improve your ability as a manager or salesperson.

Table 9.1 shows a list of the main submodalities.

Table 9.1

Visual	Auditory	Kinesthetic
Size (big, small, medium)	Location (left, right, front, back)	Location (chest, stomach, throat, etc.)
Location in your visual field (high/low, left/center/right)	Direction of movement (toward you, away from you, clockwise/ counterclockwise)	Size of feeling
Brightness (bright/dim)	Volume (loud/soft)	Shape
Distance (near/far)	Pitch (high/low)	Intensity of feeling
Looking through your own eyes or seeing yourself*	Speed (fast/slow)	Movement (speed)
Color or black and white	Internal or external	Vibration
Degree of Focus	Pauses	Texture (rough/smooth)
Steady/changing focus	Rhythm	Weight
3D or Flat	Duration of the sound	Temperature
Framed or panoramic	Uniqueness of the sound	Pressure (high/low)
Still/moving (if moving, fast/normal/slow?)		

* Looking through your own eyes is known as “associated”; seeing yourself in the picture is known as “dissociated.”

Table 9.3

Visual	Auditory	Kinesthetic
Size	Location	Location
Location	Direction of movement	Size
Brightness	Volume (loud/soft)	Shape
Distance	Speed (fast/slow)	Intensity of feeling
Associated/dissociated		Movement (speed) Texture (rough/smooth) Temperature

Exercise 15.1

Elicit your own meta-program profile using the following table.

1. Values

“What do you want in/what’s important to you about your work?”

2. Direction Filter

“Why are these criteria/values important to you?”

Ask 3 times.

3. Reason Filter

“Why did you choose your current work/job?”

Options Mainly procedures
 Mainly options Procedures
 Equal

4. Frame of Reference

“How do you know you’ve done a good job?”

Internal Mainly external
 Mainly internal External
 Equal

5. Action

"When you come to a situation, do you usually act quickly after sizing it up, or do you make a complete study of all the consequences and then act?"

Or just listen to responses to other questions.

6. Relationship

“What’s the relationship between your job (or work) this year and last year?”

Sameness Difference with exception
 Sameness with exception Equal
 Difference

7. Chunk Size

"If we were going to do a project together, would you want to know the big picture or the details first? Would you really need to know the [other]?"

Or just listen to responses to other questions.

Global Specific to global
 Global to specific Specific

8. Attention Direction

No question, just observe (e.g. drop pen, sneeze).

9. Emotional Stress Response

“Tell me about a situation at work that gave you trouble, a one-time event.”

Thinking Feeling
 Choice

10. Affiliation

“Tell me about a situation at work that was happy [or a value mentioned]. What did you like about it?”

Independent Team
 Management

11. Work Preference

(Could answer from the previous question) “Tell me about a situation (in relevant context) that was happy [or a value mentioned]. What did you like about it?”

Person

System

Thing

12. Management Direction

“Do you know what you need to do to increase your chances of success at work?”

“Do you know what someone else needs to do to increase their chances of success at work?”

“Would you find it easy to tell them?”

Self and others (yes; yes; yes)

Self only (yes; no/disinterested; not relevant)

13. Convincer Representation

“How do you know that someone else (a colleague) is good at what they do?” (“Do you need to see, hear, do/experience, or read about?”)

See

Do/experience

Hear

Read

14. Convincer Demonstration

“How often do you need to [answer 13] to be *convinced* they’re good?”

Automatic

Duration

Number

Consistent

15. Primary Interest

“Tell me about your favorite restaurant. What do you like about it?”

Place

Activity

People

Information

Thing

Time

Others only (no; yes; yes/no)

Self but not others (yes; yes; no/reluctant)

Overview of the 16 activities

For each activity, the NLP techniques and interventions that are particularly applicable (and the relevant chapter) will be mentioned. This will be done in bullet-point format wherever possible to make it easy for you to refer to, because you already have read and therefore understood the relevant information (you might, of course, wish to quickly refresh your memory by revisiting the relevant chapter). There is some duplication because elements of some work activities are similar to those of others (for example, procurement and negotiation); the duplication will also enable you in the future to look at any of the 16 topics without referring to others.

1. Management of staff

Values (Chapter 14): At the annual appraisal for each staff member, set the scene before doing the values-elicitation process (steps 1–5) and eliciting the criteria equivalents for all of the values. After the appraisal, keep your word by doing whatever you can as manager to help each member of your staff to have their values fulfilled, subject to the constraints that you would already have explained to your staff, for example, budgetary limits.

Goal setting (Chapter 4): Set “well-formed” (or SMARTER) goals at annual appraisal time and possibly at project-initiation meetings.

Meta programs (Chapter 15): Identify some of the key meta programs for each employee, so that you have a greater understanding of how they think and respond under different scenarios, and of how to influence them accordingly.

Perceptual positions (Chapter 11): Where relevant, before meeting individual members of staff, do the perceptual-positions exercise to gain an appreciation of their point of view. If a staff member wants or needs to gain

insight into another perspective, for example, if there is a conflict with a colleague, take the staff member through the perceptual-positions exercise.

Reframing (Chapter 12) and Changing beliefs conversationally (Chapter 13): Being able to change a member of staff's mindset about a particular situation will be useful at times, for example, feeling negative toward a particular work challenge or colleague.

2. Team building

Goal setting (Chapter 4): Agree on a “well-formed” (SMARTER) goal that the whole team can work toward.

Values (Chapter 14): If the team is ready for it (i.e. if the team is already functioning well), ask the team to list their own values and the criteria equivalents, and share with other team members so that every member has a greater understanding of how to motivate (and avoid demotivating) each other. If team members have been suitably trained, they could do the elicitation process on each other and give feedback to the group. Also, if the team were ready for it, you could elicit team values and the criteria equivalents in the group, so that the team would have a set of values that it collectively created, which would probably enhance team effectiveness and cohesion.

Meta programs (Chapter 15): Explain to the group about some key relevant meta programs, so that they have an understanding that their colleagues might be different and of how to communicate to get the best from each other. For example, two team members' knowledge that one of them is “toward” and the other is “away from” (Direction filter, page 203) might help them understand each other's responses and see the respective benefits, rather than possibly feeling frustrated.

Neurological Levels (Chapter 8): Consider the team's purpose/mission, create a team identity, agree on the team's values, and identify suitable capabilities and behaviors and how they would like the environment to be.

3. Leadership

Neurological Levels (Chapter 8): The leadership exercise (Exercise 8.2, page 130) is a really useful way to gain a greater perspective on your own leadership role. Also, with the abstract language in Chapter 7, being able

to clearly know and articulate the organization's mission is essential for a business leader.

Perceptual positions (Chapter 11): According to stories I have heard on training courses, before making important leadership related decisions, Andrew Carnegie would sit in the seats of the other board members (when the boardroom was empty!) and see the situation from the perspective of each director before making his decision. Even if this is not physically possible, you can still do the perceptual-positions process in a different location, creating several position 2s (one for each of the main people or groups affected by the decision).

Reframing (Chapter 12): At times, leaders will need to put a positive spin on situations by turning a seemingly negative situation (such as poor financial results or the closing of a subsidiary) into a more positive one.

4. Human resources, recruiting, and interviewing

Neurological Levels (Chapter 8): Be aware of how the HR policy can support and align with the organization's objectives and mission, identity etc. In particular, ensure that the recruitment policy aligns with the Neurological Levels elements and provide training to ensure that the competencies (i.e. capabilities and behaviors) are appropriate to meet the organization's needs.

Values (Chapter 14): Eliciting the values of the candidate and comparing them with the values required by the role (and indeed the organization's values) will help you recruit more effectively. A phrase often used by HR professionals when discussing recruitment is "recruit for attitude (i.e. values and beliefs), train for skills."

Meta programs (Chapter 15): When seeking to fill a vacancy, do a meta-program profile of the position, listing the key meta-program filters that will be useful, your preferred option on the spectrum, and acceptable alternatives for each of the filters. You would then use relevant influencing language in job adverts and elicit the key meta programs of the candidates during the interview.

Anchoring (Chapter 10): Using your resource anchor will help you be in a positive state for the interview, whether as interviewer or interviewee.

Perceptual positions (Chapter 11): As a candidate (or interviewer), going through the perceptual-positions exercise will help you prepare for

the kind of questions an interviewer (or candidate) is likely to ask, and for the kind of information you will be expected to know.

5. Training

When running a training course, it is essential to accommodate the different learning styles of the delegates. Though there are different theories of learning styles, one that many NLP Trainers have found to be particularly useful is based on Bernice McCarthy's "Learning Styles Inventory." Essentially, it states that people have a preferred learning style, and that:

- 35 percent need/prefer to know "why" the material is important.
- 22 percent need/prefer to know the information (i.e. the "what").
- 18 percent need/prefer to learn by doing (i.e. the "how").
- 25 percent need/prefer to learn by self-discovery (i.e. exploring "what-if" scenarios).

This is known as the "4-Mat" system, in which people learn based on all of these four concepts. Although this is not a specific NLP technique, it is taught in many business-related NLP courses and is used as a required structure for presentations in many certified NLP Trainers' training courses. In order to run an effective training segment, it is extremely useful to structure it as follows:

- Give an overview and very brief introduction of the topic to be covered.
- **Why:** Explain **from the trainees' perspective** why this information is so useful to **them** (you may need to use perceptual-positions thinking, that is, positions 2 and 3, to do this). This grabs their attention and engages them. For example, if you are training a group of newly promoted managers in appraisal skills, you would probably mention how doing excellent appraisals will boost staff performance and hence reflect well on them as managers, enhancing their own career prospects.
- **What:** Present the information you want to give them, such as relevant history, theories, facts, figures, processes, and demonstrations.

- **How:** Although the process is explained and possibly demonstrated during the “what” segment, the “how” segment gives the delegates the opportunity to try it in practice and is the active-learning segment.
- **What if:** This is where you explore what the delegates learned during the exercise and how they can use this knowledge in real situations at work. I also ask delegates to keep a learning log of the key points they have learned, how they are going to use the material (when and with whom). In doing this, delegates are future-pacing themselves, putting the material into practice so that the training becomes even more useful.

Representational systems (Chapter 6): wherever possible, present information using the four main representational systems, that is:

- **Visual:** Use a combination of videos, flip charts, PowerPoint, and diagrams. I personally prefer using flip charts to PowerPoint (writing neatly and using colors and diagrams if possible), which are then used as wall charts so that people have a visual reminder throughout the course. Slides are only temporary.
- **Auditory:** There is a natural auditory element to training because you will be speaking. Allow and encourage appropriate verbal interactions and discussion. Consider using music during break times or during certain exercises.
- **Kinesthetic:** Where possible, allow delegates to do exercises or tasks that are relevant to the topic. Also, writing their learning log is to some degree a kinesthetic activity.
- **Auditory digital:** Provide facts and figures where appropriate.

Anchoring (Chapter 10), Submodalities (Chapter 9), and Changing beliefs (Chapter 13): Experienced trainers usually know how to manage their own state. Sometimes non-trainers with a particular specialism are asked to run training segments and might feel somewhat nervous and/or have a negative belief about the event. Use your resource anchor, submodalities of positive experiences, and change any limiting beliefs to help you be in the right mindset to deliver the session.

Perceptual positions (Chapter 11): If you are not sure what the audience wants or what questions they might have (because, for example, you

do not have the opportunity to speak with delegates before the segment), then put yourself into positions 2 and 3 to gain some insight into this.

6. Coaching

Coaching as a profession has expanded greatly since the beginning of the new millennium. There are numerous courses, books, and professional coaching associations and, increasingly, managers in the workplace are being encouraged to adopt a coaching style of management. One particularly useful coaching model is known as the GROW model (see “Resources for Further Learning”). This stands for:

- **Goal:** What do you want to achieve? What do you want from the coaching relationship and/or session?
- **Reality:** What’s the current situation? Where are you now in relation to achieving your goal?
- **Options:** What options do you have to move from where you are to where you want to be, to achieve your goal?
- **What, When:** What will you do? When will you do it?

The “foundations” referred to earlier in this chapter (page 244) are relevant when coaching, and in particular:

- **Communication (Chapter 2):** Explain the Communication Model to the person being coached if they have communication challenges in their work.
- **The “mindset for business success” (Chapter 3):** I explain “Cause and Effect” to every client at the start of the first session, because it is far easier to coach someone if they accept this principle. I **strongly recommend** that you do this. Also, you can mention any relevant NLP Presuppositions during the coaching session and inform the person being coached of the Principles for Success as part of your coaching.
- **Goal setting (Chapter 4):** This forms the “G” and the “R” of the GROW model; it would usually be covered in some depth in the initial session so that you know what the person being coached wants to achieve. In subsequent sessions, you would usually only want to know what the person being coached

wants from the session rather than going through the whole goal-setting process again.

- **Meta programs (Chapter 15):** You can use meta programs to gain a greater understanding of the person being coached, and to use the relevant influencing language.

The “Options” segment of the GROW model usually forms the bulk of a coaching session. The NLP techniques covered in Part III and Chapter 14 help you to build on the “O” to help the person being coached overcome obstacles and to move onward faster than they otherwise would.

You can use power questions (Chapter 7, page 112) to be specific about what the person being coached will do and when (the “W”).

7. Sales, business development, and account management

Rapport (Chapter 5): This is particularly important in selling, as generally people buy only from people they trust and feel comfortable with, which is usually the result of the salesperson having built rapport with the customer.

Questioning skills (Chapter 7): There are several models and methods for selling, most (if not all) of them relying on the ability of the salesperson to elicit information about factors such as:

- The current situation.
- Any problems the organization is experiencing.
- The implications of these problems, including what it is costing the client or prospect to have the problem/not have the solution.
- The procurement processes within the organization, including who (else) is involved in the decision making.

Values (Chapter 14): It is essential to find out what the client or prospect wants from a supplier and what's important to them/what they look for in the product or service. The values-elicitation process and criteria equivalents will help you immensely. Also, if you know exactly what the client/prospect wants or needs, *and* you can demonstrate how you can meet (or even exceed) these needs, then it ceases to become “selling” and becomes more about “serving,” which is what great salesmanship is really about.

Meta programs (Chapter 15): Find out some of the client's or prospect's key meta-program filters (particularly filters 1 to 7 (pages 203–213) and the Convincer filters 13 and 14 (pages 220)) in order to be able to adjust your sales pitch to suit the specific client(s) you are dealing with.

Handling objections and reframing (Chapter 12) and possibly Changing beliefs (Chapter 13): It is rare for clients or prospects not to have objections, so being able to handle objections is a key part of selling. If by some chance you have doubts about your abilities as a salesperson, review Chapter 13.

Perceptual positions (Chapter 11): Being able to “second position” a client/prospect before, during, or after meetings will lead to greater awareness of their perspective and aid the sales process. Similarly, being able to take a “third position” will help give you insights into ways to move forward. The “Disney” process for creative solutions (page 166–167) could be useful.

Knowing your purpose and mission (Chapter 8): While doing the sales-modeling project referred to in Story 15.1 (page 205) and in Story 15.2 (page 212), I noticed that the successful salespeople had a very clear sense of **who else** (i.e. mission, purpose) they were serving in the course of their sales role. It wasn't just the individual customer, or their own family; these successful salespeople knew how their product benefited a wider group, such as the clients of their clients, the whole business community, and even society as a whole. This gave them added motivation to succeed and a sense of congruence with what they were doing, which would have been perceived by clients.

Submodalities (Chapter 9) and Anchoring (Chapter 10): Adjusting your submodalities might be useful before business meetings with important clients or prospects, and you can use your resource anchor before or during meetings. When asking for the sale, it is generally useful to keep quiet; nerves can tempt people to speak, so firing your “calm/relaxed” anchor will help. Also, it might be useful to anchor relevant states in prospects or clients, or use spatial anchors to improve your communication.

Decision-making strategies (Chapter 16): When possible, identify the decision-making strategy of your prospect and present information to them in the order and sequence in which they like to receive the information.

8. Marketing and advertising

Representational systems and predicates (Chapter 6): When advertising, if appropriate, you can use the information in Chapter 6 to engage the senses of the target clients/customers, including using predicates from all four main representational systems.

Anchoring (Chapter 10): Seek to create an association between the product/service you are selling and “good” feelings for the client. Such feelings could include feeling successful, sexy, amused, and upbeat.

Values (Chapter 14): When doing market research, asking questions to elicit and rank values could be useful.

Meta programs (Chapter 15): Use the appropriate influencing language for the key meta programs that relate to your product or service, for example, insurance products are inherently “away from” products (i.e. minimizing or reducing liabilities in the event of a problem). Also, the “Relationship filter” (page 210) mentions that most people prefer “sameness with exception” and hence prefer words such as “improved” rather than “brand new” for most goods. Launches of technology goods may be exceptions to this, where businesses might be seeking to attract “early adopters” (i.e. people who will seek the latest gadget), based on Professor Rodgers’ model explained in *Diffusions of Innovation*.

9. Liaison with clients, customers, patients, and other service users

Rapport (Chapter 5): This is particularly important in client-liaison or customer-liaison roles, as generally client satisfaction is enhanced when they deal with customer-liaison staff they trust and feel comfortable with, which is usually the result of the staff having built rapport with the customer.

Perceptual positions (Chapter 11): This will help you to prepare for conversations, and see the client’s point of view.

Meta programs (Chapter 15) and Values (Chapter 14): Elicit or listen out for key meta programs and values, to be able to influence more effectively.

Handling objections (Chapter 12): Even if they are mild objections or complaints, the processes described in Chapter 12 will help you to reframe them.

Chunking (Chapter 7): Chunking up could help you to understand what the customer really wants. Chunking down could help you be specific or get the specific information required to help the customer. Chunking laterally could help you reach creative solutions to challenges.

Please also see “Sales” (point 7) and “Resolving conflicts” (point 13).

10. Procurement

Procurement is, in many respects, the flip side of the “sales” coin, and will have a negotiation element (point 11). Although it is often assumed that the client has all the power, this may not always be the case. It is also important to remember that procurement departments usually have “internal” clients, that is, the departments on whose behalf they are procuring; the information about the topics that follow can be used in such situations.

One of my Master Practitioner students had a career in procurement. She said that NLP helped her to recognize what the salespeople, who often have significant amounts of NLP-based training (whether or not it is branded as NLP), were doing during the sales and negotiation process, especially their use of language patterns. This enabled her, for example, to counter some of their statements or probe further (using power questions).

The following points assume that you are sourcing from an organization that has a similar degree of “power” to your organization. Though it is possible for powerful organizations to “bully” suppliers, it is probably not a useful tactic for long-term relationship building, or for procuring from equally powerful, or more powerful, suppliers.

Rapport (Chapter 5): This will help you to negotiate more effectively (see point 11) and perhaps gain preferential treatment in the event of, for example, supply problems.

Power questions (Chapter 7): This will enable you to ask detailed questions, for example, to find out whether the supplier really does have the expertise and experience you are looking for or whether they are being “creative” with the truth.

Values (Chapter 14): Finding out what is important to the supplier (apart from simply “selling”) can be useful. For example, if they want to gain a foothold in a particular sector, and if your organization is in that sector, you could use it as a bargaining tool for better service or price. Also,

you can use the values-elicitation process to know exactly what you want from the product or service you are procuring.

Meta programs (Chapter 15): During conversations, knowing the profile of the sales representative could help you during the procurement process.

Perceptual positions (Chapter 11): Being able to “second position” a supplier before, during, or after meetings will lead to greater awareness of their perspective and aid the procurement process. Similarly, being able to take a “third position” will help give you insights into ways to move forward.

Handling objections and reframing (Chapter 12): Just as clients might have objections, suppliers might have objections to your proposals, so being able to handle objections is a key part of procurement.

11. Negotiation

Negotiations could take place in a traditional selling/procurement process; please review points 7 and 10 for tips. Apart from these situations, negotiations could take place in a variety of other situations, such as trade-union pay negotiations; remuneration when you join a company, get promoted, or are at an appraisal; or deciding which members of staff can take days off at Christmas in a particular year.

Rapport (Chapter 5): In general, having the capability to create a feeling of trust and co-operation, especially at tense moments, will help you to negotiate more effectively.

Hierarchy of Ideas (Chapter 7): Being able to chunk up to agree on a common objective is usually an essential part of negotiations, and to be able to chunk laterally can help to generate creative solutions or overcome impasses. One negotiation model often taught in NLP is to be able to chunk up high enough until both parties agree, and then chunk down only as quickly as you can continue to maintain agreement and rapport.

Power questions (Chapter 7): Asking questions to uncover details, for example, to find out what specifically the counter-party wants, or what exactly is being offered and expected of you, for example, if you are being promoted.

Submodalities (Chapter 9): If you feel uncomfortable about negotiating with someone more senior than you at work, you might want to adjust your submodalities relating to that person to “shrink them down to size.”

Anchoring (Chapter 10): As with the previous point, you could use your resource anchor to feel resourceful (powerful, confident, etc.) during the negotiation. Being able to maintain resourceful states, such as calmness and strength, will almost certainly be useful during negotiations, and being able to anchor and then fire states in your counter-party could be useful (see pages 148–149).

Perceptual positions (Chapter 11): This is an essential tool. Putting yourself in positions 2 and 3 before the negotiations will help inform you of the negotiation position and strategies of your counter-party. Sometimes it will be useful to create several position 2s, for example, different departments or individuals within your counter-party’s organization, or your boss and his boss if you are going for a promotion. Perceptual positions will also be useful during the negotiation, perhaps by taking a brief pause to consider another perspective.

Values (Chapter 14): Understanding what is important to your counter-party regarding the topic being negotiated is essential. Though they may not be willing to divulge this, or even give you “misinformation” in a “combative” negotiation, you can use sensory acuity to notice whether certain topics or words seem to be more important than others, and use this information (even if it is more of a “guess”) to test whether your ideas are correct. In a more congenial negotiation, for example, regarding your pay and workload, finding out what is important to your boss (or staff member) will be really useful.

Meta programs (Chapter 15): Patterns 1–7 are likely to be particularly important, and possibly the “Convincer” patterns (13 and 14). These will help you to present your arguments and suggestions in a way that is most likely to fit the needs and wants of the counter-party.

Handling objections and reframing (Chapter 12) and possibly Changing beliefs (Chapter 13): As with selling and procurement, in a “formal” negotiation situation, being able to reframe and handle objections will be essential. In a more informal negotiation, such as having received a job offer, it might be less important.

12. Presentations

Representational systems and predicates (Chapter 6): Remember to engage the senses, including the use of predicates from all four main representational systems. If, due to the nature of the topic, the audience is likely to show a preference for a particular representational system, concentrate a little more on that one compared to how you would if you were presenting to a more general audience.

- **Visual:** For example, show diagrams, videos, use PowerPoint or slides, use flip charts (neat writing, possibly different-colored pens) and, if possible, stick them to the wall during the presentation. Keep information on slides, etc. to a minimum and make sure that it is legible to people in the back row!
- **Auditory:** A presentation will almost always include words, so this will appeal to the auditory needs of the audience. If appropriate, use music or interviews, or videos with sound. Allow the audience the opportunity to speak, either to each other or to ask questions. To some extent, this latter element could be classed as kinesthetic, as it engages the audience and enables their participation.
- **Kinesthetic:** As well as the previous point, if appropriate, allow and encourage the audience to do an activity that relates to your topic. At the very least, make reference to, and/or ask them to consider (and possibly discuss in small groups), how the topic could affect them.
- **Auditory digital:** Provide relevant facts, figures, and evidence to support your points.

Submodalities (Chapter 9): If presenting is not an activity that appeals to you, you could alter your submodalities for presenting to be similar to those for a work activity that you do like.

Anchoring (Chapter 10): Use your resource anchor before and during the presentation if necessary. You can use spatial anchors for different points of the stage, and elicit states in the audience by using stories and metaphors (Chapter 7) and anchoring certain states in the audience (see Story 10.1 about anchoring laughter with gestures, page 155).

Perceptual positions (Chapter 11): You can use this to help you prepare the content of the presentation to suit the audience's wants and needs;

position 2 would be the audience, and position 3 would be a neutral observer. You could create several position 2s if there are different groups in the audience. You can also use perceptual positions to help you prepare for questions that the audience might ask.

Reframing and handling objections (Chapter 12) and possibly Changing beliefs (Chapter 13): Depending on the nature of the presentation, there might be objections or challenging questions from the audience, or you might be delivering negative information (e.g. bad financial results). Having the ability to put a positive spin at the right time(s) will help your presentation.

Language (Chapter 7): Sometimes being able to chunk up to a larger concept will enable you to handle objections and avoid getting bogged down in details. Being able to ask probing questions can engage or challenge the audience. Using stories and metaphors will help explain complex topics or illustrate points you want to make. Telling a story of how someone else (or another company) overcame a problem using the solution you are proposing can also help minimize resistance to your ideas.

Meta programs (Chapter 15): Many of the meta programs (especially 2 to 7) are on a spectrum. It will almost certainly be useful if you use language that appeals to both ends of the spectrum. Examples were given in some of the tips in Chapter 15. The “Frame of reference” filter will be particularly relevant to you when presenting to formal audiences, and/or to audiences who don’t know you. Given that approximately one-third of people in the workplace are “internal” or “mainly internal,” their natural tendency will be to decide for themselves who they will take seriously, so make sure that you introduce yourself and mention your credentials or relevant experience (see the tips for meta program 4 in Chapter 15).

In addition to these topics, here are some other elements of successful presentations.

- Prepare fully. Know your subject well, rehearse if appropriate, and get honest feedback before (and after) the presentation.
- If appropriate, use the 4-Mat system referred to in the segment on training earlier in this chapter (point 5).
- Remember that questions from the audience are simply questions, not heckles. Often they are simply requests for clarification or an explanation. Occasionally the person asking the

question might have an ulterior motive, such as “point-scoring,” showing how knowledgeable they are or simply having a desire for attention. Even if a member of the audience is appearing to be a nuisance, remember the NLP Presupposition that everyone is doing the best they can with their current level of awareness while you respond appropriately.

Tip 17.1

View questions as an opportunity for you to clarify and give additional useful information to the whole audience, not just to the person asking the question. Also, when you have finished, ask the questioner if that answers their question, and use your sensory acuity to check whether “yes” really means “yes.”

- Check all technology prior to the presentation and, where practical, have a backup plan.
- If it is a formal presentation, if possible visit or see the venue beforehand. This will help you visualize the presentation. Many of my clients do the mental-rehearsal exercise to help prepare for the presentation (see the “future pacing” segment on page 152). If you cannot see the venue before the day itself, arrive early to give yourself time to look at the venue and mentally rehearse.

13. Resolving conflicts and misunderstandings

Please remember that the following points are suggestions. You will need to use your common sense as each situation will be different. Also, if the conflict is between two other people, ask yourself whether the conflict is too strong for you to address given the level of experience you have.

Rapport (Chapter 5): This is particularly important, as being out of rapport will probably worsen the situation, whereas being in rapport will help smooth the potentially challenging moments.

Perceptual positions (Chapter 11): This is probably the key NLP technique to use: being able to see other perspectives before the situation escalates (or once it has become a conflict) will help prevent (or resolve) the situation. If you are acting as a mediator or coach, you could use the technique with each party separately, and once they have gained insight into the other person's perspective, you could then bring them together to take the situation forward (see Story 11.1 about the over-friendly director, page 165).

Values (Chapter 14): Conflicts are often caused by behaviors that transgress someone's values (the Neurological Levels model explains the link between values and behaviors). If you know what's important to someone and the criteria equivalents, you will already have an idea of what to do and what not to do to prevent conflicts. If a conflict or misunderstanding has arisen, by finding out which values have not been respected, you will be better able to manage or remedy the situation, whether you have been offended or whether you have offended someone else, or if you are "coaching" one of the parties. Remember, it is possible that the "offending party" did not realize the impact of their actions and that you might have distorted the meaning of the actual event (see the NLP Communication Model, Chapter 2).

Meta programs (Chapter 15): If you have certain meta-program preferences that are completely opposite, for example, to those of a colleague, you will probably be seeing a given situation in a very different way. For example, if you are very "toward" you may be annoyed at an "away from" colleague raising problems and concerns about a project that you think is a good idea (remember, your colleague may be annoyed at you too for being too optimistic!). By understanding meta programs, you will have a better insight into why someone else reacts the way they do, and into some ways to use language to influence them.

Anchoring (Chapter 10): Setting up and using a "calm" (or similar) anchor will help you be in the right state during the discussion about the situation.

14. Consultancy, including change management

Business consultancy can be used in most work-based activities. This section will cover the most relevant NLP techniques related to improving work processes and business reorganization.

Representational systems (Chapter 6): Story 6.2 (12 delegates at a conference advising a manager of a steel factory, page 85) describes how representational systems can be used to improve a business process by presenting information in a way that engages the main senses of the attendees.

Neurological Levels alignment (Chapter 8): The Neurological Levels model will help you structure the organizational-change process, considering the impact of the changes on each neurological level. You can also consider whether the organization is aligned (from a Neurological Levels perspective), for example, does its mission fit with its stated values and skillset (capabilities), and do the behaviors of management reflect the values espoused by management? Also, do all employees know and buy into the organization's mission and vision? (Remember the quote from the NASA janitor, page 123.)

Values (Chapter 14): Rarely will there be successful organizational change without addressing the organization's values. To some degree this is covered in the previous point.

Perceptual positions (Chapter 11): Consider the perspectives of the various groups affected by the business process or the proposed organizational changes. This might mean that there are several position 2s.

Meta programs (Chapter 15): As well as using the relevant influencing language, one particularly important meta program in the context of change-management and business-process consultancy is the "Relationship filter" ("sameness" and "difference," page 210). Most people do not like frequent or significant change and might feel uncomfortable about it. Wherever appropriate, remember to use "sameness with exception" influencing language with people who are at that end of the spectrum, pointing out how much will be the "same except" for certain changes, or "similar to" the way it was. You might even want to use terminology such as "enhancements" rather than "change."

15. Decision making

Strategies (Chapter 16): Identify your own decision-making strategy and make sure that you have sufficient information and opportunity to follow it.

Goal setting (Chapter 4): When making decisions, it is essential to know what you want to achieve so that the choices can be considered in that context. Even if it is not appropriate to create a full, well-formed outcome, many of the goal-setting questions will be relevant to your situation. Depending on the importance of the decision, asking the four ecology questions will be essential.

Neurological Levels (Chapter 8): As well as asking yourself the four ecology questions, you could consider the impact of the different choices on each of the levels.

Chunking (Chapter 7): Being able to chunk up to decide on the purpose of what it is that you are making a decision about and being able to chunk down to discuss the details and consequences of the decisions will usually help you make your decision.

Perceptual positions (Chapter 11): Being able to put yourself in the shoes of the various parties impacted by the decision will give you additional insight into making the best decision (this is what Carnegie was rumored to have done). This will involve your creating different position 2s to represent the relevant parties impacted by the decision.

Values (Chapter 14): If you need to make a choice regarding, for example, which computer system to buy, do the full values-elicitation process (steps 1–5) and, if necessary, elicit the criteria equivalents. Compare the alternatives to see which fulfill all the essential values (see Table 14.1).

16. Creative problem solving

Goal setting (Chapter 4): At the very least, know broadly what your desired outcome is. If it is relevant to the situation, spend time creating a well-formed (SMARTER) outcome, so that you are clear what the solution is aiming for.

Lateral chunking (Chapter 7): Lateral chunking will help you to think outside the box. You might find it useful to chunk up a couple of times before asking for different ways or different examples (the chunking-down questions).

Small words with big meanings (Chapter 7): Words such as “but,” “however,” and “although” might stifle creative thinking. Similarly, “or” might limit people to believing that there are only two options, when in reality there might be many more.

Anchoring (Chapter 10): Being in a suitable state, such as “creative” or “energized,” might be useful for you and the other people involved in solving the problem. Using suitable music is a useful auditory anchor to create states.

Perceptual positions (Chapter 11): there are a couple of ways to use this technique. One option is to do a similar process to the one used by Walt Disney (page 166). Alternatively, use position 2 to represent the time in the future when you have resolved the problem, and position 3 to notice how you did it (this is explained on page 167 immediately after the Walt Disney example).

Reframing (Chapter 12): Reframing is about being able to turn negatives into positives or problems into opportunities. Being willing and able to think positively and reframe negatives are essential for creative problem solving.

Meta programs (Chapter 15): There are some meta programs that are more geared toward creative problem solving, for example, “options,” “global,” “differences,” and “proactive.” Therefore, choose people who exhibit a sufficient amount of these traits.

Summary

This chapter has indicated the key NLP techniques that would be useful in a wide variety of work activities and situations. Having read this chapter, you can refer to it when you would like a quick reminder of which NLP technique to use.

Appendix A

Suggested Answers to Exercises 7.2 and 7.4

Exercise 7.2 Linguistic presuppositions (page 102)

The main linguistic presuppositions are shown in brackets.

Good morning. Welcome to our third (ordinal) annual (time) staff meeting. And the fact (existence) that there is such a big (adjective) turnout means (equivalence) that you're (equivalence—the verb “to be”) all extremely (adverb) keen to take the organization forward to the next level (existence and adjective—“the next level”). The main (adjective) reason we're all here is (equivalence) so that we can (possibility) look for (awareness—“look”) even better ways to do this after (time) last year's great (adjective) improvement. And we have to (necessity) move forward, because (causation—“because”) standing still means (equivalence) falling behind our competitors. And whether we move forward quickly or (or) slightly (adverb) less quickly, our aim has to (necessity) be focused (awareness) on our success (existence), and on becoming number one (ordinal).

Exercise 7.4 Abstract language (page 111)

The main Milton Model patterns are shown in brackets.

Good morning. Thank you all (universal) for coming. Some of you have travelled a long distance, some a shorter distance (presuppositions), to be here on time (pacing). I guess you're probably wondering (assumption) why I asked you to come here on this sunny morning. And it's good (impersonal judgment) that you're wondering (assumption, unspecified verb), because (causation) this curiosity is (equivalence) the basis of how we can (possibility)

move forward to achieve the success and excellence (frozen verbs) that we all (universal) want to achieve (assumption). We all (universal) want more (un-specified comparison) success and to be happy (simple deletion), don't we? (inserted question) And that's good (impersonal judgment), because (causation) in this economic environment we need (necessity) to progress (un-specified verb); people (unspecified person) expect it; successful companies never (universal) stand still (impossible behavior—can a company stand?); successful companies keep looking (impossible behavior—can a company look?) for ways forward.

Resources for Further Learning

Books

Coaching

Downey, Miles, *Effective Coaching* (Orion Publishing, 1999).

Landsberg, Max, *The Tao of Coaching* (HarperCollins, 1997).

McLeod, Angus, *Performance Coaching* (Crown House, 2003).

Whitmore, John, *Coaching for Performance: GROWing human potential and purpose* (4th edition, Nicholas Brealey Publishing, 2009).

General

Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lesson in Personal Change* (Simon & Schuster, 1992).

Csikszentmihalyi, Mihaly, *Flow: The classic work on how to achieve happiness* (Rider (Random House), 2002).

Festinger, Leon, *A Theory of Cognitive Dissonance* (Stanford University Press, 1957).

Navarro, Joe with Karlins, Martin, *What every BODY is saying: an ex-FBI agent's guide to speed-reading people* (HarperCollins Publishers, 2008).

Pink, Daniel, *Drive: The Surprising Truth About What Motivates Us* (Canongate Books, 2010).

Rodgers, Everett M. *Diffusions of Innovation* (The Free Press (Simon & Schuster) 2003).

Meta programs and values

Charvet, Shelle Rose, *Words That Change Minds: Mastering the Language of Influence* (Kendall/Hunt Publishing, 1995).

Hall, L. Michael and Bodenhamer, Bob, *Figuring Out People: Design Engineering With Meta-Programs* (Crown House Publishing, 1997).

James, Tad and Woodsmall, Wyatt, *Time Line Therapy and the Basis of Personality* (Meta Publications, 1988) (Sections III and IV only).

Metaphors

Lawley, James and Tompkins, Penny, *Metaphors in Mind* (The Developing Company Press, 2000).

Rosen, Sidney, *My Voice Will Go With You: The Teaching Tales of Milton H. Erickson* (W. W. Norton & Co., 1982).

Meta-Model language

Bandler, Richard and Grinder, John, *The Structure of Magic, Volume I* (Science and Behaviour Books Inc., 1975).

"Milton Model" language

Bandler, Richard and Grinder, John, *Patterns of the Hypnotic Techniques of Milton H. Erickson, MD, Volume 1* (Meta Publications, 1975).

Bandler, Richard and Grinder, John, *Patterns of the Hypnotic Techniques of Milton H. Erickson, MD, Volume 2* (Meta Publications, 1975).

Moine, Donald J. and Lloyd, Kenneth, *Unlimited Selling Power: How to Master Hypnotic Selling Skills* (Prentice Hall, 1990). (Also useful for selling.)

Negotiating

Thompson, Leigh, *The Truth About Negotiations* (Pearson Education Ltd., 2008).

NLP: Belief change and handling objections

Dilts, Robert, *Changing Belief Systems with NLP* (Meta Publications, 1990).

Dilts, Robert, *Sleight of Mouth: The Magic of Conversational Belief Change* (Meta Publications, 1999).

NLP: Coaching

O'Connor, Joseph and Lages, Andrea, *Coaching With NLP: A practical guide to getting the best out of yourself and others* (Element (HarperCollins), 2004).

NLP: General

Bodenhamer, Bob and Hall, L. Michael, *The User's Manual For The Brain, Volume I and Volume II* (Crown House Publishing, 1999 and 2003 respectively).

Dilts, Robert and DeLozier, Judith, *Encyclopaedia of Neuro- Linguistic Programming and NLP New Coding* (NLP University Press, 2000). (See "Websites" on page 277).

O'Connor, Joseph, *NLP Workbook: a practical guide to achieving the results you want* (Element (HarperCollins), 2001).

Wake, Lisa, *NLP: Principles in Practice* (Ecademy Press, 2010).

NLP: Modeling

Dilts, Robert, *Modelling with NLP* (Meta Publications, 1998).

NLP: Selling

Johnson, Kerry L., *Selling with NLP* (Nicholas Brealey Publishing, 1994).

O'Connor, Joseph and Prior, Robin, *Successful Selling With NLP: Powerful ways to help you connect with your customers* (Thorsons (HarperCollins), 1995).

NLP: Strategies

Dilts, Robert, Grinder, John, Bandler, Richard and DeLozier, Judith, *Neuro-Linguistic Programming: Volume 1, The Study of Subjective Experience* (Meta Publications, 1980).

Personality traits (Myers–Briggs Type Indicator)

Keirsey, David and Bates, Marilyn, *Please Understand Me: Character & Temperament Types* (Prometheus Nemesis Book Company Ltd., 1984).

Submodalities

Andreas, Steve and Andreas, Connirae, *Change Your Mind And Keep The Change* (Real People Press, 1987).

Bandler, Richard, *Using Your Brain For A Change* (Real People Press, 1985).

Also available from the author

Successful NLP: For the results you want (Crimson Publishing, 2010).

The Little NLP Workbook (Crimson Publishing, 2012).

The NLP Pocket Handbook An 84-page, A6 guide to the NLP Practitioner and Master Practitioner material. Available from www.thelazarus.com.

Ahead of the Game: How to use your mind to win in sport (Ecademy Press, 2006).

Audio and visual material

There are several providers of NLP-related audio material ranging from one or two topics through to Practitioner-level and Master Practitioner-level CD sets.

Available from the author

There are the following CDs available from The Lazarus Consultancy Ltd., covering most of the topics contained in this book.

NLP Practitioner CD Series: *A 16-CD set, lasting approximately 1 1/2 hours, with a fully referenced training manual. This comprises the pre-study material for The Lazarus Consultancy Fast-Track NLP Practitioner Course.*

Understanding, Predicting and Influencing Behaviour—4 CD Series: *A 4-CD set, lasting 4 1/2 hours, covering the values and deep filters referred to in this book plus many more, with a fully referenced manual.*

Understanding, Predicting and Influencing Behaviour—6 CD NLP Series: *The same as the 4-CD set above, plus two additional CDs covering how to change values and deep filters. For that reason, this set is relevant only to NLP Practitioners and Master Practitioners.*

There is a growing amount of video material available on the Internet, ranging from demonstrations of techniques through to discussions and interviews about NLP-related topics.

Websites

There are numerous NLP Websites; most NLP training schools and NLP bodies will have websites, which they frequently update. NLP University's Website (www.nlpu.com) contains an electronic version of the *Encyclopaedia of Neuro-Linguistic Programming and NLP New Coding*, and free searches of 25 items per day are allowed.