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Neuro-Linguistic Programming, The Key To Accelerated Learning

A guide for students, who want to learn quickly; and for teachers, trainers and coaches who desire to teach their lessons with more fun, less effort and better results

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A note about style

The style of writing in this book is deliberately informal. Our desire was to write a book that can be read out of interest as much as for information. The style was also influenced by a wish to include a range of metaphors, narrative stories and case studies within the text. The human brain is designed to recall stories more effectively than lists of facts, so we decided to embed most of our facts and conclusions within the stories that we tell.

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2. **Understand what motivated us to write this text,** so that you will better understand the tine and style used to present key ideas.
3. **To lay a foundation for later chapters,** by setting a context and explaining key terms, like 'NLP' and 'Accelerated Learning'

Overview of the Introduction

- **Audience.** **The intended readership for this book outlined.**
- **Motivation.** Why we decided to write this script.
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First things first…

This book has been written to meet the needs of anyone who needs to learn or teach any kind of skill, from *intellectual skills*, such as reading, writing and arithmetic, to *physical skills*, such as football, high wire acrobatics, or parachuting out of any aeroplane.

The reason that this book can claim such a wide readership is that the subject matter of the book is designed to take you on a tour of your mind, and to give you insight into the minds of the teachers, trainers, coaches and students around you.

As you complete this tour, you will begin to notice patterns of behaviour, non-verbal behaviour and sleights of mouth in those around you that were always there to be *seen*, *heard* and *felt*, but of which you have not previously been conscious. We communicate who we are, and what we are thinking and feeling, on many levels. The ability to read these signals is not rocket science; it requires only knowledge of a few general principles combined with curiosity and a desire to practise.

You will come to realise how little we are conscious of what goes on around us. As an illustration of this idea, consider Robert Ornstein's story of a psychology professor, working at a university in the US. Like most teachers, the professor had his mannerisms, which in this case involved fiddling with a piece of chalk. One day his students decided to play a practical joke. Over the course of the next few weeks, each time the professor threw the chalk in the air, he was rewarded with rapt attention. In the absence of any chalk throwing, the students feigned boredom. Gradually, over the course of the semester the chalk was thrown higher and higher in the air, until it started bouncing off the ceiling. Only then did the professor begin to become conscious of the way in which the group had conditioned his behaviour.

We grow up within our culture, learning to attend to only a fraction of the '*cues'* we see, hear and feel. As we grow up, we select from the information entering our nervous system, according to the customs we have modelled (copied) from those around us. What most of us do not realise is that, while we may do our best to conform our outward activity to the behaviour that is expected of us, we all experience the world in different ways. This is why we hear of stories of people who struggle though a life in business, get made redundant, and then two years later find fame as an artist. While conforming to expectations of getting a particular kind of job, the businessman literally had an artist inside wanting to 'get out'.

Psychology has identified that people fall into certain patterns of behaviour, modelled from those around them. They then begin to believe that the pattern is 'normal' and that to take any other course in life is 'aberrant'. For example, in a number of studies, psychologists asked people how they would resolve a particular issue or controversy. They then asked people how they thought others would resolve the same issue or controversy. The results of the study indicated that *most* people assumed that the *majority* of those around them would agree with their point of view.

As a second illustration of how different people view the world in very different ways, it is worth looking at the annals of anthropology. One anthropologist took some pygmies from the rain jungle to visit a wide-open savannah. Coming from the jungle, the pygmies had never developed depth perception for distances beyond a few metres. They had grown up with a wall of green around them. After appreciating the view for a while, the chief asked what kind of insect was sitting beside the waterhole a couple of miles distant. When the anthropologist suggested that the 'insect' was in fact a bison, which appeared small because it was so far away, the chief laughed at him and was sure that the anthropologist was teasing him.

Other stories that I like from the work of anthropology derive from the work of Vygotsky. Vygotsky was a Soviet scientist, whose work was well ahead of its time, yet only became publicly available in the West in the 1970s and 80s.

One time Vygotsky decided to find out whether the forms of logic that we believe important in the Industrialised Nations are common to all cultures, or a peculiar manifestation of Western Culture. His method was to find isolated tribes in Siberia and to spend time living in those tribes. He would note how adapted the tribe was in surviving in the environment. He would then begin asking the kinds of questions that require the logic stream of thought that is expected of a Seven or Eight year old child in the West. He found that if he gave people information like *Boris is a spider* and *spiders like to eat flies*, tribes' people were unable to make the deduction that *Boris eats flies*. Rather, he would receive answers like *I don't know because I have never met Boris*.

Vygotsky was in no way attempting to demean people in other cultures, rather he was evolving a theory that we model our behaviour on those around us and our patterns of thinking on those immediately close to us.

What is interesting to me about Neuro-Linguistic Programming is that it is a 'discipline' that goes well beyond the work of Vygotsky. It shows that while our behaviour and thinking strategies may be modelled on those around us, *what goes on inside the brain is far more idiosyncratic*. I can recall being very surprised when I found out that my parents 'see pictures' when they read a book. They were surprised to find out that I do not. Thus, while I share my parents' genetics, and people around us tell us that there are similarities in our behaviour and values, my internal experience of the world is more kinaesthetic and word centred.

It may be that I am slow on the uptake, but after five years research into educational technologies, six years teaching and three years of training in Neuro-Linguistic Programming, I am only now beginning to more fully understand how individualised perception is.

I am sure that we have all met people who are so sure that their explanation of an idea is clear and that the fault must lay with those who are listening. In fact, I am sure that we have all taken our turn as *the person listening*, and I am also sure that we have all taken our turn as *the person trying to explain the obvious* to someone who appeared unable to appreciate what we were saying. Most of us will have made a map for a friend who needed to find their way to our house, who then got lost. Most of us will also have bought flat-pack furniture that came with supposedly foolproof instructions that soon were filed under the nearest settee, as we got to work with screwdriver and hammer.

While my curiosity at my own idiosyncrasies intrigued me enough to seek training in a number of kinds of applied psychology, I found that of all those on offer, Neuro-Linguistic Programming (NLP) is the most powerful.

I then found that as I began to talk about NLP to other people, they too became intrigued. I therefore decide to write the book that I wish I had been able to read ten years ago, which would have saved me many years of 're-inventing the wheel'; only to discover that in the next clearing in the forest someone was selling helicopters.

Fig 0.1 Our perspectives are culturally conditioned

Travel indicates that it is perfectly possible for someone in one part of the world to be piloting space rockets, while in another place, helicopters represent cutting edge, while somewhere else, the idea of manned flight has not even yet been entertained. This raises an important question: What aspects and abilities of the mind have we, in our culture, yet to appreciate as being possible?

My motivation

I can easily imagine, as I begin to extol the virtues of Accelerated Learning, and NLP modelling techniques, that some of my more cynical readers will be thinking to themselves: *This is all very well, but isn't all this NLP modelling an unnecessary complication?*

While normally the teachers and students I meet are very open to the idea of *reducing the effort and work involved in both teaching and learning*, a few are concerned by the events occurring around them.

A number are concerned that changes in approach to teaching and learning will upset the *status quo.* A number have been burned by the promise of previous techniques that failed to deliver. A minority feel strongly that if current approaches to education, training and coaching were good enough for them, then they are also good enough for the next generation.

In addition to cynicism, a number of teachers, trainers and coaches are simply concerned that *NLP and Accelerated Learning will prove to be a fad that is costly in terms of both their time and money*. With billions already being siphoned off to purchase computer equipment, the last thing many of our friends and colleagues want is yet another set of 'life skills' to learn.

Aware that we would all like to spend more time relaxing and enjoying life with family and friends, and in anticipation of cynicism, I would like to present my motivation for writing this text, in the form of a story – my story. During the course of this story, contrast my own experience of the education system, both as a pupil at school and as a student in college, with the experiences of those in schools and colleges in which accelerated learning techniques and NLP are used.

As you will see, my experience was not good. However, I am not relaying this story with the intent of criticising either individuals who taught me, or the system in which they worked. The fact is that I consider that many of those who taught me were well above average in their ability to teach. Rather, the point I want to make over the next few pages is that *I would personally have benefited from understanding the inner-workings of my brain, and I would have benefited from my teachers understanding the inner workings of my brain* I also want to make the point that *from conversations with friends, family and colleagues, my poor experience in the education system is far from an isolated incident.* As a pupil and as a student, I was left floundering to discern my own strategies for succeeding in academic tasks. As a teacher and lecturer, all I had

to go on in my preparation for communicating new ideas was the experience I had had in the classroom. It was a long while before I really began to appreciate how I could apply the theoretical models of psychology with which I was familiar.

As we have already seen, we model those around us. I have been fortunate to have a number of innovative colleagues, who were also encouraging of my experiments in Accelerated Learning. I have also been fortunate to experience trainings given by some of the world's foremost teachers and trainers in both NLP and Accelerated Learning.

However, I am beginning to get ahead of the story I want to tell…

As I reflect upon my time in Primary School, I now realise that I was given no guidance in the use of my brain. At that time, in the 1960s, schools were still engaged very much in the traditional drill and parrot approach to memorising new ideas. Even where new methods were being introduced, in an attempt to give children 'useful thinking strategies', I find it hard to comprehend that they had been properly thought through and tested. For example, I was taught spelling using *phonetics*, and was thus taught an approach to spelling that cannot even be written phonetically (or should I say *foneticlee)*. As another example, the idea of each pupil self determining their learning was very much in vogue, and I can recall large swathes of time in a fog of confusion as to exactly what I was supposed to be trying to achieve.

The result of my experience in Primary School was that, at the age eleven, I failed an 'intelligence test'. On the basis of this test I was informed that I was unlikely to achieve the most basic of exam grades. Reflect that this means that the educational system told me that I was a 'failure' based on a test, the inventor of which, earlier in the Twentieth Century, said should only ever be used for *guidance*.

Compare the experience of *many* pupils in *many* schools with the results obtained by innumerable NLP and Accelerated Learning practitioners, worldwide. For example, I have heard many stories of children who were declared 'learning disabled', and given labels as diverse as *dyslexia* and *ADD*, who went on to achieve success when taught how to use their *visual imagination* as an aid to memory. I have myself *taught visual spelling and memory strategies* to family and friends, all of who have used the strategies to improve both their ability to spell and their ability to memorise a range of other facts. I have read of business consultants, such as Edward DeBono, teaching *verbally based decision making skills* to young people in schools in Peru and obtaining stunning results. I watched a TV documentary in which a consultant specialising in *hot-housing* intelligent children used the same skills to good effect in an inner city remedial classroom. There is also a growing body of evidence related to *kinaesthetic techniques*, such as *BrainGym* that have been used to enhance results in schools around the world.

After my exam debacle, at age twelve, the only reason that I received an effective education was that my parents were just able to afford for me to enter the private school system. For me it is a sobering thought that I very nearly did not have the opportunity to write these words. The local education authority wanted to send me to a school in which gradation tended to be more criminal than academic.

While I did very well at the private school I attended, the focus was still upon learning by rote, repeating information, until one could parrot it in an exam. Thus, I spent a further seven years of school using only a fraction of my mental abilities, verbally repeating facts until they could be 'heard' using an 'internal' voice in my mind.

Very little was done to enhance either my visual, auditory or kinaesthetic skills, rather everyone was given the opportunity to *draw, sing* or *run around a rugby pitch*, and those who were already good at any of these activities got the chance to spend time practising their (supposedly) innate abilities, success at which would be reported within the school magazine. The phrasing of the previous sentence is deliberate. I underline the idea that, for most people with whom I have spoken, school was a place where they got to discover what they were naturally good at, and was then a place where they got to practise and hone those skills. Fortunately, exams require rote learning, and that was a skill in which I excelled, once I realised the 'rules of the game'.

As far as the 'system' was concerned, I got very good at rote learning and passed many exams with good grades. I was in the 'top-class' (ironically) alongside friends who had scholarships for being 'high-fliers', in terms of their results in the same intelligence test that I had 'failed'. However, the limited long-term utility of rote learning is illustrated best by my current poor grasp of French.

At school, I parroted French well enough to get *very good* exam grades, after which the language was virtually flushed from my memory. Within a very short period of time, I was unable to easily understand French versions of cartoons like *Asterix* or *Mr Man*. Thus, after five years of regular lessons, the net result was a piece of paper indicating only my ability to memorise by rote.

Both myself and my contemporaries, who were also good at memorising facts, had beaten the system, and we had the qualifications to prove it. Yet on the day we left school, we had only developed an ability to use a fraction of the mental faculties with which we had been born. Many of us had also developed a dislike of learning, because memorising facts in a rote fashion is both a time-consuming and a boring way in which to spend one's life. It was therefore six years, before I decided to return to study for a degree.

In contrast, I am now aware of an increasing number of training companies that will *guarantee* competence in a new language after two to three weeks of training. The courses are characterised by both fun and laughter, and trainers in the companies have evolved models based upon an understanding of how experienced *linguists* learn languages; they also employ a range of accelerated learning techniques by which to communicate those models. In contrast to my school experience, and as discussed later in this book, linguists begin to learn a new language by getting a *feel* for the non-verbal aspects of a language, then tuning their *hearing* to tones of voice, only then becoming concerned with the meaning of specific words and the finer points of grammar.

When I returned to Higher Education at the age of twenty-six, I managed to obtain both a Degree and a Master's Degree without anyone ever telling me how to learn effectively, or how to structure an essay or how to write a report. Within this mental fog, in which it was even difficult to learn of the marks awarded for work submitted (until the Data Protection Act forced tutors to tell us our grades) my general rule for getting an 'A' in an essay was based on extremely limited feedback and can be summed up as follows:

- Write an interpretation of the question in the first paragraph,
  (actually, to be fair, I was told this rule by a tutor)
- Include some theory,
- Include some illustrative examples,
- Make sure that you have at least five book references and five journal references in the bibliography.

Every time I used the preceding formula an A, or at least a 'B', was forthcoming. It soon became relatively easy to crank out 2500 words based on this very sketchy strategy.

Thus, at the age of forty, I can look back on *half* my life spent in an education system that did very little to informed me of ways in which I might maximise my potential. No one told us that it was possible to memorise information by '*visualising*' or that it was possible to summarise complex ideas visually in the form of '*mind maps*'. I was never taught how to be creative in my rote memorising, by using *auditory processes* and making up poems or mnemonics. I was never taught how to employ *body movement* to fix ideas at a deeper level within the circuitry of my brain. I was not informed of the existence of *speed-reading*.

Over the twenty years, all I received in terms of an appreciation of the human mind was *one hour's* orientation into the concept of critical reading, a *ten minute chat* in which there was an allusion to shuffling file cards as an effective way in which to plan a dissertation, *and a couple of years* learning '*fonetics*', which for years has adversely affected my ability to spell.

My assessment of the experience has to be that for me, and my contemporaries, our experience of the education system could be likened to playing blindfolded leapfrog over a series of fences. At each stage a few more would falter and fail to pass through to the next level. Or to use another metaphor, it was as if we knew we were playing a 'game', but no-one told us what the game was, thus while some were playing soccer and others were trying to bowl a cricket ball, only those who picked up the ball and played the game of rugby were actually being rewarded.

Fig 0.2 Make sure that you know the rules of the game

Every skill has its own set of mental strategies associated with it. Many students and trainees fail to appreciate these, and this failure greatly holds up the speed at which they can progress. We allow students and trainees to flounder, using inappropriate mental strategies for far longer than we would allow a sports person to play the wrong rules in a 'game'. The pictures below show three games called football, each with a very different set of rules…

As a lecturer in Higher Education, there appeared to be two options open to me. The first was to *accept and defend the status quo*. The second was to *accept the possibility that there might be a 'better way' and to seek out a set of alternatives*. I am therefore very much in agreement with my 'boss' Dr Pat McGovern, *Dean of the Faculty of Education, Sport and Technology* at the *College of St Mark & St John*, when he says that for too long teacher training has done too little to inform student teachers about the inner workings of the learners' mind. I am also impressed by the number of colleagues in schools and colleges, who are similarly dis-satisfied and are experimenting with many innovative and exciting alternatives to *talking-head lectures* and the *rote-learning of facts.*

As we enter a new millennium and consider the best that used to be possible, and then consider what is now becoming possible, we realise that the three professions of teaching, training and coaching are at a crossroads, because, as in every profession, *there are key moments in which a paradigm shift occurs and a new way of proceeding enables better results to be achieved though reduced effort*.

For example, if we reflect back a couple of hundred years, we can view the paradigm shift that occurred in medicine. We can see that insight into bacterial infection led doctors to suggest new methods of sanitation, which led to a vast reduction in disease. It turned out to be far easier to avoid disease than it had ever proved to heal someone once they had become ill. While there was initial resistance to the idea of bacterial infection, to the extent that some doctors chose to work in filthy conditions, the facts gradually began to speak for themselves. Doctors who washed their hands and their surgery prior to amputating limbs had a very much higher survival rate among their patients. Now, today, even the work of those pioneering doctors appears dated and antiquated, and all we can do is to praise them for achieving the best that was possible, given the 'knowledge of the time', for without their efforts modern surgery would be as dangerous as it was in the Eighteenth Century.

Something that always inspires me to seek new 'possibilities' is to read some of the quotes from history, made by professionals who believed that the future would merely be more of the past, rather than an opportunity to explore and play with new and exciting ideas. For example:

- "This telephone has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us." *Western Union memo, 1876*
- "We don't like their sound, and guitar music is on the way out." *Decca Recording Company in their rejection of The Beetles*
- "Heavier than air flying machines are impossible" *Lord Kelvin, president, Royal Society, 1895*
- "Everything has been invented that can be invented" *Charles H Duell, Commissioner of US Office of Patents, 1899*
- "Stocks have reached what looks like a permanently high plateau." *Irving Fisher, Economics professor, Yale University, 1929*
- "I think that there's a world market for maybe five computers." *Thomas Watson: Chairman, IBM, 1943*
- "640K ought to be enough for anybody" *Bill Gates of Microsoft, 1981*

My belief is that these quotes should excite us all to wonder what it is that we take for granted that will change for the better over the next few years. As I get off from my soapbox and get on with the main text, all I have left to say is that we live in interesting times…

Fig 0.3Doctors today operate in hygienic surroundings

While we cannot see bacteria, we trust scientists who tell us that they have seen them using microscopes. We are appalled by earlier ages in which doctors rubbished the idea of 'germs' because there was no microscope by which such organisms could be viewed.

NLP explained

Many commentators refer to the phenomenon of Neuro-Linguistic Programming as the *Science of Success*. The reason for this epithet is that people engaged in Neuro-Linguistic Programming concern themselves with *modelling* what it is about the 'leaders' in every field of human endeavour that sets those leaders apart from everyone else. *Why* is it that one actor can walk on a stage, stand absolutely still, and yet have an audience transfixed, when another actor can barely command our attention? *What* is it about some competitors that makes it so impossible for an adversary to get past them? *How* is it that in a war some people appear to have a sixth sense that enables them to avoid danger? *How* is it that some detectives can intuit when someone is telling lies? How is it that children respect one teacher and yet misbehave for another?

Using NLP modelling techniques, everyone has access to a simple *methodology* by which to derive the answers they need to improve performance in any area of life – both personal and professional. Over the last thirty years, NLP practitioners have evolved an approach to studying human behaviour called 'modelling', which has proved amazingly effective in identifying the core similarities underlying success in many fields of endeavour.

Even where successful people appeared to be acting in very different ways, modellers began to notice underlying patterns and then began to present those patterns in ways that we easy for others to learn. These underlying patterns might be thought of as the *trade secrets* and *tricks of the trade*, the kind of advice passed on from good mentors to their apprentices, but which is not normally available to the wider public.

As this book unfolds, you will find tricks of the trade for many common tasks, which will enable you to bypass years of trial and error 'practise'. I have personally seen people begin to draw more artistically after being taught what goes on inside the mind of an artist. I have seen people begin to drive with more confidence when told where to focus their attention. I have seen lonely people begin to find success at dating when they became aware of the 'rules of the dating game' and aware of the non-verbal signals emanating from those around them. I have seen people begin to learn more quickly when taught how memoirists train their memory for greater effect.

Whatever the subject matter, the elegance of NLP is that, using NLP*, the tricks of <u>all</u> trades are rendered in a form that is both intuitive and easy to learn*. Using NLP, you are made aware that *all skills have 'tricks' associated with them*. Knowing that all skills have tricks that act as shortcut, you can then use the terminology of NLP to translate the trick into a form that you can use, or which you can communicate to others. All you need is to learn the terminology and to practise applying the terminology as you interact with those around you. Pretty soon, you will begin to see, hear and feel all those cues that you previously missed, because you used to believe them to be unimportant. Initially, you will feel a mixture of curiosity, intrigue and awkwardness, as you may have done when beginning to learn to ride a bike or drive a car. After a while, however, more and more of your 'noticing' will become automated and you will be able to accomplish things you never previously believed to be possible.

Having outlined the power of NLP modelling techniques, let us spend a few minutes outlining the evolution of those techniques. The development of NLP is generally traced back to the mid-1970s, when Information Scientist, Richard Bandler, worked in collaboration with Linguist, John Grinder, to survey the field of psychotherapy. As they surveyed the field, they realised that very few therapists were actually achieving anything constructive with their clients.

Indeed many clients got worse after years of therapy.

Interestingly, not only were many clients becoming *more* unstable, but many of the least effective therapists were actually accruing the neurosis of those they served. In effect, clients were paying therapist to collect neuroses.

Evidently, some kind of powerful interaction was occurring and Bandler and Grinder were keen to explore it.

Wanting to begin their study by exploring the work of therapists, who were able to achieve results, Bandler and Grinder approached: *Virginia Satir*, founder of family therapy; *Fritz Perls*, renowned founder of cognitive therapy; and *Milton Erickson*, maverick doctor, hypnotist and reputed healer of both body and mind. More than all their contempories, these three practitioners consistently demonstrated a high rate of success that few of their followers could emulate.

When considering the three, a number of questions entered the minds of both Grinder and Bandler. Two questions appeared especially salient: *What were the three doing differently from everyone else?* And, *Given the eminence of the three and their understanding of the human mind, how is it that even they were unable to install 'success' in the practises of those who followed them?*

To model the work of each practitioner, Bandler began to apply his skills as a Mathematician and as an Information Scientist. (It is worth noting at this point that by his early twenties, Bandler had already achieved success in the fields of

Mathematics and Physics, along with expertise as a Computer Programmer, and celebrity as a Musician).

Now, he was intrigued by the nature of the human mind….

Essentially, Bandler worked as he would if he were mathematically modelling any system of interacting 'parts', looking for a pattern. He openly states, on a number of taped lectures, that he simply took existing approaches to esoteric forms of mathematics and applied them in new ways – much to the disdain of many of his more theoretically minded colleagues. What differentiated Bandler from his more theoretically minded colleagues was that, when he thought he had found a pattern, he would try the pattern out on friends and colleagues – and pretty much anyone else who gave him an opportunity, along with a number who had no idea what was happening to them.

Having discerned a series of models that would work, Bandler discerned ways in which he could teach those models to others. Pretty soon, Bandler had completed the first 'version' of Neuro-Linguistic Programming, an accomplishment that won him both his doctorate and a place in *Who's Who*, and which is reported in his two books *The Structure Of Magic* and *Time For A Change*

In the years following his doctorate, Bandler achieved a certain notoriety, as he modelled techniques to cure phobias and psychological disorders that other practitioners were unable to deal with – and then began to model people who were successful in other fields of human endeavour, such as sales, marketing, negotiation and teaching. His success in each field can be gauged from the queue of people seeking his services and the number of his contracts in business, along with contracts with governmental agencies in the US, including the Military, the CIA and NASA.

Anyone wanting to know more about Bandler's approach to modelling is recommended to read his book *Persuasion Engineering*. In this book, he tells a series of very funny stories about his application of therapeutic models of change to the business of selling. For example, given the rising price of oil, Bandler decided that a good challenge for his models of communication would be to discover how many Mercedes and Classic American, gas-guzzling, cars he could sell from a salesroom opposite a Toyota Garage selling economy cars.

Joking aside, one of the reasons that Bandler's models work so well, and are so easy to learn, is that he re-conceptualised human skills in terms of the *experience of those competent in the skill*. By this I mean that Bandler literally sought to dissect the *internal experience* of each expert with whom he worked. He then sought to find a way of representing the experience in a form that would be quickly amenable to anyone who desired to acquire the skill.

Like all great discoveries, the conclusions that Bandler came to were 'obvious', yet no one had previously realised the importance or implications of aspects of human behaviour that were there for all to see. To be more precise:

- ***First***, Bandler realised that all human experience can be described in terms of mental representations of real events, for example: *visual images*, *sounds*, *inner dialogue*, *feelings, taste and smells*.
- ***Second***, Bandler realised that one's experience of each *kind* of mental representation can be described in detail, and using a language that can be quickly learned because it is rooted in experiences that are common to humans the world over, and certainly to people who live in any of the Industrialised Nations. For example:
    - We are all familiar with the controls on a music system. We all know that sounds can be described in terms of frequency, tone, pitch and position.
    - Many of us have played with the controls on a television, such as colour hue and brightness. We are also familiar with the different experience of watching a cinema-scope image, as opposed to an image on a small-screen Sony Portable.
    - We may be less familiar with the concept of kinaesthesia, however, we know that we often associate different emotions with sensations emanating from different parts of our body, and that those different sensations have different qualities associated with them.
- ***Third***, Bandler realised that each sensory impression was often combined in the form of a very particular *sequence*, according to the skill or expertise being modelled. He also found that there were consistencies in the sequencing between times an expert performed 'well' and times when the same expert performed 'badly'. For instance, he found that a key element in chemistry was an ability to visualise atoms and molecules and the relationships between atoms and molecules. Then he found that if a trainee chemist were taught to think using visual imagery, their ability and insight as chemists became much enhanced.

From these initial beginnings, these three principles have been widely interpreted into literally thousands of practical applications. As Bandler says in

his trainings, *NLP is an attitude of curiosity combined with a methodology that gives rise to practical techniques*. As a result of an increasing number of people adopting both the attitude and the methodology, NLP has reached a maturity in which it is fully possible to model excellence in any aspect of teaching, training, coaching and learning.

For example, you can compare and contrast those times in which you learn most easily with those times you find learning a challenge. You might then suddenly realise that, *for you*, you feel that you have learned something when you can *generate a large mental image*, as if that image were projected onto a screen 2 metres to your right. You are also aware that the image has very specific size and colour tones. You can then use that information in a very practical way. Now that you have 'calibrated' your own sense of what it is to understand a new idea, whenever you begin to study something new you will immediately be drawn to methods of study that render the information you are learning into the form of a large mental image positioned two metres to your right.

As well as helping teachers, trainers, coaches and learners to present ideas in a form that they can personally absorb both quickly and efficiently, NLP can be used to explore and then rectify a large number of 'learning disabilities'. The reason that NLP can be used in this way is that, often, failure is simply an exquisite ability to do the wrong thing very well at the wrong time.

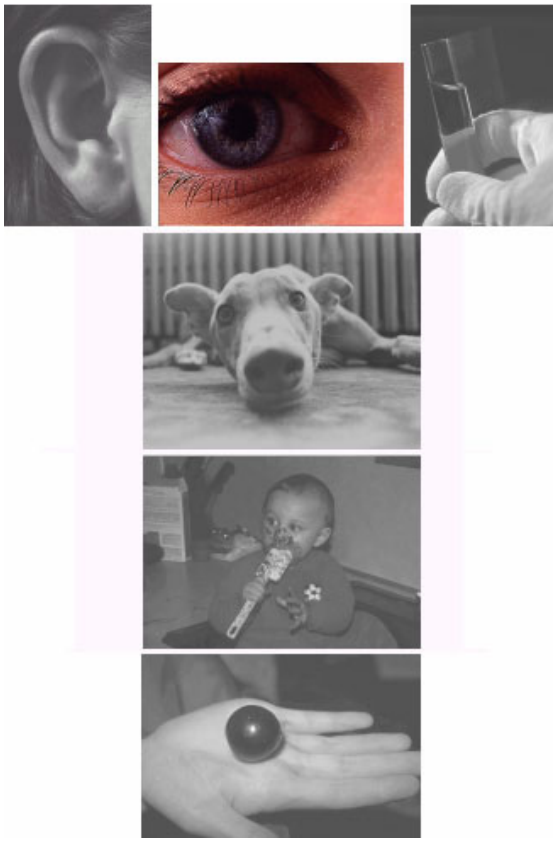
For example, I once counselled someone who was able to be very fixated on the idea of food, and experienced that fixation as a mental image placed right in front of their eyes, so that they could not see past the picture. The lady's experience was as real as if someone cut out the picture of a chocolate bar from a magazine and glued the image to their nose.

Of course, in such a situation, it is very difficult to concentrate on anything else other than food. I would certainly find it difficult to live life with a piece of paper stuck to my nose. We therefore explored the situation a little, and after a few minutes of conversation it transpired that the image always started small, about the size of a postage stamp, and about two metres off to the left, as the lady reflected upon feeling bored. If the lady avoided looking at this point in space, for example, by looking up and to the right, which she did every time she was telling me about happier times, the image disappeared.

As soon as the lady realised what was going on she was both intrigued and amused. She had never been aware of either pattern of behaviour in the past. Suddenly she gained a choice. If she wanted to get rid of the image all she had to do was to begin to focus on visualising a happy event in the past, at which point the food image was displaced. However, not wishing to throw away a good ability, if she wanted to be really determined to do something, she was able to look over to her left, generate an image of the thing about which she wanted to be determined, and then stick that image on the end of her nose. *Total time taken to achieve both skills was about ninety minutes.*

Fig 0.4 NLP provides a language for analysing thought and thinking strategies

As suggested in this collage, humans think using a mixture of *visual* images, *auditory* images, *kinesthetic* feelings, awareness of *smell* and awareness of *taste*. We also chat to ourselves, internally, when we are trying to verbally describe or measure something. As you will find out, later in this book, we mix these images and feelings in very idiosyncratic ways. Sometimes we are successful, sometimes less so. Using NLP we can begin to describe our experience in many useful and interesting ways. (From left to right: hear, see, measure, smell, taste and touch).



Accelerated Learning

Having discussed the 'basics' of Neuro-Linguistic Programming, it is time to turn our attention to the other half of the title of this book, namely, *Accelerated Learning*. (Recalling my tutor's advice to keep relating an essay to the title of the essay!).

To many people, the term 'accelerated learning' means exactly what it says*: to learn more quickly*. Viewed at this level, the title of this book can be read as *using NLP to enable people to learn more quickly*. However, though this book is about using the power of NLP to accelerate learning, this interpretation of the title tells only half the story. The other half of the story concerns the way in which NLP can be used as a key to unlock the power of the large array of 'Accelerated Learning' techniques and technologies developed over the last three decades of the Twentieth Century.

From a historical point of view, the *'idea'* that one might accelerate learning is viewed by many as originating in Bulgaria, as part of Bulgaria's contribution to Eastern European military research into effective learning in the 1960s. The term was then popularised in the West by journalists Sheila Ostrander and Lynn Schroeder, who use the trade name *SuperLearning* *(see http://www.superlearning.com).*

In the UK, the author first became aware of Accelerated Learning in a book (of the same name) by educational consultant Colin Rose and by hearing of the results obtained by Rose's company, *Accelerated Learning Systems,* who specialise in teaching foreign languages *(see http://www.accelerated-learning.com).*

Since its migration to the West, in the 1970s, Accelerated Learning has evolved and been interpreted into the lesson delivery of a multitude of schools across the world. There now exist a number of international organisations dedicated to promoting the approach. One example of such an organisation is *SEAL*, the International Society for Effective and Affective Learning. *(See http:www.seal.org.uk).*

Within this book, where the term Accelerated Learning is used (note the capitalisation) we are referring to the following kinds of techniques:

- ***Use of music.*** For example, *use of 60 hz music in classrooms* has been found to alter mood and receptivity to the extent that use of background music is now informally referred to as *The Mozart Effect*,
- ***Visualisation***. For example, *use of visualisation,* has been found to encourage creativity and to positively engage learners in the act of learning, and which has also been found to phenomenally increase the speed at which children can learn to spell,
- ***BrainGym.*** For example, *use of a derivative from of Educational Kinesiology* employs various forms of movement to alter electrical activity in the brain and to cause a more fun and relaxed approach to learning,
- ***Mind mapping.*** For example, *use of a simplified form of mind mapping,* in one school district in the US, caused the pass rate in the state literacy exam to rise from 45% to 99% over a two-year period,
- *VAK model.* For example, *use of Accelerated Learning techniques associated with using the Visual, Auditory and Kinaesthetic representation model evolved by Richard Bandler.* The VAK model is often used to enable the calibration of individual student's use of different forms of mental representation, which has enabled experts to re-conceptualise and begin to make progress in assisting those with 'learning disabilities', such as ADD and Dyslexia,

With all the possibilities that derive from the preceding list, one might be tempted to ask why we need to add NLP to the approaches in which teacher, trainers, coaches and students should be interested. The reason is that while each approach can work very well, NLP enables us to apply other techniques with more precision and effect. If one begins with an appreciation of NLP, which as we already know is powerful and effective in its own right, we can add in other techniques as and when they appear to be appropriate.

For example, before I received training in NLP I had spent years working with other forms of focussed thinking and Accelerated Learning. However, there were always people for whom the techniques appeared not to work, and I could never understand why. Neither was I always effective in linking disparate techniques together in order to achieve a pre-specified goal. Having received NLP training, I found that many of my own limitations began to dissolve, and my appreciation of what was working (or not) and why was very much enhanced.

The idea of NLP being called a key came from discussions with friends and colleagues. It became evident that many of them found study and teaching more effective when using NLP. Also, it came as a result of a number of discussions with leading members in organisations using Accelerated Learning, after which I was told that the NLP concepts had resulted in the practitioners totally revising their appreciation of the techniques they used and the way those techniques might be applied. To be honest, I was surprised by the response, bit now I have come to expect it – hence the concept of a key. It appeared as if the techniques being used

were very successful, and then practitioners began to see ways in which those same techniques might be massively successful.

The important point to recognise here is that underling most accelerated learning techniques are a set of methodologies for activating subliminal mental processes in the 'lower brain', which is the seat of the emotions. (Lower in terms of physical location in the brain and not in terms of morality or ethics). This area of the brain is immensely powerful and can process vast amounts of data without us ever being aware of what is occurring. For example, we rarely have to think of breathing or asking our heart to beat.

Interestingly, recent Government funded research conducted by the prestigious Hay Group *(http://www.haygroup.com)* concluded that teacher effectiveness is much more attributable to the teacher's personality and the emotional context in which learning takes place, than it was to the teacher's personal 'subject knowledge'. The more *interesting*, *engaging* and *supportive* the teachers, the more the minds of pupils are keen to remember what had taken place during the course of a lesson.

All Accelerated Learning techniques work in a variety of ways to increase interest, engage various parts of the mind that often switch-off, when someone is bored, and provide positive feedback in a form a learner can appreciate. Over and above all these interventions, NLP is notable for its added ability to set the 'emotional tone' of a roomful of people and to enable individuals to alter their own 'emotional tone'.

A quick search through your memory will enable most adult readers to concur that the findings of the Hay study are congruent with personal experience.

Most readers will be able to recall lectures in which boredom sent you into a 'blank state'. If the boredom continued, you may even have become internally 'agitated', and found that your mind triggered a mild form of amnesia. Not surprisingly, your brain actively wants to forget the discomfort. This is why verbal delivery of information is at best 2% effective, and why most of a two-hour lecture is almost immediately flushed from memory as a class of student's dash out of the lecture room and into the refectory.

Mixing and matching an NLP-based approach with a range of other easy-to-use interventions, we can quickly being to use *music* to support certain moods, use *visualisation* in very specific ways to encourage visual processing of ideas, use *thought mapping* to help co-ordinate creative and logical thinking processes, alternate *games* and more *academic exercises* to create changes in mood and pace, use *narrative stories* to encode complex ideas and to cause complex jargon to appear less threatening…and this is just the start…as we begin to find ways to increase the degree to which students enjoy learning…while reducing the time taken to prepare for lectures, which are now presented in a workshop format.

Fig 0.5 Accelerated learning – a by-product of the cold war
Commentators report that in the race to understand the mind, as a part of military research, Eastern European research into mind-related technologies was second only to their research into nuclear armaments

Fig 0.6 NLP is great for establishing rapport
Researchers have found that a teacher's personality and manner have more impact on student success than does the teacher's subject knowledge.

Specific Accelerated Learning Techniques

Personally, when I read a book, I like to see theoretical ideas and claims backed by a few general examples, along with a couple of more detailed and specific case studies. George Lucas wrote the ever-popular Star Wars by writing a story he would enjoy, therefore I decided when authoring this text that I would write the kind of book that I enjoy reading, and which I would have found useful prior to my NLP training.

The following are by no means a definitive list, but they are indicative of the kinds of research work that has been completed as teachers, psychologists, and neuro-physiologists have worked to evolve a more complete picture of the teaching-learning process. The list of approaches that will be outlined over the next few pages includes:

- Cognitive Psychology
- Music and the Mozart Effect
- Thought Mapping (aka Mind Mapping)
- DeBono DATT and 6-Hat
- BrainGym
- Emotional intelligence
- Other intelligences
- Eye accessing cues
- Psychotronics

Alongside a description of each of the techniques, listed above, you will find notes indicate ways in which NLP can be used to complement the Accelerated Learning. Clearly, as this is an introduction, the notes presented will be brief. More detailed description will be found in later sections.

Cognitive Psychology

From a large body of research that can be collated under the banner of Cognitive Psychology, we know that people learn most quickly when they have access to *appropriate feedback*, when they have an opportunity to *order and verbalise their thoughts*, when *they learn in 20-40 minute segments*, when *large ideas are appropriately 'chunked' into manageable pieces*, when *discrete items are collated into the form of a pattern*, whether that pattern be a rhythmic song, a narrative story, a picture, an animation, a mnemonic, or a mind map.

With this body of research in mind, we can use NLP to enhance the findings of cognitive psychology in many ways:

- As a student, you can calibrate your own learning style, and learn new ways to translate ideas into your preferred style of thinking. You can also undertake exercises to widen your repertoire of thinking skills. Either way, you can expect to learn more, faster, and with greater motivation. For instance, if you are the sort of person who thrives on detail, then seek out and list those details. If you are the sort of person who requires a visual image, then generate a mental image or draw poster to stick on your fridge at home. If you like to repeat ideas in your head, then make life more interesting by adding music and rhythm.
- Imagine that you are a teacher, trainer or coach explaining a difficult idea to a student, who for the third or fourth time has said that they do not understand. Quite clearly, if you keep using the same approach to describing the idea, you are likely to get the same result, at which point your voice is likely to get louder in frustration, and the student's concentration will reduce as they feel both fed up and confused. At this point, if you can quickly calibrate the inner workings of the student's mind, and discern how your student best understands new ideas, you can quickly adapt your language and your approach and avoid frustration.
- As a teacher, you can use NLP techniques to create different emotional tones, as a lesson progresses. For instance, knowing that students have a 20-40 minute attention span, we can use our knowledge of NLP to cause a 90-minute session to be *experienced* as a set of interlocking short sessions. By changing 'pace' every 15 to 20 minutes, different parts of the brain are brought 'to play' and the overall session is made much more effective. For example, you might begin with an educational game, get students into pairs to mark one another's home work, provide a short lecture, follow the lecture with key ideas in the form of a visualisation, and end with a group task based on the information provided.

From a teacher's perspective, regular '*change of pace'*, reduces '*talk-time'* and increased '*interaction-between students* reduces the time required for lesson

preparation. Once a core repertoire of games and exercises are in place (which obviously does require some preparation), the time gained can be used by the teacher to think and act more proactively. Thus, dividing a long session into smaller segments does a lot to reduce stress and causes the process of teaching to be much more pleasurable. From my own experience, I find that I have much more time available to speak to individual students, and that my role as a teacher is altered from being a presenter of information to a facilitator towards understanding.

The knock on effect of each teacher enjoying their work is that the enjoyment (and enthusiasm) will be communicated to the students. I can recall being in classes taught by teachers who were stressed out, and all that communicated to me was stress. I can also recall being taught by teachers who were enthusiastic, and, as we might expect, it is these subjects in which I am still interested as an adult.

Music and the Mozart Effect

Many teachers report that students respond well to music that is 60 beats per minute, and which has a regular (musical) form, such as the music authored by the classical composer Mozart. Other teachers have added to this understanding by indicating that they obtain their best results when Mozart's music is played on a synthesiser. The neuro-physiological basis for this is believed to be that higher pitched notes resonate in the brain, in such a way as to promote intellectual thinking.

Progressing the concept of altering mood through the use of sound waves, researchers interested in sound engineering, have found that two sound tones, one played in each ear using earphones, creates a dominant 'beat frequency' within the brain. For example, a 100 Hz sound in the left ear and a 160 hz sound in the right, generates an overall 60 hz wave-form between the hemispheres of the brain. Exposure to a beat frequency entrains the brain into the state of mind associated with the frequency (see http://www.hemisynch.com)..

While research into the uses of sound and music are interesting and intriguing, NLP significantly progresses our understanding in a number of ways. Significantly, Richard Bandler is a musician and in constructing personal development tapes has experimented widely with the use of music to entrain specific states of mind. What Bandler has found is that the 'shape' of waveform that 'hits' the body affects the mind.

In this instance the word *shape* is used to refer to a little-known phenomenon with which it is easy to experiment. If one lays a set of speakers on the floor so that the speakers are facing the ceiling, and then lays a piece of paper over the speakers, and then places sand on the paper, the experiment can begin. You will find that as you alter the sound coming out of the speaker, that different patterns form in the sand. The patterns represent the 'shape' of the sound wave, as it impacts physical objects in front of the speakers.

Frustratingly, from our point of view, much of Bandler's work is proprietary and thus he has only made the general principles public. However, what he has made clear is that the pattern of the sound as it hits the body and / or enters the ears, has an effect on the mind-state of the listener. Also the perceived position of the sound or voice also has an impact on the individual listener.

A recent illustration of this idea can be seen in an educational advert on television describing the science of sound, in which an animation caricatures sound waves coming out of the speakers in a nightclub. As the sound waves change, the dancers dance in different ways, and a voice over describes the effect that the music is having on the dancers bodies.

What can be said is that using the rich descriptions of internal sensory experience, available to anyone who has received NLP training, it becomes easier for both teachers and students to experiment with different forms of music - and for students to feedback to teachers those sound-forms that they experience as being most effective.

In addition, it can also be said that *NLP indicates ways in which, having experienced a particular state of mind induced through use of music or hemi synch technology, a listener can quickly learn to re-access that state of mind at will*. For example, I have used a hemi-synch-based light and sound machine a few times, and am now beginning to be able to use my imagination to recreate the effect of those machines on my mind, without having to get 'wired up'.

Thought Mapping (aka Mind Mapping)

My doctorate was concerned with the use of thought mapping to ease decision-making, enhance communication and speed learning. Effective though my work was, I now know that I could have achieved much more, and in less time, if I had been aware of NLP modelling techniques. For instance, during my researches, I found that most people liked using thought mapping as a way to generate and

collate ideas, but that there were differences in how people used and experienced the mapping process.

Some people were very logical and liked the way that visually generating ideas enabled them to 'look' widely, before narrowing down their options to a single course of action. Other people were very creative and liked to use maps to sequence a course of action.

Only a minority disliked mind mapping. Of the minority, most found that drawing a mind map 'interfered with the flow of their thinking'. They particularly disliked mind mapping using a computer, because they experienced typing as a distracting occupation.

Now, if I were to repeat my research, I would be able to generate a far richer picture of the power and utility of thought mapping. I would be able to explore, compare and contrast differences in the internal mental experiences of those using mind maps. I would then have a much more detailed profile of the kind of person who will find mind maps useful, and also be able to do more to suggest the kinds of mapping media each individual might like to consider. For example, some might prefer computers, while others prefer pen and paper, or a white board.

I would be particularly interested to explore the different experiences of: *those who think in pictures* and need to convert those pictures into a verbal format*; those who begin with a general feeling* and need to find words and pictures to communicate that feeling; and, *those who are primarily auditory*, who need to see ideas spread out before them to gain an appreciation of 'context'.

DeBono DATT and 6-Hat

Some of the most original work related to thinking skills in the Twentieth Century has been completed and popularised by Edward De Bono. So successful has De Bono been that his term *lateral thinking* is now an official part of the English language.

Having read much of his work, I have enjoyed using DeBono's techniques within my own life – and I have integrated many of the techniques into aspects of my teaching work. However, not everyone reacts to the techniques in the way that I would wish.

Initially, I found it confusing when students struggled with simple creative thinking techniques like *brainstorming* or *goal setting*. I found that when I asked a class of thirty people to get into small groups and 'brainstorm' a glazed look would often cover their eyes. I would then attempt to rephrase the suggestion, and ask them to write down whatever comes into their mind, whether words, images or sounds. Again, I would often receive a glazed look, or watch as each student painfully wrenched ideas out of the head at a rate of about one a minute.

Using my experience of NLP, I began to wonder what was happening internally within the students that caused them to stall in such a very definite way. The problem appeared to be that the students were literally unused to the concept of thinking quickly and 'catching' the fleeting images, words, feelings or thoughts that flash through the mind. Many were unable to even describe the internal experience of feeling happy or sad.

In the face of the problems I was encountering, I decided that a change of tack was required. I noticed that the students were able to play verbal games and chat through ideas relatively competently, and that the reduced ability to brainstorm appeared to correlate with an attempt to order thoughts while at the same time 'second guessing' how others would react to the words coming out of their mouth.

The solution, therefore, appeared to be to give everyone the experience of what it is like to '*speak'* without having the time to '*monitor'* and 'second guess' what others would think. I then came across a children's' game called Pass The Bomb.

When playing Pass The Bomb, the group have a key subject around which they need to generate ideas. The 'Bomb' is a beanbag passed between each person in the group. The person with the Bomb generates an idea and then passes the bag on. Time pressure is added by playing music. Every time the music stops the person holding the Bomb is 'out'. (Kind of the reverse of the game *Pass The Parcel*). Pretty soon, I found most people were laughing and lots of ideas being generated in a very short period of time, because no-one was wondering whether the ideas were 'right', they were simply getting on with the game.

BrainGym

BrainGym consists of a set of physical exercises developed by Educational Kinesiologists. The exercises have been found to balance interaction between brain hemispheres and in doing so enhance learning in the majority of students, while, at the same time, mitigating and alleviating learning disabilities, such as Dyslexia and ADD.

BrainGym is one of a number of approaches to using bodywork as a way to improve learning. Other approaches include the work of Moshe Feldenkrais and the Alexander Technique. Most of the approaches to body work are complementary, however, BrainGym is of especial interest because it has been designed for use in the classroom, and has thus been designed in order that teachers can easily learn and apply the various exercises available.

As an NLP practitioner, BrainGym and other techniques are of interest to me because they show one way in which to integrate physical activity into the classroom, especially classrooms populated by students who like to process information in the form of body movement and emotions.

While it is not always apparent that there are students who desire to process information kinaesthetically, this may be because few people in Modern Western Society are ever made aware of this aspect of their character.

At this point it is worth underlining that Mozart is noted for needing to walk in order to begin work on the structure and form of his great musical compositions. One might therefore wonder about the number of students who under-perform because they spend too much of the day sitting still and *dis*-engaged from the experience of physical movement. There is certainly much anecdotal evidence from those who enjoy aerobic exercise, such as jogging and rowing, that they find that time spent undertaking these activities leads to new perceptions and insight that would otherwise not have occurred.

Viewed from an NLP perceptive, the utility of BrainGym can be quickly appreciated, for example:

- *VAK model skills.* The need to show learners with a strong kinaesthetic bias how to convert pictorial and verbal information into kinaesthetic form, for example by choreographing a dance;
- *Mind-body interaction.* Teaching everyone to appreciate the cyclical effect of *mind on body* and *body on mind*, helps to underline the importance of simple physical exercise as a way to promote relaxation, alertness and enjoyment in the classroom;
- *Pacing*. The use of rhythmic exercise, in which everyone moves in time, to promote feelings of group cohesion and goodwill.

Goleman and the "Emotional" Intelligence

Daniel Goleman former editor of *Psychology Today*, describes an aspect of intelligence widely referred to by educationalists as '*Emotional Intelligence'*. Concurrent with Goleman's work, Professor Stuart Sutherland of the University of Sussex, cites in his 1985 book, *Irrationality The Enemy Within*, a range of sources that indicate that the *emotional aspects of the mind have far more impact upon our abilities and levels of skill than does rational logic*.

More up-to-date evidence, derived from experiments in Neuro-Physiology, agree with the earlier work of Goleman and Sutherland. For example, in a series of studies, using brain scanners, it was found that *people begin to physically react to stimuli before the rational centres of the mind are activated*. This means that while people imagine that they think before they act, there are many instances in which they act before they think.

To use a metaphor, the conscious mind plays the role of the captain of a super-tanker; it sets the course, but has little influence on the minute-to-minute running of the ship. Once on course, re-direction of the ship takes a lot of time and effort. The time and effort is necessary to overcome the momentum built up by the ship.

The insight that the brain often initiates movement before completing contemplation helps explain why children find it difficult to answer the perennial question "*Why did you do that?"* after causing a public *faux pas* of embarrassing dimensions. The only question the child can hope to answer is "*How did you do that?*", as in, "*I saw the beautiful glass, and felt that I just had to touch it, when for some reason it fell over and broke*".

One way to use the preceding insight, in order to understand what led the child to behave in a way that resulted in a broken glass is to engage with the child's imagination. Even from the brief statement made previously, we can determine that the sequence the child experienced was *see-feel-touch*. We might then get the child to vividly imagine (or role-play) a future incident in which they practise the *sequence see-feel-ask* (though obviously using more *child-friendly* terminology). A friend of mine used this idea to explain to his children why it was dangerous to leave toys on the stairs. Having a large number of children, he felt it was important that they understood what to do in the event of a fire, and so they crated a little game to play. All the children went to bed and blind folded one another. My friend then placed objects and toys randomly around the house and shouted fire. Keeping the blindfolds on, and imagining it was pitch black in the middle of the night, the children had to find their way to a downstairs door. Apparently, after tripping up

over toys and bicycles, they became much more tidy in the coming weeks and months.

Taken as a whole, the experiments into the workings of the emotional centres of the brain indicate that *behaviour* emanates from the emotional centres and that our *logic* is at best a post-rationalisation or monitoring of that behaviour.

The experiments also support the contention that *skilled behaviour* can only occur after new ideas are presented in a way that can be apprehended by emotional centres of the mind. This understanding is important in education, because much of our traditional teaching has been aimed at focusing students on evolving a *conscious* appreciation of new ideas. We know from the work reviewed that a conscious appreciation of ideas may have very little impact on resulting behaviour. It is often far more important that learners develop a feel for a new idea, they can then add the details at a later date.

It is arguable that the focus on conscious understanding, in the absence of emotional engagement, is one of the reasons that employers often despair of graduates who 'know' a lot of theory, but are unable to apply that theory. In recent conversations, it transpires that many employers view graduates as requiring between six and nine months of work experience before they can be trusted with mission critical tasks or can be expected to 'earn' an employer more than they are being paid. While the graduate knows the information needed, they have no feel for how to apply that information in the face of 'real-world' problems.

An intriguing point to note, as the importance of emotional intelligence moves ever more towards centre-stage, is that NLP practitioners possess a large number of techniques specifically deigned to enable ideas to slip more easily into the sub-conscious. NLP is particularly powerful in this regard because of its roots in the therapeutic process.

While studying effective therapists, one aspect of therapy that intrigued Bandler was the ease with which people were able to learn phobias. As Bandler often points out, *a phobic never forgets to react to the specific thing of which they are afraid*. People with height phobias don't climb ladders by accident. People with snake phobias don't pick up snakes by accident. People with spider phobias don't creep up on spiders and then recall the need to become hysterical.

After interviewing several hundred people who had lost their phobias without the help of therapists or psychologists, Bandler devised a model by which anyone could quickly *gain* or rid themselves of a phobic response. Bandler then realised that the processes underlying phobic response were one example of an extreme form of learning; he therefore experimented with variations of the fast-phobia cure. In essence, what he found was that vivid imagination linked with strong emotions (such as, fear, fun, excitement, and laughter) are an extremely powerful way in which to implant ideas into the emotional centres of the mind, which is why comedians, such as Billy Connolly and Ben Elton, are so effective in promoting their points of view.

As Bandler continued to research the effect of emotions on the mind, he found other interesting phenomena. For example, perceptions of time are often affected by emotional state. Some people achieve an incredible amount and appear relaxed, as if they had all the time in the world. Other people achieve very little, and are always telling you how stressed they are. What Bandler found was that, while there is a physical component to time, there is also a mental and emotional component to our perception of time.

For example, Bandler hypnotised a novice Akido student and suggested that the novice experience the kind of slow time that we all experience when we drive off a motorway and enter a restricted speed limit. The kind of slow time in which it feels as if the car you are driving is in slow motion. Having accessed slow time, the novice was then able to spar much more effectively with her instructor. All the normal emotional distractions of sparring were lost, and it felt to the novice that she had all the time she needed to complete the moves she wanted to make, and to react to any moves made by the instructor to throw her to the ground.

Other intelligences

Various commentators have taken the work of Goleman and suggested a number of other 'intelligences'. The actual number depends upon the interests of the person writing. One model used on a Photoreading course, recently attended by the author, and devised by NLP and Accelerated Learning specialist Paul Scheele consists of eight intelligences. These intelligences include:

- *Inter*-personal.
- *Intra*-personal.
- Numeric.
- Musical.
- Spiritual.
- Natural.

- Verbal/analytical.
- Creative/visual.

What is important about each of these models of human intelligence is not *the names given to different aspects of human behaviour*, but rather that *there are many ways in which we can assess mental ability*. Arguments over whether there are six intelligences, or seven, or eight, or ten, have as much validity as the arguments between the Big-Enders and Little-Enders in Gulliver's Travels.

Whatever number one selects, there is supporting evidence, because the only purpose of any model of multiple intelligences is to help us get a handle on the self-evident truism that different people are naturally gifted at different kinds of skills. For example, in the terminology of the model presented, it is clear that some people have great inter-personal intelligence, and can intuitively read the body language of others, while their collages may possess great numerical intelligence and be completely 'blind' to the feelings of others.

While it can be very helpful to use the notion of multiple intelligences to offset the more traditional concept of IQ, which recognises only verbal reasoning skills as evidence of an ability to 'think', one problem with the notion occurs when teachers begin to pigeon-hole students. As soon as teachers or students begin to say things like I am a *XXX*-type of person, as if intelligence were a set quotient that is unchanging, then a useful diagnostic aid becomes a form of mental imprisonment.

The good news is that using NLP, we can model the internal states-of-mind of those who excel at a variety of 'intelligences', we can then work out exercises and techniques to enable less gifted students to practise those internal states-of-mind.

People the world over have used this NLP approach to gain new abilities and there are now many 'off-the-peg' models that we can use to guide us, many of which are discussed in depth in later chapters of this book. However, to illustrate and underline the point, I offer the following story.

There is a very famous personality test developed in the USA, and which is based on many millions of dollars of research. The test is used the world over as a standard way in which to determine a person's abilities and to determine a person's suitability for a job. The test purports to measure aspects of personality that are 'static', that like hair colour, or eye colour, or the number of arms owned by a person, are unlikely to change. Imagine the dismay of the developers, when Richard Bandler hypnotised someone who had just taken the test, put them into a light trance, and suggested that they become a more confident person. When the person re-took the supposedly fool-proof and standardised test a few minutes later, the respondent answered as if they were a completely different person. Given that the value of the test is that it measures personality traits that are unchanging, and that it can flag people who are attempting to fake results, the ability of Bandler's hypnotic subject indicates that pencil and paper personality tests are totally dependent upon the emotional state of the person sitting the test, on the day the test is taken.

Fig 0.7 Businesses are convinced
All the previous approaches are so successful that they are widely adopted by modern businesses – especially the corporations who have the money to pay for training in these techniques

Eye accessing

One of the other aspects of accelerated learning that has been used to good effect is the concept of eye accessing cues. Of all the techniques used by those interested in Accelerated Learning, eye accessing has most in common with NLP.

At this point in our discussion of NLP and Accelerated Learning we will only briefly discuss eye accessing, because a much more detailed description is

provided later in this book. For now it is enough to realise that it is a neuro-physiological fact that *certain eye movements correlate to the use of different parts of the brain and to the processing of different forms of internal representation*

One of the reasons that educators using Accelerated Learning are so intrigued by NLP is that, within the world of NLP, techniques based upon an appreciation of eye accessing cues are particularly sophisticated. Eye access has been one of the key paths through which practitioners have developed a great many of the sophisticated models of human excellence.

Thus far, within the literature pertaining to Accelerated Learning, use of eye accessing cues has been mainly diagnostic, as a way in which to bridge discrepancies in the mental processing strategies of teachers and students. As we have mentioned previously, if someone who is very visual is having problems understanding an idea, a teacher might draw them a picture, whereas if someone is very kinaesthetic, the teacher might suggest a practical activity. In contrast, if someone is very auditory in their mental processing, the teacher might engage in a detailed discussion.

Historically, one of the key differences between NLP practitioners and Accelerated Learning practitioners has been that the latter have often used eye-accessing as a form of physical personality test, assuming that the mental processing strategies of learners is somehow 'fixed'.

In contrast, an NLP practitioner uses eye accessing in many more ways. For example:

- *To establish a 'base-level'*, and determine the kinds of strategies in which a student can already engage.
- *To pace a student* and to establish a rapport as a pre-cursor to teaching.
- *To devise a plan of action* for enhancing the student's mental abilities.
- *To post-test* and relate results back to the base-level.

Psychotronics

The term psychotronics is borrowed from Soviet military research into brain states. It is used here because there is no umbrella term in the West to refer to technologies derived from a study of the Neuro-Physiology of Learning.

The two psychotronic technologies that are of particular interest in this text are *binaural beat technology*, developed by radio engineer Robert Monroe (see advertising and downloadable research papers at http://www.hemi-synch.com) and *light and sound machines* that affect brain state (see advertising and downloadable research papers at http://www.lifetools.com).

To date, some tens of thousands of psychotronic 'machines' have been sold worldwide in what appears to be an expanding market. Users find that they can employ the machines to entrain the dominant brain frequencies they are experiencing. Some use the machines to prepare for learning; others use the machines to prepare for sport's performance or as a refreshing break from work.

While NLP and Accelerated Learning practitioners tend to be concerned with the *subjective* experience of teaching and learning, along with the *results* of the learning process, developers of psychotronic devices tend to be focused upon designing hardware and software devices to induce specific brain-states. For example, the brainwaves of people engaged in a variety of tasks might be measured and then light and sound devices programmed to recreate the measured brain-state.

Of course the preceding description is a gross simplification of what is now a very sophisticated process, but it is a description that communicates the underlying foundation of the technology. For example, we have already explained the underlying processes employed within a binaural beat device. The device plays sounds at different frequencies into the left and right ear. For instance, a frequency of *100 hz* in the left ear and *150 hz* in the right ear. The dominant beat frequency then becomes the difference between the frequencies played into each ear, or in this case *50 hz*. Then, as the brain experiences the beat frequency, dominant brain activity in the brain will tend towards that frequency. As an added modification to the core concept of *binaural beat*, light and sound machines combine binaural beats with flashing lights. (see http://www.lifetools.com)

The preceding couple of paragraphs have discussed the design of psychotronic devices in relatively technical terms. In order to provide a more concrete image of what these devices look like, imagine a pair of modified sunglasses and a pair of headphones, both of which plug into a central control unit the size of a telecom pager.

With regard the potential use of NLP, in conjunction with psychotronic devices, as alluded previously in this chapter, there are a number of NLP techniques that enable one to practise re-creating any brain state with which you are familiar. Thus, NLP techniques can be used, in conjunction with mind-devices, to identify

the sensory experiences associated with desired brain-states. Having used the light and sound machine a few times, it will then become increasingly possible to access the desired brain-sate without the need for the mind-machine.

Quick recap

During a whistle stop resume of NLP and Accelerated Learning, we have discussed the underlying theme that NLP techniques enable practitioners to model excellence in any field of human endeavour and to then communicate the model to students in the form of the visual, auditory and kinaesthetic cues that underlie the skill. We also reviewed enough evidence to realise that, while this process of modelling sounds simplistic, there is worldwide evidence attesting to both its power and its success.

Aware that a number of cynical readers might have problems with the assertion that NLP modelling has a place in schools, colleges, training rooms and training fields, I illustrated the power and potential of NLP techniques by indicating how use of those techniques could have saved me much grief and time during my twenty years of study.

Finally, after asserting the ability of NLP to provide many ways in which to accelerate learning in its own right, we then explored a range of techniques commonly associated with the *field* of Accelerated Learning. We then discussed specific ways in which NLP might be used to augment and enhance work already being carried out within that field. Even in this relatively brief introduction, it will already be clear that NLP is both complementary and essential to enhancing success within a wide range of teaching and learning activities.

Now, having spent some considerable time painting a large picture, using broad brush strokes, I am aware that some readers will be keen to explore a couple of more detailed case studies. If this is you, then you will find two case studies presented in the course of the next few pages. In case study one, we explore the application of NLP principles by an educational researcher by the name of Paul Scheele, who sought to discern how NLP could be used to ramp-up the speed at which people read and comprehend written information. In case study two, we explore how NLP can be used to help both teacher and students to set more effective goals. The aim being to help teachers clarify what they want to achieve and to motivate learners by indicating ways in which new ideas will contribute to the learner's long-term desires.

Fig 0.8 Case Study 1 (overleaf) – How would you like to read more quickly?

For many people, reading presents a major challenge. It takes much time, it cases them to fall asleep, or to feel tense, or to become board, and they sometimes phase out and forget what was said on the previous few pages. Many people have a huge backlog of reading to complete. In most professions, the odler you get, the greater the backlog becomes…

Case Study 1: Accelerated Reading

An Example Of NLP Applied To A Skill We Use

Background

In the 1970s and 1980s, Tony Buzan did much to promote a form of reading called *speed-reading*. For the first time, people began to realise that having learned to read at the age of five or six, most of us use mental processes that are little advanced on that age.

Most adults read slowly, little faster than a pre-teenager, and absorb little of the information passing before their eyes. It is common for people to read and then be unaware of what was on the previous few pages.

In contrast, Buzan's approach to reading was to encourage people to *stop hearing a voice in their mind* and to *focus on the visual pattern* of the words as one's eyes move smoothly across the page. Soon, many people were reporting that they could read many times more quickly than they had previously been thought possible.

Moving on to the 1980s and 1990s, NLP practitioners began to explore the strategies of expert readers. Practitioners, such as Paul Scheele and Robert Dilts discovered a number of complementary strategies that are detailed in a later chapter of this book.

Most importantly, these practitioners found that if reading were approached in a particular way and with a particular mental focus, 99% of people could ramp up their speed of reading by a factor of between three and twenty. As well as enhanced speed, comprehension was also improved.

Within the 99%, some people developed the ability to use their imagination to mentally photograph a book in less than twenty minutes. A recent Channel 4 documentary shows Street Hypnotist Derren Brown demonstrating this ability. In the presence of a camera crew and staff from the British Library, one of the staff is asked to select a book at random from the library. Brown then had twenty minutes to review the book. At the end of that time he was given a page and a paragraph number. He then proceeded to recite the text from memory, making only one minor mistake over the course of two paragraphs.

My Old Style Of Reading

Before learning how to use various forms of NLP-derived accelerated reading, I (Pete) found that I read very slowly and used the following strategy, a strategy that is common to many people:

- ***I would start reading*** by looking at the text and internally sounding out the words in my mind. When I reached a *word* or *group of words* that I did not understand I'd '*backtrack'* or '*stall'*. By this I mean that I would go back over previous pages and/or I would stop to consider what I was reading.
- ***During this internal verbal dialogue***, my eyes would be moving around to help me 'process' what I was reading. It is a neuro- physiological reaction that each person's eyes move in particular ways while they are processing thoughts internally. There are two outcomes from this internal process:
    - ***While processing internally,*** I sometimes lost concentration or awareness of the page.
    - ***Having competed my internal dialogue,*** I had to re-find my place in the text. Thus, in common with many other people, an observer watching me would have seen my eyes skipping all over the place. However, because the process is internal, it is common for the person reading to be completely unaware that their eyes are skittering back and forth over the same text several times. They are so focused internally, that they have lost track of what they are 'seeing'. In short, they are more absorbed with themselves than they are with the book they are supposed to be engaging with.
- ***Going blank.*** Because a large amount of verbal dialogue slows the rate at which my eyes moved over the page, the *visual* processing part of my brain would 'time out', waiting for the verbal part of the brain to 'catch-up'. This often led to the experience of reading for several minutes and then becoming aware that I could not recall what I had just read.
- ***Disbelief.*** Despite all my poor reading experiences and slow pace of progress, I believed that this was the best way in which to progress and so therefore disbelieved that there was a viable alternative. As you might guess…I no longer subscribe to this belief.

Fig 0.9 Dream dreams, and then use these to evolve clear aims in life
Identify your dreams in life. Then you can begin to define your aims. Even if your initial aim is 'to develop a clear set of aims', you will find that defining what you want out of life is a good first step towards success. In your dream, if you could be anyone, do anything, who would you be – and what would you do…

Case Study 2: Goal Setting

Using NLP To Get More From Your Life – Now

Getting more from this text

For reasons that will become evident, an exploration of NLP and goal setting is a timely addition to this introduction because *most people* learn *most easily* when they know what they want to achieve.

Most teachers have lost count of the number of non-motivated students who they have had to persuade to become interested in the subject being taught.

Thus, while some classes buzz in anticipation, other classes feel like a dream in which one is running through treacle, in an attempt to escape perusing indifference, pulled back by a gelatinous monster that blobs around you, seeking to extinguish your life.

In order that you will soon know what you want to achieve with regard learning, teaching, training and coaching, this section on goal setting has been placed here so that you can engage in some personal goal setting before moving on to the next chapter.

Yale Study

In the 1950s, a large study was conducted in Yale University in the USA. Students were asked whether they had written down a clear set of goals for their life after University. Many years later, in a follow up study, the 3% who had written goals responded most positively to all questions relating to 'happiness' in life and 'contentment' at work. It also transpired that the 3% earned more than the other 97% combined.

Be careful where you look

Powerful aspects of your mind are programmed to assist you in achieving that with which you fill your mind. This is why…

People who focus on fear of failure often achieve their focus – and fail. As a teacher, time and again I have seen capable people under-perform because they fear failure. Some fear failure and procrastinate so long that they submit poor work. Others fear failure and try to compensate by completing a massive tome of

work. However, within each magnum opus, most lose sight of the assignment they have been given and thus hand in reports that are 90% irrelevant. For instance, one lady that I taught absolutely refused to hear the advice provided and kept gathering data for her dissertation months after she had been told she had enough data. She then proceeded to run out of time to properly structure and write up her work.

People who immerse themselves in confusion and do not take steps to clarify their decision making strategies, become ever more erratic and confused and confusing. In years past, I have seen teachers who appear unclear as to exactly what it is they want to communicate. In trying to address the possible concerns of everyone in the class, and in attempting to cover all the bases, they induce confusion in those who are listening.

As an illustration of the confusion prevalent in many schools and colleges, I have had to counsel students, who, when given the chance to select a project title of their own, took ten weeks of a twelve week course to finalise their decision. One day they would decide to study XXX, next day the decision was changed to YYY, then next day to ZZZ, and next week back to XXX. So unused are many people to focusing their thoughts that, even when forced to select a title for a project, by the next tutorial they have changed their mind, and insist on doing something different…again.

People who rehearse grief and regret, gain more things to be regretful for. Most readers will have met those who spend so much time reflecting on what they failed to do, that they make more mistakes, and have yet more regrets to reflect and be distracted by. Some become so apologetic that everyone around them is cringing. Others try to act cool and disinterested, do a minimum of work, and gradually drop out.

In contrast…

People who seek success are able to focus their energies, they are more aware of opportunities that come their way, they are more likely to be offered opportunity by like-minded colleagues, and they are more likely to motivate others to assist them. Certainly, as a teacher, if someone tells me that they want to achieve XXX and are excited by that goal, their excitement affects both my colleagues and myself into offering more assistance.

Three caveats to success…

Some people say that the message of the preceding section is ‘simplistic’, because ‘they have sought success’ and not found it. In retort to that criticism, three points need to be made.

First, when you discuss ‘success’ with a large number of people, you will find that many of those people define success in negative terms. For example, they might define success in terms of defeating a problem like ‘stress’. In other words, every time they think about their goal, a huge part of their mind is thinking about ‘stress’ – and subconsciously rehearsing the patterns of behaviour they have always used in the past to achieve stress.

If the preceding description sounds like you, adapt your use of language. Replace the thing you want to avoid with contemplation of something you actually *want to experience* – for example: *relaxation* and *confidence*.

You will then find that as you recall times in the past, when your were confident and relaxed, confidence and relaxation will begin to occur in your life for no good reason. Then, as you practise still more, you will find the patterns of behaviour that once led to stress begin to fall away. You will also find that your behaviour changes in a way that discourages others from attempting to stress you.

As an example, there was a recent TV fly-on-the-wall documentary in which a therapist worked with a lady who was managing a busy citizen’s advice bureau. The whole department was grossly overworked and being government funded had to soldier on, dealing with an increasing workload in the face of decreasing resources. The lady’s family life was suffering and staff were taking sick days because they could not face entering the office. In short, the situation was extremely grim.

As the story unfolded, the lady began to focus on what she wanted. Gradually, as the lady focussed on what she wanted, she began to take more control of the situation and no longer allowed herself to feel pressured by management. She no-longer allowed her actions to be ruled by guilt and feelings of failure. She began to say, “this is what we can reasonably do, if I can achieve more great, if not, it is a problem for upper management and not for me”.

After making the workplace more pleasant, the lady then ‘stepped back’ and began to reflect upon what *she* wanted from life. Pretty soon, she realised she was in the wrong job – a set about securing alternate employment. This she was able to do, because in place of her previous stressed out persona, in which she gave no real

thought to her options, she had begun to develop and evolve her confidence. Her new confident persona, in conjunction with her new ability to manage calmly gave her very valuable assets in the employment market.

Second, success does not always come in the manner that we envision. I have met many people over the years, each of whom wrote down a list of dreams in years past. They have since seen those dreams fulfilled, but often in ways that they could never have imagined.

There is popular agreement that in life there is a certain degree of *synchronicity*. It is as if we attract those of like mind. It is also as if we attract opportunities according to our state of mind. There is the classic urban myth of people thinking of others they have not seen for years, just as the phone goes and the long-lost friend says 'hello'. Other good examples of synchronicity include the careers of actors like Harrison Ford (in the US) and Jimmy Nail (in the UK). Both actors happened to be doing building work near studios when a casting director spotted them.

Even for those, for whom synchronicity is too esoteric a concept, it is salient to note the many modern studies indicate that non-verbal physical and pheromone communication is happening all around us. We communicate our inner desires in ways we cannot ever be conscious. In turn, people pick up those 'vibes' and react accordingly, often without necessarily understanding why.

Third, while it is good to dream, and to be open to synchronicity, dreams that are not tempered by a little reality can become nightmares. The classic and bizarre cases of blind faith leading to disaster remind us that there is a physical reality. In modern times, terrorists are motivated by extremes of religion, people remain inactive in the belief that a higher power will do everything for them, and many good intentions have paved the road to 'hell'.

Be very clear, that we are not preaching a message of belief that will bring automated success, but rather a message that *clear personal goals promote the conditions in which success can thrive, and germinate from a seed into something that takes root in our lives and causes us to grow*.

NLP's relation to goal setting

Anyone familiar with *traditional goal setting* will know that one selects a goal, for example *becoming a doctor*. Then one divides the overall goal *of becoming a doctor* into discrete and individual steps, such as *gaining a degree*, *gaining clinical practise*, *passing final exams*, *becoming a junior partner in an existing practise*, *setting up your own practise*. Then, depending upon the detail you require for your plan, each discrete step, or sub-goal, is split into smaller and smaller sub-sub-goals.

In a large organisation, like NASA, projects, such as launching a space probe to Mars, will have incredible extensive and detailed interlocking sets of goals and sub-goals. Identification of all these goals and sub-goals enables thousands of people to co-operate and combine their efforts to achieve impressive results.

On a smaller scale, business consultants and psychologists have long taken the basics of goal setting and applied it to the lives of clients with great success. What NLP does is to amplify the success of traditional goal setting by enabling people to more clearly define what it is that they want to achieve.

The problem is that traditional goal setting is very rational and logical – and people are neither rational, nor logical in the way they experience life.

While we might like to 'think' we are logical in our approach to life, most people around us will be able to point to hundreds of inconsistencies of which we are completely unaware.

We complain that no-one takes us seriously, then go on to demonstrate that we don't even take ourselves seriously. We feel 'out of sorts' if someone is sitting in 'our' seat when we arrive in a classroom. We want more freedoms, but we don't want any more responsibilities. When we make decisions, we nearly always reflect on what others have done before, and then either automatically 'agree' or automatically 'disagree'. A decade ago there were beliefs in which we had absolute certainty, and in which we no longer give credence. We now believe an entirely new set of certainties to be true.

If that were not proof enough, if we ask someone from another culture to watch us, they will see even more inconsistencies. They might ask: Why do we all sit in separate tin boxes to get to work? Why do we drive those boxes at high speed, separated only by a thin line of paint? Why do we insist that we are liberal and then invest our pension fund in companies that sell armaments? Why do we complain that modern vegetables are tasteless, then insist on spending our cash in supermarkets that demand farmers grow more for less financial return?

Anyone still not convinced of the centrality of emotion in human decision making should refer to psychologist Stuart Sutherland's book on the role of emotions in decision making, or if you want some bedtime reading, Stephen Pile's *Heroic Failure* books. (Unfortunately only one of these is currently in print, but with luck you may find others in a local library).

Assuming the NLP pre-supposition that *motivation is an emotion* and that *humans spend most of their time chasing after the feelings that they value*, NLP practitioners developed two forms of goal setting. One form of goal setting is called *Hexagon Goal Setting* and the other technique is known as *Timelining.*

Both goal-setting techniques work at an emotional level, so that the user can discern what they really want from life. Then, once they have discerned what they want, they can then engage with more traditional forms of goal setting, using logic, to determine a sequence of steps they can take to achieve their goal – with one important caveat.

The power of determining the emotional states that you value in your life derives from the fact that the emotional gaols that you identify are not as depended on circumstance as the rational steps you have listed to achieve those emotional states. For example, if you value exhilaration, and lose your job as a racing driver, you can look to other pursuits that are exhilarating. This is in stark contrast to someone whose whole reason for life has been defined as being a racing driver because they never considered what it was about the experience of racing that they valued. Jean's story illustrates the preceding idea. Jean had spent her whole life competing in various sports, chasing the feeling of exhilaration and the buzz that comes with competing and winning. The, she got to a point in her life when competing at a national or international level was no longer feasible. To begin with, she felt 'lost' and unable to 'see' a clear direction in her life. Then, she began looking for other aspects of her life that could bring her the same feeling of exhilaration that she obtained from competition. This she found in horse riding for pleasure and becoming the best she can be within her profession.

Hexagon Goal Setting Explained

Hexagon Goal Setting is explained in a step-by-step fashion, overleaf, and is designed to encourage people to consider what they really want from life. This statement may appear a little odd, and so the next few paragraphs are presented by way of explanation.

Ask a range of people the question: *What do you want from life?* And one often gets a verbal / non-verbal retort that is a confusing mix of *Surely it is obvious* and *I haven't got a clue* and *Why are you confusing me with stupid questions?*

If you have the opportunity, it is well worth trying the following exercise. Go into any room full of people and ask them what goals they have for the next ten years. Almost certainly, most will look blank.

Of those that do not look blank, many will suggest goals that are *'more of the same'*. For example, if they are a student teacher they might aspire to be a deputy head, or even a head, in ten years time. We are using the term more of the same here to refer to an attitude of mind that looks at the recent past and projects that into the future. This is less of an active goal and more of a passive acceptance of 'this is my lot in life'.

Even many of those who have goals they can articulate, have goals that they feel they *'ought to'* achieve, rather than those that they want to complete – which is a sure way to de-motivate oneself and ensure underachievement. I once knew someone in a caring profession who to all the world appeared the epitome of helpfulness. What I knew, that others did not, was that the carer hated her job and felt pressured to say yes to any request for help. Thus, year after year, the carer became more disillusioned and upset and had less and less true feelings for those she served. Ultimately, her ability to feel guilty when saying 'no' resulted in personal unhappiness for her and a less valuable service for the community in which she worked.

To take a more educational example of people doing what they feel they ought to do, thousands of students enter University each year because it is expected of them. They then spend three years pretending to study a subject in which they have no interest, only to emerge at the end of their three years with a piece of paper that has cost them £10,000-£15,000. Because 'understanding' is more than simply parroting information, many find that they have bluffed their way past the academic expectations of course tutors, but have not got the depth of understanding required to use that information in a business environment.

As a third example, thousands of Head Teachers echo the actions of my friend, the carer. The Head Teachers are besieged on all side by worthy 'things to do' and only those who can put what is worthy on one side in order to do what is necessary can hope to thrive.

In short…

We know, from our day-to-day contact with family, friends and colleagues that very few people have goals that reflect their interests and desires, which is why so many people find success elusive. There are few workplaces in the UK in which workers are buzzing with enthusiasm. However, in contrast, there are some workplaces in which companies take into account the fact that their employees are

human. These companies have found innovative ways in which to make even simple tasks emotionally satisfying and interesting.

For Example, many advertising companies in London do not have traditional office space. Some structure the whole building as a house with different rooms such as a front room with sofas, a kitchen, a games room, along with other rooms and spaces that generate a more homely feel. While moving around this space, employees use cordless or mobile phones to coordinate meetings, and use laptops and PDA's that connect wirelessly to a network so that they can decide in which workspace they want to work. The companies have found that organising themselves in this way, employees gain greater inspiration and work more productively than if they were stuck behind a desk within four walls.

The unfortunate fact is that in mainstream society, few people are skilled dreamers, because there are so few encouragements that we might be able to attain our dreams. Many have a dream and then spend days, months and years thinking of all the reasons they cannot succeed. They do not realise that it is a psychological imperative that what we spend our time musing upon is what we are programming our subconscious to achieve. People focus continually upon what people they want to avoid. They want less *work*, less *stress*, less *hassle*, less *pressure*, and less *debt*, rather than casting their description of success in terms of desiring more *confidence*, more *success*, more *energy*, more *charisma*, more *relaxation* and more *wealth*. Indeed, in many cultures, the focus is so much upon what people *want to avoid* that workers feel embarrassed to actually articulate what *they desire to achieve*.

Using Hexagon Goal-Setting

1. As a way in which to get in touch with the emotions and experiences you desire to feel more often in your life, use the space below *(or a separate piece of paper)* to list the four emotions that you most enjoy experiencing in your life. Include, if possible, times and places in which you experience the emotions and feelings on your list, or times and places in which you could 'imagine' experiencing the emotions and feelings on your list. For example, *exhilaration/windsurfing*, *confidence/chatting to friends*…

Emotion 1……Times/Places……

Emotion 2……Times/Places……

Emotion 3……Times/Places……

Emotion 4……Times/Places……

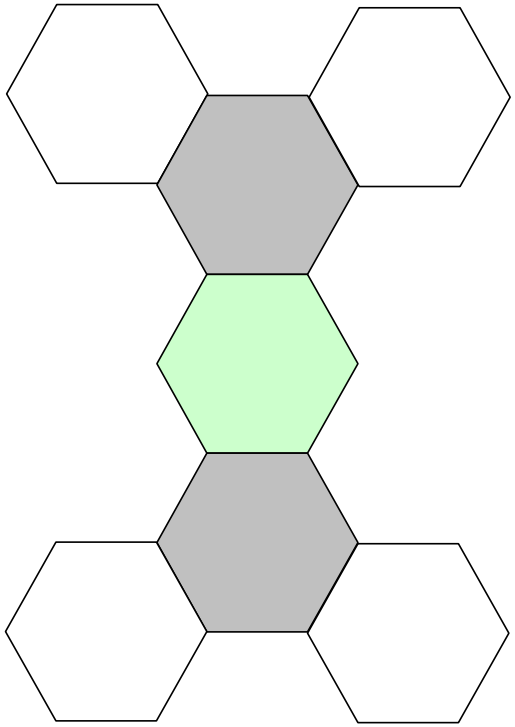
2. Write each of the four emotions, one in each of the white hexagons opposite.

3. In each light grey hexagon, write the name of a feeling or emotion that 'sums up' the emotions listed in the two adjacent hexagons. For example, you might 'sum up' *confidence* and *excitement* by using the word *exuberance*. Note: feel free to use a dictionary or thesaurus if you need inspiration. Also, feel free to make up your own word, as long as that word makes sense to you. For example, perhaps the word *tigger-acious* might be more meaningful to you than the word exuberance.

4. In the green hexagon, write a word that sums the emotions written in the two grey hexagons. In effect, this should the be emotion or feeling that means most to you. Be honest, whether your desired emotion be: security, power, sensitivity, being loved, giving love, confidence…because ***once you know the feelings you most value in life, many of the techniques presented in the rest of this book become more powerful.***

5. In the space entitled ***Notes with regard feeling more…now*** write down ideas for ways in which to feel more of the emotion(s) you value right here and right now.

6. In the space entitled ***Notes with regard feeling more…into the future*** write down some things you might do in the future to feel the emotions you value more often.



Notes with regard feeling more …….. now

.....

Note with regard feeling more …….. into the future

.....

Time-Lining

There are almost as many versions of timelining as there are NLP Trainers. However, the key theme that appears in all versions is that the user is encouraged to reflect on their life from a number of different perspectives. For example:

One might relax and close one's eyes…

You can then imagine a celebration in your honour, many years from now. Having experienced the celebration, vividly, for a few minutes, you can then move forward, slightly, to a time when you are very relaxed and happy, and reflecting back on the present. Enjoy all your successes over the years.

With regard any problems, become aware that today's problems now look as small as yesteryear's problems look to us today. You now realise how trivial many of the so-called traumas of youth really are, so why should the day-to-day problems of life cause you any angst. See them for what they are, a distraction from the important things in life, and like any distraction, something to be cast away.

Now...

Seeing what you see, hearing what you hear, and feeling what you feel, decide upon the best advice your future self can give your present self. This is kind of like the game some adults play when they consider what they wish they had known when they were a teenager, or teenager's play when they consider what they wish they had understood as a child.

With your advice given…

Explore along the path from now to your future date. In particular, consider: *What are the accomplishments you really value?* and*, Is there anything you wish you had more time for?* And, *Is there any way you would like to change your future self?*

Remember this your imagination, so you can feel free to change the person you will be, and then realise and note the changes that need to occur in your present lifestyle to cause your 'vision' to come to pass.

The only thing certain is that *if you keep doing what you already do, you will get the same results that you have always got*. People keep saying that their family never listen, but then refuse to try out alternate ways of communicating. Play with tone of voice, action, non-verbal behaviour, patterns of speech, and many other variables. If necessary, be extreme, be bizarre, if it works and you are happy, keep doing it, if it does not then try something else. Keep looking for a pattern of

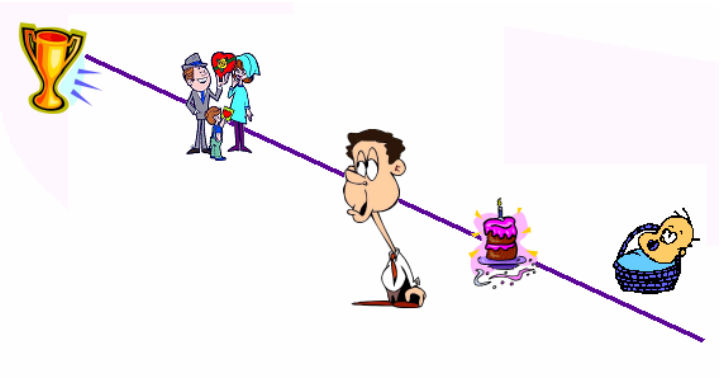
behaviour in which you win and everyone around you also becomes more cheerful.

Finally...

Having decided the kind of person you want to be, and identified the kinds of feelings you want to experience, within your life, you have already primed your mind to be able to identify those parts of this book that will be of most use to you in the days, weeks, months and years to come. Yet memories being what they are, feel free to note your desires on a piece of paper. Recall that the piece of paper can be placed in a prominent position, such as a desk, notice board or fridge, where you will be consciously reminded of your goals and desires as you get on with enjoying life on a day-by-day basis.

Fig 0.10 Imagine a line into your future, reaching out from your past

If you ask people some future and past related questions, if you watch where they focus their eyes, and then jon the imaginary points, you will note that many of the points appear to lay on one or two lines, typically one line into the future and another into the past.



Concluding Thoughts

You will now be conscious of the main aims of this book. You will also be conscious of the structure of the text, so that you can move quickly to those techniques that will benefit you the most.

In addition, you have begun to appreciate that the use of NLP techniques suggested in this book takes into account a large range of complementary approaches to Accelerate Learning. This is in no way an *NLP is best* text, rather, given the options available, my experience indicates that NLP is particularly effective in a number of very specific instance. It is also important to realise that, given that NLP is the *Science of Success*, the boundaries between NLP and any other approach that gives rise to success will always be blurred, as people explore cross-fertilisation of ideas.

Something to bear in mind, as you progress through this text is that on our web site we have a number of appendices, which pick up on and elaborate upon some of the issues and themes that unfold through the book that follows. There are also some concept maps and PowerPoint presentations that you are welcome to access and to use. Details on how to do this can be found in the bibliography.