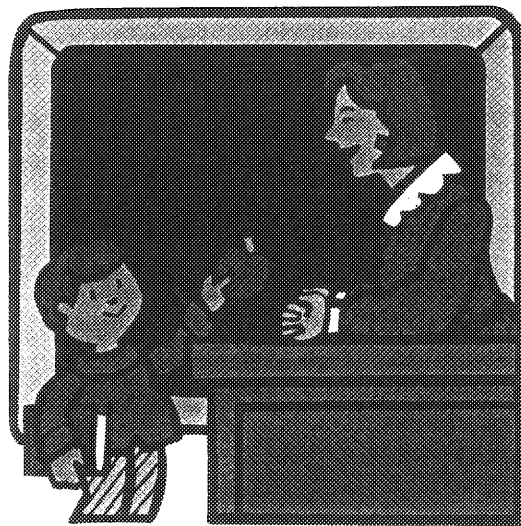


# **A TEACHER-LIBRARIANS GUIDE TO NLP**

## **(NEURO-LINGUISTIC PROGRAMMING)**



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# WHAT IS NLP?

- NLP is short for 'Neuro-Linguistic Programming'.

Neuro	= how the brain works
Linguistic	= language skills used
Programming	= behaviour patterns that achieve results

- NLP is a 'psychological' type model to follow
- Many good teachers and trainers follow the principles and apply the skills of NLP without being aware of it.
- Can be used in any profession/situation where excellent communication skills are required e.g. teaching, training, human resources, coaching, counselling, facilitating, managing.
- Based on language and behaviour patterns.

# BACKGROUND OF NLP

NLP theory evolved in the 1970's. It has taken several years to become more widely understood, accepted and used.

Richard Bandler - Psychologist  
John Grinder - Linguist

These two Americans did a joint study together in 1970's. They studied the foremost communicators and therapists in the world to find out why they were so successful. Their result findings formed the NLP theory.

Critics of the theory say:

- Lots of fancy words and jargon for something that is quite simple.
- A lot of people do it without knowing it.
- NLP is just commonsense.
- NLP skills are just good teaching practices.

# WHY USE NLP?

Using NLP skills enables you to excel in your field. Not to just do the job, but do it excellently - be a master. This in turn achieves results.

For teachers/trainers our goal is to help students learn and succeed. Any technique/model/skill which helps us to help the students learn better should be considered.

Using NLP skills helps students:

## STUDENTS



- ✓ **excel**
- ✓ **achieve**
- ✓ **enjoy learning**

# HOW CAN I USE NLP IN THE CLASSROOM?

There are many aspects of NLP and strategies and skills trainers and teachers can use. A few of the key NLP skills will be highlighted and explained below.

## *First step:*

Believe in the NLP Operating Principles. These are a set of beliefs, actions and mental strategies.

## NLP OPERATING PRINCIPLES

1. Everyone has their own beliefs and values - we each see things differently.
2. Even when we are not speaking we are communicating something to someone. We cannot not communicate.
3. There is no failure only feedback.
4. Everyone has positive intentions and makes the best choices available to them at the time.
5. People have all the resources they need to succeed.
6. If you are flexible you are in control.
7. If what you're doing isn't working - try something else.

*Second step:*

Use some of the following key NLP skills and principles:

**Creating Rapport**

**State**

**Anchors**

**Calibration**

**Congruency**

**Language Patterns**

**Flexibility**

**Eye accessing cues**

**Representation Systems**

**Meta programs**

**Positive thinking**

**Operating principles**

**Pacing, leading, matching.**

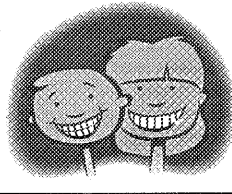
## CREATING RAPPORT

### *Why?*

If learners feel they can relate to you and like you they will respond better, feel relaxed and find learning easier. Performance goes up. People do things for people they like and make the effort. Without rapport the opposite applies

### *How?*

- ◆ Make a positive start (smile, voice, posture, eye-contact)
- ◆ Vary voice tone
- ◆ Be aware of physiology of learners - breathing, state, posture, and try and mirror/match it to create rapport initially.
- ◆ Being able to recognise if they are predominantly V, A or K and mirror that to create rapport.
- ◆ Being able to tell when you are in or out of rapport.



## CALIBRATING

### *Why?*

Calibrating is the ability to read and tune into a persons non-verbal unconscious behaviour. By being in tune with them you develop rapport, make them feel comfortable and aid learning. Being vigilant of the state of all your learners and 'having eyes in the back of your head' is a useful skill. Calibrating is especially useful in difficult situations e.g confrontations, unwilling learners. By being able to match yourself to learners you are able to be in control because you can then pace and lead them.

### *How?*

- ◆ Learn to be acutely aware of breathing, skin colour, gestures, posture, eye movements, voice tone and pitch of learners. This will give you an awareness of how they are feeling.
- ◆ Then being able to match it. The point is to be aware of how your learners are feeling - create rapport by matching the signals. Once matched if you are good you can pace and lead and bring out different types of behaviour.

## CREATING THE RIGHT STATE (ANCHORS)

### *Why?*

It is important that both you and the learners are in a suitable 'state' of mind for learning to take place. The excellent teacher is able to create the right state in learners and to also effectively move learners between states e.g. reflection state to energy state. It is important you are able to put yourself into a 'state' e.g. positive, relaxed, confident for teaching (especially good for your off days!) If you are unable to change your own state, it is unlikely you will be able to change learner states.

### *How?*

- ◆ Using non-verbal communication – posture, voice, looks, smile
  
- ◆ Using 'anchors'

Anchors are any specific stimulus that consistently produces a specific response. For example:

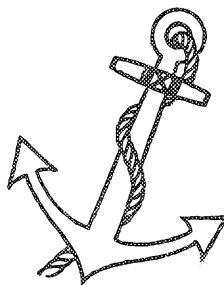
Visual – Blue flashing light in your rear view mirror (panic!)

Auditory – Your favourite song (relaxed and happy)

Kinesthetic – The touch from a loved one (?!)

The most powerful anchors involve all 3 VAK. The triggers can be unconscious. Anchors occur when the brain links the triggers to the state you are in. This only happens when you are in the peak of a state. Teachers can use anchors they have already formed to get themselves into the state they want, but can also create anchors for the learners. E.g. by using a certain tone of voice, words and actions (Right then! And walk purposefully towards the whiteboard) Gradually students will come to link this with the fact you are going to say something important and they must listen and be alert. Many good teachers develop gestures, mannerisms, phrases to reinforce states. It is common for musicians, actors and entertainers to use anchors to prepare themselves.

It may be useful to explain anchors to students so they can use them when doing revision and student centred learning. It is possible to build anchors to overcome negative feelings.



## RECOGNISING AND RESPONDING TO REPRESENTATIONS SYSTEMS

### ***Why?***

There are 5 main representation systems:

V	Visual
A	Auditory
K	Kinesthetic
O	Olfactory
G	Gustatory

Most people have a preference for one of these (usually VAK). It helps both the learners and you to know their preferences. This is because the learners are then in a better position to manage, understand and improve their learning process, and you are able to create rapport with learners by matching their language.

### ***How?***

- ◆ Give learners the VAK questionnaire.
- ◆ Listen to how they say things and express themselves

#### *Visual*

I see what you mean  
It's clear now  
I get the picture

#### *Auditory*

I hear what you're saying  
That sounds good  
It rings a bell for me

#### *Kinesthetic*

That feels right  
I can grasp that idea  
I can't put my finger on it

- ◆ Look at their eye movements. Eye movements indicate how your brain is working. Looking upwards indicates visual recall, sideways auditory recall and downwards kinesthetic.
- ◆ Then respond in similar way - to maintain rapport with learners. Be flexible with learning techniques to reflect learning preferences.



## RECOGNISING AND RESPONDING TO LANGUAGE PATTERNS (META PROGRAMS)

### *Why?*

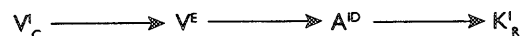
Language skills are very powerful and can have a great impact on the success of training and teaching. Different people use language in different ways and there are clear patterns that are used. Being able to recognise the patterns and respond to them appropriately is a key NLP skill. In NLP language patterns are referred to as the Meta Program. Meta program is why learners do things and strategies are how they do things. This is the more psychological side of NLP. It can be illustrated by looking at our general approach to doing something for example attending a training course. Each person will go through several thought processes in sequence before doing it. Some people may have the same thoughts but in a different order. Some are conscious, other unconscious. Everyone will have a strategy to achieve things and also for not doing something. The following example illustrates the point:

### **BEHAVIOUR MODELLING AND STRATEGIES: CASE STUDY**

Two simple examples in a training context illustrate this point. Someone on a training course has a strategy for learning that starts with:

1. imagining what the learning will be like when it has been used. In NLP terms this would be Visual Internal Constructed, written as  $V^I_C$
2. seeing the steps that need to be taken to achieve it – Visual External  $V^E$
3. telling themselves it's now time to get started – Auditory Internal Dialogue  $A^D$ .
4. remembering the good feeling when it is completed – Kinesthetic Internal Remembered  $K^I_R$

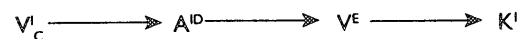
Therefore the strategy sequence for this behaviour would be written as:



Someone else might, facing the same situation, go through it in quite a different way because they are not feeling positive about the learning process, eg:

1. sees possible negative consequences – Visual Internal Constructed  $V^I_C$
2. asks themselves what will happen if I don't do this? – Auditory Internal Dialogue  $A^D$
3. looks at what has to be done – Visual External  $V^E$
4. feels unhappy about it all – Kinesthetic Internal  $K^I$

The strategy sequence for this behaviour is:



From the trainer's point of view the approach required to match, pace and lead these two strategies is quite different. Knowledge of the codings (or notation as they are called in NLP) is helpful but not essential. What is useful is the insight into how people are doing what they do. This relates very clearly with the section on Meta Programs. (See 4.21 Using Meta Programs, page 167.)

From "The Effective Delivery of Training Using NLP" Ted Garratt

## *How?*

- ◆ Responding to Questions and statements
  - People often omit, distort or generalize information when they talk without realising it. Recognise these patterns and responding in the correct way.
  - Omit: “They don’t understand” - Response: Who or What?
  - Distort: “He’s as crazy as the other managers” – Response: How/What
  - Generalize: “You always say that” – Response: Always/Never?
  
- ◆ Listening and matching language patterns (VAK) to create rapport
  - e.g. “I grasped the idea of that” – Response “ Good you will now be able to go out and tackle the situation head on”. (Kinesthetic)
  - e.g. “The theory looks hazy to me” – Response “ If we recap on the points maybe you’ll get a clearer picture” (Visual)
  - e.g “That sounds good to me” – Response “ Great we’re on the same wavelength then” (Auditory)
  
- ◆ Altering states by use of language. Being able to switch things around.
  - e.g. “ I’ll never get the hang of this” negative “ What would happen if you could?” positive.
  
- ◆ Recognising belief systems revealed by language (and matching if appropriate)
  - e.g. “I can’t do that” – Response “Why not?”
  
- ◆ Using deliberately vague language. Can be useful to diffuse difficult situations, or to encourage people to interpret things in their own way.

It will not be noticeable to learners that someone has trained in NLP language skills – it is very subtle. This area of NLP is the one focused on by HR and managers.

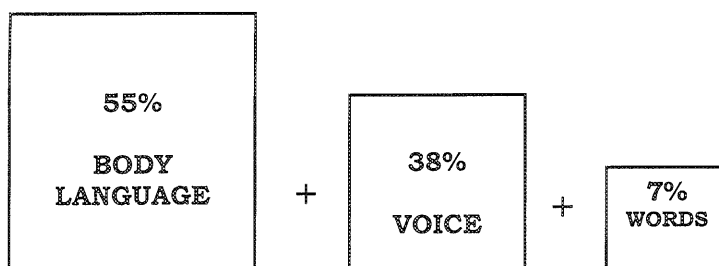


## MAINTAINING CONGRUENCY

### *Why?*

Congruency is when all of a persons internal beliefs, strategies and behaviours are fully in agreement. Words, voice and body language give the same message. The effectiveness of the message depends to a large extent on level of congruency. Learners are quick to pick up on insincerity. It is quite easy to tell when people say things but don't really mean it. If the non-verbal communication does not match the verbal people don't listen and you loose rapport and responsiveness.

The following diagram shows just how important body language is:



**YOUR MESSAGE**

“What you do speaks so loud that I cannot hear what you say” Ralph Waldo Emerson. Poet.

### *How?*

- ◆ Be aware of body language
- ◆ Be honest
- ◆ Be sincere



## BEING FLEXIBLE

### *Why?*

This is the key to success. One of the operating principles is 'if what you're doing doesn't work – try something different'. You must be flexible to be able to do this. Your techniques are a repertoire to be called upon. Knowing when to use which technique appropriately. Each learner is an individual and what works for one situation may not work in another.

### *How?*

- ◆ Matching, pacing, and leading using VAK
- ◆ Changing states by use of anchors
- ◆ Switching teaching styles

## BEING POSITIVE

### *Why?*

If you are positive it rubs off on your learners. It is a good state to be in. Enhances learning.

### *How?*

- ◆ Visualisation
- ◆ Affirmations
- ◆ Posture and body language
- ◆ Focus on positives not negatives
- ◆ Positive use of lang e.g 'when we have mastered this....'
- ◆ Practice

## **RESOURCES**

There are many books on this subject. Here are just a few:

The Effective Delivery of Training using NLP. Ted Garratt. 1997

NLP for Managers: how to achieve excellence at work. Dr Harry Adler. 1996

NLP at Work. Sue Knight. 1995

Frogs into Princes. Richard Bandler. 1979 (first book by founder of the theory)