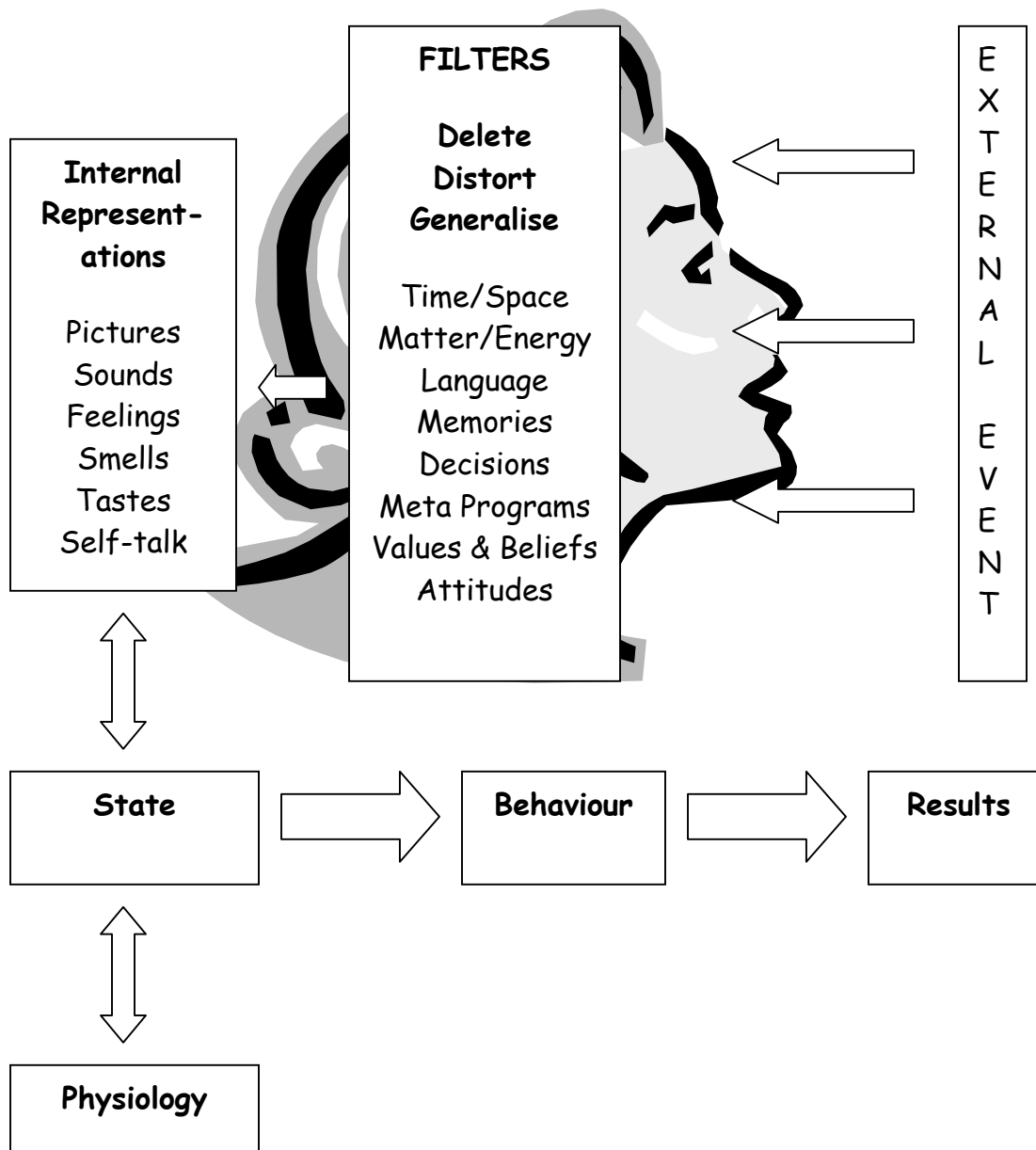


# Neuro-linguistic Psychotherapy

## The Client's Reality

- The client is the expert on their problem and therefore the expert on the solution. (If they knew how to create the problem, they will equally know how to 'un-create' the problem)
- The client's problem is how they structure their subjective experience, and it is therefore possible to change their subjective view, through 'how' rather than 'why' questions
- The client has unlimited resources and flexibility of behaviour, it is a matter of facilitating the client to access and utilise these resources
- The client will have their own internal map of the presenting 'problem' and will have developed a series of behaviours in response to this map
- These behaviours have been generalised over time
- Each of the behaviours that the client presents with will have a purpose and function
- The purpose and function of each of the behaviours will have been positive for the client at some point in time
- Behaviour is precisely that, it is not the identity of the person and the person is always more than their behaviour
- Behaviours are contextually dependent, therefore there will be a time when they don't 'do' the behaviour i.e. the solution already exists
- The client will communicate their internal landscape or 'map' in ways that are both conscious and unconscious
- The purpose of therapy is to increase choice for a client and facilitate them to a more resourceful state than they currently have access to
- That a small change in the structure of the client's reality can result in a major change in their subjective experience
- The therapist can't not project their perception of the client onto the client
- The main focus of therapy is towards outcomes



## Presuppositions or Useful Assumptions to make with the client

1. The 'map' is not the 'territory' – people respond to their own perceptions of reality
2. The meaning of a communication to another person is the response it elicits in that person, regardless of the intent of the communicator
3. No response, experience, behaviour is meaningful outside of the context in which it was established, or the response it elicits next.
4. Mind-and-body form a cybernetic system
5. The processes that take place within a person and between people and their environment are systemic. Our bodies, our societies and our universe form an ecology of systems and subsystems all of which interact with and mutually influence each other and a pattern of associations (anchors) may be set up through a single trial experience in contrast to linear repetitions.
6. We respect each person's model of the world – No individual map is any more 'real' or 'true' than any other. All maps have some validity.
7. Not all interactions in a system are on the same level. What is positive on one level may be negative on another level. It is useful to separate behaviour from 'self', to separate the positive intention, function, belief etc, that generates the behaviour from the behaviour itself.
8. At some level all behaviour is (or was at one time) 'positively intended' and people make the best choices available to them, given the possibilities and capabilities that they perceive available to them from their model of the world
9. The processes that take place within a person, and between people and their environment, are systemic. Our bodies, our societies and our universe form an ecology of systems and subsystems all of which interact with and mutually influence each other.
10. It is not possible to completely isolate any part of a system from the rest of the system. People cannot not influence each other and people respond to their own perceptions of reality.
11. Systems are 'self organising' and naturally seek states of balance and stability. There are no failures, only feedback

12. The law of requisite variety – the part of the system with the most flexibility of behaviour will be the controlling or catalytic element in the system.
13. People already have (or potentially have) all of the resources they need to act effectively
14. The ‘wisest’ and most ‘compassionate’ maps are those which make available the widest and richest number of choices, as opposed to being the most ‘real’ or ‘accurate’.
15. Individual skills are a function of the development and sequencing of representational systems

# Hard Wired Emotions



**Flight**



**Fright**



**Fight**

**Emotion = Motere (Latin)  
To move**

*Prefix 'e' to move away*

**Learned Emotions**

ANGER - Fury, resentment, wrath, annoyance, animosity, irritability, exasperation, hatred, violence

SADNESS - Grief, sorrow, self-pity, loneliness, dejection, depression

FEAR - Anxiety, apprehension, nervousness, concern, dread, phobia, panic

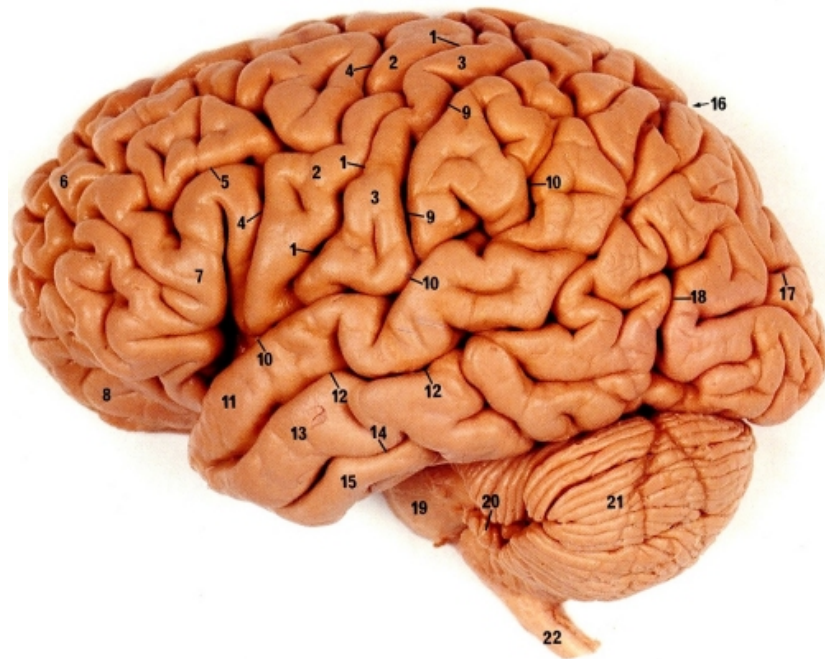
ENJOYMENT - Happiness, joy, relief, delight, contentment, sensual pleasure, whim, ecstasy, mania

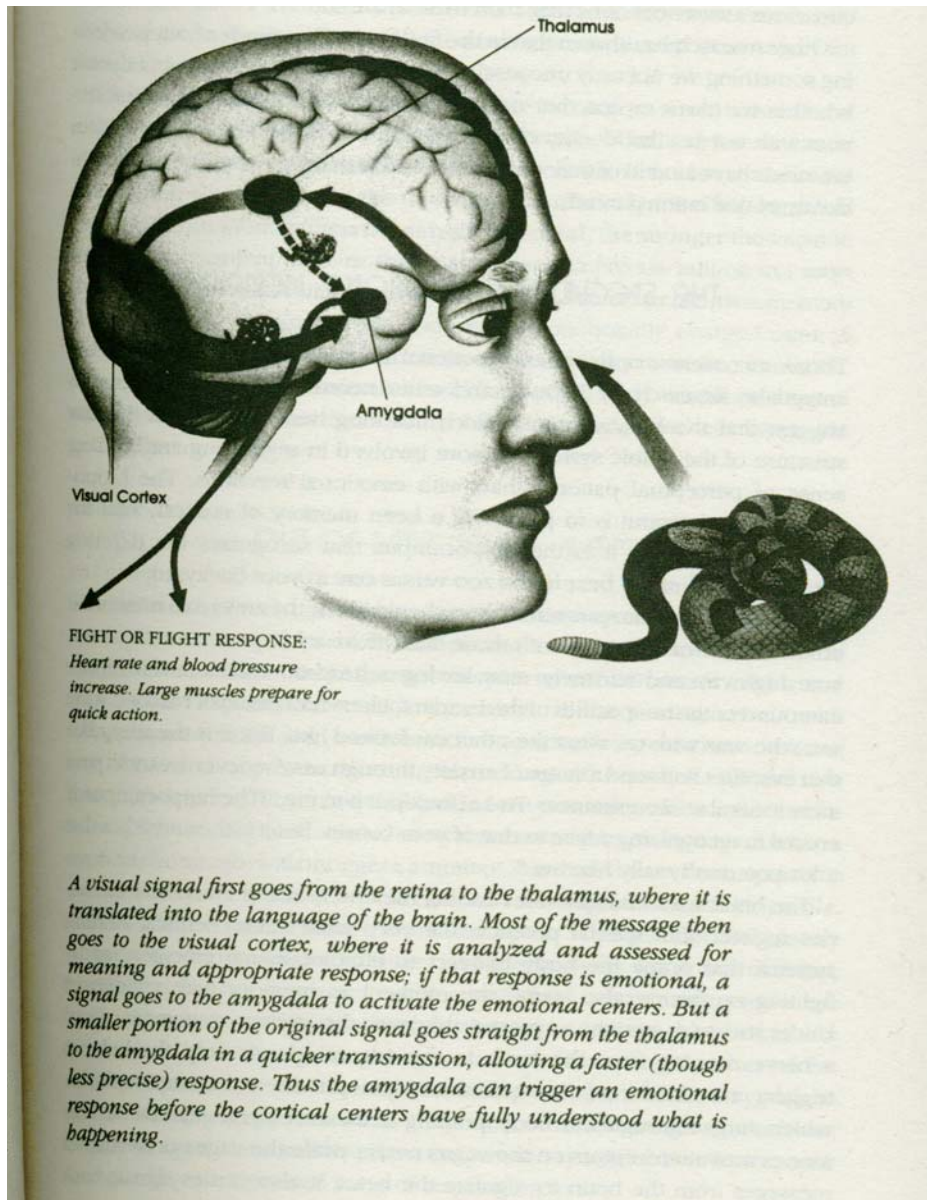
LOVE - Acceptance, friendship, trust, kindness, devotion, infatuation

SURPRISE - Shock, astonishment, amazement, wonder

DISGUST - contempt, scorn, abhorrence, distaste, revulsion

SHAME - Guilt, embarrassment, remorse, humiliation, regret





# Reframing

Reframing is the process of changing the way you perceive a situation and so changing its meaning.

*Reframing is based on separating intention from behaviour*

In reframing you take the behaviour and seek out the positive intention rather than a negative one.

## Context Reframe

This type of reframe works by changing the context of the situation to one where the behaviour would be positive.

For example, "It's too wet to have a picnic today". "The farmers will be pleased, though, they need the rain after the dry spell we have had."

The context of the rain has been changed from picnics to farming.

Examples of different contexts are: location, space, frame size, time, duration, circumstances, family, business, age, resources, intention, opposites, reverse and apply to self.

## Content Reframe

This type of reframe works by changing the meaning of the content. It is used when someone has made a negative assumption about an event.

For example, "My husband doesn't buy me flowers; he doesn't love me." "It could be that he has noticed how quickly cut flowers deteriorate and so has chosen other ways to show that he loves you".

The meaning of the husband not buying flowers has changed because of the reframe.

You construct a content reframe by thinking about what else does the behaviour mean or what is it that the person hasn't noticed about the situation.

**The key to a positive life is to constantly represent the experiences that you have in a way that empowers to greater results.**

## Reframing exercise

Reframe each of the statements below. You can choose to use it as a personal reframe or one for somebody else

Example: I have got to wait three hours for the train.  
That is a long wait but it would be a great opportunity to finish writing your report.

1. Jack never praises me for the work that I do.

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2. She always gets all the credit when things get done in the office.

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3. Nobody understands what our department really does.

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4. Filling in the appraisal forms takes up too much of our time.

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5. All we ever do is change things.

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# Neurological Level Alignment

Start by standing where you can take five steps backwards.

Think of a difficult situation where you would like to have more choice, where you have the suspicion you are not using all of your resources, where you are not completely 'yourself'. You can also use this exercise for a situation in which you engage all your resources.

- Begin with the environment where you typically experience the problem, for example the home or office
  - Describe your surroundings.**
  - Where are you?**
  - Who is around you?**
  - What do you notice particularly about this environment?**

- Take a step back. Now you are on the behaviour level.
  - What are you doing?**
  - Think about your movements, actions and thoughts.**
  - How does this behaviour fit into the environment?**

- Take another step back. Now you are on the capability level. Think about your skills. In this situation you are only expressing a fraction of them.

- What skills do you have in your life?**
  - What mental strategies do you have?**
  - What is the quality of your thinking?**
  - What communication and relational skills do you have?**

Think of your skills of rapport, outcome and creative thinking.

- What qualities do you have that serve you well?**
  - What do you do well in any context?**

- Step back again. Reflect on your beliefs and values.

- What is important to you?**
  - What do you find worthwhile about what you do?**
  - What empowering beliefs do you have about yourself?**
  - What empowering beliefs do others have about you?**
  - What principles do you strive to act on?**

- You are not what you do or even what you believe. Take a step back again and think about your unique personality and identity.

- What is your mission in life?**
  - What sort of person are you?**

Get a sense of yourself and what you want to accomplish in the world. Express this with a metaphor - what symbol or idea comes into mind that seems to express your identity as a person?

- Take a last step back. Think about how you are connected to all the other living beings and whatever you believe is beyond your life. Many other people call this the spiritual realm. You may have religious beliefs or a personal philosophy. Take the time you need to get a

sense of what this means to you. At the very least this is about how you, as a unique person, connect with others.

**What metaphor would best express this feeling?**

- Take this sense of connectedness with you as you step forward into your identity level. Make sure you take the last level to the identity level. Notice the difference it makes.
- Now take this enhanced sense of who you are and who you can be, with the metaphor that expresses it, and step forward to the level of your beliefs and values. Keep the physiology of the identity level as you do this.

**What is important now?**

**What do you believe now?**

**What do you want to be important?**

**What do you want to believe?**

**What beliefs and values express your identity?**

- Take this new sense of beliefs and values and step forward to the skill level, keeping the previous physiology from the beliefs and values level.

**How are your skills transformed and intensified with this greater depth?**

**How can you use your skills in the best possible way?**

Keep the physiology of the capability level and step forward to the behaviour level.

**How can you act to express the alignment you feel?**

- Finally step forward into your real present environment right now.

**How is this different when you bring these levels of yourself to it?**

**Notice how you feel about where you are with this greater depth and clarity from your values, purpose and sense of connectedness.**

- Know that if you were to bring all of this to the problem situation, it would change.

# NOTES

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Awaken Consulting & Training Services Ltd was set up in 2003 as a continuing evolution of the corporate client work delivered by Lisa Wake as an Associate and Partner with a major NLP training company

As a Certified Trainer of NLP and with over seven years of corporate consulting experience, Lisa has worked across all sectors of British Industry. She provides clients with tailor-made solutions and resources to facilitate them towards their own success.

Awaken Consulting also work with a team of Associates who bring a richness, diversity and expertise to the consultancy portfolio.

Awaken Consulting's mission is to influence change with integrity, enabling organisations and individuals to achieve their own success.

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Tailor-made in-house programmes

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Energy Workshops

# Feedback Form

It is very important to us that our programs are of high quality and value. Your feedback allows us to make changes or produce new programs which reflect your interests. Please be open and honest with your comments.

Type of Training: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, County: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Occupation: \_\_\_\_\_

Your comments about this program (use back if needed): \_\_\_\_\_

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May we share your comments with others? YES \_\_ NO\_\_ Initial: \_\_\_\_

Changes, improvements or suggestions concerning this program:

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Which programs are you most interested in?

- \_\_\_\_\_ NLP Introduction Courses
- \_\_\_\_\_ In-house NLP Programme
- \_\_\_\_\_ Business Related Workshops
- \_\_\_\_\_ Energy Workshop
- \_\_\_\_\_ Consultancy Course
- \_\_\_\_\_ Coaching/Therapy Sessions
- \_\_\_\_\_ Conference & Event Management
- \_\_\_\_\_ Other (Please specify)