



NLP & Learning

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WHAT IS NLP?

NLP (Neuro-Linguistic Programming) could be defined as 'the psychology of excellence and the science of change'.

An NLP Practitioner could be described as 'an agent for change'.

The principles of NLP can be used at different levels to:

Develop yourself	(Personal)
Help develop others	(Interpersonal)
Realign businesses	(Organisational)

WHAT DOES NLP BRING TO LEARNING?

NLP was originally based on modelling best practice including internal processes as well as behaviour. Over thirty years, this has led to a huge resource of techniques and interventions that can help people make dramatic positive changes very quickly. This in turn allows for better 'programming' when it comes to learning.



We will be exploring some techniques of NLP and applying them to the enhancement of learning from the perspective of: Organisation, Trainer/Teacher and Learner.

ORGANISATION: THE LOGICAL LEVELS

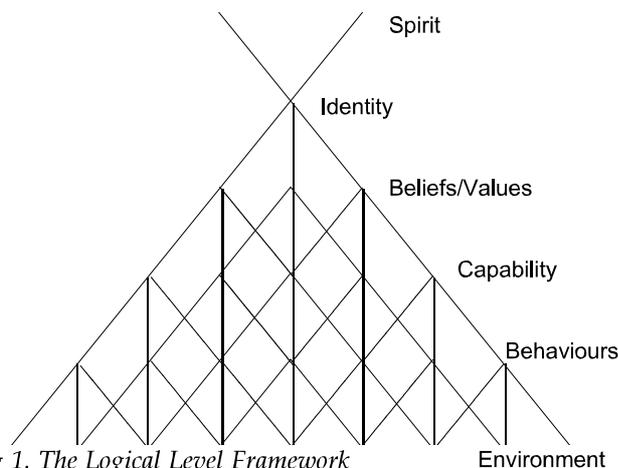


Fig 1. The Logical Level Framework

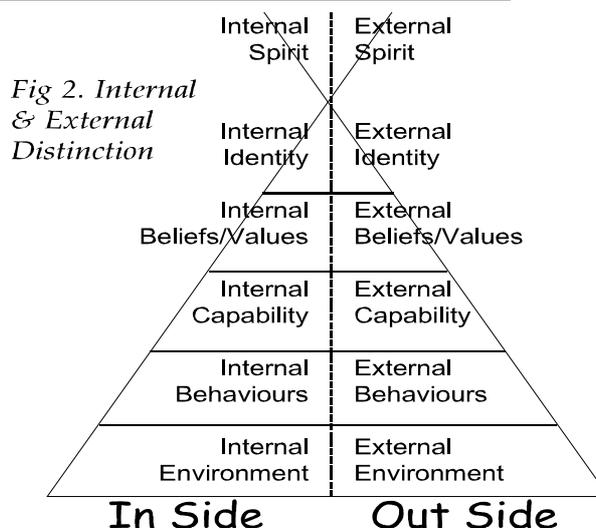


Fig 2. Internal & External Distinction

Internal & External Aspects of the Logical Levels

Level	"In Side" (Internal eyes)	"Out Side" (External Eyes)
Spirit <i>For Whom?</i>	Common vision between staff Internal partnerships True dialogue (Senge 1992)	Published Company Vision Corporate Social Responsibility Partnerships
Identity <i>Who?</i>	Collective of people Culture: paradigm – what is true of this organisation? eg "We are competitive." Purpose	Company name, brand, logos, image, mission statement. Generalised public experience of individual staff members/representatives of the organisation. The face of the organisation (eg. Branson = Virgin)
Beliefs/Values <i>Why?</i>	Culture, rules, policies Motivation Staff satisfaction (eg surveys)	Published value statements, policies Advertising/promotional material, brochures. Strap-lines, slogans Customer satisfaction (eg surveys)
Capability <i>How?</i>	States, memory, imagination, innovation, skills, abilities, knowledge, thinking. Systems, procedures, training, induction Performance, competency framework, objectives, plans, goals Resources, workforce, time, money, power, authority, tools, technology, IT	Customer service Effectiveness in marketplace Published/written procedures What is offered: product, service.
Behaviour <i>What?</i>	How people treat each other What people talk about What people do to try to get what they want Implementing action points/plans	Publicly visible actions, reactions, responses, interactions. Takeovers, buyouts. Reducing/increasing prices. Releasing new product Carrying out the service.
Environment <i>Where/When?</i>	Décor, reception, canteen, physical surroundings, buildings	Marketplace, competitors, suppliers, customers, potential customers, partners and potential partners.

TRAINING: NESTED LOOPS

- Nested Loops are designed to aid learning and/or help state change.
- Although this method would not be used all the time, when a trainer/teacher is going to utilise 'story telling' or metaphor as a way of aiding learning, Nested Loops help the unconscious mind to retain information at the deepest of levels.
- By nesting four or more stories, the conscious mind has trouble keeping up and so allows more unconscious learning and processing.
- Consider that although you do not want to put people to sleep, you want to generate a 'learning trance' in your audience. Nested loops can be useful in trance, out of trance and going into trance!

A five nested loop would work like this...

Start story 1
 Start story 2
 Start story 3
 Start story 4
 Start story 5
 Key message/strategy you want to 'install'
 Finish story 5
 Finish story 4
 Finish story 3
 Finish story 2
 Finish story 1

ANCHORING BEHAVIOURS

We all have many naturally formed anchors, these are just neuro-associations that trigger a feeling state. Some are negative and some are positive, many are extremely powerful.

In the training room there are a number of useful anchors that can be utilised to help delegates learn more and faster. For example:

Auditory Anchors: Using the same phrase to re-start sessions after a coffee break helps delegates to get back into learning frame. Auditory anchors can also be used to help create strong associations to particular techniques or learning points. Humour is often an anchor.

Visual Anchors: Pictures or other visuals that remind delegates of a particular point.

Spatial Anchors: Using particular locations in the room for particular types of work, e.g. a discussion area with chairs placed in a circle.

LEARNING: META-PROGRAMS

Meta Programs are our underlying unconscious filters. They are involved in determining:

- What motivates and convinces us,
- How we filter and sort information,
- How we communicate.

The following metaprograms are particularly useful for learning:

- Towards - - - Away From
- Sameness - - - Difference
- Big Chunk - - - Small Chunk
- Internal - - - External
- See - Hear - Read – Do/Experience/Feel
- Automatic – Number of Times – Period of Time – Consistently