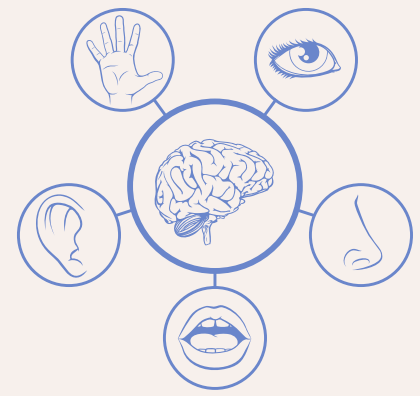


THE NEUROLINGUISTIC PROGRAMMING COMMUNICATION MODEL

BRITTANY FREEMAN | BE FREE MINDSET



KEY TAKEAWAYS

WHAT IS NLP?

Neuro-Linguistic Programming (NLP) is a psychological approach that emphasizes how we can use the basic language of our minds to consistently achieve results. Simply put - its the users manual for the subconscious mind. Everything we perceive comes in through out senses, is deleted, distorted or generalized through our internal filters and turned into an internal representational or mental image.

COMMUNICATION CONSISTS OF...

- 7% words we use
- 38% tone (tempo, speed, pitch, volume)
- 55% physiology (posture, gestures, breathing)

PRIMARY REPRESENTATIONAL SYSTEMS INCLUDE:

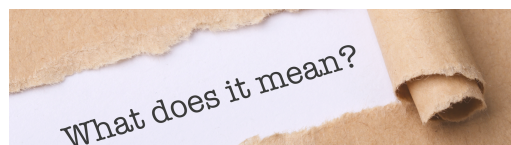
1. Auditory
2. Visual
3. Kinesthetic (touch/feel)
4. Auditory digital (self-talk)

At any given time, we are consciously only able to comprehend/take in 5+ or - 2 (7 or 9) chunks of information



WAYS TO BUILD RAPPORT:

1. Matching and Mirroring
2. Pacing and Leading



VISUAL

- Memorize by seeing pictures and are less distracted by noise
- Often have trouble remembering and are bored by long verbal instructions as your mind may wander
- Interested in how things LOOK.



KINESTHETIC

- Often talk slowly and breathy
- Like physical rewards and physical touching
- They memorize by doing or walking through something
- They will be interested in something that feels right or gives them a gut feeling



AUDITORY

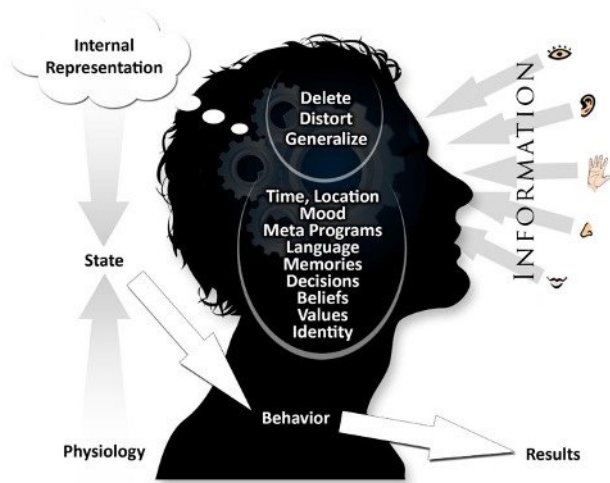
- Typically easily distracted by noise
- Can repeat things back to you easily and learn by listening
- Like music and talking on the phone
- Tone of voice and words used can be important



AUDITORY DIGITAL

- Spend a lot of time talking to themselves
- Memorize by steps, procedures and sequences
- They will want to know how the program/product/ service makes sense
- They exhibit characteristics of all the rep systems

NLP MODEL OF COMMUNICATION



- Our minds run the information through a series of filters and deletes, distorts, or generalizes so that we can focus on only what's important.
- ...These filters dictate what makes it from the outside world into our neurology.
- Our minds take that filtered information and make an internal representation of it that can be visual, auditory, kinesthetic, or auditory digital (which refers to our self-talk).
- We don't process information in words... we process it in symbols and mental **IMAGERY**. Our minds change symbols into language for us to be able to store it.
- IMPORTANT FACT:
- Our subconscious mind can't process negatives because it can't create an image for it - words like not, don't, shouldn't, couldn't, can't cannot be turned into a symbol or image.
- If I say, "don't think of the pink rhinoceros." you'll think of it, because in order to even comprehend those words, you had to create a picture of it in your mind.

THE 4-MAT LEARNING SYSTEM

1

WHY AND WHY NOT LEARNERS VALUE DISCUSSION. THEY ACCOUNT FOR 35% LEARNERS

Asks: Why would I want to know this? Why are we focused on this? Why is it important?

2

WHAT AND WHAT ABOUT IT LEARNERS VALUE INFORMATION. THEY ACCOUNT FOR 22% LEARNERS

Asks: What are the essential details I need to know? What are the facts? What are you talking about?

3

HOW / HOW DOES IT WORK LEARNERS VALUE MENTORING. THEY ACCOUNT FOR 18% LEARNERS

Asks: How will it work for me? How can I use it? How do I do it?

4

WHAT IF LEARNERS VALUE SELF DISCOVERY. THEY ACCOUNT FOR 22% LEARNERS

Asks: What if I do use this method/technique? What might be the result if I use this information?

25%
Self Discovery

What if ?

Let them teach themselves & others

The Accommodator: Starts with what he sees and hears, then plunges in! Seeks hidden possibilities, and needs to know what can be done with things. Learns best through trial & error.
Teaching as being dynamic

35%
Discussion

Why (and Why not)?

Need reasons, and relevance

The Diverger: Studies life as it is, and reflects on it. Starts with what he thinks! Seeks meaning, and needs to know that he is involved. Learns best by listening and sharing ideas with others
Teacher as innovator

Active Experimentation
Just do it!

How does it work?

Let them try it out -- do it!

The Converger: Starts with an idea, and tries it out, testing to see how it works! Seeks usability, and needs to know how things work. Learns best by testing theories in ways that make sense
Teaching with common sense

Reflective Observation
Just look at it!

What about it?

Give them more information!

The Assimilator: starts with an idea, reflects on it! Seeks facts, and needs to know what is true. Learns best by thinking through ideas.
Teaching with analyzer.

18%
Coaching

22%
Information

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