



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+

The project 2016-1-ES01-KA204-025210 has been funded with support from the European Commission and the Spanish National Agency of the Erasmus+ Programme. This publication reflects the views only of the authors, and the funding organisations cannot be held responsible for any use which may be made of the information contained therein.

empowering LTU older workers
through coaching & personal branding

EMPOWERING LTUs

Empowering long-term unemployed older workers through coaching & personal branding

**Part 2: Handbook on empowerment strategies and training tools to motivate
and activate long-term unemployed workers back to work.**

TOPIC 1.1

Neuro-Linguistic Programming

“People's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is huge variability in how you perform.”

Albert Bandura

Professor Emeritus of Social Sciences in Psychology at Stanford University



Table of Contents

1. Introduction: What is NLP?	11
2. Neuro-Linguistic Programming for Older Workers	12
Why is NLP important for older workers?	12
Why is NLP important for career advisors?	12
3. What does NLP stand for?.....	13
4. The Pillars of NLP.....	15
5. Understanding Paradigms And The Production Of Meaning	17
Modelling Successful Performance Leads To Excellence	19
Neuroplasticity	19
6. The NLP Communication Model	20
7. Developing communication strategies through NLP	24
8. What is Rapport?.....	27
9. Eye Accessing Cue Chart tool.....	29
10. Clean language	30
Rapport.....	30
Reframing	30
Strategy	30
NLP values for Older Workers	30
11. Practical tips	31
NLP Techniques	31
How to sell yourself in a job interview.....	32
Career coaching using NLP	32

COPYRIGHT STATEMENT OF THE TRAINING MATERIAL

This training material was developed within the framework of the project “EMPOWERING LTU’s Older Workers through Coaching and Personal Branding”.

The training material is open and available for all learners and any other interested stakeholders.

1. INTRODUCTION: WHAT IS NLP?

Neuro-Linguistic Programming was developed by Richard Bandler and Dr. John Grinder in the 1970s. Bandler, a master's level student of information sciences and mathematics, and Grinder, a professor of linguistics, studied those who they considered to be excellent communicators.

NLP's history is rooted in therapy, through an interest in understanding how good therapists could get through to difficult patients by the ways they communicated. Bandler and Grinder systematically studied world-renowned psychotherapists such as Virginia Satir (developer of Conjoint Family Therapy), Fritz Perls (founder of Gestalt Psychology) and Milton H. Erickson (a key figurehead in the advancement of clinical hypnotherapy). Bandler and Grinder also drew inspiration from linguists such as Noam Chomsky and Alfred Korzybski, psychotherapist Paul Watzlawick and social anthropologist Gregory Bateson. (1)

Today, NLP focuses on the applications rather than many of its' theoretical models. Experts in one field often incorporate NLP tools and take them into their own fields. NLP can help to encourage new thinking and choice making and acknowledges the positive intentions underlying all actions. It can be utilised as a tool for changing paradigms (or ways of thinking), understanding others and building social cohesion.



Richard Bandler

<https://www.youtube.com/watch?v=8vlcsFJyEXQ>

2. NEURO-LINGUISTIC PROGRAMMING FOR OLDER WORKERS

THE AIMS OF USING NLP FOR OLDER WORKERS:

- As a facilitation tool to enable change of paradigms (ways of thinking);
- To understand better how to build rapport with other people, and so improve older workers' chances of gaining employment;
- To enable learners to tap into unconscious barriers and support them to achieve their goals;
- To enable older workers to improve their communication and develop better rapport – a key aspect that is crucial for building and maintaining relationships;
- Using NLP as tool for selling oneself in the job market (i.e interviews).

WHY IS NLP IMPORTANT FOR OLDER WORKERS?

NLP can be seen as a tool for building relationships with others, which is a fundamental aspect of securing and maintaining employment. For example, using NLP techniques, one can learn to build rapport with others, which is a key to a successful interview. Learning how to effectively reflect on one's behaviour and communication can also help form stronger professional relationships.

WHY IS NLP IMPORTANT FOR CAREER ADVISORS?

Not only can NLP be used to build relationship with others, it can also be used to make others feel more comfortable and at ease, using techniques such as 'mirroring', which will be explained in the chapter. Making long term unemployed feel at ease and comfortable is an important aspect if one is to try to help them find work. NLP is important for career advisors as one must be empathetic and put yourself in the shoes of the LTU, to convey values and beliefs that will help them to think more positively about their situation.

3. WHAT DOES NLP STAND FOR?

NEURO – Concerns our neurological system, or nervous system, through which we gather and process information, consciously and unconsciously via our 5 senses:

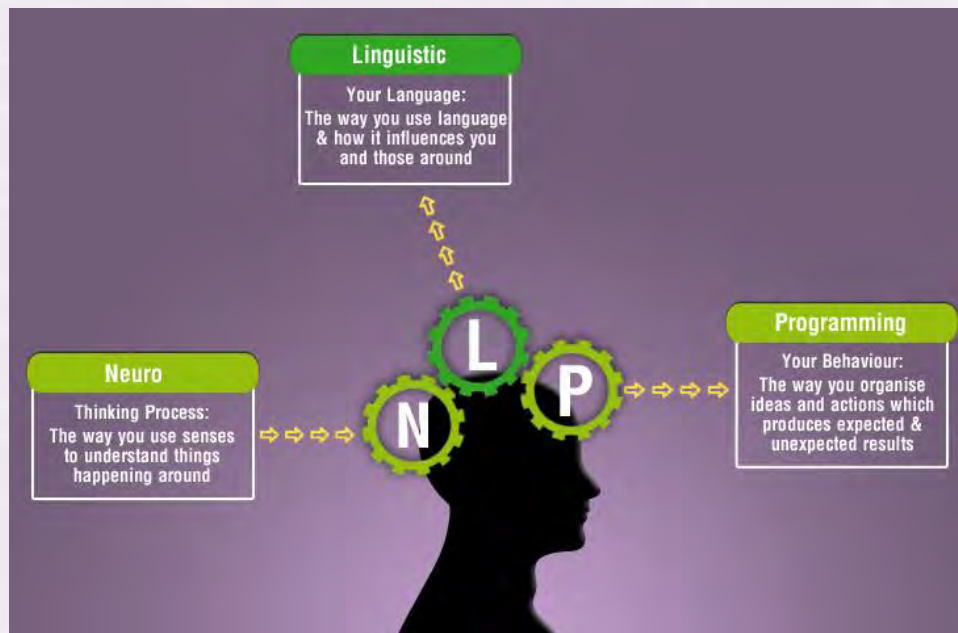
- Sight – Visual
- Hearing – Auditory
- Touch – Kinaesthetic (although Kinaesthetic also refers to emotions)
- Smell – Olfactory
- Taste – Gustatory

LINGUISTIC – Language and other non-verbal systems by which we give meaning to our Internal Representations (IRs) of the world. In NLP, linguistics is the study of how our body language and our words influence our experience.

PROGRAMMING – The internal patterns, programmes and strategies we use to gain a specific result. These are often unconscious and NLP can help us become more aware of these patterns and reorganise our programming in order to get better outcomes.

This aspect draws heavily from learning theory and is concerned with how we mentally represent or code our experiences. Our personal programming consists of internal processes and strategies which we use to make decisions, learn, evaluate, and solve problems (1).

Our internal programmes are very much like a computer programme. We are programmed from an early age in how we see the world – through our environment, parents, early experiences and so on. NLP can help us to recognise these programmes, patterns, ‘set ways’ of thinking – so we can be more aware of our pre-conceived ideas and how they may be affecting our behaviour.



BUT WHAT IS NLP, REALLY?

NLP can be described in a variety of ways. The formal definition of NLP is ‘the study of the structure of your subjective experience’ (1). Here are a few more ways of answering the question of ‘what is NLP?’:

- The art and science of communication;
- The key to learning;
- The way to understand what makes you and other people tick;
- The route to getting what you want in many aspects of life;
- The way to influence others with integrity;
- The manual for your brain;
- The secret of successful people;
- The method of creating your own future;
- The way to help people make sense of their reality;
- The toolkit for personal and organisational change.

4. THE PILLARS OF NLP

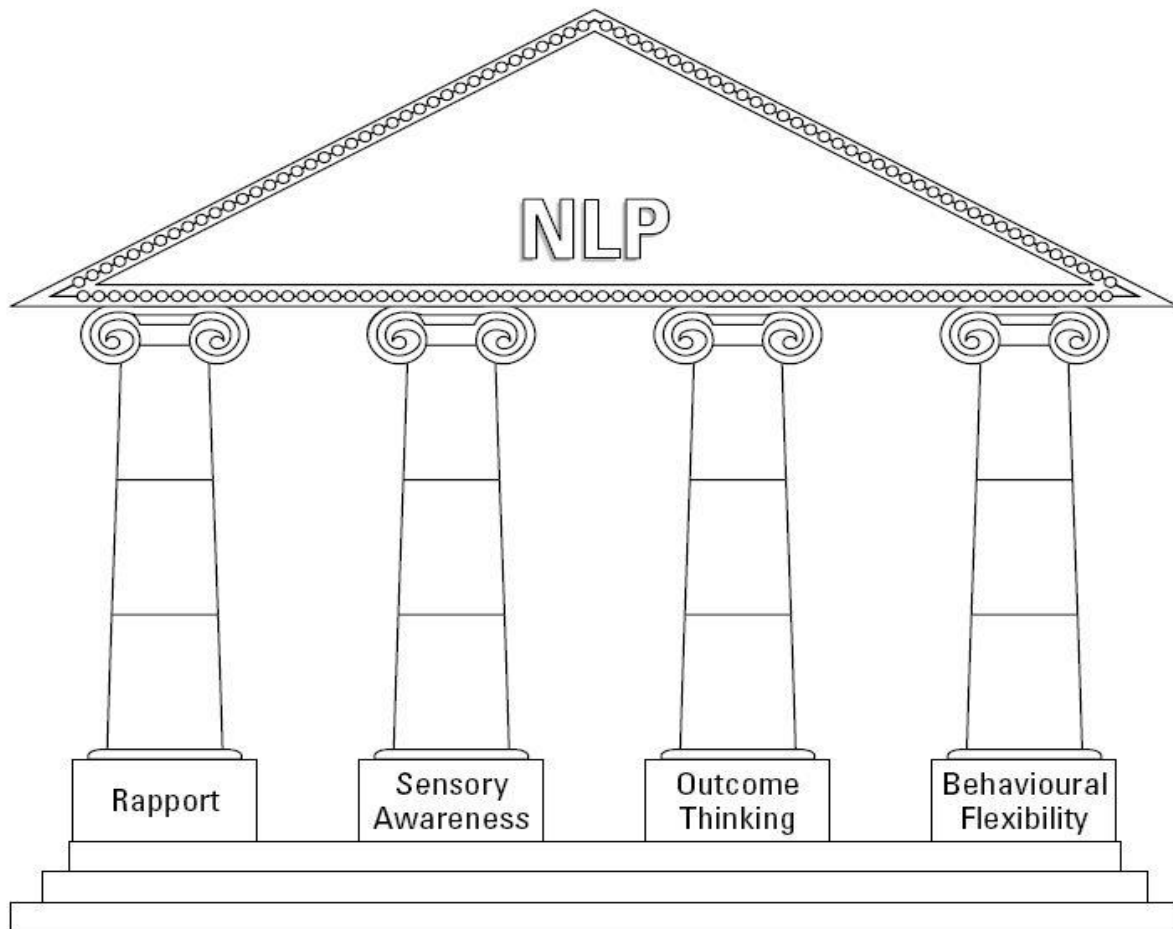
NLP is primarily based on four principles or 'pillars'.

Rapport: how we get on with and build relationships with other people. For example we usually have good rapport with our friends and partners; people we want to spend time with. If we can build rapport with others, in a work environment, it can help us achieve better results.

Sensory awareness: similar to mindfulness, being more aware of what's happening around us and using all our senses to be more aware of what other people are thinking or feeling.

Outcome thinking: focus on what we want to achieve or get, rather than our current problems.

Behavioural flexibility: being able to see things from new perspectives, or approach a problem in a new way instead of being stuck in our normal patterns. Think about a child trying to do a jigsaw – they just try out all the pieces until they find one that fits.



Here is an example of the four pillars of NLP in an everyday situation.

You've rented out your apartment to a couple. After two days you return to the house to find that some damage has been caused to the front door. You phone the woman who stayed and she is surprisingly unhelpful and somewhat rude. You must therefore utilise all your skills in regards to building *rapport* with her before you can reach an agreement on paying for and fixing the door. You will need to engage your *senses*, especially your ears to listen carefully to what she says, notice how to control your emotions and feelings before you decide on your response. You must make your desired *outcome* very clear in your mind - what do you want to happen following the conversation, for example, do you want them to give you the money for the door or do you want them to pay someone to fix it? Finally, you may have to be *flexible* in your *behaviour*, considering other options if you are not successful in what you want to achieve the first time.

LEARNING ACTIVITY

This exercise is important to reflect on how you communicate with others, so that you may adjust your approach in the future.

Think of a time when you've had a problem communicating with someone or a difficult relationship – using each of the four pillars, and reflect on this relationship. Did you have rapport? How engaged were you in the conversation? Were you aware of the other person's feelings or distracted by something else? Did you have a clear idea of what you wanted from the conversation? Were you willing to be flexible in your approach or in what you wanted to get?.

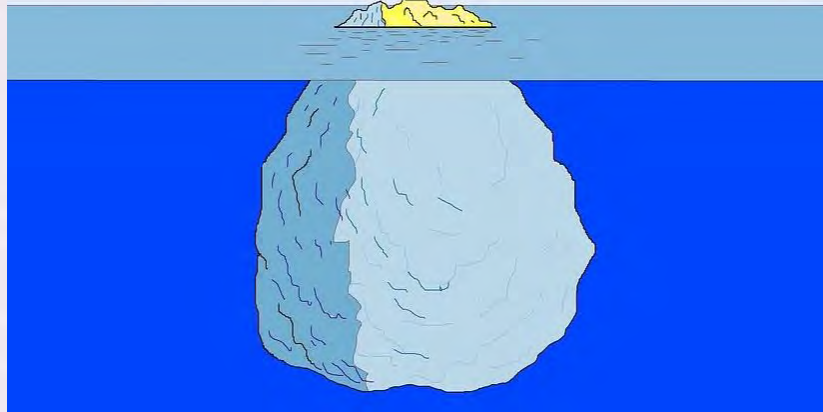
5. UNDERSTANDING PARADIGMS AND THE PRODUCTION OF MEANING

NLP is based on a number of 'presuppositions' or 'convenient beliefs.' Those who practice NLP adopt these beliefs to help ease their journey through life. The idea is that if you always keep these in mind, everyday problems which may get other people down will not affect your state of mind.

1. Everyone has a unique model of the world.
2. Respect other peoples' models of the world.
3. The map is not the territory.
4. People are not their behaviour.
5. The meaning of all behaviour is dependent upon the context it appears in.
6. All behaviour has a highest positive intention for the individual.
7. The most important information about a person is their behaviour.
8. Everyone is doing the best they can with the resources they have.
9. There are no un-resourceful people, only un-resourceful states.
10. Everyone has all the resources they need to succeed & to achieve their desired outcomes.
11. The person with the most flexibility of behaviour has the greatest influence on others.
12. There is no failure, only feedback.
13. Everyone is in charge of their mind and therefore their results.
14. The meaning of your communication is the response you get.
15. Resistance in a person you are communicating with, is a sign of a lack of rapport.

When we initially meet people who see the world differently to us it gives us 'cognitive dissonance' - the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioural decisions and attitude change. However, if we recognise and accept the fact that everyone sees the world differently – it will bother us less!

What you see on the surface is not always what lies beneath.



Take a look at the following image. What do you see?



Do you see an old woman or a young lady? Or can you see both?

We usually start seeing one dominant image and get 'stuck' to only being able to see that one thing! This can be the case in everyday life, where we are so used to seeing the world from our own point of view that we forget to see things from other perspectives.

It takes flexibility to see both images in the picture and, in the same way; we need to keep our minds open to other possibilities and options in the real world. This flexibility can be developed through reflection exercises and other NLP techniques.

MODELLING SUCCESSFUL PERFORMANCE LEADS TO EXCELLENCE

If you aspire to be a top performer in any field, modelling can help us take what that person does well, and replicate it.

LEARNING ACTIVITY

Think of a change you would like to make in yourself, for example “I would like to be a better networker”. Now think of someone you know who is good at this. What traits and skills do they use that you could copy?

Think of five traits you would like to copy.

NEUROPLASTICITY

It was previously thought that the brain was fully developed by age 3 and would not change after – as they say, you can't teach an old dog, new tricks!

Now it is known that this is not the case. The brain can always develop and is moulded throughout life by our experiences.

Facts:

- Neuroplasticity includes several different processes that take place throughout a lifetime.
- Neuroplasticity has a clear age-dependent determinant.
- Neuroplasticity occurs in the brain under two primary conditions:

1. During normal brain development when the immature brain first begins to process sensory information and also via information received throughout adulthood (developmental plasticity and plasticity of learning and memory).

2. As an adaptive mechanism to compensate for lost function and/or to maximize remaining functions in the event of brain injury. The environment plays a key role in influencing plasticity.

Neuroplasticity does not consist of a single type of neurological change, but rather includes several different processes that occur throughout an individual's lifetime.

However, different types of plasticity dominate during certain periods of one's life and are less prevalent during other periods.

In addition to genetic factors, the brain is shaped by the characteristics of a person's environment and by the actions of that same person for example, using brain training exercises.

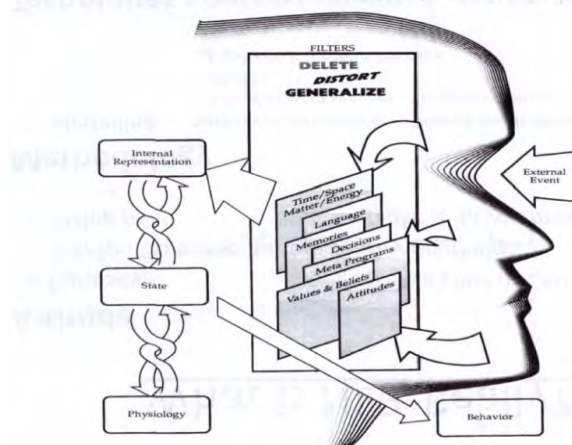
SO WHAT DOES NEUROPLASTICITY MEAN FOR US?

- If we accept the fact that the brain can change and adapt based on our circumstance then we can start to make active changes to how we think and behave.
- Modelling is a good example of how NLP uses this – a technique to help individuals achieve a change.
- This is how children learn – they copy what they see adults do around them!

Neuroplasticity <https://www.youtube.com/watch?v=ELpfYCZa87g>

6. THE NLP COMMUNICATION MODEL

The NLP Communication Model



The NLP Communication model is also referred to as the Meta Model of NLP

The way we experience the world through our senses (for example, what we see, smell or hear) is filtered through our past experiences and affects our behaviours.

The NLP Meta Model describes the way that when people speak, three processes happen naturally: deletion, distortion and generalisation. This allows us to explain our experiences in words more easily – otherwise we would be very long winded!

DISTORTIONS – CHANGING MEANING

Surface Structure	Question/ Deep Structure	Outcome
<p>Mind Reading</p> <p>(Knowing someone’s internal state – but not saying how)</p> <p>For example, “She doesn’t like me.”</p>	<ul style="list-style-type: none"> ➤ How do you know she doesn’t like you? 	<p>Recovers the source on information</p>
<p>Lost Performative</p> <p>(Value judgements – where the person doing the judging is left out)</p> <p>For example, “It’s bad to be rich.”</p>	<ul style="list-style-type: none"> ➤ Who says it’s bad? ➤ According to who? ➤ How do you know it’s bad? 	<p>Gathers evidence criteria</p> <p>Recovers missed info</p>
<p>Cause – Effect</p> <p>Where cause is wrongly put outside self</p> <p>For example, “He makes me mad.”</p>	<ul style="list-style-type: none"> ➤ How does what he’s doing cause you to choose to feel mad? ➤ Or – how specifically? 	<p>Recovers choice</p>
<p>Complex Equivalence</p> <p>Two experiences are interpreted as being</p>	<ul style="list-style-type: none"> ➤ How does her yelling mean she doesn’t like you? ➤ Have you ever yelled at someone you like? 	<p>Gives a counter example</p>

<p>synonymous</p> <p>For example, “She’s always yelling at me, she doesn’t like me.”</p>		
<p>Presuppositions</p> <p>For example, “If my husband knew how much I suffered, he wouldn’t do that.”</p>	<ul style="list-style-type: none"> ➤ How do you choose to suffer? ➤ How is he reacting? ➤ How do you know he doesn’t know? 	<p>Put back at cause</p> <p>What does he do?</p> <p>Bust the mind-read</p>

GENERALISATIONS

<p>Universal Quantifiers</p> <p>All, every, never, everyone, no-one etc.</p> <p>For example, “He never talks to me.”</p>	<p>Exaggerate the universal quantifier and find counter examples...</p> <ul style="list-style-type: none"> ➤ Never? ➤ What would happen if he did? 	<p>Recover counter example – effects outcome</p>
<p>Modal Operators</p> <p>For example, “I have to work hard, or “I can’t stop smoking.”</p>	<ul style="list-style-type: none"> ➤ What would happen if you didn’t? ➤ ...Or? ➤ What prevents you? ➤ What would happen if you did? 	<p>Recover effects/outcome</p> <p>Recover causes</p>

Generalisations are important – they are similar to stereotypes – we need them to make sense of the world.

LEARNING ACTIVITY

Can you think of some generalisations? Why do you think that these are restrictive?

DELETIONS

<p>Nominalisations:</p> <p>Process words, verbs turned in to nouns</p> <p>For example, “We have a problem with our communication.”</p>	<ul style="list-style-type: none"> ➤ Who’s not communicating what to who? ➤ How would you like to communicate? 	<p>Turns the verb back in to a process, recover the deletion.</p>
<p>Unspecified Verbs:</p> <p>For example, “He rejected me.”</p>	<ul style="list-style-type: none"> ➤ How specifically did he reject you? 	<p>Specify the verb</p>
<p>Comparative Deletion:</p> <p>For example, “That’s expensive!”</p>	<ul style="list-style-type: none"> ➤ Compared to what? 	<p>Recover comparison</p>

Deletion is also referred to as selective attention. We leave out key details to improve our efficiency. However, this can cause a problem when we get into the habit of always deleting certain information, for example, always paying attention to criticisms and not taking note of compliments. Being aware of deletions can also help us to better clarify issues in communication.

7. DEVELOPING COMMUNICATION STRATEGIES THROUGH NLP



You experience the world through your five senses – visual, auditory, kinaesthetic, olfactory and gustatory. This system is called your primary representational system. It influences how you learn as well as how you represent your external world inside your head. Different people have different systems.

CHARACTERISTICS OF REPRESENTATIONAL SYSTEMS

V. VISUAL

People with a primary visual representation system often stand or sit with their heads and/or bodies erect, with their eyes up. They will be breathing from the top of their lungs. They will often sit forward in their chair and tend to be organised, neat, well-groomed and orderly. They memorise by seeing pictures and are less distracted by noise. They often have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how things look. Appearances are important to them.

A: AUDITORY

Auditory people will often move their eyes sideways. They may breathe from the middle of their chest. They typically talk to themselves, and are often easily distracted by noise. They can repeat things back to you easily, they learn by listening, and usually like music and prefer talking on the phone. They memorise by steps, procedures, and sequences. Auditory people prefer to be *told* how they are doing, and respond to a certain tone of voice or set of words. They will be interested in what you have to say about things.

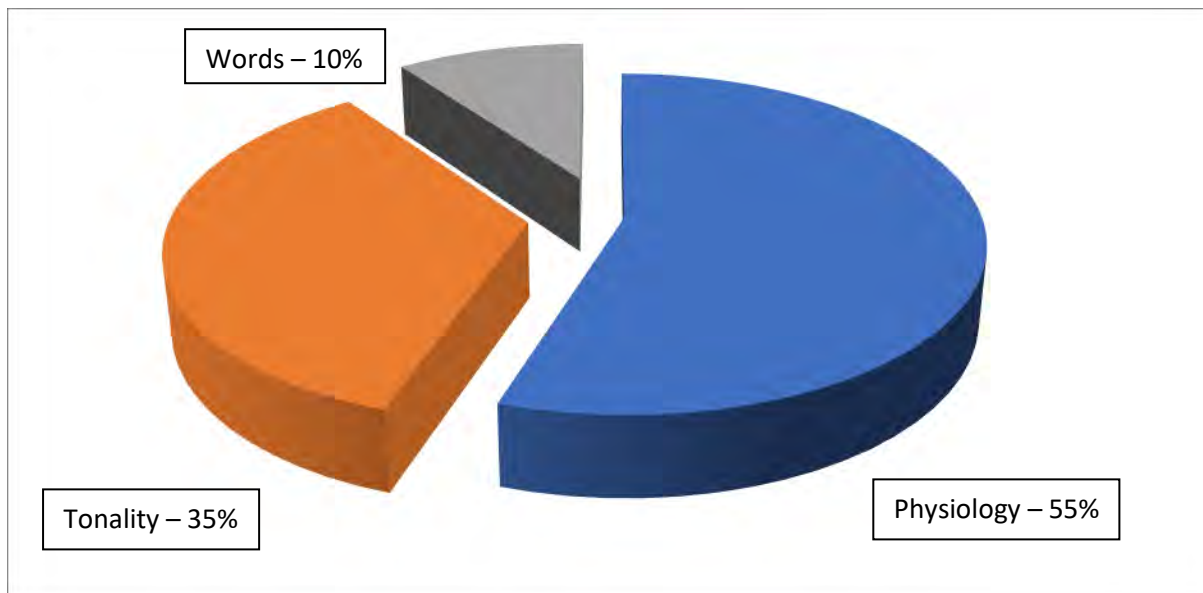
K: KINAESTHETIC

Kinaesthetic people will typically be breathing from the bottom of their lungs so you will see their stomach go in and out when they breathe. They often move and talk very slowly. They respond to physical rewards and touching. They also stand closer to people than a visual person. They memorise by doing or walking through something. They will be interested in things if they *feel right* or if you give them something they can grasp.

AD: AUDITORY DIGITAL

Auditory digital learners will spend a fair amount of time talking to themselves. They will want to know if things “make sense”. The auditory digital person can exhibit characteristics of the other major representational systems.

THE ELEMENTS OF OUR MESSAGES



The words we use are a tiny part of how we communicate.

WORDS

10% of communication is through words including key words and phrases, sharing common experiences, giving examples, telling stories, values and beliefs.

TONALITY OF VOICE

35% of communication is through the pitch, speed, volume and rhythm of our voices. For example a sentence that goes up at the end usually means a question; one that is moderate or flat usually means a statement; and one that goes down at the end is usually a command.

PHYSIOLOGY

55% of communication is by the way we move and hold our body, including posture, head tilt, facial expressions, blinking, gestures and breathing.

TONALITY, WORDS, PHYSIOLOGY

Watch this video of Barack Obama and observe the way he uses tonality, words and physiology.

<https://www.youtube.com/watch?v=hWQNOB070ns>



8. WHAT IS RAPPORT?

RAPPORT *NOUN*

A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.

"She was able to establish a good rapport with the children" (4)

Synonyms: *affinity, close/special relationship, (mutual) understanding, bond, empathy, harmony, sympathy, link, accord*

Derives from the French verb *rapporter*, which means 'to return or bring back'.

"I'm like you therefore you can like me."

The basis of rapport is that when people are like each other, they like each other. When you like someone, you are more willing to assist them in getting what they want.

WHERE IS RAPPORT NEEDED?

Anywhere you interact with other people but it is vital in job interviews.

- ✍ Rapport is about making a genuine and strong connection with another person. You know you have good rapport when you experience a sense of trust and respect and when you engage comfortably with someone else.

LEARNING ACTIVITY

In order to understand how you personally build rapport and what's important to you in different relationships, try the following exercise from the book "Neuro-Linguistic Programming for Dummies":

1. **Think for a moment about someone with whom you have rapport.** What signals do you send out to that person and receive back that allow you to know that you're on the same wavelength? How do you create and maintain your rapport?
2. **Think for a moment about someone with whom you don't have rapport, but would like to.** What signals do you send out to that person and receive back that allow you to know that

you're not on the same wavelength? What gets in the way of creating and maintaining rapport with that person?

3. **Think about your experience of the first person.** What can you do differently in your behaviour with the second person to help you build a stronger relationship?

THE OUTCOMES OF RAPPORT

- The other person is at ease
- Leads to a Win/Win situation
- Conversation flows
- Positive body language



HOW DO WE BUILD RAPPORT?

- We can match their physiology (the way they are holding their body)
- We can match their tonality (the tone of voice they use)
- We can match their predicates and keywords (the type of words they use)

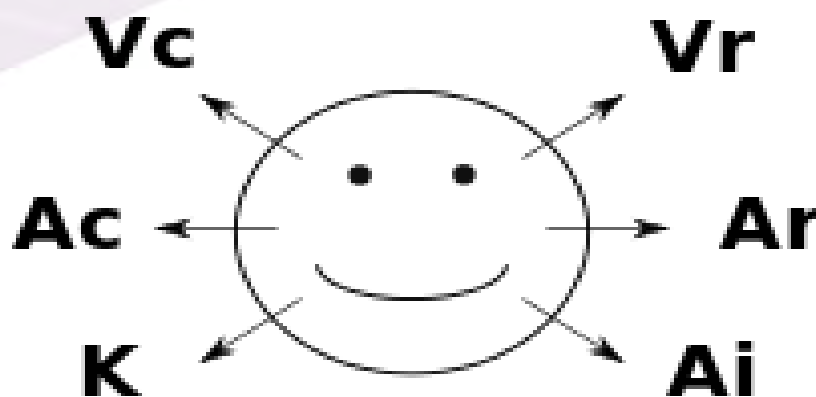
See how to build rapport and trust by Eleanor Shakiba:

<https://www.youtube.com/watch?v=dU8VH6vurXg>

9. EYE ACCESSING CUE CHART TOOL

Understanding the way that people communicate is a necessary part of building rapport. Bandler & Grinder observed that peoples' eyes move differently depending on the type of question they are asked and how they process information. This can help you to gauge their learning preference and therefore communicate more effectively with them.

"Eye accessing cue chart" as it appears as an example in Bandler & Grinder's *Frogs into Princes* (1979).



The six directions represent:

"visual construct" (Vc)

"auditory construct" (Ac)

"kinesthetic" (K)

"visual recall" (Vr)

"auditory recall" (Ar)

"auditory internal dialogue" (Ai)

If they are looking to the right it's a construct, and if they look to the left they are remembering (please note: this is a mirror image).

10. CLEAN LANGUAGE

How we speak and term our requests can influence the response we get back – by keeping our language ‘clean’ we can avoid influencing the response we get – important in coaching/counselling.

‘**Try**’ – has the presupposition built into it that you might possibly fail.

‘**But**’ – always negates what has just been said. Use ‘and’ instead.

‘**Don’t**’ – The truth is we cannot not think of something. Avoid typical instruction such as, don’t run, don’t shout, don’t be late, don’t talk.

For example, If I said to you “don’t think about a purple elephant”, what’s the first thing you do?

Conversely, we can use negation to our advantage when communicating. If I say to a student “I don’t want to suggest that you can master this skill easily”, which internal representation do they have to create?

RAPPORT

The process of establishing a relationship with a subject that is characterised by harmony, understanding and mutual confidence. This is done by reducing to a minimum the perceived differences at the unconscious level.

REFRAMING

A process used to produce a positive intention by separating a problematic behavior from the internal part responsible for it. New choices of behavior are established that maintain the positive intent but don’t have the problematic byproducts.

STRATEGY

A set of explicit mental and behavioral steps used to achieve a specific outcome. (5)

NLP VALUES FOR OLDER WORKERS

Many think of NLP as being a tool box of techniques and models without a heart. However, the principles, tools and skills of NLP presuppose certain values, which form the emotional basis for people’s commitment to the field itself.

Practitioners and trainers are often passionate about NLP's key values and sharing the benefits of NLP.

Several of the core values of the global NLP community are fundamental to older workers:

Usefulness: Being pragmatic and goal orientated. Seeking to make change in one's life. Focussing on practical applications and using all available resources to reach the end goal.

Integrity: To have congruence in language and action – to 'walk the talk'. This means to have an alignment between our beliefs, values and behaviour and to act from our core values. This is achieved by being aware of all our internal processes and beliefs and to behave in ways that are truthful to our values.

Respect: The acknowledgement of personal boundaries as well as honouring the potential within another person. To provide all people with equal time and space, while asking permission to intrude on this space. To maintain unconditional positive regard for others while honouring the unique contributions of each person.

Empathy: To put ourselves in the shoes of others. To connect with others by putting oneself in their position. To feel and demonstrate compassion for others and accept them for who they are. To offer a space where changes can happen. To value ourselves, as well as to value others as we do ourselves and to choose to invest in the well-being of others.

11. PRACTICAL TIPS

NLP TECHNIQUES

It is important to use language well when negotiating with people. Try and find out their needs and interests. For example, during an interview or communicating with a new employer, it is important to find out about, and then take into account, their needs and motivations.

You will need to use all your skills to build rapport with them. You will need to engage your senses, especially your ears to listen carefully to what she says, notice how to control your emotions and feelings before you decide on your response. You must make your desired outcome very clear in your mind - what do you want to happen following the conversation. Finally, you may have to be flexible in your behaviour, considering other options if you are not successful in what you want to achieve the first time.

Building rapport with a (potential) employer is crucial. The more people feel at ease and can connect with you, the more we can negotiate with each other to end in a win/win situation. Subtle mirroring and positive body language such as an upright open posture can make the person you are communicating with connect with you more easily. This connection is important when establishing

agreement with another person. Try to avoid looking down at your hands for example. Eye contact is also important, try to maintain eye contact when you are making a point. Nod your head when they make a point, and remember to listen to what they are saying.

HOW TO SELL YOURSELF IN A JOB INTERVIEW

1. Get to know the job interviewer

What is it like to be them? How has their day been so far? You can do this overtly, but some of it will be done by reading between the lines.

2. Get to know their needs

It is unlikely that you can do this in too much detail, but you can gauge a lot from how they introduce themselves and talk to you. You can also ask them questions to find out this information. You already know that they wish to find the best candidate. You can learn a lot about the organisation in advance, being able to demonstrate knowledge will impress the interviewer. Use NLP techniques such as mirroring to build rapport and win them over.

3. Help them see how you match their needs

To do this you will need to assess your own competences and skills to see how you meet their needs, in order to sell yourself better at a job interview.

CAREER COACHING USING NLP

1. Eliciting values

When advising your long term unemployed LTU, ask them to write two lists:

List one will comprise of everything they ideally want in their perfect career, including such things as distance to work, ideal salary, duties, working indoors or outdoors, variety or routine, the type of colleagues they want to work with etc.

List two will consist of their career dislikes: the things they don't want in their ideal job, such as working out of 9-5, working in teams or alone, short term contracts, micromanagement, no company pension, monotonous work, distance to the office.

They should then take their first list and put it in order of importance, so the criteria are numbered between 1-10. They must then take the first two criteria and ask which criteria would they prefer over the other, until they have their likes in order of value.

They must then take their second list (career dislikes) and ask themselves **“If I had a job offer with my top 5 Likes, would I accept it if it had X dislike?”**. The answers will show their flexibility or lack of for each of their dislikes.

2. Discover their strengths and options

Get your LTU to think about their strengths, natural abilities and personal preferences. What is it that they are naturally good at? Do they take the lead? Are they creative? Do they excel in teams? Are they interested in all the details? Are they a people person, analytical, humorous, innovative, technical? What are their passions?

Get them to think about a past experience that they were at their best, and all the times they excelled. These should be written down.

Take their strengths and career criteria and start to match job profiles. You will start to find sectors and positions that match their needs and strengths, from these you can find job roles by the process of elimination (by crossing out the job roles they would not undertake) until you narrow it down to a few options.

Once you find 3-4 career options ask your LTU:

- Would you retrain for this career?
- Would you relocate for this position? (Some careers are mainly regionally based)

3. Future pace for career motivation

When talking to a long term unemployed LTU, get them to see their timeline in front of them, retraining, writing a cv, applying for jobs, winning job offers from interviews, doing really well in a job and achieving promotions. Remind them to set their goals high and imagine being as successful as they want to be.

REFERENCES

1. Ready, Romilla (2010) Neuro-linguistic Programming For Dummies. John Wiley & Sons; 2nd Edition edition
2. Dilts, Robert. Shared Values of the NLP Community. <http://www.nlp.com/GTC/Values.html>. Last accessed 16.12.2016
3. McConnachie, John. NLP Modelling to engage with Customers. <http://www.anlp.org/how-could-nlp-help-me.php?csid=88>. Last accessed 16.12.2016
4. Oxford Dictionary Online. Rapport Definiton. <https://en.oxforddictionaries.com/definition/rapport>. Last accessed 16.12.2016
5. Smith, Robert. NLP (neuro-linguistic programming).
6. <http://www.businessballs.com/nlpneuro-linguisticprogramming.htm>. Last accessed 16.12.2016
7. <https://www.ewellnessexpert.com/blog/166/what-is-neuro-linguistic-programming-nlp>
8. <http://www.wikihow.com/Improve-Your-Performance-Through-NLP>
9. <http://www.skillsyouneed.com/ips/rapport.html>
10. <https://www.youtube.com/watch?v=dU8VH6vurXg>

