

Beliefs of Excellence

Within NLP is a set of Beliefs of Excellence, or presuppositions for excellence. These Beliefs have evolved through the study of exceptional performance. The people who were originally studied in the research came from many different fields: sport, the arts, business and therapy. They all though had the same set of beliefs

1. Everyone is unique/different.
2. You can benefit from any situation.
3. There is no failure only feedback.
4. Everyone makes the best choice available to them at that time.
5. You are responsible for the results you get.
6. The person with the most flexibility in thinking and behaviour has the best chance of succeeding.
7. People already have all the resources they need to be effective.
8. The meaning of our communication is the effect it has on the receiver.
9. For every problem there is a solution.
10. Our mind and body are part of a whole and are one system.
11. The way we filter and store information results in our thoughts, feelings, memories, knowledge and imagination.

You don't have to believe these things to test the usefulness of them, simply act 'as if' you do. The successful translation of these beliefs into your thinking and behaviour will open up more choice for you. You will find yourself responding in new ways and achieving different results. If these results are valuable to you, you will begin to reinforce the belief.

We will explore in the next articles our Perceptual Filters and Modelling which link on from this.

There is a lovely story that relates to the first belief that everyone is unique and we should celebrate that uniqueness not bemoan the fact that they are not like us. I am including the story below for you.

I wish you every success.

Regards

Sue

Animal School

Once upon a time, the animals decided they must do something heroic to meet the problems of a “New World”, so they organised a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it fair and easier to administer, all animals took all subjects.

The duck was excellent at swimming, better in fact than the teacher. He also had excellent grades for flying, but was very poor at running. Because of his poor performance at running, he had to stay after school and eventually dropped flying to practice running. This continued until his webbed feet were badly worn and he was only average at swimming. Average, though was acceptable at school, so nobody worried but the duck.

The rabbit started top of the class at running, but had a nervous breakdown because of the extra swimming lessons he needed.

The squirrel was excellent at climbing until he became frustrated in the flying class, where the teacher insisted he started from the ground like everyone else. She then developed shin splints from over exertion, got a C in climbing and a D in running.

The eagle proved to be a problem pupil and had to be severely disciplined. He beat everyone in the climbing class, but only by insisting on doing it his own way.

At the end of the year, an eel that could swim very well, but could also run, climb and fly a little had the highest average and was named top pupil.

The moles were kept out of school by their parents, because the administrators would not add digging and tunnelling to the curriculum. They apprenticed their children to the badger and later joined forces with the hedgehog and the weasel to start a successful private school.