Anchor Point

Vol.2, No.7 (July 1988) The International Journal for Effective NLP Communicators $5.00

Calling All Innovators!

Calling All Innovators!

After being inspired by Robert Dilt's Stategies of Genius article, make sure you apply your new skills by entering the **BRAVE NEW WORDS CONTEST.** Here is your chance to become a famous NLP technique/word originator. Take some time to develop that idea that has been lingering in the back of your mind. By spending just a few minutes, you could be the winner of an Impressions Collection Videotape (the ultimate in relaxation guided meditation -- a $40.00 value, see page 13) or a copy of "Change Your Mind and Keep the Change." Enter today -- be a winner by participating and sharing your valuable ideas!!

I look forward to receiving your entry,

Michael L. Phillips
Publisher

INSIDE

Strategies of Genius Page 1

Product Review: Trainer Showcase Page 4

Calof's Casebook Page 6

A Model for Employee Evaluations Page 8

Coming Events Page 15

This article is comprised of excerpts from Robert Dilt's forthcoming book *Strategies of Genius*. This material was initially published in the Swedish newsletter *Strategies* in 1987.

STRATEGIES OF GENIUS

by Robert B. Dilts

Albert Einstein

Albert Einstein is not only widely acknowledged as a genius but has practically become the symbol for genius in this century. His theory of relativity revolutionized modern physics (and modern life) and his humanitarianism has served as an example for all of science. The psychological modeling techniques of *Neuro-Linguistic Programming* (NLP) can provide new insights into the thought patterns and processes that contributed to Einstein's special genius.

With NLP, we focus on the sensory structures at the base of Einstein's thinking process rather than on the results of that process, i.e., mathematics or physics. NLP is interested in how Einstein developed and used the fundamental brain processes of sight, sound, feeling, smell and taste in order to organize his thoughts about physics and mathematics. By uncovering the underlying thinking strategy, perhaps we can more easily transfer Einstein's creative ability to other subjects and individuals.

When most people think of Einstein, they think of complicated mathematical formulas - incoherent scribbles understood only by a few esoteric physicists and completely out of the grasp of the average person. Yet, according to Einstein himself, his actual creative thinking process didn't seem to involve mathematics at all. In an interview with Max Wertheimer (the founder of Gestalt psychology), Einstein claimed:

> **" No really productive man thinks in such a paper fashion...(The theory of relativity) did not grow out of any manipulations of axioms.' He added,'These thoughts did not come in any verbal formulation. I very rarely think in words at all. A thought comes, and I may try to express it in words afterward.' When I remarked that many report that their thinking is always in words, he only laughed."[1]**

Instead of words or mathematical formulas, Einstein thought primarily in terms of constructed visual images. In a letter to psychologist Jacques Hadamard, Einstein explains:

> **"The words or the language, as they are written or spoken, do not seem to play any role in my mechanism of thought. The psychical entities which seem to serve as elements in thought are certain signs and more or less clear images which can be 'voluntarily' reproduced and combined...The above mentioned elements are, in my case, of visual and some of muscular type. Conventional words or other signs have to be sought for laboriously only in a secondary stage, when the mentioned associative play is sufficiently established and can be reproduced at will."[2]**

What Einstein is saying is that the verbal or mathematical representation of his thoughts came only after the important creative thinking was done, which took place through constructed visual images and kinesthetic feelings($V^c \rightarrow K$). It was only after the image was sufficiently well developed, that it was translated into verbal or mathematical expression ($V^c \rightarrow A_d$).

It seems that these constructed images were neither of actual real objects nor of mathematical symbols but something in between. One key to the type of imaging that Einstein did comes from his report that from the age of 16 he began to wonder what exactly would happen if he rode along with a light beam at the speed of light. For example, he imagined he was moving at the speed of light and holding a mirror out in front of him and wondered if he would see his reflection. On one hand it would seem that if you were moving at the speed of light then the light shouldn't be able to catch up with the mirror, so your image should disappear. But on the other hand, from your position on the light beam, you could just as easily perceive that you were standing still and the other objects around you were

Next Page ►

actually moving at the speed of light in the opposite direction. Who's point of view was the real one? In the end, Einstein concluded that you would see your image. It was, in fact, solving this visual dilemma that lead to the theory of relativity which postulates that reality is relative to the position of the observer.

But we can see that this is a very different type of thinking than thinking in mathematical symbols - instead this is a function of a vivid, active imagination. A child without any training in physics could make this type of image, and to Einstein this imaging was the most important part of his thinking strategy. It provided a bridge between purely abstract logical symbols and words, and the "chaotic diversity of our sense-experience."[3]

These fantasies were not supposed to mimic our actual experience of reality, but rather to give life and creative possibilities

ANCHOR POINT is an international monthly journal presenting recent developments and practical applications of NLP and related technologies.

Publisher: Michael L. Phillips

Contributing Editors: Gary B. Smith, David L. Calof

Production Coordinator: Diane Phillips

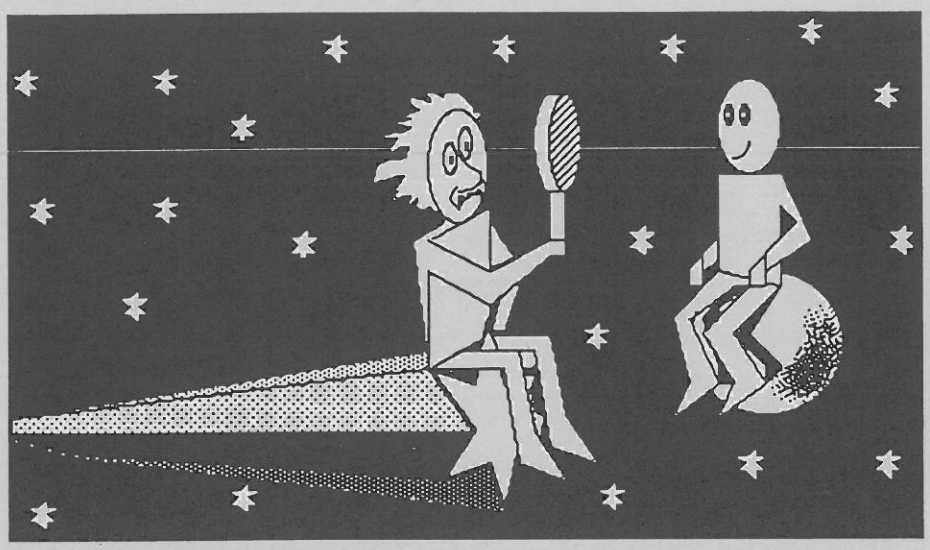
Anchor Point (ISSN-0895-366X) is published monthly, 12 times per year by Cahill Mountain Press, 10907 West Arkansas Avenue, Denver, CO 80226. **Application to Mail at 2nd class rates of postage is pending at Denver, CO.**

Subscription rates are: $35.00 (U.S.)/year for U.S. and its Possessions, Canadian Subscriptions add $10.00 (U.S.) per annum, Foreign Subscriptions add $20.00 (U.S.) per annum; payment must be made by charge card or by check drawn against a U.S bank. Single issue price is $5.00 / $7.00 *Foreign*.

POSTMASTER: Send change of address to ANCHOR POINT, P.O. Box 26790, Lakewood, CO 80226-0790 USA.

Anchor Point invites original contributions and advertising, but reserves the right to deny acceptance of articles and/or advertising, based on the editorial views of the Publisher. Anchor Point assumes no responsibility for unsolicited materials. All materials submitted must be accompanied by a stamped, self-addressed envelop if they are to be returned. **All correspondence should be addressed to Editor, Anchor Point, P.O. Box 26790, Lakewood, CO 80226-0790 USA.**

Copyright © 1988 by Cahill Mountain Press. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form without the prior written consent of Cahill Mountain Press.



to abstract thinking — to allow us to create mental maps that could help take us beyond what we had so far been able to experience with our senses. As he pointed out:

> **"(A)tomic theory could be viewed more as a visualizing symbol than as knowledge concerning the factual construction of matter."[4]**

To Einstein, this type of visual fantasizing was an essential element of science. He claimed that "*imagination is more important than knowledge*," and bemoaned the fact that schools put emphasis only on knowledge and not on the development of creative imagination. (It is well known that Einstein did not do particularly well scholastically during his formal education). He went so far as to declare, "*It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry.*"[5]

In NLP, we believe that the strategy for thinking about information is as important as the information itself - for example, that when one knows the most effective strategy for how to spell, the learning of new spelling words becomes progressively more easy. It is also obvious that the strategy for how to learn should be taught prior to presenting the information to be learned or organized. Einstein's problem solving strategy was to think with visual imagination first, and then to use language to refine and communicate what he had discovered. Perhaps if we cultivated this creative strategy in ourselves and our young science students there would be more potential Einsteins today.

Nikola Tesla

Nikola Tesla has been called "the genius who ushered in the power age." His 700 inventions include basic developments for the electro-magnetic motor, the turbine engine, wireless transmission and remote control devices. His discovery of the rotating magnetic field in the late 1800's is the basis of alternating-current which is the primary source of electric power throughout the world. It was Tesla who designed the first electric power station at Niagra Falls (his system was chosen over Thomas Edison's direct-current system). Known as a visionary futurist, his notebooks are still studied by scientists and engineers today, as a number of his ideas and principles are still in advance of present day technology (Tesla died in 1943). Using the psychological modeling tools of Neuro-Linguistic Programming (NLP), we can explore the way in which Tesla developed and used fundamental brain processes such as sight, hearing and feeling and make explicit some of the underlying mental strategies that Tesla used to make his discoveries and inventions.

In an interview conducted in 1919,[6] Tesla provides some valuable information regarding the development of his creative thinking process.

> **"In my boyhood I suffered from a peculiar affliction due to the appearance of images, often accompanied by strong flashes of light, which marred the sight of real objects and interfered with my thought and action. They were pictures of things and scenes which I had already seen, never of those I imagined. When a word was spoken to me the image of the object it designated would present itself vividly to my vision and sometimes I was**

quite unable to distinguish whether what I saw was tangible or not...(Sometimes) in the stillness of night, a vivid picture of (a) scene would thrust itself before my eyes and persist despite all my efforts to banish it. Sometimes it would even remain fixed in space though I pushed my hand through it."

Obviously, Tesla is describing a very pronounced and powerful ability to visualize from an early age. While the vividness of Tesla's imagery certainly sounds remarkable, it is not uncommon for children to be frightened by vivid mental pictures that they cannot control, nor is it uncommon for children to have difficulty distinguishing between their internal experience and external reality. Most children, however, eventually learn to squelch or suppress this degree of vividness as they grow up in order to "more effectively deal with reality." Tesla, however, seems to have learned to cope with the issue differently:

"To free myself of these tormenting appearances, I tried to concentrate my mind on something else I had seen, and in this way I would often obtain temporary relief...Then I instinctively commenced to make excursions beyond the limits of the small world of which I had knowledge, and I saw new scenes. These were at first very blurred and indistinct, and would flit away when I tried to concentrate my attention upon them, but by and by I succeeded in fixing them; they gained in strength and distinctness and finally assumed the concreteness of real things. I soon discovered that my best comfort was attained if I simply went on in my vision farther and farther, getting new impressions all the time, and so I began to travel—of course, in my mind. Every night (and sometimes during the day), when alone, I would start on my journeys--see new places, cities and countries--live there, meet people and make friendships and acquaintances and, however unbelievable, it is a fact that they were just as dear to me as those in actual life and not a bit less intense in their manifestations."

Here Tesla describes how, rather than turn off his process of visualization, he learned to consciously direct his ability to visualize. Most importantly, he relates how he was able to shift the process from remembered imagery (V^r) to constructed visual imagery (V^c). He developed his ability to "daydream" to a very high degree - similar to "positive hallucination" in hypnosis. It is interesting to note that his descriptions of his ability to fantasize are quite reminiscent of another famous scientist and genius, Albert Einstein, who claimed that he always thought in images rather than words or mathematical equations. Einstein maintained that the theory of relativity grew out of an adolescent fantasy in which he tried to imagine what reality would look like if he were riding on the end of a beam of light. Tesla's attempts to deal with internal images also lead to another important development for his creativity strategy.

"The incessant mental exertion developed my powers of observation and enabled me to discover a truth of great importance. I had noted that the appearance of images was always preceded by actual vision of scenes under peculiar and generally very exceptional conditions and I was impelled on each occasion to locate the original impulse. After a while, this effort grew to be almost automatic and I gained great facility in connecting cause and effect."

By tracking his mental processes back to external events ($V^e \longleftrightarrow V^i$), Tesla was able to establish an invaluable practical connection between his thoughts and reality. This connection no doubt kept his incredible imagination from becoming simply a form of "escape" and made it possible for him to convert his own mental science fiction into inventions that transformed the world. This ability, combined with Tesla's practice at stabilizing and strengthening constructed images, paid off in his later life.

"I was about 17 when my thoughts turned seriously to invention. Then I observed to my delight that I could visualize with the greatest facility. I needed no models, drawings or experiments. I could picture them all as real in my mind. Thus, I have been led unconsciously to evolve what I consider a new method of materializing inventive concepts and ideas, which is radically opposite to the purely experimental and is in my opinion ever so much more expeditious and efficient...I do not rush into actual work. When I get an idea, I start at once building it up in my imagination. I change the construction, make improvements and operate the device in my mind. It is absolutely immaterial to me whether I run my turbine in thought or test it in my shop. I even note if it is out of balance. There is no difference whatever, the results are the same. In this way, I am able to rapidly develop and perfect a conception without touching anything. When I have gone so far as to embody in the invention every possible improvement I can think of and see no fault anywhere, I put into concrete form this final product of my brain. Invariably my device works as I conceived that it should, and the experiment comes out exactly as I planned it. In 20 years there has not been a single exception...The carrying out into practice of a crude idea as is being generally done is, I hold, nothing but a waste of energy, money and time."

Tesla's strategy has some remarkable similarities to the strategy for composing described by Mozart (who composed his music in his head and then basically transcribed it onto paper) and was quite different from that of his contemporary and one time colleague Thomas Edison - whose methods Tesla is probably referring to in his criticism above. Edison, who claimed that "invention is 1% inspiration and 99% perspiration," tended to put his ideas immediately into a tangible form and work with them. Edison, for example, spent 14 solid months trying different materials in order to find the one that would be the best filament for his electric lightbulb. Tesla called Edison's trial and error approach the "needle-in-the-haystack" method of experimentation and eventually became his archrival. While both strategies were obviously effective, Tesla's internal visualization strategy probably allowed him to deal more effectively with intangible entities (such as magnetic fields) which are beyond the realm of our immediate sensory world and thus our ability to work with physically.

There is an interesting anecdote about Tesla describing how he was once challenged on his assertion that he could build his machines in his mind. To respond to the challenge, Tesla reportedly "built" an imaginary turbine engine in his mind and ordered another to be constructed physically. Both the real and the imaginary machines were started at the same time. A month later, Tesla disassembled the turbine engine in his mind and noted in precise detail the wear and tear on the pieces in his imaginary machine. When the real engine was disassembled and examined Tesla's description was found to match the real machine in every detail!

NLP maintains that the critical factor in genius is HOW we use our brains and that the mental strategies of a particular genius can be learned by others and applied to other contents. By gaining some insight into the thought processes of exceptional people like Nikola Tesla, we can learn to identify those special abilities

[Continued on Page 4]

"Experience does not ever err, it is only your judgment that errs in promising itself results that are not caused by your experiments."

- Leonardo da Vinci

when they occur naturally in others, and further, to cultivate and develop those capabilities in ourselves. Thus, we may take another step closer to the next ideas and inventions that will revolutionize the world in which we live.

1 *Productive Thinking*, Max Wertheimer, Greenwood Press, Westpoint, Connecticut, Enlarged Edition, 1959.

2 *The Creative Process*, edited by Brewster Ghiselin, Mentor Books, New American Library, New York, New York, 1952.

3 *Out of My Later Years*, Albert Einstein, The Citadel Press, Secaucus, New Jersey, 1956.

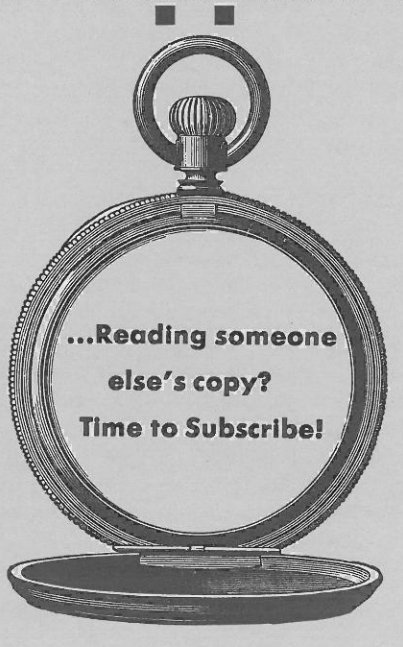
4 *Albert Einstein, Philosopher-Scientist*, Paul Arthur Schilpp, Northwestern University Press, Evanston, Ill., 1949.

5 ibid.

6 *My Inventions*, Nikola Tesla, ELECTRICAL EXPERIMENTER, February, 1919, pp. 696-747.

Robert Dilts has done research in the field of NLP for many years. His work includes computer programs used to teach accessing cues, strategy elicitation (including the Spelling Strategy in the January & February 1988 issues of Anchor Point). He is also interested in studying how beliefs relate to health. He is the author of many NLP-related books. Dilts is associated with both Behaviorial Engineering and the Dynamic Learning Center in California.

© Robert B. Dilts
Printed with permission.



Product Review: Trainer Showcase (Video Tape-VHS/52 Minutes)

NLP Comprehensive $30.00
2897 Valmont
Boulder, CO 80301
(303) 442-1102

Listen can you keep a secret? Well it's not a real secret, lots of people know...but it's seldom spoken of in mixed company—NLP training is more than a little uneven across the board. Some trainers walk on hot coals and some trip on marshmellows. In the past, it has been difficult for a *new student* to evaluate their trainers/training until they are knee deep into it. Now a new product shows a prospective trainee the type of training they can expect **before** they plunk down their cold cash. **Hopefully this great idea will start a trend.**

The Trainer Showcase is a collection of video excerpts from actual unstaged classroom trainings from NLP Comprehensive. A broad cross-section of trainers and lessons have been selected to appear in this product. For only $30.00 (an excellent value), the viewer experiences 52 minutes of real training expertise—after which the viewer knows exactly what to expect by choosing to train with this organization.

Of course this tape provides just a *taste* of what the viewer/student can learn in a full-blown training; still the viewer *will* learn actual NLP techniques from this tape. Some of the topics demonstrated are states of excellence, the conditional close, decision strategies, metaphor, and the meeting format. Although the pieces are brief, each trainer does an excellent presentation of the material and each chunk is complete unto itself. If the novice NLPer only learns one good technique for building success the product is worth the "cost of admission."

The Trainer Showcase is not technically on a par with the high standards of the other videos produced by NLP Comprehensive. There is a definite problem in the photographic quality of this tape, apparently due to reliance on "available light" during shooting and the production methods used.

Using available lighting gives the viewer a more spontaneous feel for the interaction between the trainers and their classes. The *lessons are* more natural. Unfortunately, some subjects turn into shadowy silohettes and occasionally turn unusual shades of green. While mildly distracting, seeing *green students is* a manageable metaphor. According to NLP Comprehensive, this product will eventually be updated and corrected. Still, the sound is quite good and the content is excellent. Special effects aside, the purpose of the tape is to present a representative training and offer up a few tidbits of NLP. It does both well.

Sometimes getting a good idea off the ground is at least as easy as teaching an elephant to tap dance. Progress can be slow and clumsy. But, a good idea is a marvel to behold. The concept behind the *Trainer Showcase* is an idea whose time has arrived. So if the beast occasionally misses a step — **hey, how well do YOU tap?**

"You pays your dime, you takes your dance."

NLP trainings can be good, bad and mediocre but they are almost always expensive and so jumping blindly into the "NLP dance" can be a lavish mistake. Preview tapes are a terrific idea because every student is also a consumer and every dime spent should be an informed decision. If you are considering training soon, this tape is a good place to start. Don't wait for the update.

METAMORPHOUS PRESS™

NLP

Special *Offerings*

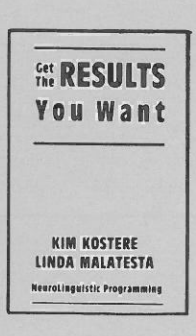
NEUROLINGUISTIC PROGRAMMING
from

METAMORPHOUS PRESS, INC.
YOUR BEST SOURCE

Send for FREE Catalog of NLP Books

P.O. Box 10616, Portland, Oregon 97210
(503) 228-4972

ANNOUNCING: NEW STANDARDS IN THE FIELD OF NLP

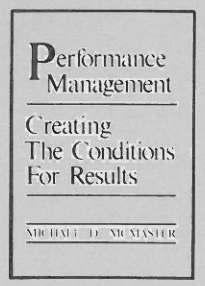


Get The Results You Want
A Systematic Approach to NLP

Kim Kostere and Linda Malatesta

You will find in this book an explicit model of communication and change which combines the state of the art behavioral technology of Bandler and Grinder with the gentle optimism of humanistic psychology. This book offers the knowledge and skills necessary to make the change process both exciting and profoundly rewarding. This book provides all people whose job deals with inner-personal communications a sound, step by step process to more effective, directed results.

0-943920-39-6. . . . . hardcover $17.95



Performance Management:
Creating The Conditions For Results

Michael McMaster

A four-part book that introduces a complete system to meet the needs of any organization. The specific behaviors required to make a human system work are presented with explicit models and extensive examples. Each section presents a different aspect of implementing the system, from the most specific communications requirements to a broad theoretical view of managing for performance and results. This four-part system includes: 1. The Required Communications. 2. Creating A Framework. 3. Creating A Working System. 4. The Basis of The System.

0-943920-69-8. . . . . hardcover $21.95

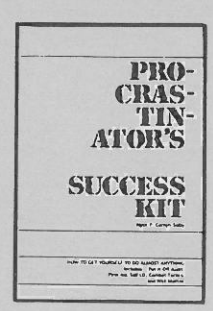
Mention the ANCHOR POINT for a 10% Discount on these two titles if you order by July 31st, 1988.
Please enclose $2.00 for first item and $.75 for each additional item.

Procrastinator's Success Kit

Alyce Cornyn-Selby

Procrastination is more important than sex. It must be. We do it more often. Procrastination does not discriminate and it is extremely versatile. It affects men and women equally and every race and religion. It is cross cultural. It is also portable, compact, has no moving parts, requires no training, one size seems to fit all, and it can be literally hazardous to your health. It's also creative. A must book for anyone who intends to get things done.

0-941383-03-2. . . . . softcover $9.95



Please enclose $2.00 for first item and
$.75 for each additional item.

Turn Your Pressure Valve Down

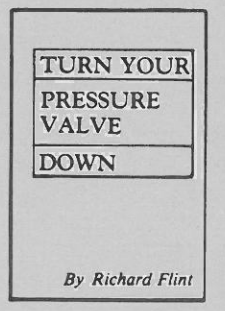
Richard Flint

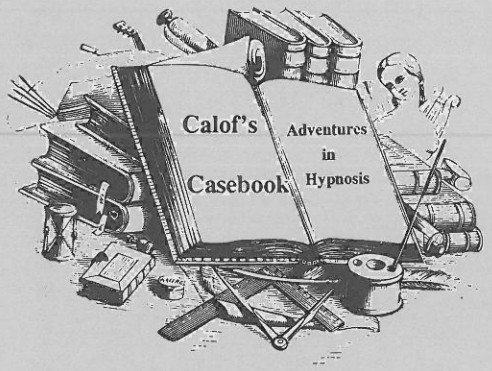
Pressure demands understanding in order to turn it into a creative force. This book is designed to help with that understanding. It deals in practical realities with:

- Understanding the value of pressure to your life
- How pressure works in the human life
- How pressure gains control of your life
- How to turn pressure into productive growth

It's more than just another book on stress management — it's a recipe filled with ingredients to make pressure the productive growth tool it was meant to be.

0-937851-22-1. . . . . .softcover $10.00





By David L. Calof

A 17-year old girl from a town a 2-hour drive away from my office called me requesting hypnosis to lose weight. She explained that a friend had lost weight with hypnosis and that she too wished to be hypnotized to "stop eating," having failed at "just about anything you can care to imagine."

At her first interview, Pam sadly told me of her "munchies" which had "gotten out of hand" shortly after breaking up with a boy after a 3-year relationship. Over 7 months she had gained 37 pounds having never been overweight before. Now she could afford a "session or 2 of hypnosis" to help her lose weight. She wished to try out for school cheerleader in 2 months but wouldn't unless she could lose most of the weight by then.

I questioned Pam regarding her understandings of hypnosis and she revealed no fears or apprehensions. She wondered, however, if she was "one of the types who could be hypnotized." I assured her that she surely could be if she would just follow my instructions.

With that, I asked Pam to place her hands comfortably on her legs and rest her feet flat on the floor and to "Just watch your hand resting comfortably there as you do and let your eyes flutter closed as you take a very deep breath now and relax all over." Pam took a deep breath, closed her eyes and her head began to slump forward. Just as her head was about to touch her chest, she opened her eyes, lifted her head and looking directly at me apologetically said, "I don't think it was working. I could still hear everything."

I assured Pam that this was natural and that if she were unable to hear the sounds, she would also be unable to hear me and consequently, she would not be able to hear my instructions. This explanation seemed to reassure her and she consented to try again.

Again, I instructed Pam to look at her left hand but to "listen attentively to everything you'll be hearing and relax more with every sound you'll hear. Now, just take a deep breath and begin to notice the changing sensations in your eye lids." Pam's eyes began to flutter and her breathing slowed after taking the deep breath. I continued, "Now you can just relax all of the muscles of your body one at a time beginning with your head and working down to your finger tips and toes and with each breath you take just relax a little more."

In response to this, Pam took off her jacket and then replaced her hands on her thighs. The lethargy she had manifested before removing her jacket was now gone and she frequently removed her gaze furtively from her hand. I continued the suggestions of relaxation and heaviness but Pam became even more fidgety as I did. Seeing the ineffectiveness of these suggestions, I began to suggest to Pam that she should "continue to notice small movements in your limbs and in your eyes. This is only a sign that your body is ridding itself of tension. These jerks and twitches and movements will only help you to relax."

With this, Pam again looked at me, smiled nervously and said, "I don't think it's working. I'm not relaxing. I guess I'm not letting go enough." I asked Pam if she was aware of any fear or of any objection to the way I was talking with her. She reflected on my question for a moment and then replied, "I don't think so. I think it's just hard for me to relax. I can't stop thinking."

I told Pam she could relax "because there were times in your life when you relaxed before without thinking about it, weren't there?"

Pam agreed that there had been times like that. I then indicated to her that she could relax herself and she wouldn't even need me to help her. She inquired what I meant by this and I said, "All you need to do is sit back and close your eyes and think about all those times you relaxed before." (Pam sat immobile staring straight ahead.) "You can close your eyes now and go ahead and do that." (Pam continued to stare.) "Go ahead." Pam interrupted, saying, "I'm sorry, but I don't think that's going to work either."

I told Pam that we should perhaps stop working for the day and plan to get together again the next week. This concerned her because she had only enough money for two sessions and wanted to "be able to come back again in case I need a booster or something."

I told her that I was willing to try with her only one more time that day and if we weren't successful we would meet again the next week. I explained that if everyone could learn to go into hypnosis the first time and that if she needed to wait, she would surely find it easier next week because of "all this practice today."

Pam reasserted her need for the hypnosis to work for her that day. I agreed that would be quite useful and then said, "Perhaps we could start with a single hand or arm and the rest can follow at some comfortable rate. Mightn't that be a good way to begin?" Pam agreed that this could be a beneficial way to proceed.

I stood up from my chair, walked over to where Pam was sitting and standing on her left side began looking at her hands, which were placed on her thighs. I then placed my right hand on her left hand and said, "Now, why don't you just let me worry about this one. You can watch the other one (pointing with my left hand to her right hand) and you don't even need to be aware of this one (while squeezing her left hand)." Pam began to watch her right hand. I continued, "It (the left hand) can have a mind of its own and you can just wonder what will happen to the right one." With this, I quickly lifted Pam's left arm into the air to face level. Quickly removing my support from the arm, it hung there, motionless, in catalepsy. Pam continued to stare at her right arm, immobile, and apparently quite unaware of her left arm. I then carefully moved to Pam's right side in order to further distract her from the catalepsy. She remained unchanged throughout this.

I then explained that she didn't have to think about anything and that she could "continue relaxing outside of space and time." With this, she took notice of her left hand and immediately slapped it back to her lap with her other arm.

"Those who dream by day are cognizant of many things which escape those who dream only by night."

- Edgar Allan Poe

Without hesitation, I irritably asked, "Do you know what *that* means?" I was frustrated and somewhat angry. I wanted Pam to admit that she was resisting out of my personal needs; not the needs of her therapy. While I consider this a therapeutic blunder on my part, Pam's response was quite interesting and useful. While now perfectly awake, she responded, "Does it mean I'm in some kind of trance?"

(NOTE: My hunch is that Pam construed my question to relate to the catalepsy (albeit brief) and not to her disruption of the catalepsy. I think this is a good example of how the therapist/patient interaction can be thought of as a system which itself can "select" behavioral responses individually in the patient or the therapist within the context of the implicit or explicit therapeutic models and sets of assumptions that both the patient and therapist bring to the interaction.)

I responded to Pam's question by saying, "Yes. And do you know what that means?" Pam smiled and shook her head, "No." I volunteered, "It means you will follow each and every weight loss suggestion I give you, does it not?" Pam quietly in a flat tone, responded, "Uh huh," still obviously fully awake.

I told Pam to listen carefully to my words. I told her that I didn't know exactly how much weight she would lose by her next appointment and that neither did she "consciously." I then directed her that each night for the next 2 weeks she was to "examine every fat inch" of her body using both a full-length and hand mirror and to "be driven to do something about that mess." She was also instructed that on her way home from the appointment she would purchase a large bottle of cod liver oil at a drugstore and have a tablespoon or 2 or the oil instead of food if she wished to eat between meals until I saw her again.

I then asked Pam if she fully understood "these post-hypnotic suggestions." She replied that she did. I then instructed her to close her eyes so I could "awaken" her. She readily complied with this request. Once her eyes were closed, I gave her a variety of ego strengthening suggestions and extensive suggestions that she would be able to quickly and easily return to the trance state again "even more unexpectedly" at any time in the future when it would be in her best interests to do so. I then told her that I wished her to remember everything from the trance completely upon "awakening from the trance" and "be somewhat confused about the depth of that trance." I then suggested that remembering would be evidence for her that her unconscious mind was willing to cooperate with her by following my suggestions.

I then "awakened" her with suggestions for alertness, well-being, etc. When Pam opened her eyes, she exclaimed, "Hey! That's neat. I remember everything! I didn't think I would." I told Pam to leave and to return again in 2 weeks at the same time. Upon learning in this way that the interview was about to be terminated, she blushed and smiled, then clumsily collected her jacket walked out of my office.

Pam returned in 2 weeks for her second session. After we were both seated, I began to inquire about the interview 2 weeks before. Before I had completely voiced my question, Pam interrupted and irritably and hastily said, "I lost 10 pounds and I only had to use that darn cod liver oil twice and I wouldn't have either if you hadn't hypnotized me!"

I congratulated Pam on her progress, and then said, "Now, Pam, since it was finally so easy for you to go into a trance last time and because it works so well, I'm sure you'll find it even easier to do so now, will you not?" Pam nodded and her eyes began to droop and flutter. Her respirations quickened and she began to exhibit general muscle relaxation. I offered suggestions for heaviness, drowsiness and numbness and within approximately 5 minutes, Pam had achieved

Next Page ►

Grinder, DeLozier & Associates

offered
for the first time
to the general NLP community

John Grinder

presents

TRAINING FOR TRAINERS

August 17 - 21, 1988
Monterey, California

Call or write for details. *NLP background is required.*

200 7th Avenue #100 Santa Cruz, CA 95062 (408) 475-8540

NLP PRACTITIONER MASTER PRACTITIONER
CERTIFICATION TRAINING

Trainers

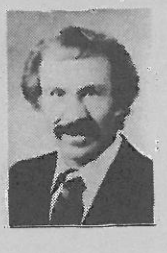
Janice Gray, MS, MA



Derek Balmer, MA



John Grinder, PhD



CERTIFICATION TRAININGS

One Weekend a Month Beginning

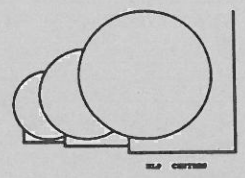
TORONTO October 15th

OTTAWA October 29th

(Write/Call for Complete Listing of Dates)

- **Learn the techniques and power of COMMUNICATION**
- **Acquire the patterns of excellence at the core of NLP**
- Find out how to reach others' "*INNER SYSTEMS*"
- gain accelerated learning states
- change your personal experiences into direct goals
- **featuring new material recently developed by Dr. Grinder**

Ottawa: (613)232-7782
Toronto:(416)283-3461



NLP Centres are the only ones in Canada approved by DR.John Grinder

a stable, medium depth of trance. This was demonstrated by Pam developing an aphasia for her name on command and by achieving a full-body dissociation which resulted in a complete paralysis upon my challenging her to be able to move. The last two phenomena served most effectively to deepen Pam's trance.

I then gave Pam suggestions that her behavioral progress would continue and that her unconscious mind would resolve any emotional factors that had contributed to her weight gain but without her conscious knowledge. She was also told that because she would be resolving any emotional factors, she could expect the weight loss to be permanent. Following this, Pam was given extensive instructions in self-hypnosis in both the trance and waking states; then given an appointment for 2 weeks hence and dismissed.

At her next appointment, Pam reported an additional weight loss of 8 pounds. She also disclosed that she had "greater feelings of self-confidence and belief in myself." I told her that our work together was done and that she needed to do the rest of the work herself. She agreed and I then reviewed several of the key points I had made regarding self-hypnosis and dismissed her without charge after only 10 minutes.

A follow-up telephone call to Pam 4 months later revealed that she had attained her normal weight, was regularly practicing self-hypnosis and continued to note positive changes in her behavior and attitudes.

David Calof is an internationally known clinician who has practiced family hypnotherapy for 15 years. He studied directly with Milton H. Erickson, M.D. and trained with Richard Bandler, John Grinder, and leading family therapists. He has been clinical consultant to the Outpatient Department of the Seattle Mental Health Institute for 7 years.

■ ■

"Every hero becomes a bore at last."

- Ralph Waldo Emerson

"The future, according to some scientists, will be exactly like the past, only far more expensive."

- John Sladek

A Model for Employee Evaluations

By Michael D. McMaster

The model which is being used for Evaluation can be used to assist in gaining and maintaining rapport. By making the model explicit and letting the employee know what's coming, you can take away a lot of the uncertainty which causes apparent resistance. It is hard to pay attention to the business at hand if we feel we had better look for the first opening to defend ourselves. Knowing that we will have a place for that makes it easier to pay attention to the present.

The model is based on these five steps:

1. Give the Basis for Evaluation
2. Get Agreement on the Basis
3. Give the Evaluation
4. Elicit Feedback from the Employee
5. Review for the Future

1. Give the Basis for Evaluation

An evaluation is a measure of performance. Within the context of a Performance Management System, it is a summary of how well an employee's performance matched the original plans set at the beginning of the planning cycle. The Evaluation will measure all of the explicit performance plans made, all of the items which were not made explicit but assumed as commonly understood, and all of the revisions made in Coaching contacts throughout the time period.

The basis for the evaluation is that set of facts, of actual events, of particular behaviors, which make up the performance of the employee. These are all items which could be witnessed and verified under appropriate conditions.

An expression of your opinion about some particular performance at this point will not be within the boundary of giving the basis for evaluation. If you find that employees are justifying and defending behaviors, review your language for evaluation comments. If I say to you, "I'm disappointed that you held only a few planning sessions with your employees in the last six month," you will likely experience a desire to defend yourself. I have indicated the behavior and my evaluation of it. If, however, I say to you, "Our plan called for at least one planning session with each of your people and four of them have still not had planning sessions," you will likely accept that as fact (if it is) and possibly add some relevant facts of your own in the same manner. I have, after all, simply stated some facts.

Many times our performance is judged against a standard which we have never known or understood. In most situations, the best format will be to name the planned item or the specific unstated expectation against which performance is being compared and then specify the actual performance. This will give the employee the basis for your evaluation and allow him or her to provide information about either item if it seems relevant.

The language to use here is explicit, sensory-grounded words. These describe a situation so that it cannot be mistaken. It is usually better to err on the side of too much detail than to assume the employee knows what you are saying.

Compare these contrasting examples:

You were late far too many times last year.

You were late a minimum of four times a month last year and a total of 70 times. *A statement about acceptable limits set by agreement or company policy would normally follow.*

Your attitude towards customers with complaints was too abrupt and unfriendly.

You frequently interrupted customers before they had finished telling you their complaint, you often pointed your finger at them, and sometimes never smiled throughout the whole exchange. I saw a number leave who looked more angry than when they came in and we've had 14 complaints about your attitude.

The Evaluation should contain no major surprises. Unless it originates from a very recent event, any fact which is a surprise to the employee indicates that an inadequate job of coaching has been done. The details of the behavior should already have been covered in earlier contacts. If the behavior is continuing in an unacceptable manner, then the specifics should be repeated with the assumption that the employee is still unclear about what is expected.

Noteworthy behavior should also be mentioned in some detail. We often neglect to tell employees in enough detail about the good things that they do. There is merit in saying "good job" but there is a great deal more benefit in specifying what exactly made it a good job. This has particular impact when it is stated in terms of the positive behaviors and abilities demonstrated. Surprises shouldn't occur here either. Good Coaching contact will have provided the employee with some positive feedback. It will be beneficial to remember it at evaluation time.

Managers sometimes feel that an evaluation should be all bad or all good. There seems to be a feeling that one will take away from the other. The reality of any situation in which I have been involved is that there are some good and some bad in all performance. All goals are seldom fully met or fully missed. The basis for evaluation should be a summary of all performance. Any significant point, positive or negative, should be included in the explicit basis for the employee. The significance of each can be explained later in the session. At some point in an evaluation containing any negative information, we are likely to encounter excuses, justifications, and other defensive arguments. How are we to deal with them? If the purpose of this step is to give the basis for evaluation, there is no place here for such behavior. However, as I'm sure you have already thought, your employee may not feel that way and be quite insistent on continuing to press for such defense.

Here is a strong test of your personal ability. How can you maintain rapport, maintain control of the process, and get to your stated outcome? There seems to be a conflict here in which one of the desired results must be lost: either maintain rapport or complete the evaluation. People or results. Frequently, it is at this point that the situation degenerates into an argument which the manager wins in the end by using his or her position of power. But who really wins? Usually nobody.

Remember what it takes to maintain rapport. You must respond to the needs of the human being you are communicating with. This must be done in an appropriate manner for that person, but it need not violate your own needs in relation to the previously specified outcome. The first step is to give a response which acknowledges what is important to the employee. The important point will revolve around the employee's feelings rather than the content of what is said.

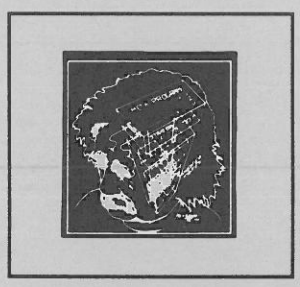
Let's consider an example and then develop the components that make it work:

M: You frequently interrupted customers before they had finished telling you their complaint. I saw a number leave who looked more angry than when they came in and we've had 14 complaints about your attitude.

Next Page ►

"Under tension, a chain will break at its weakest link. That much is predictable. What is difficult is to identify the weakest link before it breaks."

- Gregory Bateson



Neuro-Linguistic Programming Software

by Robert Dilts

From

Behavioral Engineering

230 Mt. Hermon Rd. #207
Scotts Valley, CA 95066

Mind Master - An exciting, specially designed GSR biofeedback device that can be used to teach state control, help treat phobias, allergies, stress and other emotional and health related issues. Introductory programs include Icarus, Thought Waves, Magic Mirror and Slalom Skier. Available for Apple II series computers, IBM PC, and Commodore 64 & 128. Price: **$125.00.**

Brand New for Mind Master! Calibration and Anchoring *(available for Apple series only).* Price: **$99.50.**

NLP Tools Vol. I & II - Learn and practice eye movement patterns, predicates, strategy elicitation and utilization, the New Behavior Generator and much more. Now dramatically reduced from $500 to **$125 each volume** for a limited time. Available for Apple series only. (Soon to be available for IBM and Macintosh.)

Spelling Strategy - Shown by university research to improve spelling ability by over 50%! The most effective educational software program available: **$39.95.** (Available for Apple series only.)

For quick delivery or information on other NLP products by Robert Dilts including audio tapes on Hypnosis and Beliefs & Health, phone ***(408) 438-5649.***

E:Well, sure, I got some complaints. The kind of people who come in to complain about their purchases are often unpleasant types who'll complain about everything. I can't keep everyone happy and still maintain the store policy for returns.

M:It's not an easy task dealing with those people at times.[A] (*pause, then voice shift*) What we're trying to do now is just establish what actually happened during the year.[B]

E:Well, I had the same sales responsibilities as everyone else and I had to handle the complaints too. I really think if I'd got a little more help from some of the others, it would have gone better. Some of them sell things to people when they know we're going to get them back.

M:There are some things which might help you do a better job next year. Maybe you'd make a note of that and we can discuss it when we start preparing for next year. (*Maintain rapport by acknowledging—pause*) I'd like to make sure you understand what facts I took into account and to add any others you think might be relevant. (*Redirect, lead back to process — pause*) I think 14 complaints about your attitude is too many, and reports and observation of the effect of your behavior on customers doesn't match up with the store policy of having satisfied customers. We say that satisfaction is guaranteed or your money back. [C]

E:Yeah. We did talk about that a few months ago and I think it's gotten better. I was having a tough time at home for quite a while. There haven't been any complaints about me in the last two months have there?

M:No, there haven't been any in the last two months. I'm glad to see that.

[A] Rapport is maintained after each employee defense with pacing and by acknowledging what is said. The acknowledgement should match the tone of what was said in voice and meaning. Notice that in doing so, it never adds an opinion which relates to the evaluation. The employee needs to feel that he or she has been heard and responded to. The importance of the comments relating to the evaluation can then be put on hold until that time comes.

[B] The manager then leads or directs the discussion back to the outcome of this particular step. The defensive statements are acknowledged and then directed back to the appropriate step of the process. — "Giving the facts." When the first attempt is met with more defensiveness, the choice might have been to proceed without added comment. It is generally unsafe to do that if a series of statements have been followed by defensive responses. It indicates that the employee has not fully registered the situation being presented.

[C] When the first pace and lead doesn't produce the desired response, the manager repeats it with different words and follows with a more detailed explanation of expected performance standards. In what appears to be an obvious area, such as customer reaction, the expected performance may have been only implicit before. The employee, of course, has heard it all in the context of a Coaching contact. Again, this representation should simply be a summary of what has gone before.

The pacing and leading have created the conditions for the employee to acknowledge the previous Coaching contact and respond with some information and feelings about current performance. The employee also indicates a desire to have improvement acknowledged and the manager does that quite simply. The manager takes control of the situation quickly by providing a place and manner for the employee to add facts for consideration. The employee has started off in a defensive manner and the session will lead to argument and dissatisfaction if that path is followed. By indicating the appropriate timing and nature of employee input without attempting to stifle such input, the manager begins to

direct the employee's behavior into productive channels. This manner allows the employee to control his or her own behavior in a manner most useful to the desired result for the session for both participants.

All input from the employee should be accepted by the manager. The "redirect" which follows irrelevant information or defensiveness — and little distinction need be made between them — does not imply that the preceding comment has been ignored. It is allowed to stand by itself and then a return is made to the business at hand. To explain how it is irrelevant would simply lead further from the desired track. All information can be accepted from the employee without making explicit reference to the weight of the new input. The evaluation has been kept out of your own presentation so it need not be applied to the facts contributed by the employee.

Throughout the summary, the manager should be doing some checking to ensure that the employee understands and agrees with the facts presented. Any changes of emotional state or obvious disagreements may well be pursued at the time they are noticed. Otherwise, they should be noted for further development in the session. Completion of this step will involve obtaining some input from the employee.

2. Get Agreement on the Basis

In most cases, substantial agreement will be reached as you give the basis for your evaluation and accept input from your employee. In that case, this step will be a sort of summary closure for the preceding one. You will need to go to greater lengths here if you have elicited little participation from your employee earlier. The completion of this step requires that the employee contribute all that is needed in the way of facts and that he or she understands and agrees with the manager's facts. The evaluation should not be given until this part has been completed.

In the preceding step, each item was dealt with individually. Agreement and understanding were reached and the employee contributed relevant additional material. If agreement was not reached, a method for determining the facts was established or the item was held "without prejudice." Any major item in this category might require that the session be terminated until the appropriate information can be gathered. Before asking for explicit agreement to the facts from the preceding step, the manager should present a summary of what has occurred. The employee may feel that he or she agreed to and understood each item as it was covered but have a very different feeling when they are gathered together as a summary. Considered together, things often seem different than when considered separately. The impact and significance of certain items may appear to change or we may have left out large areas of pertinent material.

The need to deal with emotion will frequently occur here. The employee who could deal with each item individually may find that a summary of mainly negative items will trigger a defensive response. The need to explain and justify may not appear until this point. This summary also indicates that the basis is complete. When an employee was expecting the better things that they remember to come last, they may react to what they perceive as an unfair representation.

Since you recognize the need for rapport, your first response will be to acknowledge the feeling of the employee. He or she can then be led toward providing additional information which might be relevant to the evaluation. Elicit the necessary information and acknowledge hearing it without indicating its weight in the evaluation. It may be important to establish whether or not the new material is fact or how that will be decided. If there is a significant amount of information or if a part of it will change the overall picture, it will usually be effective to summarize again with the new material included.

Completion of this step requires that the employee explicitly agree to the facts upon which the evaluation will be based. If previous contacts have been effective and the employee has been responded to appropriately, this should not be a difficult step. Disagreement indicates that the outcome of the Evaluation session cannot be achieved and that some other course of action needs to be taken. The overriding objective was to achieve a mutually understood basis for reward and growth. If the basis cannot be agreed upon, the outcome cannot be achieved.

How could such an impasse arise? How might it be overcome? These are questions which management must take into account when they set the objectives of the system. The manager involved should step back and review the process followed with the employee and attempt to reach the desired outcome. If it cannot be reached, there needs to be some procedure within the system to handle it — if the system is to maintain its integrity. This might involve a disinterested arbitrator or a higher level of management. No evaluation should stand without this level of agreement being achieved.

3. Give the Evaluation

The evaluation is the statement of the net effect of the behaviors, actions, and results that go into performance. It is the subjective report of the manager which is the result of all of the factors throughout the year. The evaluation is a reflection of the relative importance of each of the elements of performance to the manager. Although there are objective elements, such as sales quotas, budgets, and productivity figures, the rating will include the subjective experience created in the manager by the employee.

An extra bit of framing will often be useful at this point. If the rating is less than the employee might expect, there will often be some significant emotion and a desire to interrupt or protest. Setting a context for what is about to happen and the employee's part in it allows the employee to better control his or her own behavior. This is not a procedure for softening what is to come but for assisting the employee in organizing personal resources. Including a phrase such as, "I'm giving you a rating here just because the company insists that it be done" doesn't change the rating or its effects. This kind of phrase merely removes the personal responsibility of the manager for the rating. The employee is left with no one to object to or to express anger or frustration to. The manager should make it clear that he or she is responsible and is the one to receive any such response — to ensure that this important event is personal.

<u>The framing might go something like this:</u>

Now that we've agreed on the important facts for the year's performance, it's time for me to give you your overall rating. I'll summarize the major points and talk about the relative importance of each and then give you the rating. The purpose is to make sure you have a clear

Next Page ►

"Cynicism is an unpleasant way of saying the truth."

- Lillian Hellman

understanding of what the rating is and that it makes sense to you. It will probably work best if you just listen until I've gone through each item and give the rating. Then I'd like you to give your opinion of it and ask any questions you have which might help you to understand it. When we've finished this part, you should know what to do next year if you would like a different rating. Once that's done, we can leave the past year and concentrate on where we go from here. Is that all right with you?

The frame should be given with as much observation of the comfort level of the employee as possible. You will want to know whether that person does, in fact, feel comfortable with the process and understand it. You will also want to observe whether he or she is ready to proceed and decide if you want to go back to expanding the basis for evaluation. You then can respond to the signals you get in a way suitable to your judgement of the situation.

The perception of fairness which we want the employee to have is a result of making the elements of the manager's subjective experience sensible. The facts which have been given and agreed to should result in a similar evaluation by another manager. The major element in the employee's perception of fairness is a knowledge of the components going into the manager's decision. The next most important element is an understanding of the relative weight attached to each one. The procedure to get that result will include a summary of the facts and a comment about the importance of each. This summary will indicate the weight which has been attached to each of the additional items which the employee has contributed in the preceding steps. Major items should include a statement of these additional items and a statement of the effects of actions in understandable terms. The primary factors in an evaluation should relate to observable results which can be seen to affect the organization's performance.

The summary should include both positive and negative and lead up to an overall rating appropriate to the system. The final rating needs to be clear and to be in simple terms. A surprise relating to pay or promotion based on a mistaken understanding of an evaluation is unpleasant and unproductive.

One way to give a rating is with a standard set of words or numbers which have meaning in the organization. (Part of that meaning will come from the monetary consequences of the rating.) If the organization has no formal rating system, the manager can create a short — a sentence at most — simple, overall rating that cannot be misunderstood by the employee.

Too often, an employee is left with a confused feeling after an Evaluation session. The complexity of people and their performance requires that we provide them with an answer to the question "Where do I stand?" At some level they realize the subjective summarization which is involved and they are also aware that will be the basis for their future progress whether it is made explicit or not. Managers who don't provide a simple statement or rating leave it to the employee to add the plusses and subtract the minuses and figure out where they stand. "Where they stand" is another way of referring to subjective experience, since it relies on the manager's reality and cannot be supplied adequately from outside.

Some managers resist the idea of giving a simple numerical or standard word rating to an employee. They feel that it is unfair and demeaning to an individual to receive such a simple and seemingly arbitrary rating. Because people are complex, there are bound to be both good and bad elements in their performances. That is the very condition which requires such a simple rating. Assuming that bonuses or pay increases are based on performance evaluations, there is no way around the "single arbitrary" rating. There is certainly *one* raise of a *certain* amount and that is the singular meaning of a rating to many employees. Complex statements of good and bad points are all summarized for the employee in a paycheck. That summary will likely be less clear than a complete evaluation which included a clear and specific rating.

One top executive of a successful, well-run company told me about a situation he was involved in on his rise which illustrates the problem. In one particular year, he was enjoying his non-working life to the detriment of attention to his work. At the end of that year, without receiving a clear evaluation, he received a large bonus for his "outstanding" performance. He had done some good work but put little effort into his job. The following year, he was determined to do even better and earn himself an even larger bonus. Again, without first receiving a clear evaluation, he received a bonus — the smallest bonus he had received in his career. To this day, he doesn't know why he received the large bonus or the small one.

A clear rating might be closed with a statement like:

The two most significant factors of those I have just summarized are the reliable work you have done in meeting all of your technical duties and the failure to perform the management-related duties of planning and developing with Mary and Jim. This organization considers employee development of prime importance. Based on the importance of each of the points we have covered, your rating is satisfactory. That means you will get the basic pay increase for next year with the basic bonus added. To get a higher rating next year, you will have to significantly improve your performance in the area of people management. If your performance remains the same in that area, your rating next year would likely be only "acceptable."

The essence of an effective evaluation does not lie in merely giving a rating. The value comes from a clear understanding of the facts behind it and of the relative importance of each of these to the manager. The employee wants to know two things. The first is the rating or overall impact of the previous period's performance. The second is enough information to organize behavior in the coming period. Employees want to know how to alter their behavior to get greater rewards and then they can make decisions about what they want to do. The manager is providing the context within which employees will organize their own behavior.

So far, you will have had the floor throughout most of this step. Now it's time to turn it over to the employee. Employees will likely have questions and feelings which want expression and, in many cases, will lack the ability to communicate what is needed. The manager's role is to elicit that communication in a respecting manner. What is a "respecting manner?" Where does it come from? We can all agree with that kind of behavior but it frequently fails to happen. Where it comes from is an internal attitude of respect for the employee. That is a result of recognizing the whole personality whether or not the particular needs have been made explicit. The situation of being evaluated by a senior person can be expected to generate feelings and a need for more information as well as some hesitation over expressing either. A "respecting manner" will result from that attitude and making some adjustment to the employee. The commonest adjustments will be in posture, choice of words, and voice tone — all towards matching the employee.

Some ways of eliciting this communication might include direct questions such as, "Are you clear on the rating?" and "Do you understand the basis for it?" These types of questions only invite a Yes or No and unless an employee is quite expressive or self-confident that is all they will elicit. Many of these types of questions have been used to lead employees to the desired answer. A better type of question is one that invites a fuller answer. These might include, "What questions do you have about the evaluation?" and "I'm wondering what you think about it..." (followed by an expectant pause).

Where direct questions do not elicit the desired results, some different approaches might include:

How does that compare to the evaluation and rating you thought you were going to get before we started today?

or

Every time I've been evaluated in the past there's been a surprise in it for me. Sometimes it's the rating itself...sometimes it's one of the facts which was ignored or included...sometimes an event that didn't seem significant to me was really important to my boss. I'm wondering what part of my evaluation gave you the biggest surprise...

or

Many times after an evaluation it takes a while to digest what it was all about. We don't think of what we wanted to say or ask until we've left the manager's office. Take a few minutes to let what we've done sink in and when you think of something which isn't fully clear or anything at all you might want to add just go ahead.

The completion of this step will be achieved when you are sure that the employee has a clear understanding of the rating and of the relative importance of the facts which went into it. Employees should also understand what would have to be different for a different rating. It is not necessary that the employee agree with the evaluation. It is important that the employee understand it. What is the difference between these two states? How can you get understanding without agreement? The understanding will come from making the context clear. It will involve a reference to the values and relative importance of different behaviors and results to the organization and to the individual manager. If I can make my values clear, then you can understand my assessment of your behavior. You may still disagree with my evaluation because you disagree with my values. You may disagree with my judgment about the im-

Next Page ►

Impressions
COLLECTION

Home Videos Integrating Art and Psychology

For all those interested in achieving a state of well being and balance and for all those helping others to do so, **IMPRESSIONS'** original music, beautiful imagery and artful narrative have been purposely assembled to help you access a resource state, tap into new dimensions in personal expansion, and channel experiences through the impressions you chooses to imprint on your life.

Reflections in a Forest, a soothing visual stroll through nature's green wonder, evokes a sense of inner strength, confidence, and trust in the world and in one's own decisions and possibilities.

The Quiet Garden, a peaceful sojourn through the colorful harmony of budding life, evokes a state or personal satisfaction, light-heartedness and good natured ease.

Utilizing relaxation techniques and Neuro Linguistic Programming Technology, **IMPRESSIONS** offers a unique, flexible three phase program, two with a narrative and one without.

" Bravo! Impressions constitutes a quality tool to facilitate states of relaxation and personal growth. "
Josianne de St Paul and Alain Cayrol
Institut Francais De N.L.P (Paris)

" Impressions brings deep relaxation and stress management to a new level of sophistication and effectiveness. "
Dr. Terry Levy, Ph.D.
Director, Miami Psychotherapy Institute

" The group of physicians and nurses who reviewed Impressions were unanimous in their opinions that you have created an outstanding video document...I could recom-mend these tapes without reservation. "
Dr. Stephen Ray, M.D.
Genesee Hospital (New York)

IMPRESSIONS COLLECTION...
Video cassettes that let you experience new aspects in the art of living

Order Form

Name _____
Address _____
City _____
State _____ Zip _____

Reflections	$39.95	_____
Quiet Garden	$39.95	_____
Set of Two	$75.00	_____
	Subtotal	_____
	Tax 6%	_____
	Shipping	$4.00
	Total	_____

Please send and make checks payable to: **The Ark Group**
425 Alabama San Francisco, CA USA 94141-0685 Tele. 1-800-727-0009

pact of your behavior on those values. The involvement of the employee at this point will lead to the next step.

4. Elicit Feedback from the Employee

The success of this step will be related to the participation which has been elicited in preceding steps. If there has been little participation, you should not expect much feedback.

If the communication has been flowing both ways, then it will likely continue through this phase. *The response you get is the one you elicit.* That is, when a manager tells me that employees won't speak up or give honest feedback, I direct my attention to what in the manager's behavior is getting in the way of that feedback. There are some people who are easy to get feedback from and there are some who are difficult, but there are very few human beings who do not want to speak their minds given the right conditions.

What kind of feedback do you want to hear? What information might your employees have that would be useful for you to receive? There is an opportunity here to receive valuable information which is not available through the normal organization communication channels. Most reports are production-related and most personal contacts are task-related. Here is a chance to create the opening for that information which never seemed quite appropriate to say.

An opening which invites personal feedback after giving an evaluation is likely to be effective. A general question such as, "What did I do to get in your way over the last period?" or "What might I have done better to assist you?" invites any direct feedback which the employees might be holding. The question needs to be asked in a manner which implies that an answer is truly wanted. Besides the standard questioning actions such as raising the pitch of your voice at the end and raising your eyebrows, your posture should remain relaxed and gestures should be physically open. A reasonable pause to allow time for considering the response may also be needed.

The major requirement is an intention to listen to the feedback and consider it. Most of our non-verbal behavior will be reasonably congruent if our intention is clear. The major requirement at this point is usually to "bite the bullet," that is, to refrain from making comments or asking questions which in any way imply defensiveness or criticism. Questions for clarification are acceptable, although it is often wise to hold them for later. Comments which acknowledge that the information was received and understood are effective. The only other comments should indicate an acceptance of the feeling behind the statement. These might be things like, "Yeah, I can see how that would be frustrating," or "You'd feel more at ease if I checked in with you more frequently."

After the information has started to flow, you might want to direct it to specific areas such as company policies, staff interactions, organization support, or general working conditions. If these are used as openers, however, most managers end up controlling the type of information they receive and fail to give the employee the chance to say what he or she wants to say. This is an effective technique if you don't want certain kinds of feedback and gives the opportunity to receive some.

On occasion, these sessions will turn into attacks. If an employee has been a problem all along and receives a poor evaluation, the feedback session will frequently be used to vent anger and frustration. Before we consider how to deal with this issue, let's stop for a moment and think about the source of the problem. It would appear that the employee is unhappy with the situation and has been for some time. The problem has escalated to a state which is probably highly uncomfortable for all concerned. What is the cause? The employee is unable to deal with the situation in the normal course of events either through lack of skills or limiting beliefs (such as fear that speaking will result in being fired). The manager has also been unable to deal effectively with the situation. Where does that leave us? It seems that both the employee and the manager have been unable to handle the problem. The employee is now experiencing a need to vent pent-up feelings. The best solution might be to allow or even encourage that to happen. This isn't as bad as it sounds. Considering the source and the controlled environment, the results are likely to be only mildly and temporarily unpleasant. The key to this alternative is that the environment be controlled. Where is that control to come from?

The situation itself provides some control. You are still the boss and you are probably in your own office. Knowing that you invited the feedback, you don't have to hold it against the employee later. The real source is your own ability to use communication effectively. The first technique to use is one of Responsive Listening. By feeding back the emotional content of what is being said in a way which demonstrates without a doubt that you have received and understood the employee's communication will soon take care of the employee's need to express that feeling. The facts behind it then can begin to flow and useful information can be shared. This does not imply that the information regarding feelings was useless — only that a limited amount is needed.

If you have anchored a positive experience before the formal session starts, you will be able to interrupt any irrelevancy and then reaccess that positive internal state to help bring the employee under control — his or her own control. If the situation gets to a point where you can no longer handle it or it seems to be past the point of usefulness for the employee, it will be time to use these and any other techniques to change what is happening.

If this situation is anticipated, the use of anchoring can be extended. You might, for instance, establish a gesture such as picking up a pencil or cup each time you interrupt the employee or start a new step in the process. This will give the employee's unconscious a signal of what is expected. By repeating that gesture, now, when you want the employee to wind down, you allow them to complete what they need to do quickly and stop themselves.

This is getting into an area considered manipulative by many. The considerations suggest to me, however, that it is highly respectful of the whole personality of both parties. The employee has lost control of his or her own useful functioning and/or the manager is no longer able to deal with the situation as it exists. If neither person does anything about it, the results will be a waste of time at best and could get significantly worse. An end needs to be called, somehow. The approach suggested above respects the needs of both parties without forcing an instant compliance, without using the positional power of the manager and without creating an overt action for further argument or bad feeling.

5. Review for the Future

Now it is time to move on. The past has been reviewed, its significance recorded,

[Continued on Page 16]

Next Months Coming Events

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE

180 Victoria - Longueuil, (Quebec)J4H 2J5 CANADA
(514)679-3571

Aug. 19-21 & Sept. 9-11	Basic NLP Training I & II

DYNAMIC LEARNING CENTER FOR NLP

P.O. Box 1112 - Ben Lomond, CA 95005 (408) 336-3457

August 14-31	Master Practitioner Residential Certification Program (Santa Cruz, CA)

FUTUREPACE, INC.

P.O. Box 1173 - San Rafael, CA 94915 (415) 485-1200

Aug. 1-24	EMPRINT Training
Aug. 3-21	Imperative Self Therapy Training

GRINDER, DELOZIER & ASSOCIATES

200 7th Avenue, Suite 100 - Santa Cruz, CA 95062
(408) 475-8540

Aug. 1-12	Institute on Education (Eugene, OR)
Aug. 3-7	Prerequisites to Personal Genius (Portland, OR)
Aug. 17-21	Training Trainers (Monterey, CA)

NEW ENGLAND INSTITUTE FOR NLP

RFD #3, Pratt Corner Road - Amherst, MA 01002-9805
(413) 259-1248

August 22	Practitioner Training Begins (Albany, NY)

NEW YORK TRAINING INSTITUTE FOR NLP

155 Prince Street - New York, NY 10012 (212) 473-2852

Aug. 5-7	Reframing - An NLP Introductory Workshop
Aug. 8-Sept. 4	Practitioner Residential Certification Program (Cape Cod, MA)
Aug. 9-21	Master Practitioner Trainer Certification Program (Belgium)

NLP CENTER FOR ADVANCED STUDIES

511 Sir Francis Drake Blvd., #C-213, Greenbrae, CA 94904
(415) 491-1111

Aug. 8-27	Summer Intensive (San Francisco, CA)

NLP PRODUCTS AND PROMOTIONS

13223 Black Mountain Rd., #1-429 - San Diego, CA 92129
For information call (619) 538-6216

Aug 6-7	Magic In Action - Submodalities Workshop (Brisbane, Australia)
Aug 13-14	Magic In Action - Submodalities Workshop (Sidney, Australia)

NORTHEASTERN NLP INSTITUTE

813 Brighton Avenue - Portland, ME 04102 (207) 773-1671 or
(207) 871-8333

Aug. 1-14	Practitioner Training (Sugarloaf Resort, ME) * Demo tape available
Aug. 8-11	4 Days with Roger Bailey on Metaprograms (Sugarloaf Resort, ME)

OREGON CENTER FOR NLP

311 S.W. B Avenue C - Lake Oswego, OR 97034
(503) 636-8339 or
99 West 10th Street, Suite 222 Eugene, OR 97401
(503) 343-7527

Aug. 3-7	Prerequisites to Personal Genius

OTHER THAN CONSCIOUS COMMUNICATION

P.O. Box 697 - Friday Harbor, WA 98250 (206) 378-4999

Aug. 29-Sept. 9	Dave Dobson's "Other Than Conscious Communication" Fall Seminar (Vancouver Island, British Columbia)

SOUTHERN INSTITUTE OF NLP

Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891

Aug. 13-14	Relationships with Significant Others Utilizing Sorting Styles

TURNING POINT FOR TEACHERS

Box 2551 - Del Mar, CA 92014-1851 (619) 755-6670

Aug. 15-20	Synthesis '88 - A 6-Day Training Conference for Teachers & Trainers (San Diego, CA)

WESTERN STATES TRAINING/NLP OF UTAH

Box 21506 - Salt Lake City, UT 84121 (801) 278-1022

Aug. 12	Free NLP Preview
Aug. 24	Intro. to NLP (One-Day Workshop)

CONFERENCES

Mountain States Regional NLP Conference

September 10-11, 1988 - Denver, CO
For information: Gary Smith
Balance Point International
P.O. Box 11051
Denver, CO 80211
(303) 433-1477

Central Regional NLP Conference

September 10-11, 1988 - Cincinnati, OH
For information: Jerry Konecki
400 E. Randolph #3429
Chicago, IL 60601
(312) 856-1185

2nd Annual Canadian NLP Conference

October 29-30, 1988 - Toronto, Ontario
For information: Canadian NLP Conference
12 Princess Margaret Blvd.
Islington, Ontario, M9A 1Z4
CANADA

Northeast Regional NLP Conference

November 18-20, 1988 - Boston, MA
For information: Program Committee, NANLP NE
c/o Karen V. Bading, M.A.
NYTI
155 Prince Street
New York, NY 100012
(212) 473-2852

and each party has had their say. Whatever has gone before, it is time to gather our full resources to apply to the future. To prepare for that consideration, we might well recall the positive state which we created and anchored at the start. We want a creative cooperative spirit as we begin the new period. Particularly if the evaluation has been negative, we want to give the employee time and assistance in regaining full access to his or her internal resources. What better way than to recall a positive experience?

This is a brief session designed to signal a fresh start and to begin both the employee and manager thinking along lines for future performance. Each will be more fully prepared for the next Planning session after this step. Elicit from the employee both personal goals and likes and dislikes. The most productive effort is likely to come from what people are interested in and enjoy. The management task is to discover what these are and how jobs can be matched or to make the job fit the category through skillfully creating the environment. It is generally easier to discover what people like and figure out how to let them do it. Consider the longer term goals of the employee in the light of your own opinions as well as the desires of the employee.

If there is a mismatch, say the employee wants to be a manger and you don't think he or she is the right material, discuss what the employee will have to do to get from this situation now to where he or she wants to be in the future. Many employees' goals change when confronted with the requirements and they frequently begin to develop if they know what is required.

Complete the review with the next steps or preparation that each of you will do before the next Planning session so that you can maximize the benefits of that session. The employee may want to clarify goals or assess their own growth requirement. The manager may need to investigate the resources available for development, opportunities with the organization, and changes in job responsibilities.

Here's a review of the steps of the Evaluation, based on our model:

1. *Give Basis for Evaluation.* **Evaluation is a summary of performance — a check on how performance matched original goals. It is not based on opinions, but on verifiable events. Evaluation requires knowing the standard against which one is measured.**

Throughout, there's a need to maintain rapport, acknowledge negative reactions, while directing process to the stated goal. It is important to check for agreement on the facts stated.

2. *Get Agreement on the Basis.* **This summary closure for the preceding step must be completed before the evaluation is given. Here, the employee must contribute all that is possible in the way of facts and agree with the manager's facts, as they are presented as a unit. Acknowledge any negative responses. A mutually understood basis for reward and growth cannot be achieved without agreement about the basis.**

3. *Give the Evaluation.* **The evaluation is a statement of the net effect of all the behaviors, actions, and results of an employee's performance. It includes the subjective experience created in the manager by the employee.**

Setting the context, framing, plays a critical part in helping the employee organize personal resources. Take all evidence of comfort (or discomfort) into account.

Employees' perception of fairness is based on knowledge of the components going into the decision. This is accomplished through summary of facts, including positive and negative, with an appropriate, clear rating. Getting a clear response from the employee is important.

4. *Elicit Feedback from the Employee.* **The response you get is the one you elicit — it requires an intention to listen to and consider the feedback. Handle negative feedback by responsive listening, or help change out-of-control behavior by using techniques like anchoring.**

5. *Review for the Future.* **Gather full resources to direct toward the future. Use positive experience to access resources. Review next steps to take place before next Planning session.**

The emphasis of this session and in fact the whole Performance Management System is the continual growth and development of each and every employee. To be done well, it requires the same personal commitment from each and every manager. The system is not easy. It requires a lot of contact with people and the ability to relate to their individual personalities. The ability to deal with emotion effectively and to keep communications on target is one which needs to be continually developed. If continuous improvement is expected of employees, it needs to be demanded of managers.

This article was excerpted from the book *Performance Management — Creating the Conditions for Results* by Michael D. McMaster, published by Metamorphous Press, Inc., P.O. Box 10616, Portland, OR 97210-0616 $14.95

© by Michael D. McMaster
Used with Permission

■ ■

Order Form

Name (7/88)

Address

City

State Zip

Country

Phone Number

Check_____ Visa_____ MasterCard_____

Telephone Orders: (303) 985-3522
- (Charge Card Orders Only) -

Card Number

Exp. Date

One Year Subscription (12 Monthly issues)	$35.00
Candian Subscribers add (1st Class - Air Mail Delivery)	$10.00
Other Foreign add (1st Class - Air Mail Delivery)	$20.00
TAX (Colorado Residents only)	$1.26
Total	(See note) ***

Please make checks Payable to Anchor Point and mail completed form to:

Anchor Point
P.O. Box 26790
Lakewood, CO 80226-0790
USA

*** All subscriptions must be paid in advance in U.S. currency. Subscriptions must be paid by one of the designated charge cards above, or with funds drawn against a U.S. bank.