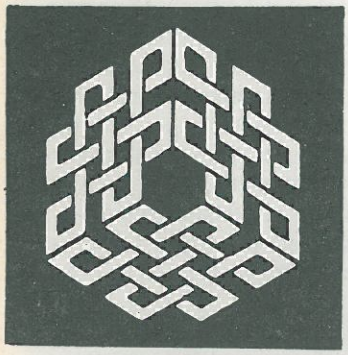
Anchor Point

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EXPECTATIONS
Awareness and Flexibility

By Anne' Linden

What do you expect to step on when you get out of bed in the morning? Lava? Air? Water? The floor next to your bed? Who do you expect to see when you come home?

Human beings need a certain predictability in their lives; even those of us who enjoy newness and the unexpected. We must be able to take for granted that our home will be there when we return, that the sun will rise tomorrow, that our office or classroom will have the same walls and shape that it had the last time we were there. Otherwise we would live in total chaos, with no predictability. This is what living in the midst of war must be like and it has a profound effect on our psyche and our well being.

So, we learn to take for granted or expect certain basics about our lives. When there are unexpected tragedies that occur in our lives, like the sudden death of a loved one, an unforeseen illness or accident, much of the shock of these tragedies is their extreme unexpectedness. Having expectations is a fundamental and necessary part of the structure of our subjective experience. They form the basis of our security and allow us to direct our conscious attention to less predictable aspects of life.

Are they always useful? Are we aware when they are not? Since our consciousness is severely limited by how much it can handle at any given time, we are usually unaware consciously of most of our expectations. Usually we only become aware of them when our reality doesn't match our expectations. Then we may become disappointed or frustrated, and even then may not be aware that the reason we are disappointed is that our experience is not matching what we've been expecting. For example, if we expect our friend to meet us at 8 p.m., or husband/wife/lover to take us out for dinner on our birthday and this doesn't occur, then we become disappointed. We may feel disappointed without being aware of our expectations. Perhaps this was something we wanted and didn't bother to ask for or to be explicit about; we just expected it. Or, we might expect ourselves to learn something quickly and well or to finish a project within a specific amount of time and when we don't, we become frustrated. We think we should just be able to do it! Our specific expectations of ourselves may be out of our conscious awareness.

Having expectations is a fundamental and necessary part of the structure of our subjective experience.

While expectations are necessary for our fundamental well-being, there are situations where they can be destructive, debilitating, and limiting.

In any situation or disappointment or frustration, there are expectations that are not being met. Most likely, they are not represented

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consciously; we may only be aware of "that's the way it/I should be," or "if that person really cared..." or "if I was really smart..." etc. In all these cases, we have expectations and it would be very useful to become aware of what they are specifically and how we represent them.

What do we see, who do we see, what and who do we hear, what is happening? Only when we become aware of our expectations do we have choice about whether they are useful or helpful to us in a situation, and if they are not to choose to change them.

Think of a situation that is ongoing in which you end up being disappointed or frustrated. Ask yourself, what did I expect? What might I expect? What could I have expected? Let yourself get in touch with what you thought was going to happen -- see what you think might happen. Now you are beginning to represent consciously what you were expecting. Be as detailed as you can -- visually, auditorily and kinesthetically (primarily). The fuller your representation is, the more information you'll have about your expectations. If you're having trouble with any or all of the representational systems, pretend -- construct with your imagination what your expectations might have been.

Now that you have become aware of your expectations, you can examine them and decide whether you want to change them in any way. You may not. In that case, you can always choose not to put yourself in that situation--if possible. For example, if a friend is always late in keeping appointments with you, and you continue to expect them to be on time, you can decide you don't want to change your expectations and you don't want to continue to be disappointed, so you can give up that friend. Or, you can continue to have the same expectations and continue to feel disappointed or frustrated. But, at least it will be your choice!

If you want to change or adjust your expectations, the following technique is useful. (This can be done on oneself, but with difficult situations or for the first time it's more useful for someone else to guide you through it and do the anchoring.)

Assist the person to:

1. Identify (ID) a situation of continuous disappointment or frustration -- or another type of situation in which your expectations are not helpful and yet you keep having them.

2. ID what actually happens in this situation. ID your expectations. Take time to completely separate the reality of the situation from your expectations. Make a detailed, multisensory movie of each. Represent both from beginning to end. If you think you can't do this, pretend -- make it up.

3. Do the following with each -- the movie of what actually happens and the movie of your expectations. You are going to watch each movie several times -- each time changing one aspect of it. After each change return your movie to 'normal' -- the way you originally represented it, then change another aspect and run the movie again.

   ID whether you are seeing yourself (dissociated) or whether you are seeing through your eyes inside the experience (associated).

   Watch the movie again only this time watch from a different perspective; i.e., if you were dissociated originally -- seeing yourself, this time be associated; and if originally associated, this time be dissociated -- seeing yourself. Do this once through from beginning to end.

   Now watch the movie again as you represented it originally and this time slow it down to a third the original speed. Watch it again and speed it up 3 to 4 times as fast as originally represented.

   Watch it again -- this time through the eyes of someone else, or if no one else was involved, through the 'eyes' of an object in the movie. Do this with both the movie of what actually happened and your expectations.

4. Ask self "Is it worth it to have that expectation that way?" "Do I want to continue to have that particular expectation?"

   If answer is no, go to the next step.

   If answer is yes, identify the objections and take care of them. You may decide you want to continue as before.

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5. Anchor (A) the expectation - test to make sure you have an anchor.

   Anchor (B) what actually happens - test to make sure you have an anchor.

   Collapse anchors A & B.

6. Develop a new and more useful expectation: one that is more worthwhile (given the reality of the situation) and that retains what is important for you and your values. Changing expectations does not mean giving up your values. See yourself in your new expectation and use other submodalities in the visual and auditory systems to make the representation of the new expectation more detailed, concrete, positively impactful and realistic.

   Create a multisensory movie of the new expectation.

7. Picture and hear the new expectation and then the old expectation. Compare them. Pick which one you'd rather have. If you want the old expectation go back to Step #4. Now step inside your representation of the new expectation (associate). Check out the ecology and refine realistically to your satisfaction. Anchor this (C).

8. Dissociate -- see self in new expectation. Identify a future situation where you want to have this new expectation.

   Identify the trigger for the old expectation. "What was it you saw and/or heard just before you got disappointed or frustrated?" See and/or hear this in your mind's eye and as you do fire off Anchor C. Do this for several situations. (Future-pace)

9. Test: "Re-live" a future experience of that same disappointment or frustration you identified in Step #1. What is your experience of that now? Does the new expectation click in automatically? If not, check ecology and go back to Step #8.

Note: One of the most important steps in this technique is Step #2 - separating what actually happens from the expectation. Especially in intensely felt situations, the *reality* or what actually happens and our expectations are usually enmeshed and at first seem as though they're the same. Sometimes simply separating these for the person helps them realize how limiting the 'expectation' is and have them decide to change it. In separating the expectation and reality, you are bringing to conscious awareness what it is specifically you've been expecting and can decide if it is realistic or helpful. Especially in relationship to what 'actually happens.'

After you have clearly and solidly separated them into two distinct experiences, there is value in collapsing them. This processing helps you to use the information contained in the *reality experience* with that represented by the *expectation* to build a new expectation. This collapsing of two separate experiences is very different than having one experience that muddles reality with what you want.

Anne' Linden, M.A.,is an NLP Trainer and Psychotherapist. She is founder and director of the New York Training Institute of NLP and the NLP Center for Psychotherapy. Anne' is also a founding member and past Vice-President of the National Association of NLP.

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Being Aware of Unwelcome Imprints

By Jon Lonergan

There is a stage in human development in which we are especially open to learning and outside influence in general. At this early age we learn our language, morals and social roles; preparing ourselves for adult life.

Accelerated Learning (A.L.) involves going back in mental functioning - to a greater or lesser extent - to that age. Thus, we can learn radically new material and skills quite rapidly.

Another way of describing the activity of A.L. is to use the model of conscious versus unconscious mind. The normal conscious mode of functioning is to process information and experience sequentially, a bit at a time. The unconscious mode is like processing lots of information in an holistic fashion, with an openness and vulnerability we usually protect ourselves against. In A.L., we give up the conscious mode with its finely developed ability to discriminate and criticize in favor of rapid learning.

In therapy this is very useful, as we can lead an individual using metaphors (an A.L. technique too) from the present 'stuck' state to (for example) an earlier time when they were learning to walk or spell. This accesses their childhood (and childlike) ability to learn radically new things. Then, still using metaphor, we might lead them to the psychological resource, e.g., a particular emotion - they need. By leading their unconscious to make new connections - problem to learning to resource - we gracefully empower them.

Unfortunately this state can be used to disembowel people as well. Recently, a fellow NLP (Neuro-Linguistic Programming) Practitioner and myself spent 3 hours deprogramming a friend who had been to a workshop using A.L. techniques. What we found was a very powerful sub-personality patterned after the workshop presenter.

When we asked that sub-personality, or imprint, "to whom are you primarily loyal?" We got a surprise.

It answered, not with our friend's name, but that of the presenter. It had the cleverness and deviousness of that presenter too. When asked about its influence on our friend, it replied with fine-sounding statements about wanting him to have more choices in his life. Nice-sounding words but when pressed it admitted its control over just WHICH choices our friend would make. He could have more choices just so long as the sub-personality could do the choosing.

It took us 3 hours to deprogram him because the sub-personality had the survival skills of the presenter in deceiving people (our friend in this case) and because it was hiding in every physiological system we tested except the olfactory (smell).

Another man's 'implant' had our friend organizing workshops and going to a great deal of trouble for the benefit of the external person, with no reward at all, financial or otherwise. In another situation, this would be called generosity, but being driven by a sub-personality loyal to someone in the external world, it amounts to subversion of the individual's integrity.

The last workshop using A.L. techniques I went to even had the presenter instructing the participants (in trance) via metaphor not to examine what had been done to them! My years of hypnosis and NLP experience stood me in good stead as I sat there in trance like everyone else and noticed the equivalent of a post-hypnotic suggestion (this is an example of the conscious and unconscious mind sharing consciousness, not competing for it).

Sub-Personalities

It's important to recognize that sub-personalities can be quite beneficial, and they occur naturally. Children playing take them on at will, as they pretend to be the latest super-hero etc. Using this imprint of someone else (even a fictitious character), they try for a way for their true selves to find expression. Seeing a boy with his father we can notice the child copying his father's movements and postures, trying on his father-imprint for size. This is a valuable way for a growing child to find just what pattern of expression suits him or her. Of course some people get stuck at this stage and we see them 20 years or more later, still trying to live up to their parent-imprint.

As adults, we can consciously choose other individuals to copy and imprint

CORRECTIONS

In last Month's article on Modeling by David Gordon, the following two corrections should be noted.

1. Page 2, column 1, paragraph,1 line 9

"mental" should be "meta."

2. Page 2 column 2 paragraph 7 line 2

"taunted "should be "vaunted."

"Judge a man by his questions rather than by his answers."

- Voltaire

on ourselves. This is a fast and effective way to gain some of their understandings and skills.

Even if the presenter does not plant clones of him or her-self in the audience, there is still the ethical question of putting people into trance-like states of consciousness and imparting the presenter's beliefs and values onto them. It's not surprising that, regressed to a childlike state, we do what children do and absorb the values of our teachers.

Further, a lot of the workshop in Australia are given by presenters from the U.S.A. This means not only do we receive their personal values but also cultural values appropriate perhaps to Americans, but not necessarily to other parts of the world. Different cultural values can be imprinted onto a receptive person. Not everyone shares the American Dream.

Hopefully most practitioners just want to do a good job, rather than create devotees or clones; but even these presenters can hold values and belief systems which are incompatible with those of their audience. If these values and belief systems are given to people who are in *suggestible states*, the audience can be placed in a state of conflict - sometimes at an unconscious level - which can have a negative effect.

NLP has found that gaining another's skills can involve taking on their beliefs but it is surely only fair that this is pointed out to the public before they pay their money to learn that skill. The extreme example of this would be: "I came in to learn how to tie my shoelaces and now I'm a member of the Nazi Party!" - that sentence would presumably only apply to border-line Nazis being exposed to a Fascist personality. It is very unlikely, if not impossible, for a warm, loving person to go into the workshop and emerge several days later wanting to string up minorities.

It would be nice if misuse of vulnerable states of consciousness could not happen, but since it does, the next concern is what to do about it. Perhaps the best way is to consider the presenter **very carefully** before attending their course. Regardless of the purpose of a course, what you see in the presenter (the values and beliefs) is most likely what you'll get when you are that open to suggestion.

Of course, some people can be well worth imitating and thereby provide a beneficial experience. The best guide is your 'gut-feeling' in response to the question "would I be happy to have this person hypnotize me and tell me his views on life?" since these techniques are as powerful as hypnosis. Remember too, a workshop lasting 1 day is much less powerful than one lasting a week.

An NLP trainer is more aware than most of the details of unconscious processes and how this cloning can occur, so it is especially important to consider the trainer's character. One thing I warn clients about is to be clear on just what changes they ask for because by using NLP techniques they're likely to get them.

At the NLP Centre, we are concerned about the proliferation of these imprints. If anyone who has been trained by an NLP Trainer is of the opinion they have been imprinted, we are willing to check them out free of charge.

Hopefully, other disciplines have their own ways of protecting the innocent from those disciplines' manipulators and gurus.

Jon Lonergan is a NLP Master Practitioner who has spent over 20 years exploring hypnosis and NLP through counseling and education. He can be reached at NLP Centre, 2 Ruthven St. - Bondi Junction, N.S.W. 2022, Sydney, Australia.

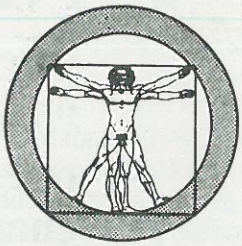
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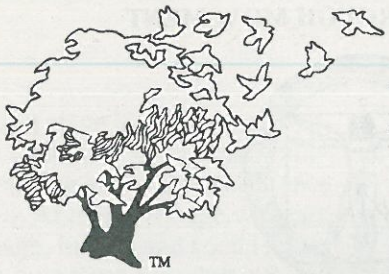
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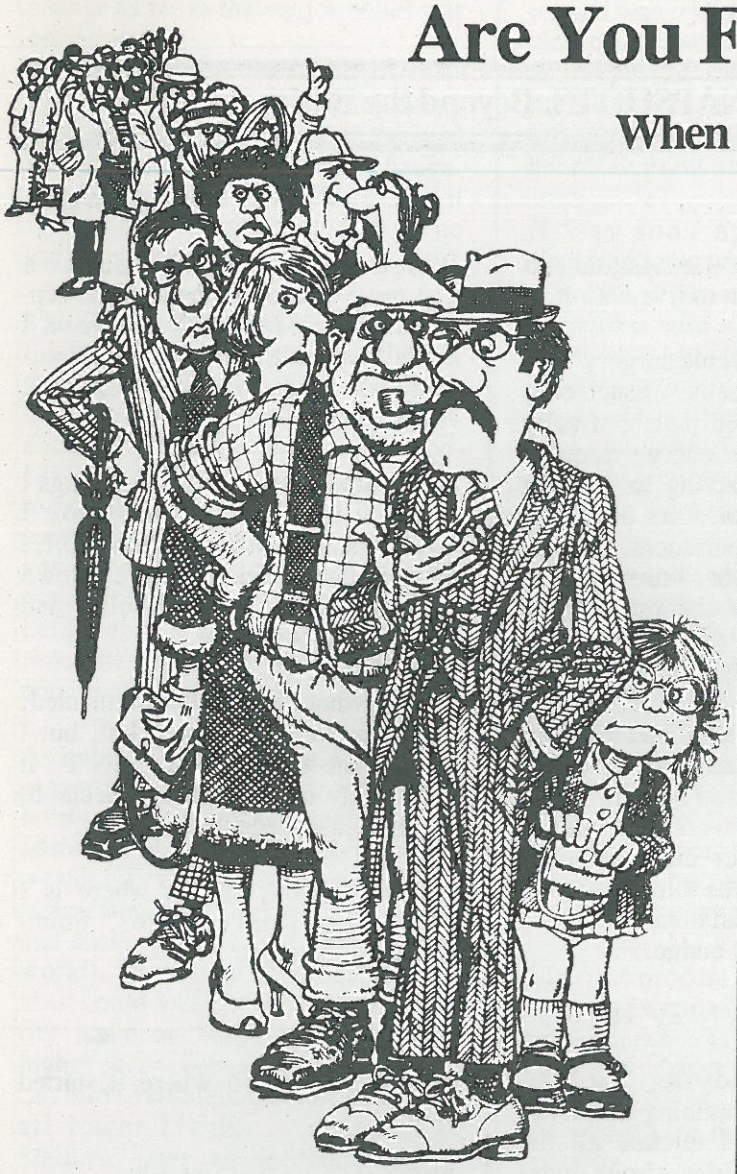
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Are You Fumbling Customers?

When is progress no progress?



By Don Bagin

Simply installing the latest equipment or service - be it voice mail or an 800-number - doesn't guarantee that you're serving customers better. In fact, the opposite could be true.

Who in your organization checks on the voice mail occasionally to make sure it's working? How do you know if people like it? Are you losing customers who hang up when they're disgruntled by the time it takes to get to the person they want? If the equipment isn't working right, who will know? And who will tell you?

Technology won't replace personal service.

The other day one of our favorite salespersons called. I returned the call- and within 3 minutes wound up completely frustrated and upset with his company.

After I dialed the number, a recorded voice asked me to press his extension number. I did. I then was told to "hold." After 30 seconds of music, I was told to spell on the touchtone phone the name of the person I wanted to talk to. I did and was informed that no one by that name works for the organization. Frustrated, I hung up.

I've waited as long as 15 minutes on 800-numbers for the "next available representative" to respond to my call. But a subscriber told me a horror story that was worse than anything I have experienced.

He had been on hold - waiting for the next available representative - from 3:45 p.m. until 5 p.m. At 5 p.m., he heard a recording noting that the company's hours were "from 9 a.m. to 5 p.m." and then the call was disconnected.

He severed his relationship with that particular healthcare organization.

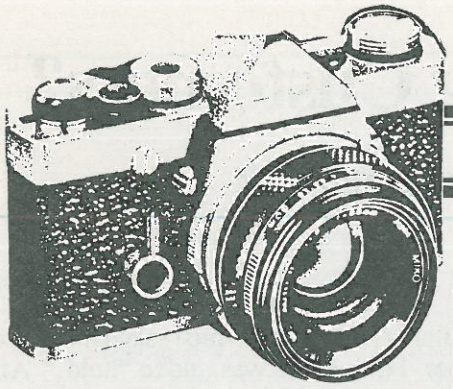
The greatest and most expensive technology in the world will not placate a customer or client who feels he or she is not getting personal service.

What to do:

- **Before investing** in sophisticated equipment, ask your customers how they feel about things such as voice mail.
- **If you have** installed the equipment, be sure it's not taking people too long to get to the particular service or person they want. Listening to five options in 2 minutes seems like an eternity to a busy person.
- **Call your** own number occasionally to see how the phone is being answered. Is the equipment working properly? If you're using a person to answer the phone, is she or he doing the job well? Do phone answerers know, for example, about the marketing department's latest offer?
- **Call your** 800-numbers to see how long it takes to get a response. Would you be satisfied if you were a customer? Linda Ackermann Ewing, president of the Ackermann Company in Fort Wright, KY said it well: "Customers aren't lost; they're fumbled and somebody else picks them up."

Somebody in your operation has to be sure that you're not fumbling customers-everyday.

Don Bagin is the publisher of Communications Briefing. Reprinted by permission from Communications Briefings, September 1989 issue.



SNAPSHOTS: Beyond the Basics

By Steve Watson

As previously mentioned in this column, the college NLP workshops I conduct introduce participants to skills roughly equivalent to the first 6 days of most practitioner trainings. Advanced techniques based upon submodalities are not presented except covertly in demonstrations. Most of the examples quoted are from student's papers which demonstrate their creative applications of fundamental skills. It is seldom that a student stretches beyond these basic learnings and yet there are occasional exceptions such as Linda.

Linda Oester attended the Weber State workshops a year ago after returning to school to pursue a degree. She took to the NLP processes like the proverbial pintail. Linda found the ideas and processes presented in her further reading consistent with what she had already learned and she began to apply them as opportunities arose. What follows is a very nice application of Bandler's submodality belief change procedure.

APPLICATION OF WORKSHOP SKILLS

Linda L. Oester's Story

One client of mine is a Chiropractic Physician who has been suffering episodes of tremendous back and sciatic pain off and on for 30 years. He has had numerous scans, x-rays, and tests to determine the cause and been to many doctors. No physical cause can be found. He was told that he "just has to learn to live with it."

My work with "psychic surgery" has taught me that the cause of such continuous, unexplained pain is usually found on the higher energy frequencies of the body having to do with emotional trauma or scars from previous negative experiences. As an example, these higher energy levels are responsible for the well known aura that has been photographed by Kirlian photography.

During the most recent session with this man, we ran into...**I CAN'T**, a *stone wall* in his belief system. None of my repair skills worked to change his belief. Neither did reasoning, pointing out all of the things this person could do and had done in his life. **I CAN'T** wouldn't budge.

"Good chance to try NLP," I thought.

I had been studying Richard Bandler's book containing the Belief System change. I elicited all the specific *submodalities* about location, sound, feeling, and the differences between **I CAN'T** and *i can*. We tested which was the most powerful and decided that moving **I CAN'T** from down left to upper right weakened it the most.

Then I gave him specific instructions to move **I CAN'T** to upper right and have it flash off. *i can* would then flash on and he was to move it back down left and assume the continuous voice that had previously been the characteristic of **I CAN'T**. He tried to do what I told him, but somehow couldn't hold *i can* in the new position or change it to **I CAN**. We immediately moved everything back to the original starting position and I started asking more questions.

With more information, I found out one more crucial element of the representation of **I CAN'T** and *i can*. **I CAN'T** was big and solid. *i can* was small, delicate, and kind of sparkly. Aha!

"This time when you do the things I told you to do before, also make **I CAN'T** small. When it flashes off, *i can* will come back on, move it down left and make it large, solid, and sparkly and stay there."

He did what I said, but commented, "I can move *i can* down left, but I don't want it as big as **I CAN'T**. It takes away from it's being special to me, so I just made it permanent."

"Okay," I said, "Now, where is **I CAN'T**? Is it still up there?" Pointing up to the right.

"No."

"How about down where it started out?"

"It's gone. I got rid of it!"

"Are you sure, look everywhere. I don't think you can get rid of it!"

"Well, I did," he protested. "I just changed it!"

"You can't do it that fast. It's got to be there somewhere."

Very adamantly he declared, "No! It's gone! I just moved it and it's not there anymore."

I smiled at him. There seemed no way I was going to be able to convince him that I had played any part in the change. And I didn't need him to think I had. Just his definiteness that he had done it gave me a pretty good idea we had just achieved a good

change as far as that major belief was concerned.

I have not yet been able to follow up with this man to see how the real world has impacted the belief change. I do know that when I tested to find it in the body afterward, it was no longer showing.

The stone wall of **I CAN'T** is something NLP practitioners will run into from time to time when working with many different kinds of people. Flexibility and a broad range of behavioral tools become increasingly important. When rapport has been established through previous successes at a behavioral level, the practitioner can go directly for a belief change using submodalities, time lines, and kinesthetic states or a combination of all three.

As Robert Dilts has pointed out, there seems to be a hierarchy of logical levels of functioning ranging from **Identity** (who I am), **Beliefs** (how the world is), **Capability** (what's possible), **Behavior** (learned responses), and **Environment** (the unchangable world). A change at the behavioral level could weaken or block an identity issue or belief system. Any higher order change on the other hand can lead to wholesale modifications at all lower levels. An apparent "failure" may be feedback that a higher order change is needed. At that point, a careful backtrack is in order and new appropriate outcomes need to be specified. For example....

Lynn was a 40-year old woman who presented herself as a demonstration subject for a fast phobia cure. She was claustrophobic and had been for as long as she could remember. We went through the phobia procedure and afterward while calibrating to her response, it was obvious there had been only a moderate change. Lynn thought the phobic responce was better and was *trying* to feel good (about closets). However, I wasn't satisfied and set about gathering more information by having her do a transderivational search to pinpoint the recalcitrant anxiety response.

A recent survey found that one out of five people in the USA rearrange their furniture every month...primarily out of boredom.

It was soon apparent that her claustrophobia was not just a learned response, there was also an imprint associated with a particular event (a pervasive belief based upon a decision made at the time). The event involved her being locked in a closet for several hours as punishment for some major transgression when she was little more than 2-years old.

Lynn was quite adept visually, and we were in rapport so I was able to elicit her time lines visually in a short time. We then constructed an appropriate experience which, when inserted into her time line, would make profound differences in her perception of past experiences (this is the technique known as the Decision Destroyer). This was accomplished using little content but by paying careful attention to submodalities.

When the process was completed, the phobic/anxious element to being in small spaces was totally eradicated. Lynn later tested the change by successfully walking into her own pantry and closing the doors without a fear response.

However, the process had far reaching effects beyond banishing the claustrophobia. Lynn began to find it easier to study at night, her relationships began to improve across the board, and she began to "see all kinds of possibilities around her in so many different directions" that were not apparent before.

Opportunities to do high order change may suddenly pop up when least expected. Readiness is necessary at all times.

Ten minutes into a group therapy session found a woman named Heather fully associated into a most painful set of memories of abuse by her father (she had started talking about present difficulties with her mother). After helping her break out of that tearful state (by having her stand up, walk around, and breath deeply), a physicalized time line was laid down in the direction her eyes went when she accessed those memories. She was instructed to stay off the line (stay dissociated) while we talked about what was needed "out there" by her younger self.

One of the resources she wanted for then was her mother's understanding and nurturance. I pointed out that we had a mother right here who knew how to nurture children who were hurt (Heather herself was a mother of three) and then had her access times when she had done just that, anchoring the response as she did. Then she stepped onto the time line (associated) to approach her younger self as I fired the anchor. It turns out she experienced the nurturing from each position: as a child, as a mother, and as an on-looker. She then integrated the young self into herself where she would be safe and continually cared for.

When she returned to the *present*, the immediately noticeable effect might be labeled "relief." She also said that she realized that she "could really take care of herself as well or better than anyone else including her parents." Other changes will continue to generate from this newly integrated part of her identity.

Lessons?

Continue to learn more from experience, training, and reading.

Become as flexible and creative as possible.

Go for it when the opportunity arises.

Steve Watson, NSW, LCSW is a licensed clinical social worker with 29 years of experience in therapy. He is a Master Practitioner in NLP, an associate trainer with NLP Comprehensive and NLP of Utah. He conducts NLP workshops at Weber State College and Westminster College in Utah. He is available for specialized NLP presentations and can be reached at (801) 479-8813.

'DREAM DECIPHER' - THE RECURRING DREAM (Part 3 in a series)

by Toni Galgano

Have you ever had a recurring dream? This is the same or a similar dream that repeats itself over a period of time. Some people have the same dream for years. Others will have the same dream several nights or weeks in a row and then never have it again.

In the research I've done on recurring dreams thus far, I've found a pattern to them. This type of dream seems to be saying "Notice me, I have an *important* message for you." In many recurring dreams, the message is that there is something that needs to be resolved. I've discovered that this kind of dream stops when either the conscious mind 'gets' the message and takes some action, or a protective part hides the issue that needs resolution somewhere in the unconscious.

The recurring theme is not the same as the recurring dream. In dream content, this might be like finding yourself in the same house but with different circumstances each time. My recurring theme is the elevator. If it goes up or down, it can mean I am going to a another level of consciousness. Sometimes my elevator goes sideways. Often this means going to the past or the future.

RECURRING DREAMS IN ADULTS

A man in one of my workshops told me of a recurring dream he had every week for about a year. The dream stopped suddenly and has not recurred since, but he still wondered what it meant. In the dream, he was trying to repair an old broken down back porch. The tools were ineffective or broken. Nothing he did on the project worked right and he was very frustrated. The MAIN THEME was about his marriage. His 'friend within' was advising that the situation was not right for him and it was better to get out. He was assured that he had tried everything possible to make the relationship work. *Coincidentally*, he stopped having the dream when he filed for divorce.

After a presentation, a man in his mid-twenties came up to me and asked if I could help him understand his recurring dream. He explained that last winter, he had the same dream every night for a month. Then the dream stopped and has not recurred since. In the dream, he is driving down a highway. A huge truck in the oncoming lane loses control, crosses the median and heads straight for him. He is unable to avoid the crash. The paramedics arrive. He is trapped in the car. He hears a news story on the car radio, that he died in the crash.

(Refer to the steps on HOW TO DO 'DECIPHER' and the 'Decipher' worksheet in the August 1989 issue);

I recorded this dream in Column 1 on a 3-column worksheet and then led the young man through the 'Decipher' process. I read the dream slides to him and waited for his response. He was able to keep his eyes at the auditory location of his 'friend within.' His responses were immediate and spontaneous. When I called out the symbol truck, he replied big monster. To the word crash, he responded with the word fear. To the phrase "hears that he died in the crash," his reply was nonexistent. Paramedics meant get help. I recorded these responses in Column 2.

Continuing with the 'Decipher' process, I asked him "how does this following list of words apply to what was going on in your life 6 months ago?" I then read the entire second column of responses back to him. During this step, I noticed he tended to stay stuck in dream content. (His eyes went up to visual remembered and then down to feelings, instead of the auditory location.) His feedback was given with eyes down. He said that he did almost get hit by a truck twice this last winter. He thinks the dream is just a replay of those fearful near accidents.

I explained that the huge truck crashing into him does symbolize fear, but the dream is attempting to tell him that the fear is related to something else in his life. I helped him to dissociate from his feelings by telling him to see himself in his dream-movie, replaying it quickly in grey-tones on a small T.V. screen. I anchored him as he did this.

Holding the dissociation anchor, I again asked, "How does this relate to your life 6 months ago?" and I repeated the second column. His face changed. It was as if a light went on. He realized that the dream was about a painful time he went through in his last relationship. (This is the MAIN THEME.) **The big monster was her**. The crash represented his emotional state when she rejected him and married someone else. When I connected the word death to this painful relationship, he revealed that he almost committed suicide. After he died in the dream, he was still trapped within his vehicle. His insight was that this was his version of what nonexistence is. After Column 3 in the 'Decipher' process was completed, he realized that he stopped having the dream when he decided not to kill himself.

"The major advances in civilization are processes which all but wreck the societies in which they occur."

- Alfred North Whitehead

I suspect that the dream helped him to realize that suicide was not the answer for him. A part in his unconscious seemed to be giving him a future-pace of what (he believed) was beyond this kind of death.

The dream gave clues to a negative imprint. As we talked about his symbolism of the truck (the big monster is **her**) he said, "In **every** relationship I've had, I was **always** rejected." He connected women with emotional pain. The symbol of the paramedics in the dream meant get help. The young man's input was that he had often thought about getting professional help. He decided to act on this dream advice.

...the meaning of symbols will change as a person changes

In the ensuing session, I anchored his "rejection feeling" which was physically located in his heart. In the transderivational search, he saw himself in the first grade. When he associated into this child-self, he felt feelings of "hurt, shame, rejection, and fear." His imprint came from being publicly shamed and punished by his "mean" female teacher because he wasn't able to do the schoolwork. He didn't know why he couldn't learn. He really had tried. He felt like a failure. Other female teachers treated him in a similar way as he went through grade school. (He was diagnosed in junior high as learning disabled.)

INTERPRETING DREAMS FROM THE PAST

Many people are still curious about their recurring dream even if it hasn't recurred since early childhood. In interpreting dreams from the past, it's important to know that the meaning of symbols will change as a person changes. A symbol might not mean the same thing to a person now as it did when they were younger.

The interpretation needs to come from the self that was having the dream. Take the client to this past-self by asking them to remember something (neutral) that happened at about the same age they were when the dream was recurring. If a memory doesn't come right away, tell them to mentally scan the family photo album and find a picture of themselves at that same age. Be sure that the memory is not an emotional one. Ask the client to be *in* this memory and see through the eyes of the younger-self. Anchor this association. Hold this anchor *throughout* the interpretation process. You can help someone get the hidden message of any dream from the past by using this method.

RECURRING DREAMS IN CHILDHOOD

Even though a recurring dream of childhood has stopped, that doesn't mean there has been resolution. In your changework with clients, how many times have you discovered a painful memory that has been carefully tucked away in a person's psyche? It can be covered by smokescreens, enveloped by protective parts, fragmented, dissociated; all various ways parts help us by putting the pain away in a safe place. I have helped to interpret many childhood recurring nightmares that have messages about painful memories. Even though the dream has not recurred for years, the issue is still not resolved. It is hidden somewhere in the psyche. The following stories illustrate this.

A woman in her mid-twenties wanted to know the meaning of a recurring dream she had for years in childhood. In her dream, she is walking across a big, open area. Then, she enters a large building and sees three, big, black dentist chairs. Someone makes her sit in one of them. In the interpretation, the building turned out to be her grade school. One dentist chair meant *scared*. Three of them meant *big fear*. Crossing a big open area meant *walking to school*. The feedback from the child-self is that this brings back the memory of starting first grade. She was made to walk

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to school alone. She remembered how scared she felt.

The adult-self made the connection to the imprint made on the child. She realized that she was still fearful of doing new things in her life. Recently her husband had been talking about starting a business. He wanted her to be the receptionist. When she thought about doing that, she would get a "feeling of fear" in the pit of her stomach. After the dream was interpreted, she recognized that this current fear-feeling is the same one she had in childhood while walking to school.

DEB'S STORY-One Dream Leads to Another

Deb, age 38, wanted a session to change negative attitudes and behaviors. A dream she interpreted in a recent workshop gave her insight that her problems had something to do with her mother. During the changework, she connected with an unhappy 6-year-old self who felt unloved by her mother. She described her mom as a cold, distant person that never hugged her. This inner child also wanted to know why she had to experience a lengthy bout with rheumatic fever. Her 'friend within' told her that she became ill because she wanted some attention from her mom. The younger sister seemed to be getting it all. The illness gave her attention, but not the nurturing, loving kind she needed. After a remprinting intervention, I asked for input or objections from other parts.

Her 'friend within' reminded Deb about a recurring childhood nightmare and said she needed to find the meaning of it. The adult Deb still remembered this dream vividly. She recalled that it started about age 3 and continued to recur for several years. I recorded this dream in four slides. (1) falling off a cliff, (2) into dark, black/space, (3) in a dark tunnel, (4) being blown around, tumbling end over end.

During the entire 'Decipher' process, I held an association anchor to Deb's 3-year-old self. Her responses to the dream slides were (1) fear, (2) alone/cold (3) dead-end, and (4) out of control. I recorded these in the Column 2 and read the information in this column back to her. I asked (the 3-year old), "How does this apply to your life right now?" Deb looked up at me with wide-eyes and said, "Mom's having a baby." This was the MAIN THEME. We then took each word or phrase separately from Column 2 and directed it to the Main Theme. (Example: "What does the word fear have to do with mom having a baby?" Response: "I won't be the baby any more.")

I repeated the responses in Column 3 to Deb's 3-year-old self: (1) I won't be the baby any more, (2) loss of mom's attention, (3) it's the end for me, (4) there is nothing I can do. She remembered her mother's exact words, "I'm going to have a new baby. You can't be the baby anymore." Because Deb's mother was not affectionate or nurturing, this statement to the child was devastating. After 3 years of this recurring dream, Deb's 6-year-old self developed rheumatic fever. Her mother didn't handle the illness well and the situation became worse for Deb. (She was not allowed to get out of bed for a year.) However, the recurring nightmare did stop sometime during the illness.

I suspected that Deb's inner child was still dissociated. Still 'out there' in that dark tunnel. I believe she stopped having the dream because a protective part hid the hurt and pain in a safe place. I've found several other dissociated inner children in symbolic dream boxes, deep holes, closets, dark basements, etc.

Deb rescued the child from the tunnel and reunited with her. She held and hugged her and told her all the positive things about her adult-self. It was a joyous, tearful, nurturing reunion. The child-self then asked, "Where were you all this time? Why haven't you come for me before?

OTHER PATTERNS OF RECURRING DREAMS

A different kind of recurrence came up in our dream group recently. A participant brought in dreams from three nights. The content was different in each, but in all three dreams almost every symbol was the same shade of orange. This color *for her* 'deciphered' to mean anger and hostility. The interpretations gave information about a couple of different situations in her life. However, the recurring orange color was there to tell her that she was holding in a lot of anger and hostile feelings about her mother-in-law. This woman knows from past experience that when she holds in her anger and that illness results. Her 'friend within' was giving her the "orange alert."

I don't want to give the impression that all recurring dreams are nightmares or have only negative content. There are other patterns. I've collected recurring dreams that have both positive and negative content in the same dream. I have one case history of a recurring dream in which the ending changes as the person changes. This dream started out over 15 years ago as a nightmare. Through the years, the final scene has become progressively more positive, although there is still some fear in the dream.

I am presently working on a book about dreams. In my research, I have yet to hear about a recurring dream that has **all** positive content and feelings. I would love to hear from anyone who has had (or is still having) a positive recurring dream, with related feelings described as peaceful, pleasant, elated, or joyful, etc.

BIOGRAPHY: Toni Galgano has Master Practitioner Certification and Trainers Training. She is a columnist, lecturer, and travels widely in the U.S., teaching workshops in her 'Dream Decipher' method. She has also been introducing 'Decipher' at the National and Regional NLP Conferences. You can contact her at 496 S. Clarion Dr., Pueblo West, CO 81007. Her phone number is (719) 547-2659.

MY FAVORITE PHOBIA CONTEST

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Do you fear your jogging shoes will eat your feet...

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Examples

- **Lostlusteraphobia:** Fear someone sneaks in and tarnishs your silverware when you aren't looking.
- **10-Gallonaphobia:** Fear your company will demand you wear a cowboy hat on the job.
- **Daytimeraphobia:** Fear that 'today' is actually the wrong day and that everyone else switched to a different time zone last night without telling you.
- **Catercrackeraphobia:** Fear that crackers are actually "designed" to choke people who eat them at parties.
- **MaxWaxTraxaphobia:** Fear that ear wax is really a sign that your brain is leaking out.
- **Contestaphobia:** Fear of winning an Anchor Point Contest (Rush to your local NLP practitioner and get fixed NOW)

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1) Enter as many **IMAGINARY PHOBIAS** as you like.

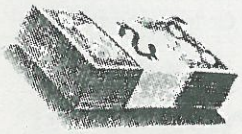
2) Your entry into this contest automatically acknowledges your permission for your entry to be published by Cahill Mountain Press, Inc.

3) Entries must be legible (typed copy preferable) and in English. You must include your name, addresss, and phone number in order to claim the prize. (Entries "just for fun" can be entered anonymously).

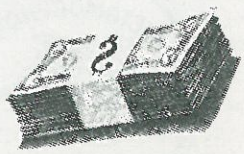
4) The winning entry will be selected based on originality, outrageousness, and must tickle the judges' funny bone. **The winner will receive a $100.00 gift certificate for books/products from Metamorphous Press.**

5) Entries must be POSTMARKED by October 31,1989.

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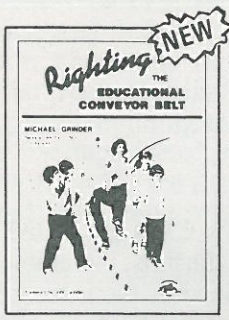


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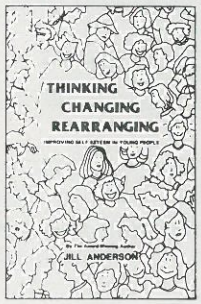


HURRY ...IT ALL ENDS OCTOBER 31, 1989 ! (the contest that is...)

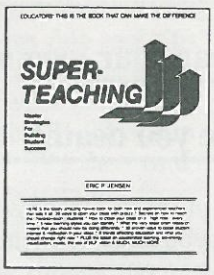
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NLP DIALOGUE: EXPLORING CODEPENDENCE

by Jan Prince and Sally Chamberlaine

Thank you for your encouraging response to the Dialogue Column. We have received questions and ideas from readers all over the country.

Ron Kline in Silver Spring, Maryland offers the following technique for boundary awareness:

Have the client stand up and, beginning with his feet and ankles, pat himself all over stopping at the top of his head. Then say, "That's you. Everything else is not you." The first boundary is at the skin level. In many cases, it is important to begin with this distinction.

The topic we are addressing this month is:

My codependent clients have a negative self concept; some are even self-loathing. How do I begin to help them become more self accepting?

Codependents have a high level of toxic shame; the feeling that one is flawed and must hide his feelings, thoughts, and deeds from others so that he will not be abandoned (from *Healing the Shame That Binds You* by John Bradshaw). They do not communicate positively with themselves, are unaware of the origins of their behaviors, and often beat up on themselves for being imperfect. As they learn to accept and understand their motivations, self acceptance becomes easier. One way to help them accomplish this is to begin by showing them how to communicate with the parts of themselves that represent behaviors, feelings, and thoughts of which they are ashamed. These are simply the first steps in a standard six-step reframe.

Jan begins by telling a metaphor about her riding instructor:

Metaphor of Horses

"I'm sure you have heard the adage 'You must love yourself the way you are in order to feel you are worth the effort of changing.' Riding instructor and horse trainer, Sue Smith , understands this principle well. The horses in her stables are well mannered yet spirited, and win many ribbons in national shows. Those of us who board our horses with her and are under her tutelage call her place the "Happy Barn." When I started taking lessons from Sue and rode different horses she owned, she would regale me with stories of the animals' histories.

I began lessons on Buck, a large, gentle quarterhorse used for beginning riders. Sue told me that Buck had been acquired from a ranch owner who wanted to be rid of him because he was "dangerous" and would throw off anyone who tried to ride him. When I asked how Sue turned him into such a gentle creature, she replied, "I loved him."

My next training horse was a white Arabian named Vanguard who had a gait smooth as a rocking horse. Vanguard is one of Sue's favorites because of his prize winning spirit. She bought him from people who had beaten him until his spirit was broken.

I asked her how on earth she was able to build back that spirit since it is considered impossible to do once is has been broken. She said, "I loved him."

I was cinching up the saddle on KZ, a young bay Arab, and he tossed his head a bit. Sue said not to worry that this was the only remaining symptom from a previous troublesome habit. Originally he wouldn't even let a saddle be placed on his back. When I asked how she got him over that habit she shouted, "I loved him" as she walked away.

Well, by this time I was frustrated. I wanted to know what techniques she had used to change the behaviors of the 1,400 pound animals and she hadn't revealed any secrets. I finally sat her down and demanded, "What the hell do you mean when you say "I loved him?"

She explained that she knew each animal had experienced something in its history that resulted in its behavior being the only way for it to survive at that time, even though the behavior was not appropriate in the present.

Buck had been spurred and shipped by an ignorant ranch hand. He had finally had enough and thrown the rider, breaking most of his bones in the process. Buck did it to survive.

Vanguard had been beaten every time he tried to escape the small, dark stall where he had been kept day and night. He had finally given up his fight in order to live.

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The first time KZ was saddled, the unthinking owner had put him in a sling on springs, thrown the saddle on him without any warning and cinched him up tight. The horse had been so frightened he had reared up, falling over backward. He had become tangled in the sling, upside down, hanging in mid air. Needless to say, the sight and feel of a saddle terrified him.

Sue explains that before addressing the problem behavior, she assumes that former treatment justifies it and accepts the horse as it is, sometimes taking weeks to establish rapport. She takes time to comfort the horse with soothing talk and touch. Once she has its trust, she shows it alternative ways to feel safe and makes it possible for the desired behavior to evolve. She encourages cooperation in all he horses by loving them."

So it is with people. Each behavior, thought, and feeling has reason for its existence: it was the most effective way to respond at some time in the past. As we learn to understand that each part of us has a positive intention, as we learn how to communicate with each part and discover its origin, as we learn to help it find new ways to protect us, we can grow to accept and love ourselves. Think of the parts of yourself as a stable of horses that haven't learned yet to trust.

Inner Awareness

To demonstrate how to communicate with himself, have the client:

1. Think of a part of himself he does not yet appreciate. It might be a fear, an addiction, or a negative behavior.
2. Ask that part to communicate with him now and to pay attention to the response (notice what he hears, sees, and feels in response.)
3. Ask that part what it is trying to do for him.
4. Ask if that part remembers what incident or incidents caused it to start the unwanted behavior.

   A transderivational search can also be effective at this time if the client has trouble contacting a part. Have the person become sensitive to and aware of the feeling, belief, or undesired behavior. Anchor the feeling. Triggering the anchor, ask the client to remember the most recent time he felt this, then move to an earlier time, and so on, until he remembers the first incident in which it was triggered. Ask what was happening to result in the belief or feeling.

This experience allows the client to understand the origins of his beliefs and feelings, to accept that he was doing the best he knew how at that time. Invite him to think of every aspect of his personality in this way. He now has a positive, productive way of building internal communication.

The focus in this session is on the process of self understanding and appreciation. Reframing and reimprinting past experiences revealed in the transderivational search will be discussed in future columns.

Individuals who can contact and understand parts of themselves can generate alternative behaviors for which they are ashamed and have a way to continue to know and love all aspects of themselves.

Case History

"Al was acutely aware of his codependent behavior of shutting out the people he loved, frightened of the way he put a shield between himself and others. His first visit to me was spend berating himself for the behavior, wanting to "cut that part out" because it was interfering with his ability to be intimate with his wife and daughter.

I suggested that before we went about hacking off a part of his personality, that we discover its reason for existing. The horse metaphor opened the door for greater understanding. Since we had difficulty initiating contact with the part of him responsible for the shutting out feeling, we used the transderivational search.

Al remembers that as the oldest child in a tight-knit extended family he was his grandmother's favorite. The grandparents had traveled with his family while the father and grandfather worked together. When they settled in Denver, Al was 5-years old. His grandparents and parents were now in different homes and his grandmother missed him. Using her manipulative influence over his parents, she convinced them to send Al to live with her. He was torn away from his brothers and parents and sent to live with the grandmother. He was terrified, confused and heartbroken. The only way he knew how to stay sane was to shut out the relative who had betrayed him.

So it is with people. Each behavior, thought and feeling has reason for its existence: it was the most effective way to respond at some time in the past.

Another technique that I used with Al to elicit the positive intent of a part of his personality is called Sentence Completion, a technique described in psychologist Nathaniel Branden's book *If You Could Hear What I Cannot Say.*

Have the client complete a sentence stem giving it new endings until insights into positive intentions are apparent. Examples of Al's sentences follow:

One thing shutting off does for me is:

"Man cannot discover new oceans unless he has courage to lose sight of the shore."

- Andre Gide

According to Joseph Mendels, MD (quoted in Philadelphia Magazine) one out of eight prescriptions in the United States is for drugs which affect moods, behavior, or mental processes.

lets me know I say yes when I wanted to say no

tells me I need time alone

tells me I am scared

These provided him with additional understanding and awareness of needs yet to be met.

This is also a useful way to reframe undesirable behavior and to develop communication with the subconscious mind.

Readers: We are excited about the insight, interest and enthusiasm in your responses and look forward to including them in our column. Let us hear from you!

Sally Chamberlaine, NLP Master Practitioner, combines 7 years NLP experience with 3 years focus on codependence. Sally has an M.A. in English Education. Her experience includes teaching, NLP training, and counseling. She has a private practice. Send correspondence to 1830 Lehigh Street, Boulder, CO 80303 USA or call (303) 494-1908

Jan Prince is a Certified NLP Practitioner with over 5 years experience working with individuals and groups. Jan is a mediator and communication consultant for business. She has a private practice. Send correspondence to 360 S. Garfield Street, Suite 650, Denver, CO 80209 USA or call (303) 388-2419

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MOUNTAIN STATES CONFERENCE A SUCCESS

by Kris Johnson

Members of the National Association of Neuro-Linguistic Programming from the Western United States gathered in Park City, Utah to attend "Mountains of Possibilities" (the Fourth Annual Mountain States Regional Conference).

NANLP guests and members had the opportunity to journey through a variety of workshops that included such topics as business, health, education, therapy, personal growth, NLP theory and new techniques.

"The conference was a tremendous success," said Tim Hallbom, NANLP President Elect for 1990. "I saw presentations at this conference that would absolutely astound people. If the people of the world saw this, they would be crashing the gates to learn more about NLP. What I'm hoping is that as people network with each other, their involvement and their personal commitment to NLP and to NANLP will continue to increase. What I witnessed at this conference is an example that NLP is coming along and growing strong," Hallbom commented.

Hallbom continued, "Public education in NLP is really important. I'm hoping that as an organization, we will start getting the word out about NLP in a way that people are receptive to it."

NLP Instructor Roger Bailey, who is nationally recognized as a master in MetaProgram Applications, was the Keynote Speaker at the conference.

There was a strong comradery and spirit amongst the group, especially on Saturday night when conference goers convened at the open social and were able to talk freely with one another in NLP jargonese over drinks and hors d'oeuvres.

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The staff for this program will be composed of various experts from therapy and business fields who are currently using NLP modeling and who have developed expert models within their own fields.

Format: lecture of current NLP theory; demonstration of modeling techniques; modeling of presenters; modeling peer members; and modeling video tapes of experts.

DATES: February 23 to March 4, 1990
TIMES: 9AM-12PM 2PM-5PM 7PM-10PM
LOCATION: Days Inn at Rocky Point Tampa
COST: $2100. Includes 3 meals
Room (Dbl occupancy Sgl $500 extra)
Training/ training materials
Certification from Society of NLP
Deposit: $500. Jan.10, $500 Feb.10
$1100. Feb.23

At the end of last years Masters, Linda Reilly, one of the participants, questioned what was next and suggested a unique format for individuals who wanted an advanced level of training. Linda suggested we have a group of managers or supervisors for people who have already had a MP and wanted to increase their NLP supervisory skills in working with individual and groups. If you are interested in this format we will provide this model for you. Contact the Institute.

What people said about the 1989 program.....

" Your workshop is a must for everybody who wants to learn how to model human behavior and how to get results in working with people. Thank you so much."
Prof.Dr. Barbra Schott, Sales and Marketing
Fachhochshie, Nurnberg, W.Germany

"Don't take this course unless you enjoy learning in an exciting, stimulating high energy environment. When you do take the course you can anticipate change in unanticipating ways."
Chase P. McEwen, MSW, Private Practice

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Book Review:

Procrastinator's Success Kit: How to Get Yourself to do Almost Anything

By Alyce P. Cornyn-Selby. Beynch Press, Portland, Oregon, 1986, 197 pp - $9.95

Almost everyone has suffered from procrastination at some time. If procrastination is a chronic problem for you or if you are a therapist who treats clients who want to quit procrastinating, then this is a useful book.

"People are never more creative than when they are sabotaging their own efforts...and often never more productive that when they are procrastinating." p. 73

This is about reframing your procrastination problem. It begins with a sobering check list for the areas in your life where you procrastinate so that you cannot convince yourself that "I don't have a problem with this." Cornyn-Selby uses well-formedness questions to get you to define the problem.

The book is essentially divided into two parts. First, Cornyn-Selby explains and guides you through a reframe process. She describes this in an entertaining and understandable way.

Then Cornyn-Selby identifies eight common answers to the reframe question, "What are you doing for me?" I found this section to be the most interesting. If you have had even a little NLP training, you can do a reframe. But the purposes of a problem are diverse. You will probably recognize yourself in one of these eight styles, even if you don't take yourself through the reframe dialog process.

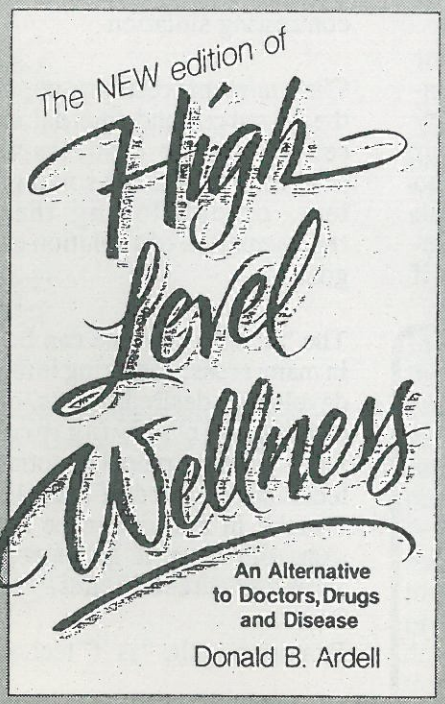
Along with a clear description of the procrastination type, Cornyn-Selby includes common self-talk, suggestions for changing, and affirmations. The book would have been enhanced if Cornyn-Selby had given the reader directions on changing negative self-talk with the swish pattern (see Change Your Mind and keep the Change by Andreas and Andreas).

One gem in the book is hidden in the discussion of one of the eight styles. Cornyn-Selby describes her method of goal setting, *Goal Call* which deserves expansion and a chapter of its own.

I must complain about the phrasing of the title. I don't want to be a success at procrastination. With the training the Cornyn-Selby obviously has had in NLP, she should be more aware of language than the title suggests. Besides the grammar, a book is a book and a kit is more than just a book.

The author clearly has studied and worked with procrastination in herself and others. This is a book on self sabotage and making decisions. I like it.

Sandy LaForge is a NLP Practitioner in private practice. She also is the owner of NLP Books, a mail order book service. She can be reached at 2705 Vassar Drive, Boulder, CO 80303. (303) 494-2643.



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THE "AS IF" TECHNIQUE

By Johann W. Kluczny

By utilizing the "as if" technique, Neuro-Linguistic Programming joins those philosophies and psychotherapy schools which consider human phantasy and imagination as powerful impact agents for altering present behaviors or present problems of a client.

The entire philosophy of the "as if" pattern is based on the presupposition that individuals have the ability to incorporate a phantasy and act as if it is reality, as if that reality is happening here and now, as if I have the solution of a problem, as if I could be you (empathy).

Within a child's developmental process, there is a necessity for using "as if" activities in order to process identification, imitation, assimilation, and internalization. Children grow up by playing and taking over roles. "As if" abilities are utilized in order to mediate between their internal phantasy and the requirements of outer reality.

Within the scope of *roleplay* and adopting roles in theater (on stage and in movies) *shaping roles* is a big challenge for the actor, because he acts as if he were another person, assuming another's behavior.

In business contexts, the "as if" technique is summarized under the term *future planning*. Every businessman is able to act as if the given situation or the given data will continue in the future. With these elements, he composes his economical plans.

Various psychotherapeutic schools use the "as if" technique too. This technique is found in Gestalt Therapy, Psychodrama, Psychosynthesis, Clinical Hypnosis, Psychoanalysis, Client Centered Psychotherapy, and Behavior Therapy. According to the different theories and concepts, the "as if" technique is called: *dramatic quality, trance, free association, meditation, day dreaming, regression, spontaneity,* and *idealized self.*

By using the "as if" technique, the psychotherapeutic schools offer the patient an area between internal experiences and external reality in order to overcome a problem or uncomfortable state. Thus, the client is given the opportunity to *create, develop,* and *act* "as if" the desired internal state or behavior already existed.

"If we are, for example, sad or depressed, it is difficult or maybe impossible to become happy or calm by a mere act of will. But it is in our power to smoothen our forehead, to lift our head, to smile and to speak about harmony, optimism, satisfaction and joy. That is, we can act as if we were happy or satisfied, so we can behave, act and really be what we are if (when) we had those qualities and enjoyed the positive psychic state we would like to have. But that is not all; it is very important that using this technique will actually change our emotional condition." (R. Assagioli)

The purpose of the "as if" technique in the frame of Neuro-Linguistic Programming, consists of generating information, behaviors, internal states, or individual feelings to achieve a desired state or a desired outcome. The "as if" technique is employed to alter the process of interpersonal and intrapersonal communication in which the access to information, different behavior, alternation, or personal resources appears to be blocked.

By using this technique, a different context or frame is established that goes beyond the given facts; more information is generated which helps to attain a desired state or desired outcome by developing a future or contrasting situation.

The entire process presupposes that the resources and internal experiences are already available which an individual needs for solving a problem, or developing the verbal representation of a solution or desired goal.

The "as if" technique can be utilized in many areas; gathering information, developing desired results, altering a context, or solving problems. During interpersonal negotiation, the technique is used if the clients are "stuck" in a situation or confrontation, or when it is appropriate to access resourceful states.

Examples of the "as if" technique are:

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As if of place:

"If you had this resource at your working place, how would that work and how would it be different?"

As if of detail:

"Let's suppose we had this particular information, what would be different within the process?"

As if of function:

"If you could change one part of an operation, which one would you choose and what result would you get?"

As if of beliefs:

"And if you would believe it would be possible after all?"

Transcript:

- Client:

"This problem with the organization of my new project is just too much for me."

- Counselor:

"Let us assume that I am not informed. How many ways could you describe to solve this problem?"

- Client:

"I am not sure whether I understand you or not."

- Counselor:

"Ok, just act as if you had the possibility to change each conceivable part of the organizational procedures, and depict how many ways you can choose to solve this problem."

- Client:

"Hmmm, at the beginning of the week I could ask only the project managers for their suggestions. I could exclude the areas where the organizational process runs smoothly. I could ..... etc."

Comment:

In this example, the counselor uses the "as if" technique of detail and pretends that his client knows the organizational processes so well that he can already describe the solution to parts of the problem. Thus, a developing and establishing of information is assumed. By pretending that his client knew the organizational processes so well, allows him to develop part of the problem's solution. In this way, a change towards the desired result is started.

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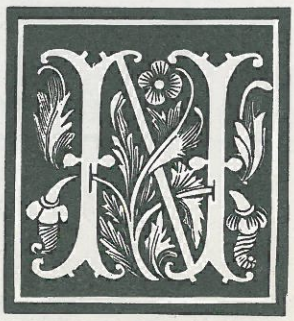
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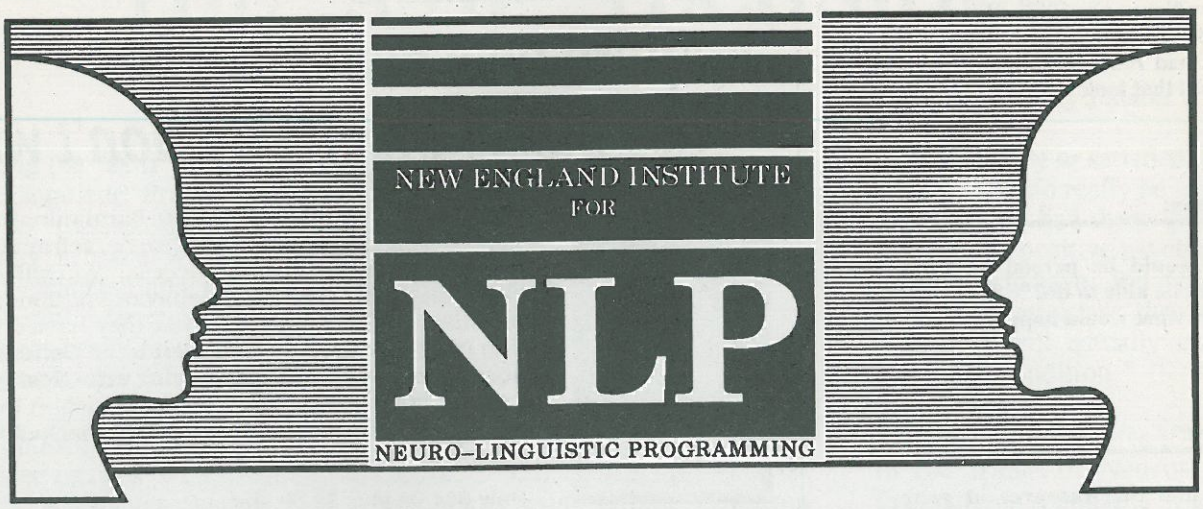
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Johann W. Kluczny holds Master's degrees in both Psychology and Sociology from the University of Berlin, West Germany. Since 1978, he has been a clinical psychologist and psychotherapist and has trained and co-trained other therapist in West Germany, Brazil, and the United States. He is also managing director of an international consulting firm and has developed communication models for psychotherapy, business, and international organizations.

He is an associate trainer of NLP and conducts the training programs of the NLP Institute of Berlin and NLP in Rio. Johann can be reached at the NLP Institute of Berlin, Althoffstr. 20, 1000 Berlin 41, West Germany or you can call him at 011 47 30 792 0805.





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Product Reviews:

Ten Syntax Errors
By Lucy D. Freedman

Audio tape, 21 minutes - $10.00 + $2.50 postage & handling
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P.O. Box 2296, Los Gatos, CA 95031-2296

If you're looking for puff-n-stuff, this tape is not for you. This tape is concerned with the *business of education*, where you *will* learn some valuable aspects about successful communication in a "no-frills short span of time." As in similar informational products, this tape is designed to be listened to and assimilated by the user over multiple hearings. A lot of information is covered quickly.

On this tape, Ms. Freedman introduces 10 common communication syntax errors. As each error is cited, an accurate description of the problem is explored and a proposed correction is given. Here are a few of the common communication errors which she expands upon:

- Not having a clear goal in mind.
- Assuming others think what you think and know what you know.
- Mistaking interpretations for facts
- Not verifying what you have heard

Rapport and *leading* are the only two NLP jargon terms used which are apparent on this tape but it still teaches basic NLP principles. And, as is basic to both NLP and business, the subject is about solving problems.

Ms. Freedman's voice is crisp, clear and concise. The quality of this recording is excellent without distracting background noise; both sides of the tape contain the same program (to save the user from having to rewind the tape before using it again). The tape can be used effectively in a car.

Although it is only 21 minutes long, this tape is packed with information on how to develop *the habits of effective communication*. It can be recommended as a economical and useful tool for employees or professionals who have direct contact with the public. Or, as a quick refresher course. The only element that is lacking is a dash of humor.



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By Linda Sommer, M.S.

Audio tape, 60 minutes - $29.95 + $3.00 postage & handling
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(215) 860-0911

This tape is designed to effectively promote personal change by guiding those that use it gracefully through NLP and other therapeutic techniques. You will need 2 hours of time in a restful environment to use the tape effectively; the process used on the tape is participatory (not designed for listening to in the car).

The first side of the tape is informational: "The purpose of the Sommers Universal Self-Protective Reframe is to update ways in which you protect yourself so that your behaviors are more appropriate, more useful, and more ecological. Which means keeping you in harmony with yourself for where you are today in a way that is fun and easy."

To use this tape you must have a *specific outcome* in mind. In fact, the tape instructs you to switch it off until you have formed this outcome. To help the listener, the tape comes attractively packaged with a 34-page booklet which gives information on the process, explains the meaning of protection, how to define an outcome, techniques used on the tape, communicating with your parts, etc. Side one also instructs you on how words and tones are important in talking to yourself respectfully.

On side two, Linda's effective voice and language patterns lead you through a metaphoric adventure; you can't help but get involved. A series of dreams are designed to give you more choices in your relationship with yourself, your family, close friends, and your workplace. In addition, you learn how to use appropriate resource states in different experiential contexts. Sommers skillfully integrates the resources from one dream to the next and spends adequate time to make sure the changes are ecological.

This tape gives specific instructions while still being flexible enough for any user to make their journey personalized to their specific outcome (a commendable feat). I also appreciated that the tape's approach was ecological. The instructions state that when behaviors are updated, they remain consistent with your current value system; and will integrated into your personal system during an appropriate time frame.

This is a well put together program with pleasant background music and a extremely efficacious facilitator. I hope you will find 2 hours to explore the personal changes this product offers. I myself am looking forward to my next adventure!

Reviewed By Ilissa L. St. Clair

Neu·ro–Lin·guis·tic Pro·gram·ming, NLP, n. 1. *original:* a field of study for modeling experience and behavior. 2. *common usage:* the set of powerful communication and behavioral change techniques that were the by-product of modeling. **(Unfortunately, the original meaning has nearly been lost over the years with only a few developers remaining who actually model.)**

NLP Prac·ti·tion·er, n. 1. a person who has attended an NLP training and learned a hodgepodge of distinctions and techniques to do to others. 2. a person skilled in NLP communication and change techniques; knows "what to do when" to facilitate profound change. **(Unfortunately 1 and 2 are often very different.)**

NLP Mod·el·er, n. 1. a person who attended an NLP training and liked the word. 2. a person who can detect and understand patterns underlying experience and behavior, describe those patterns, and create formats for making the desired experience and behavior available to others, i.e., transfer skills. **(*Fortunately,* one of the early developers, David Gordon, NLP Trainer, NLP Modeler, and co-author of *The Emprint Method,* has designed a new comprehensive training, EXPERIENTIAL DYNAMICS, with two tracks—one for learning the nearly lost art of modeling and another for learning how to become a SKILLED Practitioner of the powerful applications.**

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NLP Practitioner: Segments 1, 2, 3, 4 ..... Fee: $2,000
NLP Modeler: Segments 1, 2, 5, 6, 7 ..... Fee: $2,500
NLP Modeler (for cert. practitioners): Segments 2, 5, 6, 7 ..... Fee: $2,000
NLP Practitioner and Modeler: Segments 1, 2, 3, 4, 5, 6, 7 ..... Fee: $3,500
NLP Master Practitioner and Modeler: Segments 2, 4, 5, 6, 7 ..... Fee: $2,500
Individual Segments: ..... Fee: $ 500

(Deduct $200 for registration before December 1st, 1989.)

For information and reservations contact:

FuturePace, Inc.

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

Coming Events

ADVANCED COMMUNICATION TRAINING, INC.
31 Washington Square West Penthouse B - New York, NY 10011 (212) 529-9227 or (201) 509-9599

Oct 16	4-Day Introductory NLP Workshop Begins (New York, NY)
Oct 16	Practitioner Certification Training Begins (New York, NY)
Oct 21-22	Master Practitioner Training Begins
Oct. 28	4-Day Introductory NLP Workshop Begins (New Paltz, NY)
Oct 28	Practitioner Certification Training Begins (New Paltz, NY)

AMERICAN HYPNOSIS TRAINING ACADEMY, INC.
8750 Georgia Ave., Ste 125E - Silver Spring, MD 20910 (800) 343-9915 or (301) 565-9179

Nov. 9-12 and Dec. 7-10	8-Day Training on Ericksonian Approaches to Hypnosis and Brief Psychotherapy

BRAIN GENERATION
Dept. du Chemin International asbl, chee' de Waterloo 1511 dte 11 - 1180 Brussels, Belgium Phone: 011 322-374-78-64

Oct. 31	Photoreading Begins (Nice, France)
Nov. 3	Photoreading Begins (Brussells, Belgium)

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE
3826 Saint-Hubert, - Montreal, Quebec H2L SA5 CANADA (514) 281-7553

Oct. 13-15	Health and Belief System (Montreal)
Oct. 28-29	Basic NLP, III (Quebec)
Nov. 3-5	Basic NLP, I (Montreal)
Nov. 17-19	Practitioner (Quebec)
Nov. 24-26	Basic NLP, II (Montreal)

DYNAMIC CHOICE
3116 Kimlee Drive - San Jose, CA 95132 (408) 929-8635

Nov. 4	Photoreading Begins

EASTERN NLP INSTITUTE
P.O. 697 - Newtown, PA 18940 (215) 860-0911

Oct. 21	Practitioner Training Begins (Princeton, NJ)
Oct. 21	Master Practitioner Training Begins (Princeton, NJ)
Dec. 1	Ericksonian Hypnosis Certification Begins

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

Nov. 3-5	Success in Love
Dec. 1-3	Self-Concept
Jan. 24-28	Basic Distinctions Begins
Feb. 28	Modeler Track Begins

GEORGIAN BAY NLP CENTRE
Box 1210 - Meaford, ON N0H 1Y0 CANADA (519) 538-1194

Nov. 22-23	LAB Profile: Hiring and Managing for Peak Performance (Regina)
Nov. 24-25	Empower Yourself with NLP: NLP Intro - The Basics
Nov. 30-Dec. 4	Robert Dilts - Advanced Training with Groups

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

Oct. 21-23	Modeling the Healing Process (San Diego, CA)
Oct. 27-29	Modeling the Healing Process (London)

LEADING EDGE TECHNOLOGY
335 First Ave. - Stratford, CO 06597 (203) 377-6279 & (212) 772-31885

Oct. 21	Practitioner Training Begins
Nov. 4	Sub-modality Workshop: Come to Your Senses

LEARNING STRATEGIES CORPORATION
6490 Excelsior Blvd., Ste. W302 - Minneapolis, MN 55426 (612) 925-5565

Oct. 21	PhotoReading Begins

METAFORMATION, INC.
3538 Marlowe Ave. - Montreal, PQ H4A 3L7 CANADA (514) 486-1282

Oct. 13-15	Practitioner 1 (Winnipeg)
Oct. 19-22	Practitioner and Master Practitioner Appprentice 1 (Montreal)
Nov. 3-5	Meta Systems & Meta Programs
Nov. 10-12	Practitioner 2 (Winnipeg)
Nov. 17-19	Practitioner and Master Practitioner Apprentice 2 (Montreal)
Dec. 1-3	Beliefs, Values & Criteria
Dec. 8-10	Practitioner 3 (Winnipeg)
Dec. 15-17	Practitioner & Master Practioner Apprentice 3 (Montreal)

THE MIDWEST INSTITUTE OF NLP
702 West Colfax, South Bend, IN 46601 (219) 232-9636 or (312) 222-8968

Oct. 14-15	Successful Communication Skills (South Bend, IN)
Nov. 10	Practitioner Training Begins (Chicago & Indianapolis)

NATIONAL TRAINING INSTITUTE FOR NLP
801 So. 20th Street - Arlington, VA 22202 (703) 979-3835

Oct. 27-29	Master Practitioner Training
Nov. 3-5	Practitioner Training
Dec. 2-10	NLP Business Certrification Training

NEW ENGLAND INSTITUTE FOR NLP
RFD #3-AN, Pratt Corner Road - Amherst, MA 01002-9805 (413) 259-1248

Nov. 11-12	Body Sensing - Get the Message
Dec. 9-11	Finbarr Nolan - Renowned Irish Healerr

NEW YORK TRAINING INSTITUTE FOR NLP
155 Prince Street - New York, NY 10012 (212) 473-2852

Oct 13-15	Ericksonian Hypnosis Intro
Oct. 18-25	Practitioner & Master Practitioner Training (Brussels, Belgium)
Oct. 21-22	The Child Within
Oct. 28-29	Advanced Reframing
Nov. 2	Open House
Nov. 14-18	Hypnosis Certification Training (Brussels)
Nov. 18-19	Stress Management
Dec. 16-17	Improve Your Memory

NLP AUSTIN
Rt. 3, Box 236-D - Leander, TX 78641 (512) 328-3333

Oct. 27	Practitioner Training Begins
Oct. 21	Advanced Submodalities Begins

NLP CENTRE
338 First Avenue - Ottawa, Ontario, K1S 2G9 CANADA (613) 232-7782 or (416) 283-3461

Ottawa Region (613) 232-7782	
Oct. 21	One-Day NLP Seminar
Nov. 3-6	Practitioner Training Begins
Nov. 3-6	Master Practitioner Training Begins
Toronto Region (416) 283-3030	
Oct 22	Learning Successfully Begins
Nov. 4-5	The Mainspring Seminar
Nov. 14-17	Ericksonian Patterns
Nov. 25-26	Health/Lifestyle I &II
Dec. 8-11	Patterns of Excellence
Dec. 10	One Day NLp Seminar
Water-Wellington Region (519) 741-5740	
Oct. 21	Learning Successfully Begins
Oct. 25	Health/Lifestyle Begins
Nov. 18-19	Living Together I & II
Dec. 2-3	The Mainspring Seminar
Dec. 17	One-Day NLP Seminar

NLP COMPREHENSIVE
2897 Valmont Rd. - Boulder, CO 80301 (303) 442-1102

Oct. 14	Master Practitioner Training Begins
Oct. 20	Practitioner Training Begins
Nov. 10-13	The Genius of Richard Bandler

NLP INSTITUTE OF CHICAGO
1940 N. Sheffield - Chicago, IL 60614 (312) 271-9578

Oct. 13-16	Trance-Formations
Oct. 17	Free Introduction Evening
Nov. 3-6	Trance-Formations - An Intensive in Ericksonian and NLP Therapy (Michael J. Banks, Ph.D.)
Nov. 2	Free Introduction Evening
Nov. 4-5	NLP: The Present State (Virginia Brubaker)
Nov. 27	Free Introduction Evening
Dec. 8-11	Strategies for Health and Well-Being
Dec. 13	Free Introduction Evening
Jan. 12	Practitioner Training Begins

NLP OF OHIO
676 Everwood Avenue - Columbus, OH 43214 (614) 457-6766

Oct. 20	27-day Practitioner Certification Training Begins

THE NLP INSTITUTE OF SAN DIEGO
2264 Fifth Avenue - San Diego, CA 92101 (619) 696-7666

Oct. 21-22	Using the Enneagram for Self-Discovery (with Don Richard Riso)

NLP RESOURCE CENTER/FAMILY THERAPY INST. OF ALEXANDRIA
220 So. Washington St - Alexandria, VA 22314 (703) 549-6000

Oct. 23	90-hr Basic Certification Training Begins
Nov. 11-12	Mapping New Territory (John Grinder Workshop)

OTHER THAN CONSCIOUS COMMUNICATION
P.O. Box 697 - Friday Harbor, WA 98250

Oct. 14-15	Fall Funshop (Dallas, TX)
Nov. 11-12	Fall Funshop (San Francisco, CA)

PHILADELPHIA TRAINING INST. FOR NLP
569 N. Main St. - Doyleston, PA 18901 ((215) 345-7735

Oct. 21-22	Learning to Learn (Michael Grinder)

PROFITABILITY GROUP
1001 Bishop Street, Suite 702 - Honolulu, HI 96813 (808) 521-0057

Nov. 1-14	Master Practitioner Certification
Nov. 10-12	Time Line Therapy Certification
Nov. 12-14	NLP & Ericksonian Hypnosis Certification

SOUTHERN INSTITUTE OF NLP
P.O. Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891

Nov. 9-12	10th Birthday Celebration Conference/Reeertification
Feb. 23-Mar 4	10-Day Intensive Residential Modeling Masters

SPECTRUM
938 West Fifth Street - Winston-Salem, NC 2710tcw1 (919) 761-0650

Nov. 17-18	Making an Impact on Systems

SUCCESS DYNAMICS
67-17 Fresh Meadow Land, Ste. 2 - New York, NY 11365 (718) 461-3220

Nov. 14	PhotoReading Begins

WESTERN STATES TRAINING ASSOC./NLP OF UTAH
1569 East Waterbury Drive - Salt Lake City, UT 84121 (801) 278-1022

Oct. 13-16	Master Practitioner Certification Begins
Nov. 10	Free NLP Evening Preview

CONFERENCES
1989 Destination: Canada - 3rd Canadian NLP Conference

October 28 & 29 - Ottawa, Ontario, Canada
For information: Patricia M. O'Reilly
2082 Tawney Road
Ottawa, ON K1G 1B8 Canada (613) 523-3791

Take a Risk & Keep the Change - Northeastern NANLP Conference

November 18-19 - Atlantic City, New Jersey
For information: Tom Salter
Eastern Connecticut State University
Willimantic, CT 06226
(203) 429-7850

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