Anchor Point

Vol.4, No.7 (July 1990) The International Journal for Effective NLP Communicators $5.00

STRATEGIES OF GENIUS

By Robert B. Dilts

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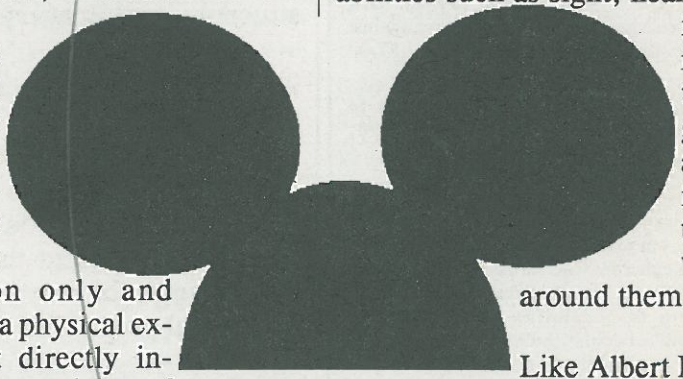
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WALT DISNEY

Walt Disney's ability to connect his innovative creativity with a successful business strategy and popular appeal certainly qualifies him as a genius in the field of entertainment. In a way, Disney's chosen medium of expression, the animated film, characterizes the fundamental process of all genius: the ability to take something that exists in the imagination only and forge it into a physical existence that directly influences the experience of others in a positive way.



The simple yet worldwide appeal of Disney's characters, animated films, live action features and amusement parks demonstrates a unique ability to grasp, synthesize and simplify very basic yet quite sophisticated principles. Disney was also responsible for a number of important technical and organizational innovations in the fields of animation and film-making in general.

One of the goals of Neuro-Linguistic Programming (NLP) is to make explicit maps of the successful thinking strategies of people with special talents like Walt Disney. NLP explores the way people sequence and use fundamental mental abilities such as sight, hearing, and feeling in order to organize and perform in the world around them.

Like Albert Einstein, who claimed that, "Imagination is more important than knowledge," Disney took his fantasies very seriously, contending that, "Animation can explain whatever the mind of man can conceive." In fact, the creative processes of these two men have some remarkable similarities. Einstein claimed that his typical thinking style was "visual and motoric" and often used visual fan-

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tasies or "special imaginary constructions" to make his discoveries. Disney too seems to have been highly visual and physical in his creative process.

The following statement was given by Disney as a description of his process for creating his stories:

"The story man must see clearly in his own mind how every piece of business in a story will be put. He should feel every expression, every reaction. He should get far enough away from his story to take a second look at it...to see whether there is any dead phase...to see whether the personalities are going to be interesting and appealing to the audience. He should also try to see that the things that his characters are doing are of an interesting nature."

From the NLP point of view, this statement provides a remarkably clear description of the basic elements of Disney's creative strategy. It involves three distinct **perceptual positions** working in coordination with one another.

The Three Perceptual Positions

1. *"The story man must see clearly in his own mind how every piece of business in a story will be put."*

In the first step, Disney describes visualizing of all of the elements involved in the story or project as a kind of gestalt. This would most likely take place through constructed visual imagery (V^c).

2. *"He should feel every expression, every reaction."*

Next, Disney describes putting himself into the kinesthetic feelings (K) of the characters in the story, experiencing the story from their perceptual position.

In the language of NLP, these first two steps involve the ability to take *'first and second position.'* (DeLozier & Grinder, 1987). 'First position' involves seeing, hearing, and feeling a particular event from one's own perspective. 'Second position' involves seeing, hearing, and feeling an event from someone else's perceptual position, including their values, beliefs, and emotions. For example, if you were in 'first position' imagining a character riding a bicycle, you would be seeing it from the point of view of a bystander. Being in 'second position' would involve looking from the perspective of the rider, being on the bicycle seat, looking down at your hands on the handlebars, etc.

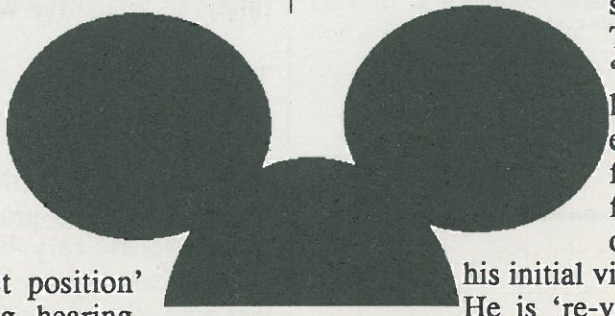
Disney seems to have had a unique ability to assume 'second position.'

"Mickey's voice was always done by Walt, and he felt the lines and the situation so completely that he could not keep from acting out the gestures and even the body attitudes as he said the dialogue."

By associating himself into his characters' perceptual positions, Disney knew his imaginary characters motives and behavior more intimately. It probably also enhanced his creativity by allowing him to spontaneously discover how the character might act in a particular situation, rather than having to figure it out analytically.

3. "He should get far enough away from his story to take a second look at it."

In his last step, Disney switched back to the visual representational system. This "second look," however, is from a different point of view than his initial visualization. He is 're-viewing' the story in memory (V^r) from a perceptual position that is literally farther away from his initial



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, Sally Chamberlaine, Rachel Hott, Jan Prince, Steven Watson

NANLP Correspondent: Kris Johnson

Production Coordinator: Diane Phillips

Anchor Point (ISSN-0895-366X) is published monthly, 12 times per year by Cahill Mountain Press, Inc. 10907 West Arkansas Avenue, Denver, CO 80226. 2nd Class postage paid 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.

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fantasizing and is serving a different purpose. Rather than be creative, the function of this second look is to be critical.

In order to effectively evaluate what is taking place in the first two perceptual positions (V^c **and K**), Disney must get **outside** the relationship by shifting up a level to what is called 'third position' or 'meta-position' - a perspective **above** 'first' and 'second' position in which one can actually look at the relationship between the two of them. Disney's evaluations involved a hierarchy of criteria made from the point of view of the audience - an audience that is too far away to know how all of the pieces of the story fit together yet and too distant to be caught up in the excitement of the initial act of creation.

Disney describes three different evaluations he makes on the story from this perceptual position:

a) *"to see whether there is any dead phase."*

b) *"to see whether the personalities are going to be interesting and appealing to the audience."*

c) *"He should also try to see the things that his characters are doing are of an interesting nature."*

The three evaluations that Disney made began on an abstract level and became progressively more concrete and finely chunked. The first criterion related to a general quality of the whole story - that of movement. Regardless of the content of what his characters are doing, Disney required a certain quality of movement so that there wouldn't be a "dead phase." The second criterion relates to his characters' personalities, and again is content dependent, but rather is most likely tied to the kind of feeling the character conveys. It is only after these first two tests have been passed that Disney evaluates the specific activities of the story.

"Since we can't possibly know for certain about any of it, we might as well adopt attitudes toward life, death, and the universe which do not damage and destroy our physical bodies."

- Dr. Irving Oyle

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"Disney's evaluations involved a hierarchy of criteria that were made from the point of view of the audience."

Disney's "Second look" provided what is called a 'double description' of the story. This '*double description*' gives us important information that may be left out of any one perspective. Just as the differences in point of view between our two eyes give us a double description of the world around us that allows us to perceive depth, Disney's double description of his own creations served to give them an added element of depth.

In summary, it is clear that one of the major elements of Disney's unique genius was his ability to explore something from a number of different **perceptual positions**. As one of his close associates pointed out:

"...there were actually three different Walts: the **dreamer**, the **realist**, and the **spoiler**. You never knew which one was coming into your meeting."

From our analysis, it would seem that Disney the "dreamer" functioned primarily through a strategy of constructed visual images (V^c). Disney then made his fantasies "real" by associating into the feelings (K) of the imaginary characters and acting them out to give them life. The "spoiler" comes from

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taking a "second look" (V^r) at these creations from the point of view of a critical audience.

While Disney used this strategy to develop high quality animated films, the basic elements of the strategy can obviously be used in practically any situation where planning and decision making is involved. Balancing the fundamental perceptual positions of the "dreamer," the "realist," and the "spoiler" (or 'critic') in the service of a common vision is no doubt a fundamental strategy of all genius.

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This article is comprised of excerpts from Robert Dilts' monograph *Walt Disney: The Dreamer, The Realist, and The Critic*, **available from Dynamic Learning Publications, P.O. Box 1112, Ben Lomond, CA 95005 (408) 336-3457. It is a part of a series of monographs which will appear in his forthcoming book** *Strategies of Genius*.

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Robert B. Dilts is the well known author of many NLP books and articles, including his latest *Beliefs: Pathways to Health and Well Being* **(co-authored with Smith and Hallbom). See the ad on page 12, and the coming events section for his upcoming activities.**

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Who is CRAZY? - NLP and Schizophrenia



By Steve Watson

If you should read Webster's Unabridged Dictionary you would find that Schizophrenia is: "A mental disorder characterized by indifference, withdrawal, hallucinations and delusions of persecution and omnipotence." Look at *A Psychiatric Handbook* by Solomon and Patch and you find that there are two major ways of organizing a diagnosis by symptoms and at least six major types of the condition. Having worked within a public mental health system for the past 14 years, I have seen and worked with everything described in the books. The medical community has just about convinced us that this difficult mental condition is a result of biochemical foul ups, possibly with a genetic trigger and even abnormal structures in the brain.

Then why do the very same things that we do with normal and regular "neurotic" people with problems as NLP practitioners work with these supposedly messed up brains?

I don't pretend to have even a small portion of the answers in these cases, but my experience and the literature cause me to think that there are many answers waiting to be found. Consider pacing and leading:

"When someone demands blind obedience, you'd be a fool not to peek."

- Jim Fiebig

Word Salad Anyone?

There is a great story of Milton Erickson who, as a young psychiatrist, took on the challenge of creating a change in an unnamed patient at a mental hospital who had been there for 10-years. No one had been able to communicate with him because the only response they got from him was a stream of gibberish sometimes called "word salad."

One day Milton sat next to the patient who as usual was alone and refusing to be involved with any activities. A few moments after Milton paced his posture and movements, the patient looked at him with an expression of irritation and spewed forth verbiage something like, "Grebleviebliz halomeman cirtl!" Whereupon Milton responded, "Grebleviebliz halomeman cirtl?" Surprised, the man came back with a longer sentence of garbled words. Milton again responded in kind. At the end of a couple of hours of this apparently nonsensical exchange, the man said, "Wattleshevitz and my name is John." Dutifully Milton replied, "Wattleshevitz and my name is Milton."

Many such conversations occurred over the ensuing weeks from which Milton gathered a complete history, began to guide a very directive treatment course toward the eventual discharge and a successful rehabilitation. And it all started with a lot of nonsense - and a lot of pacing.

King of the Universe

Tom has been variously diagnosed as paranoid schizophrenic, schizo-affective, and manic-depressive. After many hospitalizations and episodes of bizarre behavior, we were trying a kind of marathon therapy where we kept him in therapy all day, one to one, with six or seven therapists trading off on the hour.

Tom had been insisting to everyone that "he was the King of the Universe" and that a flying saucer would land at the local Air Force base on Monday which would confirm his status. When it was my turn to deal with him I wondered *what all this was doing for him*, what was his positive intention? I then went for a statement that might pace that intention by responding to his King of the

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Universe assertion with "I guess it's hard to feel so helpless and out of control in this every day existence. Being a King in any frame of existence must help you feel better for a while." His face cleared, he oriented to me and relaxed a bit and said, "Yeah, its really hard to cope, man." And we continued for 20-minutes in a lucid conversation about some of the practical aspects of his situation. It wasn't a cure but it was a start.

Panic Attack

Mary was a certified committed schizophrenic for many years maintained on a heavy tranquilizing drug. She actually had been functioning reasonably well until she went to a concert at a BIG ARENA. During the concert intermission she went looking for refreshments and became panicky. From that day onward she panicked whenever even a moderate crowd gathered in her presence.

She had heard I could do something "magical" with this kind of thing and came to a group therapy session I was conducting at the mental health center. We went through the fast phobia procedure but the first time she didn't fully respond so we did it again. This time her physiology said yes!

We future paced her going to the local shopping mall at first, at a time when there would be only *light crowds*, and then later (assuming she felt good about her first try) at times when there would be *heavy crowds*. She maintained her improved physiology through each of the imagined future situations and seemed pleased with what we had done but retained a bit of a skeptical attitude as she left.

Mary went to the mall the very next day at a time of heavy crowd density. The panic was absent. Later that day she found me at the mental health center, ran up to me and gave me a big hug saying, "It's gone, it's gone. Thanks so much."

Query: If her brain is so impaired with bad chemistry, bad structures or whatever, how is it that she can be rid of a phobic response just as readily as can any other of the "normal" people around her?

Hearing Voices

Beth was a 30-year old "schizophrenic" with classic auditory hallucinations that were yammering at her constantly. She had gone through an armed forces enlistment, a failed marriage, several jobs and for the last 2-years had been living with her parents and drawing a social security disability.

In group, I had asked her about the voices she was hearing, what they said, how they said it, how often, etc. Her defense against the voices was to sleep a lot and worry constantly that she is going to do something wrong. She did this with a whining internal voice of her own. Between these two activities she got very little done that was useful or fun.

Her voice - it turned out to be one voice - was recognized as belonging to someone she knew. It was her older brother's voice. This brother had regularly abused her sexually from the time she was six years of age to her teens. The voice was telling her to go "get nasty" with her two young nephews who were with her parents at times for supervision. It scared and disgusted her to hear these things hence her efforts to distract herself.

I asked Beth what her voice might be doing to try to help her? She immediately protested that there was nothing of value to the voice at all. I asked her if she would ever molest her nephews and she replied, "No Way!" rather strongly. I then

suggested to her that perhaps the voice was really there to scare her away from doing any such thing.

After puzzling that one over for a few moments, Beth seemed to accept the idea as a possibility. I pressed on and further suggested that since she is really so strongly against such behavior, she doesn't really need the voice to remind her. She liked that idea but the voice was still there, even as we spoke, and she couldn't figure how we could get rid of it.

First, I instructed her to go inside and talk back to the voice and tell it in the same strong way she told me that she would never even consider doing anything like it was saying. She did so but with a posture and facial expression that did not evoke confidence, so I asked her to repeat to me and in front of the group what she said inside in exactly the way she did it.

"No way," she squeaked meekly.

I asked the group if anyone really believed her. After a unanimous and gentle feedback that how she said "no way" wouldn't convince anyone or any voice, I had her practice using a tone and a volume that would in fact be convincing out loud. When the group unanimously approved her vocalization, I had her go inside again and set her voice straight once and for all. She did so with eyes down left, straightened and after a moment smiled.

"What happened?" I asked.

"It shut up." she replied.

Even though the voice was quiet, Beth had the notion that it was still there waiting to say something, so I suggested that she give it something to do like making sure she got up in the morning and getting her chores done.

She went inside once again, conversed with the voice and it agreed to take on the new functions. Beth was delighted. So was I. She had learned to take control of a previously perceived part of her that was out of control and even hostile toward her.

In the weeks that followed, Beth began to seriously consider going back to school, getting a job, and even looking for a companion. The immediately noticeable effect was a distinct improvement in her demeanor and appearance.

Summary

Again, if there are still mysterious biochemical anomalies in operation with this woman's brain, how is it that she can directly impact her own mental functioning so effectively?

Bandler and Grinder in the book *Frogs into Princes* (Real People Press) stated that in this country we would probably find biochemical solutions to most of our mental/emotional difficulties. It didn't have to be this way, it was simply the way we were going because there was so little truly effective psychotherapy that was going on.

My great hope and expectation is that NLP will indeed become the foundation of psychotherapy in the next few years forging new and exciting paths for the recovery of those we deem seriously "mentally ill."

The names used in this article have been changed to protect client-confidentiality.

Steve Watson, MSW, 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 NLP presentations and can be reached at (801) 479-8813.

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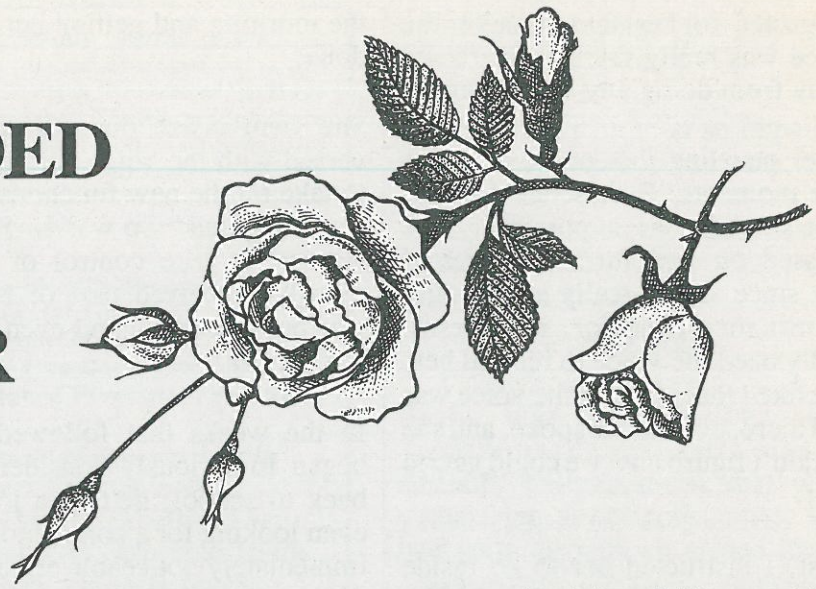
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THE ROSE THAT DECIDED TO LIVE FOREVER



By Arlene S. Koeppen, Ph.D.

Sometime between being a bud and being an opened flower, a new awareness emerged in a single rosebush growing wild near The Forest for the Trees. It happened every year about this time. Curious, how the bush seemed to forget all about flowers in the wintertime....

The experience of blooming brought such a warm, joyful feeling that the bush wondered how on earth it had survived such a cold, dull, dreary winter - and how much nicer it would be if those warm feelings of joy could be present during those endless winter nights.

Knowing that even more wondrous things than such as that had happened in the Forest for the Trees, the rosebush began to seriously consider the possibility. It now knew that the good feelings intensified just as fully as the rose opened its petals.

One rose, highest on the bush and closest to the sun, paid particular attention to the musings humming about through the rest of the bush. As if a cloud had lifted, the rose realized that it was responsible for the happiness that now pervaded the blossoming bush. The rose inhaled deeply of the moisture pouring through its veins, fully reaching for the peak of its blooming.

As the flower stretched into its full beauty, a cloud seemed to move in, and with a shiver, the rose realized its own mortality. There, in the cloud's shadow, it saw its own future. One by one, each petal would expend itself, wither and die. Unless....

In that instant, the rose knew what it had to do. It decided to live forever. That way, the happiness would never leave. All it needed to do was sustain the level of moisture, nutrients and sunshine to feed each petal fully -just continue to do what it was already doing. What could be simpler?

The rest of the bush agreed and supported the rose's decision - for most of the same reasons. The rosebush decided that, whatever was necessary to nourish this one rose and rejuvenate its petals would be gladly done.

For many weeks past the growing season, this one rosebush continued to flourish. The plant life nearby noticed the longevity of their neighbor and wondered how they too might prolong their liveliness. They tried to communicate with the rosebush, but it seemed quite preoccupied with its own activity and didn't respond.

Indeed, the rosebush was quite busy, and fully concentrating on keeping the highest rose at its peak. But things were beginning to go amiss. The farthest ends of the roots noticed it first. They had to strain even harder and absorb ever longer to maintain the required level of nutrients. Then the stems began to tire from the extra force needed to push the moisture through its veins into the flower. It had to send less and less fluid to the leaves and other flowers, and that caused the leaves to wilt and droop. From that position, they were less able to absorb a sunlight that was noticeably weakening.

Soon, all that was left was a bare, brittle branch structure, striving valiantly to maintain the still flourishing rose. This wasn't what the rosebush had in mind at all. There must have been some flaw in the design, but the bush could not spare the resources to solve its dilemma and sustain the rose at the same time.

Somehow, living forever hadn't produced the happiness that it seemed to promise, that much was clear. And more pressing than that, it wouldn't be much longer until the bush would have no choice but to close down its pathways to the rose or the moisture would freeze in its veins and split its stems. It could live one more day, but by the next morning it would surely be dead, never again to experience the joys of spring.

The rose, distressed by the condition of the rest of the bush, was no longer sure that it could hold off the treat of winter, and let go. Its petals drifted to the ground, disconnected from the bush that had given it life.

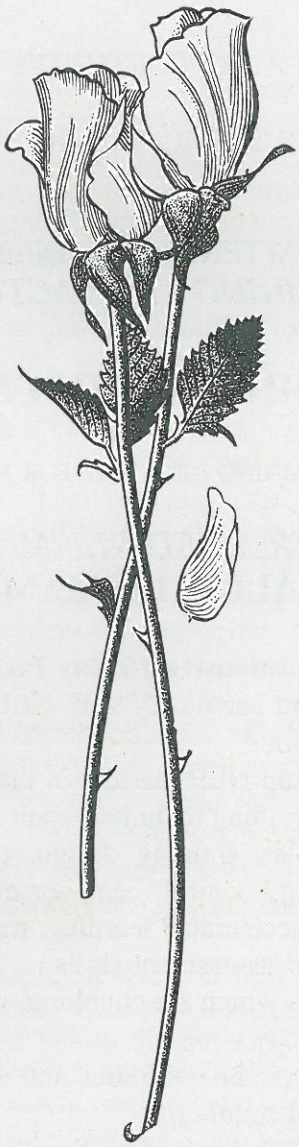
Through time no longer measured in seasons, the petals dried, crumbled, and drifted down into the soil around the bush. Here, each cell would wait...until the water seeped down and carried the tiny remnants of the once bright petals to within reach of the rosebush's hungry roots.

And when enough of those cells collected in the right place, living forever would take on a whole new meaning.

This story is excerpted from *Storytime: Metaphors for Change*

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Arlene Koeppen is a psychologist and Co-Director of NLP Center for Counseling and Training. She composes metaphors and teaches metaphor construction. Arlene can be reached at 1208 Executive Drive West, Richardson, TX 75081 USA or you may call (214) 234-5699.



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Managing the Creative Employee

By Avery L. Jenkins

At the same time that my practitioner training with the Massachusetts Institute of NLP concluded, I took on a new job where I am responsible for managing and editing the work of a staff of several highly skilled and experienced writers.

Most talented writers, as I know from years in the profession, tend to have several traits in common. To use personality profiling categories developed by Rodger Bailey, they tend to generate options as opposed to following rote procedures, resisting attempts to standardize either their work style or their work product. They often prefer to work in an independent or proximic situation, as opposed to cooperative work.

Yet, ironically, there is an esprit de corps that is often important to journalists, perhaps arising out of the high pressure typical of weekly or daily publication. The product of their work tends to be very closely tied to their self-esteem, with a strongly internal motivation. Finally, their motivation decision-making style tends to be sameness with exception.

Motivating employees such as this consists less of exhorting or persuading them to arrive on time or work harder than it does of guiding the creative process to generate an end product satisfactory to both the employer and employee.

All of these factors came into play soon after my promotion, as I was faced with working with an employee who was having difficulty meeting the requirements of the financial and technical stories which are her task to produce.

Opportunity Knocks

Judy (not her real name) came into my office one afternoon, quite upset, stating that she could not understand my instructions regarding an article she was writing. My request for a fairly simple financial analysis was incomprehensible to her, she said, and she did not know how she could do it.

What we had was a failure to communicate, which opened up an intriguing opportunity to apply NLP skills in a business setting.

I knew from previous experience that this difficulty — the inability to work effectively with the financial elements of a story — was a recurring problem for this writer. I also knew that Judy was intelligent and had a strong educational background and experience. This led me to consider that her problem was not her inability to "understand" my instructions (relatively simple procedures I had suggested) but that there was another limiting factor.

This suspicion was confirmed as I asked her to tell me what she thought I wanted her to do and how I had suggested that she do it. She concisely described both, using her own predicates and language patterns, which indicated to me that she was not simply parroting my instructions but, in fact, did possess a satisfactory internal representation of what I was requesting.

Under the rubric of having a "wide-ranging discussion to get a fuller understanding," I elicited additional critical information. Judy had a fear of math, not an uncommon phobia. This was being compounded by an earlier experience in which she had gone to great lengths to provide the same type of information in a story which had been summarily deleted, without explanation. She also indicated, through both verbal and non-verbal means that she was feeling very insecure about her ability to write the type of article which her job requires. Like many managers, I had little time to create, develop and implement a solution.

I began by putting a frame around her previous bad experience, and visually anchoring it to a position on one side of my desk. That way, I could gain access to her perceptions of that experience (if needed) while effectively dissociating the previous undesirable outcome from the present situation.

Next, I covertly began inducing a trance with Judy, both by incorporating embedded commands in the content of what I was saying and through analogue behavior strategies — i.e., pacing and leading her into a slower, deeper, breathing pattern and by heightening her awareness of non-dominant representational systems. Since Judy primarily used visual representations, I asked her to "listen closely" to what I was saying, and "to see how that feels."

Once Judy's trance was apparent, I continued to embed instructions to her unconscious in the text of what I was saying. Ostensibly, I was dis-

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cussing at greater length various methods for approaching the problem, but the content of what I was saying made little conscious sense.

My unconscious instructions were, briefly, to ask her to remember times when she had successfully completed other tasks, thus giving her access to a resourceful state. I followed that with comments about how math was in many respects similar to writing — they both use symbols, they both follow specific rules for construction — and how having successfully mastered her understanding of language, ability to do math might follow just as easily and successfully. I requested that she allow her resourceful self to adopt an approach to mathematics that would be appropriate for her. I received positive unconscious responses to these instructions.

I concluded by tying all of these instructions to when Judy walked into her office in the morning and flipped on the light switch, as well as anchoring it to a specific movement of my arm. I then brought her out of the tranced state, and much more calmly than when she had walked into my office, Judy thanked me and left.

Few Guidelines

I left the office that evening in a thoughtful frame of mind. The use of NLP skills in business brings with it a number of ethical and functional questions; the use of therapeutic techniques in a business setting is a new direction with few guidelines.

First and foremost is the consideration of using these techniques at all. In a therapeutic setting, the client is by their mere attendance, requesting the therapist to assist them in changing. The request is not part of the employer/employee contract.

In therapy, the overarching objective of the process is to assist the client. In management, however, the overarching goal is for the business to turn a profit. The manner in which most businesses are structured today often leads to a dichotomy where what is best for the business is not necessarily what is best for the employee, and vice-versa.

At best, in most businesses, the middle-level manager needs to satisfy the requirements of productivity and quality control required by his or her supervisors, while also trying to satisfy the requirements of job satisfaction and career and skills growth of his or her employees. When the demands of these twin requirements conflict, NLP change techniques could be used to meet business needs to the detriment of the person.

the use of therapeutic techniques in a business setting is a new direction with few guidelines.

Which is why I specifically connected my work with Judy to an office anchor. I was confident that any changes she made as a result of our work would be beneficial to her personally as well as professionally. However, I am not privy to much of the information such as personal and family history which a therapist would possess. I did not know whether or not change such as the elimination of her math phobia could cause cascading changes in other environments.

An alternative would have been to conduct a more thorough ecological check before concluding the process. However, a manager's use of that procedure may likely be un-

"Talent is nurtured in solitude; character is formed in the stormy billows of the world."

- Goethe

certain; while you may engage the person to ask their parts whether any objects, there may well be another "protect-my-job" part which would override any other parts from voicing direct objections to the manager's request.

It is best, therefore, to restrict any change work done in the pursuit of business objectives to a business context. If that person finds these skills to be personally, as well as professionally useful, they may be able to generalize them to other contexts.

Under Cover

A second consideration is the necessity that NLP — particularly Ericksonian hypnotic techniques — must be applied covertly. Few employees would consciously agree to being hypnotized by their manager, so great is the stigma and misunderstanding surrounding this area. Even their knowledge of my use of techniques such as pacing and leading or setting and firing anchors would be considered gross and inappropriate manipulation by my employees.

NLP provides multiple direct methods for eliminating phobias which would have been just as efficacious — if not more so — as the indirect approach I took with Judy. However, it is unlikely that she would have consented to such a direct intervention.

Even if she had, my managerial techniques would have been widely considered suspect. There is a strong taboo in corporate culture against "messing with people's minds," even as it is done on a daily basis.

In fact, many communications among manager and employee contain the same elements of assistance, persuasion and change that an NLP intervention would entail. However, the techniques employed by business people are much more limited while behavior which is outside of this range receives strong approbation.

Thus, a manager employing NLP methodologies must use them much more convertly than a therapist would. My use of hypnosis to assist Judy in fact contained considerable risk. Had it not been successful, my approach at best would have been considered a plate of word salad served to her in an effort to cover up or avoid the problem. At the worst, I could have been faced with defending behavior generally considered very unacceptable in a business context.

There is a strong taboo in corporate culture against "messing with people's minds," even as it is done on a daily basis.

But in the final analysis, it did work. The following day, Judy told me how eased she had been by our discussion, and over succeeding days she spontaneously came to me requesting books and instructions to help her understand the topic better. By the end of the week, she told me that she had come up with the information I had requested.

An Intimate Dance

Managing knowledge workers such as Judy is an intimate dance between manager and employee. Their skill level, knowledge and personality profiles, as well as the nature of the work itself, requires sophisticated information-gathering and management techniques.

Arising as it does from successful therapeutic modalities, NLP is often presented in a fashion which is not directly suitable for a business setting. While NLP encourages a creative approach to change regardless of the setting, the special requirements of business often require that a manager wishing to use NLP pay particular attention to two factors.

The first is to consider whether the intervention under consideration can be implemented without crossing that very gray area between a knowledge worker's professional and personal life. With the creative employee, spillover between professional and private life is frequently unavoidable.

Thus, steps must be taken to ensure that any changes either be context-limited or that the manager is adequately satisfied that these changes would not adversely impact the employee in other contexts.

Secondly, a manager using NLP must be constantly aware that his or her behavior would not be considered appropriate by many within today's dominant corporate culture.

Perhaps at some future point, more companies will be willing to accept the role of manager-as-counselor, particularly where the management of creative individuals is involved. But until that time, business people must be more creative than usual in how they use the powerful art of change.

Avery Jenkins is the features editor of a leading business computer newspaper and a certified NLP Practitioner. For the past 8-years, he has specialized in analyzing and writing about the effects of computer technology on business and management.





Smart Stuff
How to Learn More in Less Time

By Diane Famiano Lutzinger, M.A.

Learning to learn, thinking skills, information management, expert systems, knowledge engineering, creativity enhancement, multiple intelligences, right brain/left brain—are all terms being discussed by people in the field of learning. Educational restructuring, reform, culture changes, and literacy are all issues in education. The consideration is to be MORE of who we are as individuals and as a "global community." Whether it is traditional academia, self study, or corporate training, the concern of those in the field of learning is **how to learn more in less time** in this "Information Age." Our desires to learn may be motivated by different factors, but to "keep up" in any sense, humans need to be able to know how to learn more efficiently.

Smart Stuff will focus on "what works;" that is, what theories, applications, and technologies will assist a learner in any context. We will primarily relate NLP technology and the way it fits with other innovative, successful interventions in education, but will not limit our information to "pure NLP."

Though technology—computers, tele-courses, etc.—is given much press these days, most of us still learn the way we did at the turn of the century, by reading, listening, and watching the world around us. No matter where or what we learn, HOW we keep the information in our minds and utilize the information for improving our lives is a very important outcome. Human beings all use the same type of brain and most of us are given the same instruction regarding HOW to use it: **NONE**. As Don Blackerby, Ph.D., stated, "In the classroom, it is often 'assumed' [students] know how to learn, read, comprehend, memorize, listen and make any subject interesting. **And if they don't know these things, something must be wrong with them."** (Emphasis mine.)

In the last 20 years, research has begun to give us insights into how our brain works, how the mind-body connection affects learning, how memory is stored, etc. Frank Farley, former President of the American Educational Research Association, states, "We consider the brain in learning only when something is wrong with it."

Interestingly enough, Madison Avenue used new information on hemispheres long before traditional education incorporated this new data into curriculum. For example, much ado began with Left Brain/Right Brain some years back. Many educators had not heard about the research, when SAAB began running an ad: "A car for the Left side of your brain (text, facts) and a car for the Right side of your brain (photo). (However, the advertisers didn't recognize that the text needed to be on the RIGHT side of the page and the picture on the LEFT side since we tend to have "cross-over" in processing.)

I believe, and have stated before, that we can all learn; it is just a matter of HOW we do it. Much research has attempted to focus on THE answer or THE way we learn. What I've discovered and what I love about NLP is that we can address the "massive individuation" in learning more effectively **without** using the one-right-way approach.

Ah, flexibility! One of my favorite cartoons reads "Blessed are the flexible for they shall not be bent out of shape!

In Smart Stuff, I will report successful case histories from my experience and those of educators and other NLPers. Tips will be suggested, alternatives offered, and examples given. I welcome any case studies that are particularly effective, interesting, or funny. We will edit the information and acknowledge the educator/NLPer.

I think NLP can support and dovetail with other theories. The most obvious example (to me) is the way NLP fits with "learning styles" or "learning through modality strengths" (Dunn, McCarthy, Barbe and Swassing, to name a few). As early as the 60's, the fact that we learned differently and through preferred modes (modalities, senses) was given attention. After a

"What we need most is not so much to realize the ideal as to idealize the real."
- F.H. Hedge

person's learning style was "diagnosed," interventions were considered, most of which were to adjust the environment or the way material was presented. Both are good ideas.

An example of adjusting the "externals" might be a person learning math who is assessed as being a kinesthetic learner. A very good way to teach certain math concepts to a kinesthetic (tactile, haptic) learner is with manipulatives, things one can move around. This works very well—for certain ages, and in certain contexts. Although it could be possible, it might be difficult for a kinesthetic CPA student to carry an abacus or set of manipulatives. (Is kinesthetic CPA an oxymoron?)

Kidding aside, the complaint I have heard from secondary mathematics teachers is their frustration in teaching a student through traditional methods after he/she is "used to" manipulatives. What I suggest is to teach the student **how to expand** his/her learning preference to include other modes that might work more efficiently in a new context. For example, increasing a particular student's visualizing capacities would serve him/her in geometry, algebra, and similar subjects.

In addition to direct learning/teaching ideas, we will bring in examples of effective change for motivation, mind-body connection (states), athletics, relationships as they apply to learning, the internal aspects of planning and organization of learning material—virtually anything that will help a person learn. Charles M. Schulz said, "Life is like a ten-speed bike. Most of us have gears we never use." I am committed to "oiling" and using all the gears through NLP, other theories, humor—**whatever works.**

Students are frustrated. Teachers are frustrated. Administrators are frustrated. Most of us are aware of the fact that problems exist. Harlan Cleveland, author of *The Knowledge Executive*, says "The steepest part of the learning curve is attitude." I agree. I have heard so many people decry the level of illiteracy in our country (40%), the appalling number of high school dropouts (26%), and how "things should be changed in our education system."

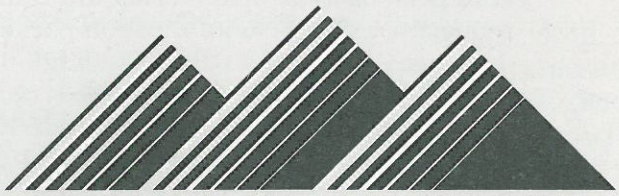
None of us have all the answers. Some of us have some of the answers. Change begins with attitude, so I will stress a positive attitude toward problems and issues in education and learning in this column. At the same time, I will poke fun at some of the problems and issues, people and situations. Humor is a great reframer and brain synthesizer! To paraphrase Paul Watzlawick, Ph.D., "The situation is dire, but not serious."

I am open to learn from you, the reader, as I have learned from all my students through the years. I invite comments, corrections, and gentle critiques, since I do not claim "expert" status. I collect cartoons and quotes that make a statement, paint a picture, or give a new feel for NLP skills or educational situations, some of which we may publish. This column will be devoted to making a difference, however small. Remember, "*It is the greatest of all mistakes to do nothing because you can only do a little. Do what you can.*" (Sydney Smith)

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Diane Famiano Lutzinger, M.A. is President and Developer of The Learner's Edge Programs for students and teachers. She is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education and has taught internationally and on television. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA or phone (214) 401-2906

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Successful Treatment of Kleptomania

By Nicholas M. Rosa

The DSM-III (American Psychiatric Association, 1980) describes kleptomania as follows: "The essential feature is a recurrent failure to resist impulses to steal objects that are not for immediate use or their monetary value...Almost invariably the individual has enough money to pay for the stolen objects. The individual experiences an increasing sense of tension before committing the act and intense gratification while committing it...(Associated features). The individual often displays signs of depression, anxiety, and guilt over the possibility of being apprehended and the resultant loss of status in society...."

As can be ascertained from the following case study, a DSM-III diagnosis (312.32) of kleptomania is accurate. However, the diagnostic label is presented here solely to enhance the heuristic value of the case study. If this case study prompts any therapist working with this or any other impulse control disorder to consider utilizing or learning more about NLP, then its heuristic value will have been served.

The terms "kleptomania" and "kleptomaniac" were not used with the client during nor subsequent to treatment. I do not ordinarily use a diagnostic label with a client unless doing so would in some way be of value in helping the client. Since this client did not use these terms and there seemed to be no advantageous reason to use them, they were not used.

"Usually when people are sad, they don't do anything. They just cry over their condition. But when they get angry, they bring about a change."

- Malcolm X

My client, whom I will call Joan, was an attractive, married, woman in her middle thirties. She had a master's degree and a prestigious and highly salaried position in a neighboring state's judicial system. Her husband was a highly salaried executive.

Joan came to the office and anxiously reported that she had been arrested for shoplifting 2-days earlier. She related a long history of shoplifting which has occurred with increasing frequency over the years. She added that 8-months prior to her current arrest, she had been apprehended and booked. At that time her employer, a judge and long time family friend, whom she considered a father figure, had her indictment quashed after she promised him she would not shoplift again. This same judge was willing to quash her current indictment if she were to seek psychiatric or psychological treatment; adding that this was the last time he would be willing to "bail her out."

Improving Referential Indices

Joan stated that she was highly motivated to change her behavior because she feared both imprisonment and public embarrassment and she felt guilty about letting down her judge friend. However, she stated that she was "not optimistic" about her ability to change because she knew that her "obsessive compulsiveness" to steal worthless objects was "deeply rooted." Accordingly, Joan was asked to elaborate on her "lack of optimism," her "obsessive compulsiveness" and "it's deep rootedness" so that I could understand specifically what she meant.

Utilizing Predicates to Gather Information

Joan exclaimed that she desperately wanted to stop shoplifting but was not optimistic because "looking back" she could "see the same thing happening." Joan was prompted to: "Look back and portray exactly what you see happening." Accordingly, Joan reported that she **saw** herself at home, **feeling** sad, beginning to **imagine** herself shoplifting some worthless trinket, **obsessing (visually)** on the act and **feeling** compelled, **telling** herself to carry out the act, **seeing** herself carrying out the act, actually carrying out the act and **feeling** safe, peaceful, and loved.

Regarding the deep rootedness of her compulsive desire to shoplift, Joan offered that the fact that her mother was "punitive, unaffectionate and kept me at arms length," (this was germane to the story she was about to tell me). She went on to say that her obsessive compulsive pattern started when she was 8-years old while on an errand for her mother. Although she had never stolen anything prior to that time, while in a neighborhood variety store, she attempted to steal a chain with a rabbits foot on it.

The storekeeper apprehended her as she attempted to leave, telling her that he was going to call her mother to come to the store so that she,

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Joan, would be taught a lesson. Joan felt increasingly saddened and isolated as she imagined the punishment she would receive and the rejection she would suffer.

Behavioral Manifestations of Internal Representations (BMIR'S)

Upon arrival, her mother (in uncharacteristic and unexpected fashion) gently picked Joan up, cradled Joan in her arms and comforted her with "poor baby...look how mean he's been to you...." Joan voiced how safe, peaceful and loved she felt at that moment. As Joan related this last part of her story, her facial color and muscle tone as well as her posture and breathing demonstrated that the feelings that resulted from her mother's unexpected gentleness represented a powerful positive, internal, resource state.

Reframing and Indirect Suggestion

I told Joan that she had just given me great news that caused me to "have an optimistic perspective" that she could successfully change because there was so little that we had to change. In fact, there was so much we would want to preserve and use. For example, we would want to preserve and use her "deeply rooted" feelings of peacefulness, safety and love which had, "optimistically," withstood the test of time. Furthermore, she had learned so well how to access these feelings by associating them within a certain context, "a store;" with certain stimuli, "trinkets;" by "obsessing" about going to the store; and by "compulsively acting" upon her obsession a certain way, "which used to be shoplifting." She was told that the only important change we had to make was to substitute the act of shoplifting trinkets with the act of buying them and that between her motivation to change and the change technology we had available to us, she too could "have an optimistic viewpoint."

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Treatment Techniques and Outcome

From the content of the interview, it was clear that very powerful positive resource feelings of safety, peace and love were elicited whenever Joan acted on the impulse to shoplift and was not apprehended. It also became clear that profound negative feelings had been, especially, anchored to the last two attempts at shoplifting wherein she was apprehended. This was corroborated by the fact that Joan's BMIR's for discomfort were very apparent while she was reviewing the last two episodes wherein she was apprehended and felt profoundly fearful, embarrassed and guilty.

I proposed using a variation of the fast phobia/trauma cure (Bandler, 1985; Andreas & Andreas, 1985) to **neutralize** the **positive feelings** she derived from obsession about and eventually acting on the obsession of shoplifting. Then I proposed two anchoring strategies: (1) changing personal history by anchoring her powerful negative internal feeling states of fear of imprisonment and public embarrassment as well as her guilt feelings to the ideation and act of stealing trinkets; and (2) changing her future outlook and behavior (future pacing) by anchoring her positive internal resource feeling states of peace, safety and love to her visual and auditory obsessions about buying trinkets and to subsequently acting on buying them. Her agreement to all three proposals was emphatic and congruent.

"It was clear that very powerful positive resource feelings of safety, peace and love were elicited whenever Joan acted on the impulse to shoplift..."

First, a resource anchor was established as follows: Joan was asked to close her eyes and picture, on a monitor, herself at a time and place when she had felt, most profoundly, the feelings of peacefulness, safety and love. Not surprisingly, she reported that the first time when her mother embraced her in the store was the most powerful. With her eyes still closed, Joan was asked to imagine she was a child, back in the neighborhood variety store and in her mother's arms feeling safe, peaceful and loved. These kinesthetic internals as well as visual and auditory internals were anchored and the anchoring fractionated. This resource anchor was to be used later in the session.

Next, the fast phobia/trauma cure was conducted as follows: Joan was asked to close her eyes and to picture herself at times wherein she experienced **all** of the following; she felt sad and/or isolated, she obsessed visually and auditorily about shoplifting, she acted on the obsession and as a result she felt the feelings of safety, peacefulness and love most powerfully. Joan chose two such episodes from her history.

Then the fast phobia/trauma cure was implemented by varying the

submodalities of distance (D), color (c), disassociated (d), double disassociated (dd), associated (a), speed (s), motion (m) and direction (>) in the following manner:

With eyes still closed, Joan was asked to imagine being in a large room sitting **far across the room** (D) from two T.V. monitors positioned to the left and right of her field of vision. Then she was asked to imagine looking at the monitor to her left and to **see herself** (d) at the beginning of one of the experiences on a **black and white** (c) still frame (m). Then she was asked to do the same with the second experience on the right hand monitor.

Next, Joan was asked to imagine that she got out her body in the chair she was sitting in to stand behind the chair **watching herself watching** (dd) the monitor to the left. Then she was instructed to view a **black and white** (c) videotape (m) of the one experience **from the beginning to just beyond the end point** (>) where she had most keenly experienced the feelings of safety, peace and love and to **watch herself watching** (dd) this **videotaped** (m) experience. Then she was asked to do the same with the second experience on the right hand monitor.

Subsequently, Joan was asked to imagine returning into her body in the chair and move the **monitor closer** (D) and to run the video **backwards** (>), **watching herself** (d) **from the end to the beginning** (>), in **color** (c), **at a very high speed of about 2 seconds duration** (s). Then Joan was asked to do the same with the videotape on the left monitor.

Finally, Joan was asked to transport herself into her body at the end of the right-hand videotape and **re-enact** (a) the experience **backwards** (d), within 2 seconds time (s). Again, Joan was asked to do the same with the experience on the left-hand monitor.

Synoptically, anchoring strategy (1) consisted of accessing negative visual, auditory and kinesthetic internals (associated with the last two apprehensions), especially the feelings of fear and guilt, and anchoring them. Then this negative state anchor was triggered as each of the following sensory modalities was accessed; when she **felt** sad and/or isolated and used to begin to **imagine** stealing a trinket, when she used to **tell** herself to act on the impulse to steal, when she used to **obsess (visually)** on the act of stealing, when she **imagined** how she used to shoplift and then **seeing** herself back home **feeling** the negative feelings of fear, embarrassment and guilt intensely.

The resource anchor established earlier in the session was used in strategy (2). Synoptically, this resource anchor was triggered by future pacing to places (especially at home) and times when she **feels** sad or isolated and begins to **imagine** buying a trinket, when she **tells** as herself to act on the impulse to buy, when she **obsesses (visually)** on the act of buying,...**telling** herself to act on buying the trinket, when she **imagines** herself buying and as she **sees** herself back home **feeling** safe, peaceful and loved.

Session Follow Up Plan

Joan agreed to returning for four sessions of brief psychotherapy and to a proviso for telephone contacts if she were to feel sad or isolated and/or become obsessive about shoplifting. It was about a week later that Joan happily reported that the day before she had felt the type of sadness and isolation that typically ended in shoplifting but instead she began to ruminate about buying some trinkets and experienced the resource state that used to be elicited by successful shoplifting.

The use of both the quick phobia/trauma cure and changing personal history through anchoring may have been overkill. However, within the 2-hour session, Joan wanted me to be as absolutely sure as possible that she would not want to shoplift.

It was 14-months since our fifth and last visit. The anchoring, which was fractionated in the original and subsequent sessions, has maintained itself. Any conscious thought of shoplifting has been only momentary.

Contrary to her expectation, only twice has Joan felt compelled to act on the impulse of buying a trinket in order to fully access her positive resource state. However, she reports that when she has had occasion to buy toys or trinkets for her nieces or nephew, she has caught herself smiling as she experienced feelings of being safe, peaceful and loved.

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Bandler, Richard (1985). ***Using Your Brain - for a Change*** **(edited by Steve & Connirae Andreas) Real People Press, Moab, UT 1985.**

Nicholas M. Rosa, Ph.D. teaches graduate clinical counseling courses in the Counseling & Human Relations program at Villanova University. He also has a private practice and is training at the American Hypnosis Training Academy, Silver Spring, MD. Correspondence should be addressed to: Nicholas M. Rosa, 1119 West Valley Road, Wayne, PA 19087. Telephone: (215) 645-4620.

Back to Basics: CHUNKING
ANIMAL, VEGETABLE OR MINERAL?

By Rachel Beth Hott

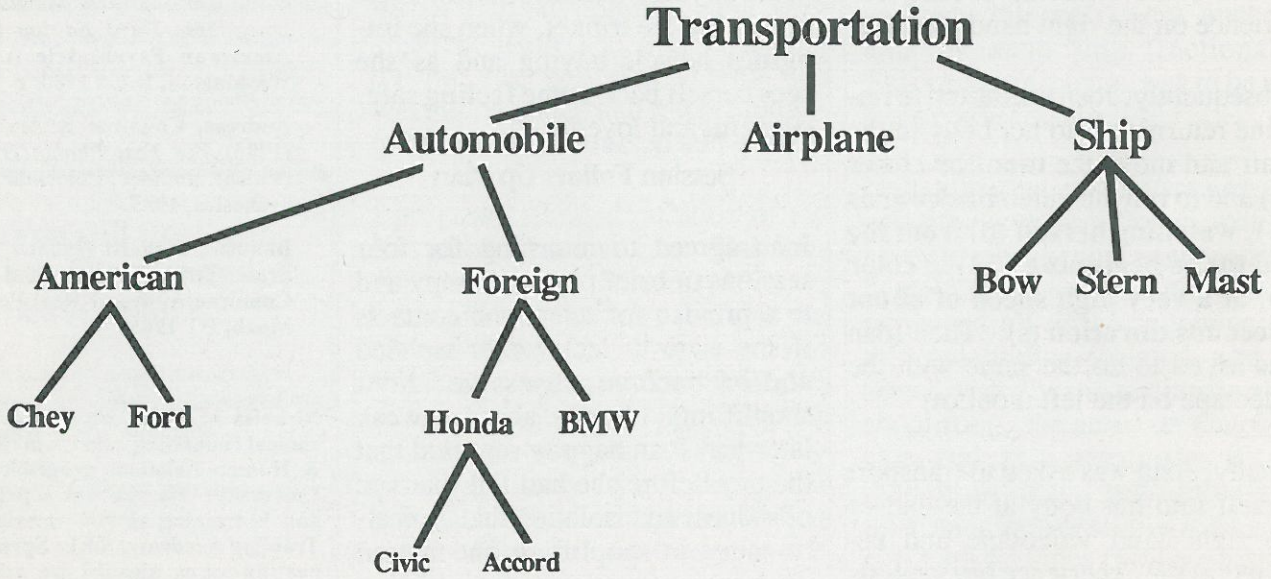
Some of you may know that in communication there is a distinction between content and form. If you are a beginner to NLP, separating content and form is one of your first steps to becoming a seasoned NLPer. If you are a seasoned NLPer, then content and form are already separated and you are in the land of multi-level communication. Each *Back to Basics* article has had a variety of levels to read and discern. Please feel free to continue to read at your level now.

Do you remember playing the game 20-questions? One of the first questions is, "Is it *animal*, *vegetable* or *mineral*?" This question establishes a category for the person to then organize their next question. In NLP jargon, the first question is a large chunk question. Chunk size relates to information whether it is large, small or similar to another chunk size. If the answer to the large chunk question is animal, then the next question to follow would be going for specifics which is a smaller chunk. For example, asking, "Is it a kangaroo?" would normally be too large a chunk jump (having only just discovered we are talking about an *animal*). Perhaps a question asking for its natural habitat would be more appropriate.

Let us take the large chunk ANIMAL and chunk down (get more specifics). There are <u>many kinds</u> of animals so next you could chunk down and discover the category they belong to — Farm Animals, Work Animals, Domestic Animals, Show Animals, etc. Then you could continue to chunk down and identify Horse, Dog, Cat, Cow etc.

If you wanted to chunk down another way you could identify <u>parts</u> of the animal; tail, legs, teeth, ears etc. You can also chunk laterally which means identifying a category that relates to ANIMAL. For example: If you had the category ANIMAL and the chunk up was CREATURES you ask yourself what else fits under this category. For example, Monsters, Humans and Space Creatures can be added as lateral chunks. In order to chunk laterally you first chunk up from the initial category. Chunking is an excellent way for you to become masterful at twenty questions. It is also a useful pattern for you to master interpersonal and intrapersonal communications.

Figure 1



One of my occupations is parenting (Large Chunk). As I parent two children, I have learned how important it is to chunk information appropriately. When we were preparing for a trip to Seattle, I began by saying that we will be going on a plane, and that it is a long ride, there will be lots of different people, etc.

When we were on the plane the excitement wore off and my son spoke the classic line, "Mom, are we there yet?" It was then that I realized that I had small chunked all the pieces of our trip and I hadn't described it as an adventure. I responded by saying that if we were there we wouldn't have the adventure of flying and now is the time for the adventure to begin. After I chunked (framed) the experience for him as an adventure he was able to have more fun on the plane. Responding to chunk size and being conscious of your own chunk size are two elements in using chunking in your daily conversations.

In order to establish rapport, NLP trainees are taught to match the other person's model of the world. This applies to chunking as well. If you want to establish, deepen and maintain rapport, match the person's chunk size. For example, imagine meeting someone who loves facts and figures. They are showing you a new product and give the statistics for its time efficiency. If you respond by saying, "Gee, it sure is an efficient product," they will listen to you but will not feel as though they have been heard. Instead if you respond by saying, "Well those numbers are real impressive and I'm sure each second that we save will be money in our pocket," then you are responding to the chunk size of information. That was an example of an individual who chunked small, affectionately known as a "small chunker." If you meet a "small chunker" match their small chunks. Go bit by bit and see how small you can go.

Of course there are "big chunkers" too. Many times new NLP trainees fall into this category. A common conversation will be, "Oh I am so excited about learning NLP it is a such a powerful technology." Responding in kind, you might say, "Yes NLP is clearly a leading edge communications model." If you wanted to lead the person to smaller chunks you might add, "There are specific techniques that are very effective, would you like to hear about them?"

Leading to another chunk size can be useful in either direction (chunk up or down). If a client says they are feeling overwhelmed you could pacing this individual with a statement like, "There's a lot you have to do," you then add, "what exactly are you overwhelmed with?" Just like in the Meta Model with "Nomilizations" and "Universal Quantifiers" (See Anchor Point April '90) you are taking the large chunk word and asking for specifics. This questioning style is very important for individuals who are chunking large and appear to be overwhelmed or ungrounded.

In the reverse, it is useful to lead a "small chunker" to a larger chunk size when they are picking apart everything. For example, a client of mine looks at herself and says, "Yuch, I can't stand my hair, my breasts are too small, my stomach is too big, my feet are too large, I'm a mess." I responded by saying, "So when you look at all those parts you feel like a mess. How will you be thinking about this differently when you are appreciating yourself?" When she shifted chunk size, she was no longer picking herself apart. Asking chunking-up questions is useful for an individual who is overly critical or is stuck in too much detail.

In order to practice your chunking skills, it is best for you to select non-critical topics and explore the chunk sizes. See Figure 1.

Recently, at the NANLP conference in Baltimore, I observed chunking styles in two groups. In the research section, the task was to establish an outcome and from all the parts of the outcome, a mission statement was formed. That process took three flip chart papers and an estimated 1 1/2-hours of discussion. In the trainers section, there was a task to establish a mission statement. Although I suggested approaching the mission statement the way the research group did (step by step with many pieces that tied together at the end) the trainers group declined.

Instead they started with an individual's proposed mission statement. Within 10-minutes they added and deleted critical words and the mission was accomplished. Which group preferred small chunks? Which large chunks?

Pay attention to your own way of organizing information. Chunking large, small or laterally all have value in the system of organizing information. Your best advantage is to use all of them. When giving specifics, take a moment to label your general concept. When identifying the large picture remember to throw in specific examples. Utilize the lateral chunk by identifying analogies. No matter what you do, practice your twenty questions so you can play dog, carrot or gold.

Rachel Beth Hott is Co-Director of Advanced Communication Training, Inc. (ACT) with Steven Leeds. ACT offers practitioner and master practitioner trainings, business consultations, and private therapy work. Rachel can be reached at 31 Washington Square West, Penthouse B - New York, NY 10011 or you can call her at (212) 529-9227 or (201) 509-9599.

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Oct. 13	Free NLP Intro. (New Paltz, NY)
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Oct. 4-7	Trancearbeit nach Milton Erickson II, Vienna

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July 22	10th Annual Process Community Begins

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Sept. 28-30	Basic NLP I
Oct. 5-7	Practitioner IV
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Aug. 8	(Park City, UT)
Aug. 14-31	Master Practitioner Certification

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Jul. 21-Aug. 5	NLP Practitioner/Master Practitioner Certification Training
Aug. 6-8	Meta Matrix Certification

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July 9-13	Segment VII - Modeling
July 16	Imperative Analysis Summer Intensive Begins
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Sept. 27	Imperative Self Analysis Certification Extended Program Begins
Oct. 5-7	Personal Empowerment: The Power that Produces Success

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Oct. 12	Adult Children of Incest and Child Abuse: Holograms of the Intergenerational Family (Pittsburgh, PA)

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Nov. 8-11 & Dec. 6-9	Ericksonian Approaches to Hypnosis and Brief Psychotherapy Begins

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