Anchor Point

Vol.4, No.11 (November 1990) The International Journal for Effective NLP Communicators $5.00

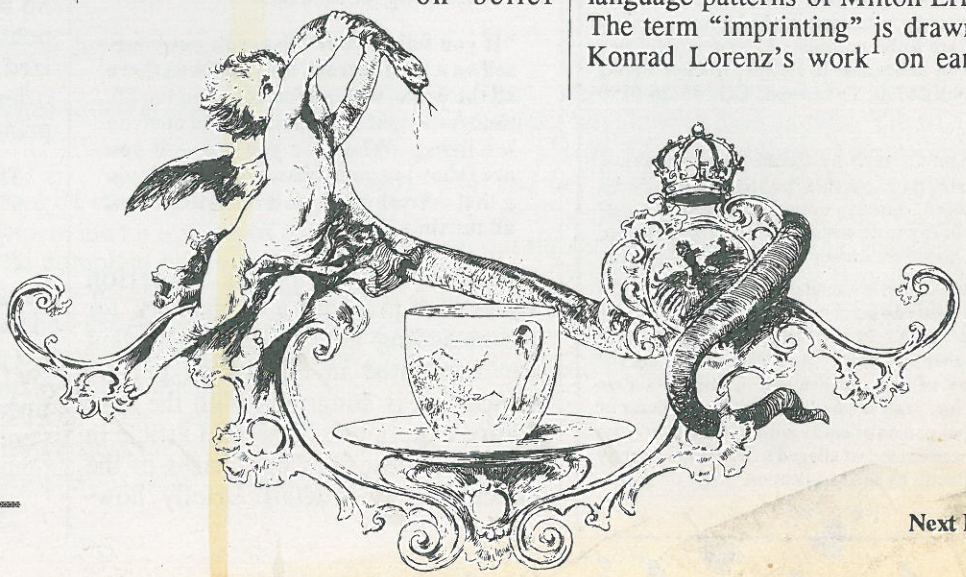
GENERATIVE IMPRINTING™

By Roye' Fraser and Ann M. Gardner, Ph.D.

In the last few years, NLP has evolved into a highly sophisticated technology. With this advanced technology, we can now create generative, lasting changes in our own lives and help clients change the direction of their lives. A client may come to us seeking relief only from a specific, conscripted set of symptoms. However, if we, for example, help a client overcome a simple phobia, she may return some time later with complaints of insomnia or recurrent obsessive fears. A client's migraine headaches may be "cured," but other physical problems may subsequently take their place. Another client may be able to stop smoking only to start again when he encounters a particularly stressful situation.

Thanks to Robert Dilts' extensive work on belief systems,[1] we know that the specific difficulties a person is experiencing often reflect broader belief or identity issues. Our goal then is to create lasting second-order change, that is, change that is pervasive across contexts and capabilities or behaviors. When we achieve second-order change, we do, in fact, accomplish desired shifts in behavior while addressing issues at the belief and identity levels.

This article is the first in a series of articles on an effective process for creating second-order change known as Generative Imprinting. The work on this process began in 1985 and is now fully described in the forthcoming book, *Stalking Reality*[2]. Generative Imprinting is founded on Richard Bandler's innovative work with submodalities,[3] time line, and the hypnotic language patterns of Milton Erickson. The term "imprinting" is drawn from Konrad Lorenz's work[4] on early ex-



Generative Imprinting
Page 1

MPDs and NLP- Part2
Page 6

News Notes
Page 8

Smart Stuff: Let the Music Play
Page 10

Book Review: Munchhausen's Pigtail
Page 13

The Whole Truth?
Page 14

Workplace Learning & NLP
Page 17

Unlocking Pandora's Box
Page 19

Theater Tricks In Business
Page 21

Book Review: Golf-The Mind Game
Page 23

Back To Basics Anchors Away
Page 24

Coming Events
Page 26

Next Page ►

Anchor Point

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

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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.

Articles published in Anchor Point do not necessarily reflect the views of Cahill Mountain Press, Inc.

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perience. While Dilts focuses attention on unpleasant or traumatic past experiences that serve as negative imprints, the process we are describing presupposes the *generative effects* of positive early experiences, in particular those at the foundation of our highest values and most creative powers.

What Is The Generative Imprint?

The Generative Imprint is the iconic representation of an individual's highest criteria and most creative state on a spiritual plane. The Generative Imprint reflects unconscious core Source experience. By eliciting the submodality distinctions of this internal representation, we enable a client to bring this Source experience into conscious awareness in such a way that it serves as a guidepost or beacon for aligning behavior with powerful positive beliefs that reflect the Source experience.

Accessing the Generative Imprint can, in fact, be thought of as a philosophical experience at the highest level; it is spiritual or metaphysical. The Generative Imprint is enigmatic and elusive, and, at the same time, carries with it an enormous drive. What it all adds up to is a feeling; as Source is actualized, there is an internal proprioceptive sensation. This resulting sensation serves as the INTENT which propels the individual to engage in behaviors that MOVE TOWARD outcomes aligned with the positive beliefs and values associated with the Generative Imprint. Joseph Campbell described the process as "following your bliss."

> **"If you follow your bliss, you put yourself on a kind of track that has been there all the while, waiting for you; and the life that you ought to be living is the one you are living. Wherever you are — if you are following your bliss, you are enjoyin g that refreshment, that life within you, all the time."[4]**

A model known as the Function Mode™ [2] provides a framework for understanding how beliefs and intent are manifested in behavioral performance that is congruent with the core Source experience. The next article in this series describes the phases of the Function Mode in detail. Briefly, however, once the Generative Imprint serves as a catalyst for uncovering core Source experience and the concomitant BELIEFS/INTENT, a compelling MOTIVATION forms. Once there is ADDITIONAL DATA about linked internal representational experience and physiology, CONVICTION about the direction and path needed for manifesting intent is strengthened. Finally, by refining DECISION strategies, the individual has a basis for making behavioral choices and acting to achieve satisfaction and fulfill intent (T.O.T.E.[3]/ACTION).

BELIEFS/INTENT ►► MOTIVATION ►►ADDITIONAL DATA ►► CONVICTION►►DECISION ►►T.O.T.E./ACTION

How Is The Generative Imprint Uncovered?

Uncovering the Generative Imprint is the glyph-like unfolding of petals which open to reveal the very mystery of what it means to be alive. You might even take the time now to consider what **you** hold most sacred — that intangible something, almost unimaginable, that is at the very center of your heart — at the very core of your being. You may already be sensing that even though it is something quite beyond words, you know as you feel it that this "something" means everything to you. Another NLP practitioner calibrating your physiology and accessing cues can make a hypothesis about the modalities in which this core experience is lodged. Yet FORM remains elusive at this stage.

So we begin again by eliciting another potent resource state, a highly Generalized Desired State (G.D.S.) that will offer a pathway to the Generative Imprint:

> **Think of how you want to be for the rest of your life, a way of BEING that represents the way you have always dreamed you can be.**
>
> **And think of the way you are now when you are at your best.**

By following the abbreviated steps outlined below, you will begin to access your own Generative Imprint:

1. Elicit the submodalities associated with this G.D.S.

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2. Identify nominalizations and physiological correlates.

3. Form five representations (one at a time) of yourself engaging in specific behaviors which reflect the G.D.S. in relation to each of the primary behavioral filters (People, Places, Things, Information, and Activity).

4. Anchor the associated **internal** experience of the G.D.S.

5. Form a fully associated, amplified and intensified experience of the G.D.S.; again consider what you hold most sacred at the very core of your being.

6. As a symbolic representation of this core experience begins to emerge, identify the submodalities that are most in your awareness.

7. Choose a nominalization that relates to this experience.

8. Anchor the kinesthetic state associated with this experience.

You are, no doubt, becoming aware of the impact of this compelling resource. We can only provide an inkling of its power through a brief article. The complete process also involves the use of hypnotic language patterns, building effective strategies at each phase of the Function Mode, and the use of the time line to create a compelling direction for weaving the Generative Imprint into everyday life and overcoming limiting behaviors and beliefs. The subsequent articles in this series will delineate the process for identifying and utilizing the Generative Imprint in more detail. And as you become familiar with the process, you will understand how it relates to the very genius of human creativity.

What Are The Applications For The Generative Imprint?

The Generative Imprint has applications in all aspects of therapeutic work, including health-related work. It also serves as a particularly effective foundation for seminars and groups which emphasize personal change. The process is also incorporated into all aspects of the NLP Certification trainings offered by N.L.P. America, Inc. We use more conversational applications of the process in business contexts (for example in executive coaching and in seminars on topics such as Motivation and Stress Management). The following case description provides a more specific example of the process.

CASE STUDY

Background and Presenting Problem: C.M. is a 35-year old Chinese-American female who lives in New York City. She is a martial arts performer and trainer and a physical fitness coach. She and her husband had recently separated. She wanted help getting through the divorce and "to overcome anxieties about the future" and about being on her own. She spoke of her "fear of what is ahead." She hoped that through NLP she could find a direction and the resources to fulfill her dreams. The features of her G.D.S. and Generative Imprint are described below.

Next Page ►

GENERALIZED DESIRED STATE (G.D.S.)

Distant Future

- **Visual:** represented as a blue/red/and gold horizon, 5-6 feet straight out in front, somewhat hazy, but bright, broad panorama.
- **Auditory:** sound of breathing only.
- **Kinesthetic:** feeling of warmth and movement across the chest.
- **Physiology:** centered upright position, breathing in chest.
- **Nominalization:** "integrity."

At Her Best

- **Visual:** color starting from left side, mid-chest, extending up and out at a 30 degree angle to a horizon about 1 1/2 feet away, wrapped all around her; vivid colors and brighter lighting.
- **Auditory:** "low growl," an internal rhythmic drone - "vrrr."
- **Kinesthetic:** warmth spreading from her feet, up through her legs with a tingling sensation and up and out from the middle of her chest.
- **Physiology:** repeated movement of right hand, palm out, toward the "horizon;" left hand repeatedly touching heart in a slow rhythm synchronized with her breathing.
- **Nominalization:** "compassion" and "purposeful groundedness."

GENERATIVE IMPRINT™

- **Visual:** a female image - warrior/teacher; upper right quadrant, 60 degree elevation, 2 feet high, 2 1/2 feet away; bright light, predominantly the gold and red seen in the G.D.S. representation.
- **Auditory:** very quiet except for slow rhythmic pulse of heart beat in chest.
- **Kinesthetic:** warmth circling shoulders, through the chest.
- **Olfactory:** "almost overpowering" Chinese herbal scent.
- **Physiology:** hand held with palm toward her just below the image, same distance as G.D.S; chest out, full breathing, centered torso; fluttering squinted eyes.
- **Nominalization:** "sword with edification and enlightenment — strength; a strong sense of my Chinese heritage."

Once the state associated with the Generative Imprint was anchored, CM was asked to go back on her time line to times when she experienced this feeling, including the earliest memory she could access. Then, firing the anchors for the G.D.S. and the Generative Imprint in succession and weaving "compassion" and "centered groundedness" with "the sword of edification and enlightenment" and the "strength of [her] Chinese heritage," she was asked to go to her future time line and, using the behavioral filter of Activities, mark out times when this way of being could serve her. She then commented, "It's almost as if I know there's somewhere I have to go," an important step since she stated at the beginning that through NLP she hoped she could find a direction.

The next stage in the process centered on building the new strategies she needed, particularly in regard to her work and relationships. The next article in this series which focuses on the Function Mode will outline this subsequent work.

Since development of the Generative Imprinting Process began 5 years ago, it has become ever more clear that accessing the highly creative resource state associated with the Generative Imprint is critical to the alignment of self and to the evolutionary process. This alignment enables the individual to reach and internal harmonic resonance so vital to balance no matter what the initial outcome may be. By chunking up from the Desired State to the largest chunk to arrive at G.D.S., it is then possible to create lasting change that is cross-contextualized by chunking laterally via the five behavioral filters. By subsequently linking this process to core values and beliefs and then integrating them with motivation, conviction, and decision-making, Source experience is manifested in behavior and the individual is centered and aligned.

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Roye' Fraser is a Certified NLP Trainer, therapist and author with a private practice in New York City, Mystic, CT, The Pine Barrens in the Delaware Valley. He offers NLP Certification Training through his companies N.L.P. America, Inc. and Blue Dell Systems. Mr. Fraser is best known for his artistry with the hypnotic language patterns of Milton Erickson and the therapeutic applications of the Generative Imprinting Process.

Ann M. Gardner received her Ph.D. in Developmental Psychology and has worked as a trainer and human resources consultant for the last 20 years. Dr. Gardner is a Certified NLP Trainer and a consultant to corporations and government agencies. She also conducts NLP seminars and serves as an NLP trainer for N.L.P. America, Inc. and other NLP training institutes.

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MPDs and NLP-Part2

By Steve Watson, LCSW

Multiple personality people are fascinating, partly because they have learned to survive and duress by developing behaviors we all may be able to duplicate to some degree. For example:

A young man of my acquaintance (Scott Miller, a Ph.D. candidate when I knew him) had done a study with a group of 12 people diagnosed as multiple personality disorders (MPDs). The study related eye acuity as it is affected when MPDs switch to different alter egos. He involved an ophthalmologist who did a thorough eye exam with the principle personality of each subject. Then, in a random order without the eye doctor knowing what he was dealing with, Miller elicited different alter egos who underwent the same eye exam. The study showed statistical differences in eye acuity between alter egos. This has some very interesting implications for "normally" myopic people among which is the notion that vision has a lot more to do with brain function than previously suspected.

The state changes MPDs experience when switching to different alter egos have been measured by big differences in brain wave patterns as measured by the EEG, blood flow patterns in the brain as seen by modern imaging techniques, and galvanic skin response as measured by a polygraph.

One expert I knew while administering a polygraph (popularly known as a lie detector test) practically went bonkers when he unknowingly administered the test to an MPD twice and got very different responses to the same questions. One of the most puzzling was the "lie" reaction he got on the second test to the question, "Is your name _____?" While the answer was "Yes" (most alter egos have learned to respond to the primary's name affirmatively but retain a belief in their own name as being "real"), the response indicated deception! You can imagine the confusion as the expert tried recalibrating his machine and then there was another switch and another totally *different* response.

"Madness is to think of too many things in succession too fast or of one thing too exclusively."

- Voltaire



One of the common characteristic of MPDs is the tendency to relive painful experiences FULLY ASSOCIATED. Indeed, memories are much more of a *re-living experience* than what is usually experienced as normal recollection. One of my clients was most extreme in this behavior. She learned, at an early age, to assign painful events to other parts of her (alter egos) in a completely dissociated fashion with amnesia. If this were an efficient amnesia that had no side effects there wouldn't be a problem, but typically she would switch whenever she perceived anything similar to the earlier trauma experience and a much younger alter ego was suddenly there to deal with a situation. The primary personality would lose time and confusion would reign.

After my NLP training, we taught her and her many selves to **partially** dissociate from painful events, sometimes running a phobia cure on them, and then we could implement a change history pattern. For her, there was a special screening room for difficult memories where she could re-edit for more useful responses. Often we would end the session with a SWISH creating a direction of new behavior in similar circumstances.

These classic NLP methods allowed us to deal with issues each alter ego was in charge of. We would then talk about the original positive intentions that led to creation of the various ego states and proceed to reframe the behaviors to updated effective options (see *Reframing* by Bandler and Grinder). Once we had a fully agreed upon a reframe of behaviors, we were ready to consider integration.

Early on, while searching the literature for some kind of effective measures, I would come across the term "integration." None of the available literature described how this could come about except that it should happen somewhere down the line in therapy in some kind of vaguely magical moment. This is the point at which I had begun doing some reading in NLP and on page 129 in *Frogs Into Princes* the term **Visual Squash** leaped out of the pages as it was described as the major method that was used with MPDs. There I read about how parts could be visualized in the hands of the subject, talked to, brought slowly together to become one image,

and finally brought into the body for integration.

At that time, I had a MPD client in the hospital and in my frustration I couldn't wait to try something, anything that would get us moving. I rather crudely led my client through a "squash" and there was definitely a change accompanied by some short-term confusion and she was discharged with some improvement. FROGS didn't go into great detail about the preparation needed for a Visual Squash (for a complete description see *Heart Of The Mind* by the Andreas's pages 132-139). We later had to redo the procedure because all of the objections hadn't been adequately accounted for.

Later in practitioner training, I was more completely educated in the use of the Visual Squash and it has become a staple tool for integration when the preparatory work has been completed.

Case Study

Joanne was 29 years old, single and suicidally depressed when I got her as a client at the mental health center. She had made at least two very serious attempts to take her life and seemed unable to profit from therapy. She had been sent to the State Hospital for her protection and long-term treatment.

She presented herself as very shy, almost frightened. She was compliant and tried hard to follow my inquiries; but it became obvious that she had large gaps in her recollection of things. There were vague references to events of sexual abuse and rape early in her life but the details were very sketchy. She battled depression but couldn't tell me much about how that came about. At one time she weighed over 350 pounds on a small 5-foot, 2-inch frame. This had created medical problems and a stomach staple procedure had been done. At this time of initial contact, she was still obese but her weight stabilized at around 170 pounds. We began to use hypnosis to explore some of the lost background - then Randy emerged in a session and in a surprisingly tough masculine voice wanting to know "just what the hell I was up to?"



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Randy seemed more solid than Joanne and certainly took a more aggressive attitude. As I paced him (her) and assured him that I was there to help Joanne live more effectively, he relaxed a bit and we talked about his origin and function. Randy emerged at age 12 and had grown in age with Joanne because his purpose was to physically protect Joanne from sexual assault. He emerged during an attempted sexual assault by a teenager and the sheer ferocity of his behavior and attitude was successful in stopping the assault. He remained on call, so to speak, whenever a male appeared on the scene that seemed overly interested in Joanne. Often times, however, he remained out and enjoyed going to bars and drinking beer which would leave Joanne with mild hangovers which she attributed to a cold or other brief illness. The fact that he was a male in a female body only slightly irritated him at times and he seemed to accept it without a lot of questions. Our work with Randy centered about finding ways he could physically protect Joanne without overt aggression - which sometimes invited more aggression. We also negotiated a limit on how much beer he would consume since too much alcohol would eventually become physically debilitating. Randy proved to be an important part of Joanne and with additional work eventually became fully integrated.

As the work continued, another key alter ego named Holly emerged. Holly was the first alter ego to be fully formed — during a time when Joanne was being pursued (for the second time) by a gang of boys intent on playing sexual games, with her as the game piece. These events occurred during a time when her father had suffered a heart attack following the untimely death by illness of a younger brother. When Joanne tried to tell the family about the first attack by this pack of boys in the neighborhood, she was shushed and told not to bother her mother or older siblings. Didn't she know how upset and sad everyone was? The message was clear. Shut up and handle your own pain. When the second assault attempt occurred a few days later, Holly was born with an uncanny ability to run and escape from harm if she could anticipate

Next Page ►

it. Holly proved to be a boon to therapy.

Holly was still 7. However, being the first alter ego, she had the most complete information about Joanne's personal history. When I wanted the details of any event, Holly could find the memory and relate it to me. With her, I also had a guide to Joanne's internal workings that was very accurate. At a later stage of therapy (after we had matured Holly to be able to act and sound adult) she could take over the behavior of the body in certain critical situations.

With my internal co-therapist working hand in hand with me and with Joanne, we accelerated the treatment process greatly and began a series of integrations which have maintained for a period of 2 years now. Interestingly when we came to consider Holly's integration, she begged off for a while. Holly remains with Joanne. They communicate internally so there are no surprises and Holly is enjoying being a part of a pleasant and well functioning adult. Her main function is to have fun and help Joanne share in it. Besides, I like her.

There is much more that could be described about the process of working with these fascinating people. They are always bright, often talented and amazingly flexible. I have often asked them to do things which I doubted could be done - and they do them. Then, I wonder if my other clients can do similar things - and often they do. MPDs have a lot to teach us.

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 specialized NLP presentations and can be reached at (801) 479-8813.

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NEWS & NOTEWORTHY

- Pat Wagner, *Anchor Point* critic-at-large, just returned from a trip to Europe, where she presented a keynote speech on the economic history of Europe and six workshops on time management and personal growth to the *European Association of Professional Secretaries*. These women, Pat reports, are the elite administrative assistants to the top business and government management of 14 countries. She reports that there seems to be a strong market for training talent from the United States, and fresh faces and ideas seem to be welcome, particularly if your material had immediate practical applications.

- A new NLP Training Institute has been formed in California. *NLP of California* is based in Felton, California. You can get info on this new organization (with trainings in San Jose) by calling (408) 335-3858 or by writing P.O. Box 12 - Felton, CA 95018.

- Tom Best and Bobbie Conce have moved to Hawaii and will be offering specialty workshops in 1991. One topic they intend to address at *NLP Hawaii* is Life Passage. If you are interested in combining a vacation with a learning experience, you may want to give them a call at (808) 572-3643.

- *NLP International* has announced that their 1991 summer European training will again be held July 1 to 21 at Lake Titiisee in Germany. You can get information by calling: (800) 633-4891 or (813) 596-4891.

- Joel Bowman is interested in started an NLP study group in southwestern Michigan. If you are interested in participating, you can contact him at (616) 345-2740. Nick Stefero is interested in finding other individuals in Omaha, NE who are interested in NLP. You can reach him at (402) 691-4547.

- Marlin Mackenzie is interested in locating an individual with knowledge of Japanese and NLP terminology and preferable some golfing experience to translate his book, "Golf: The Minds Game" (see page 23 for book review) into the Japanese language. If you know of anyone with the necessary background please contact Marlin at (914) 496-7808.

- Anne Entus of *Metaformation, Inc.* in Montreal, Quebec recently went to Russia with John Grinder, Lara Ewing, David Gaster, Nils Jorgen Sellaeg, Sylvia Kopel, Charlotte Bretto, Carmen Bostic. A turnout of several hundred people from various backgrounds (business, therapy,and education) in Russia participated. Anne told us that "The Russians were an extremely receptive, responsive audience that was very appreciative and enthusiastic to learn. With so many changes going on in that part of the world now, they are anxious to learn from books, experience or whatever." She also commented, "There may be more NLP books translated into Russian than any other language other than English. These people want to learn new ideas and will take the time and initiative." The experience was very exciting and rewarding for Anne personally, and she plans to return again to do more training.

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Smart Stuff- *Let the Music Play*

By Diane Famiano Lutzinger, M.A.

I have "dysmusica." "Dysmusica" is the inability to play any musical instrument, except a radio. My sister can play five instruments and my older brother can play three—they must have gotten my share. The family owned a piano, an organ, a clarinet, an oboe, a flute and an antique trombone. But I could not play even though I took piano lessons and attempted playing the clarinet in the junior high band. The flutophone was even a challenge for me. Yes, I did practice—for hours. It was the BEST way to avoid doing the dishes.

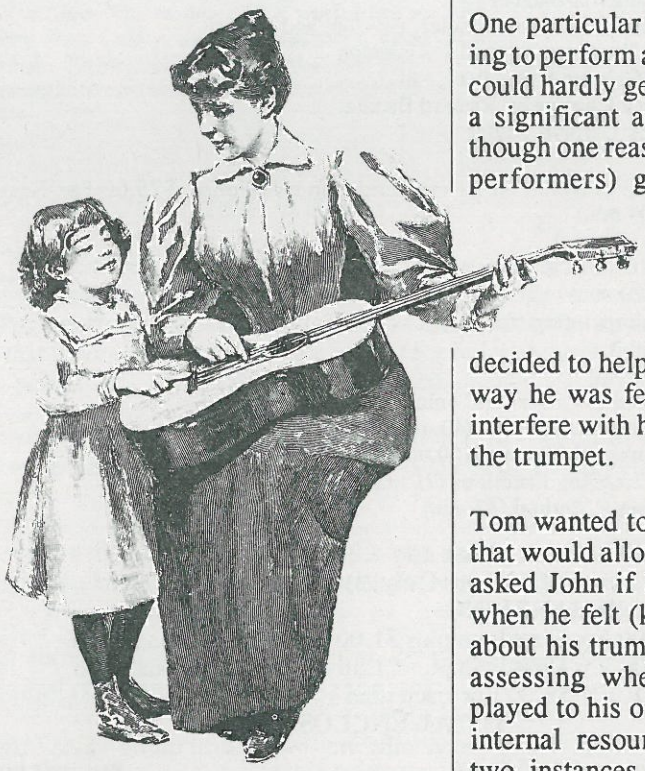
Dana, my sister, and I began music lessons at the same time. However, she was five and I was twelve. Even our weekly lessons were at the same time, though I took lessons from the mother and Dana took lessons from the daughter. I will never forget the humiliation those lessons caused me. (I don't feel the humiliation thanks to a quick Change Personal History technique!) Mrs. Maddox (not her real name) was quite impatient and probably had tired of teaching challenges like I presented.

The worst thing (next to the recitals) was the way Mrs. Maddox attached newspapers to my shirt with clothespins, tucking them under the music book so that I could not watch my fingers. I kept telling her I wasn't watching my fingers! But she kept catching me with my head tilted downward. Today, I believe I was "talking to myself" about how my hands should move or having embarrassed feelings because I was doing so poorly or both. This is a very common pattern for people with learning difficulties in any context.

"Education is what survives when what has been learned had been forgotten."

- B.F. Skinner

If Tom Booth had been my music teacher, he would have picked up on that right away. He understands how our states of being affect our strategies. Tom is Adjunct Professor of Music at Southern Methodist University (SMU) and also plays trumpet in the Dallas, Texas Symphony Orchestra. In addition, he is a virtually self-taught NLPer who is making a difference with his music students at SMU. Tom has given me permission to share the following success story.



Music and Strategy

A freshman trumpet student was repeatedly very nervous before his private lessons. His nervousness increased with each lesson to the point that he had great difficulty performing, even in a one-on-one situation. (I know Tom Booth to be a gentle man who enjoys teaching, not a temperamental musician-type who might "make" students nervous.) Tom noticed "John" would vacillate between auditory and kinesthetic representational modes, but under the stress of performance, his kinesthetic system dominated. "Performing music certainly involves the conveyance of various emotions so accessing the kinesthetic mode is not necessarily a negative factor," Tom states. Consequently, Tom was challenged regarding the best strategy for John to be able to access all his resources while performing music. John needed to be in a state "more conducive to a confident rendering of his music."

One particular day, John was attempting to perform a fairly simple etude, but could hardly get started without having a significant amount of trouble. Although one reason musicians (and other performers) get nervous is lack of preparation; Tom had monitored John's work habits and did not believe this was the problem. Tom decided to help John alter his state, the way he was feeling, which seemed to interfere with his natural ability to play the trumpet.

Tom wanted to help John attain a state that would allow his music to flow. He asked John if he had ever had a time when he felt (kinesthetic access) good about his trumpet playing. (Tom was assessing whether John had EVER played to his own satisfaction, i.e. had internal resources.) He replied that two instances came to mind; one in which he was nervous and performed well anyway, and another time when he was confident and played well. Tom thought confidence would be the "resource" which would serve John and decided to elicit that prior confident state. To elicit the prior state, Tom used the following process.

Tom asked John questions to determine the way the "confident" state was coded in John's mind and body. Questions were asked which gave specific content

and submodality information in each representational system.

VISUAL

- What did the stage look like?
- Are you associated or dissociated? (In or out of the picture?)
- What does the audience look like?
- Is it in color or black and white?
- Is it a motion picture or still?

AUDITORY

- How did you sound?
- Was there any other noise while you played?
- Was anyone speaking as you played?
- What was your volume?

KINESTHETIC

- How tight were your shoes?
- What was the temperature?
- What were you feeling?

After Tom had all the information he needed, he asked John to "recreate" that scenario in his mind fully associated. Fully associated means "as if" it were happening right now; seeing, hearing and feeling the same things as he did **then, NOW.** When John was fully associated, Tom asked him to pick up his trumpet, thus associating or anchoring this positive state to his instrument. Then Tom suggested he play the etude just as he played **then, NOW.** John did so, and played with ease.

Joseph O'Conner, in *Not Pulling Strings,*[1] states that "mental rehearsal creates and reinforces the internal kinesthetic (sic), visual, and auditory parts of the performance." We also know from Sensory Integration theory that neuronal models are formed when we imagine doing something. Simply put, a neuronal model is a memory trace along the neurons and our brains react "as if" we had actually performed the activity. In fact, research has shown (Pelletier, 1979 in O'Conner) that thought does produce physical effects. Electrochemical charges generated by mental activity can be measured by electromyographic (EMG) readings.

Several years ago, I heard the story of the Olympic Ice Dancers on the 1984 team. The male partner had contracted mononucleosis and was advised to "forget about getting back in shape in time for the Olympics." Undaunted, the young man suggested he would try some "new techniques" called "autogenic training." This technique is a form of mental rehearsal, first introduced by Sergi Lazanov[2] in Bulgaria in the late 1930's. (He is considered by many to be the "Father of Superlearning."*) The young man would play the dance music and mentally rehearse his routines. The neat thing about **mental** rehearsal is that you CAN ALWAYS perform perfectly!

When the dancer was allowed to begin practice for "real," he found that he had not only remembered the routines quite well, but his muscles had maintained much of their tone! He and his partner danced in the 1984 Olympics as planned and finished 4th! Not bad for someone who was told to "forget about" competing in the Olympics.

The key factor in mental rehearsal, that surpasses "affirmations" and "positive self-talk" is that NLP includes ALL the sensory modalities, often including olfactory and gustatory. I sometimes call them "3-D Affirmations," because they are more real to our brains, like a three-dimensional movie is to us.

My friend, Joanna Weaver (NLP Master Practitioner) plays the piano beautifully. She bought a piano several years ago to "get back to playing," because she found it so relaxing. One day she was practicing and became increasingly frustrated, making more and more mistakes as the practice went on. Since she was not "having fun yet," she asked me to help her figure out what she was doing wrong **mentally.**

I noticed that when she played she tilted her head down and to the left and when a mistake occurred she made a little sound like "Uh, oh." I suspected she was making comments to herself, criticizing or whatever. Her auditory track was possibly distracting her hands from doing a job they knew very well how to do. I suggested that she

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hum along, internally or outloud, with the music. She has a lovely voice so this was natural for her to do. As soon as she began to occupy her mind with her humming, her hands began to play with ease and her enjoyment returned, too.

So often in skills, our self-talk or auditory "critic" will distract our body from doing the task it already knows how to do. I find that "creeping criticism" interferes with my own Country Western dancing when I fail "on stage" at times. We have often called it by names such as "self-consciousness," "stage fright," "performance anxiety" and the like. Whatever we call it, something in our representations are distracting us from doing what we already know how to do!

Alternative Study Styles

John, the music student we mentioned before, came into a lesson with Tom and expressed concern about a Music History class which he was taking. He had done poorly on a recent test despite much concerted effort. Tom looked at the test—a score of 37 (out of a possible 100). The Music History professor would administer the test by randomly playing musical examples which were to be identified by title and composer.

John had been "studying" his music pieces by listening to each piece 10-20 times. He would feel he really knew them until the morning of the test when it all "went away." Tom asked the student to come to his house to try some alternative study methods that he suggested might be more useful. Tom used similar pieces of music, suggested by the student's professor. Tom was not sure what might be the best way to "memorize musical examples," so he decided to have the student access all three representational modes when listening to each piece of music. (This is exactly what I would have done. I call it "Expanding Learning Styles™.")

As Tom put on one of the new pieces of music, he asked John some of the following kinds of questions to elicit responses in each modality.

- How does the music make you feel?
- What would be going on in a movie if this were the sound track?
- How would this piece be different if it were played on other instruments?

Tom asked John to listen to each piece only 3-4 times, but ask the three questions each time. At one point, John mentioned liking to draw, so Tom suggested that he might want to draw what the music made him think about. John faithfully studied the 50 pieces on the list for his next test in this manner. Subsequently, John only missed 2 of the 50 items on the test!

What I have heard expressed by students attempting to make other auditory distinctions, such as learning Spanish, is that when they get nervous or uptight, "it all starts to sound alike." I think this is what John was dealing with. However, since he created distinctions in other modalities, he acquired other ways to **know** his information. The process of "Expanding Learning Styles" can support learning in many other areas. In the next *Smart Stuff* column, we will look at how multi-modal mental input will increase learning in geometry, algebra, foreign languages and English for Hispanics and Black Americans.

The P.S. to this story is that John became so interested in Neuro-Linguistic Programming that he attended an NLP seminar, improved his grades steadily, and switched to a major in Psychology!

***I personally do not consider learning easier as "superlearning." I think we just "get out of our own way" and have natural learning taking place.**

References

1. Joseph O'Conner, *Not Pulling Strings*, Metamorphous Press, Portland, OR, 1987.

2. Sheila Ostrander and Lynn Schroeder, *SuperLearning*, Dell Publishing Co., New York, NY, 1979.

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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Book Review:

Munchhausen's Pigtail; or Psychotherapy and "Reality:" Essays and Lectures
by Paul Watzlawick, Ph.D. W. W. Norton & Company, New York, 1990. 262 pgs. $19.95.

WATZ' WHAT; or, "THE MEANING WE GET DEPENDS ON THE QUESTIONS WE ASK"

Read this book.

Those interested in problem formation and problem resolution will enjoy the team of experts which Watzlawick assembles in his imagination: Gregory Bateson, Milton Erickson, Heinz von Foerster, and Don D. Jackson. The "thought model" which extrudes from this book is the result of cross-pollination within this Master Mind Council.

A vital distinction is made here: "behavior disorders are a function of human relationships but not of sick minds." **Relationships** are the meta-component of communication. **Content** is the other component of communication, and each component must be operative to create and contain meaning for each member of the communication relationship. "Depending on whether, and on which of the two levels, agreement or disagreement exist, specific and clearly definable patterns and disturbances of relationship will ensue."

There are two human perceptual standpoints: objects and relationships. The objects standpoint is the traditional occidental concept, which "divides the world into subjects and objects." Watzlawick calls this the **monadic** standpoint, and the monadic question is, Why?

Watzlawick calls the relationship orientation the **pragmatic** standpoint. It evolves from the philosophy originated by C. S. Pierce and William James. Briefly, pragmatics say our concepts (or beliefs) create meanings which have real consequences in the world. NLP calls this "private dictionaries," and "values hierarchies:" what we believe thereby constitutes our relationships with ourselves, with others, and with the world. The pragmatics question is, What?

The pragmatic view is supplemented with material from General Systems Theory (von Bertalanffy) and cybernetics (Weiner, Ashby, and Beer). General Systems Theory is concerned with integrating the structural similarities, or isomorphisms, occurring as concepts, models, and laws in various disciplines.

Cybernetic systems have certain basic properties: they are endowed with feedback, they transmit information which is utilized by and influences the system to self-adjust and self-correct, and they achieve control through communication.

It is extremely interesting, then, that Watzlawick does not use a cybernetic model for his theory. He uses a pragmatic model, which does not emphasize feedback: SENDER—SIGN—RECEIVER. There are two reasons for this: first, he doesn't think there is a nonmonadic, non-Aristotelian language (though he mentions Korzybski) available to talk about relationships; and second, because "in the brief therapy technique developed at the *Mental Research Institute*, the patient's attempted solution is taken to be the actual problem."

That is to say, the patients seen by Watzlawick are using pathological cybernetic models which have an inadequate meta-rule structure; they have no rules to **change** the rules. In mathematical decision theory this is called the "halting problem" — a computer runs "through all possible solution searches again and again without getting anywhere and without ever reporting that the problem is not solvable." Does this remind you of anyone you know?

The pragmatic model is actually, then, a pattern interrupt model. The pragmatic model "shifts reality." Ashby says state-to-state changes are internal, and transformation-to-transformation changes are **external** changes which are introduced "at the whim of the experimenter or some other outside factor. This distinction is fundamental and must on no account be slighted."

Watzlawick has two favorite transformation changes: paradoxical (double-bind) behavior prescriptions, which "are the most effective techniques we know;" and reframing, which "is the most immediate practical application of an as-if fiction." These are applied to family systems as well as individuals.

Reading another of Dr. Watzlawick's books is stimulating because the further adventures of those associated with the luminaries who collectively generated NLP, are often rewarding, challenging, and enticing. The mention of Alfred Korzybski, whose *Science and Sanity*, is undoubtedly the original "neuro-linguistic" text, is very welcome. Indeed Korzybski coined the word and was likely the first to posit the effect of language on the nervous system. If you're not enticed just yet, you soon may be: Korzybski talks about magicians.

Read this book.

Read it, that is, unless you prefer those volumes devoted to the newest permutations of the accepted and acceptable procedures. Those who are technicians instead of practitioners will find nothing here to help them. Those who lack Requisite Variety in their metaprograms will find the stimulus to their comfort zone intolerable. After all, transformation acts as a stimulus.

Reviewed by Donald D. Powell, M.A. who operates the Sceptre Research Group. He has a Master's level certification in NLP, has completed Imperative Self Analysis training, and is a certified hypnotherapist. He may be reached at 964 Tourmaline Street, San Diego, CA 92109 or by phone at (619) 488-8186.

The Truth, The Whole Truth, and Nothing But The Truth...Maybe.

By Valdeane W. Brown, Ph.D.

Right from the outset I want to make something as clear as I can: I do not believe in "truth." Now I know that may sound a little rash or even trite; however, I want to emphasize that I believe *the pursuit of truth* has been one of the most dangerous projects in which people have ever engaged. How many people have been killed and how many wars have been fought in the name of truth, only to see the "winning" truth fall to yet "another" truth in the wake of its own victory?

For this and other reasons that I will address below, I believe that the pursuit of "truth" is a very dangerous addiction that is not very useful for learning how to promote excellence in living. I would like to take this opportunity to help you consider this concept of truth a little more closely, and perhaps you will come to agree with me. I will not only discuss the questions posed by the concept of truth, I will also demonstrate my answers to those questions within the article.

One of the easiest ways to gain access to understanding the negative utility of "truth" is to consider the NLP dictum: *The map is not the territory.* This is actually a contemporary gloss of the opening sentence of the Tao Te Ching, which is a classic text of ancient Chinese philosophy. A rather liberal translation of that sentence might go: "the experience that can be put into words is not the actual experience." In other words, no matter how you represent a "truth," it is only a representation of that truth and not the truth itself (whatever that might mean!). The verbal expression of truth is like the dust left behind by the shoes of someone who went before us. There is always a separation, or some kind of "step," between how something is said and whatever that something is that is being described in words.

"Anxiety," for example, is a verbal production that is in no way equivalent to an individual's experience when someone chooses to use that word in reference to the experience (regardless of what that experience might be). The experienced state is simply not a verbal production. However, here is an interesting twist. Whether or not "anxiety" is a "true" description of a client's state at a particular time, that word can easily become a *potent auditory anchor* for all of the negativity and limitation that the client experiences. Thus, it will become true that the client suffers from anxiety; however, it will be the *verbal cue* ("anxiety") that the client suffers from (because it has become an auditory anchor for the pervasive and limiting state that the client dislikes so intensely), whether or not that state is best understood as anxiety. To again gloss the same quote from the Tao Te Ching: the experience (of anxiety) that can be called forth by words is not the original experience (of anxiety). It may not be, but it sure can feel the same for the client — that is the power of effective anchoring.

The verbal expression of truth is like the dust left behind by the shoes of someone who went before us.

So what's the truth? Does the client suffer from anxiety — i.e., the state that keeps recurring — or from "anxiety" — i.e., the verbal cue that reassociates the client into an awful state that happened once upon a time, so to speak. To the client, that distinction does not matter: the client simply experiences "something," without recognizing the cues for entering that state. All that the client knows is that **anxiety** is out there somewhere waiting to get him. The experience cannot be put into words for, if it can be explained, it feels different to the client. Again to reference the Tao Te Ching: The experience (of anxiety) that can be explained through words is not truly the experience (of being anxious).

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If we are able to effect a change for the client, through an instantaneous reframe or relabeling of the experience for instance, does that mean that the client was not truly anxious, but was only creating the anxiety when it really was not there? If we say, for instance, "Did you know that the physiology of anxiety isn't any different from the physiology of excitement, they are exactly the same physiologically so what are you so excited about right now?" and the client's state changes, was the client truly excited and not anxious?

Regardless of how differently we might answer these questions, this much we would all probably accept: **there is no direct truth, only our representation of our perspective on experience.** Again, to gloss the Tao Te Ching: the experience (of truth) that can be put into words is not (the truth of) that experience.

Of course, those experiences and perspectives will be expressed in sensorially based language and personally significant gestures. Using the meta-model and other techniques of precision, we can map the *strategies of experiencing* that are revealed within the language and gestures of another person or ourselves. This is called modeling in NLP and is the basis of every technique, procedure, and idea in NLP.

You could even observe at this point that all of the foregoing is my perspective on my experience with NLP and the various ways in which it has been expressed and taught by many other people. These words are my "map" of something that many people call NLP. But is my understanding, as expressed above, true or not? And how would we decide whether it, or any other piece of human experience, is true or not? — "the model that can be modeled is not the true model" (Ching).

Meta-Programs and the Production of Truth

The answers to those questions lead us directly to what NLP refers to as meta-programs, i.e., the strategies about strategies that allow us to decide which one of several specific more finely grained strategies to apply in a particular situation. Let me give you an example.

You and your friend are walking along and your friend says, "I'd like to go get a hamburger; what do you want to do?" The answer you give will ultimately depend in part on how you decide to approach this situation. Do you give priority to:

1. **Your wants (which seems to be the intention of your friend, since he asks you what you want to do), or**

2. **Your friend's wants (which could be his intention, since he tells you what he wants as if that information will make a difference for you in deciding)?**

If you are a vegetarian, for example, your resolution of this difference in orientation will be crucial for determining where you will go and what you will do with this friend. However, if you like McDonald's, it might not be so important. By noticing how you respond to your friend, it becomes rather easy to access your decision strategies, as well as what other authors have called your hierarchy of values. Here are several different responses and a sketch of the decision strategies employed:

●

"Oh God no, not a hamburger, [Self orientation] besides I'm not even hungry. [Mismatch present internal state] Let's go for a walk instead." [Action orientation, future time frame].

●

"Well you know I've been [Other orientation] thinking of becoming a vegetarian, but, you know, a hamburger[Match imagined internal state] would taste great now, especially with you." [Relationship orientation, present time frame].

●

"Oh God no, not a hamburger, [Self orientation] I'm full right now. [Match present internal state] Let's keep on walking instead." [Action orientation, present time frame].

●

"Well you know, I've become a [Self to other to consensual orientation] vegetarian so I'd like to go somewhere[Match imagined internal state] where we can both eat what we want and [Action and relationship orientation]

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spend time together." [Present to future time frame].

In these examples, I have mixed NLP and non-NLP terminology to describe some of the processing that I presume is going on with the person who was speaking. I say presume because, until I verify the strategies by feeding them back to the client and getting them replicated, it is only my guess as to what is occurring for the client, despite what minimal cues or BMIRs (i.e., Behavioral Manifestations of Internal Representation) I perceive.

In addition, I could, of course, use many different terms to describe the meta-programs that echo out from within the actually spoken linguistic structures. I am using some non-standard terms to emphasize that there is no one right way to understand what is happening in these linguistic utterances. The value of the particular understanding and the terms in which it is expressed, depends on the response it allows an individual to make. NLP has generated a highly useful set of terms, distinctions and linguistic patterns, but it is impossible to say whether or not NLP, or any other approach, is true. This is one of the major points of this article: the transformative power conferred by an approach is not indicative of its truth value. Or, conversely, the claimed truth value of an approach is not indicative of its transformative power.

"I am ready to meet my maker. Whether my maker is prepared for the great ordeal of meeting me is another matter."

- Winston Churchill

How Do You Know When Something is True?

Truth is a very unhelpful metaphor for understanding how to facilitate rapid transformation. Truth is strategic, or structural, in character and not thematic. What this means is that we experience the truth of something by how we experience it (viz., by filtering our experience through our own "Truth" Meta-Program), and not because of the content of that experience (what we experience through the filter).

Another way to approach this distinction is to shift the focus of our inquiry slightly and ask a very different question. Instead of asking, "what is true?" — which is replete with meta-model violations — we might ask, "how do I know when something is true?" The easy answer used by many people is to say that they know something is true when it just feels right. From an NLP perspective, many people have a kinesthetically anchored Truth Meta-Program: they know something is true because, in the end, it feels true to them when they consider it. As a point of comparison you might be interested in the method outlined in Gendlin's book entitled *Focusing*. He is interested in the movement from the originally global felt sense of a situation, to increasingly specified referents to that situation. He believes that this process underlies essentially all of our important learning and experiencing.

NLP has generated a highly useful set of terms, distinctions and linguistic patterns, but it is impossible to say whether or not NLP, or any other approach, is true.

As you are reading these words, you may well be checking them out against some remembered experiences, perhaps of reading other articles, or an encounter with another person, or even some experience in a workshop or training environment. If what I am saying rings true, or matches your remembering, or seems to clear up some confusion for you, then it might seem true to you. If it does not, then what I am saying will probably not seem true to you, at least not yet.

The question, "How do I know when something is true?" reveals an important characteristic of NLP and many other approaches to rapid transformation. These approaches are fundamentally epistemological in character and not metaphysical: i.e., NLP is concerned with HOW certain forms of knowledge and competence are achieved; it is less interested in the

existential status of claims regarding those achievements.

Thus, for example, NLP has explored how certain people approach life in ways that generate what we call "high self esteem." It then codified this knowledge into a model of those skills, which is actually a meta-model of the process (since it is not the process itself). NLP then uses this knowledge to lead others having "low self esteem" to achieve "high self esteem" by following the same strategies of the achievers. High self esteem is an outcome of a process that anyone can use. It is not a thing or being to be obtained from the outside.

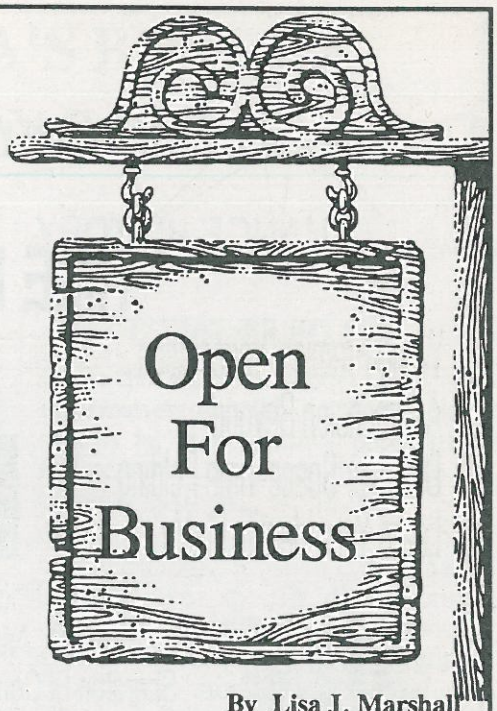
Now, for a quick quiz: is what I said in the last paragraph true or not? Is it a model or a meta-model? Are your answers to those questions true or not? How do you know? I hope you already know that whatever answer you give will be expressed in minimal cues that reveal the way in which you approach experience. AND YOUR ANSWER WILL BE TRUE...FOR YOU, whether or not anyone else agrees with the content you express or not.

There is an old saying: "The man with one watch KNOWS what time it is, a man with two watches can never be sure." Next time we get together we will discuss other aspects to "Truth."

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Workplace Learning and NLP



By Lisa J. Marshall

It may be heresy to say so, but I think one of the more remarkable developments of the last decade is that the "action" in the "human potential" world has moved from the therapeutic community to the business community. The realities of doing business in a global economy have forced an awareness of human issues that simply didn't exist a decade ago, and the business world has responded vigorously.

How, specifically, does this manifest itself? Some indicators were mentioned in previous columns. Basically, since the 1960's as competition from the Pacific Rim and elsewhere increased, businesses have been trying a variety of strategies to improve competitiveness, productivity, and profitability. These have included experience curves, portfolio management, cost accounting, and most recently, restructuring.[1]

People who don't communicate well and don't learn quickly and who aren't hooked into the bigger vision do very poorly in these work environments.

If you look closely now at the leading edge strategies used by successful businesses, these have to do with techniques that decrease response time to the customer and offer more variety at lower cost. Along with the "delayering" that took place during the 80's as organizations got "lean and mean," these strategies have profound implications for the nature of work and workers. As Harlan Cleveland notes:

> **"Machines will keep on eating up routine and repetitive tasks. The jobs left for people to do will require more and more brainwork and more skill in people-to-people relations."** [2]

These realities demand an entirely different use of what is often called "Human Capital." Some current manifestations of this are what are being called "high performance work teams" or "self-directed work teams" - groups of people, usually professionally (and frequently culturally) diverse, who carry a given job through from start to finish as a team. People who don't communicate well and don't learn quickly and who aren't hooked into the bigger vision do very poorly in these work environments.

Yet, the business community in the USA is facing a severely weakened workforce. The workplace of the 21st Century will require people who are well-educated, flexible, cooperative, creative, and eager to keep learning new sets of skills. This is NOT a current description of the "average American worker." And in a nation where high school dropout rates are approaching 50% in many urban areas, this is not how the average

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American worker of the future is going to see themselves either. American businesses are already spending as much money as American public schools to undo and redo what was done in those schools.

As Diane Famiano Lutzinger of *The Learner's Edge, Inc.* (an NLP training company in Dallas) says, "Hands-on knowledge won't be enough any more: people will have to learn to think." Her work illustrates the sort of exciting contributions NLP is making in this arena. It grew out of her own experiences as she learned NLP in the mid-70's and began to understand and enrich her learning style. "Someone who knows how to learn and how to discern what's useful, who understands what model of the world they're in, and what they need for their business can decide whether their model is useful for getting their outcomes. This makes them more successful, sometimes dramatically so."

Ms. Famiano Lutzinger starts with the basic block to learning most of us have - fear. Fear of embarrassment, fear of failure, fear of change - those ghosts of past learning experiences that haunt most of us. This fear is especially potent for workers whose jobs are changing. With some careful reframing, stuckness can be replaced by curiosity and new worlds open. "State and strategy are what affect us as learners." she says. "Strategies improve when state is cleared up. By making the learning state one of fun, people can disengage from past negative anchors ("having to learn") and they can forget they're learning and just have fun."

As she works with people whose daily jobs are in transition and whose past experiences with "learning" have been powerfully negative, Ms Famiano-Lutzinger finds herself drawing deeply on her past practice as a therapist. "The transition from therapy to business has been exciting and rewarding - I'm still dealing with all the same stuff, especially the resistance to change, only now I call it communication therapy." With the need for change in worker's attitudes toward learning, it's easy to get excited about the contributions NLP can make.

Our own experiences in increasing technical people's effective participation in "high performance work teams" has echoed many of these same experiences. While "techies" generally have excellent learning strategies within their narrow band of interests, they're just as scared outside that range as assembly line workers in an auto plant or machinists in a parts manufacturing operation. Just when the business (and the economy) needs them to be most flexible, innovative, and customer responsive, the worker goes brain dead! More than any other human technology out there, NLP can re-engage those brains and get people learning and working - happily. And workplace learning - knowing how to learn and doing it daily - will drive growth and development at every level - personal, professional, organizational - in the years to come.

"The man who has never made a mistake will never make anything else."
- George Bernard Shaw

References

1 Cf., Stalk & Hout., *Competing Against Time*

2 Cleveland, Harlan, *The Knowledge Executive.*

Lisa J. Marshall is Vice President of Syntax Communications where her speciality is improving effectiveness in technical environments. She is on NANLP's Ethics Committee and the 1990 Director of the Neurolinguistics Network of ASTD. She also co-chairs the Managing in Technology Special Interest Group of the DC Chapter of ASTD. Address mail to Syntax, 1365 Hamilton St. NW, Washington, DC 20011. Phone: (202) 829-0795.



UNLOCKING PANDORA'S BOX
Integrating NLP with Human Psychophysiology- Part2

By Lyle Chubb

PERCEPTION

Everything begins with our ENVIRONMENT. However, environment involves a great deal more than just what goes on around us. The sources of stimulation arising from outside our body constitutes our external environment. There are also a number of stimuli sources located within us, generating our *internal environment*.

When we speak of our internal environment, we are not referring to our particular mood or attitude; these facets of experience emerge much later in the process. Internal environment relates, instead, to whether we are hungry or full, tired or rested, if we have any physiological points of constriction or pain, and so forth. Our vestibular and proprioceptor sensory systems constantly monitor these aspects of our physical being, reporting any fluctuations to our brain.

Our environmental context, therefore, is the source of all possible stimulation, involving external and internal points of origin. With the limited physiological nature of our sensory systems, however, we cannot directly experience the totality of our environment. We are utterly dependent upon the encoding capabilities inherent to our senses of sight, sound, touch, taste and smell. As we've indicated, these sensory systems strobe the environment, providing our brain with encoded blocks of information, or moments of perception.

The perceptual phase generates the PRIMARY TRANSFORMATION, or TRANSFORM, of sensory experience, which we can abbreviate as T1. Using NLP notation, we can designate the five representational components of T1 as:[1]

V^e : stimuli encoded by our eyes;

A^e : stimuli encoded by our ears;

K^e : stimuli encoded by epidermal nerve endings;

K^i : stimuli encoded by vestibular and proprioceptor cells;

O^e : stimuli encoded by olfactory and gustatory receptors.

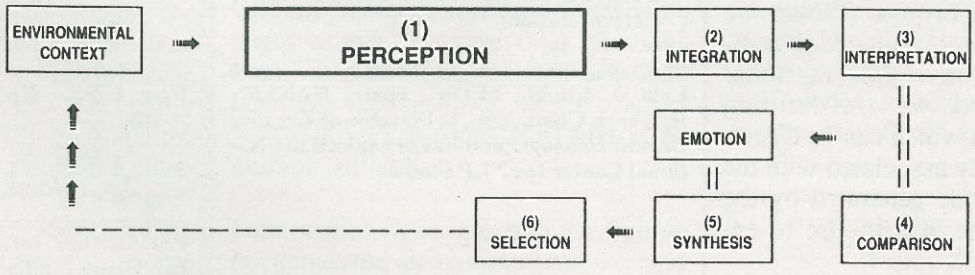
We can also represent the initial sensory transform as:

$$T1 = [V^e]\ [A^e]\ [K^e]\ [O^e]\ [K^i]$$

where the brackets denote that encoded information in each representational system is, at this point, perceptively isolated from encoded information in all other systems.

Our neurological system is designed to encode rather specific dimensions of our sensory environment, providing detailed information that might be obscured by more grossly modal sampling. For instance, the skin covering our fingers contains receptors designed to independently encode specific sensations of temperature, pressure, texture, and pain. By the same token, the retina of the human eye includes sensors for each of the primary colors of the spectrum (cones), as well as receptors for the encoding of black and white contrast (rods). Similar distinctions have been identified for the auditory, olfactory, and gustatory systems.

If we designate these independent, perceptual dimensions as submodal components of a given sensory representation, we can define each perceptual component of T1 as the sum



Phase 1: PERCEPTION

of all its encoded submodal aspects. Using the terminology given above, we can expand our definition to indicate that:

$V^e = V^e1 + V^e2 + V^e3 \ldots + V^en$

$A^e = A^e1 + A^e2 + A^e3 \ldots + A^en$

$K^e = K^e1 + K^e2 + K^e3 \ldots + K^en$

$K^i = K^i1 + K^i2 + K^i3 \ldots + K^in$

$O^e = O^e1 + O^e2 + O^e3 \ldots + O^en$

where "n" represents the number of submodal distinctions perceptually encoded within that particular modality.

A significant body of neurological evidence supports the concept that perceptual encoding occurs along these submodal dimensions. Within the NLP model, Richard Bandler, along with Steve and Connirae Andreas, have identified submodalities as a powerful factor in understanding the structure and meaning of subjective experience. Two seminal books in this area are Bandler's *Using Your Brain — For a Change* (Real People Press, 1985), and Steve & Connirae Andreas' *Change Your Mind, and Keep the Change* (Real People Press, 1987). We will explore the influences of their (r)evolutionary work when we later relate NLP technology to the neurological model.

It should be noted, however, that not all submodal distinctions suggested by Bandler and the Andreas' are directly produced at the perceptual level. Many are generated through cortical processing at higher neurological levels. For instance, visual submodal distinctions of depth, distance, and orientation are comparative aspects of experience, relying on interpretation of neural impulses from both retinas. When we identify a perceptual submodal component in a given representational system, therefore, we are defining those components which can be directly and immediately associated with the specific neural code generated by the particular receptor in response to environmental stimulation.

"The power of accurate observation is commonly called cynicism by those who have not got it."

- George Bernard Shaw

This sensory receptor system is not necessarily unidirectional. Recent electromicroscopic and electrophysiological evidence has revealed that many receptors are modulated in their sensitivity to environmental stimulation by signals from the central nervous system (CNS). Such a biofeedback arrangement could amplify or suppress certain submodal components of perception at the receptor level itself, rather than relying on some form of higher, cortical amplification or filtration. Thus, the relative intensity of certain aspects of our focused attention could be mediated at the level of initial sensory encoding. Some stimuli, therefore, could be neurologically excluded from the initial sensory transform (T1), in preference to other stimuli which are subjectively determined to have higher momentary significance to our experience.

The sensory receptors are the only point at which our neurological system interfaces with the environment. However, this perceptual process is just the beginning of what will become our experience. As the various forms of perceptual stimulation are encoded, the impulses generated are related to the brain along established neural pathways, which moves them into the second phase of processing: Integration.

1 Traditional NLP methodology would include four more modal distinctions: Visual Internal (VI); Auditory Internal (AI0; Olfactory Internal (OI); and Auditory Internal Digital (AID). Our contention is that these four components are not part of the initial sensory transform; they are added to the emerging transform during Phase 3 of the process (interpretation).

Lyle D. Chubb, M.Div., chairs NANLP's Research Committee, is Director of *Creative Growth Unlimited* and has organized the National Center for NLP Studies.

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Tricks of the Trade - *The Rituals, Props and Costumes of the Theater*





By Pat Wagner

I know that the uniformly high evaluations I receive from clients is partly based on my performance training and experience, as an actress, poet, musician, and most recently, as a radio talk show host. In fact, I often get better ratings than more experienced and better educated trainers because I know some theater tricks and how to use them for my own benefit and for the lasting benefit of my participants.

These tricks are particularly useful when someone wants me to help them change their response to an emotionally challenging situation quickly AND, for whatever reason, there is not the opportunity to use more sophisticated tools.

For example, I conduct many programs on conflict resolution for institutions where some of the participants are not attending voluntarily. Despite my best efforts to let the people who hire me know that the hostility of a captive audience can reduce the effectiveness of any trainer, I still will find myself facing an angry group of employees. In order to get back at their employer for forcing them to waste time at this stupid program, some will try actively to sabotage the program.

On the other hand, the same individuals who want me to fail are often the ones who want their lives to change the most. In effect, I will be dared to come up with a solution to a communication problem, and unless it is a spectacular solution, the group will turn against me. The attitude of "Change the situation without me having to lift a finger" is the rule. I am sure many readers have faced similar situations. Some might argue that short programs under the best of circumstances are futile exercises that accomplish little but line the pocket of the so-called trainer. I find, however, that if I am absolutely honest with the people who sponsor me about the limits of such an approach and I am able to offer compelling and immediately relevant material, that I have an excellent opportunity to do additional work and open the door for other qualified help.

Theater training (and the experience of reading poetry in bars full of drunken and amorous patrons) has helped me to disassociate from the anger and hostile remarks of the audience, while still being able to remain empathetic. But the real magic happens when I am able to suggest techniques that capture the imagination and approval of the audience, improve the quality of the communication and cause positive change in the emotional response of the most beleaguered participant - a change he or she can carry back to the workplace.

For one group of college secretaries, the issue was "getting those snooty professors to respect us and treat us well." Several members of the audience described in elaborate and repetitive detail the insults and put-downs they experienced when the department heads came in to get papers typed. But the audience members were not just angry at the professors. The women also were angry that they had been dragged away from their work without being consulted. They were angry at me, because their previous experience with onsite workshops had been less than positive; they assumed I would fail. The room itself seemed to mumble sullenly.

I announced there was nothing I could do about the professors, but I could offer the secretarial pool an absolutely surefire way of changing how they felt when the professors walked in. I told the audience to go out and buy really "hot" underwear, the kind my husband calls *racing underwear*, it is the kind of stuff that even a very married woman will be shy about modeling for her spouse. I said that they should wear said hot underwear to work, underneath their sedate business outfits.

Then, I added, "The next time someone insults you, you can smile and think to yourself, 'I look wonderful naked and you will never know it.'"

The room exploded in laughter and cheers, the loudest coming from a group of rather heavyset middle-aged women in the back row, who, up to that point, had been a Greek chorus of negativity.

Let me make a few academic points while the laughter dies down.

1. I could have spent hours building rapport with the audience while teaching them all of the intellectual models of self-determination, physiological states, nonverbal communication and self-esteem. I did not have hours. I needed something that would hit them hard with the same information in a minute.

2. I needed something that would work for a group, not just for a one-on-one encounter.

3. I needed to overcome their anger quickly and change their own physiological state.

4. I needed to provide compelling images that offered a solution that they liked.

5. I needed to provide something that actually would work when tried.

The last point is important. Later, several of the secretaries did wear the hot underwear. Surprise, they said. After a few days, the professors were

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treating them with more respect. By that time, the secretaries knew it, because they were sitting up straight, eyes sparkling, breathing deep, looking confident and relaxed and even a bit eager to see the professors, if only so they could have their slightly naughty and private fun. The professors were no longer being greeted by slumped over and recalcitrant secretaries, looking both scared and defiant.

The rest of the program went smoothly, and the members of the audience were willing to try the exercises and listen to my ideas on how they could deal with conflict.

In another case, I was on my way into the boardroom of a small business when the treasurer, a young woman, stopped me. She explained that she was having trouble asserting herself in front of the otherwise all-male group. Could I suggest something to help her at the next meeting, which was to start in less than 5-minutes.

What character did this soft-spoken woman need to play? We went into her office and hunted up a wicked-looking letter opener. I had her hold it and caress it (no comments, please!) and suggested that when the meeting started, she put it on the table in front of her. When she wanted to speak, she should pick it up and use it as a pointer.

The result was almost comical. She became so assertive during the meeting that at one point she began to plunge the point into the top of the wooden board, and one of the heretofore assertive males very timidly asked her to put it down. The next time, she didn't need the knife to feel as if she could be heard and seen.

In yet another case, a friend needed to end a very turbulent business partnership. He called me from the restaurant where he was going to meet with his ex-partner to begin to negotiate the legally and fiscally necessary means of separation. The ex-partner was using temper tantrums to try to control my client; my client wisely required that they meet in public places, but he was still concerned about how to handle his own emotional state. As with the shy treasurer, my client wanted me to "come up with something" in about 5-minutes.

I told him that in my own family, joke-telling was a great way to prepare for disaster. I proceeded to relate a few of the better jokes I know, including one off-color one that I apologized for by explaining it was one my mother had told me. I also told him that I would tell him jokes before any meeting with his ex-partner; all he needed to do was call.

He did call, several times, always just minutes before the ex-partner arrived. The ritual of swapping bad puns, shaggy dog stories and one or two adult jokes lifted his spirits, and my client swore it made him a better negotiator.

These kinds of performance tools, which the trained actor or MC might use automatically, can have powerful leverage effects in short periods of time, particularly in situations where you have little time to do much more than force the client to become more resourceful, through humor, surprise or the mythic impact of symbol. Also, those of us who do presentations to large groups where we want to be more than superficially motivational must have tools available that can uplift and transform in a positive way.

For whom do these tricks work well? I have taught groups of forest rangers silly chants to get them through a rough conference on environmental issues; instead of getting angry at each other when discussion was heated, someone in the audience would drawl "Thank you for sharing" in a saccharine-sweet tone. Each time, the group would laugh, and the anger would be immediately transformed. I have used similar techniques with engineers, corporate executives, librarians, inventors, computer store owners, Mensa members, teachers, community activists and government employees.

If you want to try some of these techniques, check out your local adult

"When we look at a rock what we are seeing is not the rock, but the effect of the rock upon us."

- Bertrand Russell

education program for theater classes that emphasize theater games and the psychophysical work most popular in the 50s and 60s. A good improvisational class can also give you some great ideas.

In closing, I would point out that many of the techniques are risk-taking for the trainer, who must become vulnerable to failure and scorn. The rewards are enormous. A great performer can accidently drop her pants on stage and handle the situation with such elegance that everyone else in the room wishes his or her pants dropped, too. This willingness to model courage and good humor can be the key to personal transformation for your audience.

Pat Wagner and her partner Leif Smith own Pattern Research, an information systems design company in Denver. She is a columnist and contributing editor for The Bloomsbury Review. She is also a trainer and speaker and has conducted over workshops in communication theory and practice.



BOOK REVIEW: *GOLF - THE MIND GAME*

By Marlin Mackenzie with Ken Denlinger.
New York, NY: Dell Paperbacks, 1990. 210 Pages $8.95.

I have sometimes wondered what the inhabitants of a flying saucer might think, if, upon arriving on planet earth, their first discovery were a golf bag with a full complement of clubs. They might return to their home star many light years away where alien archaeologists could ponder the use and significance of such peculiar gadgets. Are they objects of religious significance? Tools for personal grooming? Weapons? What kind of strange creature might build such things?

Or, perhaps, through some strange and as yet undiscovered twist of cosmic evolution, golf is a truly universal undertaking, and other beings in far flung galaxies also devote inordinate amounts of time, effort, and money trying to guide a tiny ball into a small hole from a great distance.

Whatever the cosmic significance of the game, if any, the inhabitants of this particular globe who play it now have some much needed help in the form of *Golf - The Mind Game*.

This new book by Marlin M. Mackenzie, with the assistance of Ken Denlinger, applies the NLP technologies to the game of golf.

And, we might say, it's about time. Anyone who observes the current sports instruction scene will soon discover that the "watch me and copy what I do" technique reigns supreme, in a thousand and one guises. As a result, there are a few experts, and a lot of duffers.

The book is well organized, clearly written, and presents a series of straightforward, concrete techniques that any golfer may apply to himself to lower his golf score.

How does the pro play so well? What is going on in his head as he lines up his next shot? Does he see some kind of mental picture, and if so is it large or small, near or far, in color or black and white?

Does he hear some internal sounds, or talk to himself, and if so, what does the voice sound like, and what direction does it come from?

Or, does he feel certain sensations as he prepares his shot?

These are crucial questions for the golfer who wants to improve his game, and they have not been asked before, probably because until recently there was no systematic approach to working with mental functions that would allow us to frame the questions.

Mackenzie and Denlinger will guide the golfer as he asks and answers these questions, to help him to discover how his own mind works as he plays the game. And, of course, how he can change his mind to change his game.

Are there any negatives to the book? As a practitioner of the Feldenkrais Method of bodywork, I have worked successfully with a few golfers, and my approach has been to work directly with the movements of golfing. The present book hardly mentions the actual use of the body, instead apparently assuming that correct physical functioning will follow from correct mental functioning. And often it will.

In any event, after dropping a thousand bucks for a set of clubs, you can hardly afford to not spend 1% of that amount on a book that may teach you (finally!) how to use them properly. You've got nothing to lose but your handicap.

Reviewed by Jack Heggie who is a Feldenkrais Practitioner and the author of *Running With The Whole Body* and *The Aware Skier*. You may write him at 2888 Bluff St., #134, Boulder, CO 80301. Or phone (303) 449-8100.

This book is available from Anchor Point Products - see page 9.



Back to Basics: *Anchors Away*

By Rachel Beth Hott

Welcome back to your *Back to Basics* column. This article will discuss anchors and the technique of anchoring. For those of you who have read Back to Basics before you know what to expect. All you have to do is see the title and boom, swish, bang you know whether you want to read a review of something you know or once knew. For you, the newcomer to NLP, *Anchor Point*, and this column, you only know that you don't know. Another time when you see the word anchor, you can have the boom, swish, bang experience of knowing what it means.

So what are anchors and what does anchoring mean? The other evening I went to my first P.T.A. meeting. It was held in the local high school. As I entered the high school, memories of my own high school came to mind and the same feelings of adolescence were revived. As I came to the table to sign-in I found myself giggling like a 15-year old and then zap I smelled **Shalamar**. Have you ever smelled Shalamar? It is a very deep, strong perfume and it is difficult to forget the Shalamar memory.

I have two Shalamar memories. One was Mrs. Cleary, a speech teacher from my elementary school. She had an office in the almost attic of the school. With her soft white hair and very powdered face, her entire being was drenched with Shalamar. I don't know why I visited her, I didn't have a speech problem or was I so entranced by her perfume that the feelings remained pleasant no matter what. My mother also swam in this perfume and as a young girl I remember the warm feelings I had for her. So when the whiff comes to me, those same warm feelings for my mother are aroused. When I smelled the Shalamar in the high school I found myself saying internally, "There's that smell again," and those fond memories of my mom were present.

These are examples of anchors. Seeing the high school and smelling the perfume caused me to have certain feelings that were outside of my conscious awareness. We can experience the world through our five senses: visual (sight), auditory (hearing), kinesthetic (touch), gustatory (taste) and olfactory (smell). Anchors can exist in any or all of the senses. For example, Visual = high school, Olfactory = Shalamar perfume. Other examples for me are, Auditory = hearing our wedding song, Kinesthetic = being kissed on the top of my head or Gustatory = chicken soup. Each one of these examples is a specific personal anchor for me that gives me a specific feeling. I have lots more than just these five. Take a moment and identify five of your own anchors.

If you were able to identify your own personal anchors, you identified them consciously. These are anchors that are already in your awareness. What about the anchors that are outside of your awareness but nevertheless affect you. There are lots of anchors around and we don't always know they are there until we identify a feeling that suddenly appears. When it is a joyful, excited feeling we rarely analyze where it came from. What about when you were feeling perfectly fine and boom, swish, bang you are suddenly in a sad, annoyed and tense feeling state. Do you ever wonder how that feeling got there? This is when an anchor is outside of your conscious awareness. In identifying an individual's present state, one question that is asked is "What is the external trigger?" The external trigger is another way of saying *what is the anchor that triggers your experience*. Some common examples of anchors initially outside of conscious awareness are voice qualities; tone, tempo and volume, and facial expressions. Others may be specific statements that when out of context still give you the heebie jeebies. The classic example is the Abbott and Costello routine, Niagara Falls. Whenever Costello says the phrase, "Niagara Falls," this other character goes out of control. Recently I discovered that when someone says in a low tone, slow tempo, "I'm not in the position to discuss that with you," I feel less resourceful. Now that I have processed the feeling and determined at what point it occurred the anchor statement is no longer outside of my conscious awareness. I have more choices as to how to respond the next time that the anchor occurs.

Another powerful anchor is the way your name is said. Think back to those younger years when an authority figure called your name in a punitive voice. If you hear your name said in the present with that same punitive quality what kind of feeling do you have? A goal for many of my clients and seminar participants is to discover these "out of awareness anchors" (OOAA). When an OOAA is uncovered, the individual can have more choices about their feelings. The anchor can become neutralized because it is now conscious. An OOAA may also be something compelling. Perhaps you discover that you are in a fantastic mood and you wonder how you suddenly arrived in that state. Review the moments starting just before you got into that fantastic mood and you may unearth a powerful anchor you did not know about.

Thus far, I have discussed anchors and your responses to them. Another point for discussion is the anchoring technique, how to establish anchors and when to use them. This will be discussed in the next *Back To Basics* column. Until then, I wish you many boom, swish, bang discoveries.

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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Coming Events

THE CASCADE CENTER, INC.
P.O. Box 2351 - Kirkland, WA 98083 (206) 820-1312

Jan. 18 Practitioner Certification Training Begins

CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE
3826 Saint-Hubert - Montreal, Quebec H2L 4A5 CANADA (514) 281-7553

Nov. 16-18 Practitioner V
Nov. 22-25 Advanced Ericksonian Hypnosis
Dec. 7-9 Practitioner and Practitioner II
Dec. 14-16 Practitioner VI

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

Dec. 7-10 SuperVision/InterVision
Dec. 12-16 Research & Modeling Strategies for NLP Developers
Jan. 19-23 Health Week: Pt. 1 - Beliefs Health & Longevity
Jan. 25-28 Health Week: Pt. 2 -Addictions, Compulsions & Identity

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

Nov. 30 Ericksonian Hypnosis Training Begins

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

Nov. 30-Dec. 2 Emotional Choice: For Freedom and Power

FAMILY PSYCHOTHERAPY PRACTICE OF SEATTLE
DAVID CALOF PROFESSIONAL TALKS AND WORKSHOPS
Family Psychotherapy Practice of Seattle
2722 Eastlake Avenue East, Ste. 300 - Seattle, WA 98102 (206) 329-9101

Nov. 10 Intermediate Hypnosis (Michael Yapko)
Nov. 6-7 Adult Survivors of Incest and Child Abuse: Etiology, Assessment, Treatment & Recovery (Houston, TX)
Nov. 9-10 Ibid (Louisville, KY)
Nov. 15-16 Ibid (Winston-Salem, NC)
Nov. 12-13 Awakening the Childmind: An Experiential Clinic
Nov. 29-30 Treatment of Multiple Personality Disorder (Katherine Steele)
Dec. 1 Treatment of the Ritual Abuse Survivor (Katherine Steele)

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

Jan. 23 Language and Behavior Profile (Collingwood, ON)
Jan. 30-31 Stressmap (Toronto, ON)
Feb. 23-24 An Intro to Posing as Parents (Toronto, ON)
Feb. 28-Mar. 1 Language and Behavior Profile (Toronto, ON)

IEP WORKSHOPS
Staringstraat 1, 6511 PC Nijmegen, Holland Tel. 080-230837

Nov. 18 Provocative Therapy with Frank Farrelly

LEAD CONSULTANTS, INC.
P.O. Box 664 - Reynoldsburg, OH 43068 (614) 864-0156

Dec. 2-5 Level Four Training/Adv. Skills and Structures
Dec. 3-6 Level Two Training/Fund Techniques of Intervention
Feb. 11-14 Level One Training/Basic Skills, Meta Model

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

Nov. 16-18 Practitioner Training Begins (Quebec City)
Jan 5-6 Introduction to NLP
Jan. 11-13 New Code NLP: Personal Evolution/ Judith DeLozier
Feb. 2 NLP for Health Professionals Begins

MIDLANTIC INSTITUTE OF NLP a Division of the American Hypnosis Training Academy, Inc.
8750 Georgia Ave., Ste 125E - Silver Spring, MD 20910 (800) 343-9915 or (301) 565-9179

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

THE MID-SOUTH INSTITUTE OF NLP
2906 Garth Road, S.E. - Huntsville, AL 35801 (205) 881-0884

Nov. 30-Dec. 2 Interm. Ericksonian Hypnosis and Uncommon Therapy

MIDWEST INSTITUTE OF NLP
702 West Colfax - South Bend, IN 46601 (219) 232-1405

Nov. Trainer Training Begins (Chicago, IL)
Nov. Practitioner Training Begins (Chicago, IL & Indianapolis, IN)
Nov. Master Practitioner Training Begins (Chicago, IL & Indianapolis, IN)
Dec. 3 PhotoReading Begins (Indianapolis, IN)

MIDWEST SATIR INSTITUTE
400 E. Randolph - Chicago, IL 60601 (312) 856-1185 or (312) 337-0506

Nov. 17 Satir Video Study/Discussion Group
Dec. 15 Satir Video Study/Discussion Group
Jan. 5 Satir Video Study/Discussion Group
Jan. 26 Satir Video Study/Discussion Group
Feb. 23 Satir Video Study/Discussion Group

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

Jan. 5 Ericksonian Hypnosis Certification Training Begins
Jan 11-13 Robert Dilts' Pathways to Leadership II
Jan. 25 Imperative Self Analysis Training Begins

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

Nov. 13 Free Open House
Dec. 1-2 Bodysense
Jan. 11-12 Self-Hypnosis and Health
Jan. 12-13 Management and Negotiating Skills
Jan. 25-27 Boundaries & Self Esteem Training (Pt. 1)
Jan. 30 Evolving Yourself Begins
Jan. 30 Womens Sexuality Begins
Feb. 2-3 Boundaries & Self Esteem Training (Pt. 2)
Feb. 8 Men's Sexuality Begins
Feb. 8-10 Prerequisites for Personal Genius (Judith DeLozier)
Feb. 14 Afraid for Your Health
Feb. 21 Impact of Language on Values, Beliefs & Time
Feb. 23-24 Introduction to NLP

NLP ASSOCIATION OF REGINA
4433 Dewdney Ave. 0 Regina, SASK S4T 1B1 CANADA (306) 352-3272 or 352-8600 FAX 352-2843

Dec. 11 Practitioner Certification Training

NLP OF CALIFORNIA
P.O. Box 12 - Felton, CA 95018-0012 (408) 335-3858

Nov. Beyond Co-Dependence: Healing the Trauma (San Jos
Nov. Introduction to NLP: Change by Choice (San Jose)

Coming Events

NLP CENTER FOR COUNSELING AND TRAINING
1703 Waterview - Richardson, TX 75080 (214) 234-5699

Nov. 16-18	The Structure of Change
Dec. 7-9	The Structure of Language
Dec. 14-16	Strategies - The Structure of Thinking
Jan. 4-6	Hypnotic Language Patterns
Jan. 18-20	Once Upon a Metaphor
Feb. 1-3	The Language of Gesture
Feb. 15-17	Submodalities - Elements of Experience
March 1-3	Practitioner Integration

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

Feb. 1-4	Trainer Training

THE NLP CONNECTION
3823 St. Charles Ave. - New Orleans, LA 70115 (504) 891-1212

Nov. 14	Theory Class (Projection)
Nov. 28	Theory Class (Deflection)
Dec. 12	Theory Class (Confluence)
Dec. 26	Theory Class (Review of all sessions)

NLP INSTITUTE OF BERLIN
20 Althoffstr. 1000 Berlin 41, Germany 01149-30-792-08-05

Nov. 17-18	Master Practitioner (Timeline Therapy)
Nov. 24-25	NLP im Utterricht II
Nov. 24-25	"easy weight und Schmerzkontrolle
Dec. 12-13	Sexueller Missbrauch in der Familie (Child Abuse)

NLP INSTITUTE OF CHICAGO
P.O. Box 25184 - Chicago, IL 60625 (312) 271-9578

Nov. 13	Private Practice as an NLP Practitioner Begins
Nov. 15	Free Introductory NLP Evening
Dec. 1-2	Outgrowing Dysfunctional Family Systems - Basic NLP Tools
Jan 11-14	Practitioner Training Begins

NLP OF OHIO
7630 Aquaford Place - Columbus, OH 43235 (614) 793-9NLP

Nov. 16-18	Invitation to Intimacy (Columbus)

NLP PRODUCTS AND PROMOTIONS
13223 Black Mountain Rd., #1-429 - San Diego, CA 92129 (619) 538-6216

Oct. 20-Nov. 1	Hypnosis Certification (State of California)
Feb. 4-16	NLP Practitioner Certification
Feb. 6-22	Human Engineering

NLP WORKS
2970 N. Swan Rd., Ste. 219 - Tucson, AZ 85712 (602) 325-9698

Nov. 30 - Dec. 2	Time Warp

ONE MIND
818 North Nottawa - Sturgis, MI 49091 (616) 651-9917

Nov. 17-18	Discover Your Excellent Self Through NLP (Kalamazoo)

PACE PERSONAL DEVELOPMENT
86 South Hill Park - London NW3 2SN England 01-794 0960

Nov. 9-12	Toward Wholeness (Robert Dilts)
Nov. 24-25	Cooperation with the Unconscious Mind - Seminar I
Dec. 8-9	Autumn NLP Foundation Skills Certification
Dec. 11	Open Evening
Jan. 17	Open Evening
Jan. 25-28	Toward Wholeness (Lara Ewing)
Feb. 2	NLP Foundations Skill in the Peak District
Feb. 5	Opening Evening
Feb. 9	Personal Coaching Day
Feb. 15	NLP Spring Foundation Skills Begins
Feb. 23-24	Cooperation with the Unconscious Mind - Seminar I

THE SHERLCO CORPORATION
2022 31st Street S.W., Calgary, AB T3E 2N2 Canada (403) 240-3565

Jan.	Practitioners Certification Training Begins

SOUTH CENTRAL INSTITUTE OF NLP
P.O. Box 15757 - New Orleans, LA 70175 (504) 895-3665

Dec. 1-2	Beliefs & Your Health with Robert Dilts
Mar. 2-3	Addictions & Co-dependency

SOUTHERN INSTITUTE OF NLP
P.O. Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891 or (800) 633-4891

Nov. 28- Dec. 7	Masters in Modeling Residential (Tampa, FL)
Dec. 8-9	Richard Bandler Doing Hypnosis (Tampa, FL)

TURNING POINT FOR TEACHERS
Box 2551 - Del Mar, CA 92014 (619) 755-6670

Nov. 16	Motivation & Love of Learning
Nov. 17	SpeakOut Presentation Skills
Jan. 12	Goal Setting

UPSTATE CENTER FOR NEURO-LINGUISTIC PROGRAMMING
61C Monroe Ave./P.O. Box 426 - Pittsford, NY 14534 (716) 586-6773

Nov. 22	What is NLP? Answers to Your Questions
Dec. 1	An Introduction to NLP

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

Nov. 16-18	Developing Training and Presentation Skills
Dec. 7	Free NLP Preview
Jan. 11	Free Evening Preview

CONFERENCES

Northeast Regional NANLP Conference

Nov. 16-18, 1990 in Hartford, CT
For information:
Thomas Salter
Eastern Connecticut State University - Willimantic, CT 06226
(203) 429-7850

German NLP Congress

Nov. 20-23, 1990 in Cologne, West Germany
For information:
Dr. Gerhard Fries
Hoorwald Str. 40
5909 Burbach 6 WEST GERMANY
011 49 2736 3729 or Fax 011 49 2736 3811

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