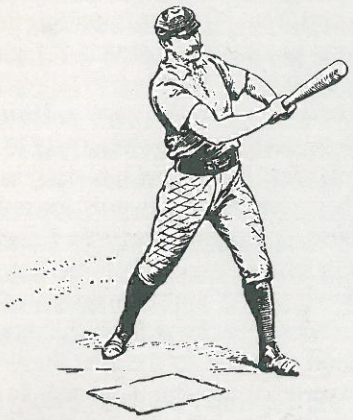
Anchor Point

Vol.5, No 6 (June 1991) The International Journal for Effective NLP Communicators $5.00



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Overcoming the Athletic Slump - 2001

By Nicholas M. Rosa, Ph.D.

The athletic slump has been defined as "...a period during which a person performs slowly, inefficiently, or ineffectively, especially a period during which an athlete fails to play or score as well as usual" (Random House, 1971). Typically, a slump (period) begins with an uncharacteristically poor athletic performance which might have resulted from the athlete having been injured, fatigued or having been preoccupied with financial problems, relationship problems, and the like. However, even if the precipitating problem is resolved, once the slump begins, it tends to feed itself; confidence slips, preoccupation with poor performance mounts as does self consciousness and, often, embarrassment. Attempts at resolution are usually *overcompensatory* and do not solve the problem but exacerbate it. Accordingly, frustration mounts and the athlete is apt to experience physiological changes as well as exaggerated or uncharacteristic moods such as hostility or depression.

Almost every professional or highly skilled amateur athlete has had streaks of confidence and peak performance levels as well as slump periods. During a streak, almost everything seems to go right; during a slump, everything seems to go wrong. When the skilled athlete is ON, performance is smooth and effortless; when he/she is OFF, tedium and frustration are the norm.

The skilled athlete who is performing with usual efficiency and effectiveness (in some aspect of competition) has his/her internal resources (mental visualizations, mental self talk, physiology) working automatically and systematically for him/her. At such times, visual and auditory thoughts are automatically confident and they work synergistically with physiology, toward the positive execution of technique and goal oriented behavior. The result is a successful athletic performance; hitting a three pointer, hitting the outside corner, hitting a line drive, hitting the green, hitting an opponent, hitting the target, slipping a punch, catching the pass, making the block, making the field goal, making the save, the hat trick. the stolen base, the return, the ace, etc..

Deductively stated, when the skilled athlete is performing at or near peak levels, perceptions, thoughts, muscles, nerve endings, breathing, body chemistry and kinetics are working in harmony toward the athlete's intended outcome. When psychophysiology is fine tuned and synchronized in this way, the ath-

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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 80232. 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 286, Franktown, CO 80116-0286 USA.

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

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lete's performance is smooth, efficient, and automatic. Such psychophysiology is said to be resourceful.

When this same athlete is slumping, conscious attempts at affirmative self talk or visualizations have little or no positive effect on physiology, performance or outcome. Training harder and focusing on techniques not only have little or no remedial effect on physiology, performance, or outcome; but doing so seems to have a detrimental effect. Psychophysiology becomes more disorganized, movement more erratic, and performance more inefficient and strained.

It is logical to assume that if the slumping athlete could find a way to recapture the resourceful psychophysiology (synchronized, automatic, thinking and physiology) typical of his/her streaks -- then the slump could be readily broken and peak performance reinstated. Fortunately, that way is available to the slumping athlete through the psychotechnology of Neurolinguistic Programming (NLP).

NLP is a psychotechnology that is based on an understanding of how unconscious and conscious thoughts influence attitudes, physiology and behavior. More specifically, NLP is based on an understanding of how one's mental pictures and mental self-talk function synergistically with one's physiology (including breathing, muscle tension, kinesthetic sensation, body chemistry and emotions). A set of techniques have been developed from this understanding which, when combined into strategies, can be used to help an athlete regain the resourceful, synergistic, psychophysiology of a winning performance. Assuming a slumping athlete is uninjured, an athlete being treated would be bound only by the limits of their natural talent and technical skills.

A Sports Writer's Perspective
- 2001 -

Jim had had casual conversations with a couple of New York athletes about how the NLP treatment had helped them out of a slump. So off he flew to Philadelphia to check it out. At a nearby university facility called the *NLP Sports Psychology Clinic, he* is escorted to the first observation station.

Peering through a one-way mirror equipped with an intercom, he sees a young man whom he immediately recognizes as a collegiate basketball player. The athlete is sitting comfortably in a leather contour chair with his eyes closed. Across from him sits a grey haired, NLP practitioner saying, "Now, run that picture you're seeing on your imaginary monitor backwards, in color, and 20 to 30 times faster this time." Then the practitioner instructs the athlete, "In a moment I'm going to ask you to transport yourself into the tape and to imagine the second free throw returning to you. Then the first free throw returning to you and then running backwards toward the defensive board, and so forth. Enact the game in reverse rapidly just the way you imagined, seeing a taped version of that scene running backwards on the monitor. Transport yourself to the free throw line and experience moving in reverse, in time and space, from just after the missed free throws to earlier times in that game or a previous game where you are playing well and feeling confident -- all of this happening 20 to 30 times faster than normal. Do it now!"

In response to Jim's query, the escort tells him that the NLP technique he just observed is designed to neutralize the negative psychophysiological effects experienced during play since the player missed the 2 key foul shots. Since that game, this player lost confidence in his shooting ability. Although this did not affect the athlete's field shooting percentage much, his foul shooting percentage in summer league fell from 78% for the first 10 games of the season to approximately 20% for the four games following, what the athlete called, "the game I lost."

The basketball player has been guaranteed he will return to his previous level of foul shooting excellence (78% or better) after a 2 hour treatment or his sponsor will not have to pay for the treatment. Jim is told that the NLP technique he had just witnessed is only part of the total strategy of the 2 hour treatment. This technique, QUICK PHOBIA/TRAUMA CURE (Bandler, 1985; Andreas & Andreas,

1985), is used to undo the sustained negative psychophysiological synergistic effects resulting from the traumatic event. In this case, the two missed free throws. The escort indicates that this technique will, also, be used to neutralize the mounting negative psychophysiological effects resulting from subsequent poor performance at the free throw line.

Jim is told that the Quick Phobia/Trauma Cure is also being used with a boxer. During a mental lapse, he had been knocked out and not only lost an opportunity for a title shot but now he is in a slump. That is, as a consequence of his defeat, he is lacking in self confidence and motivation to train hard and, most importantly, his technical skills seem to have vanished. While the boxer reported feeling a little better after 2 months of traditional psychotherapy, he remained in his slump and decided to try the NLP treatment.

The boxer and his manager are being offered the same deal, paying only if the 2-hour treatment were to enhance the fighter's self confidence, improve his motivation to train and reproduce his technical skills. Both the boxer and his manager agree that (although expensive) if the NLP treatment were to work, it would be far cheaper and less tedious than investing months or perhaps years of working with either a traditional psychotherapist or a conventional sports psychologist. And it would be infinitely cheaper than loosing the opportunity for a title shot and becoming a journeyman fighter.

At the next room's observation station, Jim recognizes a National League baseball player, a good hitter, who suffers frequent batting slumps. During his career, his seasonal pattern has been to have a hitting streak, which then leads to a slump and then back to average hitting and sometimes back to a slump again. This has been a "back to a slump again" season thus far.

It becomes obvious that the NLP sports practitioner is doing something different. Jim asks why this athlete is not being treated with the same technique as the basketball player and boxer. His escort explains that this baseball player has already received the Quick Phobia/Trauma Cure and is now receiving another major NLP technique in the sports slump strategy, a technique called ESTABLISHING A RESOURCE ANCHOR or ANCHORING (Bandler & Grinder, 1979; Dilts et al., 1980).

The baseball player is seated in a contour chair with his eyes closed. He is being asked to "imagine a time when you were at the plate, on a hitting streak and confident about your hitting." Next he is instructed to, "imagine the feel of the bat in your hands, and the feelings of your muscles and respiration." As the baseball player takes a deep breath, the NLP sports practitioner reaches over and touches the athletes shoulder. Next, the ballplayer is instructed to "imagine the sounds of the crowd and other sounds around you as you await the pitch." Almost immediately, the practitioner asks the athlete to "imagine the mental self talk going on inside your head..." Then, for no obvious reason, the NLP sports practitioner touches the athlete on the shoulder again.

Jim asks, "Why was the athlete being touched on the shoulder?" The escort responds by asking Jim if he had noticed that the athlete was taking a deep breath the first time the practitioner touched the athlete's shoulder. Jim agrees that he had. The escort explains that the deep breath and other cues indicated that the athlete was in the process of experiencing resourceful internal feelings and sensations (such as a feeling of being relaxed and a sensation of calmness). The escort assures Jim that subtle nonverbal cues, indicating that the ballplayer was experiencing resourceful thinking and physiology, were manifested as the NLP practitioner touched his shoulder the second time.

The escort goes on to explain that the athlete is touched so he will associate it with the resourceful mental pictures, self talk and physiology related to confidence and successful hitting. The touch is a anchor mechanism established to later trigger these internal resources (physiology, imagination and self talk) whenever the ballplayer thinks about being at bat or when actually at

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the plate. Jim is told that the next technique in the sequence involves triggering these internal resources while having the athlete anticipate future times at bat. This positively charged, anticipatory, technique is called "FUTURE PACING" (Grinder & Bandler, 1981; Bandler & Grinder, 1982; Citrenbaum, et al., 1985).

The major leaguer is still sitting with his eyes closed and is being asked to report when he can mentally picture himself on an imaginary screen or monitor, being at bat, in the next scheduled game. The athlete reports having done so. The practitioner asks the player to project himself into the picture so that he is "actually at bat, looking directly at the pitcher, directly hearing the sounds and feeling the bat in your hands." The practitioner, having said "and as you focus on the ball being delivered, hear sounds in the background and feel the bat in your hands," touches the player's shoulder and says "also imagine the resourceful mental pictures, tune into the resourceful self talk and feel the confident, resourceful, physiology..." He continues in a similar fashion a few times.

Next he asks the major leaguer to open and then close his eyes again and then to imagine being at bat in any future ballgame and to report what he experiences. After closing his eyes for a few seconds, the athlete takes a deep breath, smiles and opens his eyes. Still smiling the ball player reports, "I feel confident at bat." "Tell me more about how you experience your confidence" asks the psychologist. "I feel pumped up, my breathing is deep and regular and my muscles, particularly my shoulder muscles, are relaxed..." The NLP practitioner also asks the athlete what mental pictures and verbal thoughts he has while imagining being at bat. The athlete replies, "I am telling myself, 'Keep your eye on the ball and relax.' and 'I can hit this guy.' I'm also imagining seeing the bat making contact with the ball and hearing the crack of the bat."

Unfortunately, Jim must make the next flight back so he is unable to witness the final technique called ESTABLISHING POWER or CONTEXTUAL ANCHOR (Mackenzie, 1990) which is a variation of the anchoring technique he had observed earlier. It differs only in that the anchor or triggering mechanism for the confident mental thoughts and physiology (e.g., the pumped up feelings) are transferred to some predetermined stimulus cue, one that is in the control of the athlete or naturally present within the future context. It could be anchored to a certain sound, sight, touch or behavior. For example, this major leaguer chose to anchor his resource state to tapping the plate with the bat two times (under his control) to trigger experiencing the pumped up physiology and positive mental thinking automatically. The boxer chose the sound of the bell (contextually present) to trigger his resource state automatically.

But would it work in the next ballgame? Results of the next game: 3 for 4; a home run, single, double, walk and a lined shot speared by the 3rd baseman. Two weeks later, he's still going strong, on a torrid hitting streak. In interviewing the ballplayer Jim declares, "So maybe you would have come out of the slump anyway? And if the NLP treatment did work, what are you going to do when it wears off?" The ballplayer says, "I know it worked and is working for me. I can feel it. If or when it wears off, I'll be back out on the Main Line faster than stink on a skunk.

Overcoming the Athletic Slump - - - 1991 -

Although not done in one time and place nor observed by Jim, the sports writer, I am the one who conducted the above work. In addition to the work mentioned above, I recently worked with a 2nd collegiate basketball player. With all four athletes, successful outcomes resulted from 2 hours or less of NLP work.

However, the time span for attracting these athletes to try NLP has been 2 years. Unfortunately, as of March, 1991, few athletes have availed themselves of NLP practitioners (who can efficiently and effectively help them to regain confidence, rebuild motivation, enhance concentration and maximize technique and thus performance automatically). This is done by taking an array of very powerful, highly specialized, effective techniques used by psychotherapists who successfully treat phobias as well as trauma (such as Vietnam Post-traumatic Stress Disorder) and applying them to athletics. To review, the techniques I use in my slump treatment strategy are: Fast Phobia/Trauma Cure, Anchoring, Future Pacing and Power or Contextual Anchoring.

The Fast Phobia/Trauma Cure is used to neutralize the negative psychophysiological effects that immediately follow a traumatic athletic experience. Traumatic athletic experiences are exemplified in the cases cited above: missing two important free throws, being knocked out, and striking out 4 times in one game, etc. Negative effects are: negative mental self talk (e.g., self criticism), negative mental imagery (e.g., seeing one's self do poorly in the next game or event), and counterproductive physiology (e.g., tight musculature and emotions such as anxiety and embarrassment).

I also use the Fast Phobia/Trauma Cure to neutralize the negative mental images, negative self talk, and maladaptive physiology that develop and mount as the slump continues. Sometimes it is used to neutralize the effects of old slumps that had been successfully repressed or suppressed and have reemerged.

Anchoring is used to rekindle and reinforce, positive, resourceful mental images, self talk and physiology along with the synergy that had been experienced by the athlete during peak performances. Once such a positive resource state or resource states are accessed, they are anchored. That is, a triggering mechanism is established whereby the practitioner or the athlete can access the athlete's positive resource state immediately.

Next, Future Pacing is done. Here the anchored resource state is triggered as the athlete engages in a mental rehearsal of being in the context wherein he/she wants to perform well.

Finally, a "Contextual Anchor" is established. Here an anchor that will be

available within the actual context is established. The anchor or trigger could be something the athlete will see, hear or feel within the context of competition. To review, the fighter mentioned above chose to use the sound of the bell before and after each round to elicit and reinforce the desired resource state; the baseball player used tapping the plate to access and reinforce his resource state.

Since no special setting nor equipment is required, NLP psychotechnology can be applied in the office, at home, in the locker room, even over the telephone. Since applied NLP is very efficient, an athlete can be restored to previous levels of performance or better within 1 or 2 hours of NLP work.

It is difficult to comprehend why professional managers, trainers, coaches, and athletes are not streaming to NLP sports psychologists or practitioners. Not only for treating slumps but enhancing potential, maximizing a winning attitude, neutralizing the oppositions home court-field-town advantage, improving concentration and technique, etc. With the amount of money involved in professional athletics, I am perplexed why the professional sports community has not taken advantage of the psychophysiological benefits and competitive edge that would result from NLP training.

Moreover, NLP far surpasses the efficacy and efficiency of behavior modification, cognitive restructuring, traditional hypnosis or the Maxwell Maltz approaches; all of which are used with Olympic athletes. Since NLP is to these approaches as a 1991 Ferrari is to a Model-T, it is even more perplexing as to why NLP practitioners are not utilized by more Olympians and their trainers.

Accordingly, while I hope that this article be of some heuristic value to NLP practitioners; my concurrent hope is that it might find its way into the sports community and stimulate interest in what NLP has to offer its members, be they professional or amateur. I believe that as the efficacy of NLP to improve individual and team performance is realized by the sports community, highly active NLP Sports Psychology Centers, such as that portrayed in 2001, will become commonplace.

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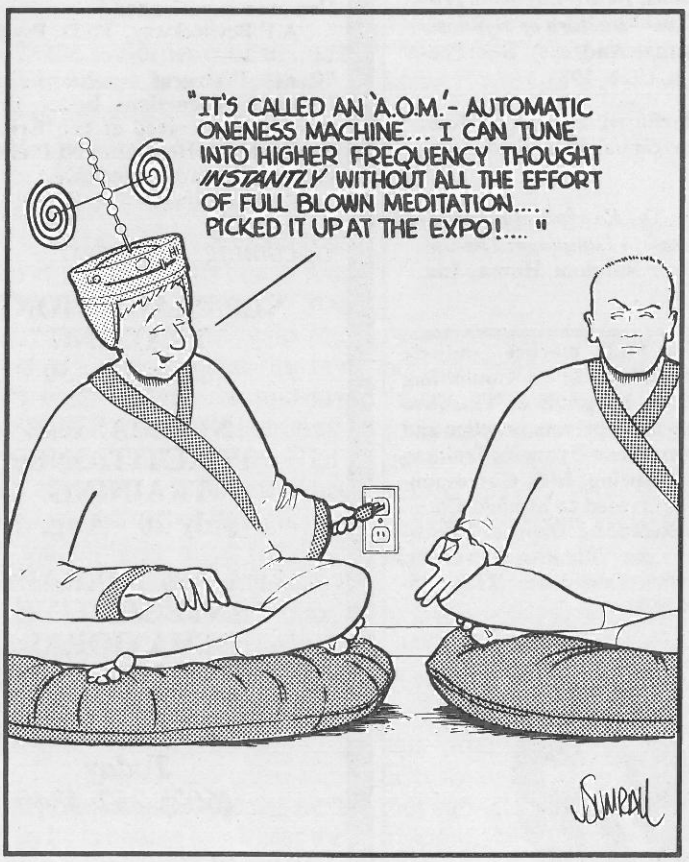
Stalking the Fearless Employee

By Pat Wagner

Some people are well-liked and well-respected, effective at getting things done,and are leaders and change agents in a variety of situations. They are good-humored, resourceful and seem to thrive on challenge. In short, they are the kind of employees and independent contractors that many employers are finding in short supply these days. What makes them different from other employees of similar education and background?

The Profile

One possible answer came to me a few years ago when I was researching workplace behavior for a series of seminars on conflict management. I interviewed people who I admired about their skill in handling difficult situations and immediately discovered an interesting pattern: every effective person volunteered that he or she was not afraid of being fired. It was not that they thought they were immune to being let go; it was that they did not concern themselves when making a decision whether or not it would lead to dismissal or loss of a contract. They were neither obsessed with holding onto a particular position nor did they feel the need to test authority by defying the management on little stuff, (e.g. they did not dress inappropriately out of adolescent rebellion. They might, however, be less concerned with the "dress code" than other employees.)



All these folks were fearless about their jobs. They seemed to think that no matter what happened, they would find work. They were not very concerned about their "career path" in a particular field and appeared quite cheerful about contemplating a shift to new employment.

A few months later, I was contacted by the head of a professional association. The members of her organization were caught in an industry-wide crunch; many were at risk of losing their jobs and were concerned about their future. Could I provide a program on career development and staying employed? I told the director about my recent discovery and asked her if we could do something a little different.

The Workshop

The workshop revolved around one simple premise: how do you prepare for being fired or laid off? The participants were asked to consider all of the issues they might have to deal with if they were fired and how they would cope. Some of the major areas of concern included family finances, career advancement, status in the community, relationships with spouses, and benefits such as insurance and pensions. Much of the

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workshop was done in small groups, where participants helped each other develop strategies for everything from keeping up with the mortgage to finding temporary, emergency employment, and coping with the financial demands of raising children.

In the beginning of the workshop, there was much moaning about being without work. The reasons cited for not being able to deal with employment boiled down to two concerns:

1. **I don't want to ask for help.** (For example, I don't want to ask my family and friends for help with expenses if I lose this job.)

2. **I don't want to change.** (For example, I don't want to have to start a new career, go back to school, include my family in financial decisions.)

However, when participants really started to play the games as if they were indeed going to lose their job, these reasons became less compelling, particularly as the workshop progressed.

Once the participants began to think of unemployment as a given, I noticed several immediate changes in their attitude towards their current jobs.

a. Participants stated they would be more willing to take risks and to challenge company policies if they knew for sure they were leaving the company.

b. Anxiety about confrontations with colleagues seemed to diminish, and in some cases disappear. Because participants no longer felt "trapped" by their situation, the annoying or difficult behavior of other people did not seem very important. In many cases, participants expressed a willingness to talk with someone at work about a problem that they had previously kept to themselves.

c. Those participants who were overwhelmed by the impossible amount of work they had said that they would be willing to let go of less important tasks and to set limits with their bosses.

Characteristics such as honesty, curiosity, and flexibility were much in evidence. Participants began to talk eagerly of returning to school for new training, leaving a deadend job and doing something else, or taking some time off to decide on a new career.

The aftermath was interesting. Most of the participants reported that they were able to return to their jobs with a renewed sense of purpose because they had faced their "worst fear" -- being fired -- and discovered they could survive. Many were able to see their own behavior as more "fearless" in a matter of days, once they discovered they did have options. And many discovered that feeling "fearless" was a better way to not be fired than being merely being obedient.

Since that time, I have shared the concept of the "fearless employee" with managers in all kinds of organizations, particularly when there are complaints of a lack of initiative on the part of employees or contract labor. Many "fearless" managers (who probably were promoted to management because of this quality) are not able, at first, to

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comprehend why someone would be afraid of losing their job, particularly if they are a competent employee. They think the fear is specific to the job ("Why, I would never fire Sally, and I have told her that a dozen times!") and don't understand it might stem from a general lack of resourcefulness and flexibility.

Once the "fearless" manager realizes that the employees might not feel so "fearless," he or she is usually very willing to offer opportunities in the form of workshops and seminars. They need not, by the way, be quite as dramatic as firewalking; I have seen excellent results achieved in a household financial management workshop with additional information on adult degree programs and temporary employment agencies.

Here is where the experienced NLP practitioner can create an effective program that includes hard data and communication tools. The basic strategy is to let the employees face their worst fear and develop a plan to deal with it.

Of course, we all need to model this behavior to our clients. Are you willing to say "no" to an important customer? To turn down a job? To face a difficult client with good humor? Would you be wiling to do something else to make a living if your current job or business didn't satisfy you? Are you willing to ask for help and be less than perfect? Are you willing, in other words, to be as fearless in your own work as the best of the fearless leaders you want your clients to emulate?

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 workshops in communication theory and practice.



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Trainers On Training

By Rex Steven Sikes and Gerry Waller

Learning situations can be comfortable or uncomfortable, fun or boring, easy or hard. Ultimately, it is up to the student of NLP, not the trainer, to take responsibility for his or her learning experience.

This is the simple philosophy we at *Productivity Resources Organization* hope to instill in participants in all our workshops, whether a 1-day intro to NLP or a certification program. As Richard Bandler has often pointed out, learners need to keep an open mind, particularly when covering familiar territory. We're aware that in the 1990s many people are coming to workshops with prior exposure to NLP, through books or other courses. There's the risk that their minds will shut off from the "I-already-know-that-syndrome." Frequently, trainers also face the additional problem of participants' associations with dull classroom learning, which some may find hard to break. For adults, learning is often a chore, rather than a delight.

We believe learning is what the learner makes it. As trainers, we follow this philosophy because we never cease to be students. Education is on-going: we attend other trainers' workshops, not only those that are cutting edge but also courses that cover the basics. The reason, though obvious, is important. People often resist learning what they think they already know. If instead of responding to old material with egotistical indifference, we examine another trainer's presentation style and contrast it with our own, the result can be a fresh new perspective. Hence, when we conduct our own workshops, we strive to inspire participants to take control and actively seek for new ways of learning.

How do we achieve this goal? What follows are a few principles and methods we use to help participants create valuable learning experiences, not only in the workshops but also in their daily lives.

Establish Positive Expectations For Yourself

People often say, "You get what you expect to get." True enough. As a trainer, do you expect to guide participants through the learning process with ease or do you worry about possible obstacles? By approaching a workshop with the most positive expectations for ourselves as trainers, as well as for the participants, we can easily create a stimulating learning environment.

Of course, trainers will at times encounter difficult situations. It's necessary to anticipate what might go wrong and remain flexible enough to adjust. By viewing each problem that might arise as a constructive way to challenge ourselves, we can become even better trainers. Throughout our workshops, we continually check our attitude and emphasize positive actions and comments.

Make Your Excitement For Learning A Model For The Participants

If we live with passion and vitality and bring that into the workshop, learning and enjoyment can become synonymous --and contagious. If we are excited by what we are teaching, participants can be excited by learning it.

We show enthusiasm by making ourselves available before, during and after workshops. We also try to socialize and field questions at breaks and sometimes at lunch. Participants appreciate this effort; it goes a long way in creating an environment in which everyone learns, excels, and enjoys.

Make The Individual Goal The Group Goal

The rapport we as trainers share helps to inspire team spirit. We assign each participant the task of assisting his or her colleague in succeeding. It is each one's *responsibility* to insure that every person in the group excels, as well as oneself.

Ask Participants To Establish Their Own Expectations For The Learning Experience

At the beginning of every workshop, we ask each participant to complete a "mission statement." It consists of two parts. In part one, participants briefly describe their mission in life. In part two, they beiefly describe their expectations for the workshop. Students are instructed to keep us focused on these expectations -- from time to time we stop to ask if we're meeting them. If not, we invite feedback to adjust our presentation. Not only does this demonstrate that we care about their needs, it also makes it more difficult for them to say later that their needs were not met.

We emphasize that while it's our responsibility to assist our students in the learning process, it is their responsibil-

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ity to learn. There's no spoon feeding during our sessions.

Provide Positive Reinforcement

Participants are challenged to live in excellence and delight. Throughout our workshops, we have the participants congratulate themselves for learning, for achieving their expectations, even for feeling confused at times. We insist they pat themselves on the back for making the effort and for stretching their abilities.

We let them know that any difficulty along the path can be viewed as beneficial feedback: what can they do differently to achieve their goals?

Recognition encourages participants to become more exquisite in all that they do and to treat themselves with respect, a way of thinking that will translate into the outside world. Once they learn to learn with fun and ease, they can help others do the same.

Re-Imprint And Future Pace The Learning Throughout The Entire Workshop

We continually have participants ask themselves: "How is this skill valuable to me? Where can I use this?"

We aid participants in re-imprinting past experiences by asking them to remember a time in which they behaved less than resourcefully. As they recall the situation, we invited them to re-examine it using their newly learned skills and note how this helps them view the past more positively. Then we apply the same approach to the future. We "future pace," while participants envision how they might improve future situations by using NLP techniques.

By exploring past and future applications after each exercise, participants are able to see clearly what life was like without their new skills and how it can enrich them.

At the conclusion of the workshop, we ask that the students make a commitment to what they have learned.

In summary, our techniques are simple yet effective. By making each of our workshops a "discovery session" (we let participants know that we're learning and discovering new things just as they are); by creating an enjoyable and exciting learning experience; and by constantly having participants stretch to take responsibility for their education and consider new applications for their skills, we cultivate more interested learners.

For those with prior exposure to NLP, or who are certified, we challenge them to begin learning at a new level. If they find themselves in a course that covers material they already know, we task them based on their skills and encourage them to continue to learn by modeling the *teaching processs*.

Gerry Waller is a trainer, Certified Master Practitioner of NLP and President of Productivity Resources Organization, a leading provider of services and products that increases the capabilities of individuals and organizations

Rex Steven Sikes is a Master Practitioner/Model and Trainer of NLP certified in Design Human Engineering. He is also an independent consultant specializing in business and educational applications of NLP.

Both Gerry and Rex can be contacted through Productivity Resources Organization, Park Ridge, IL or by phoning (708) 825-7761.



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Snapshots on NLP:

CREATIVE History Making

By Steve Watson

A philosopher once said something like, "Those who do not learn from history are doomed to repeat it." NLP practitioners might rephrase that to say "Those who do not change their history are going to repeatedly suffer the effects of bad memories." With the basic Change Personal History technique available to us, this need not be the case.

Of course, we are creatures who are (to a major extent) the product of our accumulated experiences. We often go through life believing that whatever has happened to us can never change and we will live with the effects in some way for the course of our lives. But...

Has anyone who has had more than one child who has grown to a semblance of maturity noticed that their now adult son or daughter has changed their own history in some interesting ways -- sometimes for the better -- sometimes for the worse?

People have been changing their experience since they realized they could represent it in their minds as an event separate from "now."

When conducting a workshop teaching the Change History technique, I will ask for someone to volunteer to work with me to demonstrate how the effects of a memory can be usefully changed. I usually ask that they bring something significant, worth working on, but not the worst memory that they have. At least that's the plan...

Julie kind of got pushed into coming up to the demonstration chair and I should have been alerted by this but even so I wasn't quite ready.

"So Julie, what happens when this old event comes to mind?" I asked her.

Immediately, Julie broke into racking sobs!

Great! Here I am in front of 30 people with a young woman who is falling totally apart and I not only have to fix her but also act like this sort of thing is just business as usual and turn it into a great learning experience.

Well, first we had to get Julie to break out of that terribly upset state: I had her stand up and face away from the group (all of whom hadn't taken a breath since the first sob) and look at me. I joked about my thinning hair, baggy eyes and insisted that I was one of the better looking 50-year olds she would ever see and finally Julie chuckled and began to dry her eyes. (The class began to breathe again, whew!)

Next, I made sure she could dissociate by having her practice taking the observer position with herself doing an everyday activity and when she shifted physiology, I anchored that state on her arm.

I instructed her, "Now, Julie, as far away as would be comfortable for you, I'd like you to put that event of memory in black and white - OUT THERE somewhere. If you want, you can put it out in the hall (a door was open in the back of the large room)" Julie's eyes and physiology suggested that she was doing just that.

"Good! Keep it there for the time being," I coached.

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The event had occurred when Julie was about 10-years old, she told me, and was apparently quite traumatic for her. I did not ask for more details in front of the class intending to do the procedure content free.

We then talked about how, now that she was a mature professional person, she had acquired many resources, learnings and understandings which would have made all the difference *back then*. Julie searched through relevant experiences and settled upon a resource, accessed it and we anchored that state.

"Julie, take this resource (firing the resource anchor) out there and see and hear how this makes a difference for that young girl in that situation."

Julie visibly relaxed while maintaining an intense focus on what was happening "OUT THERE."

"Will that be sufficient for her (her younger self) to get through that event in a much more useful way?" I asked.

Julie congruently replied that it would make a big difference and we checked for ecology.

"Now, Julie step into that picture and briefly feel how you can go through that experience with this resource (firing resource anchor again). Do you need anything else? If so step out of the picture and leave it *out there* while we talk."

Julie said, "No. This is all I need."

Having integrated the new resource to the event, we future paced to situations where the memory might be triggered. She responded resourcefully each time.

Eyes dry, Julie sat down visibly relieved.

Three weeks later in another workshop with many of the same students, a woman challenged the process Julie had gone through insisting that "she needs to re-live the pain again to make any real progress."

Before I could reply, Julie intercepted the comment and said, "No! I relived it twice before with two different therapists and it still hurt too much afterward. Now I can bring it up as close as I want or put it as far away as I want. I have full control of that event of my life from now on."

Nothing further needed to be said.

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.





Smart Stuff
"MAPS" OF LEARNING

By Diane Famiano Lutzinger, M.A. with Diane J. Siegel, M.A.

The word "map" will be used in several different ways in this article to provide information for making learning easier and more effective. For the story of Jason, I want to thank a staff member, Diane Siegel, M.A.; who has been a teacher, is a Master Practitioner of NLP, a learning specialist, and a business consultant. I appreciate her sharing her talents in "Smart Stuff!"

"Try harder!?" "Attitude determines altitude!?" "You can do it, you're just not applying yourself!?"

These and many other statements are heard daily by capable learners whose grades hover at average or below. But what if the basics of what you're doing are wrong in the first place? Self-esteem takes a beating and frustrations set in. Trying harder is not necessarily the answer. It's like trying harder to find your way in the woods when your experience and understanding are of the seashore. The "map" in your head doesn't match the territory you're exploring. Often, the only thing needed to unlock the potential is the map of one's own internal strategies, one's own internal processes and thinking skills.

Meet Jason

Jason is a gifted athlete. He had wanted to play football with the junior high team since elementary school, so when he was picked for the team, he walked on a cloud for days. Practice sessions found Jason on the field working hard to learn the plays. The coach was impressed with his talent and drive. But something went wrong. As the school year progressed, Jason's grades began to slip.

Jason knew he wasn't stupid (the standardized tests indicated high ability), but junior high seemed different. History wasn't "relevant" the English teacher was "boring" and every time there was a test in Algebra, he froze. Jason found himself daydreaming in class and then struggling to learn 6 weeks of material in the 2 days before mid-terms. He wanted to stay on the football team more than anything, but he was worried about failing. If he didn't bring his grades up, he would be ineligible to play.

What Jason needed was a new "map" for learning in Junior High. The old ways he had used served well enough when he had one teacher for the basic core subjects. In previous grades, the teachers did most of the adjusting to the students. Now the territory had changed and had become quite stressful. The students were now in the position of having to adjust to the varying styles and talents of several teachers every day. Jason needed to learn "how to learn" no matter how interesting or interested his teachers were.

When Jason came to Diane Siegel for help, the first step was to find out the specific behaviors he used in class. For example, Jason would listen to the teacher explain a history lesson, then he'd have a little conversation in his head that went like this: "This is stupid. Why do I need to know the date of this battle or the name of that treaty? I'll never remember it anyway. The teacher is so boring." Without being aware of it, Jason would then feel bad about the lesson, the teacher, and himself. Feeling bad, he would shut down his attention to what was going on in class, and the cycle would continue its downward spiral.

Contrast that with the way Jason learned on the playing field or in coaching sessions. The coach would describe the play. Jason listened and imagined the formations and tactics as he remembered them from "chalk talk" when the coach drew figures on the board. His internal conversation went more like this, "I know this play. I can see which player will run out for the pass and which blockers will move forward to assist. I'm able to do this play. I'm excited. Let's get 'em."

The behaviors that were present in Jason's strategy for football, but absent from his strategies for history and English were:

1. Recognition of relevance--knowing why this is important to learn.
2. Mental images or pictures of key pieces of information to be learned.
3. Connection of good feelings to the process.

For Jason, the word relevance meant "immediate need for" as it does for many young people. His inner voice would ask, "what is the (immediate) need for knowing how to diagram sentences or for knowing the causes of the

Civil War?" Of course, his answer was "none." The first step in helping Jason was to reframe "relevance"to mean "relatedness or connection" then he would be able to look for ways to connect new learning to what he already understood.

In English for example, Jason learned to ask himself questions that stimulated thinking rather than feeling, such as "How is breaking down sentence structure like analyzing a football play?" He also learned to color-code the various parts of speech in his sentence diagrams to emphasize the relatedness of certain elements, to understand the patterns like he understood football plays (patterns). As he began to "see" the connections, the subject gained relevance and Jason felt good about taking control of his learning process.

In order to remind and motivate himself to use his new strategy, we anchored his desire and positive feelings for playing football. So when Jason thought about studying, a positive connection was triggered. Previously, his apathy was associated to NOT playing football which produced a state of hopelessness and helplessness.

History class became easier when Jason learned to create visual images of the material being studied, such as internal video tapes that he could play back later when he needed to remember the events. To his mental video he could include an audio track to make it more "3-D" and thus more memorable. He was already doing this process or strategy to remember football plays.

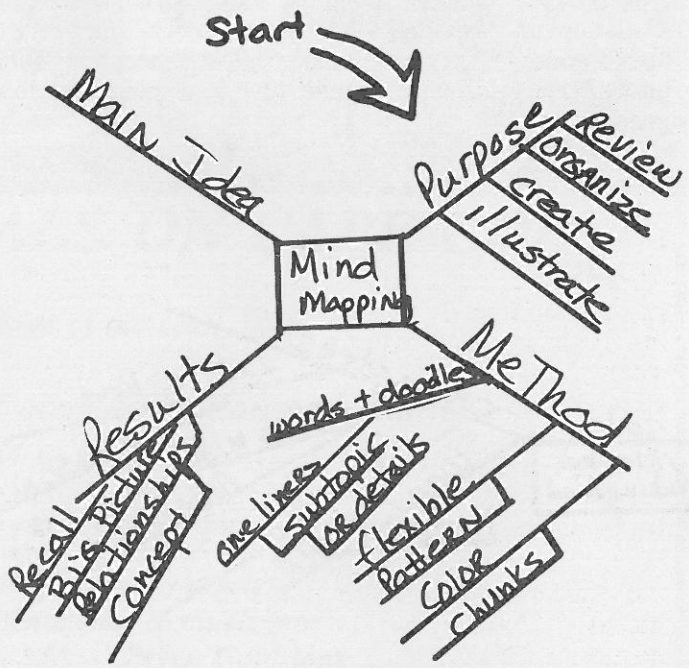
Jason taught his internal voice to ask questions that stimulated a state of curiosity and eagerness to learn. He would ask himself, "What would I have seen, heard, or felt as a slave on a southern plantation?"or "How did the Battle of Bull Run affect the outcome of the war?"or even "How is Beowolf like Rambo?" He actually became interested in and interactive with the lessons and used his library time to do extra reading voluntarily!

As Jason continued to experience good feelings in his classes (feelings of competence, relatedness, and curiosity) and his grades improved. As his grades improved, so did his confidence and self esteem. Eligibility no longer in question, Jason is able to enjoy his dream of playing football. By adjusting his "map for learning?" Jason is a winner on both playing fields!

Mapping for Success

In addition to strategy changes, some "study skills" which make learning more effective and efficient could also be taught. One such process of note-making puts information into clusters and patterns for enhancing visual memory. This pattern, mind-mapping or content mapping, was introduced by Tony Buzan in several books for using the whole brain. Buzan suggests (and research supports) the idea that the mind "is perfectly capable of taking in information which is non-linear." In fact, we humans do this all the time. For the whole brain, right and left hemispheres, this thought organization technique is designed to include words, numbers, order, sequence, and lines, as well as color, images, dimensions, symbols and visual patterns. "The nature of mind maps is intimately connected with the function of the mind" and can be used for planning, creativity, collecting meeting discussions, organizing for recall and review.

Here is a simple example of mind-mapping:



Example of Mind Mapping

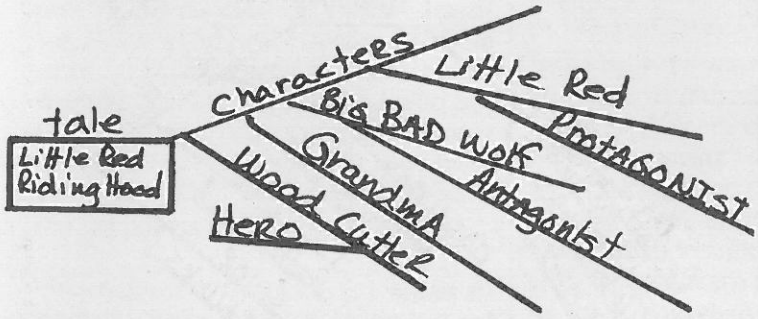
Mind mapping provides a way for students like Jason to become active with their note-making, rather than being passive scribes. Pages of notes can be displayed or visually represented on one page, enhancing visual recall. Outlining can stifle adding fresh ideas, forcing the learner to order thoughts before having had a chance to complete them.

To make mind map, I suggest using large sheets of unlined paper and colored markers. Put an image in the center that will remind you of the subject's main theme or topic. Draw lines out from the center as you determine the major "chunks"or categories of information. Branch lines from these will hold key subtopics.

Use different colors for each cluster of information. For example, for Hamlet, your major "chunks"might be "characters, setting, plot, etc." Characters could be red, setting in blue and so on. Printing in uppercase will aid the clarity of your image. Key words and images (symbols and patterns) are fundamental units of memory. We don't remember paragraphs. Associations and relationships are what is important.

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To decide what key words are important to use on your particular mindmap I suggest asking the questions, "**Who, what, where, when, and how?**"while reading a chapter or other material. For example, in mind mapping the fairy tale, "Little Red Riding Hood?" you might ask "who?" and get the response "big bad wolf." To determine significance, relevance, relationship or how this part fits with the main topic ask the question "SO WHAT?" You **must** answer this question in order put the word (chunk of information) on the mind map If you cannot, you must look further or make the decision that this is not a **key concept**. For "big bad wolf" the response to "so what?"could be "character"and "antagonist." This information would fit into a mind map in this manner:



Put a minimum of words on the mind map-enough to trigger memory and to make sense to you. (Full sentences do not serve your memory!) Color and patterns will organize your ideas into meaningful groups which will make connections, associations, and relationships more clear. Also use symbols, numbers, arrows, or other "doodles" on a mind map

Like any skill, this one takes practice. Some of your first attempts may seem "messy" to you, but persevere. The visual aspects are just different. Be aware that one "cluster"may grow too large, (i.e., too many "chunks"). (In 1957, Miller did a study that determined we can hold in our conscious mind 5-9 "chunks"-his word--of information before we "overload." I call this overload situation "CRAMNESIA")

If a chunk grows to unwieldy, make a new map with the subject of that cluster as the main topic. This "redoing" will only serve as a valuable review of the material, increasing your recall.

I often mind map on airplanes. I use one sheet of paper capturing and organizing thoughts about a speech, an article, a workshop or even the outline of projects. I like the concept so much that I mind mapped NLP for the cover of my brochure!

I also suggest mind maping to people who buy into the myth that our memory goes as we get older. What is often needed is an organized way of **actively** committing to memory articles we have read or information we have heard. We often are not **forgetting**, rather, we are not **getting** the information in the first place!

Many of the students I work with get very excited about having control of their own learning strategies and gladly use mind maps as a fun way of "studying" or reviewing masses of linear information. Some even get proficient enough with the technique to take their original notes in this form, however, this does take practice. According to Buzan, students at Oxford University were able to complete essays in **one third** the previous **time** while receiving **higher scores**.

Educators and inovators are looking at new ways to make learning work. Many believe, as do I, that everyone can learn--it's just a matter of how **specifically** they do it. In future columns, we'll look at some new theories of intelligence and learning styles which shed new light on how we know we are smart and how we can educate EVERYONE. I invite you to learn and practice some new "maps"for learning for yourselves and have fun!

TIPS

Here are some tips to help a parent or teacher "coach"a student:

1. Identify some activity in which the child excells.

2. Ask him/her to notice how he/she "thinks" during that activity. Pay attention to whether he/she indicates visual, auditory or feeling modes of thinking.

3. Ask him/her how he/she "thinks" in the class, when stuck or unmotivated. **Notice differences in the "stuck" pattern and the "success brain pattern."**

4. Suggest ways the student can use all sensory modes -- the "success brain patttern." It may be to make internal "video tapes"of the lesson, mind map and make images of it, speak to him/herself differently, or to get a feeling of being actively involved in the lesson.

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) 471-1668

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Open for Business:

NLP & Leadership, Part 2

Strategies For Community Change

By Lisa J. Marshall

In the April issue of *Anchor Point*, we wondered about NLP's role in addressing some of the vast difficulties facing the world today. Looking at what made business leaders effective and teaching others to do the same was one approach we described that had exciting results. Another approach that will clearly have dynamic impact over time is that being used by Ann Depta, of Charlotte, North Carolina.

Ms. Depta spent several years with First Union of NC, developing (what I and many others believe to be) the most innovative and exciting leadership development program anywhere in the country. She currently heads up Meridian Consulting Group; and in that capacity has been working with Leadership programs sponsored by the Chamber of Commerces of several southern U.S. cities.

The program, which has been around for awhile, is an attempt to draw in and develop new community leadership from the private sector. Groups of about 50 business and public sector executives spend 6 to 9 months meeting on a regular basis to learn about the economic, political, legal, and social realities of their cities.

When the Executive Directors of the leadership programs recognized that there was both a lack of closure and or follow through in the program, Depta was asked to design a closing session that would address both these issues. The goal was to have the groups develop clear and compelling visions of how they wanted their cities to be in each of seven key areas: human services, government, race relations, justice, transportation, education, and the local economy. These visions were to be powerful enough to motivate the groups to continue to work together, rather than return to business as usual. Depta uses an NLP-based definition of vision -- *a compelling future.*

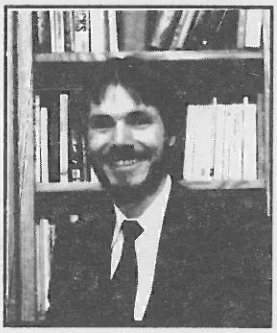
Here's how she did it. In a day-long session, she first asked each participant to remember a time when they had a personal goal or vision that was so clear, so plain to them, that achievement was inevitable. Using submodalities, that vision was recalled and enhanced -- colors brightened, focus increased. And then participants remembered a time when their vision wasn't clear, was fuzzy, dark and uncertain, and nothing ever came of it. This contrast sets the frame for the power of the vision, the fully specified outcome.

Second, Depta walks them through a guided meditation into the year 2001. Participants mentally ride through the streets of their city, looking at the future if no changes are made. The results are powerful, indeed, she reports:

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"In one city, which has experienced major economic setbacks, people saw boarded up houses, weeds in empty lots and FOR SALE signs everywhere. The only new buildings were jails. In another city, currently experiencing explosive growth, complete gridlock on the highways at rush hour was one potent image. Other sights included kids wearing bulletproof vests to school and learning to use guns." This bleak picture establishes the need to act to move their community toward a less appalling future.

Having created this sense of urgency about the need for action, Depta then asks the participants to self-select into small interest groups around each of those seven key areas they've studied during the course of the Leadership program. Each group is asked to do a "SWOT" analysis -- Strengths, Weakness, Opportunities and Threats -- of the present situation in their key area.

This is followed by a look at what worked well in the past and is still viable, as well as what worked well in the past and is no longer viable (such as driving one's car to work or the length of the school year.) "If we're going to create a new future," Depta notes, "we need to not throw out the baby with the bathwater. Some things did work well in the past that can still work."

After this intensive look at the past and the present, each task force must begin to create a new future in their area of concern -- a vision. To make the creative aspect of this process tangible, Depta supplies toys with which to create an actual model of the future. Armed with play dough, paint, construction paper, scissors, building blocks, etc. each Task Force sets out to create a visual representation of how their city could be. "All we ever really needed to know we learned in kindergarten," quotes Depta wryly. "In other words, the kinesthetic experience of the vision gives it its greatest power."

Having fashioned this kinesthetic representation, each task force creates a presentation, often in the form of a skit, to explain their model to the other groups. After the fun is over, they settle down to creating serious action plans for reaching their visions. Each group is asked to make specific contracts with each other to create a system of accountability for making these actions happen.

Recognizing the difficulty in following-up on commitments made while one is outside the frame of one's normal life, Depta has utilized an additional, ingenious technique for enhancing follow-through. At the end of the day, each participant is first asked to write one key thing they as an individual will do to make a difference in the community. "Make a simple statement," they're told. "Second, they list the obstacles to doing it. Third, write a phrase that will cause you to get off your duff and do it anyway." Then finally, on a another sheet, they write just their name, their motivating phrase and their telephone number. Making a paper airplane out of this piece, they sail it into the air. Each participant picks one up. Within 10 days, they are to call the number on the airplane they picked up, say the phrase and hang up. Ten days later, they call again, introduce themselves and make a lunch date. A very elegant way to extend the frame!

Depta closes this final session of the Leadership program with what she calls, "The Starfish Story:"

A man is jogging along a deserted beach just before sunrise. Because of the tides, the beach this particular morning is covered with thousands and thousands of starfish. In the distance, the man sees a small boy throwing something.

As he comes closer, he calls out, "What are you doing out so early?"

"Trying to get these starfish back into the ocean," replies the boy. "They'll die if they're out here once the sun gets up."

"What's the point?" asks the man as he slowly jogs closer. "Look how many

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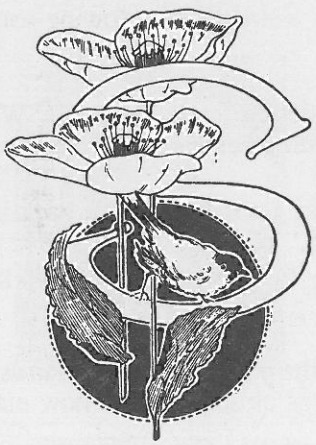
there are. You can never throw enough back in to make any difference."

The small boy looks at the starfish in his hand and shrugs. **"It makes a difference to this one,"** he says and then throws the starfish back to its home in the ocean.

With this wonderful metaphor about making a difference, participants return to their own lives, better equipped to take on and carry through the tasks of changing and improving the world they live in.

"This isn't the only place I use NLP in my work," notes Depta. "From executive coaching to training in change management and vision programs, I find NLP gives me extremely powerful tools. I like this program because it gives me a particularly good opportunity to work with a large-scale system -- in this case the total community. I'm increasingly convinced that you have to work with individuals within the context of a whole system change in order to have any real impact. And NLP helps develop the leverage points with the individual that, in turn, let you create leverage points within the system."

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 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.



News & Noteworthys

An association has been set up in France to promote NLP. Called NLPNL (in French, NLP is called PNL: Programmation Neuro-Linguistique). Members must have completed at least a Practitioner's qualification in NLP. The idea of the association is to ensure a high quality of NLP interventions in France. The association has also started a publication entitled *Metaphore*. For now it is free to association members, but will eventually become a commercial concern. For information contact: Ms. Mandy Paul - 3 rue du General du Larminat, 94000 Creteil France

*

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The Swedish NLP Association was formed during the fall of 1990. This is a non-profit organization with the intentions of serving its members with high quality NLP through seminars and *Inter-Vision* meetings. The association also has a newsletter. For information: Swedish NLP Association - Kyrkogardsgatan 45 C, S - 752 24 Uppsala, SWEDEN. Fax and Phone: 46 18 551178

*

Genie Z. Laborde has received some publicity for her Pegasus product in a big way. *Communication Briefings*, a monthly professional newsletter offering the best tips for the business community, devoted a FULL 2 pages to a describing her product and how it will improve meetings by keeping them focused. The kicker is after spending all that space on publicity, they didn't even tell you how to obtain a copy. Look for a review in *Anchor Point* in the next few months WITH information on how to obtain the product!!!

*

Cahill Mountain Press, Inc. the publisher of *Anchor Point*, has moved. Both our mailing addresses and telephone numbers have been changed. Please turn to page 22 and update your records

Book Review:

Virginia Satir: The Patterns of Her Magic.
Science and Behavior Books. Palo Alto, CA, 1991 $12.95 paper.

NLP is known for its excursions into the minds of geniuses. This book is a tour by an experienced guide into the work of Virginia Satir.

Satir is acknowledged as one of the first therapists studied by the founders of NLP. Her work has not been as available as that of Milton Erickson. This book, for the experienced therapist, gives the reader a solid analysis of her style. A lack of NLP training, though, will not prevent the reader from benefiting.

The book is mainly a transcript of a Satir therapy session with an individual. (For a family therapy session transcript see *Satir Step by Step: A Guide to Creating Change in Families* by Satir and Michele Baldwin.) This is a book to study, not for light reading by the pool. Andreas chose a transcript with a content that will be useful to many therapists. In the session, the client develops a new perspective and understanding of her mother, moving from hate to forgiveness.

Andreas opens by presenting 16 patterns of interventions that Satir uses. The NLP therapist will be familiar with most of these. Andreas invites the reader to find others. Since books, besides their overt content, operate as mirrors, the reader will find that certain interventions stick out as processes to try with clients.

The transcript is presented clearly. The author breaks in to identify and discuss the pattern as it is used. If you are really serious about learning from Satir, the session is also available on video and is entitled *Forgiving Parents* (you can purchase both the book and video through Anchor Point Products). The video will enrich the information in the book.

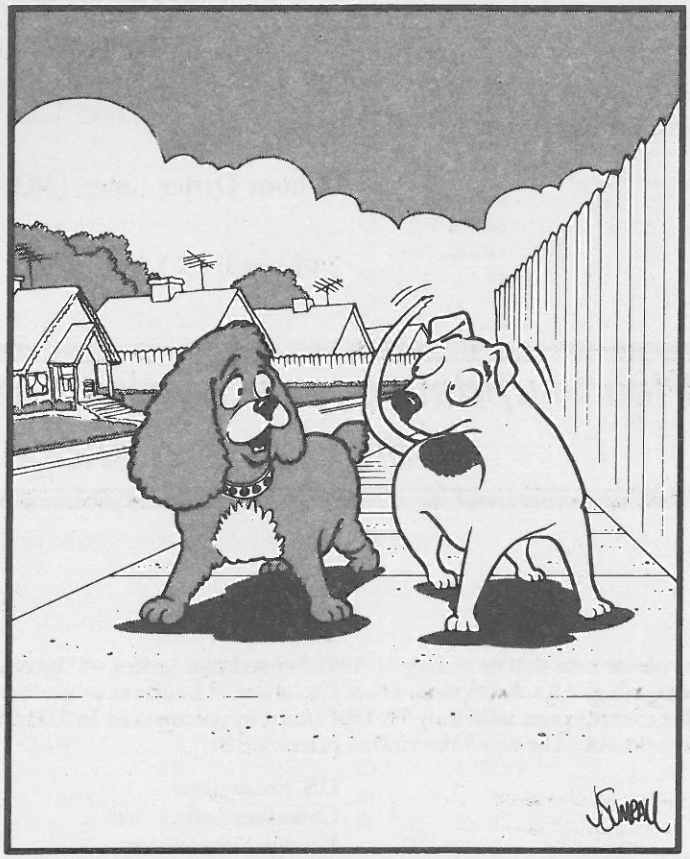
The client is not easy to work with, so the reader sees Satir use a number of processes, including family sculptures and externalizing parts by role playing. It is satisfying to read an interview with the client 3 years later to find how powerful and useful the session was for her.

While some transcript books appear to just be quickies, this one has content beyond a journey into Satir. NLP is about language. This book is about presuppositions and the Appendix I is an essay about their power which is well worth reading. Andreas goes into the most detail about presuppositions of time. The reader without NLP training will be at a disadvantage here, but will perhaps be motivated to seek training in structuring and delivering presuppositions.

An added bonus in Appendix II is a brief transcript of Satir working with a family with abused children (entitled Physical Contact), but Andreas does not identify the therapeutic patterns. Appendix III is about eye accessing cues, which will be most useful for the reader not familiar with NLP.

The less you know about Virginia Satir's work, the more useful this book will be.

Sandy LaForge is a NLP Practitioner in private practice in Boulder. She can be reached at 2705 Vassar Drive - Boulder, CO 80303 or by calling (303) 494-2643.



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NLP Cures the Common Cold Or "Pass the Chicken Soup..."

By M. Rosalie S. Christensen & Monte Pierce

Editors Note: The following is at least as entertaining as a bowl of chicken soup or the traditional medical advise of "take 2 aspirins and call me in the morning" – and definitely cheaper. However, if your symptoms persist consult your physician immediately–you may have something other than a "cold." As in all things dear reader, use good judgement.

This cure came about as NLP rubbed off onto members of our family. They had heard two of us who are NLPers talking about different processes and this is what evolved. It has worked well for several of us.

When one becomes aware of cold symptoms:

1. Tell that part of you that is in charge of healing how much you appreciate it and how important it is to you.

2. Ask that part of you if it would be willing to communicate with you. Wait until you are aware of a "yes" signal - a feeling, a voice in your mind, a movement of some kind.

3. Ask it to remember a time when you took medication which was effective in relieving the symptoms.

4. Ask it to give you a signal when it remembers.

5. Ask it if it would be willing to make that same chemical at this time to give you relief from the cold symptoms.

6. When you get an affirmative answer, do an ecology check to make sure all parts are in agreement that this is acceptable for you.

7. If you get a "NO" do an ecology check and deal with that in an appropriate manner. After you are able to get the "YES" commitment from the part in charge of healing, thank it and let it know that you are going to talk to your immune system.

8. Ask your immune system if it is willing to talk with you. When you get a "YES" signal -

9. Ask if it would be extra efficient in producing the substances necessary to cause the cold virus to be ineffective in your body. If you want to get technical, you can talk to it about Lysosome, the protein that produces enzymes, most particularly asking it to produce the Hydrolytic Enzymes that take care of the virus.

10. When you get a "YES" check ecology. If you get a "NO" do an ecology check and deal with it in an appropriate manner.

11. After you are able to get a "YES" commitment from you immune system, let it know you trust it to carry out the commitment and thank it for being there and for it's help.

12. Future pace: picture how you will feel in an hour, tomorrow, a week from now.

Have fun with this one. One caution - be sure to ask the first part to take note of when you no longer need the medication chemical and to stop making it. Otherwise you may find yourself with a very dry mouth. This did happen to one of us.

After you try this process, let us know how it works for you.

M. Rosalie S. Christensen, M.Ed., NLP Master Practitioner, Adult Protection worker at Human Services, Counselor in Private Practice. 519 Hawthorne DR, Brigham City, UT 84302. Phone (801) 723-6986.

Monte Pierce, MBA, NLP Practitioner, Business Consultant, 73 E 300 N, North Salt Lake City, UT 84054. Phone (801) 298-5320.

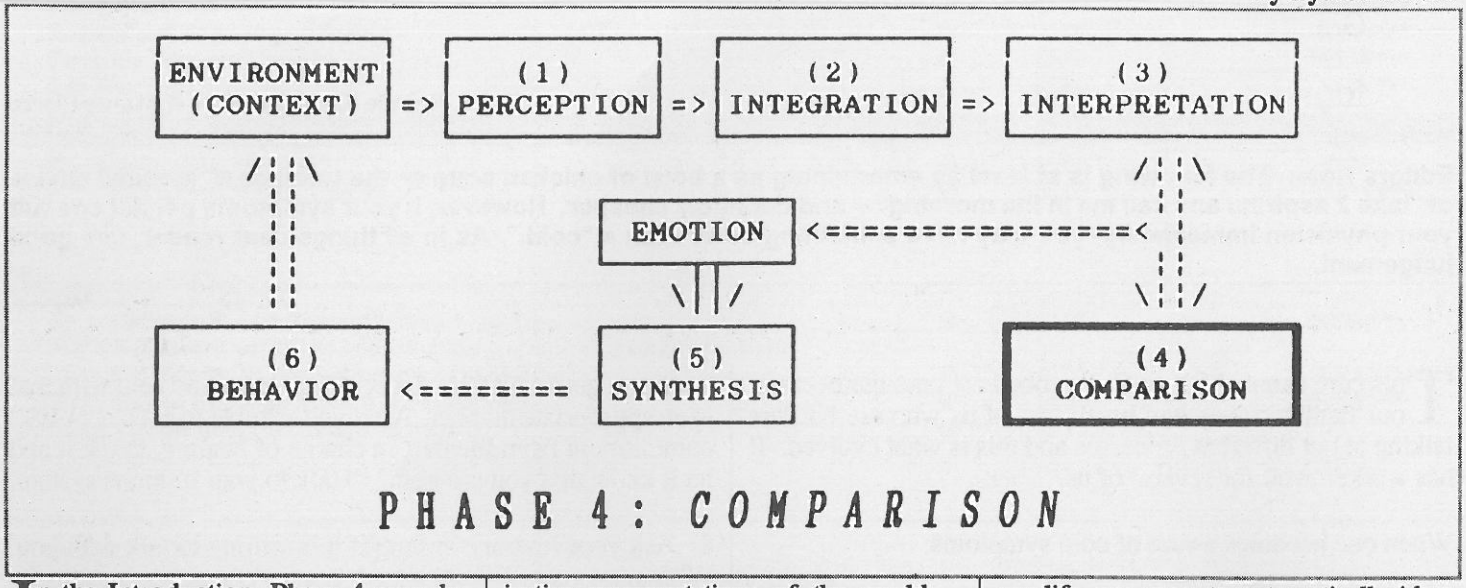
Corrections

At the end of Robert McDonald's interview (Anchor Point - May 1991) we listed his telephone number incorrectly. His correct number is (408) 335-3727. You can reach him there to purchase his music tape or to sponsor one of his excellent seminars.

Unlocking Pandora's Box:

PHASE 4 : COMPARISON- Part 1

By Lyle D. Chubb



In the Introduction, Phase 4 was defined as *the comparison of sensory interpretations with internalized sets of subjective beliefs, values, and expectations.* Attempts to systematically define beliefs, values, and expectations, however, have eluded any logical, consistent, and objective scientific explanations. Such musings have traditionally been allocated to the domains of philosophy and psychology.

If we are to fully understand the emergence of experience from a neurological perspective, we must acknowledge that *some representation of what we call a belief, value, or expectation* -- appearing as a sequence of neural relationships or processing steps -- *must exist within the processes and structure of the human brain.*

Beliefs, values, and expectations (abbreviated as BVEs), arise from a wide number of sources, impacting our interactions with the world, others, and our "self." Some emerge within our particular cultural or subcultural context. Others are introduced to us through our parents and family. Still others evolve through evaluations of personal experience. Regardless of the particular source, though, what we believe, value, and expect will have an influence in our life only *after these factors* have been incorporated and integrated into our subjective representations of the world -- what NLP calls our "maps".

Some of the questions we will be considering during this presentation are:

- √ **1. What is a belief? a value? an expectation?**
- √ **2. What is a possible neurological basis for these phenomena?**
- √ **3. How do beliefs, values, and expectations interact with, or mediate, the emerging interpretive transform (T3)?**
- √ **4. How is this interaction involved in the generative creation of experience?**

1. What is a belief? A value? An expectation?

Beginning with a philosophical perspective, a **BELIEF** can be defined as **acceptance of, or confidence in, a subjectively interpreted fact or body of facts as true or right without positive proof or knowledge.** Beliefs are not inherently accurate, nor are they necessarily valid across all contexts or across time. We simply act as if a given belief is true.

On a more practical level, we can describe beliefs as **reflective evaluations we generate in reference to patterns of prior subjective experience.** As we emerge and evolve through the events of our life, we seem to automatically identify repetitive patterns indicated by our interpreted experience. We use these patterns to create an internal sense of order, continuity, and control over our life and our environment. Disregarding the specific content, all beliefs have three characteristics in common: (1) they are *experientially grounded*; (2) they are *generated by and through our personal past*; and, (3) they reflect what could be termed *an internalized experience of experience.*

Some modelers suggest that beliefs (as well as values and, in some cases, expectations) evolve on something called *a higher logical level than experience.* Logical levels offer useful frameworks for distinguishing one category of experience from another by sorting the structure of what we call our "mind." The implication is that beliefs shape (and are shaped by) our ongoing experience, but they exist on some discrete level of experiential processing.

To be sure, BVEs do appear to operate upon a distinctly unique level from experience, and logical levels are useful metaphors for differentiating these categories. Within a neurological framework, however, logical levels introduce an unnecessary dichotomy into neural processing. There is no separate area of the brain set aside for the storage of BVEs, nor is

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there any requirement that encoded experience be stored as duplicate traces. Rather, *beliefs, values, and expectations evolve as a natural consequence of sensory processing*, using the same cortical areas involved in the storage of experiential transforms (sensory referents). There is no actual need for additional evaluation (as we shall see), although some form of rehearsal is likely. While the concept of logical levels may provide a practical framework for understanding the relationship between experience and BVEs, then, we need to keep in mind that this framework is an illusion which is not actually represented in neural processing.

We have defined beliefs as sensory-grounded reflections generated through experience of our personal past. Not all beliefs are equal in terms of subjective importance, however, which brings us to the issue of values. **VALUES**, or what some people call criteria, **reflect evaluations we make about the relative significance or implications certain beliefs have in our life.** Values define the importance particular beliefs hold within the context of our subjective experience, providing the reasons and motivations for *why* we do what we do (or do not do). Viewing beliefs as our experience of experience, we can understand values as a consequence of *experiencing the experience of experience*. Thus, values can be recognized as beliefs, each shaping the other through the influences of ongoing experience.

While beliefs and values bring subjective considerations of the past into the present, **EXPECTATIONS** bridge past and present with the future. An expectation is **the projection of behavioral or temporal referents associated with current beliefs and values into some imagined future context.** We are *future-pacing* our present belief structure when we reference our expectations, in an attempt to predict or influence the outcome of some pending event. By blending what we currently believe and value with an imagined scenario, expectations allow us to rehearse reactions and responses (whether our own or those of others), particularly as those behaviors reveal their internally perceived impact (or lack thereof) on that event. The accuracy and appropriateness of our expectations depend, in a large part, on the inventiveness of our imagination, and the relative suitability of the beliefs and/or values we project into that situation.

2. What is a possible neurological basis for these phenomena?

We have already considered how experiential meanings may become associated with specific distributions of neural impulses (Phases 1-3). During that presentation, we introduced the *concepts of sensory referents and referential indices*, indicating how these neurological substructures guide the interpretive process through evolution of the transforms. In this part of our model, our working hypothesis will be that **beliefs, values, and expectations are sensory referents which, over the course of time and processed experience, become consolidated as discrete impulse patterns in their own right.**

Our first task will be to identify some relevant neurological processes. Once we understand how a single neural network functions, we will expand our representation to include multiple networks. We will also touch upon the formative basis of sensory referents, which link various networks together to create interpretive sequences.

Limiting Processes in Neural Networks

Neurons are fundamentally limited in their ability to encode environmental stimuli. Since neurons cannot vary the electrochemical intensity of generated impulses[1], stimuli are translated into either TEMPORAL or SPATIAL encoding patterns. Temporal codes are established through a certain number of impulses being produced within a fixed time frame. Spatial codes, on the other hand, reflect the three-dimensional distribution of the generated impulses.

Once a spatial or temporal format is produced, that specific pattern need not be maintained during transmission. Neural codes pass through several format translations as impulses traverse the nervous system, demonstrating spatial characteristics one moment, and temporal characteristics at another.

A second limitation refers to the spread of encoded impulses throughout the neural

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network. Our nervous system is designed around biochemical (as opposed to electrical) methods of information transfer, involving the release of *transmitter molecules* by the activated neuron's synapses. Within such a system, an impulse passing across a single synapse is generally not capable of precipitating an impulse in the next neuron[2]. A number of synaptic transfers must be received simultaneously (or in close sequential order) if adjoining neurons are to generate impulses of their own. Impulse patterns are most appropriately viewed, therefore, as waves of neural activity, involving many discrete impulses washing through the network in unison.

Synapses are not necessarily identical in their electrochemical impact on adjacent cells in the network. One reason for any such differences is **relative efficiency**[3]. We have already indicated how repeated activation of a synapse causes that structure to increase its release of transmitter molecules. As the number of molecules between the presynaptic and postsynaptic surfaces increases, the resultant **postsynaptic membrane potential (PMP)** adjusts accordingly.

Another reason for variance in electrochemical impact involves the polarizing effects released transmitter molecules have on their postsynaptic receptor sites. Focusing only on those cells directly involved in the processing of sensory input[4], neurons can be divided into two classifications. Some neurons are **EXCITATORY**, causing the PMP of adjoining neurons to *move toward* their threshold values. There are also **INHIBITORY** neurons, whose neurotransmitters cause the PMP of neighboring neurons to *move away* from threshold. If we view synaptic activity and neural threshold in terms of *likelihood of response* (as opposed to an on-off proposition), the probability of neural response **rises** as efficiency of the excitatory synapses increases. Conversely, the probability of response **decreases** as inhibitory synapses become more efficient.

Since individual neurons can potentially receive synaptic information from several thousand other neurons, the combination of excitatory and inhibitory transactions at the synaptic level means some parts of the impulse wave may be eliminated, while other aspects of the wave are maintained. This neural process is called **CONTENT DEGRADATION**. According to Uttal[5]:

> **In general, the second law of thermodynamics requires that there be degradation of the information content at each stage of neural transmission and at each sequential recoding stage. A main function of the nervous system, as is clearly evident from many kinds of investigation, is to accomplish a degradation of the information content of the stimulus in a selective fashion, gleaning from among the environmentally or evolutionarily irrelevant only those patterns that are [useful].**

The process of content degradation raises some serious and challenging questions. Can the impulses generated by our external environment be fully degraded, leaving us with information about our internal environment only? Is it possible for all environmental stimuli to be fully degraded, creating a condition where our experience is exclusively composed of past memories? Are we able to selectively discriminate "environmentally or evolutionarily irrelevant" patterns from those which are useful?

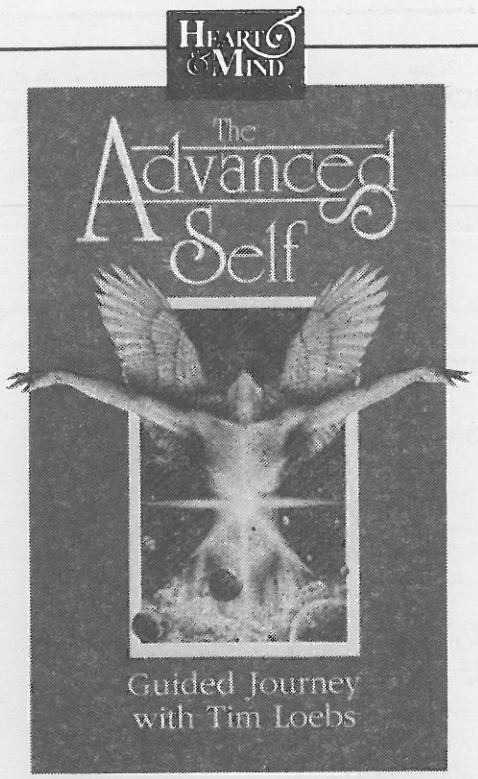
The answer to the third question will be addressed later, since it directly relates to the neurological structure of beliefs and values. Let's focus our attention, then, on the first two questions.

Scientific inquiry into the nature and function of neural networks has revealed that, regardless of its momentary pattern, *there must be a core of consistency in whatever external information is being relayed by that neural code.* Again referring to Uttal[6]:

> **Two coded representations of the same stimulus pattern at two levels of the nervous system, although transformed into different sets of symbols, must represent at least the critical features of the original external stimulus pattern.**

We must recognize, of course, that not all the submodal features of the original stimulus pattern will be preserved across the sequence of transformations; this is a natural consequence of content degradation. Successive stages may contain less information, more information, or simply differ more from the original pattern (T1). In spite of this process, though, certain (sub)modal components originally produced by our

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environmental receptors will be preserved, creating a bridge between what we actually encounter and what we believe we experience.

We can identify this aspect of neural functioning as **CONTENT PRESERVATION**. Simply stated, **critical sensory information about our external or internal environment cannot be fully eliminated from the overall neural distribution (our experience)**, regardless of the number of transformations through which the encoded neural signals pass. The specific interpretation we attach to that experience will still be uniquely subjective. The significance of content preservation, however, is that there will be an essence of continuity, along some dimension(s), between what our physical senses *actually perceive(d), and our experience of our environment* at that moment.

References

1. The perception of brightness, for instance, cannot be encoded as impulses of +45 or +50 mv; each neural impulse is fixed at +40 mv. Brightness, therefore, must be translated into temporal or spatial terms.

2. Without engaging in a detailed examination of 1-to-1 neural activity in this context, we will simply note that an impulse of +40 millivolts in Neuron A produces only a fractional electrochemical shift at each synaptic connection with Neuron B.

3. When we use the word efficiency, we are not indicating that the synapse somehow gets better at what it is doing. Rather, we are using the term to infer an incremental increase in either the metabolic or physiological parameters of that enclosed system, leading to an increased relative impact on the PMP.

4. Of the roughly 200 geometrically distinct neural cells which make up the CNS, we are going to set aside those cells whose primary function is to supply nutrients, remove waste, or provide structural support for the system. The focus of our attention will be on those cells which receive, process, and store sensory information.

5. Uttal, William R. The Psychobiology of Sensory Coding (New York: Harper and Row, 1973), p. 209.

6. Uttal, p. 209.

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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