Anchor Point

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"Child Teaches Parent"

A CASE OF RAPID HEALING



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by Jon M. Sward, Ph.D., J.D.

One of the basic presuppositions of both NLP and the work of Milton H. Erickson, M.D. is that **"people have within them the basic resources they need for change."**

A few years ago, shortly after I first received NLP training, a particular event made me aware of the power of this basic presupposition. One Sunday morning while my wife Linda was cooking breakfast, my youngest daughter, Michelle, set her hand down on a hot electric stove burner, leaving her with a nasty second degree burn on her left hand.

At the time, Michelle was about 2 years of age, and her verbal communication skills were fairly limited. I was in the front room reading the Sunday morning paper. My wife, who is a registered nurse, is very good at attending to the hurts and wounds of our children, so at first I did not involve myself.

Forty-five minutes later Michelle was still screaming and crying. I decided to go and see if there was something I might do to help. As I entered the room where Linda and Michelle were seated, I decided to simply observe for a short time. I quickly noticed that most of the time when Michelle was screaming, Linda was holding her close trying to comfort her. I became a little concerned that she might inadvertently be anchoring the pain to that particular touch. I also noticed that about every 45 to 50 seconds Michelle would stop crying for about 10 seconds, then she would resume her hysterical crying again.

I suggested to Linda that she put Michelle down on the carpet with a pillow under her head where she could lie comfortably. Now at that point, I had no idea of what was happening in Michelle's internal subjective experience. But I was reasonably certain that

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whenever she was experiencing the 10-second quietness, it represented some sort of resourceful inner experience which for her would be good to build upon.

As Michelle was lying on the floor crying, each time she became quiet I would anchor that state both kinesthetically with a touch and auditorily with a humming tone. After repeating these anchors several times and testing to see that they worked, I next began firing off both anchors simultaneously with each of Michelle's out-breaths (the relaxation phase of breathing). I kept applying the anchors in rhythm with her breathing and soon her crying time was less and less and her quiet periods were longer and longer. Within about 3 minutes time she spontaneously closed her eyes and went into a deep natural sleep.

Earlier Linda had tried in vain to get Michelle to accept some type of treatment for her badly blistered hand. But Michelle would not allow anything to touch her hand -- not even cool water. After Michelle was asleep, we were able to put her hand into a bowl of cold water while she slept.

A most fascinating thing happened when Michelle awakened 2 hours later. It seemed that her comfort was now anchored to the bowl of water. She became upset and started crying if we even suggested that she remove her hand from the water, or if we made any attempt to take the water away. So, I suggested that we pour some of the water from the bowl onto a towel which she could wrap around her hand. That was agreeable to her and it worked very well to maintain her comfort without the bowl of water.

Next, I wanted to put some aloe vera gel (a highly rated medical treatment for burns) on her hand, but she would have nothing of that. When I got a little insistent, she began crying again. I quickly backed off and decided to try and ask her own unconscious what might be helpful. I simply offered a presupposition to this little 2-year-old girl that something within her would know what she needed to help her hand heal rapidly and to feel "OK." I suggested that she let that part of her speak.

In response, Michelle replied that she wanted some "Coke" (Coca-Cola), so I went to the kitchen and got her some. I assumed that she had meant she wanted to drink a Coke, so when I went back I offered her a glass of Coke. She said, "No, Daddy, put it on my hand."

Now I hesitated for a long moment here because all my logic and medical knowledge suggested that Coco-Cola on her burned, blistered hand would be quite abrasive. But since on her own she removed the towel from her hand, I cautiously went along with her lead.

What followed was much to my amazement. My daughter poured some Coca-Cola on her burned hand without even a flinch. Then she wanted some poured onto a wet towel we had been using. After only a couple of minutes use of the Coca-Cola wetted towel, she threw it off and asked to go play.

The rest of the afternoon Michelle played with her toys, handling them all with her burned hand as if nothing had ever happened. Not once did she cry or complain about her hand or pain for the remainder of the day. Each time I checked it afterwards, the swelling and redness was greatly reduced from the previous time. Even more amazing, by the next morning her hand looked almost completely normal as if nothing had happened.

You will not find this healing procedure for a burn detailed in any medical books. In fact, I suspect most doctors would seriously frown on such a treatment for a burn. In no case should anyone reading this article interpret this experience with my daughter as representing a good generalized chemical treatment for a burn.

Modern medical science does not normally expect healing to occur rapidly. When it happens, it is usually dismissed by medical practitioners as a hoax, a misdiagnosis, or "placebo" (spoken as if they know what that is). Rarely has rapid healing phenomena been recorded

in medical journals, let along studied or modeled. Dr. Bernie Siegel is one medical pioneer recognizing that there exists a category of "Exceptional Patients" -- those who get well quicker than expected or who live when they are not supposed to.[1]

NLP is one model that has paved the way for rejoining the body and the mind which medicine has tended to separate since the time of the philosoper Descartes. NLP is slowly beginning to model the perceptual ingredients and sequences involved in rapid healing such as the NLP Allergy Treatment of Dilts, Hallbom, and Smith,[2] or Connierae Andreas'[3] treatment of infection utilizing the submodalities of healing memories. Of course, Robert Dilts[4] has done extensive work into the relationship of beliefs on both disease and health states, noting that a rapid healing may frequently follow a belief change. Others, like Joseph Scanlon[5], report modeling the behavioral patterns of traditional healers who have induced rapid healing.

A lot more work is needed in this area. In time, we may discover that the healthier and more precise way to adjust the chemistry of the body is through the mind. But in order to do this work the guiding presupposition must be that "people have within them the resources they need for change and healing." As Dr. Norman Cousins[6] has pointed out, the human brain is a marvelous pharmaceutical factory manufacturing small amounts of every chemical that we know about which can work in the body, and many others we do not yet know about. The NLP therapist's task in facilitating physical healing is to discover and model the routes to the elicitation and mobilization of these wonderful internal resources.

I believe the intervention just described worked for my daughter because, even when I had no idea what to do for her or how to proceed when she was in such pain, I knew I could start with the presupposition that **she had the main resources she needed within her**. All I needed to do was help her mobilize her own resources. When I responded to her with that assumption, using both my own observation skills and the utilization of her own internal healing resource state, my daughter was able to heal much more quickly and profoundly than she would have had I forced a treatment on her based on conventional knowledge.

All of us who use NLP can use frequent reminders to maintain and use good fundamentals. The NLP fundamentals that applied in this situation were:

1) Presupposition,

2) Sensory Acuity,

3) Feedback,

4) Utilization, and

5) Anchoring.

When I walked into this situation, I did not know in advance what I would do; I did not have an "NLP Burn Technique" to apply. But, together we generated a creative healing solution appropriate to her situation. I have used those same skills over and over since then when I have needed to move through uncharted territory to help find healing solutions for patients.

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Feedback, Art & Learning In The NLP Community

By Judith Ann DeLozier & Susan Grace Branch

For Bateson, living systems, including the ecosystem, have recursiveness, that is, there is feedback into the system, and thus they have a self-reflexive aspect. Norbert Wierner illuminated this feature in the cybernetic notion of "feedback," where information is fed back into the system, in such a way that it might either correct the system by keeping it in a relatively stable state ("negative feedback"), or it might pull it apart ("positive feedback" or schizmogenesis), and the system goes runaway. There was also a second kind of recursiveness, and that is of the sort where properties of the whole of a system are fed back into the system, adding to its complexity, its resilience. The work of art is perhaps of this sort; it is a product of a culture and expresses something about the whole of the culture, while adding to the evolution of the culture, and influencing the direction which it takes. Learning was another example. Evolution in nature as well as in the mental world of ideas was this sort of process.[1]

Let us consider these three distinct types of feedback into a system that may affect the system. A system as understood in NLP may be described by the following sets of relationships of parts to each other and the whole; breathing supports physiology which supports state, state in turn supports representation, which supports perceptual filters, perceptual filters support beliefs, and beliefs, in turn support identity. A system can be described as a relationship between these components of experience whether the system is a single individual or a group of individuals operating as a community. Robert Dilts might describe system in the following terms; the environment is in relationship with behaviors which are in relationship to capabilities which support beliefs which are in relationship to identity. Again what is important is the relationship between these components of experience, and how these relationships operate together to express the system as a whole at the level of individual or of community. Feedback into the system may be relatively fixed so that the input (feedback) continues to keep the system stable or with relatively little change potential, or massive so that the system is thrown into chaos. However there is a feedback which can be described as art and learning that is multi-representational and can move the system in a certain direction (evolution). This evolutionary process is a process which includes new information and simultaneously builds on and re-codes current information, so it is self correcting within parameters which allow for growth.

I can *know* that all life is derived from four basic proteins - that diversity of all life is found in the relationships between these proteins and that this is a pattern that connects - and that by my knowing this I may increase my understanding of my connectedness to the larger world and to the diversity of life. Knowing this, how do I live my life? Do I live it by continuing to look at and direct these four basic proteins or can I look at the diversity of life and the larger patterns? Am I looking for the counter example by finding the edge of the pattern?

If we define NLP as an accelerated learning strategy for the detection and utilization of pattern, we have to ask for what reason we want the pattern and

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how this is connected with the notion of conscious purpose. I would assume that the development of different models and processes called NLP (or that make up the bulk of the technology) are to introduce feedback into the system. Originally, perhaps these different models and processes for change in a system were focused on the system called a human being with the intention to produce well formed change in that system. Whether at the level of individual, of a larger unity or at the level Gaia, the whole living unit we occupy - the world - the intention is for any sentient creatures to produce change in a well-formed sense, change in a manner in which ecology is somehow maintained at all these levels. Many people have invested time and money in learning the process model called NLP or some portion of the model. Very few have moved or evolved from the level of competency to the level of mastery or developed the ability to use the technology with artistry. Can it be that they are placing their attention on the four basic proteins of life, not on the pattern that connects them? Are we more interested in where life came from than we are in where it is going?

For example, a gentleman reported he had a fear of failure and was offered the feedback that it could be a fear of success. Initially he disregarded the possibility. The feedback was offered again at another time, and the following day he understood that *to succeed he must become someone incongruent with his current beliefs and identity.* In his opinion, most individuals successful in his field did not represent the quality of human being he was willing to become.

Another example. A man who spent too much time in a cult could not verify his identity except by group - or by hearing many "voices" when he was actually alone, when the group was not there. He recognized his need to learn who he was, to know his identity when not directly in relationship with a group, and to know that no matter how many voices were present he was more than anything said or named. "You are not what you do, you are more than that" represents separation of logical levels. In this example, it is a separation of identity and behavior.

How many practitioners have moved to a state of art? NLP offers many places and ways of tapping into a system (another human being, group, community). Feedback can be offered at the level of **state and physiology** - or **representation and pereceptual filters** or at the **level of belief.** Feedback can be offered in combinations of these. Feedback can be offered at the level of discovering distinctions about where identity or belief is placed. But, how will we use it? How do we move towards mastery and art with ecology. Ecology being defined by some balance between feedback and that which is "fed-back" or offered in such a way that may correct the system keeping the system relatively stable or feedback that may pull the system apart (schizmogenesis). Even this frame is obviously too tight to include the notion of relationship and "ecology" - this is the question of conscious purpose.

Bateson said we can't know the outline until it is over, as we see in one of his father daugher metalogues:

D: "What did you mean by a conversation having an outline? Has this conversation had an outline?

F: Oh, surely, yes. But we cannot see it yet because the conversation isn't finished. You cannot ever see it while you're in the middle of it. Because if you could see it, you would be predictable - like a machine. And I would be predictable - and the two of us together would be predictable.

D. But I don't understand. You say it is important to be clear about things. And you get angry about people who blur the outlines. And yet we think it's better to be unpredictable and not like a machine. And you say that we cannot see the outlines of our conversation till it's over. Then it doesn't matter whether we're clear or not. Because we cannot do anything about it then.

F: Yes, I know - and I don't understand it myself ..... But anyway, who wants to do anything about it?"[2]

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In offering two levels here, one for uping the quality of NLP by suggesting a movement toward genuine mastery and ultimately artistry as a person, and the other regarding bringing NLP to the world in general and its relationship to the world, our intention is to suggest the use of the second kind of feedback which leads to complexity and resilience - evolution.

There are very many individuals offering NLP, many personalities, and like any large community, conflicts arise. However, NLP is a community connected by a body of knowledge with a commitment of time and energy at and to different levels of learning. It is time that we recognize this. How can we as individuals and sub-groups influence this larger system, the NLP community, by at least uping the standards at the quality end, understanding that movement in one part of the system will influence the other parts. By making a difference in one part of the system the other must be pulled up in quality.

> **"It had been Nashibitti who had taught Leaphorn the words and the legends of the Blessing Way, taught him what the Holy People had told the Earth Surface People about how to live, taught him the lessons of the Changing Woman - that the only goal for man was beauty, and that beauty was found only in harmony, and that this harmony of nature was a matter of dazzling complexity.**
>
> **When the dung beetle moves, Hosteen Nashibitti had told him, know that something has moved it. And know that its movement affects the flight of the sparrow, and that the raven deflects the eagle from the sky, and that the eagle's stiff wing bends the will of the Wind People, and know that all of this affects you and me and the flea on the prairie dog and the leaf on the cottonwood. That had always been the point of the lesson.**
>
> **Interdependency of nature. Every cause has its effect. Every action its reaction. A reason for everything. In all things a pattern, and in this pattern, the beauty of harmony."**[3]

How do we evolve from here?

Judith Ann DeLozier is one of the four originators of the NLP model and the co-author of numerous books on the subject. She has designed and led NLP training programs and helped to develop NLP training centers throughout the world.

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BefriendingThe... ALIEN Within



By Judith Lloyd, M.A., A.B.D.

Their bodies grew rigid, their eyes wide and glazed with fear. Tiny beads of perspiration appeared on their brows. One would have thought that I had asked this group of educators to confront the monster that exploded from the chest of the crew member in the movie ALIEN!

Actually, to the best of my recollection, all I had asked them to do was to "listen to your unconscious mind!" Their non-verbal message was loud and clear. For them, the unconscious mind is some alien creature that lives within us--some combination of the sexually driven Freudian Id, the primal creature in ALTERED STATES and the bogey-man! While it is grudgingly acknowledged to be a part of us, it must, at all costs, be kept under the control of the conscious mind. Certainly, it could have no useful input into problem solving!

Today's schools are putting more and more emphasis on "thinking." Workshops abound on how to "teach" both thinking and learning--behaviors I had always assumed came naturally to humans. In order to teach these behaviors, programs have been developed which break them down into manageable steps.

One such program includes four key thinking processes--decision making, problem solving, creative ideation and metacognition. Each of these--even creative ideation--is broken down into steps--logical, rational steps under the apparent control of the conscious mind. Yet can one really maintain that the random data searches in which we engage during "thinking" are under conscious control? Are the wholistic, gestalt perceptions of the "right" brain consciously manipulated? Aren't these and other apparently automatic behaviors a necessary part of "critical" thinking? As for creative thinking, can we consciously decide when to have an inspiration?

The work of neurophysiolgist Michael Gazzaniga[1]--one of the surgeons who originally participated in the earliest "split-brain" research--supports the idea of "parts" or modules within the brain. He proposes a verbal module which "interprets" the behavior generated by a plethora of non-verbal modules. One might simplistically think of this verbal module as the conscious mind. It is the very essential interface between the self and the world. It is the part that speaks--to ourselves and others--the part that describes our behavior and our "logical" reasons for that behavior. In many cases, however, the behavior occurs first and the verbal interpreter then tries to make sense of it in terms of the rules of logic!

In other words, some "part" or non-verbal module initiates a behavior or a reaction. The verbal interpreter observes that behavior or reaction and then applies to it the accepted rules of behavior--the accepted "reasons" for such an action. In truth, it may or may not be the *actual reason* for the behavior. For example, let's say that a person eats something for breakfast that triggers a set of physiological symptoms. These symptoms happen to be similar to those which occur when he is emotionally depressed. The verbal interpreter, observing these symptoms, declares to both self and world "Oh, I'm depressed." Now, this wouldn't be so bad if it didn't then set about figuring out **why**! Most likely, it will dredge up all sorts of reasons why he *should* be depressed, thereby compounding the problem!

The conscious mind certainly does, at times, use existing information to make conscious decisions. It "thinks" in a manner which we can describe if asked. However, if we examine our actions throughout a given day, we find that amazingly few thoughts take place consciously. As a teacher of physical science for 25 years, it has only been in the past few years that I realized I was a closet "intuitor." When asked some scientific question that had not previously occurred to me--in other words, that my conscious mind had not had an opportunity to manipulate--I just "knew" the answer. Wisely, I would then couch it in logical, sequential arguments (to which I had worked backward!), so no one discovered my

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secret. When a Physics student who had the highest average in the class and had scored an A on every test, informed me that she was dropping Physics because she "didn't understand," I recognized a fellow intuitor. Unfortunately, she was so uncomfortable with "knowing" in this manner--so convinced by her other school experience that she only "knew" when she could spout rational arguments or spit out definitions--that she nearly rejected her ability.

Until educators become comfortable with this way of knowing--can honor it as an equally valid thought process, it is unlikely that students will be encouraged to pursue it--to explore its potential. How often have we heard "intuition" made the butt of jokes? How often have we heard teachers say "DON'T GUESS?" If we are discussing wild choices, I might agree. But frequently, a "guess" is the result of our conscious interpretation of a set of physiological signals which represents the "language" of the non-verbal brain. What do we mean when we say "it just felt right?"

In an attempt to demonstrate to teachers the efficacy of **consciously** enlisting the **unconscious** mind in the problem solving process, I've frequently encountered the reactions mentioned in the first part of this article. How can one convince the hardened logician, the worshipper at the shrine of conscious thought, that the unconscious might have something to offer and that much of their thinking already takes place at this level?

At first, I began with the "parts" argument. Why do we say "I hate it when I do that?" Who are those guys, anyway? The typical response to this is "Oh, **that's only** a figure of speech."

Alright, how can you drive your car safely for miles while thinking about something entirely different? Response--"Oh, **that's just** a skill. When it's really important, I have to think about it." I don't know about them, but staying alive is pretty important to me!

Finally, I decided to try something different. Something called pacing! Since their priority was language, my unconscious provided me with an interesting argument that I have found works pretty well. At least they don't have an "that's only..." comeback. While they might not be ready to welcome their unconscious mind with open arms, one can sense a rethinking--a new sense of respect. Here it is!

Webster's Collegiate Dictionary contains approximately 160,000 entries Even if we have only 25% of those words within our vocabulary, that's 40,000 words. The brain is a wondrous machine, permitting us numerous connections among the pieces of information we have stored. Each neuron may be connected to 10,000 or more other neurons. Certainly, some of the paths between bits of information are pretty well "grooved." Such things as prepositional phrases, responses to casual greetings or familiar situations become so habitual that even a conscious choice of the word sequence might come pretty quickly.

But think back to the last time you answered the phone or greeted a friend in the hall. Did you **consciously** decide the sequence of words you would use? Did you actually go through the process of 1) seeing them; 2) deciding that you would or would not greet them; and 3) deciding consciously what you would say to them? No? But, you say, that's **just** a habit--a stimulus/response. O.K.

Let's say that I decide to speak to you about a subject. Consciously, I may be aware of the direction I wish to take, the points I wish to make. But how can I maintain a steady flow of words, several per second, if I must **consciously** select from among the tens of thousands of words at my command? And it's not just the words. The grammar, the voice tone, the facial expression, the hand, arm and body movements that punctuate, clarify and support what I am saying must also be "selected"--by someone.

Try this. Choose a topic. Begin talking about it and notice how often you **consciously** search for a particular word. Now just try to make a conscious choice for each word you use. What happens? Not only does your speech slow down

drastically, but you often lose your "train of thought." That "train" seems to do a pretty good job of transporting those thoughts when we just leave it alone and let what can only be our unconscious mind play engineer.

If you feel particularly brave, you might bring up the contention of Leslie Hart[2] that the brain is not naturally logical. Blasphemy! Yet if we think back over the meaningful AHA's that we've had, how many of them came through a process of logic or analytical thinking? Be truthful now! The examples of Einstein riding a light beam and Kekule dreaming about a snake biting its tail are common. But don't most of our "understandings" come after: 1) immersion in a subject followed by 2) an incubation period during which we sleep or think about something else; and finally 3) the Aha? Could it be that we need to distract our conscious mind because it tends to be too limiting, too bound by rules, beliefs and constructs, too slow? Hart maintains that logic was a creation of the ancient Greeks designed to deal with mathematical concepts. Early man was highly unlikely to have "thought through" the day-to-day problems of survival. Indeed, such issues are dealt with much more efficiently by the reptilian part of our brain--even today. And the reptile isn't capable of logic!

Even as we in education speak of the importance of recognizing individual differences or learning styles, we use those so-called styles to further group and label students. Similarly, we give lip service to creativity while valuing only cognitive processing in our testing. We need only look to ourselves--to our own motivation--to find that unless we are intrinsically motivated by some personal value, we will focus our attention on those things that are valued by those in authority. Unless and until educators truly recognize the immense potential of inviting the unconscious mind's abilities to join in concert with the logic of the conscious mind, their whole mode of teaching will not substantially change.

In the final analysis, the most significant educational change can occur only in the classroom--in the interaction between the learner and the one assigned to facilitate that learning. In those pockets of success found in most schools-those classrooms which are not only effective but joyous, the teacher is the key. While it may, in the long run, pay to expend staff development time and dollars on new textbooks, new technologies, new organizational plans or teaching techniques, the most critical need is for teachers to learn about themselves--and through themselves, about their students.

They must begin to assess their unquestioned assumption that everyone thinks the same way (or should). Only when they experience how differently **they** "think" from others can they begin to accept **different** processing in their students without considering it **wrong**.

Only when they realize that the way they represent information at the unconscious level drives their behavior and defines their understanding, will they begin to appreciate and value those differences in their students and to address them in the teaching/learning process.

The presuppositions and approaches of NLP contain so much of value for the educational community. I can only hope that more and more practitioners of NLP will focus at least some of their attention in those areas.

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Meeting Business at it's Model of the World

By Lucy D. Freedman

Learnings for Consultants

Continuing in our series of articles about the applications of NLP to meet current business needs, this one addresses the recurring concern of how best to introduce NLP to a business audience. Not only are business audiences "different" from clinical or educational ones in their work settings, they are also different in the expectations with which they approach training.

Both clinical and educational audiences tend to value continuing professional education. They also expect that learning new skills may take some time and practice. Most important, they recognize that communication skills are important and can be learned.



Allowing another his truth is a great exercise of wisdom.

Business audiences, on the other hand, generally consider education a sideline, rather than a central part of their work. They don't commit much time to training, and for what they do commit, they want skills transferred to them in immediately applicable form. Their managers want to be able to demonstrate a financial gain as a direct result of the expenditure of time and money on training. Since they generally do not have a background in psychology or human behavior, some of the ideas and practices of any communication skill training seem rather esoteric and sometimes threatening.

While business people recognize the importance of good communication, actually learning to communicate more effectively requires a willingness to receive feedback and to take time in practice that is relatively rare.

Further, if we look at what NLP could really offer to business on a larger scale, most executives (who have the power to initiate a company or division-wide program) are aware that people skills are the key to productivity and quality but the solutions they favor are still focused on business and technical processes rather than interpersonal processes.

The skilled practitioners of NLP and corporate consulting have experimented over the last 10 years or so with ways of introducing NLP to executives, professionals in many fields, and both sales and service personnel. A few have succeeded in using NLP as the frame-

work for larger organizational development interventions. It is our belief that this trend will grow rapidly over the next 5 years or so. It's been easy for NLPers to see how useful NLP would be to business; now business is becoming more interested, so they may have a chance.

In business, the search for early returns often cuts short learning processes. Yet there are ways to utilize the different structure of the business world to maximize benefits to the learner that can be more tangible than most of the training programs now offered in companies. This is where NLPers need to learn more about the technical and business processes that occupy the mental maps of executives.

Rewards of NLP training can certainly be translated into business results if the NLP consultant has taught application-oriented skills and then tracks on-the-job improvements. In Syntax programs in the early 80's, we asked a few hundred engineer - participants to document results of applying the training in the large industrial organization where they worked. They easily showed how selling their ideas more effectively paid off in saved hours, money, resistance, and inefficiency. Yet the larger organization had not bought into the program for itself - the thought was just fix these engineers, not the whole system.

•

"...managers want to be able to demonstrate a financial gain as a direct result of the expenditure of time and money on training."

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Among the most advanced groups integrating NLP with business process improvement is the Tucker Consulting Company in Toronto, Canada. Peter Tucker was first introduced to NLP by NLP Trainer George Newman. By being willing to adopt a large-system frame, providing objective diagnosis, and tying skill training to improvement of manufacturing processes, Tucker is forging a new link between the real benefits of NLP for business and the way businesses define their own success.

One of the biggest complaints Peter Tucker has about NLP training as it is now offered is that it seems to learners to be an unrelated set of techniques, rather than a way to accomplish the interpersonal tasks that are central to a manager's or supervisor's job. On the other hand, when management tries to define the competencies they want supervisors to learn, they come up with a list of tasks such as giving instructions, appraising performance, taking disciplinary action, etc. that are also not efficient ways to define the core interpersonal skills that would allow a supervisor to do all these things well. Yet NLP jargon certainly doesn't make it easy for a learner to see how to apply learnings to tasks. Tucker points out that going in to your boss and saying *"that's a nice set of four-tuples you have on today"* doesn't work particularly well.

The solution Tucker has hit upon has three phases and addresses the whole organization, from overall system improvements that can be measured in business results, to interpersonal skills and processes that each individual can apply.

The first phase, and one that requires skills more along the lines of socio-technical systems analysis or statistical process control rather than NLP, is diagnosis. Some of the areas diagnosed for one of their manufacturing clients included material inventory and usage, internal waste and rework, condition of the physical plant and equipment, planning and scheduling systems, in addition to the kinds of communication issues and corporate culture observations that are more commonly observed by NLPers.

This first phase is one that gains management commitment because it is concrete, observable, technical. It also provides motivation to participate because the concerns are perceived as important and practical, and gives the consulting firm and the client a baseline against which to measure progress.

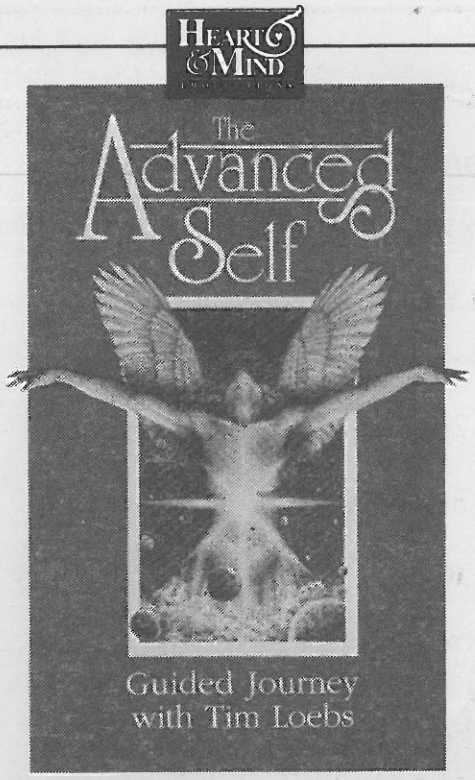
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Who has interesting <u>background - information</u> on the <u>biography</u> of <u>Richard Bandler</u> (NLP Bandler & Grinder) <u>and / or on the history of NLP</u> <u>for a book now being written?</u>

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Phase two is an implementation plan. This plan selects a key issue from the diagnosis and uses it as the frame for skill training. In this particular case, the frame was waste reduction integrated with improving the company's competitive position in the market. All skill training was linked with reducing waste, which meant that interpersonal skills and problem-solving methods taught to supervisors were seen as a clear business need. And the logic that people are required to make process improvements work is unassailable. The implementation plan shows management that all training is thus directed toward legitimate business goals.

The third phase is the actual implementation, through a series of trainings, applications, and follow-up. It may include structural changes in the organization, or as in one case, improvements in the information systems, in addition to training. The breakdown of the training process into three components is where Tucker's design is wonderfully elegant.

"Culture is roughly anything we do and the monkeys don't."

- Lord Raglan

Component 1- Education

In the first component, managers and supervisors learn about what Peter calls the **Teaching / Change Process**. It conveys to them their role as the catalyst for helping others learn and change. He says, "We are convinced that employee empowerment will produce the so-called 'quantum leap' that so many Western companies are seeking. Through the medium of NLP, we know that we can solve that equation more effectively than any other method in use today." In this phase, positive influence methods and framework for understanding and managing change are taught. The participant is thus equipped as a change agent before being asked to get employees to change their behavior.

Given that personal change by the employee might be based on a number of factors other than the work environment, many "pure NLP" skills can be legitimately taught. For example, in one case, a supervisor needed to start his day differently - having breakfast cooked for him totally changed his viewpoint and behavior, shifting him from an abusive, expletive-tossing guy who took twice as long as necessary to get a machine back on line, to a more gracious, goal-oriented, more efficient supervisor. The use of NLP change techniques allowed this to surface, as contrasted with numerous trainings that would never discover that breakfast changed his whole outlook.

People are more complex than simple answers provide, and only by providing diagnostic skills can their uniquenesses be utilized. Techniques such as storytelling might be included as well, with practice in constructing metaphors that will have an impact for the specific industry and specific jobs involved.

Componet 2- Training

The second step of this training phase is to give managers and supervisors specific change techniques under the heading of **Decision-Making / Action Taking System**. Such tools are already widely used in companies, in the form of decision trees, analytical models, group problem-solving methods, and statistical process control, Kaizen, etc. Where a company already uses some of these tools, the consulting intervention can be made to dovetail nicely with them, pacing the existing mindsets and leading to increased effectiveness with these tools. Alternatively, the consultant can provide new tools that suit the type of improvements that the company wishes to make to increase its strategic advantage in the market.

One of the benefits of teaching the change process in the first component and change tools in the second is that the participant group - supervisors and managers - then "own" the methods and can employ a fair amount of latitude in how they use them, making them responsible for the results they attain.

Componet 3- Application

The third component of training is **on-the-job application and feedback.**

Either returning to the classroom after an application interval, or through coaching on the shop floor, participants demonstrate how they are fostering the change process and receive feedback and reinforcement. Not only are the skills and the ability to use the decision-making / action taking models reinforced, results begin to show up and supervisors get credit for successes.

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"Rewards of NLP training can certainly be translated into business results if the NLP consultant has taught application-oriented skills and then tracks on-the-job improvements."

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Calling this series of training steps, **Education, Training, and Application**, Tucker notes they are "using the method to teach the method, therefore the foundation of communication is built ino the process, not taught as a separate unit." The intent is that after the program, participants have "acquired the habit of goal setting, change, and improvement in an automatic and natural way. Their ability to display what has been learned does not depend on cumbersome checklists or complicated routines. Yet they know they are in control and have the capability and desire to do all that is required to be successful."

In such a situation, there are almost unlimited possibilities for continuous learning and coaching, as supervisors discover the many variations in learning and motivation among their subordinates. Personal growth becomes a desirable byproduct, and addresses the modern-day workforce's desire for self-improvement in their jobs.

This approach, then, brings together three main elements to provide an appropriate and powerful intervention: the nature of the business in business terms, continuous improvement tools known and increasingly respected in industry, and NLP skills for personal and interpersonal learnings.

The philosophy of Tucker Consulting is presented in a formula, $E=PQ^2$, meaning "Employee Empowerment equals Profits and Quality Squared." They believe that to deliver corporate goals, you have to bring change to the level of individual outcomes. As Peter puts it, "The first chunk is always about Public Enemy Number One: the person you see in the mirror each morning. Work with that one first, and there's no limit to the results you can produce with others."

This logic has seemed clear to many who want to bring NLP benefits to enterprise. Tucker Consulting is a pioneer, having learned by experience that it ain't as easy as it looks to make NLP benefits apparent to the managerial mind. Perhaps this is why they call their services "NeuroLogic Learning Programs."

Can more of us learn to be "neuro - logical" in real business terms? Only by continuing to learn from the world of the customers we want to serve. And by teaming up , so that we can combine our knowledge and skills of the more mainstream, accepted change tools of business, our familiarity with different industries, and our creative ways of designing and teaching NLP, so that we bring to the client the best of many interlocking approaches.

Lucy D. Freedman is president of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people, and trainers in communication, coaching, and consulting skills. Lucy is on the Board of NA/NLP and is a past director of the ASTD (American Society for Training and Development) Neurolinguistics Network. Syntax offers a Trainer Institute twice a year. Address: Syntax, PO Box 2296. Los Gatos, CA 95031. Phone: (408) 395-0952.



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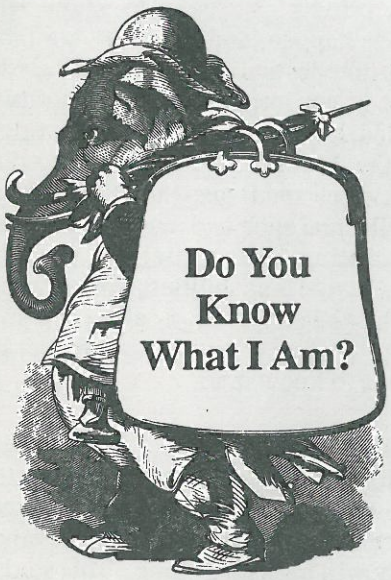
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Smart Stuff-
"Maps" Of Learning: A Look At Learning Styles

By Diane Famiano Lutzinger

Last month, we looked at a way of **literally** "mapping" content or information, drawing a visual representation memory. This month, the term "map" will refer to different learning styles or cognitive styles. Although many people use the same term--learning style--they are often referring to very different behavioral and cognitive components and a variety of definitions. It seems the research in learning styles is like the blind men in the fable about the elephant. Each study tends to focus



on a part of the whole and therefore cannot give a definitive picture of the issue. The purpose of this article is to stimulate your curiosity about what learning styles are, which models may fit with what you already know and how NLP can overlay and augment other models.

My goal is two fold. Those of you who are passionate about learning, as I am, need to be aware of who and what else is "out there." By recognizing other theories, we (NLPers) need not think we have the "one right way" of learning assistance and can dovetail with other very good models. In this age of information and networking, we can all accomplish "more with less" if we coordinate our efforts. Then we can make the difference with learners, my second goal.

Generally speaking, learning styles are the different ways in which learners collect, retain and recall information in useful ways. Learning style refers to a person's preferred way or mode of responding to stimuli in the context of learning. Thinking skills or the ability to acquire knowledge and learn effectively in any situation is our aim in teaching people how to learn. A person's learning style is a major component in this process.

Using a learning style framework in the classroom helps the student develop respect for individual differences. It also is compatible with the NLP presupposition "The meaning of the communication is the response it elicits." As Carol Marshall puts it, "If students don't learn the way we teach them, then we will teach them the way they learn." And adds that if they learn how they learn, they can teach themselves. This is especially important if you agree with some educators that learning disabilities are created by NOT taking into account the individual differences.

Pat Guild, author of *Marching to Different Drummers*, advises using several different models and I agree. What NLP has recognized all along is that flexibility and feedback let you know if your "model" is the right one for the job--that is, is change (or learning) happening? And if not, what can be done differently? Different models have been developed over the years by people trying to find "the one right way" or focussing on a "piece" of the puzzle. The Learner's Edge teaches a synthesis of several models and theories, including NLP, because many models have **something** to offer. No matter what critics say about learning styles, all would probably agree that people do NOT learn in the same way, period.

Well known theories and instruments of learning styles are the Murphy-Meisgeier Type Indicator for children (MBTIC) and the Myers-Briggs Type Inventory (MBTI) for teens and adults. These are based on the work of Carl Jung and Isabel Myers and her daughter, Katherine Briggs. The essence of the theory is that behavior in humans occurs in patterns which are consistent and are based on the way people prefer to use their "perception and judgment." They measure attitudes toward life and how they prefer to process information.

Four dimensions are measured on bipolar scales:

Extraversion----------Introversion

Sensing----------INtuition

Thinking----------Feeling

Judgment----------Perception

Each individual has a preference for one of the attitudes (E or I, J or P) and functions (S or N, T or F). The MBTI and MMTIC are self-report instruments in which a person is "asked to choose his or her preferred response from two choices, neither of which is right or wrong." A combination of four scores gives a description of one's psychological type. Knowing one's psychological type offers explanations for patterns of communication, learning, management, and relationships.

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To address the 16 types is beyond the scope of this article. However, four combinations of two of the measures can provide a glimpse of the information indicated through Myers-Briggs learning styles. For example, an **SP** learning style (refer to chart above) can be described as a performer, adventurer, active, spontaneous, and moving. This is the style most misunderstood and possibly most diagnosed as Attention Deficit Disorder (ADD). According to Kiersey and Bates in *Please Understand Me,* this group represents 38 percent in the ordinary classroom, but is least represented in higher education. The typical classroom does not use enough physical involvement and hands-on learning for this child.

This student will prefer music, drama, art, mechanics. He or she will like change--the ones complaining loudest about lectures being "boring!" Routine is deadly. Paper and pencil work is not "his thing." Interaction and visual learning is more to this types' liking. Many drop out and seek action elsewhere or act out, being funny or flighty in class, annoying the teacher and entertaining the other students. **This is the AT RISK student.**

One student, Dale, almost dropped out of high school because he was struggling so and the curriculum seemed irrelevant. He hated sitting in a classroom and much preferred to "hang out" with local area bands. His family thought he was just "going downhill" and would never "make anything" of himself. What actually happened was that Dale taught himself lighting and sound technology, just by **watching and doing.** He went on to have a career as a "roadie" (light and sound guy) for big rock bands for several years, then got a permanent job with a city auditorium for 6 years and is now moving up in the computer repair business. He is very happy, productive, and **smart,** even though his scholastic records do not reflect how intelligent he actually is.

SJ Learners

The **SJ** learner is the ideal student, especially since two thirds of the teachers are SJs. This child is dependable, reliable and is the one with "good study habits" typically. They like clear directions and preparation, but do not thrive on long term, independent projects. With facts and procedures, this student is comfortable, but doesn't care for being asked to guess or improvise. "The SJ child thrives on stability."

My step-daughter is just this kind of student. She is on time or ahead of time with her assignments, IF they are clear and structured. The only ones she leaves to the last minute are long-term creative projects. She is the queen of trivial pursuit, collecting facts and data, and even **chooses** to attend my weekend NLP training seminars just because she is curious. She makes excellent grades and is a teacher's dream.

NT Learners

Children with the **NT** combination strive to be competent. They want rules and principles, seeks to know **why** things happen, and generally are filled with intellectual curiosity. If this student is not inspired or his curiosity is stifled, he may forego his homework or follow through on projects. According to Kiersey and Bates, "the NT can be an intellectual snob and may need help appreciating other qualities besides intellectual capabilities, for example, social skills." She may also have difficulty setting priorities, because she wants to know it all.

Tad was an NT child. He was very serious and could carry on intellectual conversations with anyone, constantly asking why and seeking relevance. Play was a waste of time. This student graduated from SMU Cum Laude in 2 and a half years. However, he was not a balanced individual, spending very little time in recreation. Not all NTs are this focussed, but their intellect and knowledge seeking will be a driving force.

NF Learners

NF children are in search of a sense of self, to answer "who am I" and tend to be idealistic, charismatic, and empathetic. They thrive on personal attention and positive "strokes," but shrivel in the face of hostility, conflict

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or sarcasm. Cooperation rather than competition suits an NF. Like a turtle, the NF will "pull into his shell" if confronted with too much negativity. These children learn through discussion, role play, fiction and prefer "people" subjects.

I'm an NF and I can learn just about anything...now. Under the pressure of traditional, competitive, negative feedback classrooms, I struggled. I shone in my psychology classes with the caring professors who "understood" me, but my reaction to the sarcastic philosophy professor was just to go "tharn." (Tharn refers to a state of fearful inaction as seen in the rabbits in the book *Watership Down* when their world was being shaken.)

The above descriptions are just tips of icebergs regarding type or learning style. Pat Guild the author of, *Marching to Different Drummers*, and *No Sweat, Using Your Learning Style to Be a Better Student*, explores the impact of learning style (MBTI type) on skills like organization and test-taking. By teaching the students their own styles, they begin to feel in charge of themselves. They gain confidence in their strengths and learn diverse strategies for coping in different situations. Only then, with knowledge of themselves, can students be empowered to take charge of their own learning.

When we are able to empower students with this knowledge, everyone's job becomes easier. It's truly a win/win. Knowing how you learn can be a reframe. That is, "I'm dumb in school" changes to "I learn through action or manipulatives." Learning style is not an excuse for behavior, but a way of understanding different needs. According to Pat Guild, "We're beginning to be a little bit clearer about the difference between learning style and intelligence--people who have different styles **can be equally intelligent.**"(Emphasis mine.)

Some NLP trainers recognize how type patterns fit with metaprograms or sorting styles. Eric Jensen in *Superteaching* blends NLP modalities and other learning styles quite clearly. By understanding the combination of modalities, metaprograms and other learning styles, the teacher or trainer can more easily tap motivation, curiosity and create a positive learning state. As one teacher who learned about NLP and styles said, "I've always known about learning styles and strategies, but what is **new** for me is recognizing, tracking and installing them for kids or adults. **It's getting your brain to do what you want it to.** Many of the things you've discussed I've been doing all along. The **difference** is you have made me more aware of what **actually happened that made a learning experience work."** Her 4-year old learning disabled daughter said, "It's like finding the key to the lock that was on my brain." Now that is empowering!!

Teachers and trainers realize that more success for students creates more success for themselves and lower stress. Some teachers first hearing about learning styles feel overwhelmed thinking they might have to attend to so many different variables in a class or training group. However, only a small percentage will need to be **specifically** attended to if one creates an environment that appeals to many. In a class of 30 students, only between two and six learners need to be "retaught" through their specific strategy and style. Flowing in and out of differences will give students an opportunity to feel understood and will give them an opportunity to stretch their own style. As anyone who has read my articles will remember, "pigeon holes" is not the answer I advocate. Expanding to reach various differences will give more people an opportunity to learn more easily.

Next time, I will give an overview of several other models of learning styles considered valid in the educational community. These will include the 4MAT System and the Dunn and Dunn model, which address teaching styles, the environment and the curriculum. Anyone having comments, questions, or case studies is again invited to write to The Learner's Edge and share their knowledge through this column. It is my hope to be a resource for teachers, counselors, and trainers and I am sure

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there are many people who have much to offer in this area. Let me hear from you!

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Diane Famiano Lutzinger, M.A. is President and Developer of The Learner's Edge Programs for students and teachers. She is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education and has taught internationally and on television. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA or phone (214) 471-1668

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Teachers Learning From Teachers

By Gerry Waller & Rex Steven Sikes

Can you remember attending workshops when you were ready and willing to learn -- yet the trainer failed to hold your interest? Then, can you remember other times when learning felt totally energizing, not necessarily easy, but highly motivating? When a seemingly unimportant point became the one that brought a level of complete understanding? When your mind seemed to have no limits?

Both trainers and participants need to know the elements that make the difference between the first and second experience. Last month, we discussed some of the methods we use as trainers to help participants achieve the most valuable learning experience possible. In this article, we turn the tables around. We'll examine what happens when we attend other trainers' workshops: how do we shape our own learning experience?

Based on our involvement in various workshops, we've come up with some simple, effective ways for participants to approach learning.



BE CONFIDENT ENOUGH TO APPROACH THE LEARNING EXPERIENCE AS A NOVICE

When attending other trainers' workshops, pay close attention to their style. How do they use humor? Illustrations? Demos? Examine their knowledge of the topic, the sequencing of material, how they chunk and use metaprograms in both presenting information and answering questions. Learn by modeling what works for others.

Most importantly, don't turn off if you are already familiar with the content of the workshop. Instead, assume the role of the eager novice, so that you can remain excited about the learning process. Often new information is concealed within the old; delight in the dig for fresh ideas.

ACCEPT FULL RESPONSIBILITY FOR THE LEARNING EXPERIENCE

Trainers are responsible for helping participants achieve valuable learning experiences. Just **how** valuable is up to the learner. As learners, the time and money spent on workshops represents an investment. You can get your money's worth by fully participating and maintaining a positive attitude. Afterall, you get what you expect to get.

PROVIDE AN EXAMPLE FOR OTHER PARTICIPANTS BY BEING AN ALERT, ATTENTIVE LEARNER

Nothing is more difficult for a trainer than the uninvolved learner, that black hole in the middle of the room who drains the energy of nearby particpants.

Show your support for the presenter by maintaining eye contact, asking questions and fully particpating in the workshop. The payoff is obvious -- energy is contagious.

SET GOALS FOR YOURSELF AND KEEP THE TRAINER ON TRACK

How do you know when you've really learned something? If you leave the workshop thinking you've "got it" when you haven't, you'll probably feel cheated later.

A useful rule to determine your progress is: keep checking! Check with yourself by comparing the new material with what you already know. Check with your trainer and the other participants by contrasting their understanding of the topic with yours. Ask questions. Then determine how you can "get it" again, perhaps in a different way.

You're in charge of meeting your goals. Keeping the trainer on track is your responsibility. Let the trainer know your individual needs and expectations; however, don't be unreasonable. Be ready to accept the possibility that your expectations for learning are outside the scope of the workshop.

ALLOW CONFUSION TO BE A MOTIVATOR TOWARD ACHIEVING UNDERSTANDING

Current approaches to learning, such as accelerated learning techniques, often produce discomfort and confusion. Participants need to feel comfortable with these feelings.

Recognize confusion and frustration as a sign post that illumination is ahead. Trust that your brain is working on delivering an answer. With this attitude, confusion isn't discouraging, but encouraging.

COMMIT TO "UNPACKING" THE LEARNING AFTER THE TRAINING PROGRAM

Once the workshop is finished, it's up to the participant to continue the learning process by reviewing their notes, the training material and by practicing the skills developed in class.

Part of receiving the most value for your money and time is by implementing the new knowledge and skills. What's the value in an audio or video tape that participants purchase but don't play? Or exercise books that participants read without engaging in a single exercise? If you don't commit to practicing and using the skills, they're not a reality for you -- they're play acting.

Set up a practice schedule and make a commitment to use what you've learned every day. Will MacDonald, an accomplished "Master Trainer" described to one of the authors how he has set in motion a daily NLP practice schedule for 6 years. If Will continues each day to enhance his skills, why should we expect any less from ourselves?

Certainly there are many other approaches to learning than those described here. Our intention is not to supply an endless list, but to help trainers and participants examine how their attitudes and actions can contribute to a positive learning experience.

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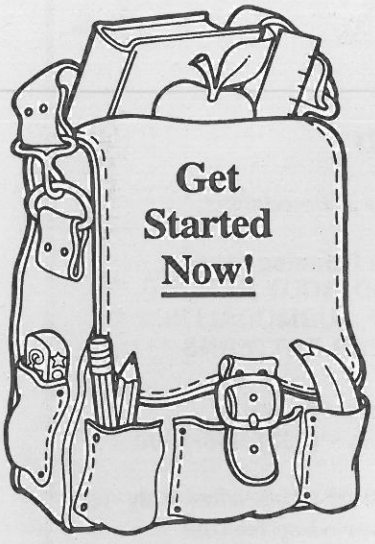
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Both Gerry and Rex can be contacted through Productivity Resources Organization, Park Ridge, IL or by phoning (708) 825-7761.





Years ago, I worked at an office building which was surrounded by many large beautiful trees. In the fall, the tree leaves would find their way to the ground and blanket the sidewalks with their multi-colored spelendor. One day, I watched as a very intense young man used a large gasoline powered blower to blow the leaves off of the sidewalk and into the street. The blower was apparently as heavy as it was noisy, and the young man was obviously "working hard" to keep the sidewalks clean. That night, as the fall winds blew, a few new leaves would drop from the trees and onto the sidewalk...but then, all of yesterday's leaves would also blow back up onto the sidewalk. The next day, the worker was out again with his new modern contraption, having to blow even more leaves into the street! If only someone had given this poor soul the proper tool, like a rake and a leaf-bag...

Having the proper tools available makes makes almost every job easier and an individual more effective. This also applies to the job of Learning. We think that the summer is an excellent time to begin gathering the proper tools for the fall when students traditionally go back to school.

So, this month, *Anchor Point* is saluting Learning and Education both with this issue -- and with a special DISCOUNT FOR SUBSCRIBERS ONLY. All current subscribers can order the following books and receive a 15% discount off the cover price. **You must use the attached orderform and all orders must be postmarked by August 15, 1991 to receive this special discount.** Now is the time to polish your skills for the upcoming school year, so order today.

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Not Pulling Strings: by Joseph O'Connor, 167 pages, $9.95

This book explains how NLP and Alexander Technology can improve the teaching, learning and performance of a musical instrument. Learn the integration of language and body awareness for performance excellence The following is a excerpt from the Sept. 1989 *Anchor Point* book review:

"The subtitle of this book, *A Book About Instrumental Teaching and Music Education*, may limit the number of people who would pick it up off the shelf. In actuality, this is a very fine book about learning -- one of the finest that I have read in some time. The book also explores the application of NLP to teaching. There are so many gems in this book that is is difficult to mention them all in one brief review. I would strongly suggest that you pick up a copy of this fine book and discover all the additional gems yourself. I found this book difficult to put down once I began reading it."

Righting the Education Conveyor Belt - 2nd Edition: Michael Grinder, 231 pages $17.95

A comprehensive NLP workbook for teachers at any level. This book outlines patterns of excellence, tecniques for classroom management, and tips on personal wellness for all educators The following is a excerpt from the March 1990 *Anchor Point* book review:

"This is a must for teachers who want to become more effective in reaching students who don't fit the statistical norm. Merely reading the material will undoubtedly make a difference in your teaching approach and if you take the time to complete the exercises and fill out the worksheets, your success rate as a teacher will surely increase as will your satisfaction in teaching."

Thinking Changing, Rearranging: Improving Self-Esteem in Young People: by Jill Anderson, 66 pages $7.50

A guidebook to help children wipe out negative self beliefs ("junk thought") and build self-esteem. Based on principles of NLP and Rational-Emotive Therapy and filled with exercises and illustrations. The book is designed as a 6-week course. Both teachers, parents and students will benefit from the skills they will receive for dealing with everyday problems.

Hassle-Free Homework: by Faith and Cecil Clark, 262 pgs. $8.95

Hassle-Free Homework is a 6-week plan for parents and children to take the pain out of homework. It is packed with tips, how-tos, resources and valuable information for the parent, student and the educator. The information is synthesized from the latest research and innovations in education and psychology and it provides a much-needed new perspective on an old subject. The folloing is a excerpt from the June 1990 Anchor Point book review:

"As an education specialist, consultant and constantly curious learner, I loved the resources in the back of the volume. An enormous amount of information a parent might need to help his/her child is contained in the Clarks' very readable book. Open to any page and glean ideas that will help students feel better about their homework. Parents must be prepared however to spend the time to learn for themselves, to coach and keep a homework journal. For some this might be a challenging task, but I can assure you that these techniques DO work and will be worth the effort for the 6 weeks start up, to a future of hassle-free homework and learning ease!"

Classroom Magic: by Linda Lloyd, 150 pgs. $14.95

This workbook consists of text, illustrations and lesson plans that show teachers and parents advanced communication and linguistic techniques for classroom use or home schooling. The author advances the concept that we are our beliefs and our behavior and learning hinges on those beliefs. Specific methods are given for applying the most advanced communication and linguistic technques. This text is written as a 38 week curriculum for both teacher and student. Parents find this book invaluable to teach their children everyday concepts and skills such as "cause and effect" and goal setting in creative new ways. This book enables you to: 1) enhance perception in yourself and students; 2) speak directly to the unconscious mind; 3) promote profound and lasting behavioral change; 4) deal effectively with special learners; and 5) have more fun while teaching.

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NLP, PSYCHO-NEUROLOGICAL ANCHORING AND TCM

By David Orman & Deena Margetis

Sometime ago, we presented the technique of Psycho-Neurological Anchoring (*Anchor Point*, March 1991). Essentially, this method is the combination of anchoring and acupressure. This combination enables rapid changes to occur at both a physical and an emotional level. This method can be utilized by both the practitioner and the patient at will. To repeat the steps of Psycho-Neurological Anchoring:

1. Have the client access the desired experience as powerfully as possible in a specific context.

2. Insert a stimulus (touch) at the moment of fullest express or most intense response.

****When inserting the stimulus, touch at a specific acupressure/acupuncture point.**

In using this method and looking for additional improvements, we have encountered additional information from Traditional Chinese Medicine (TCM) to further enhance this method. We will begin by presenting Chart A:

Though the last 2 columns are essential to healers such as acupuncturists and reflexologists, they are not pertinent to this paper. As such, they will not be addressed. For those readers interested in such topics the texts *The Web That Has No Weaver* by Ted Kaptchuk or *The Foundations of Chinese Medicine* by G. Maciocia will be useful.

In TCM, there exists the concepts of unity and relativity. To summarize, all is one and has a relationship with each other. One cannot separate, for example, the physical from the emotional. Western science and medicine is slowly beginning to accept what was know for 1000's of years.

With the aforementioned information (Chart A), a practitioner can utilize this information in a variety of ways. First, we will address the ORGAN-EMOTION relationship. Specific emotions are associated with specific organs and imbalances within the organs are a result of emotional disharmony. Thus, if a patient complains of, for example, lung problems (symptoms = cough, congestion), the practitioner can utilize various techniques focusing in on grief. S/he can anchor a desired emotion/behavior (in place of grief) along the lung meridian. (For many practitioners, some homework will be involved to identify a point along a meridian, but the benefits will soon be apparent.)

The second concept involves the COLOR-EMOTION-ORGAN correlation. The practitioner can use this information in a variety of creative ways:

1. The practitioner can ask the patient to visualize that color associated with the desired emotion while applying a Psycho-Neurological Anchor.

2. The patient can visualize that specific color entering a certain point, organ or context in which the change is desired.

The possibilities for "color therapy" and NLP/Hypnosis are extensive.

One of the positive aspects of NLP is the built-in flexibility. Though the techniques need to be performed with specific guidelines being followed, NLP can be incorporated into various modalities such as TCM. Psycho-Neurological Anchoring is one such idea. The goal is to create a balance and sense of harmony at all levels.

David J. Orman and Deena Margetis are both Certified Clinical Hypnotherapists as well as Practitioners of NLP. They are in private practice in the Greater Washington, D.C. area specializing in habit control and psycho-neuroimmunology.

CHART A

ORGAN	EMOTION	COLOR	SENSE ORGAN	"FLOWER"
LIVER/ GALL BLADDER	ANGER	GREEN	EYES	FINGER& TOE NAILS
KIDNEY/ BLADDER	FEAR	GRAY	EARS	HEAD HAIR
SPLEEN/ STOMACH	WORRY	YELLOW	TONGUE	MOUTH/GUMS
HEART/ SM.INTESTINES	JOY/SADDNESS	RED	SHEN	COMPLEXION
LUNG LG.INTESTINE	GRIEF	WHITE	TOUCH/ SMELL	BODY HAIR

BOOK REVIEW

No Experience Necessary: Techniques to Succeed in Today's Telemarketing
By : Scott Nelson

Meta Publications: Cupertino, CA, 1990 12.95

If you are selling a tangible product by using the telephone, you may find some interesting tips in this book by Scott Nelson. If you are selling an intangible product, this is probably not the right book for you. If you know nothing about NLP, it will be tough going, especially in Chapters 3, 4, and 5.

You see, there's something nagging me about this book. I can't get rid of the notion that it's aimed in the wrong direction. It's obvious, for example, that Scott Nelson knows what he's doing. The evidence is in his Forward, which is very cleverly written using a multitude of sophisticated NLP techniques and strategies.

The problems arise because of the audience which he purports to address: the beginning telemarketer. Unfortunately, the novice in any field of sales is constrained because the fundamentals must be learned first. There is no way around this. And the professional must return to the fundamentals periodically in order to maintain the foundations of that skill.

No Experience Necessary has, it seems to me, the hallmarks of an after-market item; that is, it is the kind of thing sold at the back of the room after a seminar for all the people who didn't take notes. This is a good set of notes, but it is **not the basics of selling.**

My main caveat is that there seems to be a feeling abroad *that being able to talk in a consistently arcane form of gibberish is somehow akin to personal power.* Learning NLP, like learning any other discipline, is an opportunity to learn an entirely new vocabulary. Mistakenly, we begin talking in it wholesale, and forget to tune in ("calibrate") to the experience the other fellow is having. Result: missed communication.

Mr. Nelson has, I'm afraid, fallen victim to the dreaded lingo disease. To complicate things, he insists upon introducing NLP terms, and -- for the most part -- defining them later on. This is enormously distracting. A novice telemarketer, especially one ignorant of NLP, will almost certainly be cast adrift because of this.

The potential here for creating a great number of errors and mistakes in learning, and thus experiencing a massive amount of frustration and discouragement is, I'm, sorry to say, much too high. The techniques are far too sophisticated for the context of an introduction to successful telemarketing. If you don't know a simple procedure for overcoming or bypassing a half-dozen common objections, you haven't got a prayer of being able to use an embedded command or an auditory anchor to get the results you want.

So, is there anything here that would make it worth your while? Yes. If you have some NLP training, some familiarity with the jargon, and the ability to tweak the parameters of selling fundamentals for your own use, then you might have a chance at gathering a couple of useful skills, techniques, and tools for your own personal sales kit. Like they say, it depends on what your outcome its.

Reviewer Donald Powell, M.A. may be reached at the Sceptre Research Group, 964 Tourmaline Street, San Diego CA 92109. Phone (619) 270-5376.

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The Structure of Magic - Vol. I/ Bandler and Grinder	____ @	12.95	_____	*
The Structure of Magic - Vol. II/ Bandler and Grinder	____ @	12.95	_____	*
Therapeutic Metaphors/ David Gordon	____ @	12.95	_____	*
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Virginia Satir: The Patterns of Her Magic/ Steve Andreas	____ @	12.95	_____	NEW***
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Video Tapes (For VHS-PAL format, add an additional $25.00 Per Tape Ordered)

Aligning Perceptual Positions (82 min.)	____ @	$75.00	_____	NEW***
Changing Beliefs (104 min)	____ @	85.00	_____	
Eliminating Allergies (55 min)	____ @	50.00	_____	
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Future-Pacing:Programming Yourself to Remember (79 min.)	____ @	65.00	_____	
Home Study Guide (109 min. & 160 pg study manual)	____ @	95.00	_____	
Making Core Change (83 min)	____ @	65.00	_____	*
Six-Step Reframing (70 min)	____ @	65.00	_____	
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Virginia Satir Videos

Family Relations (67 min.)	____ @	$85.00	_____ NEW***
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Divorced Parents and Children	____ @	85.00	_____ NEW***
Blended Families (49 min.)	____ @	85.00	_____ NEW***
Entire Set of 7 Satir Videos	____ @	560.00	_____ NEW***

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Isle of Pleasure: Path to Sexual Fulfillment (6-Tape Set) (HETERO orientation. will be shipped unless you otherwise specify Lesbian)	____ @	$89.95	_____ NEW***
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Coming Events

ACCELERATED LEARNING INSTITUTE OF NEW ENGLAND
79 Westchester Road - Newton, MA 02158 (617) 964-0160

Jul. 16	PhotoReading Begins

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

Jul. 19	Intro to NLP (Bern, Switzerland)
Aug. 11-18	Ericksonian Hypnosis Certification (New Paltz, NY)
Sep. 22	Intro to NLP (New York City)
Sep. 28-29	NLP Couples Communication Workshop (New York City)
Oct. 6-12	NLP and Ericksonian Hypnosis Certification (Morscharch, Switzerland) Contact Peter Gasser 061-301-17-58
Oct. 26	NLP Practitioner Training Begins (New York City)

ADVANCED NEURO DYNAMICS
1001 Bishop Street, #702 - Honolulu, HI 96813 (808) 521-0057

Jun. 23-26	Integrity of Loving (Hawaii)
Jun. 27	Huna Intensive (Hawaii)

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

Aug. 23	Basic NLP I
Sep. 6	Practitioner IV
Sep. 13	Basic NLP II
Sep. 20	Huna Training Begins
Oct. 4	Basic NLP I
Oct. 11	Practitioner V
Oct. 25	Basic NLP II

THE CHANGEWORKS
P.O. Box 5909 - Bend, OR 97708

Jul. 29	Lifethemes - Ericksonian & NLP Styles of Working with the Enneagram

DYNAMIC CHOICE
3116 Kimlee Drive - San Jose, CA 95132 (408) 243-0626

Jul. 13	PhotoReading Begins
Aug. 17	PhotoReading Begins
Aug. 24	PhotoReading Begins (Los Angeles)
Sept. 28	PhotoReading Begins

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

Jul. 2-6	Belief Systems and Health
Jul. 8-10	Pathways to Leadership: Meta Leadership Skills
Jul. 22	Dynamic Trainers Training Begins
Aug. 13	Master Practitioner Certif. Begins

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

Jul. 8	Imperative Self Analysis Certif. Begins
Oct. 10	Imperative Self Analysis Certif. Begins

INTERNATIONAL TEACHING SEMINARS
1 Mulgrave Roase, London NW10 1BS England 071 923 3282

Jul. 11	How to Increase Self-Confidence
Jul. 13-14	Making Relationships Work
Aug. 27	How to Be More Creative
Sept. 19	How to Present Yourself Professionally
Sept. 26	NLP Practitioner Training Begins
Oct. 17	How to Influence with Integrity
Nov. 20	How to Build a Better Future
Dec. 12	How to Have a Good Time More of the Time

INTERNATIONAL NLP VII
Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891 or (800) 633-4891 or(813) 595-0040 FAX

	Training in Lake Titisee, Black Forest, Germany
Jul. 1-10	Pract./Master Practitioner /Trainer Training
Jul. 11-20	Hypnosis Training Begins
Jul. 11-20	Technician or Clinical Applications Training
Jul. 22-26	Basic Business Applications

THE LEARNER'S EDGE, INC.
12830 Hillcrest Rd., Ste 111, Dallas, TX 75230 (214) 401-2906 or (800) 234-4853 or
725 Twin Brooks Court, Marietta, GA 30067

Aug. 17-18	Sorting Styles with Maryann Reese

LEARNING STRATEGIES CORPORATION
900 East Wayzata Blvd., Wayzata, MN 55391 (612) 475-2250

Aug. 9	PhotoReading Inst. Training Begins
Aug. 10	PhotoReading Begins
Oct. 11	PhotoReading Inst. Training Begins
Oct. 12	PhotoReading Begins

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

Aug. 5-29	Journey into Magic: Modeling Shamans of Bali
Aug. 5-20	Mapping Cultural Excellence Modeling Program (Bali)
Aug. 10-31	Trainer Training (Bali)
Aug. 10-31	NLP Master Practitioner Training (Bali)
Aug. 10-31	NLP Practitioner Training (Bali)

METAMORPHOSIS
2302 North Avenue, Suite 3 (303) 245-3235

Jul. 2	Strategies: The Structure of Subjectivity
Aug. 6	Meta-Programs: Sorting Styles
Sep. 3	NLP Techniques & Skills: An Introduction
Sep. 12	Communication Elegance

THE MIDWEST INSTITUTE OF NLP
702 West Colfax, South Bend, IN 46601 (219) 232-9636 or (800) 235-7210

Jul. 12	PhotoReading Begins
Jul. 26	PhotoReading Begins
Sep. 14	Two-Day NLP Seminar
Sep. 27-29	Systemic Thinking Skills in Leadership
Sep. 30	Stimulating Innovations in Organizations
Oct. 5-6	Two-Day NLP Seminar
Oct. 19	Two-Day NLP Seminar

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

Aug. 9	PhotoReading Begins
Oct. 26	PhotoReading Begins

NEW PATHWAYS TO LEARNING
1183 S. Monaco Parkway - Denver, CO 80224 (303) 758-6361

Aug. 5-11	Peak Performance Teaching (Park City, UT)

Coming Events

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

Jul. 20-29	Residential Ericksonian Hypnosis Training
Aug. 3-7	The Mind Body Connection - NLP & Feldenkrais
Sep. 21	One-Day NLP Overview
Sep. 24	Beyond MP Training Begins
Sep. 27	Master Practitioner Training Begins
Oct. 1	Evolving Your Self Begins
Oct 5-6	Intro To Ericksonian Hypnosis
Oct. 11	Practitioner Training Begins
Oct. 26	PhotoReading Begins

NLP OF ARIZONA, LTD.
P.O. Box 2800-291-Carefree, AZ 85377 (602) 252-4840

Jul. 20	Master Practitioner Training Begins
Aug. 5-11	Life Line Therapy & Integrative Behavioral Patterning

NLP AWARENESS CENTER
501 Main Street - Toms River, NJ 08753 (908) 240-0745

Jul. 15	Hypnosis Certification
Aug. 3	PhotoReading Begins
Aug. 18	NLP Introduction
Sep. 6	Practitioner Training Begins

THE NLP CONNECTION/NLP PROFICIENCY ASSOCIATES
P.O. Box 7818 - Santa Cruz, CA 95061 (408) 425-361495061

NLP of Southern California - Los Angeles (213) 254-3841

Jul. 26	Free NLP Introductories (Los Angeles)
Sep. 28	NLP Practitioner Certification Begins

The NLP Connection - New Orleans (504) 891-1212

Jul. 26	NLP Master Practitioner Certification Begins

NLP INSTITUTE OF CALIFORNIA
P.O. Box 12 - Felton, CA 95018 (408) 335-3858 (800) 767-6756

Oct. 4-7	The Aligned Self

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

Jul. 11	Trance-Formations
Jul. 23	Free Introductory Evening
Aug. 14	Free Introductory Evening
Sep. 10	Free Introductory Evening

NLP LEARNING SYSTEMS
4050 W. Park Blvd., Ste. 102 Plano, TX 75093 (214) 596-7841 or (214) 980-6887

Jul. 13	The Sales Game (NLP in Business and Sales)
Jul. 19	12-hour Belief Change Workshop
Jul. 19	NLP in Action Begins (Irving, TX)
Aug. 1	NLP in Action Begins
Aug. 16	NLP in Action Begins
Sep. 19	NLP in Action Begins
Sep. 20	NLP in Action Begins (Irving, TX)
Sep. 20	12-hr. Belief Change Workshop
Oct. 12	The Sales Game Begins
Oct. 18	NLP in Action Begins

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

Aug. 7-23	Human Design Engineering Certif.

NLP OF SW MICHIGAN
2318 Outlook St. - Kalamazoo, MI (616) 345-2740

Jun. 12	June Workshop for NLP (Changing Beliefs)

NLP TRAINING INST. OF LOS ANGELES
28172 Rey De Copas - Malibu, CA 90265 (213) 457-6006

Jul. 26	Practitioner Certification Begins

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

Jul. 6-7	Summer NLP Foundation Skills Certif.

POSITIVE PROMOTIONS
5975 W. 39th Place - Wheat Ridge, CO 80212 (303) 427-1114

Jul. 27	Men and Women Together

PRODUCTIVITY RESOURCES ORGANIZATION
22 East Lahon Street - Park Ridge, IL 60068

Jul. 12-14	Will MacDonald's Workshop
Jul. 19	21 Y.E.S. (Kalamazoo, MI)
Jul. 23	Creating Sales Excellence (Milwaukee, WI

SENSORY SYSTEMS
28 Bellwood Street - Shawlands -Glasgow G41 3ES (041) 632-3179

Sep. 7-22	Residential Practitioner Training & Master Practitioner Certification in the Lake District of England

SYNTAX COMMUNICATION MODELING CORPORATION
P.O. Box 2296 - Los Gatos, CA 95031-2296 (408) 395-0952

Jul. 15-19	Syntax Trainer Institute
Sep. 23-24	Professional Communication Training
Oct. 7-8	Beyond Selling

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

Aug. 5-7	Synthesis 91 (San Diego, CA)
Aug. 8-10	Impact 91 (San Diego, CA)

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

Sept. 21-28	NLP & Ericksonian Hypnosis Program

WESTERN STATES TRAINING
1569 E. Waterbury Drive - Salt Lake City, UT 84121 (801) 278-1022

Sept. 20-22	Self Skills of Effective Leadership

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