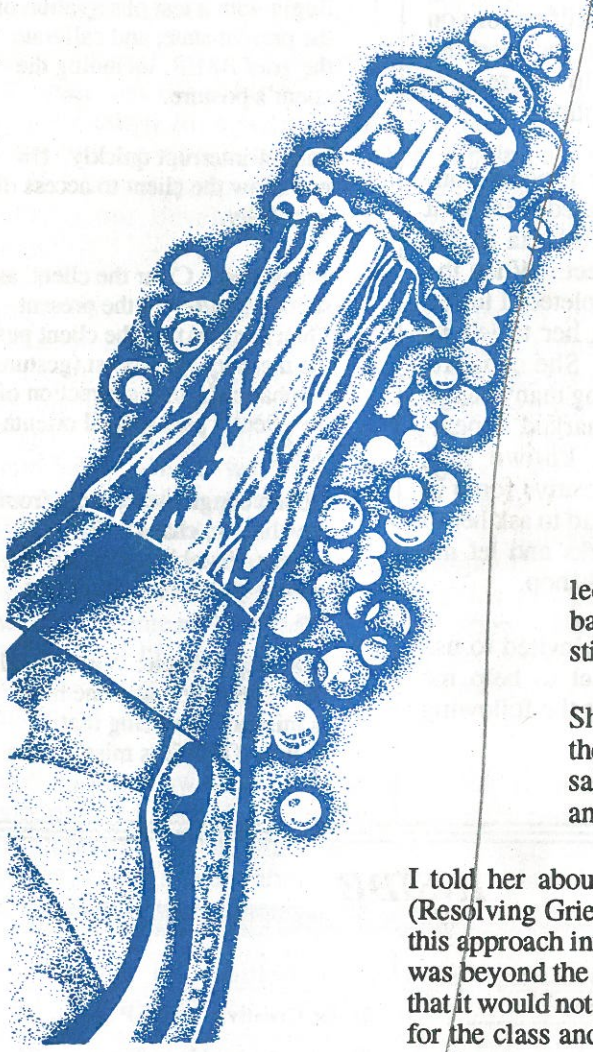
Anchor Point

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Happy New Year!

Good Grief

By Ron Klein

The training that I provide is entitled "Ericksonian Approaches to Hypnosis and Brief Psychotherapy." I utilize much of the NLP psycho-technology to teach and demystify Dr. Milton H. Erickson's work.

Early in a recent program, one of the students complained that she was having a hard time focusing on the training lectures and practice exercises. She revealed that her husband had passed away several years before and that she was still having difficulty staying out of grief.

She reported that hearing other participants talking about their marriage partners was triggering her into distress. She said that she was thinking of resigning from the seminar, and that she would like to reattend at a later date.

I told her about the NLP procedure for the relief of prolonged grief (Resolving Grief Pattern, (c) 1988, C. & S. Andreas). I pointed out that this approach involved working with submodalities and that this material was beyond the scope of the trainees attending the program. I explained that it would not be appropriate material with which to do a demonstration for the class and that I don't see students for counseling during training weekends.

The student, let's call her Roberta, said that she would stick it out as best she could. I suggested that she view the resolving grief video tape produced by the Andreases. I hoped she might get some help vicariously.

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Roberta watched the tape. Another student sat with her and provided support. Roberta found the tape interesting, but she couldn't say if it had been helpful or not.

Several months later, Roberta enrolled in an advanced training series. When I asked, she said there had been some small measure of relief, but that she was still experiencing herself as being stuck in grief. This got me to thinking about doing some modifications on the Andreas Model for working with grief that would not require the use of submodalities.

What follows is the process I invented. I demonstrated it in front of the class using Roberta as the demonstration subject. When the procedure was completed, I tested the work by asking her to tell us about her husband. She comfortably began describing many happy memories and remarked repeatedly that having known him continues to be a positive force in her life. I literally had to ask her to conclude her remarks and let me get on with the workshop.

The class was then invited to use the discovery model to help me outline and clean up the following template:

Resolving Grief Or Loss

This template is written for use with a client who has been grieving the loss of a person. Make the obvious modifications for clients presenting issues concerning loss of a thing, an activity or a relationship. Hopefully, this procedure would be equally useful for people who are experiencing anticipatory loss as well.

1. Begin with a test observation of the present state, and calibrate the grief BMIR, including the client's posture.

   Pattern-interrupt quickly. Do not allow the client to access distress fully.

   Break state. Clear the client, associate him/her to the present. Then suggest that the client put the memory in the past (gesture emphatically in the direction of the client's past spacial orientation).

2. Obtain congruent consent from the client to change the grief pattern. Establish a yes set by asking questions that require yes answers.

3. One-step reframe: "Grief results from noticing that something is missing. Noticing that SOME THING is missing is a

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very valuable response---a special capacity or skill."

"For example, missing your eye glasses, a watch, or your brief case on the way out the door is an extraordinary talent that none of us would want to be without. Don't you agree?" Calibrate that the yes set BMIR is maintained.

4. The operator will utilize several metaphors at this point. Below are some examples. Home-grown stories are recommended.

   NOTE: Calibrate to make sure the client stays out of grief and that he/she develops curiosity during the following metaphors.

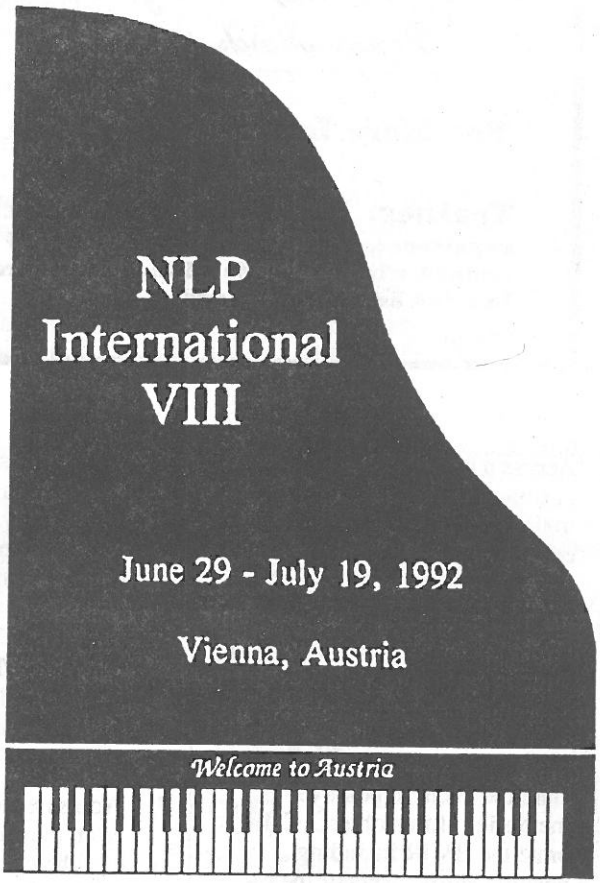
Setup: "People have many things, activities, and people in the past that add value to their life experience. We take these things from our past and carry them with us. Books we have read, a special teacher, winning a foot race or learning to drive a car---these are special moments in our development and growth as human beings."

Metaphor #1: "That reminds me of a teen-age boy who spent a summer in the Swiss Alps at a mountain-climbing school. For 2 months he and his camp mates spent each day hiking, learning mountaineering and growing stronger. Then the big day came and they climbed Mount Villar. On the way back, they slid down several miles on the surface of a steep glacier. The boy was having the time of his life. As far as I know, he climbed mountains only that one summer, but having had that experience added something very special to his personal history. It became a foundation for knowing how to keep commitments, having determination, setting goals and many other character-building things too numerous to mention."

Setup: "People own lots of things from time-to-time, having one-time experiences and meeting many people throughout life. Even when these folks, objects and activities are not present, they can continue to add richness and texture to a person's life."

Metaphor #2: "It's a little like the concept of 'value added.' In England they even place a tax on it. As a product or service moves along its way to the marketplace, value is added. The manufacturer adds something, the supplier also adds something, and the seller does the same. By the time the purchaser takes it home, it is much more valuable than it was when it started out as some raw materials or chemicals on a shelf."

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5. Access a memory of some **thing** or **object** the client possessed in the past---something the client no longer has and for which the client now has only positive feelings about.

   This object should be something that added to the client's life history significantly and that still contributes in some way. Associate the client to positive memories of this object. Calibrate the BMIR including postural shifts. Anchor the response (ANCHOR #1). The operator uses his/her own appropriate voice tone, verbal cues, significant gestures and posture to add to the impact of the anchor.

6. Access a memory of some **activity** the client has done in the past and doesn't do anymore. Again, the activity should be something that enriched and continues to enhance the client's life in some significant manner. Associate the client to the positive memories of this activity. Calibrate the BMIR including changes in posture. Anchor the response (ANCHOR #2--stack on Anchor #1). The operator again utilizes his/her own voice tone, verbal cues, significant gestures and posture appropriately.

7. Access a memory of a **person** from the client's past---someone the client doesn't expect to see again. This should be someone who enhanced the client's life in some vital way. Instruct the client to pick a person from his/her childhood or at a time before having met the object of the grief in Step #1 above.

   IMPORTANT PRECAUTION:

   A. The operator should avoid mentioning the person in step #1 whose memory generates grief at this point in the session. Inquiry into the duration of the client's relationship should have been done during the intake interview.

   B. Be prepared to pattern-interrupt if there is any indication of grief or mixed feeling that might contaminate the client's positive state (for example some other loved one from the client's past who has passed away). If contamination occurs, reorient the client and ask him/her to pick someone else.

   Associate the client to the positive memories of the selected person being discussed. Calibrate the BMIR and the posture shifts, and anchor this response (ANCHOR #3--stack on Anchors #1 & #2). Again, the operator uses his/her own voice tone, verbal cues, significant gestures and posture.

8. Break state: reorient client and discuss something unrelated in the here-and-now.

   Utilize ANCHORS #1, 2 & 3 by firing off the stack. The opera-

tor adds impact to the state with his/her voice tone, verbal cues, significant gesture and appropriate posture. Calibrate the client's BMIR and posture to determine that the client has accessed the powerful and resourceful state associated with Anchors #1, 2 & 3. **Hold these Anchors throughout the rest of the procedure.**

Transition (sequence) conversationally to an invitation for the client to speak of the person they have been grieving (avoid the use of the words grieving or grief).

"Now! You are having all these positive feelings associated with the experiences from your past we've been talking about. They augment who you are--hold on to these powerful feelings and tell me how *(person's name from Step #1)* enhances and continues to enrich your life" (please note the shift to the present tense). Keep the client talking about the above person by asking leading questions. Make sure the client holds the positive state. Calibrate.

The operator must continue to encourage the client to remain resourceful by holding the Anchors #1, 2 & 3 and by maintaining the other operator-generated cues of voice tone, posture, etc.

9. It may be necessary to monitor the client posture and facial expression. If needed, the operator suggests that the client make appropriate postural and facial adjustments consciously. While continuing to hold all three anchors, discuss scientific studies that indicate that facial expressions and body posture contribute to the way we feel and function in the world. This step will add "scientific authority" to the process (see *Influence*, by Robert B. Cialdini).

10. Future Rehearsal: Keep the client talking and shift the questions to the future tense. Gesture distinctly to the client's future spacial orientation. Direct the client to see him/herself (V/K dissociate) **continuing** to experience the added value of **having** this person in his/her life **from now on** (note the future to present to future shifts).

11. Test: Release the Anchors #1, 2 & 3. Ask a few additional leading questions about the person for whom the client was grieving (continue the operator-generated covert anchors). The client should now be able to converse more comfortably and maintain a positive state and frame of mind.

    If not, go back to Step #5 and stack more powerful resources.

12 Do a careful Eco-check, clean up and exit. Remember that one important issue might be that some clients, their families and/or their friends believe that it is not OK to experience "GOOD GRIEF."

IMPORTANT NOTE: This description presumes a practitioner level knowledge of NLP. It is strongly suggested that others obtain appropriate training before attempting this model.

Ron Klein, CAAC, CMH is an addiction counselor, a Certified Master Hypnotherapist and Trainer in NLP (Society of Neuro-Linguistic Programming). He provides trainings in Ericksonian Hypnosis and Practitioner/Master Practitioner training in NLP. He can be reached at the MIDLANTIC INSTITUTE OF NLP, a division of the AMERICAN HYPNOSIS TRAINING ACADEMY, INC. in Silver Spring, MD. Call toll-free (800) 343-9915, or (301) 565-9179.

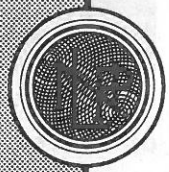
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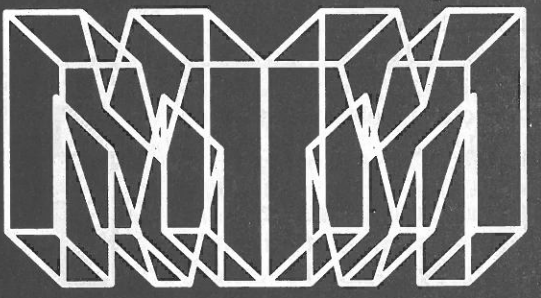
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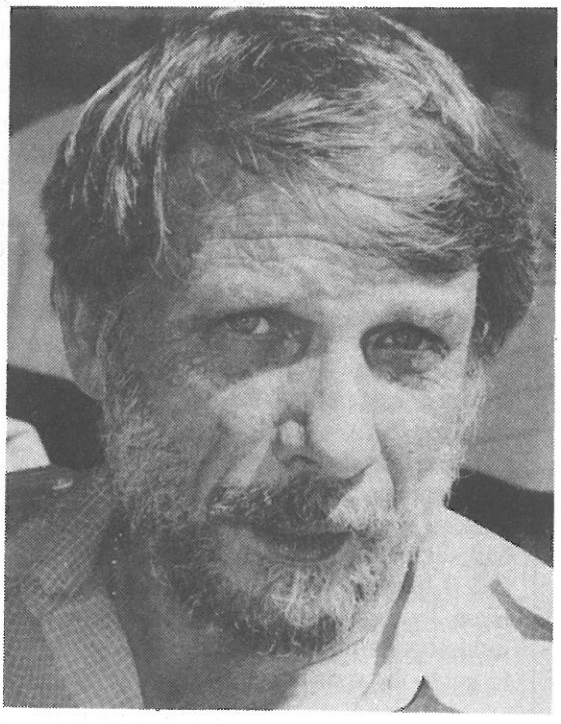
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Managing Uncertainty - And Other Byproducts of the Modeling Process

By Lisa Marshall

"I'm tired of everyone claiming they have the right answer - the map is truly not the territory, especially in modeling." Thus began an interview with Ed Reese, of the Southern Institute for NLP. Reese ran his eleventh Masters in Modeling certification last December, so it's safe to say he's been giving thought to modeling and NLP for quite some time.

"I'd like to see a national conference on modeling where many people went and modeled the same thing - a person, or an organization," Reese continued. "Each of us would come back with a different piece of what was going on -- and no one would have all of it. That's one of the few things I can say that's absolutely true about modeling."



Ed Reese
South Institute of NLP

Given this presupposition, it's not surprising Reese puts a lot of emphasis on team work in his modeling trainings. There's also a lot of emphasis on practice. "There are two key issues for me in modeling: what chunk size to work at and when to stop." Since the answers to both of those are almost always contextual, the training staff really drills the students -- they do over 100 separate modeling exercises in the 10 day course. The goal is that they get a feel for how to assess the appropriate chunk size, and at what point they're generating a level of detail beyond what they really need to know to get the pattern successfully replicated.

NLP isn't the only frame around modeling in this particular training. Reese, working closely with Bob Orchard (an expert in General Systems theory and systemic modeling) has attempted to create a kind of holographic approach to modeling. Over a half dozen chunking principles and methodologies are presented, including morphological decomposition. On the NLP side, they look at beliefs and values, linguistic metaphors, sorting styles, strategies, modalities, and submodalities. On the General Systems side, they look at four levels -- source (names for stuff), data (examples of the use of those names), behaviors and structure (how components combine to produce behaving). This obviously creates a method of formalizing information which is different than straight NLP.

What Reese and his colleagues get by adding this element is a way to expand the understanding that modeling a specific behavior also develops into looking at systemic implications -- how does that behavior impact, involve, and implicate the rest of the systems of which it is a part? In order to

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help their students manage this "big picture" approach to modeling, they've developed a spreadsheet that students can use to track this intricate web. The spreadsheets are used intensively with video tapes and in live sessions.

Students are asked very early on to model someone else. How do they do what they do? How do they pick out the patterns? Almost immediately, the students get overwhelmed -- they see a few patterns, but they don't know why they're happening or even if they're looking at the right things. So the first thing they've got to learn is figuring out how to chunk down. The level they need to get to is: "What's useful to model?" Answer: (as always) What's your goal? It is here that the systemically based chunking methodologies are used. One also has to learn to chunk the goal.

"We do not know more about mankind than ancient philosophers did, although we have more details."

- Eugene Weber

Part of the message is -- again -- that there's no one right answer. Each time, you've got to ask the goal question, and determine where you go from there. So that old NLP standby, flexibility, becomes a key part of the learning. Can you, as the modeler, start at any level, and then move up and down as necessary? "I think one reason expert systems work has had such difficulty is that they've failed to come to grips with this issue." comments Reese. "The modelers don't have the flexibility to get to the right level."

"There's a potentially infinite amount of detail awaiting you as a modeler," he explains. "The process could be described as fractal in that regard. The question, especially for those of us doing modeling in business, is 'what's the best use of your time and energy when you're modeling?' You've got to prioritize based on what the desired outcome is. Specifically, what does the client want/need?" And that *need issue* can be critical -- clients (like the rest of us) don't always see clearly what it is they need.

The goal of the Masters in Modeling training is flexibility, so that you can move at whatever level you need. "Flexibility, rapport and a bag of tools (NLP and systems theory) that enable you to formalize the data in a way that's useful to the company that's hiring you, that's the goal." he adds.

Practical Experience

The final exercise in the training is a free - form modeling assignment. In teams, students are asked to model a store or business or system around them -- a shop across the street from the seminar site, a restaurant next door. Once again, they have to work through all the modeling issues: What's the goal or outcome? What chunk size should we go for? How much detail do we need? About which pieces? They work as a team because everyone looks at a different piece, and the result is a far richer hologram.

Reese describes the modeling of a restaurant in Germany, where a program was recently held. "Our students went and met the people running the restaurant, with a goal of unfolding how their business worked. They gathered information from the manager, the cook, the waiters, and the customers. They explored its linkages to the

neighborhood, and the larger community, such as its suppliers. In the end, they were able to create a very precise picture of what makes that restaurant work and what creates bottlenecks that hinder its effectiveness.

What sorts of understanding do you develop using this matrixed modeling approach? One interesting example Reese cites is their "management of uncertainty model™". Using this approach, they've found at least five layers of uncertainty:

1) Uncertainty - confusion, usually the result of too much information;

2) Maximality of options;

3) Vagueness - the boundaries of the situation are unclear, things feel vague and fuzzy, sounds garbled or mushy;

4) Conflict - having to make a choice, this or that, either/or stage;

5) Certainty - absoluteness or sureness one has the right answer.

One of the things Orchard and Reese discovered when they modeled certainty is that it prevents looking at options. "It's actually a much more dangerous stance than uncertainty, particularly for managers, who limit their intake of information as a result." Because the model can be approached from either end, they've found it to be a useful way to help people move from stuck positions. By pinpointing at what level of uncertainty the manager is stuck (for example), they can determine exactly what data is needed to break up that state of uncertainty. From the stuck state, one can become more certain or uncertain, as desired.



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Reese is also getting ready to do some writing about a technique for collapsing and anchoring either/or as one choice, in order to begin to generate other alternatives (that is another side effect of developing this model). [Check future editions of *Anchor Point* for more on this.]

Another use of this kind of modeling is that it can identify discrepancies between what Organizational Development theorist Chris Argyris describes as "espoused theory" -- the things people think they believe and act on -- "theory in use" -- what they are truly believing and behaving according to. Reese believes this modeling frame can effectively identify the level at which discrepancies will surface, and then provide tools for resolving them.

"Modeling is exciting, fun, and challenging," Reese concludes. "I think this country has incredible resources in the knowledge of its workers. In an era of diminished resources, we can ill afford to waste that hard won knowledge. I believe modeling is a way to make sure that doesn't happen by capturing the knowledge of top performers in every field and replicating that knowledge at all levels -- what's in their minds, their hearts and their bodies -- so that others can learn and utilize it."

Lisa J. Marshall is Vice-President of Syntax Communications where her specialty is improving effectiveness in technical environments. She is on IANLP's Ethics Committee and co-chairs the Managing in Technology SIG of the DC Chapter of ASTD. Write her at Syntax, 1365 Hamilton St. NW, Washington, DC 20011. Phone: (202)829-0795.

The Diseasing Of America



by Deena Margetis and David J. Orman

"It's just like me to make a mistake like that. Typical ACOA."

"I can't because I'm codependent."

"I'll never be able to accomplish this - not me, an ACOA."

The above are a small sample of quotations from patients who characterize themselves as suffering from a "disease" or more accurately defined, a creation or label. Essentially, groups such as Adult Children of Alcoholics (ACOA) or Codependents, according to some therapists are "suffering from this learned disease. Because they have this incurable disease, it limits what they do or become. It is a lifelong disease with no known cure-- only lifelong or at least long term treatment and support groups can help - somewhat - .maybe." And so the diseasing of America continues.

The goal of treatments such as NLP in general is to empower the client, to teach him/her that all the needed abilities, talents or resources are found within themselves. It is a question of allowing these abilities, talents and resources to be recognized, accessed and implemented in appropriate ways and contexts. NLP creates a safe environment to assist the client in allowing attitudinal, behavioral or belief changes to occur at a rate and pace that is useful, comfortable and appropriate.

What seems to be happening with many of the ACOA and Codependency treatment programs is the antithesis of NLP and psychotherapeutic goals. Instead of empowering the client, these treatments are creating a learned helplessness and fostering a continued feeling of excessive dependency. Therapists frequently hear these patients verbalize supposed "laws, rules, and facts" of ACOA and Codependency. "I cannot do this because I'm an ACOA or Codependent" is a commonly espoused adage. When queried as to the nature of these "facts" the client often comes to the realization that the "facts" are actually beliefs fostered by previous therapists, therapies and groups. A sort of "psychological iatrogenic illness" is the result.

Because the client comes to treatment in a vulnerable position, the words and concepts of the practitioners and therapists are often very potent. In fact, many statements serve as a hypnotic suggestion, imprinting strongly upon the unconscious mind of the client. An example would be, "I recognize what your problem is-- you are, like many others a Codependent!" Thus, the client is powerfully influenced or guided by this unconscious (and conscious) message. The client may even create a visual representation of him/herself as a "codependent," helpless individual. Also, a person in emotional pain or distress will be even more suggestible. Hence, the deepening of the diseasing of America continues.

Most of these labels or myths are involved with alcoholism and alcoholic families. It is true that alcoholic families are highly "dysfunctional." Much of the available literature focuses upon the dysfunctional characteristics of alcoholics and their families. Claudia Black suggests three rules of alcoholic families:

(1) Don't talk,

(2) Don't feel and

(3) Don't think.

What is often overlooked is that many, if not all of these characteristics are shared by non-alcoholic families as well.

Many of the studies done with alcoholic families fail to make legitimate comparisons and are often statistically invalid. Too many practitioners are treating the map as the territory, believing in these labels. Thus, the presupposition of "The highest quality information is behavioral" is being re-written as "The highest quality information is relying upon the 'created myths' of others."

There have been cases where ACOA and Codependency counseling has proven to be useful to alleviate shame, establish personal identity, clarify goals etc. The original goal of such movements was to demonstrate the familial involvement with the disease of alcoholism. This last goal appears to have been accomplished.

However, for every one client helped by ACOA or Codependency counseling, five or six are hindered. It is time to teach clients to accept the responsibility for his/her own actions. It is time to actually apply the NLP presupposition of "No failure, only feedback." NLP is a powerful modality for accomplishing this. Instead of viewing ACOA and Codependency as "a part of the individual," NLP recognizes specific behaviors and beliefs that the client wants adjusted or changed. Something is broken and needs to be fixed. Where this type of notion is present, hopefulness and possibilities for change co-exist. Typical results are; "I am not an ACOA, whatever that means. Rather, I do behaviors which I no longer wish to do. I have beliefs that I do not want. You, as an NLP practitioner can assist me in discovering choices and alternatives."

ACOA movements and Codependency are popular topics. They are also a tremendous source of revenue for everyone involved, EXCEPT THE CLIENT. If it were not so financially rewarding, one wonders how many therapists and psychologists would label clients as Adult Children of Alcoholics or Codependents. After all, what could be accomplished in 3 to 5 NLP-based sessions can easily be stretched into 3 to 5 years of "counseling."

Deena Margetis and David J. Orman are both Certified Clinical Hypnotherapists as well as Practitioners of NLP. They are in private practice. Address correspondence to Deena Margetis at 4222 Evergreen Lane, Annadale, VA 22003.

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"Shouldn't this take longer?"

By Tom Burlington

The Anchor Point ad (July 1991) that asked the question, What is NLP, anyway?" caught my attention because I had just went through the process of figuring out how to explain NLP to a friend of mine who had a "Shouldn't this take longer?" attitude.

Coming to work one Monday I sensed that I would need to be able to explain NLP to this friend in our session that morning. I said to myself, "How can I explain NLP in a concise, visual way that would help this person understand the process and free him from the 'traditional' long-term counseling model." This is what came up!

Sure enough, when I suggested that in our next time together we could do such and such, he seemed to feel that this would take much longer than I expected. My intuition had been right!

Ready with my diagram, I wrote it out on the board and said to my friend, "Each of us has a personal history that is remembered through visuals (V), sounds (A for auditory), and feelings (K for Kinesthetic). These memories are coded neurologically and we can retrieve them whenever we wish. After an internal search, he affirmed that this was true for him so I continued. "Our **language** is a **metaphor** for how the brain actually sets up the codes." I mentioned one example from our time together and he connected.

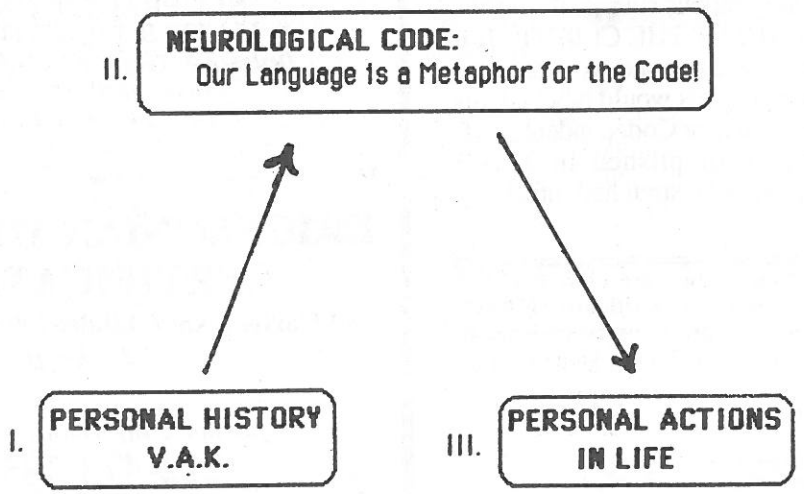
"Occasionally [often?] our **personal actions** in life are a result of the way our past history has been coded. People generally seek help when they are not comfortable with their personal actions or when something is keeping them from actions they desire."

"Traditional counseling reviews the past history and in the process of sorting out feelings [K], etc., the **code changes**, and a more healthy state results."

I concluded by telling him that "NLP can be content free [no need to go over the history] and instead of dealing with the history, focuses on **changing the coding** so a more healthy state will result."

He seemed to understand perfectly what was going on and left excited (I assumed about the possibilities for our next session) and feeling much freer.

"Shouldn't this take longer?" Just long enough to ecologically change the code!



Tom Burlington is a Certified Master Practitioner of NLP and Minister of Christian Education in Colchester, CT.



The Artist As Entrepreneur

By Pat Wagner

What kind of entrepreneur are you? This month I want to share with you some ideas about the most common motivation that propels people into working for themselves: the ARTIST.

Did you say that you wanted to sell your new, improved version of NLP to the world? That you wanted to prove that NLP can solve everyone's problems instantly? That you wanted a forum to present your ideas and demonstrate your competence and expertise to the world? That you were excited by your own professional experiences with NLP and looked forward to spreading the word? Let's call you the ARTIST: the person who is primarily going into business to create a better widget and promote a better technology.

If you are the ARTIST in business, you are characteristically a visionary, with a strong need to validate yourself by creating a product or service that becomes a personal expression of your ability. This role suits the mental health practitioner well, because it allows you to be the star.

Typically, you have a strong streak of the inventor in you and you can love the features of your particular approach more than you love its benefits to the customer (client or patient), particularly when the customer disagrees with you or shows resistance to your methods. The compulsive ARTIST is not necessarily the most flexible person in the world; when faced with customers who don't want the product, you blame the customer, or try to improve your current product, rather than offer the customer a product made by someone else.

For NLP practitioners, this can translate into the dreaded "theory-as-religion" syndrome. The symptoms include:

1) Dismissing or putting down other types of therapy to your customers.

2) Refusing to learn from anyone who is not a politically correct and officially sanctioned NLP practitioner.

3) Refusing to work formally or informally with colleagues outside the field.

4) Not allotting some time to at least read up on advances in other fields, let alone go to their conferences and meetings.

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In business, this translates into an organization that cannot change or adapt to new conditions in the marketplace(that are not always based on the best or latest theory) and one that isolates itself from potential alliances with other businesses. If you disparage people who know about transactional analysis and massage therapy, do you think you will ever get any referrals from them?

The ARTIST also tends to be a perfectionist; you are not very good at delegating work or sharing the responsibilities and benefits of ownership with others. Consequently, the ARTIST is often in practice alone. If you do share a practice, you have a reputation for being a stickler for details. The people who work for you don't necessarily have a chance to grow into truly responsible positions, and those who are seeking those opportunities leave. There is not much room for them to make a substantial contribution, since you are always in control.

It is fascinating watching the convolutions the ARTIST makes while trying to grow a business, while, at the same time, attempting to keep fingertip control on everything. It is common to hear the ARTIST complain about how there is no good help to be found, and how demanding employees are. No one can ever live up to expectations of the true ARTIST; if you are lucky, you will find some masochistic person who puts service to others before their own self-esteem to put up with your temper tantrums and nitpicking ways.

(One theory promotes the hiring of codependent employees; they will even blame themselves for being unable to meet your impossible demands.)

The ARTIST is very often brilliant and innovative. You are the folks who have propelled humans out of caves and into the sunlight of 20th Century technology. You anticipate our needs and provide new solutions. And, quite often, you are very bad at running a business that is consistently rewarding, both financially and personally.

If you are an ARTIST and want to improve your business, there are several things you can do.

1) Develop your wonderful ideas and let other people execute them. This might mean writing books and developing materials that other people can choose to incorporate into their own practices.

2) Decide what are the truly important details of running your business, and find people smarter than yourself to do the rest. Set goals, but let others find ways to meet them. Some smart ARTISTS will kick themselves upstairs to be the director of research, and let other people run the business.

3) Keep up with what is going on outside of your field. No matter how good NLP is as a toolbox, browse the hardware store. This includes going to other people's workshops, cultivating professional relationships with specialists who are using radically different theories, and reading about new advances in science, medicine, communication theory, psychology, sociology, and philosophy.

4) If you decide that you want to keep control, keep your business structure small and simple. One common disaster occurs when the ARTIST tries to create a corporation, complete with an active board of directors, stockholders, and investors. The ARTIST often doesn't realize or chooses to ignore that the board of directors has the legal and financial responsibility to answer to the stockholders and investors, not to the desires of the ARTIST. In a sense, once you have created a corporation with directors and such, you no longer control your organization. This piece of news can be a shock to the ARTIST when you find yourself on the street, voted out the door by the very people you recruited to create your business.

Speaking as a controlling and visionary ARTIST, I can report it is possible to make a living; but it is not the same as growing a business. Sure, a few geniuses can attract enough loyalty to sustain their organizations for a while. But less than 5% of the ARTISTS who started their businesses end up staying a part of them in the long run, and too many geniuses die broke, alone, and forgotten. The smart ARTIST understands his or her limits, and grows beyond them by sharing the fun with others; these are the ones that prosper in the long term.

Next: Are you a HEALER?

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





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The course would be worth the money even if the PhotoReading technique didn't work. 25,000 words per minute is a great bonus! G.P.

Participants (like myself) are very skeptical of the claims you make and have to be persuaded as well as trained. That's not easy. Now, don't get me wrong, the reduction in my reading backlog is nice and repaid the tuition several times over. Using the whole mind concept has really opened me up, and I'm just a lot more receptive to new ideas in general. Count me as a satisfied customer. S.G.

I put off starting a new job a few weeks to take this course. I have no doubt that I will make up that time many times over in the next year. J.B.

It's exciting to know I can trust my intuition after all. E.B.

"PhotoReading" is a servicemark of Learning Strategies Corporation which is licensed by the Minnesota Department of Education as a private school. For more information, please call 612-475-2250 or 800-735-8273.

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OF JOKES, CREATIVITY, AND NLP

By Keith Greiner



There's an old story which comes around every few years, and is typically related like this.

A traveler, one day stopped by an old country general store for a brief respite from his driving. And as he was standing at the counter of the store he noticed a group of old men sitting around a pot bellied stove. The men were quite silent, musing over the glow of hot coals from within the stove. But then, the man on the left called out ....

"One," he said, and immediately all the men broke into laughter. There was another pause of three to four minutes, and then the man on the far side called out, "Thirteen!" And all the men in the store broke into a hearty laughter.

About this time, the traveler was beginning to wonder what kind of community this was, where the people laugh at called-out numbers. Perhaps, these were all people from a local institution. Another pause, and the man on the right called out, "Twenty five!" and the whole room broke into side splitting laughter. One of the men fell on the floor, and all were so taken by the number that there were tears of joy in their eyes. Obviously caught up in the emotion of the moment, the man on the near side called out, "FIFTEEN!!"

There was complete silence. Everyone sat back in their chairs, straight and quiet. So, our traveler just couldn't handle the situation anymore, and as the store clerk rang up his purchase of a soda, he asked, "What's all this about?"

The clerk replied, "Well these old men have been meeting here for years ... it seems centuries. Every day they sit around and tell jokes as entertainment. But long ago, they ran out of new jokes to tell, so they numbered them. Now, whenever they call out a number everyone remembers the joke and laughs. It's great. That one Fred told a few minutes ago, is one of the best, funniest story I've ever heard."

"But what about this last guy over here, the one who called out 'fifteen'?" "Oh, that's Bill," came the reply, "He just never could tell a joke very well."

I like this story because it is good, and clean, points to no group of individuals who might be embarrassed at its telling. It also is an excellent example of the process of humor, creativity and innovation in action. All these processes, it seems are eloquently modeled by concepts of NLP.

Arthur Koestler's book, *The Act of Creation* describes the creation of humor as the fundamental process of creativity. Koestler stated in the book that we can think of comedy as two mental processes, occurring on two planes of thought. Figure 1 shows these planes. When a listener is trying to comprehend and figure out a story, he or she is mentally moving around on Plane A. In the case of the above story, Plane A represents the setting of the country store, and the strange occurrence of men sitting around calling out numbers. The listener is still locked into Plane A when a plausible connection relates the numbers to stories. A surprise comes, when the two concepts of Plane A and Plane B intersect, and we discover that there's always someone who, "could never tell a joke."

I have fun with the story, and the concept, and have used them in classes on innovation and new product marketing. This is because there is a connection between humor, creativity, and invention. Time and time again, people who are working on a basic problem, trying to create a new idea, discover that the solution is comedic, happy, and exciting.

The Golden Crown

The moment of discovery is described in the ancient story of Archimedes. As the story goes, Archimedes was asked by the emperor to figure out if a crown was actually made of pure gold, as claimed by a neighboring king. The crown was a gift, and Archimedes' emperor suspected that the gift was not as valuable as claimed. To solve the problem, Archimedes needed to know the exact volume of the crown. That's pretty difficult for a round, irregularly shaped object. So, after considerable thought and contemplation Archimedes was on the verge of giving up on the project. Using Koestler's model, we can describe the situation by stating that Archimedes was mentally exploring Plane A, and had made no connection to Plane B.

Then one day, Archimedes noticed that while taking a bath, the water rose to overflowing, as he lowered himself into the tub. Hence, his volume displaced an equal volume of water. All he needed to do was to put the crown into a full container of water and measure how much overflowed. For Archimedes, the moment of discovery was the connection point of his long mental process on Plane A, and a new view he discovered when he connected to Plane B. Archimedes was so overjoyed by the discovery, that he ran naked through the streets, laughing and yelling, "Eureka! Eureka!" which translates to, "I have found it!" The Eureka Moment, as Koestler called it, came when mentally Archimedes found the intersection of Plane A with Plane B. The result was discovery, and the emotion of discovery was joy and laughter.

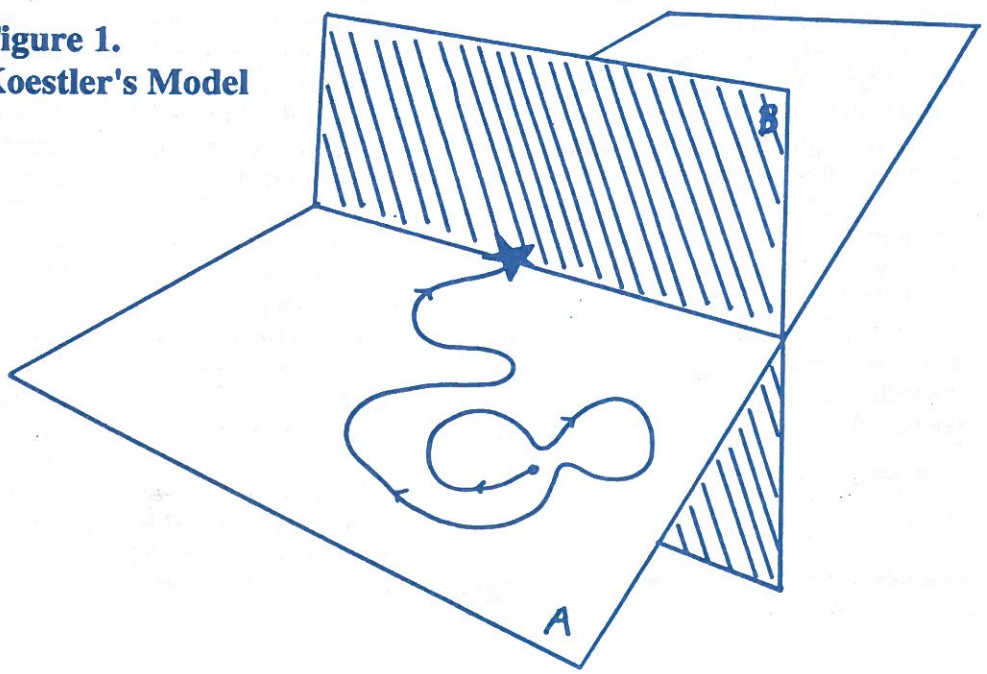
Mental processes described by the NLP models also contribute to laughter and discovery. For example, think about that joke again. Typically, someone listening to a joke discovers early in the story that the expected social result should be laughter. As a result, attention becomes focused on the story teller, and the surface structure of the words being spoken. Subconsciously, the listener begins a process of using a transderivational search of virtually every word, and every phrase. Each search asks questions like ... "What's the catch? Where is this story going? Is this the surprise? What is the meaning of this line? Is there a catchy word I should remember?," and so on.

The Search

Using today's technology, I like to compare the transderivational search and discovery process as being similar to when we try to locate a key record in a database. Each record is scanned subconsciously, with the operational question being, "Does what I am hearing match with this past experience or past story?" One further mental process applies, which inspires the listener to conduct the search as fast as possible, concentrating solely on the incoming words, and how they might match past experiences. That process could be translated into words like this. "Since this is a joke, I must solve it before I miss the punch line, so let's rush the search." A hurried search results in a focus of external attention on the story teller, and a focus of inter-

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Figure 1.
Koestler's Model



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nal activities on the matching process.

When the match is found, we discover that we have discovered a whole new database of meaning. The linked deep structure becomes a surface structure along with the old surface structure. Since the two have trouble coexisting, and perhaps have incongruent meanings, the conscious mind has trouble deciding which to accept. The result is laughter. I think this process explains the fact that people who listen to a good stand-up comedian often discover that 1 or 2 hours have passed before they have any comprehension of the change in time. It also explains why, as I have seen, observers of a poor comedian do not laugh, and frequently glance at their watches.

"What will you be remembered for?
Is that honestly what you are doing?"
M.L. Phillips

Lost in Thought

The concept may also explain why some highly creative, and focused scientists, writers, musicians have been known to lock themselves into a room for days on end while they focus on the creation of their works. Isaac Newton was one of those who during many of his creative times, completely lost track of time while he developed concepts like the reflecting telescope, calculus, and the law of gravity.

This model also explains the concept of an "absent minded professor." That's a scientist who is so preoccupied with his creative ideas that he cannot remember even the smallest of normal activities. Newton had such a reputation as a boy. It has been said that one day Isaac was asked to lead a horse to his home. While walking home, the horse slipped out of its halter and wandered away. Newton's focus of attention was so internal that he never knew the horse was gone and arrived home dragging the halter behind him.

Transcripts of Milton Erickson's hypnotic counseling sessions, suggest that he created and used the *Eureka Moments* very well. In one instance, for example, he builds up a background of transderivational searches by the client, then seemingly spontaneously states, "Hey, why don't you just forget about ..."

The same characteristics can be seen in some people during normal business activities. A recent advertisement used the same process as it built a case for its soft drink then spontaneously proclaimed in song, "Hey give Me a ....." Followed by a chorus which sang, "We want it!" The word "Hey," created a *Eureka Moment.* No doubt this and other NLP concepts used in the advertisement made it a significant success.

I once met a brilliant banker and company president who, could become so lost in his creative ideas that an employee's only recourse would be to leave his office and come back another day. Some employees thought this guy didn't like them, when in fact, he had taken their ideas, entered them into his mental processing and was busy internally trying to find a connection with his past experiences. When he encountered a Eureka Moment discovery, he was always all smiles.

For a human being, the process of matching current with past experiences, can be a slow process. Some say, we're able to scan no more than about 30 items a second, compared to hundreds of thousands for computers. On the other hand, human matching skills are much more advanced than any computer yet

created. We are able to make mental comparisons of pictures, sounds, feelings, and odors with a phenomenal level of combinations and possible pattens.

Still, many of us have encountered a question for which we cannot find an answer. Typically, we think about the question and finally store it in our subconscious memories for analysis. There it can reside for minutes, days, months or perhaps years until at one appropriate moment the solution to the problem seems to arrive from nowhere, presenting itself as a clear, concise, logical solution to the problem.

For me, the process frequently takes about 20 minutes. That's how long it takes for me to leave the office and drive three fourths of the way home. For mathematician Maria Agnesi, the story has been told that she would find the solution to a mathematical problem during the middle of the night. At that time, she would arise, write down the solution and go back to bed, only to discover in the morning that her mental processes had been active and successful during the night. Apparently some of her morning discoveries were quite astounding to her, for she had no knowledge of their origination. She only knew the results were there, in her own handwriting.

By learning about Koestler's model for creativity and by applying a knowledge of NLP models, it seems to me that we can all improve our creative skills, and we can better appreciate the creative skills used by others. We might better understand, for example, why a builder might not immediately go to work on a project, but rather may sit back and appear to do nothing while mentally he's busy creating a beautiful new structure. For the banker I described, we might better understand that sometimes when this man appears to be just sitting at his desk, he could actually be creating a successful new product for the company and its customers. Dare I also say, that each of us might be able to better brighten our lives by creating a little comedy and humor? Perhaps somewhere there is a funny story better than the one about the traveler, and the old men in the store, just waiting to be created and shared.

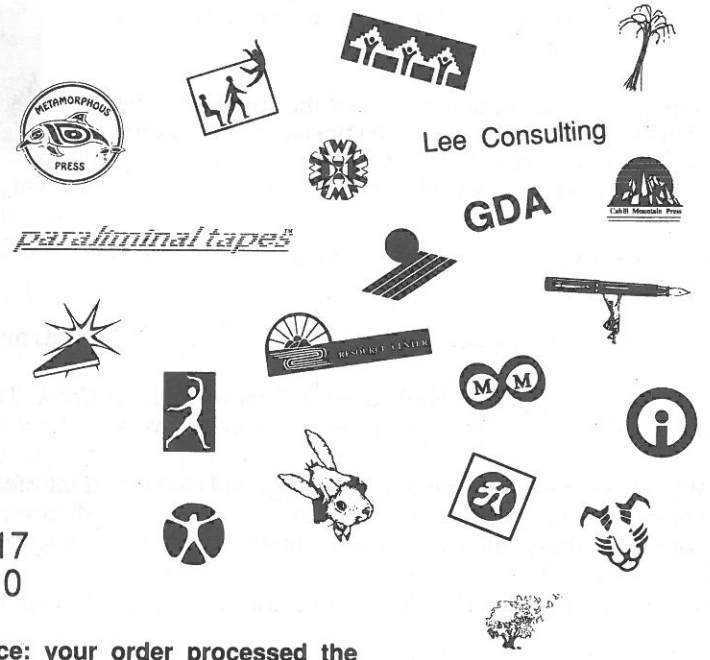
Keith Greiner, MBA, and has been involved in marketing and market research for 25 years. He has taught the subject of creativity, innovation and new product marketing. He may be reached at 421 N Pleasant Hill Blvd., Des Moines, IA 50317.

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Metha Singleton



Home: San Rafael, California .
Occupation: NLP Trainer
Current Institute: FuturePace, Inc.

Previous Institute: Center for Communication Development in Houston, Texas

What do you enjoy most about NLP? It works - It actually provides a way to have choices beyond the limitations of genetics and environment. I particularly like the holistic models of Leslie Cameron-Bandler.

How long have you been involved in NLP? 13 years

What sort of specialty trainings do you give? *The Imperative Self Model.* I use it in individual and business consultation as well as train others in the use of the model.

When did you become interested in psychology? I have always been interested. As a child, I used to read case histories in psychology books. I've always wanted to understand how people work.

How did you become involved in the Imperative Self Model? I was asked to work on Imperative Self Research by Leslie Cameron-Bandler. I moved from Houston to San Francisco to study and work with her.

Favorite vacation spot: I enjoy being at the mountain, at the ocean, in the woods, anyplace where I can spend time with myself in nature.

Favorite type of music: All types. I like to find music that fits my mood.

Favorite book you have read recently: *Pilgrim At Tinker Creek.* The author provides a rich sensory experience and generates thought provoking philosophical questions and answers.

What is your greatest assets: My energy and enthusiasm for life. My knowledge and desire for Mutual Well-Being. What I bring to an interactions: a realness and a willingness to discover who others are and to be there as a person. My desire to learn. I am always discovering and figuring out how to move towards thriving.

What is your philosophy of life: Life is an adventure to be explored and enjoyed.

A Submodality Shortcut To The "Abuse Cure" Method

By Veli-Matti Toivonen

Abuse Cure: A Powerful Method

Connirae and Steve Andreas describe in their book *Heart of the Mind* an NLP method called "Abuse Cure." This is a powerful method with which you can change large parts of a client's past when the client has been a victim of prolonged abuse or traumatic incidences. The following shortcut allows this technique to be completed in about 10-20 minutes. This method can also be used to neutralize most negative experiences from anybody's past, or any preselected variety of experiences.

I've been surprised at how well this process has worked clinically with very difficult clients and that's why I want to share my experiences with using it.

A Useful Shortcut

To begin with, here is a useful shortcut to the three phobia cures that start the process in the Andreas' version (see *Heart of the Mind*, page 64). This shortcut combines basic submodality ideas and has the same effect as doing the three phobias, but is much faster. It goes as follows:

1) Ask the client to choose an experience (x) which he felt bad about when it happened, but from which he has recovered. When the client finds a suitable experience, list the submodalities of x and test that the present reaction to the experience is optimal (= how you want the client to respond to negative experiences from his past).

This model to overcome bad experience can now be used in the "Abuse Cure" instead of the three "Phobia Cures" in the following way:

2) Ask the subconscious to sort out all the negative experiences from the client's timeline and move them into a row directly in back of him so that newer ones are closer to him and older ones are farther away. Tell the client that he will know, in some way, when this is done.

3) Ask the client's subconscious to live through the negative experience backwards, associated, from here to the birth or conception, and at the same time add the submodalities of x so that they will all become similar to x. Ask the client to report when this is done and then ask how it felt. Often clients report that the negative experiences have little or no feeling any more, or they seem now ridiculous, or they seem to be far away, or they do not matter anymore etc.

This method saves much time. It especially suits severely traumatized people who may have a difficult time finding a class of negative experiences benign enough to practice the fast phobia cure on. They can now skip that part of the process completely.

When doing the positive part of the process you now have two possibilities. You can use either the format Connirae and Steve Andreas describe in their book which is a good choice, or for a client who's out of touch with positive past experiences (for example, because of prolonged anxiety or suffering) you can:

4) Ask the client to choose one strong positive experience (y), one that feels really good, and list the submodalities of y. Check the client's reaction as in #1.

5) Ask the client's subconscious to sort out all the different positive experiences, move them into a line in front of him, and when this is done, ask the subconscious to live through the positive experiences, associ-

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ated, from birth (or conception) to present day, at the same time adding the submodalities of y. When this work is complete, ask the client how it felt. Often clients say they felt warm, relaxed, etc.

6) Then do the future pace as described in *Heart of the Mind.*

Other Uses Of The Method

If you use the above delineated version of the "Abuse Cure" method, you have a lot of other possibilities. You can, for example, neutralize all the negative work experiences according to a model (x) that you have chosen with the client, and then strengthen all the positive work experiences. Or you can do the same to all the learning experiences, presentation experiences, love or mating experiences or almost anything that you choose.

The crucial point of the method is the choice of the model. If you are working with somebodies past, you might choose to neutralize all the negative experiences. Another choice is to change the negative experiences into learning experiences, which I did with one of the participants of an NLP seminar. My subject's first comment was that she felt that she had grown 20 years older. Later on she said that she was very lucky to have been the demonstration subject because of all the positive changes she made afterwards.

Problems?

I have had no difficulties neutralizing negative past experiences, but strengthening the positive ones has sometimes produced interesting reactions. Some clients don't tolerate positive feelings and they react strongly to the positive part of "The Abuse Cure" method. When this happens the therapist has the possibility to work either with associated beliefs or with the part that doesn't allow more positive feelings.

For example, when asked to find the positive experiences one client started to feel extreme anxiety. When the part that was responsible for this reaction was addressed, it said that from smiling on, all positive feelings were dangerous because they were closer to all the sinful things. That's why it was not possible to feel good feelings, let alone strengthen them. Another part of the client was trying to do those pleasurable things but from the first part's point of view these were dangerous, sinful and evil. The integration of these opposite parts was very difficult and proceeded only in small steps.

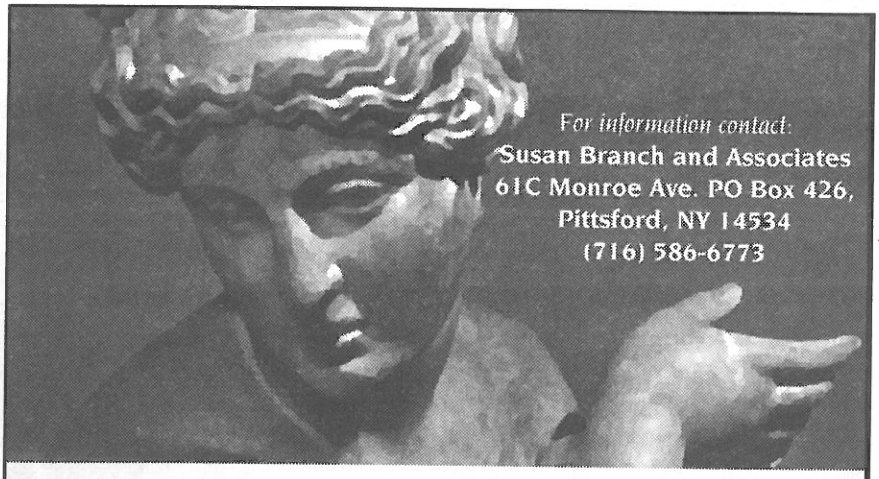
Abuse Cure and Beyond- What About the Beliefs?

If you neutralize all the negative experiences and strengthen all the positive experiences from someone's past is the whole therapy then done? Sometimes it is and sometimes it is not. Even when the past is neutralized, there may remain beliefs that were born because of the negative experiences. These beliefs may still continue their influence. If this is the case, the therapist may choose to work on the beliefs.

For example, a client who had been tormented as a child by his older brother and then by schoolmates, found herself in a position of scapegoat in her job. When all these negative experiences were neutralized with the method, she felt at last relieved and very good. But the self image "I'm totally worthless," which had been born out of the tormenting, was still active and had to be dealt with.

I've been surprised to realize how easy it is for the client to recognize his beliefs after the "Abuse Cure." After the negative experiences of the past have been neutralized, the pain is neutralized and this probably makes the recognition of the beliefs easier. The client may be astonished when he suddenly for the first time can realize what he believes in, e.g.: "I'm totally worthless," "Nobody really cares about me," "there's nobody I can trust," etc.

So, if you want to do changework with beliefs, one option is to start with the "Abuse Cure" method. For some clients, this is enough to start the recognition and the spontaneous changing of the beliefs. Other clients need more help and the therapist can use metaphors or draw additional techniques from the work of Robert Dilts, Leslie Cameron-Bandler, and others.



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Reference

1. Connirae and Steve Andreas: *Heart of the Mind.* Real People Press, Moab, Utah,1989.

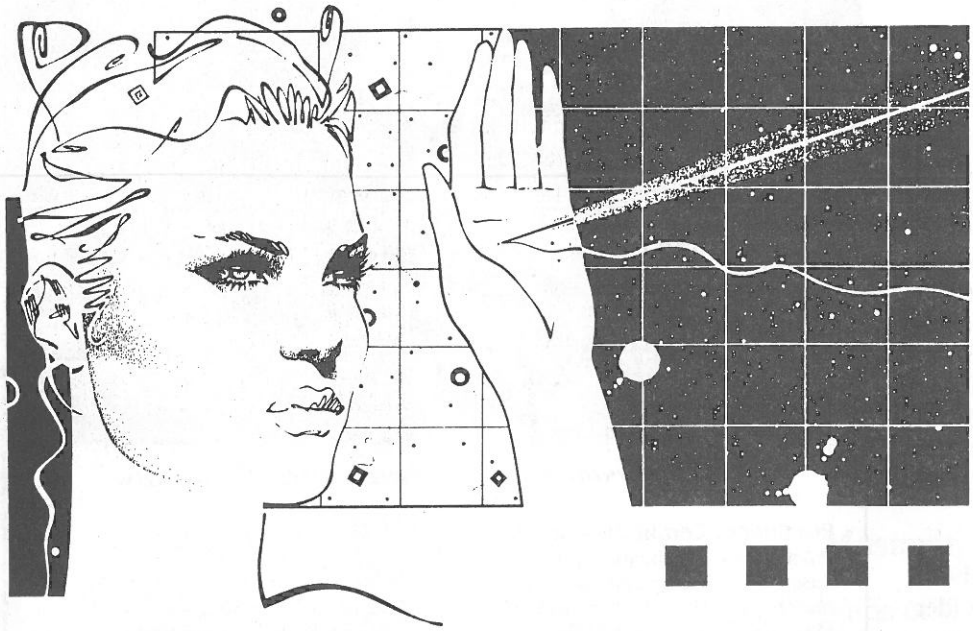
*I want to thank Barbara Waggoner and Tim Murphey for the valuable suggestions they gave regarding the content and language of this article.

Veli-Matti Toivonen is a psychologist, NLP Associate Trainer, associate editor for the journal of Finnish Psykological Association "PSYKOLOGIA" and editor for the Finnish NLP Journal "VAK: NLP Kommunidaatio Muutos." His address is: Vehkatie 25 as. 23, 04400 Jarvenpaa, Finland; Tel: (land code to Finland+) 02919834.

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Creative History Making -Part 3-

By Steve Watson

Celia was understandably skeptical when I proposed to help her restructure her life by building a new timeline from day one to the present. Indeed, I was skeptical and more than a little anxious about attempting such a major intervention without previous experience with anything of similar scope. I stated my own concerns that it seemed like I would be "playing God" and definitely did not feel qualified to assume that position with her or anyone else. Celia herself pointed out that her options looked limited and unappetizing based on her history of the last 25 years: Institutionalization or a series of temporary improvements followed by her usual scenario of crash and burn.

As we considered how to proceed, one of the essentials that had to be part of the process was a constant feedback between us. She needed to tell me verbally as well as through physiology how each step was being experienced. We would avoid deep trance states because this tended to immobilize Celia and encourage the creation of new alter egos when under stress. I couldn't guarantee her that this would not be stressful at times. In any case, this had to be essentially **her creation** in every respect. She would be the architect. I would be the consulting engineer.

So we began.

The first consideration was how to place a new timeline in relation to her present one. It was my hypothesis that we could not outright destroy nor cast away her current timeline without first having a structure in its place. This meant that, temporarily, we would have two timelines potentially operative and they might interact in some manner until Celia adopted the representation of her experience.

When asked to set up the new timeline - an empty set at this point - she tried it in a parallel configuration at first. The new line from but distant to the old one. Celia immediately proclaimed that this would not work! The old timeline acted like a massive planet in space which, with its greater gravity, pulled the new timeline into it. "It's going to have to be at right angles to the old timeline." See seemed to know this very definitely. I suggested that she swing the representation of the new line into the proper and stable place and to place it at the point of birth - Day One.

The first segment was to be representative of the day she was born and continue to age five just prior to going to elementary school. I suggested this period of time for two reasons. First, it was chronologically correct and second, it was the most important time for the necessary re-imprints. Hypothetically, I suppose it would have been possible to start at any point and build backwards and forwards to completion. In this case, it seemed reasonable to presume that when Celia accepted a new nurturing parent model through those highly important years, she would make new decisions about her worth and identity that would support the rest of the new structure.

(It should be noted here, that I was not dealing with the core personality. I am using the name Celia to refer to the dominant personality present at any given time. Most of the time this was an alter ego named Ellen who had complete ac-

cess to Celia's memories from a dissociated perspective. In the process, other alters were consulted for specific details occasionally. The core Celia had withdrawn several weeks before and was accessible only through considerable effort.)

I asked Celia if she knew of a woman from her experience who would make the kind of mother she had always wanted. She immediately chose an aunt, sister to her birth mother, who she perceived as a wonderfully loving, patient and nurturing woman. This aunt was only 3 years older than Celia, they had virtually grown up together, so she had a richly detailed representation of her behavior and style as a person and she had closely observed her as a parent.

Even so, I wondered about her choice. From previous conversations, I knew that her birth mother had come from a very abusive family and was herself a sexually abused victim as were sisters. "All of them but this one," Celia told me. "She (the Aunt) was the youngest sister and grew up in a very different situation. My maternal grandparents died in an accident before my Aunt was 3. She was raised by other healthy relatives." Reassured, I suggested we proceed.

Celia was instructed to go inside to a place *above and to the side* of her new timeline. There she was to place her model mother on the first day of her life, Day One, and watch and listen to that mother receive her new child. When Celia reported that it looked very good, we paused for a moment. We had a choice to make.

Who would adopt the timeline first? Which of the dozen personalities available would step into the new timeline?

The frontrunner or spokesperson I had been communicating with, Ellen, was adult, rational, and well spoken but somewhat distant emotionally. There were two male personalities, females of various ages and functions as well as two based upon siblings as they were known as youngsters. The alter ego we had the most problems with in recent times, however, was a teenager known as Christy.

Christy insisted upon having sex promiscuously with anyone she met who was male. In addition, it had to be hard, painful sex or it was deemed unsatisfactory. Since Celia's physical persona was slim and attractive, partners were never hard to find. Seduction usually took

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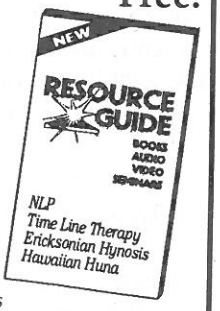
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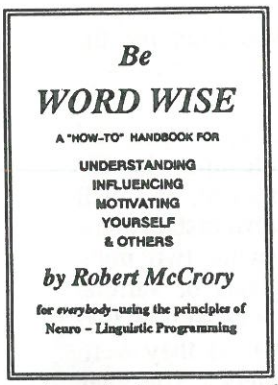


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minutes. Earlier, when I suggested that her modus operandi was potentially dangerous, she refused to listen and twice stormed defiantly out of my office to find a willing male. Unfortunately, on one occasion, she got beat up and because the pain communicated through to all the alters who used the body, Christy was both restrained and reluctantly agreeable to stand down for awhile to see if what I was doing would actually make sense to her.

Christy Would Be the First.

We then had Christy join Ellen at Day One above the new timeline. They were now dissociated (between time) with Christy watching the model mother receive her new child. Then Christy was instructed to step into the time and fully associate with the infant as her *mother's arms* gently cradled her. Celia/Christy's face fairly lit up and glowed as she looked up into her "mother's" face and felt the warmth of her hands and arms, the softness of her mother's cheek, the beat of her heart as she lay against the fullness of her bosom, the cooing tones of he voice. She had found a true mother.

After Day One, we rapidly built in experiences that included her mother's delight in hearing Celia's first vocalizations, encouragement when she began to walk, to talk, and to explore. Celia was nurtured when hurt, never blamed for childish mistakes and yet firmly and gently corrected as necessary. At about 4 1/2 years, Celia's new father was highlighted (the uncle by marriage. In the former timeline, this was a point where Celia was first sexually abused after getting quite dirty while playing in the garden. The new father found his little girl covered with topsoil, grass, and leaves, and swept her up into his arms and into the bathroom where with Mom's help she was thoroughly scrubbed with soap, water, and laughter. After being dried and dressed, father and daughter went to the store together, just the two of them, which was always an adventure, and had an ice cream cone on the way back.

This last scene was a critical reimprinting. Many of Celia's identity beliefs crystalized at this time and were later reconfirmed several times in her former timeline.

Christy went through time associating with all of the above and came out of this foundation segment with a look and feeling of pleased puzzlement.

We consulted the remaining alter egos as to who could most usefully adopt the new segment of experience. Three of the young ones (who apparently had somehow been watching) came forward and said they wanted to go next. One by one they dropped into Day One and came through time, past the critical time described above to about 5 1/2 years. Time to go to school.

Then Something Happened.

Up until now in treatment, the "real" Celia had remained totally withdrawn. Ellen, the spokeswoman, wondered if she, the core Celia, should be pulled out of the black pit - the representation of her place of withdrawal - at the beginning of the whole process. Because the core Celia had been so negative and apathetic when we last dealt with her, I recommended that we allow her emergence to come whenever it would, unforced, or when we had completed work on the timeline. Now she was with us.

Ellen backed off and Celia wanted to know what the hell we were doing. She was angry because of the lost time and lack of knowledge. She felt somehow betrayed despite the fact that the withdrawal was more due to her wanting to be gone than anything else. So I explained everything. I also suggested she go inside to check with Ellen or anyone to test the validity of my explanation. She did so. Then I asked her to consider adopting the time segment as it was constituted. I told her, as I had each of the alter egos who had gone before, that she was to back away from the timeline and let me know if anything needed modification.

After some argument including some disbelief that this elaborate exercise in imagination could make any real difference, Celia went inside to Day One. She immediately popped out with an objection.

The others had apparently used the attitudes and behaviors of the aunt and uncle models to restructure the parenting in the new timeline but had left the visual representations of the original mother and father unchanged. Celia wanted them to look different as well. She went back inside, made the changes and then stepped into Day One and came through time at a leisurely pace to join the others at the time/space just before she was to start elementary school.

Celia felt very good if a bit disoriented.

The next several appointments were involved with the structuring of the rest of Celia's timeline some of highlights of which were:

The parents delight that she was such a bright child who enjoyed learning and whom excelled in school.

The introduction of Celia to the mysteries of sex at age 12 through a thoughtful and carefully presented discussion with her mother. (Here Celia used herself as a model, using her experience with her own children.)

The experiencing of the physical realities of sexual intimacy at 14 with a gangling, awkward but gentle 16 year old boy. (Rusty, the boy, was a wholly made up individual who embodied the qualities of several people.)

The completion of high school, the thrill of being appreciated as a top student, the encouragement to go to college. (A career idea emerged for her to consider in her future time.)

The first year after high school before she met her real time husband, which included a trip abroad.

Here we stopped to allow all the alter egos to step into the new timeline. Up to now only Celia, and the young ones and Christy had come through time the whole way. When the remaining alters went to the new timeline several interesting things happened.

The male alter egos changed to female quite spontaneously by the time they completed the nineteen trip. This was done without any suggestion from me but was apparently a natural consequence of the experience. Each of these alter egos had protective functions Celia had previously associated with males and as a result she felt a bit unguarded. I helped her reframe

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her more complete femaleness to the realization that both functions could be very nicely expressed from a feminine perspective even more efficiently.

The other phenomena of note happened as each of the older alter egos stepped into the timeline. They each seemed to leave a backwash of anger that the remaining alters had to temporarily absorb. By the time the last alter was left, the hostility was almost overwhelming. We had to move quickly.

The final alter was Ellen, an adult female and an avowed lesbian though she had not been active sexually. She was not happy with me at this moment. The residual anger and her distrust of a male made it difficult for her to cooperate but she had seen the success of the others and she agreed to take the big step.

When, in the middle of the first five years, Ellen fully experienced mother's loving embrace, she let us know that this experience was what she had been seeking all along. She stayed in that time segment having no need to go further.

The last major hurdle, Celia's years of marriage and motherhood went surprisingly well and quickly even though Celia's real time marriage had effectively ended 2 years ago and was awaiting a divorce. All of the alters came to her present age together, still separate, but with a sense of cooperation and unity. "We" and "I" became interchangeable pronouns.

At present, we are constructing probable futures.

One might ask where, the old timeline is. It is now perceived as being a dark, distant structure to her left and well behind her. She can refer to it for detail when necessary but it is a structure that is fully dissociated from her experience at this time.

For now, Celia's concerns are for the Present and Future. It's going to be fascinating to watch what she does with her future timeline.

Steve Watson, MSW 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) 470-8813.



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Feb. 3-15	Master Hypnotist State Approved Cert.
Feb. 3-23	Hypnotist State Approved Cert.
Feb. 18-23	Cert. Master Hypnotist's Who Want to Become Hypnotherapists

NLP RESOURCE CENTER
c/o The Family Therapy Inst. of Alexandria
220 S. Washington St. - Alexandria, VA 22314 (703) 549-6000

Feb. 7-9	Strategies of Creativity & Structures of Innovation (Robert Dilts)

Current Events

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

Feb. '92	Practitioner Certification Training Begins

ONE MIND
818 North Nattawa - Sturgis, MI 49091 (616) 651-9917 or (800) 221-MIND

Mar. 14	PhotoReading Begins (Winter Park, CO)

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

Jan. 9	Free Introductory Evening
Jan 9	Discovering Your Personal Mission
Jan. 11	Personal coaching Day
Jan. 11-12	Foundation Skills Certification
Jan. 12	Advanced Coaching Skills
Jan. 17	Spring Practitioner Training Begins

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

Jan. 3-5	Strategies & Modeling

SUSAN BRANCH AND ASSOCIATES
61C Monroe Ave. - Pittsford, NY 14534 (716) 586-6773

Jan. 16	Free Evening NLP Preview
Feb. 6	Free Evening NLP Preview
Feb. 8	Introduction to NLP
Mar. 7	Practitioner Certification Begins
Mar. 7	Master Practitioner Certification Begins
Mar. 19	Free Evening Preview

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

Jan. 11	Goal Getting (San Diego, CA)

UPSTATE CENTER FOR NLP
See listing for Susan Branch & Associates

CONFERENCES

IANLP Southeast Regional Conference
January 17-19, 1992 - Birmingham, Alabama

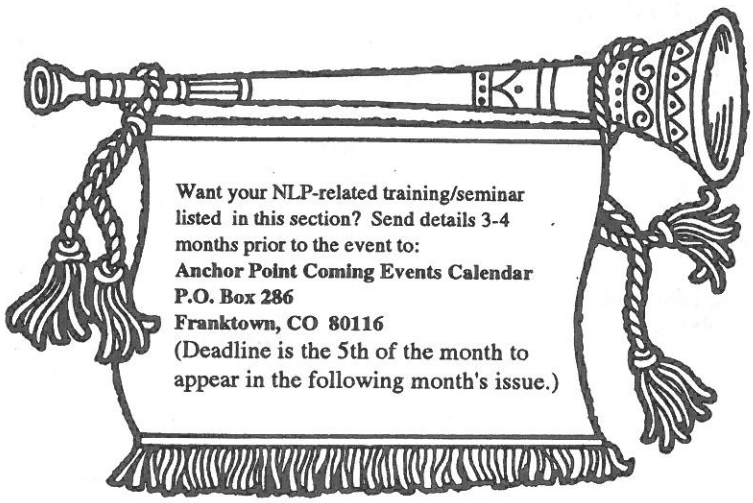
For information: Edna Clay
2906 Garth Rd. SE
Huntsville, AL 35801

First International Bilingual Congress
March 27-29, 1992 - Buenos Aires, Argentina

For information: Maria C. Penna
Honduras 4899 (1414)
Buenos Aires Argentina
Phone: 54-1-72-2412
Fax: 54-1-803-5784

9th Annual IANLP Conference
April 24-26, 1992 - Orlando, Florida

For information: IANLP (Attn: Laura Shaw)
200 Marott Center
342 Massachusetts Ave.
Indianapolis, IN 46204
Phone: (317) 636-6059 or
Fax: (317) 638-0539



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