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Spring

The seasons are changing and it is again time for new growth. Around Cahill Mountain the trees are budding out and soon, for awhile, we can expect a spring shower every afternoon. The crab-apple flowers are blossoming and the birds around here are getting fat. Spring is nigh and life is retooling for its annual fresh start. Its the time to start something new.

This issue premiers a column featuring the fine work of some of the members of the Avanta Network. For those of you not yet familiar with Avanta, these are the individuals who carry on Virginia Satir's important work. Thanks to Martha Wiglesworth for helping us feature the Avanta column.

We also welcome Joseph O'Conner (United Kingdom) and Veli-Matti Toivonen (Finland) who will continue to bring us new perspectives from outside the USA.

Also, this month, brings a new book (*Maps, Models, and the Structure of Reality*) and a new hypnotic language card game (*Zebu*).

All in all this spring issue brings a little something for everyone. Find a sunny tree and have a good read.

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ANCHOR POINT is an monthly magazine presenting recent developments and practical applications utilizing Neuro-Linguistic Communication and related technologies.

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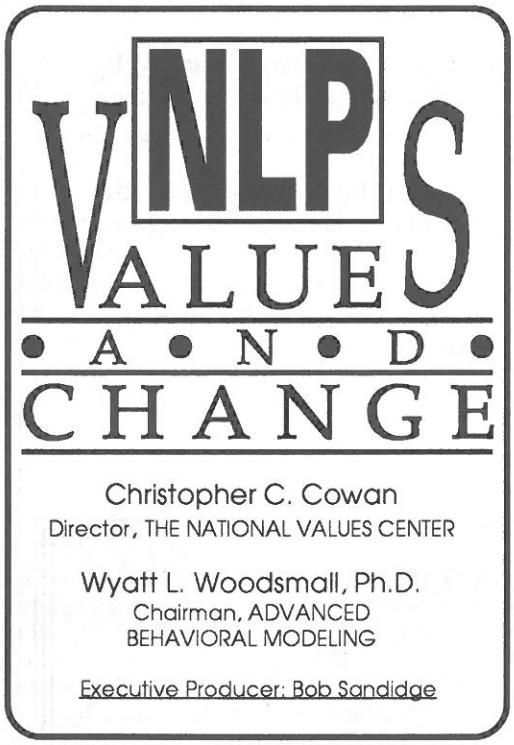
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SAY IT STRAIGHT:

Communication within-between-among

by Paula Englander-Golden, Ph.D. & David E. Golden, Ph.D.

Have you ever decided to talk to someone you worried about, and when you came face to face you didn't address what was deeply in your heart? Have you found yourself giving lectures, getting angry, thinking that you might as well be talking to a wall? Have you ever found yourself in a situation in which you very much wanted to say "no" and you said "yes" instead?

These are universal human issues that transcend age and culture: when we get in a car with a driver who had too much to drink; when we join a gang; when we accept an extra helping of food that we don't really want or when we don't voice our caring. These issues are involved when we don't put voice to our deepest yearnings. At times we are even disconnected from what these yearnings are. These are the issues addressed in Say It Straight training.

Say It Straight training (SIS) is based on Virginia Satir's therapeutic beliefs and on her work in communication. Virginia used to say that communication is like breathing, if we are alive we do it. The issue is what is communicated, not whether communication took place. For example, has anyone ever asked you "What's the matter?" What was your answer? Often the answer to this question is "nothing," regardless of how we feel. Furthermore, we can say "nothing" while our bodies give a very different message. Communication is both verbal and non-verbal and very often the two messages don't match.

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Virginia believed that each of us is a miracle, a reflection of a universal life force; that our deepest yearning is to be loved and valued, to love and value; that at any moment in time we do the best we know with what we have; that when we are connected to our inner resources we have the wisdom to know what to do, and when we can put voice to our deepest yearnings we chose to live life, not kill life with destructive behaviors.

The profound nature of her communication work emerges as we put it in the framework of these beliefs. For instance, Virginia conceptualized five basic processes of communication: placating (we don't stand up for ourselves); blaming (we push others around); being super-reasonable (we lecture without expressing our feelings); being irrelevant (we change the subject or distract); and being congruent (what we say and how we say it matches what we feel).

When we put these communications in the context of the therapeutic beliefs, they become survival coping skills: placating becomes a way we take care of ourselves by people-pleasing, blaming becomes a way we take care of ourselves at the expense of other people, being super-reasonable becomes a way we take care of ourselves by making ourselves less vulnerable, and being irrelevant becomes a way we have to take care of ourselves by escaping.

Seeing these communication processes as survival skills allows us to befriend them, to thank them as our resources that helped us to survive, to see the golden nugget in the lead. We don't have to chase anything out, rather, we can work toward transformation and integration. Virginia's therapeutic beliefs focus



us on solutions, on recovery, rather than on problems. She used to say, "The problem is not the problem, coping is the problem."

Say It Straight (SIS) training was developed as a program for prevention of destructive behaviors and promotion of wellness. It gives people the opportunity to connect to their internal resources and their deepest yearnings as well as develop skills to give these yearnings expression. From this place of being connected to their inner wisdom people can reach out and connect with others in a positive way. Thus, SIS is a way to communicate within, between, and among.

Virginia said:[1]

"The concept is deceptively simple. Make your "yes" real and make your "no" real. It is so difficult to put into practice because we are taught from babyhood on that we are not supposed to hurt other people's feelings. Better to hurt ourselves. I have called this 'psychological lying,' an international disease. It is usually done to preserve love and thereby avoid rejection or to protect ourselves from destruction in one form or another. Don't say what you think and feel to people you care about, for they will drop dead or they will be so angry you will drop dead. We believe that psychological truth kills, so that it is better to be liars. In reality, the opposite happens. Someone dies when we go against ourselves."

Originally, SIS training was used as a school-based program for substance abuse prevention. However, research results showed that in addition to reducing substance abuse, it has significant impact on other behaviors.[2-5] For instance, in an 18-month longitudinal study, trained junior and senior high school students had 450% less juvenile criminal police offenses (such as burglary, vandalism, runaway) than untrained students.[5] Recently, a high school brought to our attention that SIS had a positive impact on precocious sexuality/pregnancy.[6] Since 1982, over 20,000 3rd-12th graders in urban and rural schools in a number of states have had SIS training.

Today, this program is used with adults, teens and children in many settings, including incarcerated teenagers, adolescent group homes, in alternative schools with pregnant teens and teens with other problem behaviors, in juvenile probation, in sheltered settings for mentally handicapped adults, in chemical dependency, in aftercare, in co-dependency, in organizations and in parent-school-community networking.

We believe that people have been able to apply this training so widely because it nurtures fundamental human needs and promotes the development of skills to meet these needs in a positive way. SIS enhances self-esteem, self and social responsibility, empathy, promotes straightforward communication and positive relationships.[2-5,7]

Say It Straight training is action oriented and uses visual, auditory and kinesthetic channels to enrich

the learning that is cognitive, effective and psychomotor. Sculptures, guided imagery, making "movies" and a variety of exercises are used to facilitate the process of connecting with our internal resources and deepest yearnings, of transforming inflexible rules and compulsive behaviors into useful guides for living.

Here are some illustrations to give you a glimpse of what this training is like. For instance, to give people the opportunity to get acquainted with their breathing, their body sensations, their feelings and thoughts when they find themselves in a situation in which they very much want to say "no," but say "yes" instead, we invite them to do a placating sculpture. It is written here with its guided imagery, much as it appears in the book, Say It Straight: From Compulsions to Choices.[1] You may want to try it out to experience it for yourself:

Sculpture*

Get down on one knee in a begging posture. Put one hand on your heart. We have to appear sincere when we beg for our lives. Lift your face up, as though you were looking at a person standing in front of you to whom you said "yes" at a time when you very much wanted to say "no." Extend your other hand as though you were begging or warding off a blow. Open your mouth just a little, so that only a crumb could possibly fall into it. When we placate, we believe that a crumb is all we deserve. You may want to close your eyes or focus on something so that you can turn your attention inward. Remember someone you placated and imagine this person standing in front of you. If you believe that you have never placated, you may want to do the sculpture and let yourself imagine how you would look, sound and feel if you were doing it. Silently make some of the following statements (Guided Imagery):

"I'll do anything, just let me be your friend." "Without your friendship, I am nothing;" "I'll do anything, just let me please you, without your approval I am nothing." You may want to add statements with which you are particularly familiar (one that many people can relate to is "I'll do anything, just stop yelling," or "I'll do anything, just stop crying." While you are in this position, let yourself be aware of your breathing, your body sensations, does this hurt some place, become aware of your feelings, your thoughts, your self-esteem, your feeling of competence, your personal power, the inner strength with which you can honor your deepest yearnings and take action in your own behalf, become aware of your energy, your feeling of connectedness. How do you feel toward yourself and the person you are placating?

If you have some pain of recognition, we invite you to give yourself a message of appreciation. Our ability to make amends, to apologize for a wrong or hurt, to make peace, relates to our ability to placate. The challenge is to apologize for a specific behavior, not for our whole existence. The nugget of gold and the piece of lead come from the same place.

"I now perceive an immense omission in my Psychology. The deepest principle of human nature is the craving to be appreciated."
- William James

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One of the most striking results of SIS training has been the discovery of its appropriateness across age groups. The question, "Have you ever wanted to say 'No' and said 'Yes' instead" is as meaningful to an 8-year old as it is to an 80-year old. The fears for the sake of which we betray our deepest wishes, seem to be the same regardless of age. When we process the feelings that emerge in this sculpture, among the most frequently mentioned are the fear of being rejected , and the fear of being embarrassed.

Englander-Golden and Satir conceptualize these painful communications as compulsions rooted in our early learnings in our families of origin. They are tied to survival rules that are the source of their power. Survival rules are our core beliefs and are expressed in inflexible terms such as, "I must always..." or "I should never..." Thus, placating is tied to rules such as, "I must never impose" or "I must never talk back to authority" or "I must always be available to others." Blaming is tied to rules such as, "I must always win" or "I must always be right" or "You must never tell me what to do."

We have catastrophic expectations if we disobey these rules. For instance, if I talk back to my mother, she'll die and then I'll die from guilt; if I lose, my father will be so ashamed of me that he'll die and then I'll die from guilt and shame. These rules helped us to survive. Therefore, we need to thank them. Rather than be shamed by them and chase them out, we can ask them to go on a journey of transformation with us, from compulsions to choices, from rules written in blood to useful guides for living.

Here is an example that shows how rules affect an interaction and how a rule can be transformed. In this rule transformation, you will see the movement from "I must always..." to "I can always..." to "I can sometimes..." to "I can...when..." Notice the comments from the person working on her rule transformation.

Rule Transformation*

My husband Stan was driving and talking. Engrossed in his story, he didn't notice he had slowed way down below the speed limit. I tried to give him nonverbal hints: I kept looking at the speedometer, the rear-view mirror, out the back window. When he looked at me, I avoided looking at him and moved my head like a radar, scanning the speedometer to the rear-view mirror to the rear window. He just wouldn't take a hint.

I felt compelled to correct him: "Honey, you're impeding traffic."

"So?!" he snapped loudly. "Don't tell me how to drive."

"But Stan, the speed limit is 40 miles per hour and you're doing 25. There are lots of cars behind us." Inside, my thought was, "Don't you dare get mad at me for caring!"

"So? Let them pass me." He sped up to the speed limit. "Are you happy?"

"It's not a matter of whether I'm happy," I said. "You always slow down when you start talking. I'm afraid you're not concentrating, and you'll cause an accident."

Looking straight ahead, he was sullen. "You can help by keeping quiet or drive yourself."

Within moments, my mood changed from fear to hurt to anger. I wanted to scream at him. I felt rejected and worthless -- and he was doing this to me.

Several rules were important to me at the time. One was that I must always obey rules, and so must everyone else. I know that many times I have felt embarrassed by my husband's transgressions, as though his behavior reflected on me. Here is how I transformed this rule.



I must always obey rules	*My breathing is heavy. I feel extremely tense and tight.*
I can always obey rules.	*Still tense, rigid, breathing is still heavy.*
I can sometimes follow rules.	*I'm a little more relaxed.*

I can follow rules when:

It's a life threatening situation. *It avoids hurting others.* *It gives me a sense of belonging.* *I want to set a positive example* *I choose to.* *I don't have to follow rules just to please others.*	*I'm breathing easily. I have a sense of freedom, flexibility, and contentment. I feel relaxed; my heart isn't racing. It's like this is my decision; I give myself choices.*

I also became aware of the rule that if you love me, you will never raise your voice to me. If you do, I must be revenged. As I look at what I have written, I realize I could have thanked my husband when he picked up speed at the beginning of our interaction. I was so busy punishing him that I missed the point: he did respond to my request. But he didn't do it graciously. (I think another rule just reared its head!)

Making "movies" is another feature of SIS. The different communication processes are explored within the framework of making "movies" with the content chosen by participants. This gives participants ownership, respects their individual freedom, assures relevancy and cultural appropriateness. Playing a "part" in a movie provides participants with the safety to explore new behaviors and feelings.

For example, an aggressive person can allow himself or herself to explore a wider repertoire of behaviors such as caring and friendship. By exploring different communications embedded in the movies, people become aware of their deepest wishes and develop the skills needed to give these wishes expression. They explore how they feel, and receive feedback on the feelings they evoke in others as a result of their communications. Through action and the processing and sharing of feelings, the cognitive learning is enhanced with effective psychomotor experience.

Here is an example of a "movie" in which the two participants portray a couple celebrating their first wedding anniversary since his return from treatment for alcoholism.*

Movies*

Jane: Honey, it's just no fun drinking champagne by myself.

Joe: Isn't this steak just wonderful? Just great! I love being here with you.

Jane: Joe, drinking by myself doesn't feel like a celebration. Why don't you have just one drink?

Joe: Did you see the deserts when we came in? I think tonight I may have two. What will you have?

Jane: Joe you are not listening. I feel stupid sitting here drinking champagne by myself. Everybody is looking at us. What kind of an anniversary celebration is this? It stinks. Please, just have one with me and then just keep your glass.

Joe: Okay, I'll join you.

The man who portrayed Joe reported feeling trapped and having a terrible sense of loss of his sobriety, for which he blamed his wife. The woman who played Jane reported that the more Joe wouldn't respond, the angrier she became. When he finally agreed to join her, she anticipated his blame and got even more angry.

Here is how Joe transformed his communication.

Jane: Honey, it's just no fun drinking champagne by myself.

Joe: Jane, I feel scared when I hear you say that. I love you and want to be able to go out with you to celebrate. But I also want to celebrate my sobriety. I am not telling you not to drink, but I won't drink with you. I want to toast our anniversary with my iced tea.

During the processing of this movie, Jane reported thinking that perhaps she had a drinking problem herself.

In the first "take" of the movie, you may have recognized that Joe made himself irrelevant. When our yearning to be loved and valued is enmeshed with a need to control, we end up manipulating people with placating, blaming, being super-reasonable or being irrelevant, as Joe chose to be. Often, these communications lead to feelings of self-betrayal, isolation, incompetence, despair and other feelings of discomfort. In the second "take," Joe discovered that when he gave voice to his deepest wishes, his fears of being rejected, of hurting his wife's feelings or not being able to stand embarrassment were unfounded.

Saying it Straight is a way to let go of the need to control others and to become appropriately in charge of ourselves. By being in charge of ourselves, we can retain our self-esteem regardless of the outcome of the interaction. Although we are not responsible for the feelings of others, we are responsible for what we put into our interactions. Regardless of what communication is coming at us, we can choose to **say it straight.**

When we have choices, we don't see ourselves as victims. This leads us to self-empowerment, hopefulness and vitality, rather than hopelessness and fear. Our yearning to be loved and valued coupled with our willingness to struggle to say it straight, helps us to trust ourselves more and also makes us more trustable.

The hallmark of saying it straight is the expression of our own feelings, rather than the expression of what we think someone else if feeling. It is the most difficult communication because when we practice it, we make ourselves most vulnerable. Yet the payoff is great. Our caring can lead us to a sense of serenity rather than a sense of isolation. It seems fitting to us to end this article with another of Virginia's sayings, "To be trustable, I don't need to be perfect, I need to be real."

***Reprinted from "Say It Straight: From Compulsions to Choices," by Paula Englander-Golden and Virginia Satir, with permission from Science and Behavior Books.**

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Paula and David are members of Avanta - The Virginia Satir Network and trained with Virginia Satir. They were her colleagues and friends.

Paula developed Say It Straight training and is Director of Training of The Say It Straight Foundation. She is a professor at the University of North Texas and director of the Institute for Studies in Addictions. Her work in prevention of alcohol/drug abuse and other destructive behaviors, and in promotion of wellness has achieved an international reputation. She conducts training workshops for counselors, teachers, administrators, parents and organizations.

David is a Physics Professor in the Center for Materials Characterization and Associate Director of the Industry-University Center for Collaborative Research at the University of North Texas. He is on the Governing Board of Avanta and was the Coordinator of the 1991 Satir Conference. He is President of the Say It Straight Foundation, has served in a number of administrative positions, including Provost of the University of North Texas and has been a consultant to numerous organizations.

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Appreciating Misteakes



by Tim Murphey

Learners are sometimes inhibited not only by their "erroars" but by their fear of making them. When they hesitate to risk, they interact less with the material and other learners and thus have fewer opportunities for learning (Beebe 1983, Seliger 1983). Some teachers try to accommodate this fear of mistakes by creating a safe environment in which they encourage risk-taking by doing little overt correcting. An alternative to creating a "safe-house" is to recode the meaning of mistakes so that they don't disturb, and even help, the learning processes when they do occur.

For the past year, I've been experimenting with this while teaching university-level Japanese students English. Most of these learners have been through over 6 years of rather strict English learning in which mistakes were severely condemned. These previous learning experiences usually result in them being extremely reluctant to speak and intensely anxious about making mistakes. The rest of this article describes ways that the meaning of mistakes can be changed for more productive processing. These ways can either be done in steps, independently of each other, or in combination with things that you have done or create in your own risk-taking.

Metaphors

I often tell stores of myself making mistakes, in a humorous way. For example:

> One day when I leaned on my umbrella going up an escalator in a large store, it got stuck in the grooves and I had to hit the emergency button to stop the escalator. All the people had to walk by me as I excused myself. But they all smiled and laughed a bit at me as they passed by and said "No problem." I was so embarrassed. Then I realized that I had made a lot of people happy by changing their routine day, and that was neat.

When I tell the story in my mistakefully joyous Japanese (the only time I use Japanese in class) to my Japanese students, it is a coherent behavioral loop -- I'm using mistakes to tell a story about a mistake and allowing them to see that it still succeeds (in two ways - I can make people happy and I can communicate despite mistakes). I'm modeling what I want them to do in English.

Tasking

Following my example of a funny story, I ask each participant to think of a recent small mistake that they made and to tell it to a partner in a humorous way in English. This is a lot of fun and naturally "changes history" as they do it. Then they change partners and tell the new partners their mistake, plus the mistake of their first partner. They are training their story (metaphor) telling skills and seeing how different people react. For homework, I ask them to tell their mistakes in a funny way to at least three friends from other classes in English and to report on it in their journals.

Future Pacing

Another day, I ask learners:

a) To imagine a little mistake that they will probably make in the next 24 hours, perhaps a reoccurring small mistake, like forgetting something or tripping. When they find something, I ask them

b)To see themselves make the mistake in their mind, and then

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c) To imagine themselves responding as they would like to respond, in a way that they think would be helpful. For example, laughing and thinking "that shows how wonderfully human I am, I am consistent, perfectly imperfect me!" I ask them to

d) run a film loop of them making the mistake with this positive response several times through their mind.

Future Pacing-Tasking

Another possibility, after the above future pacing, is to ask them to make the mistake on purpose. I ask them to "plan to be aware" of what their feelings are and how others around them react to their mistake. Being conscious of the mistake and observing feedback from those around them make them naturally dissociate from the mistake itself. If they can do this often enough, unplanned mistakes which happen may also spark the same dissociated reaction. Most students have been amazed at my asking them to make mistakes on purpose, but they have also been impressed with their reactions afterwards.

Reframing

Reframing is of course already done partially in the above exercises. As part of their regular assigned English readings, I also provide articles on mistakes that have became great discoveries, mistakes that ended up as fortunes, etc. Tom Peters (*Thriving on Chaos*) has an excellent chapter on encouraging past failures and learning from them rather than waiting until you think you know it all (which may be a very long time).

"Good judgment comes from experience. And where does experience come from? Experience comes from bad judgment."
- Mark Twain

By dealing with mistakes through metaphors, reframing, Ericksonian-type tasking, and future-pace dissociation, my students have become more relaxed, joyful, and adventurous learners

To go to a deeper level and let learners take more control of their own feelings in potentially "mistakeful" situations, I've used the examples out of Jill Anderson's book *Thinking Changing Rearranging (pages 6, 7, 12, 13) to show them that it's what they think about something that makes it negative or positive, a mistake or an opportunity. This has freed several of them to reframe mistakes so that the word simply is not applied by them to what other people will call mistakes. They have changed mistakes into interesting phenomenon, occasions to laugh and appreciate their humanity.*

A final bit of reframing is a song that we sing together that is rather imperfect but fun:

If I make a little mistake

Well that's just part of my perfect plan

Being perfectly me you see I need

My mistakes to make me become what I wanna be

At the end of the song while half of the group sings "I love mistakes" over and over again, the other half sings "They show I'm human, they show I'm learning, they show I'm risking, they show I'm stretching" three or four times, all the while making mistakes. Actually saying out loud what you want to believe and doing and feeling it at the same time is very powerful. It's been magical.

Making Sure It Works

In a group of 40, it's hard to know how much the above works and if the activities outside of class are carried out. So I ask participants to write journals in English: a description of whatever happens in the sessions and during their homework assignments. In this way I can read about how they do the activities (how they perceive that they do them) and their reactions, albeit not on-line. I have been most excited by those for whom the activities don't work, since they present further opportunities for me to learn their particular maps and create new ways to make their learning more productive.

The journal comments have led me to believe that these secondary after-the-fact reflections by learners also add to the power of the reframing as they reinforce the changes taking place by further associations. Students are also pleased to find out that they are learning other life skills in their English language courses than simply language. And of course student reactions allow the teacher to learn as well.

The student comment below reminds me how our mistakes might also be given another frame by others in the environment:

> I put [salad] dressing on rice! A friend of mind found it immediately and said "What are you doing? It's

dressing!" I told them that I had done it on purpose. But they didn't believe so I told them the reason [homework]. Then they understood. I think making a mistake on purpose is something useful because we had a dinner at a congenial atmosphere. In addition, if **I make such a mistake again, they may think that I did it on purpose!!** I'm going to make a mistake again because it's funny! (Tomomi Sugiyama - my emphasis)

By dealing with mistakes through metaphors, reframing, Ericksonian-type tasking, and future-pace dissociation, my students have become more relaxed, joyful, and adventurous learners who can appreciate mistakes. They have truly begun operationalizing the belief that "there is no failure, only feedback."

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* I want to thank Charles Adamson and Barbara Waggoner for the valuable suggestions and encouragement they gave regarding the content of this article.

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Flashing Back To The Orgins Of Neuro-Linguistic Training

And, The Year Is 1933...

by Michael Hall

When Korzybski wrote "Science and Sanity" (1933) he presented "An Introduction to Non-Aristotelian Systems and General Semantics." This now classic book contains many of the fundamental basics of NLP. In fact, in 1941 when he wrote the second introduction to the book, he coined the term "neuro-linguistic." He talked about "neuro-linguistic training," "neuro-semantic and neuro-linguistic reactions," "neuro-linguistic effects," developments, issues, mechanisms, habits, facts, etc.

If you're familiar with current NLP literature, you'll recognize Korzybski as the person Bandler and Grinder quoted for the map-territory distinction.

"There is only one way in which a person acquires a new idea: by the combination or association of two or more ideas he already has into a new juxtapostion in such a manner as to discover a relationship among them of which he was not previosly aware."

- Francis A. Cartier

The original quote provides additional insights. "A map is **not** the territory it represents, but, if correct, it has a **similar structure** to the territory, which accounts for its usefulness. If the map could be ideally correct, it would include (in a reduced scale) the map of the map... If we reflect upon our languages, we find that at best they must be considered **only as maps.** A word **is not** the object it represents; and languages exhibit also this peculiar self-reflexiveness, that we can analyze languages by linguistic means.

"Antiquated map-language, by necessity, must lead us to semantic disasters, as it imposes and reflects its **unnatural** structure... As words **are not** the objects which they represent, **structure, and structure alone,** becomes the only link which connects our verbal processes with the empirical data.

"Words **are not** the things we are speaking about... If words **are not** things, or maps **are not** the actual territory, then, obviously, the only possible link between objective world and the linguistic world is found in **structure, and structure alone.** The only usefulness of a map or a language depends on the **similarity of structure** between the empirical world and the map-languages.

"That languages all have some structure ...we unconsciously read into the world the structure of the language we use..." (Science and Sanity, 1980 Edition, pages 58-60).

The "General Semantics" which Korzybski established provided a discipline that trained people on "how to use their nervous systems most efficiently." So he said, "In the work of general semantics we deal with **living neuro-semantic** and **neuro-linguistic** reactions, not mere detached verbal chatter in the abstract."

Neuro-Linguistic Training--1933 Style

After reading Korzybski's style of neuro-linguistic (or neuro-semantic) training, I was genuinely grateful for the refinements Bandler and Grinder have made. Although Korzybski pioneered the field of neuro-linguistics, his work is so caught up in academia that it is difficult to read and digest. To practice and assimulate the benefits of his insights is even more difficult since he didn't have the modeling skills of Bandler and Grinder and did not put the tech-

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niques into easily learnable recipe patterns. And yet...

And yet the wonderful nuggets of truth and insight about our neuro-linguistic nature and the neuro-semantic mechanisms that operate in our processing of information and internal experiencing throughout his work are well worth one's time. In reading and researching his nearly 900 pages of text, I have found all kinds of ideas and suggestions that have made my own practice of NLP richer and more effective. In future articles, I will mention some of those ideas.

We The Semantic Class Of Life

Korzybski constantly asserts that we humans are a "**semantic class of life.**" He says we are semantic creatures due to the very way our nervous system (including our brain) operates; it "abstracts" (generalizes, summarizes, etc.) from the territory of the world.

Pragmatically this means that we are beings who **live by symbols** (by words, images, sounds, sensations, ideas, etc.). We can, in fact, live so much by symbols that we often fail to distinguish between symbol and reality, between our map of reality, and reality's territory. When that happens, Korzybski says we confuse the map (our linguistic symbols--the A(d)) with the territory. We **identify** two things which exist on different logical levels.

Yet because we are a semantic class of life we inevitably create symbols. And we inevitably respond to our world **in terms of our maps**. Bandler and Grinder describe this dynamic when they say it is not the world that we deal with, but our maps of the world--our model of the world.

We can do this, in fact, to such an extent that we even "merely observe" and describe what we see (perceive), but not see the territory for what it is. We rather see our concepts (maps) superimposed on the territory. (Thus, the structure of hallucination and hypnosis.) Of course, when we do that--we're in danger. We're in danger of making "poor adjustments" to the world since we're conscious of the world **as filtered through our map**, not the world as it is. And this, as Korzybski says, first makes us "unsane" and then, if not corrected, "insane." His work, in fact, was a search for the neuro-linguistic basis of sanity.

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Everyday Semantic Reactions and Hallucinations

Imagine a boy who likes to sleep in. Imagine also that when he repeatedly does not get up in the morning when called ... he gets labeled "lazy" (an unspecified verb). If his dad so labels him, he is likely to thereafter see Johnny's "laziness" (a nominalization) when dealing with him. In the behavior becoming **identified** with the symbol, this aspect of the dad's map then determines what he experiences.

Imagine a little girl taking some money from her mom's purse. Imagine her then being labeled "a thief." If mom uses that word to then think about little Suzie, then Suzie "**is**" a thief to her. This will probably then rattle mom. Mom will have nervous system reactions of distress, anger, frustration, guilt, etc. Yet these are but "semantic reactions." The mom is simply reacting to the label and to her own semantics (meanings).

Most of our nervous reactions are, in fact, "semantic reactions." We react (in a holistic mind-body way) to the linguistic **meanings** of our own creation. Our mental **identifications** of certain words and understandings with "reality" generates these reactions. This explains the underlying dynamics in the pathological semantic reactions that occur in neurosis and psychosis. As a semantic class of life, our "nature" is inevitably comprised of our semantics (meanings, beliefs) and hence our **semantic reactions**. This is our glory and our agony.

Neuro-Linguistic Awareness

A lady in her fifties came in for therapy. "I can't stand it!" she said. "What specifically can you not stand?" (I responded in proper Meta-modeling form.) "That John won't work on our marriage. He's such a coward and a wimp. He is so conflict-phobic that he has to maintain his 'nice' image at all costs and won't engage me."

"Sounds like you're having a semantic reaction to this obviously unacceptable behavior," I reflected. "Semantic reaction?" "Yes." I said, "Describe for me the external behavior that John is giving you without making any evaluative statements about it."

"He left me. He says he doesn't want to be married to me anymore. He says I don't accept him." "Good. That's descriptive about what happened in the external world outside your skin. Now tell me about your subjective world, the world inside your skin, the world where you give meaning to things and emotionally register those meanings. What significance do you give to that behavior?"

"He has betrayed me. By rejecting me he is making my life doomed to loneliness and unhappiness," she said. "Those are your semantics--your meanings! And what powerful meanings you're giving to his behavior. You have mapped out the belief that he 'makes' you experience these internal states. No wonder his behavior has become so distressful to you! And yet these are your semantic reactions. If you appraise different meanings, you'd have different reactions, wouldn't you? Do you want to be married to someone who does not engage you?" I asked.

"No. Of course not," she responded. I continued, "Then his behavior gives you information about **him**. It tells you about **his** beliefs and **his** limitations. When

you think of it like that, how do you feel?"

"Semantic Reactions"

The Basis for Reframing Slight of Mouth Patterns and Meta-Modeling Skills

Korzybski's work on "semantic or linguistic reactions" provides the foundation for both how the meta model works and how reframing shifts meanings, and hence responses. Thus, whenever people have strong feelings in response to something that is not immediately present, they are in a **semantic state** (one conditioned by their meanings). They then experience a semantic reaction in their body. It is the words (conveying meanings) that effects their nervous system. It's not the actual external stimuli that fires off the nervous responses, but the meanings within about those stimuli. The nervous disturbance comes from the meanings being attributed and experienced.

Korzybski explains how, for humans, semantics highly effect our nervous systems. We **think** in words and language forms within our brain-- **these very sensory systems** for processing information and creating internal representations also **comprise the make-up of our nervous system** (hence we have a visual cortex, an auditory cortex, etc.). This then effects the rest of our nervous system--our body and physiology (the mind-body connection.) This new factor (semantics) in our nervous system, which is not true for animals, makes us distinctively human.

As a semantic class of life, we are beings who are **semantically conditioned**. Since we don't merely use words as signals (the way animals do), but as full-fledged symbols, our symbols enable us to process information at meta-levels. (We can always generate words to describe whatever we experience, and then we can say more words about those words.) In this, our ability to abstract seems to be without limit.

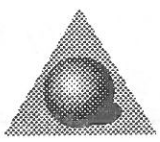
This means that **we can live at meta-levels of abstraction** and that (unless careful) we can confuse levels of abstraction. Our symbols powerfully effect us since they create one of the most significant aspects of our "environment." They can also induce us into various psycho-physiological states that relate to, and accord to, our internal representations rather than to external representations.

As long as our semantic reactions are just that--**reactions**, they are automatic, immediate and unconscious. They are our human "programming" which drives us and which seemingly leaves us without choices. When we become **conscious of abstracting,** then we develop semantic **responses**. That is, we can consciously alter our meanings (i.e. our semantics) which thereby generates new responses.

1933 Neuro-Linguistic Training

All of the preceding explains our need for neuro-linguistic training and programming (or reprogramming). Whenever you operate within your linguistic environment without awareness of your own linguistic habits (internal dialogue, internal representations) and their structural influence upon you, it is easy to develop all kinds of semantic maladjustments.

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For humans, language uniquely represents our highest neurological function. Korzybski says that for us, language is a fundamental psycho-physiological function (p. 18). Since all language has structure, all language automatically involves interconnected semantic reactions (p. 33).

Almost all human achievement rests upon our use of symbols--our ability to communicate in clear and accurate ways. We are such a symbolic or semantic class of life that we cannot cease from being so. Conversely, "Animals have no 'doctrines' [read 'beliefs' by this author] in our **meaning** of the term; thus, doctrines are no part of their environment... We have them, however, and since they are the most vital environmental semantic conditions relating to our lives, if they are fallacious, they make our lives unadjusted and so, ultimately, lead to non-survival" (pgs. 239-40). This explains why it is inescapably true that we get what we believe as the old Bible statement says; "Be it unto you according to your faith."

Our nervous system abstracts, summarizes, integrates on different levels and in different orders, and the **result** of a stimulus **is not** the stimulus itself.

Summary

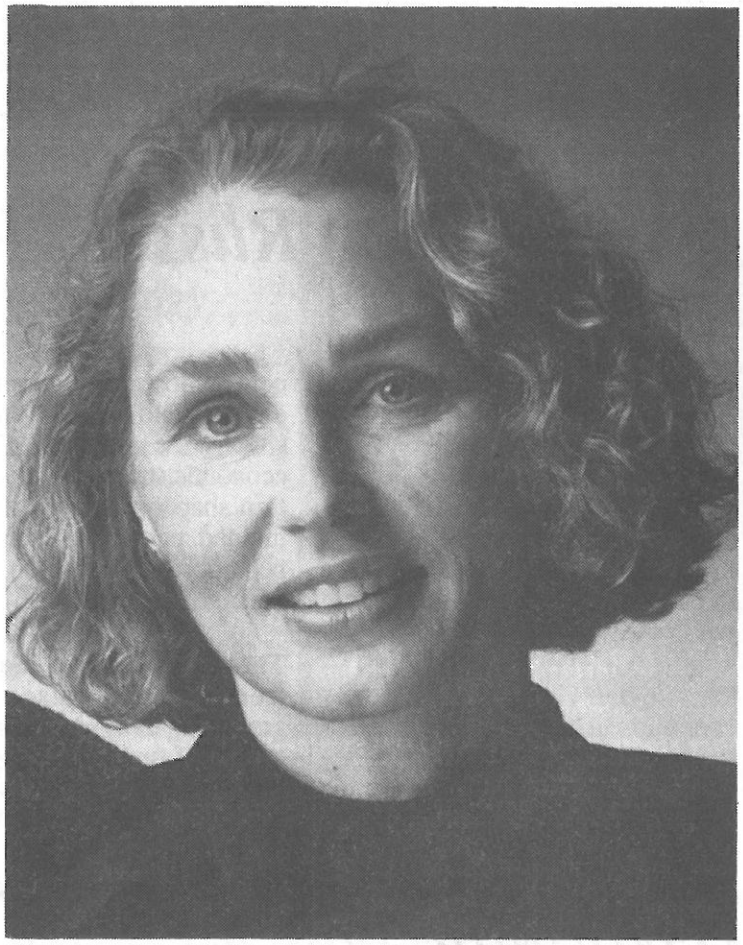
As a semantic class of life, we all **map out our world** by means of the words and phrases we use. Being able to recognize and be conscious that whatever we say about anything is not that thing, but that we are at the verbal level saves us from all of the semantic reactions that come from identifying "map" with "territory." Then the "world" you map out for yourself to live in can be one that enhances your functioning and experiencing rather than mapping out self-imposed limitations.

Reference

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Michael Hall, therapist and author, is a Certified NLP Trainer who conducts NLP Practitioner & Master Practitioner trainings in Grand Junction,Colorado. He also writes a Journal entitled "Metamorphosis" that explores psychological issues. Write him at: 1904 N. 7th St. Grand Jct. CO. 81501; Phone (303) 245-3235.

Danae Winger



Home: Felton, California
Originally from: Hillsboro, Oregon
Occupation: NLP Master Practitioner; Hypnotherapist; and 20 years as a massage therapist.
Institute: Meta-Outcomes
Family: I am the youngest of 4 children.

How long have you been involved in NLP? Since 1983. I knew people using it and was intrigued and curious about new ways to effect change.

Favorite thing to do with chocolate: Look at it and say no thanks.

Favorite way to blow money: To surprise someone in a way they would have expected.

Favorite way to blow off steam: Driving down the highway with the windows rolled up and screaming as loud as I can.

What do you do for fun?: I like to be outside walking, bicycling, and taking in the sights or inside reading and enjoying relaxing music.

What is your favorite NLP book?: *Heart of the Mind.* It is a very powerful and effective book for applications of NLP.

What was your most interesting experience? During the Santa Cruz earthquake in 1989, watching how the community pulled together to help its own.

If you could model anyone, who would it be? Connirae Andreas. She has the ability to gracefully combine her intellect with a sense of humor and playfulness. I have a great deal of respect for that combination.

What is your secret passion? Quiet romantic moments with the man I love.

If you could be an animal, what would you be? An eagle.

Favorite food: Escargot in a little out-of-the-way cafe.

What NLP patterns do you use most often? The releasing enmeshment pattern, the trauma procedure, and any pattern that is especially useful regarding relationship issues.

What TV show(s) do you enjoy? Although I don't watch much TV, I do enjoy Northern Exposure and Star Trek: The Next Generation.

Have you seen any good movies lately? Yes, The Man in the Moon. It was about the rites of passage of a 14-year old girl on a journey into womanhood.

Do you have a special interest or project? Singing jazz and torchy love ballads.

Is there a book you have read recently that has had an impact on your thinking? *The Education of Little Tree.* The book is full of real simple reminders on how to live in the world with nature and other living things.

If you had unlimited resources, you would? Travel around the world exploring different cultures, foods, and sunsets.

What will you be remembered for? My strength, humor, friendship and corniness.

Practitioner And Cultural Modeling Programs In The Russian Republic

The transformation of the republics of the former Soviet Union into a family of modern states where individuals and communities can meet more of their aspirations is one of the major challenges facing our world over the next few years.

The Soviet Union's ideological commitment to communism over the past 70 years grafted onto the authoritarian structure of the old empire have made it difficult for a new democratic culture to emerge easily. Old value-systems have shaped the political, social, and economic structures which have in turn shaped attitudes, which have molded patterns of thinking and behavior, that have in turn sustained the old system.

These old patterns are well-entrenched and crises like the grounding of the Aeroflot fleet due to lack of fuel show the complexity of the problems of redesigning an enormous state in a few months.

Every part of the system is affected by what is happening. Major changes in parts of the system seriously impact how the whole system functions.

This is a time of transition. Everything is up for renewal and things are moving at a vertiginous speed. The future requires new attitudes, values, and strategies and the rapid emergence of new systems to match them. The danger is one of collapse and return to old totalitarian habits. This would be tragic.

NLP has a unique contribution to make to this process of renewal in the old Soviet Union:

- It provides people with a map for understanding what is happening, both in their own internal worlds and in the social groups of which they are part. Understanding is an important part of empowerment.
- It can help model the individual and group mindsets that characterize the present state (pun intended) and hence raise awareness of where individual and collective meta programs need to shift.
- It can help individuals quicken their personal growth and transformation, so that they are better able to cope with changing demands.
- It can provide powerful ways for individuals and groups to help each other.
- It can help release the patterns of leadership that will be essential in

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maintaining stability and in guiding the people towards new ways of being together.

The Russian training team of Judith DeLozier (USA), Anne Entus (Canada), Jan Ardui (Belgium), and Peter Wrycza (UK) will offer a program consisting of two key elements:

First, the first integrated practitioner training in the old Soviet Union will be offered. It will be designed with the aim of adjusting the key elements of the NLP practitioner corpus to the particular needs of the participants from the republics of the new Commonwealth, not just of exporting a western product.

Secondly, there will be a special Cultural Modeling Track open to Westerners. It will provide an opportunity to study the Russian mindest. We expect that our modeling project may well have something to offer the Russian people, as we identify aspects of the cultural map that may be outside of their awareness. It will also help foreigners wanting to interact with the culture there to understand it better and adapt more quickly.

Participants will be able to refine their modeling skills and apply them at a much wider level. The modeling work will provide rich opportunities for collaborative learning. It is expected that participants will have plenty of contact with Russians and access to enterprises where decision making processes can be observed.

This program will be a deeply transforming experience for Westerners. Robert Dilts is fond of saying: "Wisdom comes from having multiple perspectives." Visitors to the Soviet Union report that it shakes up any complacency with the comforts and abundance so many of us enjoy. Here is a cultured and dignified people with a rich heritage struggling without the basic things we take for granted. Everything is in short supply --even pencils and paper at time. We cannot enter deeply into a world so different from the we have been used to without having our own maps enriched and reviewed. In modeling the Russian mindset, we may discover some unexpected facets of our own.

To learn more about this program you can contact: Peter Wrycza (44-695-23857); Anne Entus (514) 486-1282; Judith DeLozier (408) 458-1010; or Jan Ardui (32-3-230-0345).

Peter Wrycza, M.A., Ph.D. is Director of Creative Learning the United Kingdom and is an international consultant to business and education in the area of learning and communication skills. He is currently writing a book "Living Awareness" connecting NLP to the deeper study of awareness.



Most people are mentally flabby. What did you practice today? How much did you worry today? Were you angry, upset, bored, apathetic, stressed? Did you over-eat, smoke, drink or do drugs to excess? The more you practice these the better you become at them. If you do them every day you almost insure that you will become an expert.

A few people are mentally fit. They produce more with less effort than their flabby counterparts. They enjoy life more and people want to be around them. They have better jobs and better relationships. Mental fitness may seem to be a matter of luck or may seem too complicated to learn. The good news is that you can practice mental fitness daily and become so fit that with each day every challenge in your life becomes an adventure and a delight. If you are physically flabby everything you do is difficult, even to walk upstairs, get out of bed or take a walk is effort. If you are mentally flabby all of your perceptions, thoughts and ideas are limited; you are your own worst enemy and probably don't even know it. The human mind is capable of incredible feats and miracles, but without mental fitness you will seldom if ever experience what you can do.

There is a new book titled ***Cognitive Harmony: An Adventure in Mental Fitness.*** This book provides you with explanations and exercises in Mental Fitness. The author, Jerry Stocking, draws on his background in psychology, Neuro-linguistic Programming and Meta-programming to provide you with the tools for your own Mental Fitness. Mr. Stocking has been leading courses on Cognitive Harmony for seven years for companies, school administrators, federal agency managers, sales and marketing executives, doctors, lawyers, business owners, therapists and people from all walks of life. The seminars produce results and contribute to Mental Fitness. In some ways the book is even better than the seminars in that practice in Cognitive Harmony can be done at your own pace and the book is always available for reference. Not only that, but it is considerably less expensive than a seminar. The sooner you begin *Cognitive Harmony: An Adventure in Mental Fitness* the sooner you will be mentally fit and the sooner you will get much more out of life.

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The Diseasing of America: A Rebuttal

by Timothy McPike

The article *The Diseasing of America* (Anchor Point, January 1992) accurately identifies some negative consequences of nominalizing the codependency process. Some people do use codependency as an identity level limitation, e.g. "I can't change because that's just the way I am -- codependent." Some people make it a lifelong condition, such as the alcoholic who believes she can never take a drink again. Some therapists label patients without first gathering information or calibrating the extent to which the codependency model fits the particular individual.

However, these problems are not a result of the codependency model. Rather they are results of nominalizing the process that the codependency model describes and raising it to the level of identity ("I am a codependent"). Confusing the negative results of nominalizing with the process nominalized, *Diseasing* suggests that the codependency model and non-NLP codependency treatment are not valid.

The label "codependent" is no more or less valid than various NLP labels. Nominalizations serve many useful functions, including allowing succinct references to complex processes. It can **empower** the client when he realizes that the patterns described by the codependency model explain many of his previously incomprehensible dysfunctional behaviors.



The Codependency Model

As with NLP, the validity of the codependency model is not the issue, but rather its usefulness. The model emerged from patterns recognized by many therapists over many years. Does the phrase "pattern recognition" ring a bell? Contrast this with psychoanalysis, where the facts are fitted by Procrustean efforts to a predetermined theory. I have found the model highly useful in mapping the formation of thoughts, feelings, and behaviors on all of Robert Dilts' logical levels. It is especially useful for tracking the interrelationships among structures at different levels.

The codependency model describes a process by which cognitive, emotive, and behavioral dysfunctions are transmitted from parent to child. It includes a model of the formation and operation of dependency on persons, behaviors, emotions, and substances (addictions and compulsions) that is very useful in designing interventions. The following outlines basic features of the model:

Operational Characteristics of Dysfunctional Families

1 One primary caregiver (parent) has the *Primary Dysfunction*

2 Other family members adapt to the dysfunction. Preserving the family unit is the complex equivalence of individual survival, especially for young children. Adaption to the caregiver's primary dysfunction maintains both the family unit and the dysfunction. Therefore, *maintaining the parent's dysfunction becomes the complex equivalence of survival.* This is the essence of codependency.

3 A *frozen pattern of interaction* among family members is used to adapt to and maintain the primary dysfunction.

4 The frozen pattern of interaction is maintained by each family member assuming a *role*. The role restricts expression of needs, drives, and affect inconsistent with maintaining the frozen pattern of interaction.

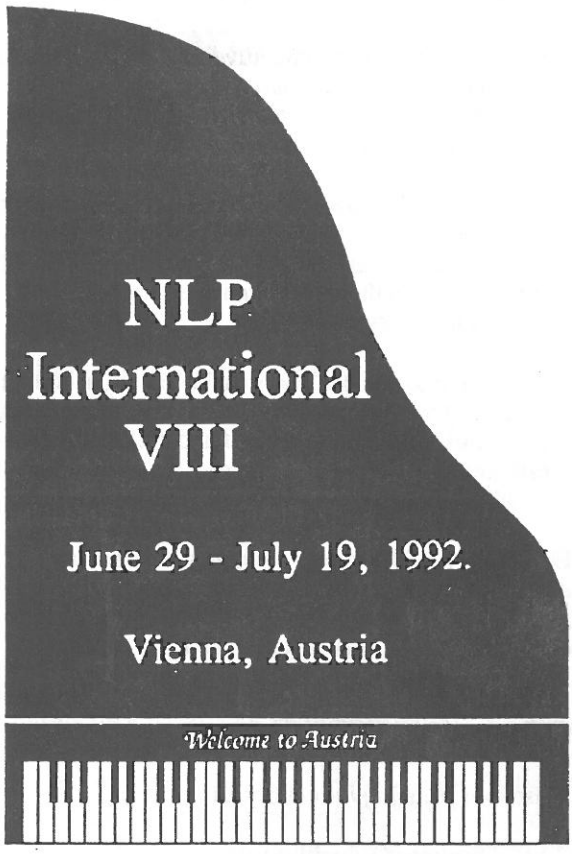
5 *Shame* is the organizing principle, i.e. the restrictive mechanism.

5.1 Shame is *anchored* to any authentic expression of needs, drives, and affects that are inconsistent with the person's assigned role within the family.

5.2 Shame is *induced* by the primary caregiver by: belittlement (direct statements: "you dummy;" belittling actions: e.g. parents competing with children); laughter and ridicule; humiliation; contempt or rejection; unrealistically high performance expectations; blaming; and by setting inconsistent rules and limits.

5.3 Continual shaming experiences become associated or *chained* together (the shame chain) by the common kinesthetic, i.e. stacked anchors.

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5.4 The shame chain is *triggered* when an authentic need, drive, or affect inconsistent with the individual's assigned role spontaneously emerges:

5.4.1 The cumulative shame kinesthetic (stacked anchor) is stronger that the trigger authentic expression.

5.4.2 The stronger cumulative shame kinesthetic is experienced (Internal State) and expressed (External Behavior) instead of the weaker initial authentic need, drive or affect -- overwhelming shame.

5.5 After repeated experiences of overwhelming shame, aversion to the negative kinesthetic results in *repression* of any authentic expression that is inconsistent with the role. *Shame becomes an identity level issue.*

5.6 The shame trigger often becomes anchored to a behavior (*compulsions and addictions*) that relieves the repression of authentic self and the negative kinesthetic (K) of the shame chain. This anchor is usually installed by modeling the parent.

6. Equifinality -- The family maintains *barriers against change* from inside (by repressing authentic feelings and behavior inconsistent with roles) or from outside (by the no-talk rule and family secrets). Without feedback and new information, the dysfunctional system perpetuates itself. Things never change.

7 Poisonous *pedagogy* -- child rearing rules.

7.1 Obedience is highest value.

7.2 Extreme orderliness or disorderliness.

7.3 Extreme cleanliness or uncleanliness.

7.4 Control of emotions and desires.

8 Everyone's *reality is distorted*, no one is allowed to have their own reality.

9 The child *imprints* on the parents' dysfunctions, creating relationships throughout life that mirror the parental behaviors, especially finding a mate (love at first sight) who will help recreate the family system. Thus, the family dysfunctional pattern is passed to the next generation.

Why Do NLP Practitioners Attack The Codependency Model?

Over the years I have heard several leading NLP practitioners disparage the codependency model in workshops and in print. For example, in *Diseasing* the statement is made that for every person helped by codependency treatment, "five or six" are hindered. This is a statistical claim. What possible empirical evidence could support such a statement? Such loose assertions belong in the realm of political invective, not in a model devoted to sensory specific, concrete observation.

Similarly, the claim is made that codependency, a pattern permeating all logical levels, can be eliminated in "3 to 5" NLP sessions. This suggests that a person with pervasive dysfunctional or missing self-concepts, beliefs, values, complex equivalencies, strategies, behaviors, and perceptions can be made whole in 180 minutes. The foundation of NLP is modeling. Modeling requires information gathering, pattern recognition, designing an intervention, installing, testing, and follow up after the client spends time in the real world with the changes. All of this takes time. Not years of therapy, no. But not a mere 3 hours, either.

These attacks and claims not only demean skilled and competent mental health professionals who use modalities other than NLP, they demean NLP. I have used NLP to refine both the codependency model (a diagnostic tool) and the 12 steps (a recovery and lifestyle model). I find nothing inconsistent between the codependency and 12 step models and the presuppositions of NLP *when the models are properly understood and applied.*

What is most ironic about the NLP community's antipathy to the codependency and 12 step models is the persons voicing objections. Among the attackers are the very people who first articulated the distinctions between nominalizations and processes; models and theories; who articulated the mechanisms of deletion, distortion, and generalization. Why would these people fall prey to the same confusions they so clearly identified in others?

One reason is a lack of information and understanding about the codependency model. Contrary to the picture painted in *Diseasing*, the foundation of 12 step Adult Children of Alcoholics (ACOA) recovery *is* personal responsibility. A client who makes an identity level nominalization (I can't because I'm codependent) is blatantly misusing the codependency

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model to perpetuate denial. Also, codependency is a pervasive pattern. To think such a pervasive pattern can be eliminated quickly demonstrates a lack of understanding of the model, the client, and the NLP work needed. NLP work at this level takes TIME.

Perhaps another reason why some NLP practitioners are so opposed to the codependency and 12 step models is that these models require examining one's own behavior. True, NLP has the same basic presupposition. Yet, the inability of many leading NLP practitioners to get along with one another in their business dealings and in their national associations is legend. As a founder of NLP told me, "NLP doesn't work on me. I invented it." Much NLP work is done at the level of neurological coding (submodalities) and involves reframing that requires an outside operator. This makes NLP less effective as a tool for self examination. Codependency work operates more on the levels of emotion, physical sensation, behaviors and beliefs. These are more directly experienced by the individual. The most valuable benefit I received from my personal codependency work was learning a model that organizes and directs my self examination. My NLP training added immensely to it, but the codependency model is my starting point.

Ultimately, the objections, mistaken ideas, and attacks are based on a confusion of logical levels. Someone once said to me, "NLP presupposes that every behavior is appropriate in at least one situation. When is codependent behavior appropriate?" This is a meaningless question. Codependency is the process whereby the person consistently does inappropriate behaviors, makes inappropriate internal computations, and responds with unresourceful internal states. It is consistently being inappropriate when it's not appropriate to be inappropriate. It does not get fixed in 3 hours.

Timothy McPike is a lawyer consulting in the areas of professional ethics and malpractice whose clients include the American Bar Association Center for Professional Responsibility and the ABA Commission on Evaluation of Disciplinary Enforcement. He was formerly counsel to a subcommittee of the United States Senate Judiciary Committee. He is a certified NLP master practitioner and master hypnotist who specializes in codependency and addictions recovery. He is a past board member of the Chicago NLP Network and past editor of the Network newsletter.

Dealing with Performance Anxiety

By Joseph O'Connor



Performance anxiety. Stage Fright. Nerves. Excitement. All names for that feeling you get when you perform or think about performing under testing circumstances. My work involves preparing myself and others to play music in public, so I shall write about that, and feel free to transpose whatever you find useful here for your own testing times, whether it is artistic performance, sports performance, presentations, training, interviews or any other situation where you are on the spot.

Regardless of the preparation you have done beforehand, your emotional state when you perform will have the greatest influence on how well you succeed. There are three types of performance: the one you prepared, the one you gave, and the one you wished you had given. It would be nice if the three had some points of correspondence.

"The great trouble with many of us is that we not do believe in ourselves. We do not realize our power. Man was made to hold up his head and carry himself like a conqueror, not like a slave -- as a success, not as a failure -- to assert his Godgiven birthright. Self-depreciation is a crime."

- Orison Swett Marden

The reason for nervousness is an interesting "why" question, which you could take time to explore; there are many possible reasons, and knowing about them is not necessarily going to make a difference to how you feel at the time. The strength of NLP is that it shows us how we create our states of mind, and so how to change them to feel more resourceful. We can have choice about which states we create for what purpose. I do not have to understand electricity to operate a light switch, and do not have to understand why I feel the way I do to be able to change it.

The feeling we might label as "nerves" in a performance situation is often the same as the feeling we would label as '"excitement" in another context. We need that extra energy in testing circumstances, and my experience with performing artists suggests that without it, their performance suffers. So the question becomes: how to use the energy, excitement and anticipation to give a better performance rather than let it run rampant, distract you, or turn to negative internal dialogue? If there are butterflies in your stomach, how can we persuade them to fly in formation?

Inner Critics

When exploring performance nerves in a seminar, I will often get a performer to play their piece in front of the group. Two other people also join the performer on stage, one on each side. They have instructions to try to distract the performer in any way they can by talking, singing, and being creatively diverting, but without actually touching them. The results are usually hilarious and bring out some interesting points.

First, when you hear the internal dialogue externalized, coming from others, it becomes laughable instead of serious. It becomes something you can take a meta po-

sition to, rather than being caught up in.

Secondly, many people find it easier to play with people trying to distract them. It sets up a polarity response and they find creative ways of blocking off the distractions. The outside voices stop their own internal dialogue which is often the prime culprit in performance nerves. The inner critic (who is far more sneaky and perfectionist than any outside critic would ever dream of being) has many ways of distracting you. As he knows you intimately, he knows your weak spots. While you play, he may insist on reminding you of certain passages you got wrong in practice, he may also bring to your attention that this really lovely section coming up in a few bars that **must** be played well, so that the audience can really appreciate the beauty of it. What a shame it would be to **make a mistake**! It's really important not to **make a mistake**. He may even wait until a crucial moment to ask you if you remembered to turn the gas off, brush your hair, and who's that strange person down there in the front row?

The inner critic usually goes for negative outcome statements with modal operators: what you *must not* do, what mistakes you *must* avoid at all costs, and after the performance, what you *should* have done. The effect of this is to program you to make the very mistakes you are trying so hard to avoid. When you play a piece of music, you need your internal auditory sense to create and keep track of the music, and internal dialogue stops you from doing this. The inner critic not only distracts you during a performance, but also generates self-fulfilling prophecies about what might go wrong. You can experience all the worst cases and savor them in advance before they actually happen (if they do at all). The only person capable of effectively sabotaging a performance is the performer.

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Befriending the Critic

We tend to associate a critic with destructive comment, and our inner critic tends to reflect the usual cultural meaning of criticism as negative. This is a pity, a good critic evaluates ideas and gives feedback which can be incorporated to make the idea or performance even better. A critic can be a good friend, and a necessary part of the creative process.

The first thing to do is to educate the inner critic to make some positive outcome statements. Think about what you want to do rather than what you want to avoid. Use feedback from the critic to construct internal movies of what you want to happen. Hear how you want the piece to sound. See and hear yourself performing as you wish to before associating into the picture.

Next, use meta model challenges on the internal dialogue. The most fruitful areas here are the modal operators, comparatives and judgments. All three tend to artificially accentuate the gap between the performance you gave and the performance you wish you had given. Noticing comparatives and judgments gives you an idea of the sort of standards your critic uses to evaluate a performance. So a bad or a good performance must be bad or good compared to some standard. This unspoken standard may be unrealistically high.

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One good way of dealing with modal operators of necessity: *shoulds, musts,* and *shouldn'ts* in internal dialogue is to turn them into modal operators of necessity: cans and cannots. So, I *should* play this well becomes I **can** play this well. I *must not* make this mistake becomes I **will not** make this mistake. This is often more helpful than challenging modal operators of necessity with "what would happen if you did/did not?" although this challenge in itself can be useful as it points towards consequences, which I want to consider later.

Reframing the Critic

Listen to what the inner voice is saying. After noticing and challenging the meta model violations, listen to the quality of the voice. Where is it located? Listen to the tonality. Is it your voice? Who owns the voice?

Find the positive intention of the voice. There are two main possibilities in my experience. The first is the critic wants you to do better. It may be trying to protect you from failure. The second is it may be trying to protect you from success.

The critic who wants you to do better is easier to sympathize with. You may experience the internal dialogue as distracting and not supportive. Yet have you ever been distracted from a task by someone over solicitously telling you continually to pay attention to what you are doing? Their intention is golden but their behavior is crass. There are four things you can do to change your experience and make the content and the qualities of the voice more congruent with its intention.

1) Change the submodalities of the voice so it becomes supportive, either by experimenting with the location, tonality, speed and volume until you are happy, or hearing a supportive voice in your mind, noticing its submodalities: volume, pitch, direction, speed, and then changing the submodalities of the inner critic's voice until they match those of the supportive voice. You essentially map over auditory submodalities to change your experience. There are good books by Richard Bandler[1] and Steve and Connirae Andreas[2] that explore submodality changes in detail.

2) Secondly, you can explore ways of improving your performance through practice, mental rehearsal, research, modeling, and getting feedback from friends and colleagues.

3) Examine the real possible consequences of failure. They may not be as awful as you imagine.

4) Separate your behavior (the performance) from your identity (who you are as a person). Doing badly at a behavioral level does not mean you are a incompetent person. Confusing the two will greatly amplify the bad feelings attached to doing poorly in performance, because you will feel that you are being judged rather than what you do.

The second possible positive intention of the critic is to protect you from success. This may fit better in English culture, where success is often disapproved of, and invokes envy. Striving to succeed is sometimes looked on as an unattractive trait, and rather frowned on.

Regardless of cultural expectations, there may be experiences and imprints in your upbringing

where success led to misfortune. There are many fairy tales of nemesis that befalls those who are successful and get what they want. So the inner voice may be trying to protect you from the pitfalls of success. There may be a price to be paid for success. It is best to be clear and realistic about it. Again, there are some actions you can take.

1) Change the submodalities of the voice so that it supports you not just as a performer, but as a whole, balanced person. Change them so that the qualities of the voice are congruent with its intention.

2) Explore the imagined consequences of success, perhaps as a dialogue with the inner critic. There might be much more work to do. Success might lead you to further more difficult tests. You might have to give up other valued activities. You might develop a reputation that would need protecting. You could lose friends.

Another question worth asking is: "Do I deserve to succeed?" This question can lead you to a level of your beliefs about yourself. It might also lead you to practice more, a question of behavior and capability, if you feel you have not done sufficient preparation to really deserve to succeed.

Befriending the inner critic and making them a resource rather than a hindrance is one approach to giving a better performance. There are many others to explore as well.

Lions, Christians and Politicians

By the time that you read this, the English general election will be over. Compared to American Presidential elections, English elections seem to be over in the blink of an eye, yet they are interminable to us. English elections are played rather like a stud poker game, they are short, most of the cards are on the table, but there are a few that are not. It is not so much the cards you have dealt, but the use you make of them. There is bluff and counter bluff, and the winner takes all, however close the two hands are.

Opinion Polls are also playing an increasingly important part in our election process. They are attempts at mapping the polling day territory. The positive intention of polls is to give feedback to politicians to tell them if their efforts are having any effect, but their usefulness as feedback is limited as the results come 2 days in arrears, and with no indication of what it was that made the difference anyway.

Opinion polls have grown so much that they are threatening to take all the fun out of elections. What's the point in going to vote if you know what the result is going to be? A classic example of a self-fulfilling prophecy. Luckily, polls are only accurate to 3% each way, so unless a large lead is forecast for one group, it is still anybodies' game (now as I write in March). Perhaps the day will come when high technology, instant feedback, and electioneering will coincide, and every home will have a panel of buttons, activated every 5 years, so that you can record your vote by pushing preselected buttons; an elaboration of the idea used in talent shows where a so-called "clapometer" registers audience approval for the act on stage. Winners are those with the highest clapometer ratings. The original model must be lions and the Chris-

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tians in the Roman arena, where thumbs up or down meant life or death.

Opinion polls are always days or hours behind the true situation. Not so for the voter-meter or the politicians' clapometer. This is already used by our Conservative and Labour parties to give second by second feedback to speeches, broadcasts and TV news. The BBC will use a representative panel of 50 people with hand held dials to register their approval or disapproval of politicians' performances It was developed originally in America where President Bush uses it to decide which phrases he should use in his television addresses.

It is said that good communicators can use their sensory acuity to change the second half of a sentence based on the feedback they get to the first half. With the technology of the vote-meter, politicians may soon be able to operate with no sensory acuity at all.

In the British parliament, not all members are equally active. A few days ago, a member of our House of Lords made their maiden speech over 20 years after taking their seat there. However the record for the least active member of parliament must go to Edward Legge, the only posthumous MP. It was discovered after his election in 1782 that he had been dead for 3 months. Draw your own conclusions.

In my next column, I would like to explore performance states in more detail.

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Joseph O'Connor is a musician, writer, teacher, and an NLP Master Practitioner. He is author of *Not Pulling Strings* about learning music, *Listening Skills in Music*, modeling memory strategies of music students, and co-author of *Introducing Neuro-Linguistic Programming*. He is director of the Sports Performance Institute which develops mental training for athletes. You may contact Joseph by writing: Lambert Books, 4 Coombe Gardens, New Malden, Surrey, KT3 4AA England. Phone: 081-942-0286.



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Which "K" Specifically?

Making Sense of the Kinesthetic Matrix -- "New" Useful Classes of Distinction for NLP Modelers and Practitioners

By Charles Parry

Structurally, could it make sense that there are three standard eye accessing cues (up and right, up and left, and defocus) for the **visual** system, three accessing cues (left, right, down and left) for the **auditory** system..., and yet only *one* (down and right) for the **kinesthetic** system? Since a whole lot of an NLP Practitioner's work is about people's **feelings**, doesn't that seem just downright curious? Well, the developers of NLP insist the NLP model isn't finished, so ...

When someone **says**: *"I just have a feeling... I sort of feel... I really feel..."* and their accessing is indeed kinesthetic, where do you go from there?

What, specifically, do top **performers** do to turn on their neurology... when it counts?

Some people are **accurate** in deriving behaviorally useful information from "doing 2nd position"/implicit "modeling"/explicit "mind reading." For example: Athletes and craftspersons who able to *rapidly* learn skill-intensive tasks simply by watching a role model; OD and HR consultants who "read people" with great skill; Bodyworkers who *consistently* develop phenomenal intuitions about a client's condition. How, specifically, do they actually do that? Obviously, well-developed visual and auditory acuity and calibration skills are *part* of that equation... but the ***whole*** equation??

Is one "K" structurally like any other "K?" If there were systematic **classes** of kinesthetic variety..., what might they be?

Good questions?? In my practice of NLP, I've gradually worked out a series of distinctions regarding the "K" matrix which have proven useful in **refining** the quality of my work..., and feeding my never-ending curiosity about the structure of subjective experience.

I offer them to you here:

1) Knowing they may be of **value** to other modelers and NLPers, and

2) To **invite** feedback, input, dialog and sharing of related ideas.

"Right Now, I'm Feeling... "

K_{ta} -- TACTILE

FUNCTIONS TO MANAGE, SENSE OR FACILITATE: Making small or fine distinctions, boundary separating self from "not self." Pressure, impact, temperature, moisture.

ACCESSING CUES: Friction/scratching movements against skin, esp. in body areas with a high density of receptors (fingers, neck & face, lips and tongue, crotch, feet).

Coughing, swallowing.

Rate of movements is variable, tending to be quick with an even tempo.

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LANGUAGE CLUES: *"Itching to go, makes my skin tingle, chill out, inspiring, digesting info, thick-skinned, a hairy, scary movie, need some breathing room, palpable tension."*

OPERATORS/RECEPTOR NEUROLOGY: Skin, including lungs, lining of digestive tract, genitals.

K_{pr} -- PROPRIOCEPTIVE

FUNCTIONS TO MANAGE, SENSE OR FACILITATE: Internal movement, change, parts conflict, and parts integrations. Chunking small to large or large to small. Practice/action.

ACCESSING CUES: Joint movement/stretching, pressure and impact.

Rate of movements is medium, flowing, rhythmic.

Requires movement to access. Lack of movement through tension creates dissociation from these and other K matrix functions.

Held tension hold dissociations in place through time.

LANGUAGE CLUES: *"Let's get a move on, kick it in gear, dancing around it, get a grip, she froze in place, uptight person.*

OPERATORS/RECEPTOR NEUROLOGY: Muscle, muscle-bone connections.

K_{ve} -- VESTIBULAR

FUNCTIONS TO MANAGE, SENSE OR FACILITATE: Orientation to the physical world -- fundamental references for stability and balance, horizons, steady-states. Changes in rate or tempo relative to current dynamic state of system (i.e., acceleration), interrupt/initiate. Balancing uneven chunks of info, orienting amid change.

Crossover between Vision, Audition (high frequencies) and the K-Matrix senses.

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ACCESSING CUES: Movements bringing head out of vertical plane, holding head with hands.

Rate varies, with an abrupt start/finish.

LANGUAGE CLUES: *"Really take off, let's accelerate this, made my head spin, shift gears, happened so fast it snapped my head back, she's smart - but eccentric."*

OPERATORS/RECEPTOR NEUROLOGY: Inner ear. (Affected by internal visual imagery.)

K_{va} -- VAGUS

FUNCTIONS TO MANAGE, SENSE OR FACILITATE: All at once sensing, integrity of parts in a larger whole, interpersonal "felt" information, interpersonal intuition, personal sense of wholeness, rapport with self. Large, additive chunking. Generalization.

Crossover between Audition and Feeling senses in low freq. sounds.

ACCESSING CUES: Deep, slow and low breath. Pointing to stomach area. Softening of abdomen, unblocking it with limbs and opening it toward subject. Slow movements overall.

LANGUAGE CLUES: *"Vibes, just got a hunch, my intuition about you, you hurt my feelings, here's my gut reaction, I'm feeling really emotional."*

OPERATORS/RECEPTOR NEUROLOGY: Connective tissue in abdomen, possibly all of the internal organs in the midbody (i.e.; stomach, liver, intestines, etc.)?

K_{sp} -- SPINAL

FUNCTIONS TO MANAGE, SENSE OR FACILITATE: Locus of personal power, flexibility, initiative, persistence in the face of challenge, flow of energy. Internal coordination-- (multi)tracking and communicating among multiple activities.

ACCESSING CUES: Rotation of pelvis (vertical or horizontal axis), holding of a spinal alignment.

LANGUAGE CLUES: *"Kiaaee!, kick ass, suck em up, he's spineless, give it to me straight, feel bold, take initiative, take a stand, she's really got nerve, oh my aching back."*

OPERATORS/RECEPTOR NEUROLOGY: Spinal nerves & attached musculature--especially hip rotators, stomach wall, diaphragm, adductors and buttocks, back and neck muscles.

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"Play Ball!": Coaching for the Game of Business

By Lucy D. Freedman

Coaching is a Growth Industry for the 90's

The word "coach" used to evoke images of an athlete or a team, pep talks in the locker room, a senior guy on the sidelines who was responsible for triumph or defeat on the field. Nowadays, coaching has become one of the biggest growth industries within training and development. The images have changed to the employee and manager in the workplace or the business leader working with a consultant to learn how to improve performance and results with people. Since NLP has a significant contribution to make to the art and science of coaching, this article covers distinctions about coaching and several NLP fundamentals that serve this new field.

Coaches for Various Reasons

The term coaching is most often applied to the manager - employee relationship or the consultant-client relationship. While management or supervision used to mean giving instructions, requiring performance, and determining how an employee was to do a job, the current expectation is that the manager must take an active interest in the development of each employee, in the current job and in preparation for future jobs. Although the majority of supervisors and managers are a long way from recognizing and succeeding in the role of coach, workforce expectations and requirements for continued growth in a job mean that this aspect of their role will increase over the next several years.



In the consultant-client relationship, coaching may occur in a variety of situations. In organizational development projects, the behavior of the organization's leaders is one of the key factors in success or failure. If a manager doesn't "walk the talk" as current parlance goes, his or her employees are unlikely to believe in any chance effort promoted by management. In the fortunate circumstance where the manager recognizes and values self-development and requests coaching by an outside consultant, the very attitude of the manager toward learning adds credibility to the change process.

The consultant may be someone who works for the same organization as the "coachee," but is not within the same unit or department and does not report to him or her. Where a coaching or consulting group is not available within the organization (as they are still rarer than they should be), either the human resources / employee relations office or the person desiring coaching may seek a resource from outside.

Coaches in either arrangement need to have high-level process

skills such as those learned in NLP combined with organizational experience and practice in a consulting role.

Although these are the most common examples at present, other situations where coaching skills come in handy are in executive search work, where job candidates must be prepared to interview successfully; in one-on-one work with a manager who is deemed valuable but is lacking in some of the increasingly important social graces; with fast-trackers who need training but cannot allocate the time for it; and in the midst of conflict situations where a key person is wise enough to seek out help from an uninvolved third party.

Coaching vs. Training or Therapy

Coaching differs from teaching or training in the level of personalization and feedback that the person being coached receives. Information or concepts are delivered only as they relate to the matters being worked on; the curriculum comes from the experience and modeling capability of the coach and the needs of the client. The coach often prescribes on-the-job learning and practice, then observes or somehow follows up on the results, and offers corrective feedback and suggestions.

When training takes place, it is often during the job performance or in a classroom setting, with follow-up support provided (or not) by the supervisor. Coaching most often occurs one-on-one in private meetings, preferably without the usual interruptions in the work environment.

The line between personal therapy and coaching is not a hard and fast one. Depending on the context, the agreement with the organization paying the bill, and the willingness of the learner, personal issues may be dealt with directly, or handled metaphorically or through assignment of tasks that will produce the needed breakthroughs. This may occur in therapy as well, but in therapy the aim is usually defined in personal terms.

The aim of coaching is to produce results on the job. The person may benefit in all other domains as a by-product, but it is not the main objective. In a coaching relationship with a manager, many personal issues are off limits. With an outside coach, the limits are set by the openness of the client, the time available, and the relevance of personal matters to the intended results.

Manager as Coach

Managers and supervisors are in the coaching relationship by virtue of their positions, and either put energy into it or not. Often they have little training or support for this part of the job, and except in crisis situations, it can easily be pushed off the priority list. As the need for this role increases, we will be seeing more organizations selecting managers with interest and skill in coaching, providing training and help with the process, hiring outside coaches to supplement what the manager can give, and giving more weight to coaching in appraising manager performance.

Without waiting for this transition in organizational cultures and practices, the outside consultant as

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well as the motivated manager can build understanding and skill in coaching. Effort invested in this way will yield a high level of marketability in either case.

Competencies of Coaches "Boardroom Presence"

On a recent consulting assignment, we heard the term, "boardroom presence," which captures some of the less tangible aspects of competency for coaching, especially in the executive suite. Including such seemingly trivial matters as what to wear, boardroom presence is the ability to show up as an intelligent businessperson with value to offer in the language of the client.

Boardroom presence requires at least a generic understanding of how businesses work and where their pressure points lie. It involves business courtesies like confirming appointments, keeping billing relationships current, appreciating the types of activities which should appropriately preempt coaching meetings (e.g. a visit from a key customer), and keeping an eye out for tidbits of information or training opportunities that will be valuable for the client.

Much of boardroom presence is conveyed by the carriage and sensory acuity of the consultant. The skill of not-knowing, that is, being open to learn while radiating confidence, is an NLP tool that is valuable for numerous reasons in coaching, not the least of which is that the people being coached can relax and not be bothered by the consultant's insecurity or know-it-all attitude.

Pace, Pace, Pace, Lead

Boardroom presence is a component of the skill of pacing in a business environment. Coaching, like other helping relationships, assumes that the value you offer is to be able to guide someone else. It is seductive to approach it as an instructor, and lead too soon.

Pacing for the Organization

Pacing the individual being coached is, of course, important. In the organizational context, the coach needs also to pace the client's situation and the organizational realities. Even in the form of the agreement between the coach and the client, one must go with what will sell, not always the perfect conditions for coaching. For instance, in some organizations, it would be politically unwise for the nature of the coaching relationship to be known.

Example

A client of ours in a fast-growing media company definitely needing someone to talk to about interpersonal issues, but knew that as soon as he was seen to have a "problem," he would lose credibility. Even though this was an unhealthy





organizational attitude, it was a reality and if the coach were insensitive to it, she would be demonstrating less than the needed competence to guide this executive. Changing the organizational culture had to take a back seat until this exec was firmly enough established in his own position and interpersonal skill level to be able to drive the change.

Information Gathering

The meta-model for listening to what the client says and investigating through well-aimed questions is one of the most valuable procedures the coach can offer the client. Limitations are in our models of the world, not necessarily in the reality. When questioned well, we can recognize for ourselves what we are up to and decide what we need to change. Just having the time and space to sit with someone who can ask clarifying questions and feedback what is said is highly valuable in itself. The coach is there to help the client get in touch with his or her own resources and expertise, and to help him or her learn patterns that will be used after the coaching is over. Especially "what" and "how" questions lead people to think and re-think about their situations. Asking "why" can be valuable also, when the goal is to trace the belief structure of the client, yet "why" is generally overused and leaders would do well to learn to gather information differently. Thus, the questioning is useful both for eliciting and clarifying the client's situation, which leads to insight and awareness, and for embedding an effective questioning style for him or her to use with others. Specific types of questioning can build skill in goal-setting, negotiating agreements, and resolving conflicts as well and the coach can explain and demonstrate these as needed to accomplish the goals of coaching.

Modeling

Two different definitions of modeling represent two competencies of the coach.

First is modeling as it is widely understood in NLP, which refers to eliciting and representing key structural components of what individuals or organizations do and how they do it. This is a complex activity and should not be oversimplified, as it requires both the ability to detect what is relevant for both the coachee and for the organization, and the ability to represent it explicitly and use this information as a template for change.

Second, modeling can mean the coach's use of his or her own behavior to demonstrate and lead the coachee into new patterns of communication, such as with the questioning described above.

An example that requires both forms of modeling is identifying and changing the operative presuppositions. If the person being coached has presuppositions about change such as: "Let's calm things down and get back to business as usual," or "You can't teach old

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dogs new tricks," or "It's us against the world," the coach needs to recognize them and check how entrenched these views are in the organization. By pacing then leading into new presuppositions, such as "Rapid change *is* business as usual," "Learn or else," and "We're all in this together," the coach can move the client's mindset and open up new possibilities.

The way the coach learns from the client, openly and intelligently, rather than taking a position that, "I'm the expert, I know more than you do," can show the client how to interact with others in a way that demonstrates that learning is valued over having the answer.

By modeling the organizational and personal process and by modeling new options that gently create a new culture, the coach can have an impact on both the individual and the organization.

The Demand for Coaching

Even as the US - and the world - grapple with recessionary times and deep cuts in spending, requests for what amounts to coaching are becoming more frequent. Perhaps because the pressures of flattening organizations, workforce diversity, and intense competition have surfaced the costs of poor interpersonal management, or because the managerial population has become more sophisticated about matters of human relations, or because workers are rebelling against the old "tell them what to do," style, coaching is becoming an accepted practice.

For people trained in NLP who do or would like to work in organizations, coaching is a natural. After all, those hours spent in twos and threes during practitioner training include practice in most of these skills.

Without experience in organizational settings, the coach-to-be would be wise to hook up with someone who has "boardroom presence," and can provide direction and - of course - coaching.

Stories of NLPers who have neglected this learning are all too common, suggesting that sometimes we do not practice what we preach and are arrogant enough to believe that we can help without taking the time to understand the client's model of the world. This is too much like the manager or leader who doesn't take the time to pace others before leading.

By attending to the quality of our practice and the integrity of our offers, we can incorporate the patterns we wish to transmit to others. There are enough people who are engaged in coaching, many with NLP backgrounds, so that they can help bring others along. Someone who has been successful in coaching may in fact be experiencing too much demand, and the opportunity to apprentice may be of mutual benefit.

One thing is sure. NLP training is so useful in the coaching relationship that it will be sought out for this purpose and those who want to be in this game should suit up now. Then, going back to the sports metaphor from which coaching came, we'll be ready to "Play Ball!"

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 IANLP 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.

News & Noteworthy

Congratulations to Terry Jamison for his courage to write a bi-monthly column for the Daily News Press in Castle Rock, Colorado. Terry's column entitled "Options" uses his NLP backgound to give practical information in such areas as success skills, decision making, and emotional and psychological upkeep, etc. His column is quite good., maybe your local paper would like to syndicate it!!! Terry is coordinater of the Douglas County Counseling Center.

Address Change

The NLP Center of Texas has recently moved. Peter Haskall, Mary Yenik, and Edit Rodas-Carroll who you may know at the center are now at: 1408 Milford, Houston, TX 77006. Their phone remains the same (713)529-6681.

New Project

Tim Hallbom and Suzi Smith of Western States Training Associates are initiating a project with the Utah State Department of Human Services to provide an In-house 27-day NLP Practitioner Certification Program for that Agency's Salt Lake City region staff. The training is particularly for those social workers who work with family preservation, child abuse and sex abuse issues. The participants for the program were selected through an application process conducted by State administrators. The contact of the training will meet the guidelines as recommended by the Int's Associ for NLP, but will especially emphasize working with systems and therapeutic interventions with children and families. The project's goals are not only to enhance the worker's skills with NLP technology and have them be more effective with a difficult client population, but to teach them how to work more with process than content. This should reduce some of the heavy burnout that can occur when working with these sorts of issues using traditional approaches.

The ultimate part of the vision is to create a coherent training model for use in other states. Oakley Gordon of Southern Utah State University (and IANLP Research Chair) and Leon Soderquist of the State Department of Human Services are conducting research on the program to determine its effectiveness in helping social workers deal more effectively with the demon of child abuse. Preliminary information should be available in early 1993.

Sex & The Aging Girl

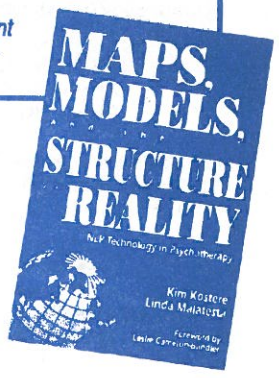
Jan Prince, Jesse Milan and Ellen Watley will be hosting a unique seminar in June. They will exploring Sexuality, Aging and Woman's Self Perception (How We Were--How We Are--And How We Want to Be). Participants will They will be utilizing the Aligned Self process developed by Connirae Andreas, Ph.D.. Participants will have the opportunity to create and expanded perception of their own maturing sexuality. The presenters bring four, five and six decades of experience as happy sexual being to this workshop. All are NLP Practitioners and have been trained in the Aligned Self Process By Dr. Andreas.

New Book Out From Metamorphous Press!
- See Page 23 To Order Your Copy...

MAPS, MODELS & THE STRUCTURE OF REALITY

Kim Kostere & Linda Malatesta
Authors of *Get The Results You Want*
Foreword by Leslie Cameron-Bandler

Counselors and other helping professionals will find this book an invaluable resource for utilizing state-of-the-art NLP techniques. Through metaphoric stories and case study transcripts, *Maps, Models & The Structure of Reality* offers navigational guidance toward positive, successful outcomes.



Current Events

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

May 16-17	Ecological Relationships - "The Cooperator Model"
Jun. 3	NLP Advanced Learning Group
Jul. 11	NLP Practitioner Training Begins (Zurich, Switzerland)

THE ADVANCED TRAINING INSTITUTE
1215 21st St B - Sacramento, CA 95814 (800) 257-7779

Jul 6-19	Accelerated Intensive NLP Master Practitioner Training Begins (Santa Barbara, CA)

AVANTA NETWORK
139 Forest Avenue - Palo Alto, CA 94301 (413) 327-1424

Jun. 14	The Satir System I Begins (Making Change Happen in Ourselves and Others)
Jun. 14	The Satir System II Begins (Experience and Practice)
Jul 5-10	Chemical Dependency/Addictions
Jul 12-17	Family Reconstruction
Jul. 19	Family Therapy - The Satir Philosophy and Process Begins

BRAIN GENERATION
233 Frans Verbeek-Straat - 1900 Overijse - Brussels, Belgium
Phone: 011 322-374-78-64

Jun. 6	PhotoReading Begins (Lyon, France

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

May 14-18	Modeling with David Gordon
May 23-24	Testing (practitioner level)

CHANGEWORKS
P.O. Box 5909 - Bend, OR 97708 (503) 382-1894

May 15-17	Styles of Working with the Enneagram (Atlanta, GA)
Jul 1-5	Styles of Working with the Enneagram Residential (Bend, OR)

CHARLES PARRY & ASSOCIATES
526 Boston Post Rd., Ste. 110 - Wayland, MA 01778
(617) 259-1387

May 24-30	Hooking Into Your Personal Power (Mallorca, Spain)

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

Jun. 21	NLP University Semister 1 Begins

GENESIS II
4640 Hygiene Rd. - Longmont, CO 80503 (303) 823-5053

Jun. 5-6	LifeStories with Charles Faulkner

GEORGIAN BAY NLP CENTRE
P.O. Box 1210 - Meaford, ON N0H 1Y0 Canada (519) 538-1194

May 25	PhotoReading Begins (Ottawa)

JACK HEGGIE
1530 55th Street, Ste. 120 - Boulder, CO 80303 (303) 449-8100

May 16 & 23	Running With The Whole Body Begins

INSTITUTE DESIGN HUMAN ENGINEERING AMERICA
3900 W. Brown Deer Rd, #A164 - Milwaukee, WI 53209
(414) 224-6623

Jun. 6-7	Mind Your Business - Results with NLP (Chicago)
Jun. 25	Free NLP Intro Evening

INTERNATIONAL TEACHING SEMINARS
7 Rundall Crescent, London NW3 1RS (071) 293-3282

May 19	How to Improve Your Memory

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

Jun. 29	Training Programs Begin (Vienna, Austria)

JAN PRINCE
165 Cook, Ste. 100 - Denver, CO 80206 (303) 388-2419

Jun. 5-6	Sexuality, Aging and Woman's Self-Perception (How We Were--How We Are--and How We Want to Be)

JOHN SEYMOUR ASSOCIATES
17 Boyce Drive - St. Werburghs Bristol BS2 9XQ England
(0272) 557827

May 19-20	Seminar 2 (London)
June 13-14	Seminar 7

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

May 26-29	Belief Systems and Neurological Filters
Jul. 7-10	NLP Level 3/Metaphor, Milton Model
Jul. 13-16	NLP Level 4/Advanced Skills and Structures

Current Events

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

Jun. 10	PhotoReading Begins (Atlanta, GA)

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

May 16	PhotoReading Begins (Pittsburgh, PA)
May 20	PhotoReading Intro (Minneapolis, MN)
Jun. 10	PhotoReading Intro (Minneapolis, MN)
Jun. 12	PhotoReading Intro (Detroit, MI)
Jun. 13	PhotoReading Begins (Minneapolis, MN)
Jul. 10	PhotoReading Intro (Des Moines, IA)
Jul. 11	PhotoReading Begins (Detroit, MI)

LIFEWORKS UNLIMITED
P.O. Box 9430 - Marina del Rey, CA 90295-1527 (800) 682-4911 or (310) 822-8988

Jul. 10-12	Personal Evolution with John Grinder

MANAGEMENT INSIGHT
2015 B Street - Lincoln, NB 68502 (402) 474-0251

May 27	PhotoReading Intro (Omaha, NE)
Jun. 3	PhotoReading Intro (Lincoln, NE)
Jun. 10	PhotoReading Intro (Omaha, NE)
Jun. 26	PhotoReading Begins (Omaha, NE)

METAFORMATION, INC.
3538 Marlowe Ave.-Montreal,PQ H4A 3L7 CANADA
(514) 486-1282 - phone (514) 486-7736 - fax

May 2-22	Destination: Moscow
May 29-31	Pathways to Leadership

THE MIDWEST INSTITUTE OF NLP
702 West Colfax, South Bend, IN 46628 (219) 232-9636 or (800) 235-7210

May 18	4-Day Business Probelm Solving Skills Begins

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Current Events

RFD #3-AN, Pratt Corner Road - Amherst, MA 01002-9805
(413) 259-1248

Jun. 6-7 Kinesthetic Identity Living In Your Body
Jun. 6-7 Imperative Self Anlysis Training Begins

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

May 16 PhotoReading Begins
Jun. 6-7 Self Hypnosis
Jun. 13 1-Day Hypnosis Overview
Jul. 14 Practitioner Residential Begins (Cape Cod)
Jul. 17 Master Practitioner Residential Begins (Cape Cod)
Jul. 24 Residential Ericksonian Hypnosis Certif. Begins (Cape Cod)
Jul 27 Residential Mas.Practitioner Hypnosis Certification Begins

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

May 30 NLP Practitioner Begins
Jun. 13-28 NLP Practitioner Training
Jul. 18 NLP Master Practitioner Training Begins

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

Jun. 13 PhotoReading Begins

NLP CENTER OF NEW JERSEY
P.O. Box 424 - Hopatcong, NJ 07843 (201) 770-1084

Jun. 12-14 Design Human Engineering

NLP CENTER FOR COUNSELING & TRAINING
208 Executive Drive West - Richardson, TX 75081 (214) 234-5699

Jul 25 Basic Intro to NLP

NLP CENTER OF TEXAS
1408 Milford - Houston, TX 77006 (713) 529-6681

Jun. 7-13 The Management Edge (A week intensive)

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

Jun. 4 Practitioner Residential Begins
Jun. 5-7 Master Pre-Training Intensive
Jun. 8 Master Practitioner Residential Begins

THE NLP CONNECTION/NLP PROFICIENCY ASSOCIATES
P.O. Box 7818 - Santa Cruz, CA 95061 (408) 425-3614

Aug. 1-15 Master Pracititioner Residential Training (Bavaria)
NLP of Southern California - Los Angeles (213) 254-3841
May 15 Free NLP Introductory
May 22-24 NLP Master Practitioner Training Begins
Jul. 10 Free NLP Introductory

NLP INSTITUTE OF BERLIN
20 Althoffstr. 1000 Berlin 41, Germany Phone: 01149 30 792 08 05; Fax: 01149 30 793 11 33

May 21 NLP Supervision: Psychotherapy
May 22 Yoga for Everybody
May 23 NLP Master Practitioner Training Begins
May 29 Yoga for Everybody
May 30-31 Presentation Skills II
Jun. 11 NLP Supervision: Education
Jun. 12 Yoga for Everybody
Jun. 12-13 NLP in preparation for birth (midwives)
Jun. 18 NLP Supervision: Training and Mgmt.
Jun. 19 Yoga for Everybody
Jun. 19 Intro: Psychoneuroimmunology II
Jun. 25 NLP Supervision: Psychotherapy
Jun. 26 Yoga for Everybody
Jun. 27 NLP and Psychosomatics
Jul. 4-5 Negotiation and Mediation Techniques
Aug. 22-23 The Construction of Reality in Children

NLP INSTITUTES OF CANADA
Toronto: (416) 572-5669; Vancouver (604) 687-7381

May 23-31 Expert Performance Modeling (Toronto, ON)
Jun. 6-14 Expert Performance Modeling (Vancouver, BC)

NLP INSTITUTE OF CHICAGO, INC.
P.O. Box 25184 - Chicago, IL 60625 (312) 271-9578 6

May 19 People Skills Begins
Jun. 6-7 Introduction to NLP
Jun. 26-28 Conversational Change
Jul. 9 Trance-Formations Begins
Jun. 10 Free NLP Intro. Evening
Jul. 11 NLP Day Camp
Jul. 15 Free NLP Intro. Evening

NLP INSTITUTE OF MICHIGAN, INC.
115 So. Walnut - Rochester, MI 48307 (313) 651-7780

May 15-17 The Wealth Concert and Seminar

NLP OF OHIO
7630 Aquaford Place - Columbus, OH 43235 (6114) 766-4657

May 16 The Aligned Self Begins (Cincinnati)

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

Jul. 10 Adv. Level Master Practitioner Training Begins

NLP ST. LOUIS
P.O. Box 20593 - St. Louis, MO 63139 (314) 776-4030

May 30 PhotoReading Begins

Current Events

NORTHEAST NLP INSTITUTE
58 Portland Rd. - Kennebunk, ME 04043 (207) 929-8517

May 15-16	The Art of Therapeutic Story-Telling: Setting Change in Motion
Jun. 6	Innovative Techniques for Working with Trauma Survivors (Newton, MA)
Jun. 8	Innovative Techniques for Working with Trauma Survivors (Lebanon, NH)

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Jun. 22-26	Continuing Education

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

Jun. 19	NLP for People in Business Begins

RIVIJON TRAINING INSTITUTE
P.O. Box 40 - Welaka, FL 32193 (904) 467-9241

May 19	PhotoReading Begins (St. Augustine, FL)
May 30	PhotoReading Begins (Ft. Lauderdale, FL)

THE STI GROUP
1040 Main St., Ste. 202 - Napa. CA 94559 (707) 255-3291

May 28-30	The BestWork Course (Chicago, IL)
Jun 24-27	The BestWork Course (Napa, CA)

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

Jun. 18	Free Evening Preview
Jul. 9	Free Evening Preview

WESTERN STATES TRAINING ASSOCIATES
2290 E. 4500 S., Ste. 120 - Salt Lake City, UT 84117 (801) 278-1022

Jun. 16	Free NLP Evening Preview
Jun. 20-21	NLP: Creating the Healthy You
Jun. 26	Imperative Self Analysis Training Begins

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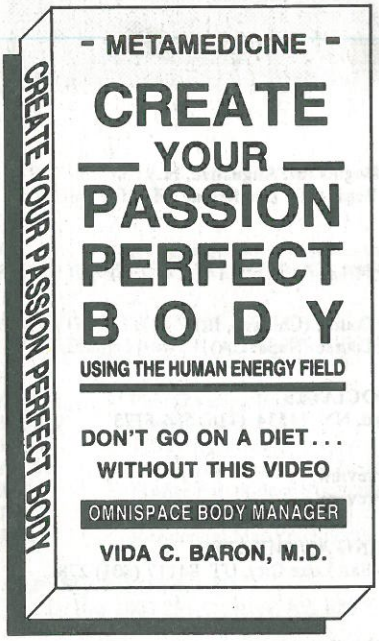
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