Anchor Point

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From the Editor's Desk - Take a Walk

Summer is starting to wind down, and fall will whoosh in next the next month and paint all the trees their autumn colors. Right now people are finishing up everything they wanted to accomplish for summer. Yards are being perfected, vacations are ending, and youngsters are getting ready to head back to school. Still, there is a little while left, to take a few walks in the rain, to catch a concert, or to sit under a tree and think. Summer's end is also a good time for introspection and planning. We think you will find some fun and useful things to consider in this issue.

Happy Birthday to Anchor Point

Anchor Point is now rolling into it's 6th year! In the past, we have published in excess of 435 articles on NLP and related technologies. Nobody knows how many words that comes to but nobody around here has the time to count them either. They are already working on the next issue. Plus, fall is coming and some of us still have to get our houses painted.

The days are getting shorter, enjoy the rest of your summer.

Michael L. Phillips

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

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

MIND OVER MONEY

Using NLP To Deal With Financial Fears and Dysfunctions



By Fred Waddell, Ph.D

Most of the books and seminars about financial matters that people see today deal with complex concepts explained with jargon foreign to almost anyone's representational system. In NLP terms, "the meaning of the writings of these authors, and of the non- information of the seminar leaders is the confusion that they invariably get!"

Such books and seminars do not reflect most people's reality. Reality for increasing numbers of people can be seen in the following results of recent surveys:

- √ Over 1 million people will file bankruptcy in 1992; 1,450,000 when you include spouses.
- √ Four out of 5 bankrupt person are back into difficulty again in just 6 years.
- √ One out of 5 people would be in immediate financial trouble if they or their spouses lost their jobs.
- √ 63% of people couldn't last at least 6 months if they or their spouses lost their jobs.
- √ One out of 5 women have chronic fears of becoming "bag ladies," unable to take care of themselves in their old age.
- √ One out of 10 people are compulsive spenders. Spending is their "drug of choice." The addage, "When the going gets tough, the tough go shopping," is no longer funny.
- √ 73% of people don't have any financial goals.
- √ 61% of people spend without any plan.

39% of people admit being poor managers of their money because they don't know enough about financial matters. However, this isn't so for most of them. Most people have problems not because they don't know what to do, but because they don't do what they know! For you see, underlying the disturbing facts above, are these very common fears and concerns about money in our lives. Do any of these apply to <u>you</u>?

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1) I worry about money and my financial future.

2) I am embarrassed or feel guilty about my financial life.

3) I don't want to know about my financial condition.

4) I don't even want to think about money.

5) I get upset when talking about money.

6) I argue about money with loved ones.

7) I put off making financial decisions or taking any action.

8) I feel my spending is out of control.

9) I can't budget or plan my spending.

10) I have trouble saving money.

11) I must buy what I want right now, because it won't be there later.

12) I am not responsible for my financial future.

13) I can't have....(i.e. financial peace of mind).

14) I don't deserve...(i.e. financial success).

15) I'm just not good at managing money. It's just not my thing.

16) If I succeed, failure must be next. (The more I succeed, the closer I get to failure).

17) If I'm too successful, I'll lose my friends (people won't like me).

Have you ever found yourself thinking or worrying about any of these typical fears or concerns? How often? People often feel embarrassed and ashamed about their money management beliefs, ability, and use of money, particularly so if they are experiencing financial problems.

Most people find it more difficult to talk about their beliefs and habits with money than about any other aspect of their lives including sex. This means that helping people with financial problems requires patience and understanding as well as good rapport and trust.

My clients have usually spent years inflating their "can't balloon" with doubts and self-limitations about their competency with money matters. Being financially successful or simply in control of their financial life is often their most cherished "can't;" they are absolutely certain that this is the one thing in their lives that they are "just not good at." ("I never could, can't now, and never will be...; it's just not my thing.")

The late Henry Ford must have been a NLPer; he said, "Whether you believe you can or can't, you're right!" And as NLPers, we know that once we have identified and eliminated someone's "most cherished can't," once we have punctured their "can't balloon" by showing them they can because they already have, it opens a valve to possibilities in all areas of their lives. Isn't this so?

How Can NLP Help?

Question: Of all your NLP skills and change techniques, which ones can be used to eliminate people's fears and dysfunctions with money?

Answer: All of them. However, most people who come for help with financial problems wait until their problems have become crises, e.g. they have taken on excessive debt and are about to lose their homes or cars, or about to go bankrupt. Furthermore, most of them seek financial counseling like they would seek out a mechanic for their car. They would just prefer to drop it off, have you fix it, and pick it up the next day. A typical comment is "I just want you to fix my financial problem, but I don't want to change anything I'm doing."

This means that, unlike most forms of therapy or counseling, people with financial problems or fears are amenable to only a couple, i.e. 2 to 4 sessions at the most, and whatever you do, you must be effective within this time constraint.

After 10 years, I have discovered certain NLP change patterns which seem to be particularly effective within the 2 to 4 sessions they will be available.

I. Identify and Help Client Resolve any Pending Financial Crisis

An immediate financial problem or crisis such as foreclosure or eviction from one's home, action being taken by one's creditor on an overdue debt, or other financial emergency must be identified and steps taken to resolve it before anything else.



II. Identifying the Beliefs and Behaviors that are Creating the Fear or Dysfunction

It is assumed that readers are already familiar with self- limiting client language revealing specific beliefs or behaviors that are creating financial fears or dysfunction. Sometimes clients are already well aware of their financial fear or what belief or behavior is causing problems; other times they are not. **However, they are all seeking help because they don't know what to do about the fear or problem, or because they think that they can't get rid of it by themselves.** Virtually all financial fears and dysfunctions exist because of internal belief conflicts, or because of significant negative imprints from childhood or from a prior significant relationship, or because of secondary gains being derived from the behavior. Although these different situations require different NLP change patterns, there are a few simple patterns that can be included for most of the fears or dysfunctions which are described below:

III. Meta-Model Challenges: Four Plus Three

Robert Dilts developed an exceptionally powerful sequence of meta-model challenges that I use routinely in almost every case called, "Four Plus Three." *Clients are to answer each of*

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these questions only in their minds, by getting a picture, hearing a voice (theirs or someone else's), and perhaps getting a feeling. Answering silently puts clients at ease, because they are "not revealing" any of their innermost "personal" feelings or beliefs. Readers may wish to first think of a particular fear or concern about their current or future financial life and ask themselves these questions:

1) What will happen if you get rid of that fear?

2) What will happen if you don't get rid of that fear?

3) What won't happen if you get rid of that fear?

4) What won't happen if you don't get rid of that fear?

A Variation

1) What will happen if you gain more control of your financial life?

2) What will happen if you don't gain more control of your financial life?

3) What won't happen if you gain more control of your financial life?

4) What won't happen if you don't gain more control of your financial life?

Although these questions seem similar, they are quite different in the images that people create in their minds as they answer them. These challenges require clients to face up to the possible consequences resulting from doing nothing, and on the other hand, how pleasant their life could be if this fear (problem) were not present. The questions are often powerful enough to serve as key motivators or catalysts to change at that very moment, and at the least opens clients up and makes them very receptive to whatever follows.

Only one of these questions will have extraordinary significance to each client, usually revealed non-verbally by their body jerking, their face flushing red or turning white, and sometimes tearing as they visualize events resulting from the most significant challenge of the four asked.

Next, ask your clients to mentally see the response to the one question of the four asked which had the greatest emotional impact. When you see your client(s) have reaccessed this scene, then ask these three questions. Clients can also answer these questions silently in their mind. However, they sometimes want to tell you, so let them:

1) What had stopped you from doing so?

2) What could you do now so that whatever it was that **had stopped you in the past** no longer stopped you?

3) How would your life improve when you gained more control of your financial life (when you no longer had that fear)?

This sequence of challenges is very powerful, and even if it does not completely change any fear or behavior, it will have an impact on most clients and on their openness and receptivity to what you do next.

Unless these internal conflicts are identified and resolved, financial problems will persist indefinitely. They might unconsciously link money to fear or to failure, believe that gaining better financial control means sacrificing their "spirituality," or think that seeking financial security and prosperity equals greed or selfishness, etc.

"History teaches us that men and nations behave wisely only after they have exhausted all other alternatives."

- Abba Eban

IV. Using the Client's Successful Experiences & Skills

Another useful intervention in helping puncture clients' "I Can't Balloon" is to have them recall other experiences in their lives which they are now or have previously dealt with competently or successfully, and then use these experiences as models and motivators to resolve their financial problems.

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Everyone has particular accomplishments and activities in which they have demonstrated certain skills, competency, or resourcefulness, and in which they take considerable pride. Having people describe such accomplishments in detail causes them to relive events and to become aware of just what they are doing, thinking, and feeling while successfully carrying these other activities. By helping your clients create a "bridge" between this other experience and their current fear or problem, they will begin to see that certain skills and beliefs that worked so successfully in other situations might also be used effectively to resolve current financial fears or concerns. For example, consider this sequence of questions:

a) Would you be willing to help me with something here?

b) Can you tell me, what is something you do really well; something you take great pride in; something you know, deep inside that you do well, and perhaps other people have told you that you do well? Would you describe it to me?

c) Good. Is there something else (another example)?

d) Good. As you look at yourself now succeeding at this (these) tasks, what exactly do you attribute your success to? Tell me, what do you do, what are you thinking, and what are you feeling as you engage in this (these) tasks?

e) Now, you may notice (if he hadn't noticed before, he is now that you mentioned it), that what you are doing so very successfully (on the job, as a parent, in whatever successful endeavor) is similar in some respects to your financial problem, isn't it?

f) In what ways do you see the similarities? What skills do (did) you demonstrate in this task that might be used in some way to get better control of your finances? What beliefs do you have about this task that helps you do so very well? Now, do you see the similarities? The beliefs, skills, and approach that you rely on so very well in (this other task) are the very ones you need to resolve this problem, isn't this so? (Pause long enough to allow your client to see the similarities and connections).

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Guideposts Along the Way

The particular resources and skills that you are looking for in these other experiences that relate directly to their financial problems are those such as:

confidence	information gathering
decision making	goal achieving
planning	creativity
overcoming fear	control
motivation	action, follow through
resourcefulness	persistence

Then you can lead your client through the steps necessary to resolve the problem or to gain control of his finances. In doing so, remember to break the process down into very small easily "doable" steps. Also, as you have your client rehearse these steps, it is more useful to first have him focus on his goal or outcome, and then proceed "backwards." Have him see what task must be completed right before the "goal" and so on back to the present (rather than walking through from present to future which is much more difficult for most people.) Doing it backwards requires clients to fully focus all of their attention on the necessary steps; doing it forwards lets fear and anxiety interfere with the process.

The preceding NLP change patterns can be used effectively in dealing with most financial fears and dysfunctions. The following are useful in dealing with specific kinds of problems.

V. Identifying and Dealing with Internal Conflicts

People experiencing financial problems often have internal conflicts in their beliefs about money and what it means to have control of it. Unless these internal conflicts are identified and resolved, financial problems will persist indefinitely. They might unconsciously link money to fear or to failure, believe that gaining better financial control means sacrificing their "spirituality," or think that seeking financial security and prosperity equals greed or selfishness, etc.

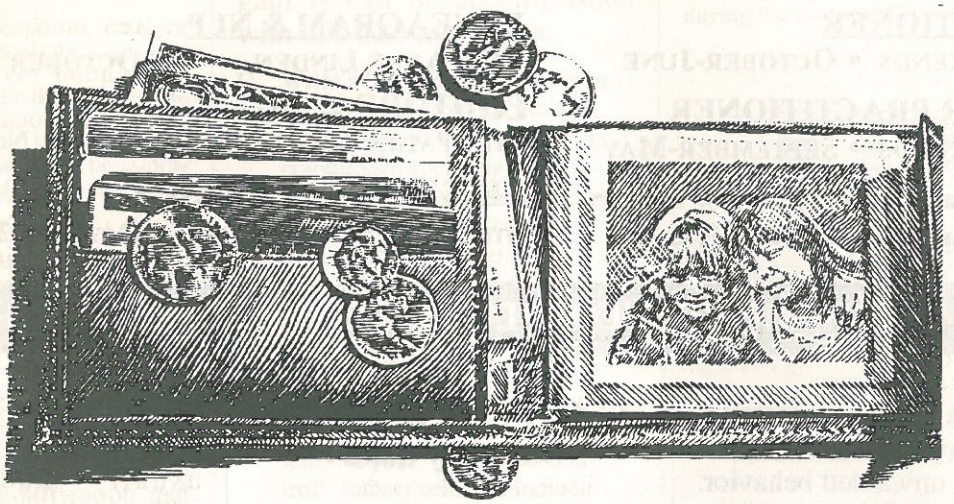
These internal conflicts in belief will invariably lead to self-sabotage and financial problems, regardless of the number of books people read or seminars they attend. To be effective in financial counseling, you must know how to identify and deal with any internal belief conflicts about money.

The Concept of Parts

You do this by helping your clients understand that everyone is really a composite of many different parts, depending on the context or situation. There is a part of us that enjoys having a good time, a part of us that is serious when necessary, a part that is gentle, a part that is creative, and a part that may occasionally be insensitive or stubborn, or that acts in a way

that is not beneficial or contrary to our own bests interests or welfare.

And at certain times or in certain situations, one of these parts is responsible for a specific problem-causing behavior. For example, in a certain situation, we may occasionally act stubbornly, or insensitively, or foolishly in a way that is not in our own best interest. This specific negative behavior is certainly not a complete description of what kind of person we are, but at certain times or in certain situations, this particular part of ourselves is directing or responsible for a certain unwanted behavior.



More importantly, each part of ourselves, even the part that we have labeled "bad" or "harmful," has a **positive intention or purpose, or is in some way attempting to take care of us at that moment.** What we do afterwards though is to say, "I don't like that part of me. I need to get rid of that part of me that is making me do this." We quickly forget that we didn't object at the moment the unwanted behavior was happening. At that moment, we didn't mind at all. Then, afterwards we feel guilty and berate ourselves, saying, "why did I do that? I know better than that. I need to stop that, or I need to get rid of the part of me that's causing me to do that."

What this kind of response does is to cause **internal conflict.** We feel guilty and berate ourselves afterwards for the unwanted behavior, and we want the part controlling that behavior to stop, or we want to get rid of that part. We forget that when the unwanted behavior occurred, it intended to serve some useful purpose for us, or the part of us that controls that behavior had some positive intention at the time.

This **internal conflict** will persist until we recognize the **"positive intention or purpose"** of the part that is causing this behavior, and **thank that part for having taken care of us,** even though it has been causing problems. Once we do this, recognizing the **positive intention** of that part, and **thanking it for what it has been doing for us,** then we will be able to resolve the **internal conflict** that is keeping us "stuck" in the unwanted problem-causing behavior.

NLPers will recognize that the Visual Squash and the Six Step Reframe are effective in identifying and reconciling (integrating) the internal conflict in beliefs contributing to the fear or dysfunction.

The way you put an end to the internal conflict that is keeping you stuck in the old unwanted behavior is to create an internal dialogue within yourself in order to identify **alternative ways of satisfying the problem part's positive intention or purpose.** You create this internal dialogue by first asking the part controlling that unwanted behavior if it would be willing to experiment with new ways of satisfying this positive intention, if such ways can be found. After that is agreed to, then you ask the **clients creative part** to identify several new options to accomplish the same positive intention in a different way.

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Then check these choices out with the part that had been controlling the unwanted behavior. Ask if it would be willing in the week to come to use one or more of these new choices to serve the same positive intentions as before. Finally, have the client see themselves in the weeks ahead actually using these new choices in different contexts or situations where an unwanted behavior previously happened, and fully experience how this looks, sounds, and feels.

"The greatest single cause of wasing time and effort is habit. We do all manner of things in the wrong way because we are accustomed to doing so."
- Frank B. Gilbreth

VI. Negative Imprinting and Secondary Gains

Important considerations in helping clients change dysfunctional behavior with money is to identify and reprogram negative imprints about money received in childhood or from a significant prior relationship (i.e. a former spouse), and to identify and resolve any secondary gains or "payoff" that they currently get by engaging in self-sabotaging behavior. These are particularly important considerations in helping clients overcome compulsive spending, in learning to save money, in learning to develop a spending plan, and in preparing for the future.

When trying to gain better financial control, the plea is usually made for more willpower, more self-discipline, and more hard work. When this doesn't work, then people feel a sense of internal conflict and failure. Willpower, however, is a function of the conscious mind; while compulsive behavior is an unconscious behavior. If someone has been programmed since childhood to believe that she can't or shouldn't try to deal with stress or emotional upsets except by shopping and spending in order to provide a mood change, rather than for something actually needed is acceptable, then all of the willpower, discipline, and hard work in the world isn't going to change that.

Secondary Gains

As readers know, you can't build any program of behavioral change on self-denial or deprivation. Depriving someone of something without fully understanding what that certain something is and does for the person is doomed to failure from the start. Some of the *secondary gains* typically found in people who's spending is out of control include:

- √ Childhood perceptions (real or imagined) of "scarcity," i.e. that there was never enough go around. As adults, they are unable to delay gratification (delay = denial), and believe that they must buy whatever they want now, otherwise, they feel they'll never get what they want.
- √ Childhoods with parental role models who used shopping and spending as the only or primary way of handling stress and emotional upsets.
- √ Childhoods with rigid religious beliefs in which shopping, spending, and overeating, were the only kinds of acceptable (non-sinful) ways of self-gratification and self-nurturing.
- √ Spending to gain self-esteem.
- √ Spending to gain a sense of importance, respect, or power, e.g. be "waited on," getting whatever one wants by simply signing one's name to a credit card slip.
- √ Spending to feel accepted or part of an "in group."
- √ Spending to feel free, independent.
- √ Spending as a fantasy.

You can often find out what your client gets from spending, or not planning their financial future by simply asking, "What does this do for you? What do you get from it that you still want to hold onto (that is still important to you)? Once your client has identified what this secondary gain is, then you can find other ways that will satisfy this need.

Sometimes people aren't consciously aware of what it is that they get from the behavior or what is causing them to continue it. Although they may not consciously know, subconsciously they do know. An effective means of identifying what your client's secondary gain is can be accomplished with this take-home task:

1) Write a letter to the part of you that is responsible for the unwanted financial behavior (e.g. compulsive spending), and include (a) what you dislike about that part and the behavior, and (b) what you <u>like or respect</u> about that part.

2) Then imagine yourself as the part of you responsible for the problem-causing financial behavior. Ask that part to write a letter to your "usually in control" (other) self, and include in this letter (a) what it *dislikes* about the part that is usually in control, and (b) what it likes about the other part that is usually in control.

3) Then ask your client to read these two letters to you. The two letters will reveal what secondary gains your client is getting from the unwanted (i.e. compulsive) financial behavior (i.e. *"likes" from the first letter*, and *"dislikes" from the second letter).*

4) You then need to help your client find alternative ways of satisfying this need or purpose other than by engaging in the unwanted behavior.

References

Editors Note: Fred Waddel has created *Financial Counseling Training Manual,* **(200 pgs, $39) and a audiocassette hypnosis tape,** *Get Control Of Your Money For Life* **($10).** Both are distributed by Genesis Press, 1031 Sanders St., Auburn, AL 36830.

Fred Waddell, Ph.D. NLP Master Practitioner, is a Professor at Auburn University. He has trained over 3,000 people in financial counseling and financial therapy. He is the author of six books and 75 publications in professional journals and magazines. He can be reached during the day at (205) 844-3244.

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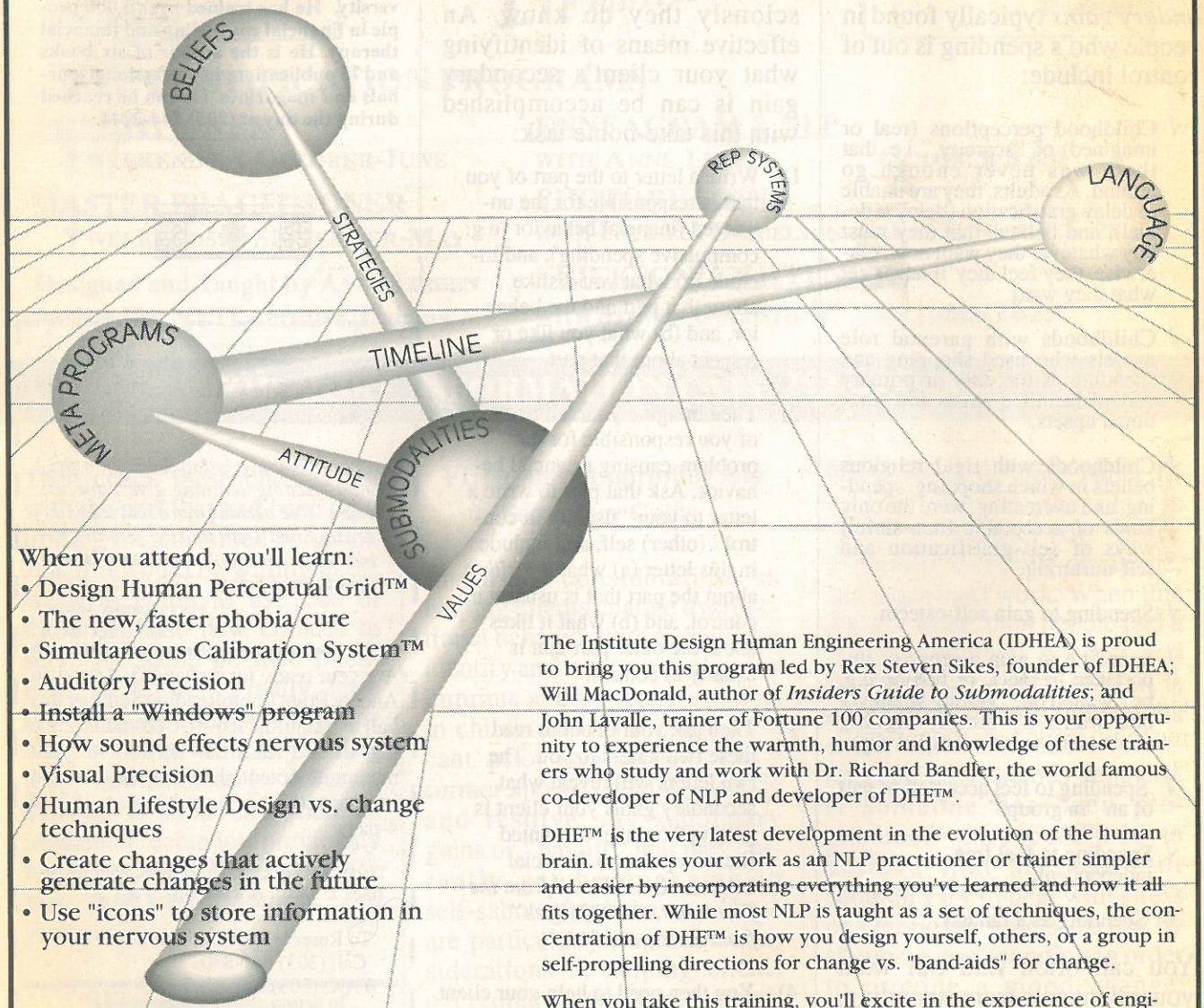
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Mind Juggling

By Nelson Zink

In 1984, I undertook a 2-year project to find the underlying cause of anxiety and develop an effective technique for alleviating it. Many clients suffered from anxiety and medication or known anxiety reduction exercises didn't seem to be particularly effective treatments.

I had come to believe that anxiety, stress, tension, panic or abnormal fears all resulted from a single neurophysiological configuration. After researching the neurophysiology of anxiety and conducting experiments with clients, I concluded that anxiety was closely associated with a functional imbalance between the right and left hemispheres of the brain. It has been theorized that when the sensory and motor functions of the two hemispheres were uncoordinated, anxiety resulted.

Hemispheric Coordination

I set out to develop a dynamic technique which would balance hemispheric activity and at one point was trying something that involved muffin pans and a metronome. Don't ask! Anyway, after many tries, I finally hit on a simple, practical juggling technique (using a single ball) which **required** hemispheric coordination. Standard anxiety reduction techniques are often ineffective because feedback isn't immediate. Most forms of meditation, for instance, induce doubts that one may not be *doing it right.* Only after repeated practice can one begin to experience and recognize benefits. I wanted to create an exercise where the essential neurological shift **had** to occur in order to do the exercise at all. This was the genesis of the Mind Juggling technique.

Validation

The March 1985 issue of *Scientific American* contained a vivid confirmation of the theoretical aspects of the technique. A photo of a positron emission tomography (PET) scan showing unequal blood flow in the brain of a victim of panic disorder. The left side of the brain is overactive, while in the right activity has decreased signifi-

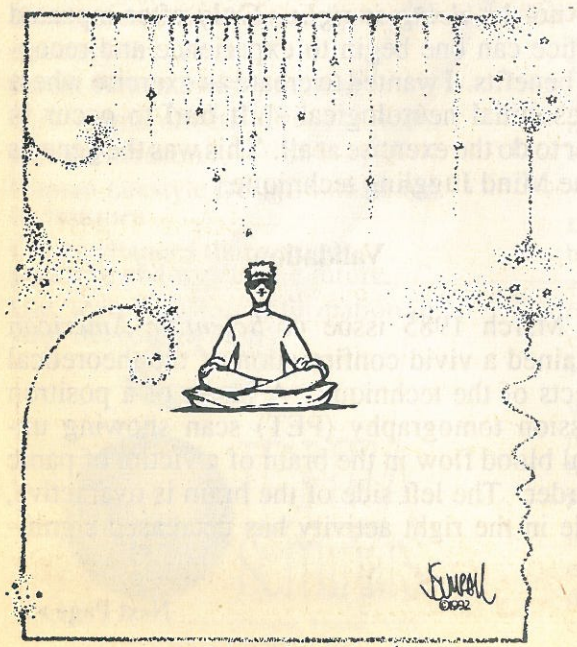
Next Page >

cantly. The photo made it abundantly clear that anxiety results from the isolation and imbalance of hemispheric activity.

Since Mind Juggling requires hemispheric coordination, the exercise is automatic; it can only be completed when the brain hemispheres function cooperatively. It is simple (I have yet to find a client who fails to learn the exercise in a few minutes) and effective (clients report significant reduction in anxiety from the very beginning). When the symmetry of brain operation is restored with this technique (often within minutes) catch phrases like *centered, together, balanced* or *whole* begin to take on a very literal meaning. All clients using this exercise report reduced anxiety. Many also experience a growing sense of peace and calm, greater access to feelings and an ability to deal more creatively with personal problems. In short, Mind Juggling seems to be acting like a physical mantra for a new kind of meditation.

Restoring Equilibrium

A major component of the success of this technique is the certainty that one can take precise simple action at any time to restore emotional equilibrium. Clients who carry a ball with them are secure in the knowledge that should anxiety arise they can deal with it quickly and effectively. This technique gives them the confidence and experience of driving their own bus and many are excited by the experience of finally having some direct control over their neurophysiology.



ART PONDERS 'BOUNDARIES.'

As for the potential of Mind Juggling, I believe it's a tool which can be used by anyone. It is not just a pacifier to ward off anxiety or a plaything to remind one of the joy and spontaneity of life, but also as a ritual practice to access the depths of mind and spirit. Anxiety reduction is one thing, and while the benefits are profound, proceeding through life with a balanced mind is for many folks a new and marvelous opportunity.

Client Feedback

Some unexpected results have come from client feedback. One man who suffered chronic pain from a major auto accident reported substantial pain reduction by juggling. Juggling also appears to be a effective method for overcoming insomnia. A woman in her 60's who once experienced heart irregularities caused by stress has worn the fur off of several tennis balls. And some local artists have taken up Mind Juggling for what they claim is a boost in creativity.

Refinement of the exercise has resulted in a precise set of instructions. The ball should weight about 100 grams. A tennis ball weights 50 grams so I made a tool which allowed me to inject different materials inside the ball creating different sounds. For many years I used these modified tennis balls and only recently has NLP Santa Fe found a manufactured ball that we like and can use unaltered.

Mind Juggling Instructions

1) Stand, feet apart at shoulder width or sit in a straight-back chair without arms.

2) Position arms and hands as if you are supporting a tray level in front of you, elbows at 90 degrees, with the ball resting in one hand.

3) Begin tossing a ball from one hand to the other with your eyes open and slowly look up toward the ceiling, finally closing your eyes. Return head to normal position.

4) Toss the ball at a rate of about once a second (50 times/minute) for the duration of the exercise. The ball should be thrown about 4-6 inches above your hands.

5) Continue juggling for 20 minutes. If during this time you should drop the ball, retrieve it and resume juggling. Occasional dropping appears to be part of the process. Allow your mind to go in whatever direction it wishs.

6) As your juggling ability develops, increase the level of difficulty by moving your hands farther apart and/or throw the ball higher.

There are only two absolutes: a **nice slow tossing rhythm** and **closed eyes.**

Physical balance is maintained by the inner ear and either the visual system of the propripceptive nervous system. Two of the three must be used and one of them must be the inner ear. The propripceptive nervous system is the one you learned to use as a infant in order to walk. Closing your eyes and attempting to stand on one foot will give you a quick estimation of which system you use in conjunction with your inner ear to maintain balance.

As a general rule, I've found that when people first begin to juggle they will watch the ball in their minds after they close their eyes. Then, usually within a minute or two, they will just perceptibly rock back on their heels. It's at that moment that they switch from their visual to propripceptive nervous system. Jugglers report that this is when they quit watching the ball in their mind's eye. I'm fairly convinced that the propripceptive nervous system must be engaged for the Mind Juggling effect to take place. This shift can be implemented by requiring that the juggler visualize something other than the ball, something in the past or future. In any event, boredom usually leads to the shift sooner or later.

Mind Juggling and similar techniques will be covered extensively during a physiology workshop presented by NLP Santa Fe in September.

Nelson Zink is the co-founder of NLP Santa Fe. He is the author the the delightful book of stories, *The Structure of Delight*. You may write him at NLP Santa Fe, PO Box 9910, Santa Fe, NM 87504-9910, (505) 986-3922.

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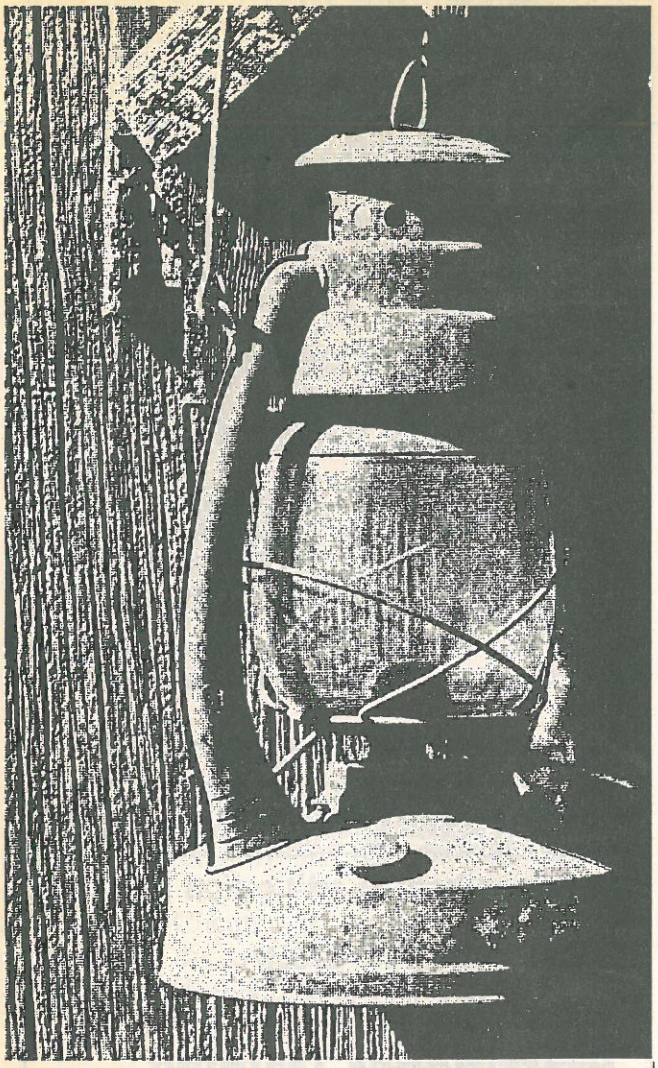
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Invention, Discovery and Delivery in the Human Potential Movement

Part 1 - Who Really Invented the Light Bulb?

By Pat Wagner

In this four-part series, I will share some personal experiences on the implications of selling ideas, particularly as they apply to the human potential movement and the NLP community.

In the second installment, with the help of expert legal counsel, you will learn about the definition and application of such legal concepts as trademarks and service marks, copyrights, patents, plagiarism, franchising, and intellectual property rights in general.

In the third installment, you will discover some clues about what is working in business, library, and artistic communities. How does the franchise concept work? Why is trade marking a product name one of the least important parts of selling an idea to the public? What is the life cycle of a new idea?

Finally in the fourth installment, you will peek at what the future holds for the human potential movement. Is NLP a "dead" concept in the marketplace? What is influencing the latest generation of innovators? How will demographics affect your business?

One of the perennial questions in innovation is "who receives the credit and profits from an idea?" Did Thomas Edison really invent most of the products for which he held patents? Should the glory and profits have gone to the unknown engineers and scientists who toiled for him, anonymously? Was Edison's success due to his

ability at being a boss, a PR genius and an astute marketeer? Who really did invent the light bulb?

The answer is, it doesn't matter. Better questions are, "Who knows how to profit from good ideas? How do they reward the sources of those ideas? How can I make money **and** keep the new ideas flowing?"

First, an exercise.

1) Using your favorite method of recording information, make a list of ideas you rely on the most in your practice as a counselor or trainer. The list might contain schools of thought, such as "the work of Albert Ellis" or "homeopathy." You might include particular concepts such as " I have learned that my clients tend to obsess on trying to change behaviors in other that they want to but don't know how to make changes in themselves." Just as a guideline, my own first draft had over 60 items. Last count was over 200.

2) Now, identify where and when you first came across the idea or concept. In other words, what was the origin of the idea for you? Have you learned anything new lately?

3) Next, indicate on your list how you acknowledge or reward each source for its contribution to your career and your work.

When I first did the exercise, I felt overwhelmed and humbled by how my ideas and information relied on so many other people's insights. I also realized that despite my best efforts, many of the seminal influences in my life might remain unrewarded. However, I was pleased that I seem to keep learning new stuff all the time. In fact, my ability to learn new things appears to outstrip my ability to put them into practice. So many books, and life is so short.

The Art of Finding and Forgetting

Where did you get your last breakthrough idea for improving your work as a counselor or writer? From an academic book on cognitive psychology?

Next Page >

Remember When the Only Way to Use Metaphor was to Carefully Construct One?

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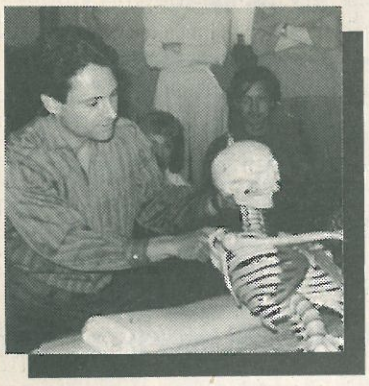
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From a self-help article in a popular magazine? From yet another workshop or lecture on human potential? From a conversation with a close friend? From a chance remark made by a client? From a sermon at a religious service? From a television show or audio tape? From your own observations an research? Or did the idea seem to spontaneously generate while you were day-dreaming on vacation?

And how did you incorporate the idea into your work? In those cases, where you found the idea in another person's body of work, how did you deal with the source? Did you ask the person permission for you to use the idea and make money from it? Did you offer to pay a royalty or commission? Did you ask the person to review your implementation of the idea and to tell you if you were using it in the spirit he or she intended? Did you make an effort to research and discover if other people in similar or other fields had come up with the same idea, and seek them out for discussion and review?

Philosophers, artists, businesspeople, inventors, musicians, politicians, lawyers theologians, writers, teachers, and scientists have been grappling with the notion of a "commerce of ideas" for centuries. Who owns an idea? Are ideas ever really new? Do property laws apply to ideas?

This is a big issue in the field of human potential, where practitioners have borrowed from marketing concepts in retail business to sell their wares. For example, the term "certified" is used in training so promiscuously that the word is meaningless as a way of measuring ability. Therapists are attempting to claim ownership and control of concepts that have been around for centuries.

One reason for this is that the field of NLP is experiencing a stage in its life cycle common to many disciplines. Its concepts are being cross-fertilized with many other fields in the human potential movement and absorbed into their systems. The works of the seminal teachers in the field are being studied by an increasing number of people who are "inventing" NLP-like programs

without ever having heard of Bandler and Grinder. Also, the human desire for novelty is driving long-time devotees to seek new information from other quarters.

A slow decline in the exclusivity of the label to identify certain concepts is panicking many of the people who invested a great deal in its development, and who have profited off of it for many years.

At this stage, trying to create a walled city where everyone who enters is asked to pay a hefty fee creates two problems. One problem is that eventually other people figure out how to offer the same benefits you are less expensively; in effect, your walled city becomes very effective at keeping customers out.

Second, it is good to remember that a *ghetto* is another word for a walled city. Punitive legal barriers to the exchange of information can leave you outside of your network of peers. Forced to go elsewhere to borrow ideas and concepts, they cannot refresh your ideas with their own new twists on old topics. Eventually, in the relatively free market of the human potential movement, you will be left behind your wall of copyrighted ideas (a concept that has no legal meaning, by the way). You will not be protected, and you will have no customers or allies. Success in the marketplace is rarely tied long-term to trying to establish monopolies.

Did you invent your light bulb, all by yourself? Where will your next good idea come from?

Next time, we will look at the legal implications of these walls, and how useless most of them will turn out to be in the next decade

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

News & Noteworthys

Health is in the Air this Fall

There are four unique health related NLP programs offered this fall:

- Susan Grace Branch is being joined by Dr. Kenneth H. Law-Davis to present a program in St. Kitts in the Caribbean. Their program is designed for health professionals such as dentists, physicians, massage therapists, health kinesiologists, nutritionists, etc. who want to incorporate NLP into their health treatment plan.

- Janet Konefal, Ph.D. of the University of Miami School of Medicine is putting on a 16-day training entitled "Neurolinguistics for Health Professionals." Her training will be held over a 4-month period of time. Janet, you may recall, has been doing work with AIDS research.

- One Session Phobia Cures in Needham, Massachusetts is presenting two programs. The first is entitled "Clearing Trauma Related Health Problems with NLP and Systematic Applied Kinesiology. The other program is "The Modified Allergy Technique." Dr. Judith Swack, of One Session, wrote the most recent article on allergies that appeared in the February 1992 issue of Anchor Point.

- There is also a 20-day NLP Health Certification Training for people who have attained the minimum of a NLP Master Practitioner certificate. The purpose of the program is to create a global network of competent people that can master the current state of the art in the application s of NLP technology to health issues. Attention will be given to adapt NLP health skills to individual vocations, cultures and contexts. This program is being held in Salt Lake City, Utah and is being hosted by Robert Dilts, Suzi Smith, and Tim Hallbom.

Congratulations

- Congratulations are in order for Jackie and Jerry Stocking (authors of *Cognitive Harmony*). They are the proud parents of a new son that was born in August.

In the Papers

- Edna Clay made the Huntsville Times in a feature article earlier this year. The focus of the article emphasized the positive influence of NLP on education.

Great Professions

- "Psychotherapy is an undefined technique applied to unspecified cases with unpredictable results. For this technique, rigorous training is required." - Raimy

Apples & Oranges

By Jack Heggie

Not too long ago there was a small town, somewhat isolated, which had a yearly fair. One of the high points of the fair was a contest for the best fruits grown that year.

However, because the town was, as we have noted, somewhat isolated, the only kind of fruit known in the region was the apple.

One year, however, a young man from an outlying area came to the fair and entered some oranges in the fruit contest. The judges, who were not unintelligent men in their own way, were exceedingly puzzled by the oranges since they had never in their lives seen such things.

After a brief parley, they decided to "go by the book," which is, as we all know, invariably the safest (if not the most interesting) course of action.

The book in this case described what might be called **the perfect apple**. The judges opened the book to Chapter 1, *Appearance*, and read that the perfect apple should be red and have a certain shape, which was illustrated by a drawing.

Comparing this with the young man's oranges, they found the latter sadly lacking. The color was all wrong, and the shape was round...not at all like an apple should be.

Chapter 2 described the texture. And here again the orange was found sadly lacking, for it was rather soft to the touch, not firm as an apple should be.

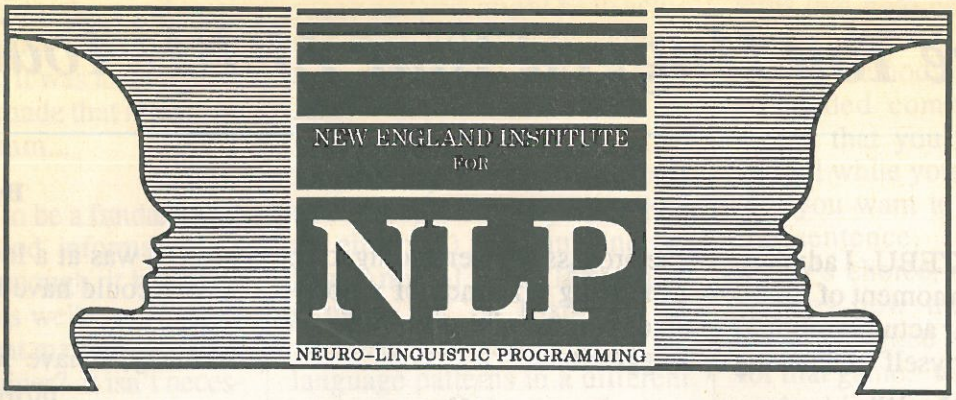
Continuing on to Chapter 3, *Inside the Perfect Apple*, once again the orange didn't make the grade. The color was orange, as an orange should be of course, and not white as the book described. Even worse, the inside of the orange was pulpy and dripped a liquid onto the judge's hands, which only a rotten apple would do. (And only a very rotten apple at that.)

And so it went, until, by the time the judges reached the last chapter, *Taste*, they were so put out that they didn't even bother to taste the oranges, instead returning the whole batch to the young man.

The young man was surprised by his score of zero, and even more surprised when he found out that the judges hadn't even tasted one his prized oranges, for he knew that they were delicious.

The young man finally became so annoyed by what he considered to be the stupidity of the judges that he took all of his remaining oranges and retired to the shade of a nearby tree, where he sulked for several hours. Finally, he consoled himself by eating the entire crate of oranges.

Jack Heggie maintains a private practice in the Feldenkrais Method in Boulder, Colorado. He is the author of the book *Running with the Whole Body*. You can write to him at 2888 Bluff, #134, Boulder, CO 80301. Phone: (303) 449-8100.



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Have You Hugged Your ZEBU Today?

By Robert Anue

Confessions of a Game-Meister

I created ZEBU. I admit it. It was a moment of weakness, fear actually. I committed myself to teaching a class on Ericksonian Hypnosis, and I was then confronted with how to do it. I was stricken with pictures of me boring a class to tears, (NLP translation: Constructed Visual, up and to the right) and losing all my friends (the ones who talked me into teaching the class). I made a cowardly decision before the class began to make sure the class would be fun. To hell with the material, I just wanted to be liked.

So I made up a card game. Each card had a suit and a language pattern on it. The rules were that you had to say something using the language pattern on the card on the top of the pile, and then play one of your own cards that matched the suit of that card. Then the next person would make a statement using the language pattern of the card you just put down and so on. The winner was the first person to play all of their cards, and in the process we were going to be practicing all kinds of embedded commands and indirect suggestions.

Well the cards worked pretty well. We had a lot of laughs. I kept my friends. We played the game in ways that I didn't intend, and then something wholly unexpected happened. The people in the class became amazingly skillful at delivering embedded commands, and otherwise making sly suggestions in indirect round-about fashions. I was at a loss to explain how it could have happened.

Actually, I have learned some powerful lessons from ZEBU about teaching. I really think that the most important thing about ZEBU is that it is fun. It's like the medicine I gave my daughter when she had an ear infection. She was a little over a year old, and we had to give her a teaspoon of a liquid antibiotic four times a day. And she loved the stuff. She would come running to get it, and she always wanted to lick the spoon. I can't really imagine how I would have fed her a teaspoon of something she didn't like. I had tried to get a look at her new teeth as they came in, and when she wasn't in the mood... forget it, she'd clamp her little mouth shut, squirm, and then scream. I got to thinking about how lucky I was that her medicine "just happened" to taste good, and then I realized that it was no

mistake. In fact, the good taste of that medicine wasn't just an added bonus, it was an essential part of what made that medicine effective. Hmm...

I believe this to be a fundamental principle: Good information or service isn't enough, it has to be entertaining as well... or it won't be used. What makes a person a great NLP trainer? It isn't necessarily the most knowledgeable person, but it is always a person who is a captivating, interesting and motivating speaker. How about computers. What's the difference between a Macintosh computer and an IBM compatible? They both can do about the same things, but the Mac is entertaining. It's just more fun, that's all.

Since I've stumbled onto my teaching success with ZEBU, I've come up with all sorts of explanations for why it works so well. My current theory has to do with skill development.

By definition, a skill is something that a person **learns**, like golf or swimming or flying an airplane. How do you develop a skill? Imagine taking golf lessons from an instructor who never had you hold a club, or swimming lessons at a school that never had you get into the water, or flying lessons without using an airplane or a flight simulator. It wouldn't work, would it? And if it did work, it wouldn't work very well. People develop skills from experience, by getting out and doing the thing they want to get good at. So, the best way to learn indirect hypnotic language patterns might be to actually spent time saying indirect hypnotic things. What a concept!

The beauty of ZEBU is that while people are playing it they are either: A) Speaking and using one of the language patterns, or B) Listening to someone else using one of the language patterns in a different way than they imagined when they saw the card played. 100% of the time is spent being involved with the thing to be learned. The fact that it is a card game gives it the structure of something that people have fun doing together. (NLP Translation: We steal an anchor.)

The classes that I have taught with ZEBU lasted for 8 weeks, and we met once a week for 2 hours. Every class was spent using the cards the whole time. I have made one promise to the students in the classes: at the end of the class each student will be able to open their mouth and without thinking about it, out will come indirect Ericksonian language patterns. I've haven't missed on that promise yet. And we don't just sit and drill with the cards, remember my main point is having fun.

Playing ZEBU Games

For the first class, I explain the cards and we play a few games. The students can take a deck home and read it. Each card in the deck now has examples and an explanation in fine print in the center. After the first class, things get rolling. Over half of the cards have language patterns that hold embedded commands, and we play with all sorts of methods of marking the embedded commands. That means that you do something special while you say the words that you want to emphasize in the sentence. We make it dealer's choice, and the dealer decides how the suggestions will be marked or emphasized for that game. We have marked embedded commands with pauses, eye contact, touching, pointing fingers, changing voice pitch, and lots more. The topic of what we say using the language patterns varies as well.

Some nights we've laughed non-stop, and the players say all sorts of devious and underhanded things to each other. One of the wildest evenings I've had was when the class got on a spree of marking seduce-me suggestions, and marking them with a sexy tone of voice. You can believe that we had everyone's undivided attention that night. On other nights we have experimented with having people describe real life scenarios in which they want to tell a person something that the other person doesn't want to hear, and we play the game using the language patterns to deliver that message.

In the later weeks of the class, we put people into a trances by flipping over a stack of ZEBU cards one by one and making hypnotic suggestions using the patterns on each card. This has worked equally well with one

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person doing the hypnotic induction and with a whole group taking turns. We have also done multiple inductions (more than one voice speaking at the same time) by having the group flip over cards in quick succession so that two or more people are talking at the same time. That's been really fun, and exceptionally trance inducing.

You might wonder if the classes have ever gotten bored with the cards, or if they develop stock sentences for each card. What really happens as everybody gets better, is that playing the cards becomes like a conversation and people say things that build on the suggestions that were recently made.

I have become a Game-Meister. (That's like saying Game Master, only with more of an intellectual, international flair.) I have come to believe in the power of games to create an ideal learning experience. My next project is to create a game that teaches sales skills. But you really don't want to know about that. You probably just want the answer to the question that everyone asks. Here it is: I just thought it sounded cool. ZEBU does have an obscure and unrelated definition in the dictionary, but I'm not telling. Someone suggested that I name it MILTY, but I wasn't sure that Milton Erickson's name was something I had the liberty to use like that. Anyways, did you know that purple was Milton's favorite color?

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I Believe We Have a Crisis on Our Hands

I attended the IANLP Conference in Orlando, specifically as a business user of NLP Technology. I focus my attention on business related processes, accordingly I participated in the business section meetings and conversed with other attendees at the conference, I conclude we have a crisis on our hands.

As a customer (member) of IANLP I am constantly searching for new skills to use in my business. When I stop getting those skills from the IANLP, I stop paying my dues. In quality terms, the association will have ceased to add value in its function as a viable organization. This situation is already happening.

As evidence for this trend, I noted that attendance had diminished by 50% compared to the last conference in Toronto, as a customer seeking new skills, nothing much was new or innovative.

What I concluded is as follows: The membership of IANLP matures rapidly as a buying audience. After Practitioners, Masters, and Trainers certification, the bulk of classroom learning has taken place. For advanced training only a few offerings have been developed such as Advanced Behavioral Modeling, Time Line Therapy and LAB Profile.

What happens when trainers just decide not to attend because members aren't buying training for the second or third time? What happens when members no longer attend because they don't want another Practitioners, Masters or Trainers Training?

But wait, you might way, something is being done. At each conference, meetings take place to discuss and agree what happens next? And this is why I believe we have a crisis.

As a business person, I draw on an anecdotal explanation of this crisis. In his book *The Abilene Paradox: The Management of Agreement*, Jerry B. Harvey tells the story of a family gathering on the front porch, and it appears that everyone wants to go to Abilene for a meal. The story concludes as the family once again gathered on the front porch, discusses the trip to Abilene.

The family concludes the following: The journey to an from Abilene, and the meal itself was awful, and none of them wanted to go in the first place, yet each thought the other wanted to go. The author concludes that by being unable to management agreement, no one gets what they want, yet goes along for the journey because they thought that's what everyone else wanted.

The scenario I witnessed when I attended the business section meeting reminded me of the Abilene Paradox and many

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similar client business meetings. The goals of the last meeting are discussed and the goals did not meet expectations ... so the goals are rehashed again, promises made and ... The cycle continues until those organizations that go through this ritual disappear.

I believe the above is true of the IANLP business section, I suspect it may prove to be true for the future of The IANLP as a viable, sustainable association!

Let me expand on my comments and offer up a proposal for action?

The IANLP, its Conferences and focus must expand from just a marketing venue for trainers to an event that meets customer expectations.

If we as an association wish to avoid the Abilene Paradox, we must reach agreement of what direction the association must move toward providing for its customers.

What should be done? I propose you consider the following:

1) The format of the IANLP, its services and conference should be focused towards meeting customer expectations. To achieve this outcome a survey of the IANLP membership will be designed and administered.

2) The tabulated results would be sent to all IANLP members.

3) With the results of the survey compiled into meaningful broad outcomes, the IANLP Executive, Sections, etc. (Through networking, CompuServe, etc.) would conduct the focus process to make the outcomes real. (For an example see: *Focus Process* by David Weber, *Anchor Point*, September 1990)

4) Having completed the above, the IANLP, its services and conferences, can be focused towards meeting customer expectations, thus continuing as a viable, sustainable association!

Let me reiterate, IANLP must become customer driven. IANLP members must manage agreement and commit plans to action by agreed time deadlines.

I welcome your feedback, comments and suggestions. Do it Now...

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PhotoReading™



Using Your Whole Brain to Read and Learn Is Easier Than You Ever Imagined

By Paul R. Scheele, MA

Are there any NLP books lying around that you purchased but haven't read? Do you ever start books only to get a few chapters into them before you put them on a pile of "books to read someday?"

If so, don't feel guilty. You are not alone. These are common problems of the "information overload age?" Even if you are an avid reader it can be a struggle to keep up.

In 1985, I had been a Master Practitioner of Neuro-Linguistic Programming (NLP) for 5 years. I then studied the fields of suggestive-accelerated learning and teaching. Having realized that the human brain has an astonishing ability to learn, I started pondering "What if your mind could process written materials as fast as you could turn the pages?"

During my graduate work in adult learning, I researched systems of rapid reading. Using NLP, I modeled efficient readers, systems of accelerated learning, and experts of speed reading.

From this work emerged an accelerated, whole-brain system of reading called PhotoReading. The PhotoReading technique of "mentally photo-

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graphing" the printed page is the hallmark of the system.

The purpose of the system is to get your reading done in the time you have available at a level of comprehension you need. This is achieved by giving individuals the skills to approach any type of material and pull from it whatever is needed without tensions, stresses, or anxieties.

Essential criteria for the finished course were:

1) Second-order change. A person's current reading problem is maintained by how he or she copes with information overload. Rather than trying to read faster, the core problem itself should be addressed; i.e., dysfunctional coping strategies.

2) Change reading from a procedure into a set of options. Why start at the beginning and slog through to the end, when there are dozens of other ways to get the information you need?

3) Improvement occurs by means of the approach, not by practicing a technique. Most people quit using techniques. What is needed is a new psychological approach to gathering information from written pages--a new paradigm--not the repetitive practice of an unnatural technique. (I hated speed reading for that.)

4) Emphasize how to use the mind. Rather than dwelling on reading and reading speeds, focus on how to use the mind effectively, to learn about learning from written materials.

"Time is an equal opportunity employer. Each human being has exactly the same number of hours and minutes every day. Rich people can't buy more hours. Scientists can't invent new minutes. And you can't save time to spend it on another day. Even so, time is amazingly fair and forgiving. No matter how much time you've wasted in the past, you still have an entire tomorrow. Success depends upon using it wisely -- by planning and setting priorities. The fact is, time is worth more than money, and by killing time, we are killing our own chances for success."

- Denis Waitley
The Joy of Working

Integrating 3 Powerful Technologies.

The PhotoReading course is 96% effective in teaching individuals these advanced strategies primarily because of an integration of NLP, accelerated learning, and pre-conscious processing.

- **NLP** can help access the brain's potential for perception, memory, and change. PhotoReading uses NLP to produce the ideal state of mind and body for the input, process and output of material that has been PhotoRead. In the classroom, NLP also provides a framework to help by-pass a person's internal blocks to learning.

- **Accelerated Learning** is a set of principles for acquiring information and new skills in a fraction of the time normally required for learning. This technology was principally developed by Dr. Georgi Lozanov for the rapid acquisition of language. It has also been referred to as superlearning, integrative learning, and suggestive learning. These principles provide a framework for learning anything from written materials effectively and quickly.

- **Research** into pre-conscious processing supports that the brain has a pre-conscious processor capable of perceiving, discriminating, and responding to information in milliseconds (Perfetti, 1985) (Dixon, 1981). Additionally, we all possess an other-than-conscious memory store which outweighs the capacity of the conscious mind by 10 billion to 1 (Wenger, 1987). During the PhotoReading process, a reader uses phenomenal capacities of the inner mind to achieve new levels of success when reading.

There is a deep and meaningful kinship linking PhotoReading, NLP and suggestive-accelerated learning and teaching. This is demonstrated by the work of NLP trainers who are also PhotoReading instructors such as Dot Feldman, Kay Grask, Richard Clarke, Robert Siudzinski, Frances Wiggins, Deanna Sager and Michael Lofrano. Any of them can describe the effect the PhotoReading technology has had on the direction and structure of their work. In every case, there has been a strengthened commitment to transforming how we learn to learn.

PhotoReading Employs a Simple, Easy to Use Process

There are two relatively simple, yet critical, steps in the PhotoReading technique: first, input information through the pre-conscious processor directly into the deeper memory bins of the other-than-conscious mind; and second, retrieve information out of the other-than-conscious mind into the working memory of the conscious mind.

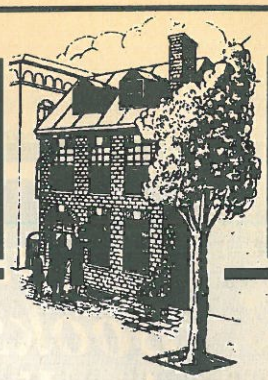
To effectively input information through the pre-conscious processor, students of PhotoReading must develop a "second type of sight"(Zink, 1992) which is quite different from the hard focus normally used in reading. We call it Photofocus.

Photofocus is a way of gazing using the peripheral vision to permit the brain to absorb information. This not only facilitates PhotoReading, but has potent ramifications in other areas of life, such as enhancing intuition, creativity, perception, and strengthening of the visual system.

The most fascinating aspect of PhotoReading is learning to access information that has been pre-consciously processed. Aristotle first wrote about this type of access. Modern scientific studies began in the early 1900s (Poetzl, in Dixon, 1981). The process of accessing such information is subtle since recognizing signals from the other-than-conscious mind is much like studying your intuition or remembering a dream.

In the PhotoReading course, students learn a half-dozen ways to recognize and "activate" information stored within the other-than-conscious mind. Rather than trying to analytically recall information from the conscious mind, PhotoReaders learn to use the guidance of the other-than-conscious mind to quickly find the greatest meaning from printed materials. The mind can guide you to critical passages which allows faster comprehension.

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Business People: With 38% of an executive's day spent reading (Investor's Daily, 1991), there is a huge payoff for any company with employees trained to PhotoRead. Business reading can be handled quickly, helping a person to stay informed and making more effective decisions.

√ Using this whole mind reading system, some people read daily newspapers thoroughly in 15-30 minutes. Professional journals and industry magazines can be finished completely in the time it used to take to read one article.

√ It is a joy to keep up with the latest business books. PhotoReaders like Dr. Bill Hembre, DDS from Florida, will finish an entire book in one evening (in the time it takes most people to read a few chapters).

√ Engineers, data processing managers and project managers, can quickly gather essential information to grasp meaning and begin effective problem solving. Managers at IDS and 3M Corporation applied the techniques to lighten their workload. They were able to read reports in 11-14 minutes that used to require hours.

√ A common complaint of business people is having to bring work related reading home. Using PhotoReading, project teams at Dupont spent a few minutes going through important reports the night before they met. Then, the team members activated the materials for 7 minutes before discussing. Their time is focused on solving problems rather than laboriously reading with low comprehension.

√ Service technicians are delighted that they reduce their classroom study time to a fraction of the usual time. Todd Lorang, a technician at Honeywell, discovered that he could breeze through materials in a relaxed manner. Most exciting were his reports that when on the job, he could turn to key information in reference manuals instantly.

√ For those professionals who are required by their state to attend Continuing Professional Education, PhotoReading has been a blessing. In the fields of law, dentistry, nursing and real estate, professionals are getting through classes comfortably and completing their reading in a fraction of the time with higher comprehension.

Students: Some of the best stories about PhotoReading come from students because they have so many opportunities to prove its effectiveness. Here are some examples.

√ Imagine spending 1 hour instead of 6-10 hours studying by reducing the reading time alone. Students will PhotoRead an entire semester of college texts the first night they purchase the books. Then, during the semester, they'll spend only minutes per chapter to prepare for class assignments.

When they attend class, the lectures trigger recognition of the information. Competence and confidence pervades the student's work as he or she studies in a relaxed and efficient way.

√ When reading for the purpose of writing a college paper, Sue Boehlke spent a mere 30 minutes to study a 600-page book. Another PhotoReader reported reading hundreds of photocopies plus a book in 70 minutes to write a master's level paper. In both cases the students received an "A" for their work.

√ Personally, I attended a 5-week summer school Educational Psychology course in which we studied one text. During those weeks I invested 18 minutes PhotoReading, and 60 minutes with the whole system. According to the national expert professor teaching the course, I performed well enough to receive an "A" on the 2 hour essay exam final. My experience was wonderful while many students in the class complained of having to read for 9 hours in one weekend to prepare just 2 chapters for class.

Law: Lawyers working with case books find that they review enormous volumes in minutes. It becomes a much simpler task to pull key points from reference materials.

√ One attorney, Charles Faulkner, took 3 minutes to PhotoRead a 300-page legal specifications manual from the Department of Transportation. Then, he instantly turned to the one paragraph in the text which contained the information necessary to win the case. When the state's expert witness who had been unable to find the paragraph saw Charles perform this feat, he was stunned.

Medicine: Medical doctors keep up with the latest research without giving up so much of their valuable time. There are few professions that change quite so rapidly as medicine and staying on top of innovative approaches is not nearly as time consuming with PhotoReading.

√ Bernard Marichal, a medical doctor in Brussels, PhotoRead and activated several texts in his field of homeopathy. Three months later he prepared a presentation to his professional association. The brilliance of his insights inspired seven other doctors to enroll in the next PhotoReading course in Belgium.

Personal Development: Think of the impact of getting through all the unread piles of books for self-improvement.

√ Before sleeping at night, you can PhotoRead positive and uplifting books. The material makes deep impressions on the inner mind and will have beneficial influences on your life the next day. PhotoReading can also influence the dream state in positive ways.

√ PhotoReading skill-based "how-to" books has proven to make a difference. Two friends played tennis for years. One of them took the PhotoReading course and PhotoRead five books on tennis. His game immediately improved so significantly that the other man was stunned. When he inquired about how the miraculous improvement occurred, he signed up for the next PhotoReading class. The end result was the same improvement in his own tennis game.

Busting the Paradigm of PhotoReading

Who knows what the future will bring? Someday there may even be techniques that go beyond PhotoReading.

Until then, PhotoReaders will continue to absorb information from books, laser disks, and computers. PhotoReaders will continue to employ vast quantities of information to shape their worlds and the world around them.

The potentials of PhotoReading are limited only by one's imagination. Remember, what the mind of man can conceive and believe, it can achieve.

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Note: The PhotoReading course was originally developed for Peter Kline, author of *The Everyday Genius*, and his client IDS/American Express. Learning Strategies Corporation began offering the course to the general public in January 1986. In May of that year, the curriculum was approved by the Minnesota Department of Education. The program is now taught throughout the world in several languages by instructors trained through Learning Strategies Corporation which is licensed as a private school.

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Retracing and Moving Forward - Part 2

By Lyle Chubb and Renee Vandermark

This is a continuation of an article that first appeared in the July 1992 issue of Anchor Point.

Let's now look at the second NLP assumption about behavior. No one is born with an installed set of behaviors or responses to the environment (except reflex arcs, of course). Every behavior we have is a learned response pattern. This pattern is built upon the foundation of what we have experienced before, as performed by the skills we have available to us at that time.

The beginnings of our Desired State can be traced to our birth, where all we needed was to be fed, to be held, and to be comfortable. When our Present State did not meet these basic needs, we had only one behavioral skill at our disposal: crying. Over time and experience, we learned to distinguish between our basic needs. We also learned to alter the *qualities* of our limited behavioral skills (varying the tone, tempo, pitch, and volume of our crying) to reflect our specific state. Although very young, we recognized some kind of connection between the *way* we cried and the speed at which our needs were satisfied. These experiences, and the learnings that emerged from them, were our first efforts in trial-and-error learning, a pattern we continue to use for several years.

Awareness of our impact on other people began to emerge around age 5 or 6, and we learned to modify our behaviors by observing the trials and errors of others. We started to refine our responses in reference to our external environment during this period of socialization, as opposed to maintaining a strictly egocentric perspective. We learned to express (or suppress) anger, happiness, sadness, fear, and sensuality in respect to cultural influences, leading to the emergence of "socially appropriate" behaviors.

A central theme through the stages of our learning and development was the reinforcement of behaviors that moved us TOWARD what we wanted, as well as those that moved us AWAY FROM states we wished to avoid. Trial-and-error behaviors that did not work were not reinforced. They were either set aside for further modification or they were eliminated.

A second theme running through these stages involved the appearance of new behavioral options. Later behaviors evolved from behaviors we already possessed. When we developed a new behavior, we took *current* behaviors and modified their expression in response to specific environmental cues that we perceived. We also updated our behaviors to reflect the development of new skills and abilities. The acquisition of language, for instance, was a major improvement in our skill at resolving differences between our Present and Desired States. Those behavioral modifications that became more successful (relatively speaking, of course) took precedence over previous behaviors as better options[1]. Those that were not as successful were either dropped or modified further.

This evolutionary pattern is called ADAPTATION. When we select a behavioral response to our reality, **our brain always makes the best choice available to us at that moment.** We don't get up in the morning and say, "Now, what can I do to make my life a living hell today?" We do the *best* we can as we go, learning from our experience as we adapt to life[2].

Let's presume that each emotion state has a certain number of response options available for selection, as illustrated by the lines under the behavioral headings in the Figure 1 (**E1** to **E5**). Some states are shown to have more options than others, but that should not be taken to mean that these are the *only* choices. The key phrase here is "available for selection." We may have many ways of expressing anger, for instance, but, because of the process of socialization, several of those options may now be labeled as inappropriate. Thus, there could be hundreds of learned, *possible* responses, but we allow ourselves to express only a select few.

For the sake of argument, let's say that the comparison between our Present and Desired States has not gone well, and our emotional response is anger. That anger component becomes part of our reality ("I am angry"), and our brain goes to the list of behavioral options related to anger. If we consider anger to be an unpleasurable emotion state, behaviors in this list have been designed (by intent or by coincidence) to *reduce* or *eliminate* the differences between the Present and Desired States[3]. When we perform these behaviors, then, we'll be checking to see whether the level of anger *decreases*.

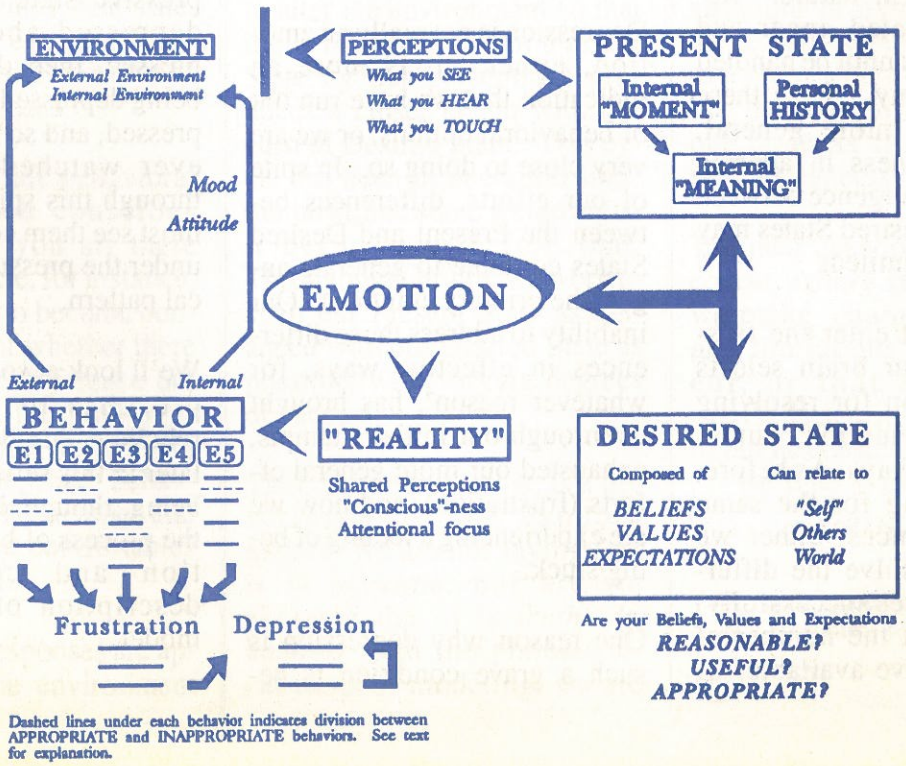
This process of Compare-Operate-Compare-Exit (what NLP calls a TOTE) continues until one of two things happens: we either successfully manage to reduce the level of anger; or, we run out of acceptable behavioral options. If we run out of ways in which to respond to our primary emotion, our brain kicks to another list of behaviors labeled **FRUSTRATION**.

We do not view frustration as a primary emotion. Instead, we see it as an indication that we are beginning to run out of behavioral options. While we may *say* we are "feeling frustrated," we are actually feeling the **primary** emotion (in this case, *anger*), and we are experiencing frustration at not being able to close the gap between our Present and Desired States adequately.

Frustration can be accessed from any of the primary emo-

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Figure 1



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tions, as shown on Figure 1. For this reason, behaviors associated with frustration must be more *general* in nature. Resolving frustrated anger and frustrated joy cannot be handled in the same way. Since these behaviors *are* more general, their effectiveness in altering the level of divergence between Present and Desired States may be somewhat limited.

When we first enter the frustration list, our brain selects our best option for resolving the *primary* emotion, but in more general ways. As before, we are looking for the same two consequences: either we manage to resolve the differences (the States successfully) or we exhaust the number of options we have available. If the latter event occurs, our brain kicks to another list called DEPRESSION.

Depression is not really an emotion, either. It is more an indication that we have run out of behavioral options, or we are very close to doing so. In spite of our efforts, differences between the Present and Desired States continue to generate anger (the primary emotion). Our inability to address those differences in effective ways, for whatever reason[4], has brought us through our initial attempts, exhausted our more general efforts (frustration), and now we are experiencing a feeling of being stuck.

One reason why depression is such a grave condition is because of the behaviors we have learned in this state. We were not encouraged to develop behavioral options that address the underlying issue(s). Our culture and society prefer behaviors that hide or suppress the expression of this state. The cycle becomes especially pronounced when the person experiencing the depression *also* views this state as something to be denied, ignored, or hidden away.

The behaviors learned in relation to depression are usually ineffective, because they are not really designed to address the underlying issues. Since the purpose of behavior is to reduce or eliminate the unpleasurable state, our brain cycles down through these behavioral options quickly. When it gets to the end of *this* list, though, it does not skip to another list. Instead, it goes back to the first option and starts through the list again. The person enters the depressive state, then becomes depressed about being depressed, then depressed about being depressed about being depressed, and so forth. If you've ever watched someone go through this spiral, you can almost see them collapse and fold under the pressure of this cyclical pattern.

We'll look at some possible approaches to breaking and relieving this depression cycle later in this series. For the time being, though, let's get back to the process of behavioral selection and complete our description of the Pandora model.

Behaviors are of 2 types: *external* and *internal*. External behaviors are what we do "out there" in our external environment, attempting to influence the sources of stimulation arising outside ourselves. We simultaneously engage in several internal behaviors, and this is where we develop a MOOD or ATTITUDE.

We are suggesting a shift from the opinion that moods and attitudes are emotions, to the possibility that they are **internal behaviors**. Our mood or attitude is conveyed through images we recall or create for ourselves, the sounds or voices to which we listen (what Transactional Analysis calls "old tapes"), and the comments we make to ourselves about our ongoing experience (NLP's auditory internal digital A^{ID}). There are also shifts in muscular tension, muscular responses, and physiological parameters (hormones, enzymes, heart rate, blood pressure, etc.) that contribute to our internal behavioral responses.

Obviously, not all behavioral responses reach conscious awareness. As you sit there reading this article, for instance, you do not have to become consciously aware of whether there is a temperature difference between your left foot and your right foot before your brain makes an appropriate behavioral response. Remember that initial need to be comfortable? It's still at work.

All behavioral responses are applied against the environment (both external and internal) in an attempt to **influence** that environment. Our "objective" is to alter the environment so that input relayed into our Present State by our perceptions produces a closer match with our current Desired State. This cycle has been in operation since our birth, and some would argue it began even before that. Throughout our life, we work to keep our Present State as balanced with our Desired State as possible, with varying degrees of success.

That, in general terms, is a description of the Pandora model. We are not saying that it is *accurate*, nor are we claiming that it is *truth*. In keeping with the philosophical basis of modeling, we are simply saying that it *works*, that its framework is useful for understanding the subjective structure of experience. The model slows the process down to a point where we can examine the pattern of activity in our brain as it generates the various aspects of experience.

The next question becomes, of course, **where (and how) can we make changes to correct any limitations that may occur, or that may already exist?** That will be the subject of our next article, so stay tuned . . . we'll be in touch.

END NOTES

1) No behavioral pattern is ever totally eliminated from our repertoire

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of choices. Within each of us, for instance, lies the ability to lie on the floor and throw a temper tantrum, just as we did when we were three years old. What keeps us from doing this on a regular basis is NOT that the behavior has been "unlearned." Rather, that behavior lies below our subjectively established line of appropriate behavior; even though it is still there, it is not available for selection.

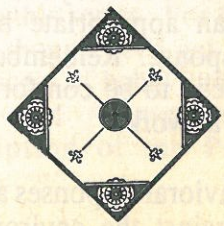
2) This type of adaptation applies to those individuals who allow ongoing experience to influence their Desired State as well as their Present State; they allow themselves to update their beliefs, values, and expectations to keep pace with the changing circumstances of their environment. When a person's Desired State becomes rigid or fixed, behavioral adaptation becomes more problematic, if not impossible.

3) For those persons who view anger as a pleasurable state, these behaviors may be designed to maintain or exaggerate the discrepancy between the two States. Our experience in working with such people has been that they feel most resourceful when they are angry, and they will (un)intentionally create anger to access these feelings of being resourceful. The real issue here is not to just develop more alternatives for other states, but to resolve the incongruency within the Desired State itself.

4) Our experience in working with clients who are dealing with depression has shown a strong tendency toward conflicting, equally important, beliefs within the person's Desired State that are held simultaneously. An example would be "I have to live up to the expectations of others" and "I don't agree with the expectations of others." When both beliefs are subjectively equal in terms of importance, each will sabotage the efforts of the other, creating what we have previously labeled as a dilemma. We have found that by embracing both beliefs and combining both into a new structure (using NLP's well-formedness language patterns) has enabled the person to break free of the stuck state quickly and effectively.

Lyle Chubb, B.A., M.Div., is the founder and director of Creative Growth Unlimited, a counseling and education center located in Lyons, New York. He is a certified NLP practitioner and is currently serving as VP of Membership for IANLP. Lyle has 10-years experience in counseling and interpersonal therapy techniques.

Renee Vandermark, a 2nd year college student at CCFL, is an associate member of IANLP and works with Lyle at Creative Growth Unlimited. Renee will be attending the State University at Brockport in the fall, where she will begin working toward her Master's degree in psychology and counseling.



BOOK REVIEW:

DON'T ASK WHY
Dennis K. and Jennifer K. Smith Chong
C-Jade Publications Inc., Softcover, $14.95 Plus Handling (Canadian Dollars)
441 Inglehart Street - Oakville, ON L6J 3J5 CANADA

Shortly after I began reading *Don't Ask Why* I spoke with an individual who had just returned from a business meeting seething from an encounter that personified the classical miscommunication between "left brain" and "right brain" types that have to work together in her field. When I asked her about their language patterns she reported, "Well, I don't want to push you, but, why don't you...?" and, "I don't want to tell you what to do, but, why can't you...?, etc.

In addition to the defense producing "but," I am sure the Chongs would find this to be an excellent example of the problems that arise when the word why is used in a context that implies blame. Please note the mention of context.

The organization and sequencing of information presented in the book was lacking. It is not until the middle of the book that the Chongs explain that they are primarily referring to why as it is used in the blame frame and not so much the why of curiosity that has helped us to understand our world with such questions as, "Why does the sun rise in the East?". However even that question comes under scrutiny as they seek to take us beyond a paradigm of causal reasoning.

Had I been told earlier it was the why of blame at issue I would not have spent the first five chapters coming up with counter examples as my natural reaction to the word "Don't." (My limitation, not theirs.)

Which brings us to the title. While there is a clever catchiness to the title, there are, in my opinion, more drawbacks. What I found to be most useful about the book for me was a very good coverage of the meta-model, and yet what I found unuseful was the meta-model violation in the title. As "Don't Ask Why!" is presented to the NLP public I can hear the collective response:

"Not ever?"

The Chongs go to great lengths to steer us away from "should," "shouldn't" and other modal operators which form the structure of the blame frame, and yet we are told in the title we "should" delete a word form our language. They describe the strong negative reaction they have observed in individuals faced with a why question. My opening example bears witness to this. However, I personally have a stronger reaction to the word "don't." With a different title I would have approached the book with a more open mind.

And this only goes to substantiate another of their points. That it takes not only the forming of a new language structure to create a paradigm shift, but to teach that structure to a new generation that is not so deeply embedded in the old one.

It is interesting that to get from reading the title to actually reading the book would seem to require an internal question of, "Why not?" or "Why shouldn't I ask why?"

Indeed, we are a culture of why abusers and the child's seemingly endless *why* questions may be due as much to parental modeling as to curiosity. If you are a *why* abuser or work with *why* abusers (blamers, in this model) you may find the material quite useful.

However, don't expect the specifics of the new language the Chongs propose. In the spirit of the old Saturday afternoon movie serials, we are offered, "To be continued...". The book sets the stage for and promises a "revised and enriched modified meta-model" in the sequel

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to come. In the meantime techniques are offered in their seminars.

Getting out of content for a moment, the book has an unusual print style-small letters and larger white space between the lines. My first reaction was that it would be difficult to read but I found that once I began it made no difference.

The potential reader who can:

1) get past an unusual print style and the unsequential organization of material,

2) realize they are not really being asked to delete a word from their language in all contexts,

3) be flexible enough to accept the don't in the spirit in which it was probably intended (as part of a catchy title), and

4) find their way through the sometimes overly complex thought development

will find some excellent incursions into the linguistic foundations of NLP and will probably (as I have) find their curiosity is aroused regarding the promised "modified metamodel" to come.

Sylvia Runkle, MA, is an NLP Master Practitioner in private practice. She consults and conducts workshops, is author of several NLP articles and of the video tape, "Breaking Diet Plateaus." You can contact Sylvia at 210 W. Jefferson, Macomb, IL 61455 or by calling (309) 837-4205.

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Book Review

Introducing Neuro-Linguistic Programming: The New Psychology of Personal Excellence
by Joseph O'Connor and John Seymour
Mandala, 240 pages, Paperback, $14.00

Joseph O'Connor and John Seymour are to be complimented for the amount of organization they put into this book. The information is arranged in a sequential manner that makes learning the material easy. As a result, this book is used by many trainers in courses other than NLP practitioner trainings to introduce NLP to the masses. It is nice to find a book that covers information that you would normally have to read 5 or more books to find. This book covers the very basic concepts AND goes into some of the more popular strategies that you would learn about only in a training situation.

Now for a quick overview. Chapter 1 covers the main ideas presented in NLP, a brief history and introduces rapport and outcomes. Chapter 2 deals with how the senses come into play. There is discussion of language and representational systems, eye accessing cues, and submodalities. Chapter 3 gives us information on how to access states of mind through anchoring, change personal history, and new behavior generator patterns. Chapter 4 goes into Robert Dilt's materials to show the connection between environment, capability, beliefs and identity.

Chapter 5 gets into nominalizations, universal quantifiers, complex equivalence presuppositions and the Meta Model. By the next chapter (in only 28 pages) you will learn about the Milton Model, Pacing and Leading, reframing, and Timelines. Chapter 7 explores NLP patterns that are applicable to the business environment for meetings and negotiations applications. Finally in Chapter 8 the topic of NLP in therapy and personal change is explored. The swish, phobia cure and internal conflict resolution are explored. Chapter 9 (the final chapter) explores more strategies for music, memory, spelling, creativity, and accelerated learning .

Now one of the best parts of this book is the extensive resource section after all the words about NLP are spoken. The Glossary, NLP Resource Section and A Guide to NLP Books is worth the price of admission alone. On the down side, the majority of the names and addresses listed for organizations are badly out-

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dated. The list includes many organizations long out of business, organizations who moved so long ago that the forwarding order expired (including Anchor Point which moved 1 1/2 years ago), and folks who just plain disappeared. Such listings in a book, while well intentioned, are best left to magazines, etc who can keep the information current for the reader.

If you don't have it already, this book would be a wonderful addition to your library. It is easy to read and understand, it has a manageable size that is easy to carry and is packed with excellent information AND it has an index for finding facts fast. Isn't it interesting that NLP had to go abroad to be simplified well enough so that when someone asks, "What is NLP?" you could hand them a book and know that they would get it -- without being bored, confused, or overwhelmed upon first exposure.

This book also carries NLP's equivalent of the *Good Housekeeping Seal of Approval*....The Forward is written by Robert Dilts, the Preface is by John Grinder and this is Anchor Point's most often recommended book for novice NLPers. If I had to choose only one book to give to a friend to explain NLP, this would be it. Fine show chaps!

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

Sept. 19 One-Day Introduction to NLP
Oct. 10 Ericksonian Hypnosis Certification Training (Zurich, Switzerland)
Oct. 24 Weekend NLP Practitioner Training Begins
Oct. 28 Weekday NLP Practitioner Training Begins
Oct. 31 Weekend NLP Master Practitioner Training Begins

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P.O. Box 286 - Franktown, CO 80116 (303) 841-8701
(303) 841-8705 FAX

Aug. 22-23 PhotoReading Begins (Denver, CO)
Oct. Oct. 7-8 PhotoReading Begins (Denver, CO)

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

Sep. 25-27 Practitioner V - Strategies
Oct. 9-11 Practitioner I Reframing patterns
Oct. 16-18 Master Track I, Meta programs
Oct. 23-25 Basic NLP I
Oct. 30-31 Practitioner VI - Therapeutic metaphors

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

Sept. 18-20 Partnership: Communicatikon for Cooperation (Zurich Switzerland)
Hooking Into Your Life Purpose (Hopkinton, MA)

THE EMBUDO CENTER
Box 181 - Embudo, NM 87531 (505) 579-4329

Sep. 26-29 Exploring the Dark: Vision and the Non-Conscious
Oct. 12-16 Hand Game Training!
Oct. 24-27 Exploring the Dark: Vision and the Non-Conscious

FACTICITY
2550 Thorndyke Ave. West, Unit #407 - Seattle, WA 98199
(206) 283-4190

Oct. 24 NLP Practitioner Certification Begins

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

Sep. 24 PhotoReading Begins (Toronto)
Oct. 5 PhotoReading Begins (Winnipeg)

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

Sep. 16 Influencing Power Beyond Belief
Sep. 19-20 Strategies for Excellence
Sep. 28 Influencing Power Beyond Belief
Sep. 30 Influencing Power Beyond Belief
Oct. 7 Influencing Power Beyond Belief
Oct. 17-18 Intro to Design Human Engineering (Chicago)
Oct. 17-24 Design Human Engineering Certif. (Chicago)

LEAD CONSULTANTS, INC.
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Oct. 12-15 NLP Level 6/Advanced Submodalities & Language Patterns!

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

Sep. 25 PhotoReading Intro (New Orleans, LA
Oct. 9 PhotoReading Intro (Washington, DC)
Oct. 24 PhotoReading Begins (New Orleans, LA)

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

Sep. 19 Understanding Addiction
Sep. 26 Technician and Practitioner Training Begins

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

Oct. 8-11 Robert Dilts

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

Sep. 19-20 Emotional Freedom
Oct. 26 PhotoReading Begins

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

Oct. 3-4 Enneagram & NLP
Oct. 24-25 Ericksonian Hypnosis
Oct. 31 PhotoReading Begins

Current Events

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

Sep. 19 Practitioner Training Begins
Oct. 13 PhotoReading Begins

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

Oct. 23 Practitioner Training Begins
Oct. 23 Master Practitioner Training Begins

THE NLP CONNECTION - NEW ORLEANS
891-1212 or (504) 649-3301

Oct. 16 Master Practitioner Training Begins

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

Sep. 17 NLP Supervision: Psychotherapy

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

Oct. 2 The Ultimate Masters

NLP/NEW YORK
4 Washington Square Village, Ste. 4L - New York, NY 10012
(212) 533-6265

Sept. 18 Free NLP Preview
Sep. 19-20 Introduction to NLP
Oct. 3-4 Master Practitioner Training Begins
Oct. 10-12 Practitioner Traing Begins
Oct. 17-18 Intro to Ericksonian Hypnosis

NLP OF OKLAHOMA/SUCCESS SKILLS
5400 N.W. Grand, Ste. 100 - Oklahoma City, OK 73112
(405) 942-4371

Oct. 3 Adv. Level NLP Practitioner Training Begins

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

Sep. 22 Intro to NLP
Oct. 30 Practitioner Training Begins (Level I)

NLP SANTA FE
P.O. Box 9910, Ste. AP - Santa Fe, NM 87504-9910 (505) 986-3922

Sep. 14-18 Patterns of Physiology
Oct. 12-16 Hand Game Training

NLP OF SOUTHERN CALIFORNIA
4387 York Blvd. - Los Angeles, CA 90041 (213) 254-3841

Sep. 25 Free NLP Introductory
Oct. 10 NLP Practitioner Training Begins
Oct. 23 Neuro-Linguistics of Hypnosis Begins

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21 Gilbert Rd - Needham, MA 02192 (617) 444-6940

Oct. 30-31 Clearing Trauma Related Health Problems with NLP and Systematic Applied Kinesiology

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

Oct. 3 NLP Foundation Skills
Oct. 13 Update for Business Trainers
Oct. 27 Free NLP Intro Evening
Oct. 30-31 Creating Humour

PACE LTD.
54 Queen St - Henley-on-Thames, Oxon RG9 1AP ENGLAND
(0491) 410112

Oct. 9 NLP for People in Business Begins

REPERE
78, Avenue du General Michel-Bizot - 75012 Paris (1) 43.46.00.16 or (1) 40.19.99.50 FAX

Oct. 9 Master Practitioner Training Begins
Oct. 16 Practitoner Training Begins

THE SOUTH CENTRAL INSTITUTE OF NLP
P.O. Box 1213 - Mandeville, LA 70470 (504) 626-7424 or (800) 347-3615

Sept. 18 Practitioner Training Begins

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

Sep. 16 Practitioner Residential Begins (Neth. Antilles)
Sep. 26 Intro to NLP
Oct. 10-14 Creativity and Mastery (Chicago)
Oct. 22 Free Evening Preview

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Sep. 26-30 Neuro-Linguistics of Hypnosis

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J. Konefal, Ph.D. Dept. of Psychiatry, 1425 NW 10 Ave. #302
Miami, FL 33136 (305) 547-5644

Oct. 15 Neuro-Linguistics for Health Professionals Begins

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

Sep.25 Evening Intro to NLP
Oct. 9 NLP Practitioner Training Begins
Oct. 22 Evening Intro to NLP

CONFERENCES

The Dynamics of Change/IANLP Midwest Regional

Sept 12-13, 1992 - Michigan
For information:
Jo Erickson, Director
Life Learning Center
1610 Bonnie View
Royal Oak, MI 48073
Phone: (313) 545-5878

NLP: The Wind Beneath Your Wings

Sept. 18-20, 1992 Denver, CO
For information:
NLP Comprehensive
2897 Valmont Rd.
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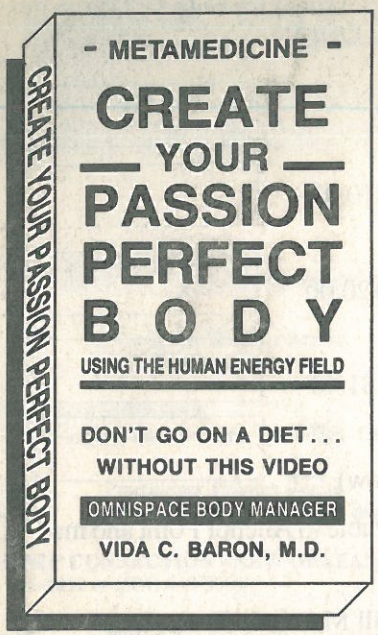
Oct. 3-4, 1992 - Winnipeg, Manitoba, Canada

For information:
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(204) 855-3687

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