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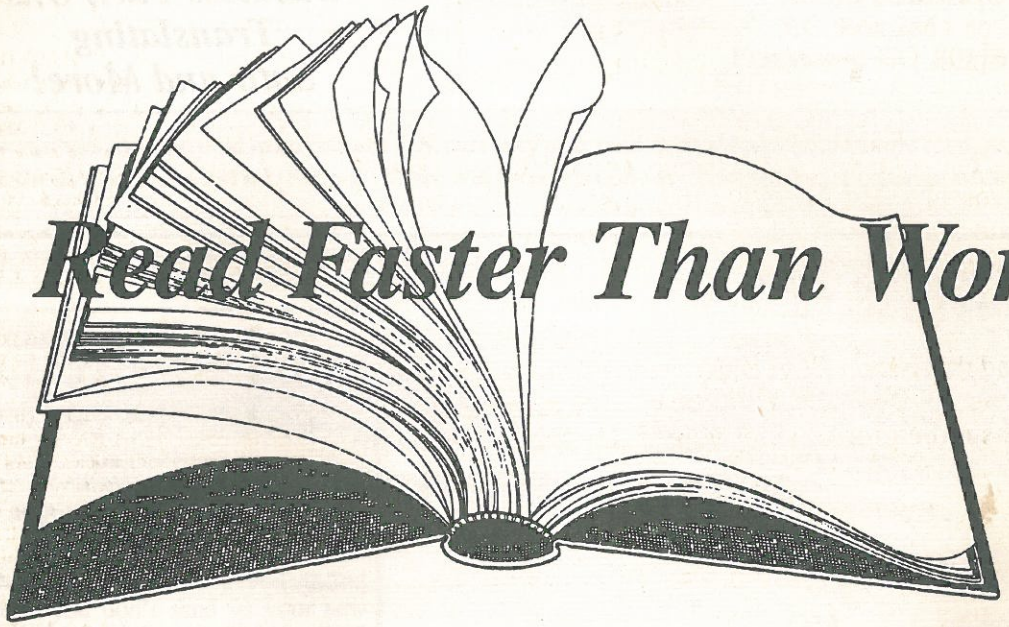
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From the Editor's Desk

We recently had the opportunity to visit with several subscribers who came by our booth at the big conference (pg.17) to tell us how much they enjoy *Anchor Point*. We certainly appreciated the compliments and the feedback. The praise was delightful and the feedback was important. Feedback is critical to the viability of this magazine -- it helps us improve and gives us new ideas for the future. To further that process, next month we will include a survey in your issue and a contest where you may win $500.00.

Current subscribers will be asked to fill out the survey and send it back to us (to help us get to know you better, and to let us know what you want to read in *Anchor Point*). All completed surveys will be entered in a random drawing, and the winner who is chosen from these entries will receive a prize of $500.00 in December 1992. Of course only current subscribers will be eligible (and only the person whose name is on the subscription)-- as the credit card company says, "Membership has its privileges."

Also, to enter the contest, the survey must be filled in (which should take you less that 5 minutes to complete). The point, after all, is the information which will help us make *Anchor Point* even more useful to you. And, if you became $500.00 richer for your feedback...I'm sure you will manage.

So as you read this issue please take note of what you like and so forth. As we roll into autumn, your feedback may make the winter months more profitable for you.

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Utilizing The Metaphor:
An Ericksonian/NLP Approach

By Kim Kostere, Ph.D. and Linda Malatesta, M.A.

The purpose of this article is to describe the role that metaphor plays in psychotherapy and to present a model for working with clients, utilizing the metaphors that they present in therapy.

Theoretical Constructs

In order to fully develop the concept of metaphor as it applies to psychotherapy, there are a number of theoretical constructs that need to be defined. These constructs describe various processes that occur in metaphor.

Transderivational Search

Language is not experience. Language is about experience; that is, it is a description or symbolic representation of experience. Since language is meta-to or about experience, it is considered to be at a higher level of abstraction than the primary experience that it represents. A natural outcome of the symbolic nature of language is that a certain amount of slippage exists between language and experience.

Words draw their meaning from the sensory representations to which they are associated. For example: the word "dog" is a symbol for a particular type of small animal. In order to understand this word, we search our experience for a visual, auditory, kinesthetic, olfactory, and/or gustatory sensation which is associated with the symbol (dog). The process of associating language to sensory representations is known as a transderivational search. The more abstract the word, (e.g., love, power, sin), the more complex becomes the process of transderivational search. Transderivational search is a highly individualized process since words become attached to personal internal representations. In returning to the previous example, for some people the word "dog" will elicit an internal representation of a collie. While for others, the word dog may represent a poodle, a German shepherd, or a basset hound. This example illustrates the slippage that exists between language and experience. In a sense, all language is a metaphor, since words are symbolic representations.

Semantics is the branch of linguistics which is devoted to the study of how words acquire their meaning. Transformational grammar (Noam Chomsky) makes a distinction between deep structure and surface structure. The surface structure is what is spoken (written), while the deep structure is the actual meaning of the sentence. When a client describes a particular problem in therapy, the words that he/she uses is the surface structure, the meaning that is associated to the words spoken is the deep structure. In this linguistic model, surface structure is connected to deep structure by a series of linguistic transformations.

Analogic and Digital Communication

There are two types of communication: digital and analogic. (Haley, 1976) Communication in which each statement has one and only one referent is called digital. Although there is always a certain amount of slippage between language and experience in digital communication, each statement has only one referent thus the amount of slippage which occurs is minimized.

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Analogic communication occurs when there are multiple referents for each statement. In this type of communication, the statements made can be understood in a variety of ways and, as such, the amount of slippage between language and experience is much greater. Human beings use both digital and analogic forms of communication. Technical communication such as that used in computer science or engineering tends to be primarily digital. Much of the language used to describe human interaction and human dilemma is analogic. Literature, fairy tales, prose and poetry are examples of the use of analogic language or metaphor to depict and portray human experience.

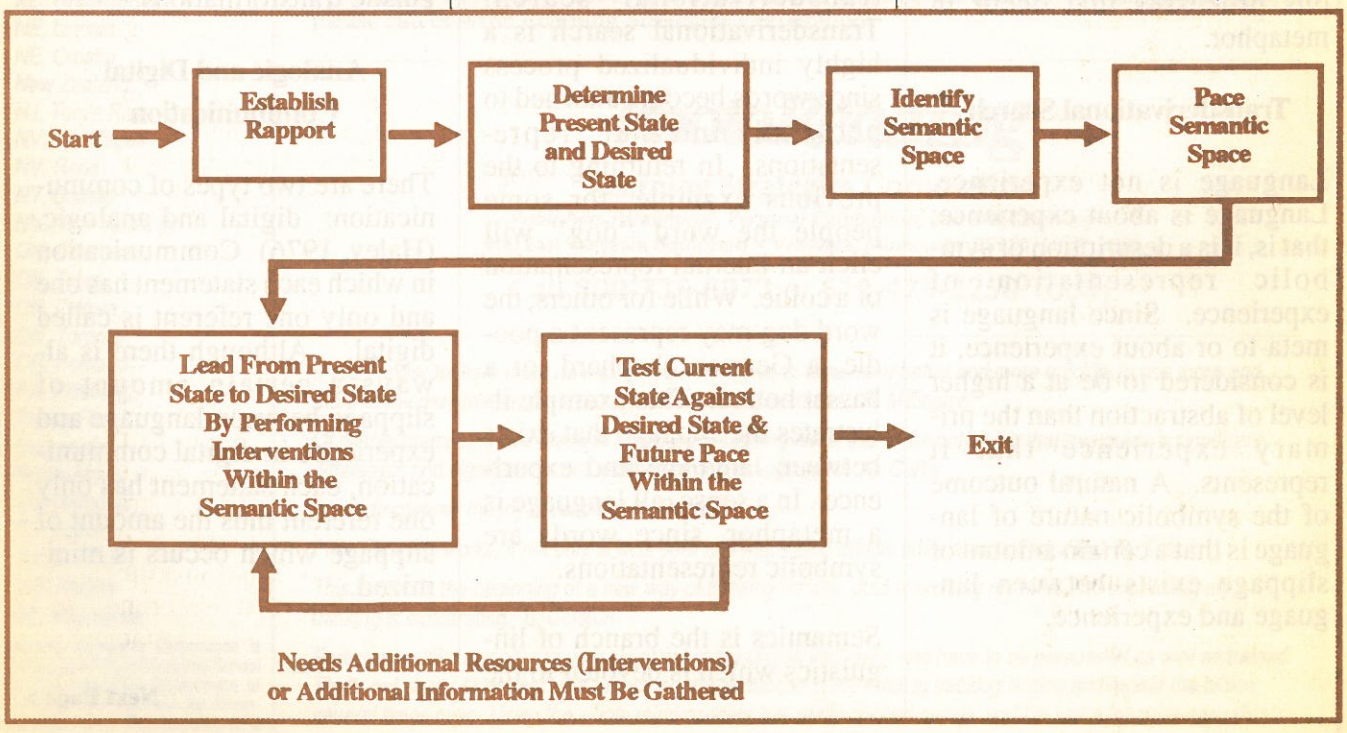
Referential Index

Referential index is the term that is used for the referent to which a symbol is connected. For example: if a client talks about her own experiences in therapy as her own experiences then the referential index of the description used is herself. At times, however, a client will talk about her own experiences as if they were occurring in someone else. For example: a jealous person may project her jealousy onto her husband thus experiencing him as jealous rather than herself. Another example of referential index shift is the client who comes into treatment and talks about his friend's problem (my friend John). It just so happens that the client's problem closely parallels that of his friend's. Again the referential index has shifted from the client's own problem to his friend's. In this case, the problem remains the same but the person involved (referent) has shifted. Referential index shift involves the conscious and/or unconscious distortion of sensory representations. In referential index shift, the processes (verbs) remain constant, however, the referents (nouns, pronouns) change.

Displaced referential index refers to the "as if" quality that exists in all metaphor. (Dilts, 1983) Within each metaphor, there is a certain element of symbolism. The symbolism can either be abstract or concrete. Metaphors that contain abstract symbolism are known as deep metaphors. Those containing symbolism that is more concrete are called shallow metaphors.

Semantic Space

The general content area or topic of the metaphor is called the semantic space. There are an infinite number of possibilities for the semantic space of a metaphor. Fairy tales, science fiction, descriptions of experiences from childhood, stories



about friends, families and loved ones and descriptions of issues from the work setting are just a few examples of possible semantic spaces. It is often the semantic space that determines the depth of the metaphor. The closer the symbolism of the shifted referential index to the original referential index the shallower the metaphor. The more abstract the symbolism of the shifted referential index the deeper the metaphor.

Isomorphism

Isomorphism is a term that refers to the similarity in structure that exists between the original experience and that of the representation with the shifted referential index. Dilts (1983) describes isomorphism as follows:

> **"Isomorphism involves the formal similarities between representations of different responses... In general, symbols will identify the structural aspects of the metaphor, while isomorphisms will deal with the relational or syntactic components. (p. 75)"**

Central to the processes which are active within isomorphism is the ability of neural networks to incorporate information about classes of behavior. The incorporation of information about classes of behavior makes learning to learn possible. In learning to learn, the individual generalizes rules or patterns for a whole class of information. Personality traits are probably the result of isomorphisms in behavior; that is, as individuals are confronted with new situations, they respond in ways analogous to contexts they have previously encountered. (Dilts, 1983)

Metaphor and Psychotherapy

Since language is not experience, all therapeutic communication is metaphor. Some models of psychotherapy, such as psychoanalysis, place a special emphasis on metaphoric communication. In these models, patients are encouraged to explore their fantasies and dreams as the analyst interprets the presented material. This approach assumes that present day psychopathology is rooted in early childhood experiences and that these early traumas, which are stored in the unconscious have been repressed from consciousness. Thus, the goal of psychoanalytic treatment is to assist the patient in bringing the repressed material into consciousness so as to gain insight into the causes and patterns of his/her current psychological problems. Within this approach to treatment, there lies an assumption that insight leads to change.

Transference

One of the primary operational tools in psychoanalytic treatment is transference. Transference is a process whereby the patient transfers thoughts and feelings derived from other relationships onto the analyst. In transference, the patient begins to interact with

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the analyst as if he/she were a person in another relationship. Thus, the patient is distorting sensory experience by blending his/her experience of the analyst with his/her experience of the person in this other relationship. The analyst makes interpretations in order to facilitate the patient in gaining insight into the distortion that is occurring within the therapeutic relationship. The concept of transference is an example of referential index shift. In transference, however, an assumption is made that the shift in referential is often such that the referent is shifted to the analyst. In psychoanalytic treatment, it is thought that the relationship formed between the analyst and patient is a metaphor for other relationships in the patient's life. Through interpreting the transference, the patient gains access to and insight into repressed thoughts and feelings connected to these relationships. Overall, the psychoanalytic approach to working with metaphor involves the analyst making interpretations in order for the patient to gain conscious insight into formerly repressed (unconscious) material. It is assumed that this insight will lead to change on the part of the patient. (Langs, 1978)

Ericksonian Utilizing of the Metaphor in Psychotherapy

The Ericksonian approach to working with metaphor involves accepting the semantic space presented by the client and working within that semantic space in order to assist the client in gaining access to the resources needed to make the desired change. In the Ericksonian approach, the therapist does not interpret the metaphor that the client offers. Haley (1973) describes the way that Erickson utilizes metaphor in the following passage:

> **"Although Erickson communicates with patients in metaphor, what most sharply distinguishes him from other therapists is his unwillingness to "interpret" to people what their metaphors mean. He does not translate "unconscious" communication into conscious form. What ever the patient says in metaphoric form, Erickson responds in kind. By parables, by interpersonal action, and by directives, he works within the metaphor to bring about change. He**

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seems to feel that the depth and swiftness of that change can be prevented if the person suffers a translation of the communication. (pp. 28-29)"

Erickson believed that the unconscious communicated via metaphor and the information that the unconscious had deemed unconscious should remain unconscious. He believed that forcing unconscious material into consciousness by offering interpretations, violates the client's conscious/unconscious agreements. (Erickson in Haley, 1985 (a)) Within this model of psychotherapy, there is no assumption that insight leads to change, instead, it is believed that change occurs by working with the client to assist him/her is tapping into unconscious resources. The unconscious mind, according to Erickson, is a storehouse of learnings and resources which can be accessed in order to solve problems and make psychological changes.

Pacing

The first step in the process of utilizing the metaphor is that of pacing the semantic space. Pacing is the process whereby the therapist enters into the client's world by accepting his/her world view and joining him/her at that world view. When pacing the semantic space of a client's metaphor, the therapist accepts and utilizes the client's semantic space by communicating with the client using the client's own language (topic). For example, if a client who is suffering from marital discord gets into a lengthy discussion that centers around the topic of preparing and eating food, the therapist might begin to wonder if the client is talking about food as such or if the topic of food is a metaphor for something else such as her sexual relations with her spouse. In such a case, the therapist would pace the client by adopting the client's semantic space and entering into a conversation with her about the joys and pitfalls of preparing and enjoying a good meal.

In the previous example, one might wonder how the therapist had known that food was a symbol for sex. The fact may be that the therapist didn't know for sure, however, when utilizing the metaphor rather than interpreting it, the therapist does not take on the responsibility of making an inaccurate interpretation.

When using this model, the therapist does not attempt to force unconscious material into consciousness, instead the therapist works within the client's metaphor. As previously stated in this paper, an assumption is made, when using this model, that all communication is at some level metaphor. Furthermore, since human beings are organized isomorphically there are always parallels among neurological representations. Thus, whatever experience is being processed by a person will undoubtedly parallel representations from other areas of his/her life.

Leading

Once the therapist has paced the client's semantic space, it is the task of the therapist to lead the client, utilizing metaphoric symbolism, to a place of problem resolution. This does not mean that the therapist directly solves the client's problem. When using this model, the therapist employs a variety of process patterns that can be used in order to facilitate change within the metaphoric space.

Since the process patterns used to help evolve the client from his/her present state to the desired state emphasize the process of change and, as such, are not content specific, these patterns are likely to have an effect not only within the metaphoric space but also in the area of the client's life that the metaphor has come to represent. Therefore, interventions that occur within the metaphoric space will be generalized to other areas of the client's life that are analogous to the issue presented by him/her via metaphor. Simply stated, representation A and B are parallel and as such metaphorically related. The therapist intervenes to change representation B and the client makes the unconscious connection between representation B and A. Thus, representation A spontaneously changes analogously to representation B.

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Referential Index Shift and Reframing

Often a client's world view becomes narrowed during a time of crisis or distress. Since the metaphor that the client presents is analogous to other areas in his/her life, this narrowed world view can become apparent in the metaphor. Referential index shift is a therapeutic technique that allows a client to make shifts in his/her sensory representations in order to perceive an experience from different vantage points. In the context of metaphor, referential index shift is a tool that can be effectively used to expand the parameters of the metaphor to include additional perspectives. As in any utilization technique, the first step is to pace the metaphoric space by joining the client in the metaphor. Once the pace is established, the next step is to lead by employing referential index shift thus expanding the scope of the metaphor to include a wider range of options.

Reframing is a technique that can be employed in working with the metaphor to transform the meaning of an element within the metaphor or to change the meaning of the entire metaphor. Whereas referential index shift is used to change perspectives within the metaphor, reframing is used to create an additional reference structure that in turn makes a shift in the meaning of the metaphor. Reframing is a tool that allows a therapist to assist the client in transforming experiences that were once perceived as liabilities into assets. The process of reframing takes an experience, that the client considers to be negative, and places it into a positive frame thereby changing the entire meaning of the experience. Experience in and of itself has no meaning. It is the judgments (thoughts and feelings) about the experience which renders it meaning.

When reframing is used within the metaphoric space, the shift in meaning that occurs in the metaphor analogously shifts the meaning in elements of the client's life for which the representations in the metaphor are symbols. Thus, a change in meaning within the metaphoric space creates a corresponding change within life situations that are isomorphic to the metaphor.

Using an Ericksonian/NLP approach to utilizing the metaphor offers the therapist a non-intrusive method for working with clients in the context of psychotherapy. This approach places an emphasis on assisting clients to utilize their own internal resources to achieve therapeutic change.

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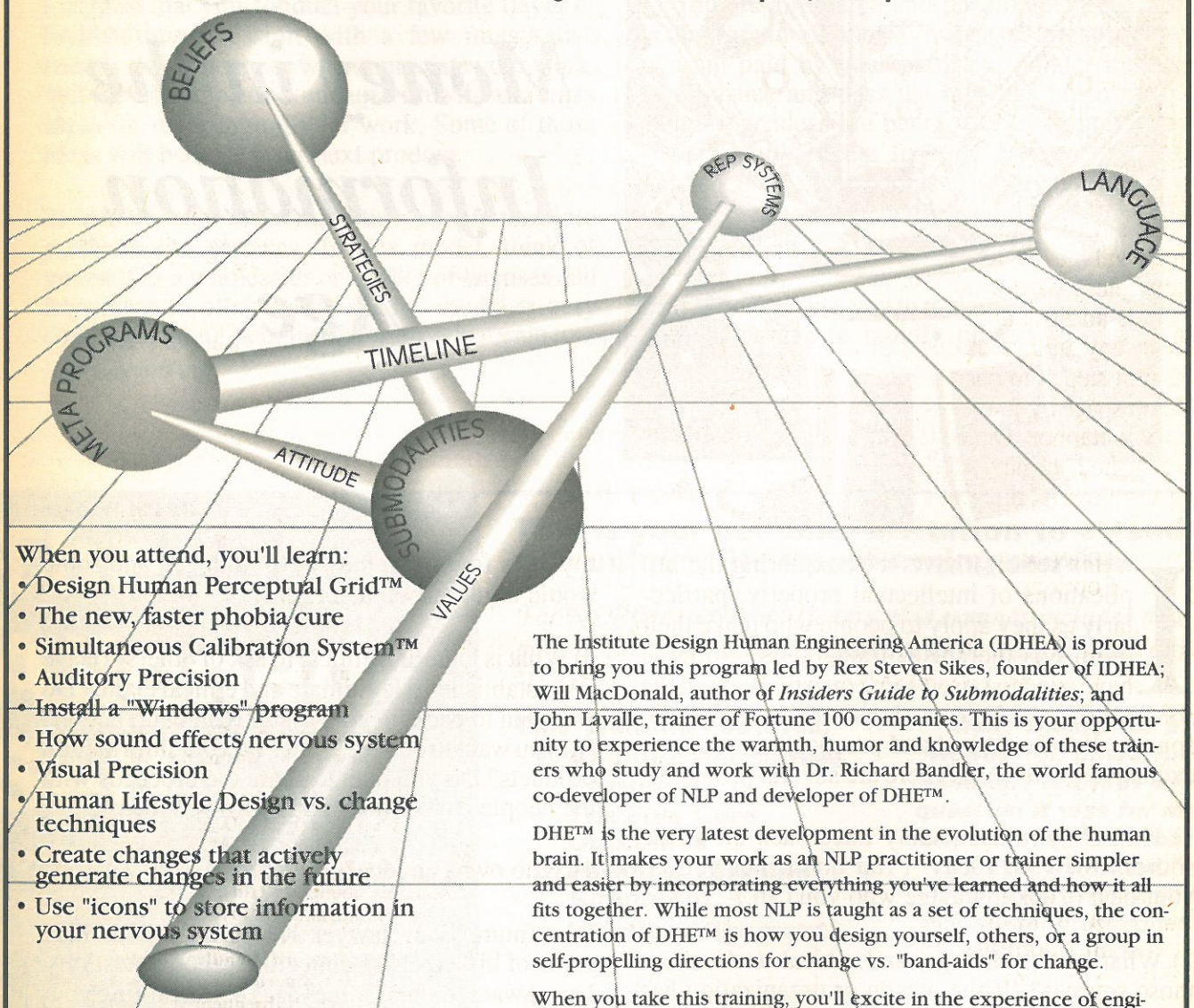
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1) How do you adequately trace back all of the sources for your ideas? (You don't, but you do your best to acknowledge who you can.)

2) What exactly is legal and ethical to do about those sources? (If the person or organization has established legitimate legal claims to a particular method, a trademark or service mark, copyrighted material or a patent, you might negotiate with that person or organization. It is made more complicated because many people are demanding royalties for which they have no legal, and some would argue, no ethical right.)

3) What is legal and ethical to ask of others? (Have you established a legitimate and ethical claim? Do you plan to back up your claim with court action? Do you want to collect "rent" on your information products? Do you plan to share the proceeds with the people from whom you borrowed ideas?)

4) Who owns an idea? (No one...)

In a future issue lawyer Karl Dakin will share some of his expertise concerning these questions. Now I want to share some ideas about turning your therapy or training practice into an information business that makes money.

There are several ways to analyze how a service business can deliver the goods.

1) You develop ideas that are then turned into different products. In effect, you concentrate on developing new vehicles to deliver your ideas to customers. An example would be taking the same information on phobias and creating everything from newsletter articles to audio tapes to a television series based on your model. The problem is that everyone else has the same idea so that differentiating your product can be expensive.

I suggest that you conduct your favorite flavor of brainstorming session with a few imaginative friends and colleagues who appreciate your work. Tell them to help you come up with wild and crazy ideas for repackaging your work. Some of those ideas will become your next product.

2) You develop ideas that other people turn into products and services. In this model, think of yourself as a wholesaler or a seller of licenses and franchises to other trainers. This model is very common among people who train other trainers.

This is the type of model that forces you to legally define and protect a marketplace identity. The value to your retail customers, who are, in this case, other trainers, is that you have given them a product to resell that has value, name recognition and perhaps some status to their customers. You owe it to yourself and to your retail customers to keep that product identity "clean" so it doesn't deteriorate in value too quickly.

3) You are a research and development lab. This is the "grand old master/mistress" model, where you are paid by your public to ponder ideas of significance and pass the musings on to others. Here, your ideas are being sold in a pure or raw state, usually in the form of articles or books published by other people. Usually, you need to have a trust fund or a really established reputation to pull this off.

This model allows you to make money off of ideas without having to rabidly protect your turf, as

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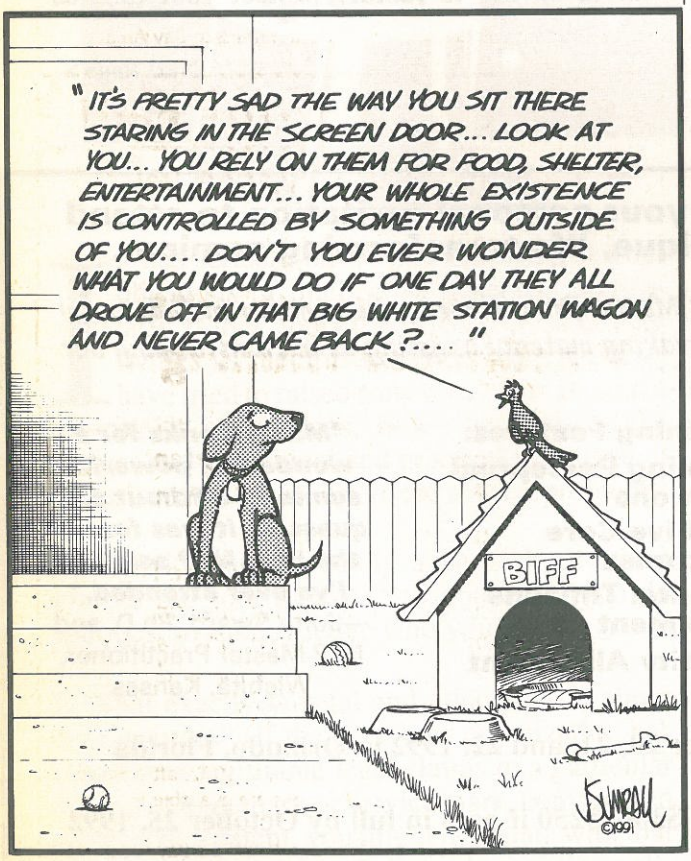
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might be required in the previous model. Buckminster Fuller and Peter Drucker are examples.

4) You are a star. Well, maybe it is just that you and your mom think of you as a star. In this model, you are really selling yourself. It may be that you are a terrific presenter and have the reputation for entrancing audiences, even with old material. Or perhaps you have pulled out the stops and managed to create a cult following. In this model, you are the product, and you are constantly looking for other people's work to "sell" in addition to your own work.

The disgusting aspect of this model is that if you succeed in convincing enough people that your press releases are true, you might start believing them yourself. This is why the shelflife of most celebrities is so brief; they become truly boring very quickly.



Each Model Has Advantages and Limitations.

What do you actually want to spend your time doing? Do you want to be in front of audiences or one-on-one with clients? Sometimes a practitioner will discover she has inadvertently created a mini-monster where she must focus on sales and management to support a staff of thousands. She is working harder than ever to pay the overhead, but her net profits are really no more than when she saw clients herself and conducted an occasional training program for local businesses. And sadly, the part she loves best, interacting with clients, is the part she gets to do the least.

In the case of our own family information age business, I learned early on that I did not want employees and that I wanted to split my time between research and presenting the results to audiences. Consequently, I have developed methods to keep the internal systems of the business very simple so I don't have to delegate much of the marketing work. Also, we rely on increasingly sophisticated computer tools to communicate with clients all over the country and to help with marketing.

What are the limits to profits and growth, based on the model(s) you have chosen? According to friends in the financial world, for a small business to stay ahead of taxes and inflation and enable the owners to stash away funds for retirement or bad times, growth in the current economic climate needs to be pegged at 8-15% a year. This means that if you cleared $10,000 before taxes in 1990, you would have needed to make an additional $800 to $1,500 the next year to achieve stable basic financial goals. Those figures might need to be more in areas experiencing very high local inflation.

Think I am exaggerating? This year, our health insurance increased 6% and our property tax jumped 10%. We may be in a new higher tax bracket and it looks like our property tax will be rising again. In addition, our state sales tax may go up by a penny, giving us an increase in sales tax of about 15%. And that does not count the increases I have noticed in everything from the cost of office supplies and computer equipment to

food to vitamins to cat food etc. Growth is necessary just for us to stay at the same standard of living.

Consequently, I must always be on the lookout for ways to increase the value of my services to my customers, so that they are satisfied to pay more. This is crucial, since I prefer to "sell myself." This translates into a strategy that includes yearly price increases in training fees, marketing to new customers whose training budgets are plump, and finding ways to keep repeat customers by continually producing new products (i.e., training programs) to keep them interested. Since the overhead for working with repeat customers is lower, I can, in most cases, afford to discount my services to repeat clients and still net more than I would with a new client.

On one hand, I discourage clients from becoming dependent on my advice; after all, the test of my ability is how they do when I am not around. On the other hand, I try to launch three or four new topics a year to sell in the form of seminars, keynote speeches, etc. I even have clients (training department managers, professional association executives and nonprofit directors, etc) who call me to find out "what's new?" this year so that they can sell me over and over to their own audiences.

Frankly, what I have to sell is more than my brilliant presentations. I know lots of people who have better training skills and better material than I do. However, I show up on time, am easy to work with when things aren't perfect, and am told that I am generally pleasant and reliable. "Pleasant and reliable" is more important to many purchasers of training services than "brilliant and wacka-wacka" these days.

For someone like myself, it is crucial to maintain excellent long-term relationships with customers. My customers are also my volunteer sales staff, since I do little advertising except for direct mail campaigns to selected groups who buy training services. Also, I have slowly learned the art (no meta-model for this yet!) of sensing when a po-

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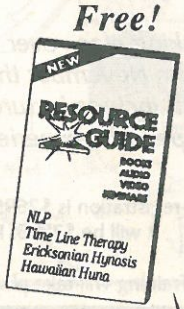
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tential project is going to be a waste of time and when it is appropriate to invest some effort in a new market.

There are several big dangers to the "sell yourself" approach. One is personal burnout. Another is when you start relying too much on milking old work and neglect to invest in the time needed to research, test, and sell new programs.

A friend shared the example of her work in self-esteem, which was fresh 15 years ago. Now, although her work is still relevant, the market is cluttered with dozens of other good programs. From the consumer's point of view, there is nothing to make her work stand out, and too many people have "done" self-esteem. Remember, it is the customer's viewpoint of how useful a technology is to them that counts, not the intrinsic value of the technology. Consequently, she is spending most of her time repackaging and relabeling some of her old favorite training programs and vigorously exploring new avenues.

What happens if the world changes in ways that are unexpected? Bluntly put, no matter how wonderful our products and services are, it is almost a sure thing that we will wake up someday and find out that the world no longer wants what we have. That is why I urge readers not to count on any current trends in therapy or training to last forever. Today's media stars will be tomorrow's appliance salespeople at Sears.

That is why security in the marketplace needs to be based on constant invention and the exploration of new markets instead of relying heavily on barbed wire fences around your property. Big corporations are learning that age, size, wealth and pit bull patent attorneys are no protection against speed and smarts; the same can apply to the NLP community and its competitors.

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.



My Big Conference Scrapebook

By Genevieve Wooden

The 1992 NLP Comprehensive National Conference was held in Denver, Colorado on September 18-20. Over 500 people attended from across the United States and faraway places such as Japan, Switzerland, Mexico, and Puerto Rico. **The Wind Beneath Your Wings** conference theme featured 46 seminars and workshops by leading NLP trainers and practitioners in the areas of business, personal evolution, health, and education. Of course *Anchor Point* was also well represented; many of the workshop leaders have also been published in this magazine over the years.

NLP Comprehensive's stated objective for the conference was to provide attendees with principals and guidelines for using NLP rather than just imparting techniques. Lisa Jackson, NLP Comprehensive's General Manager, stated "the Conference will be an annual event with the hopes of providing educational networking opportunities to the NLP Community."

The new Colorado Conference Center provided extensive facilities located near the famous Rocky Mountains. Some out of town attendees also used their trip to escape to the mountains and view the annual changing of the Aspens (from green to



Some Attendees Came From VERY Far Away!



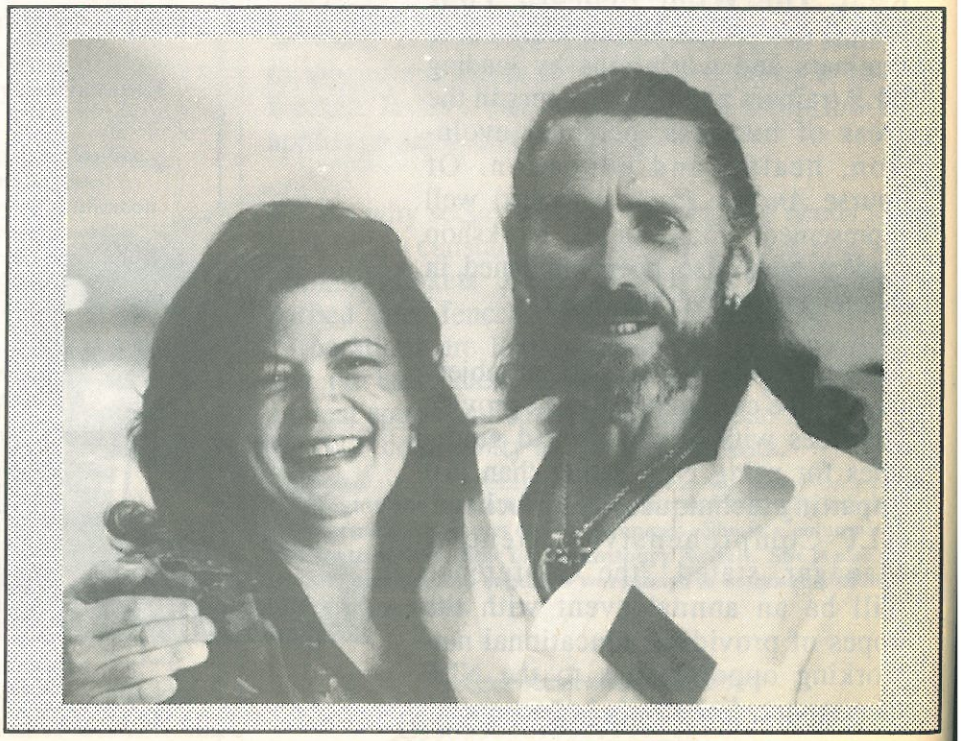
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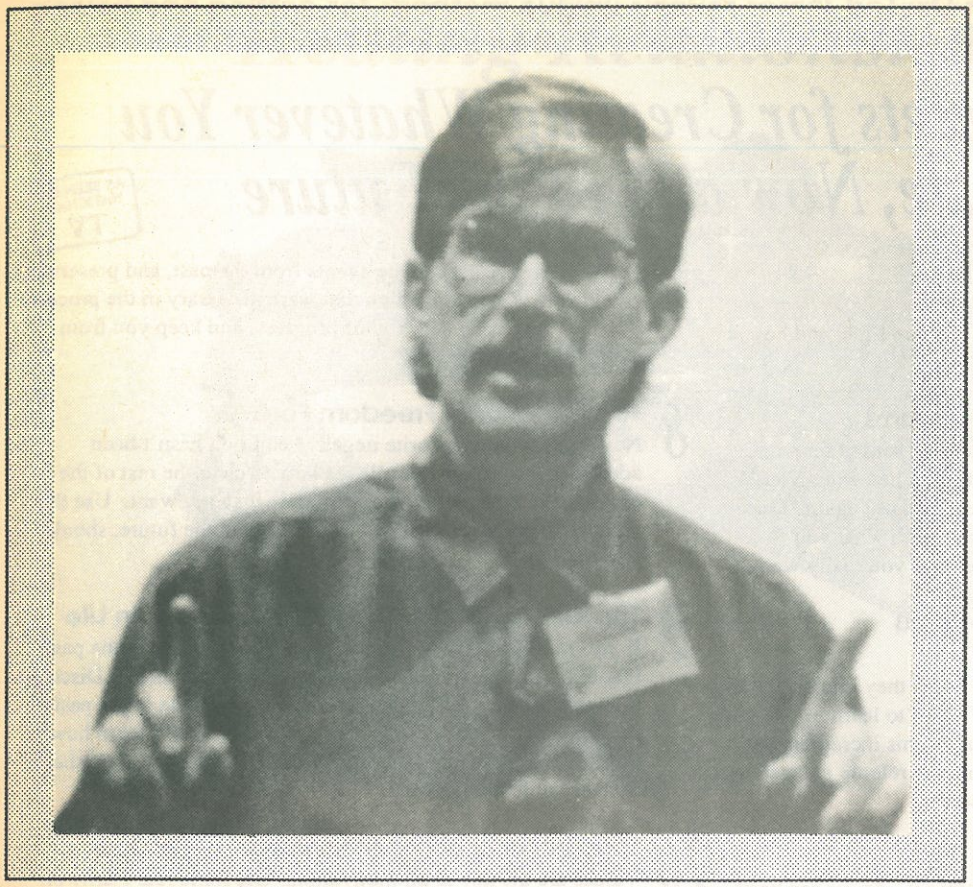
gold). Most participants seemed enthusiastic about the new Conference Center and how well appointed it is and how helpful and well organized the staff were.

The Wind Beneath Your Wings, began Friday night with the keynote address by Stephan Covey, best selling author of *The 7 Habits of Effective People,* which was well received by most of the audience.

Workshops and seminars began Saturday morning and ran through Sunday afternoon. The workshops covered all levels of NLP from the introductory, *A Journey Through the Mind: Introducing Submodalities,*

Ann Gardner & Britt Ewing





Tim Hallbom's 1000 Points of Light

to the more advanced *Elements of a Productive Self-Concept.* Other workshops provided valuable insights to attendees across a broad range of subject matter: *God Talks to Bungee Jumpers, Dream Decipher,* and *Dealing with Demons,* Etc.

The conference ran smoothly and provided everyone with an opportunity to learn, to explore, and to network with others. Congratulations to Steve and Connirae Andreas and their staff for a well run event. We hope to see more conferences in the future to be run at this caliber.



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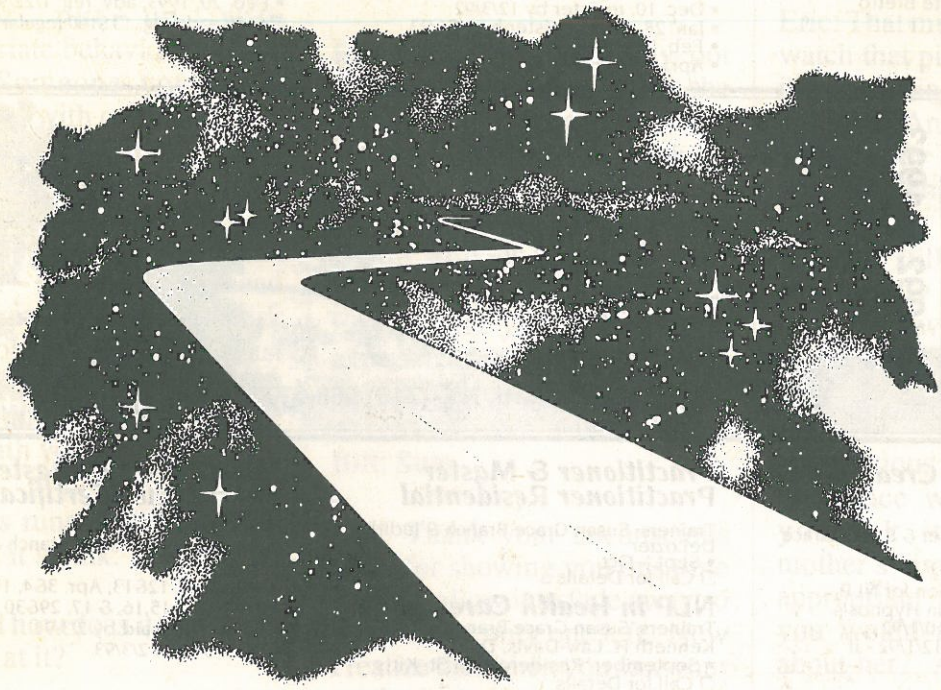
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Healing Relationships by



Changing Timeline Interactions

By Eric Karlson

Timelines[1] can be changed in a variety of ways to help individuals reach previously unattainable goals. I have found that timelines can also be used to directly change relationships *between* individuals.

When harsh feelings come up in a relationship and the people involved can't seem to resolve them, it will often show up in the way their timelines relate or interact with each other. Use of the submodalities of timelines can produce dramatic shifts in the way people feel about each other. The following process can be effective in both co-dependent and abusive relationships, or any problem relationship that needs to be healed. The following descriptions of sessions with clients demonstrate how this timeline process developed and how it works.

When Bill came to me feeling overburdened in his relationship with his mother (and his deceased father), he said he felt she always manipulated him. He also *thought* that she and his father had sexually molested him in the first few years of his life. He wanted to somehow get complete with the relationships and feel better toward them, especially since he would be

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relating to his mother in the days to come.

His desired outcome was to feel more loving toward both of his parents. He wanted to forgive them for whatever they *might* have done to him in the past. He wanted to feel calm inside when he was with his mother, even if she manipulated him as she had done in the past. After checking ecology, we started with reimprinting and change history. Both were helpful but did not bring about the full changes he desired.

I decided to do some timeline work with him and as we did, this process came forth:

Eric: Now close your eyes...and just intuitively point to your past (he gestures behind himself.) Good, and now point to your future (he gestures to his front). Excellent...and now let your awareness just float out of the body and go way up above, out of the building if need be...high enough so that you can look back down into the room and see yourself sitting here, and notice how your timeline stretches way out into the past...and...off into the future. What does your timeline look like, Bill?

Bill: Well, it goes off in back of me, kind of like a tunnel in a way, but I can't really see what's inside of it.

Eric: What color is it?

Bill: It's blue, sort of a medium blue.

Eric: Good, now ask your unconscious mind to also show you your mother's timeline and how it relates or interacts with yours. (Bill shrieks and jumps back.) What do you see?

Bill: Uhhgg! Her time line is coiled around mine like a python squeezing the life out of me.

Eric: As you float those timelines somewhat off into the distance, notice what color her timeline is.

Bill: It's black and it has tremendous strength.

Eric: OK, now let her timeline fade away, and as you do I'd like you to think of someone you love.[2] Someone that you love

unconditionally. Unconditionally can mean that you love that person no matter what they do, but it doesn't mean that you accept or put up with inappropriate behavior or treatment. Someone you could prefer to be with or without and still love as a human being with a right to grow and evolve at his or her pace and in his or her own way. Can you think of someone like that? (He nods his head yes.) Great. Now again ask your unconscious mind to assist you by showing you how that person's timeline relates or interacts with yours.

Bill: Hers runs right alongside mine and it's pink.

Eric: And how does it feel when you look at it?

Bill: It feels nice, kind of warm and soft. It's even a little fluffy on the outside.

Eric: That must be nice. So tell me Bill, if this person did something that was inappropriate to you, oh, perhaps attempt to force you to do something you didn't want to do, how would you handle a real life situation like that with this person?

Bill: Well, first I would question her as to why she was treating me that way and then I would tell her that I didn't appreciate it and I would like her to stop. With this person though, I would do this very compassionately, with a lot of heart. That's not the way I deal with my mother.

Eric: What would happen if you felt this way about your mother? How would that change things for you and for her?

Bill: She would probably not like it too much. But I think she would also respect me more, and on some level know that I really do love her. It would certainly be better than the way it is now with the anger and all.

Eric: Would you be willing to experiment and get a feel for how it would be?

Bill: Sure.

Eric: Thank your unconscious mind for showing you this time line and allow it to fade away so yours is the only one left. Now I realize that when you saw your mother's timeline it was quite a shock, and understandably so. Well how about this time, before we bring her timeline back to make the necessary adjustments for it to feel easier and more the way you would like it to feel. Perhaps you could send your timeline off into the distance again and sort of look at it way over there. Would that make it easier to do this process?

Bill: Probably.

Eric: Good. So this time as you bring your mother's timeline back way over there with yours, just allow that soft pink color to begin to fill her timeline and travel from her past all the way into her future, sort of like a thermometer rising on a hot day, and notice what happens as you do.

Bill: Well, it seems to be easing and letting up in the area that's becoming pink.

Eric: That must feel nice, as you watch that pink color just flowing and filling every inch of her timeline. And tell me, as it rises all the way to the end of her timeline, what happens then?

Bill: It's still coiled around me but, loosely enough that I can breath now. There's some space, some relaxing inside.

Eric: Bill, would you ask your unconscious mind for a bit more assistance with this? Would you ask it to move your mother's timeline to the most appropriate place for the way you would really like to feel about her? And just give it all the time it needs to make that adjustment in whatever way is best.

Bill: It's straightening out...and now it's driving off to the side of mine and settling in. It's farther away than my friend's, but I think it feels better over there. It sure feels better than before.

After future-pacing and testing for congruency, we tried the same process with his father's timeline and it worked just as well. The real test, of course, was when the client had to interact with his mother. The biggest surprise occurred during their next visit together, when his mother's patterns had shifted so dramatically that there was none of the traditional

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manipulation that was so evident in prior interactions.

Another client, Carol, came with a request to let go of the "negative connection" with her ex-husband. She wanted to feel like it was over, in the past, and that there was no need to dwell on it anymore. Again, after checking for ecology, I used the same process to elicit her timeline and then proceeded to elicit her husband's:

Eric: Carol, just as your unconscious mind was able to produce an image of your timeline, it can just as easily show you what your ex-husband's timeline looks like and how it interacts and relates with yours. So as you ask your unconscious mind to do that for you, you might also want to notice the location and color of his timeline. (pause) How does his timeline appear to you?

Carol: It's red and it sort of criss-crosses back and forth over mine at several points in the past and in the future.

Eric: How does it feel when you look at it?

Carol: Like I wish he'd get the hell off my timeline and go on his own way. He has no business being there anymore.

Eric: Carol, can you remember someone you had a relationship with in the past that is now behind you? One that when you think about it today you feel OK about, like it's over, completed?

Carol: Yes, several of them, actually.

Eric: Well pick one of those people and this time as you ask your unconscious mind to show you this person's timeline, ask it to show you how it interacts and relates with yours. How does it appear to you?

Carol: Well they all seem to be way towards the back of my timeline. They're kind of short and black and they sit about a foot away from mine.

Eric: How do you feel about those people when you look at their timelines way back there?

Carol: Just fine. they're "history," if you know what I mean.

Eric: How would you feel if your ex-husband's line were back there also?

Carol: Sounds good to me. Anything to get him *off my line*.

Eric: Well let's start by letting those timelines dissolve away and then, again allowing your ex-husbands line to come back. (She nods.) Good, so what happens when you begin to let the red color fade from his line...and...noticing how dark it gets as you do...perhaps even allowing his line to darken to the point where it actually turns black.

Carol: It gets short and moves off to the side, sort of parallel to mine.

Eric: And how would it feel if you gave that line permission to just float back into the past and join those other lines you saw a few minutes ago? Would it be OK to let it adjust itself in that way?

Carol: Yeah, that's great. That's where he's supposed to be. What a relief to get him off my line. Thank you.

Eric: You know, I'm sure there must have been many learnings from that relationship. Now that his line is back there, how do you feel about those learnings? Are they still available to you to help you in future relationships?

Carol: Well, I'm certainly still very aware of where we went wrong, and how I sure wouldn't want to be with someone who had that kind of temper again. I could never make that kind of mistake again if that's what you mean.

Eric: Yeah, that's good. Now Carol, would you please thank your unconscious mind for making that adjustment and ask it if it would also lock his line in place back there so you don't have to concern yourself with it anymore and you can go about your life knowing that your ex really is in your past where he's supposed to be? (She nods.) That's great.

In a follow-up contact with Carol a month later, she indicated that the results were still in place and she was able to deal with her ex-husband in a more relaxed manner. She also mentioned feeling better about the possibility of meeting someone more together in the future.

Another client, Allen, told me of a 4-year relationship he'd had with a woman. He mentioned that the last 2 years were "very emotional." After breaking up with her several months ago he said *it was difficult to let go.*

In eliciting Allen's timeline, we found that his past seemed to curve off and way out to the left and a bit toward the front of him. His future continued with the same curve, but off to the right, and did not go very far, "just a few days," due to a recent accident.

Eric: And now, Allen, as you once again allow your unconscious mind to do this process for you, tell it you'd like to see how Debbie's timeline relates and interacts with yours...that's right, and just how does her timeline relate or interact with yours?

Allen: Hers appears to come from directly in front of me and then it *goes right through me* straight out in back. Her line is black with bright borders like a railroad track.

Eric: Do you notice any other submodalities like size or sound, or some specific type of energy field or anything? (He shook his head no.) Now let go of her timeline and take a minute to think about how you would *like to feel* about Debbie.

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(pause) Can you think of someone from your past that you feel this way about now? (He nods yes.) Good, now ask your unconscious mind to show you how this person's timeline interacts with yours. And as you do, also take note of the color of this timeline along with any other specific submodalities that you become aware of. And now...after you let this one go...bring Debbie's back while gently allowing her timeline to take the same position and color as the other person's that you just saw. That looks good, how is that different than the first time you saw it?

Allen: Well, now it still cuts across mine from front to back but it's way off to the side in my past.

Eric: And how does it feel to have her timeline back there?

Allen: It feels good. It's behind me now. It also feels like I can look at our time together in a more objective way, like I can learn from the good times and the bad.

Several weeks later when I met with Allen again he said, "I feel things with her are over now, and I can continue meeting new people and pursue new relationships."

There are some very noticeable similarities with timelines in these examples and some differences as well. Adjusting location and color seems to have the most effect, but size and shape can be very powerful submodalities. To adjust color you can use the "thermometer" method or say, "as you gently move this person's timeline to that other position (the positive counter example), notice how it also takes on the same color as the other person's timeline."

You will find many variations of position and ways the lines interact and connect with each other. In the more strained or especially abusive relationships the lines usually cross over, wrap around or appear to be choking or strangling the client's timeline in some way like a "python" or "grapevine." (My guess is that this is a fairly graphic representation of how these two people interact.) The positioning of timelines can be adjusted by unwinding or even shrinking the other person's timeline to create some space and then sliding their timeline off your client's. Or "turn it into liquid and watch it reshape itself in the most appropriate position." Most of the time when you change the color, the location of the line will shift, or vice versa. It's really fun to come up with new ways to adjust the position and the other modalities.

Having used this model with more than 200 people, I've found it to help in most cases and to generate a very positive change on the feeling level at least 75% of the time. It can also be useful for calibration purposes. By eliciting and noting the submodalities of the client's timeline and the one s/he wants to change, after having done other interventions, you can check back for any noticable changes in the original timeline interaction. It will almost always have shifted to a more appropriate location and color if the other work you have done is effective.

Here's another interesting piece that just evolved from a session the other day. The client felt somewhat sad for the way the other person's timeline seemed to drift off aimlessly with no real direction. She felt concerned that this person, who she really wanted to have nothing to do with anymore, would have such a difficult time without her. I asked her if there was a specific inner resource that would help him along his way and she said yes. After finding out what that resource was, I asked her to go inside and ask her unconscious mind to find "what color is that resource?" She then added that color to his timeline as a tint around the borders and she felt much better about him.

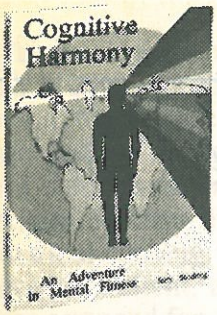
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Eric Karlson is a Master Practitioner with a practice in Boulder, Colorado and New York City. Feel free to call him anytime to discuss this pattern. If you come up with additional pieces that enhance this process as you experiment with it, Eric would like to hear about them. You can reach him at 40420 Boulder Canyon Drive, Boulder, CO 80302 (303) 449-8862.

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Jerry Stocking, author of Cognitive Harmony, An Adventure in Mental Fitness and master practitioner of Neuro-Linguistic Programming (NLP), has been studying NLP and communication for the past ten years. He conducts seminars occasionally. Jerry lives in Chetek, WI with his wife, Jackie, and two young children, Molly and Judson. Jerry lives in the woods, but has had experience in numerous occupations from owning retail stores to being a financial consultant (salesman) at Shearson Lehman Brothers. Few people have the real world experiences that Jerry has had. Even fewer people move to the woods to reflect upon, write about and explore the human condition and ways to improve it. If you get a chance, attend one of Jerry's seminars. If not, this book and tape offer are the next best thing.

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Rapport Stories:

How Business People Get Turned On to the Value of NLP

by Lucy D. Freedman

When business people are exposed to NLP-based communication skills, they often have an initial skepticism: does this stuff really WORK?? And depending on their professions, they will have a variety of answers to the question, "Does it work for what, specifically?"

If they experience a first-hand example, they are likely then to want more. Since NLP is actually the tool kit for modeling what works in any situation, the person has a high likelihood of deciding that NLP "works" because someone has used it to describe a pattern of value to them. One pattern with almost universal applicability is the rapport-building skill of pacing, or behavior matching. Once you have observed the influence of pacing for yourself, it is hard to believe you were unaware of it before - it's so powerful and pervasive.

Because this is so unconscious to most people, the phenomenon of rapport is very effective as a demonstration of being able to obtain desired results.

We have heard many examples where the convincer has come out of someone's use or observation of pacing. Perhaps it is the fact that something as simple as non-verbal mirroring of posture and gestures has a profound impact on the result of a communication establishes that this may be something worth learning.

Convincing the Skeptic

One of the earliest contracts for NLP training in a corporation came out of the experience an executive had in a bar one evening. After being told about pacing, which he essentially pooh-poohed he went out for drinks with a small group. In the bar, he observed a man non-verbally and then verbally establish rapport with a woman, with the result that she gave him her phone number. As far as this decision-maker was concerned, such proof met his criteria for success! There are those who would question the business value of this outcome, but for him it was easy to translate from a social to a sales situation.

The moment of truth can come in the middle of a routine business situation as well. A sales executive in a health insurance company had scheduled a meeting with a dubious prospect: a representative of a group that did not seem ripe for changing to his company's program. He had just gone through a 2-day course called *Beyond Selling*, which teaches pacing among other NLP skills.

As a new trainee, he hadn't yet made a conscious transfer of his classroom learning to the "real world." While traveling some distance with several younger associates to the meeting, he wondered why he was even bothering to call on this prospect, not expecting to get much of a result. Sure enough, during the meeting, things were not going well. Suddenly, he noticed that he was leaning forward and his uninterested prospect was leaning back. He slowly shifted back in his chair to match the other person's posture and was

amazed as the meeting began to turn around.

After leaving, his associates began to comment on the point at which the change took place: they couldn't figure out what had happened, when it had seemed so clear that there was not a real opening. The prospect became a client, and the sales exec arranged for a customized course in Beyond Selling to be presented for his sales force!

Breaking Down Barriers

Sometimes the power of pacing is not fully evident until after initial rapport has been established. In one case, a company offering training to a government agency in Washington sent a representative, newly trained in NLP, to meet with a contracting officer. The higher-ups had expressed interest in improving the presentation skills of their line managers, who were conducting agency briefings around the country. Their style had been to hand out reams of typed material, project copies of the material onto a screen, and then read it aloud to the captive audience. There was clearly a legitimate need for outside assistance, as the taxpayers had been supporting a lot of on-the-job sleeping when these guys got up to teach.

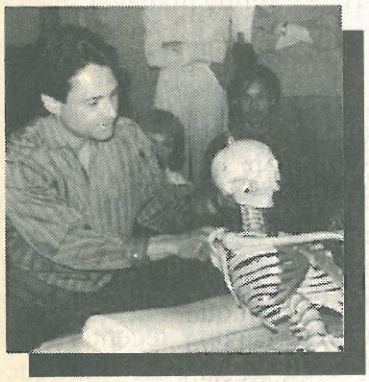
What the young woman making the sales call did not know at the time was that the contracting officer, also female, had a basic distrust of outside vendors. The government official had been told to meet with this training company, and her full intention was to have the meeting, show that the vendor was unnecessary, and take on the training project internally. After a half-hour of non-pushy pacing, where the sales representative demonstrated an appreciation of the woman's success in government, the apparent frustrations within this "old boy" agency, and the usual problems in working with outside vendors, the contract officer found herself figuring out ways to hire the training company despite many bureaucratic barriers. Later she confided her bias against using outside resources. The working relationship ended up lasting more than a year, and many of those line managers

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learned how to keep their audiences awake for the first time. Not only that, but the contracting officer became interested in NLP for herself and improved her skills and position in the agency, receiving special high-level assignments from the director.

Customer Service

Almost all customer service professionals face the experience of dealing with unhappy customers - people with acute or chronic complaints. When their approach has been to remain calm (and often authoritarian), the complainer can become negative or angry, and the customer service representative gets proof that "some people are just that way," and "you can't do anything about it." It may take a while to open their minds to the possibility that people can be easier to deal with.

Rather than arguing the point, an effective trainer recently shared that she just takes the phones or sits behind the window for a few interactions and demonstrates: without competing or arguing back at people, matching tone, posture, tempo, and words while listening accurately to the complaint. When the reps see and hear how this takes the heat out of the exchange, they begin to show new interest.

The truly skilled trainer also matches the criteria of the trainee - so that the demonstration has enough payoff to make the customer service rep willing to let go of negative expectations about customers. The more this scenario gets played out, the easier it will be for customers to experience being heard and to get satisfaction, and the more likely it will be that companies include rapport skills in all their customer service trainings.

Crossing Lines

Sales and customer service are the obvious applications for pacing. Another big group that benefits from recognizing and using this pattern are people who need to influence across organizational lines - whether across departments, or upward within their own organizations.

We've heard several versions of this heartwarming corporate story: a business unit of a corporation is acquired by another company. The layers of authority are many, and the top echelon comes to visit this newly acquired underling. Our hero, a training manager several levels down in his own division, is invited to be part of the "cross-section" group that will welcome the new president. At a very early breakfast meeting, our guy Ken is sitting fairly far from the head table. He can't hear very well what is going on, and is not a morning person anyway. Having recently been involved in an NLP introductory workshop, he decides to keep himself awake by matching the gestures of the president while sipping coffee and eating

breakfast. Initially, the president's eye sweep is about 70% on the rest of the room and 30% in Ken's direction. After a little while, it's 70% toward Ken and 30% to everyone else.

A walking tour of the facility is the next event, and much to Ken's surprise, the president keeps dropping back in the group and walking in step with him. When they reach the training area, the president makes a comment or two to Ken, who has the presence of mind to say that they have been trying to get workstations for this area, but nothing has happened so far. The president turns to someone in his entourage and tells him to follow up in the next week to make sure that those computers are installed. Over the following few days, Ken's colleagues drop by to find out whether he knows the president from somewhere before!

A particular area of interest in using NLP skills is where a sales person is calling on people who are far more expert in their field. In the past, the seller has tried to bone up and "act as if" he or she is more knowledgeable. This is dangerous, to say the least! If you are not a "native speaker" of a language, you are likely to misuse terms or ask obviously dumb questions. The prospect would be justified in throwing you out! However, graceful and honest ways to handle the situation are easily available with NLP training. In addition to pacing by actually listening and following the prospect's train of thought, having the skill of "not knowing" and using it to advantage is what distinguishes the sales professional from the amateur. While basic knowledge of what you're selling is essential, the willingness to learn and show interest in the special expertise of your customer is worth a lot. Even when you think you know, asking your prospect for his or her point of view builds more credibility than showing off your own answers.

One sales manager we know was recently hired into a company that sold extremely high-tech test equipment to engineers. He accompanied his sales people on calls to learn about the customers and the product first-hand. On one such trip, he observed that his sales rep was leading quite a bit and throwing around lots of technical jargon. While his information was correct, he was not pacing the customer. As the new sales manager said nothing, but subtly matched the engineer's posture and gestures, the customer began to direct more and more attention to him. Although he could not speak intelligently about the product, he could clarify the customer's questions and remarks, and turn to the experienced sales rep for the technical answers. When they left the site, the sales rep expressed his amazement: "how could you do that without understanding the technology?" The new sales manager explained that a different technology was involved - that of building the relationship. It was a great awakening for the sales rep, who was able to increase his sales and make better use of his extensive knowledge. Rather than competing with the prospect, he learned to pace and lead. The result was win-win for both the vendor and the customers.

There's hardly a business situation that wouldn't be improved by the use of these skills. What is perhaps most surprising is how little-known they still are, and how many companies are still using "features and benefits" training to develop their sales people, or using management theories to attempt to build influencing skills in their managers.

If you are looking for demonstrations that NLP-based training will work for a certain type of business, find the examples such as these that match their criteria for success. Some time back, we heard of someone who was marketing NLP to a world-class sales organization. Their example of NLP's effectiveness was that it enables people to learn how to walk on coals. Somehow, the prospect in question did not see the business applicability of that skill. The best convincer would have been the marketer finding an example appropriate to the prospect's business situation. Another reminder that people buy for their reasons, not your reasons! And by demonstrating the skills as we offer them to others, we can be most convincing indeed.

Lucy D. Freedman is President of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people and trainers in communication, coaching, and consulting skills. Lucy is on the Board of IANLP and is a past director of the ASTD (American Society for Training and Development) Neurolinguistics Network. You may contact her at Syntax, PO Box 2296, Los Gatos, CA 95031. Phone: (408) 395-0952.

Using Virginia Satir's Process of Change As A Therapeutic Instrument

By Sue Lauber, R.N., M.A. and Patrick Fleming, M.Div., L.C.S.W.

A 35-year-old woman is being held back forcefully by a second woman who grasps her one arm while a third woman pulls from the opposite direction on the other arm. The woman feels pulled apart and cannot move forward. Suddenly, the third woman wins out and the woman is catapulted between two more women who spin her around leaving her feeling dizzy and off-balance. Still another woman gently pulls her out of this chaos, steadies her, speaks soothingly and points her to a final woman who has been standing at the end of this gauntlet beckoning her to come forward. Finally, the woman runs to her and enters into a warm embrace.

Virginia Satir's concept of the Process of Change is being acted out in a woman's group for survivor's of sexual abuse. The woman began in the embrace of the old status quo, held back from a change she wanted to make by the fear of letting go of the comfort of the familiar, was pulled out of the old status quo and into the chaos by a foreign element that began the change. Being in the midst of change, she was whirled around in the chaos of the new and unfamiliar until she could enter into the practice and integration stage of change where she was supported as she learned how to make the new change a part of herself and her life and then enter into the calm of a new status quo (see diagram).

The Change Process

Stage 1.	Status quo [the familiar].
Stage 2.	Introduction of a foreign element.
Stage 3.	State of chaos.
Stage 4.	New place - Integrated.
Stage 5.	Practice.
Stage 1a	New Status quo.

The woman who just experienced this active sculpt of the process of change had been stuck for sometime in maintaining a passive, victim stance with her boss at work. The group therapist guided her through the sculpture to help her achieve some movement towards a more self-caring and assertive stance. After the exercise was concluded, the therapist verbally processed it with the woman and those who played the parts, eliciting their feelings, thoughts, learnings. The woman is able now to identify what has been holding her back in the old, victim status quo and what resources she possesses inside to move forward. From the experience, she has felt, (even bodily) a sense of what the change will involve, including the turmoil of the chaos period. She is less afraid and is aware of a shift inside that she believes will catalyze the desired change.

A Tool for Change

This is a dramatic example of one of several ways that we employ Virginia Satir's concept of the process of change as a therapeutic tool for individuals, couples, families, groups and organizations. Satir distilled this concept from her experience of working with thousands of people around the world. She believed these were the universal stages that every human

experiences to one degree or other when undergoing any individual or system change. She offered this concept as a road map to ease the journey from an old status quo to a new change.

Clinical Applications

We, along with other Satir therapists and consultants, have developed a number of clinical applications utilizing the process of change. We use it as an assessment tool to help us and the client ascertain where they are in the process of producing the wanted change or where the system they are a part of is currently in the process of change. We utilize it in a number of ways to facilitate change: as in the group example above, to help get someone unstuck by letting them experience visually, kinesthetically and auditorily what is blocking them and what they need to get unstuck; to help ease their fears as they begin to change; to give them a sense of where their change will lead them in a new status quo; to help the clients access their inner resources as they undergo and create the change.

In group therapy, a sculpture of the process of change can be used in numerous ways in addition to that described above. If you wish the individual to get a more detached view of what they are experiencing, you can have them choose someone to stand in for them as an alter-ego so they can observe themselves as they undergo change. This may enable them to see where they are being held up or give them a picture of their progress. Or you can have the person stand in the new status quo and look back through the processes that would get them to the new place and *reverse engineer* the change, i.e., what they will need to do step-by-step to create and complete the change. The therapist can also track the group process for the members through experiential use of the process of change. For instance, when a group member is leaving the group or a new member is starting, the therapist sculpts the whole group or an individual member going through the change brought by this *foreign element.* All of these applications provide the group members a concrete picture and a cellular sense of what they are experiencing. This has proved especially valuable for adult survivors of sexual abuse who so often are dissociated and do not directly experience what is happening to them during the stages of change and consequently endure higher levels of anxiety. The process of change utilized in this way gives them a sensory anchor and a visual and cognitive roadmap during change.

Family Therapy

The process of change can also be used experientially with families, for instance with families experiencing some type of transition. For one family in therapy, the process of change provided a profound grasp of what it was experiencing when the oldest child was in the transition of adolescence. The

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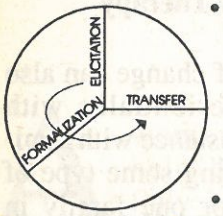
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therapist was seeing the parents and their 16-year old daughter. The parents were having a difficult time allowing the daughter the room to spread her wings as she desired and the daughter was increasingly hostile towards them. The therapist explained the stages of the process of change and then applied it to the transition the family was undergoing. She then sculpted the parents as the old status quo physically holding the daughter back while the therapist as the foreign element pulled her toward the future. The therapist then pulled all three into the chaos and had them spin themselves around before she invited each to sculpt individual pictures of a possible future status quo. In subsequent sessions, the parents and the daughter reported that tension was considerably lessened about her requests for increased autonomy. The sculpture of the process of change seemed to have produced an empathy between parents and their teenager, a sense of the need of each and the normalcy of the change to which the family was adjusting.

Individual Therapy

In individual therapy, the therapist can use the process of change as a cognitive outline for the progress the client is achieving. It can be displayed on a flip chart and periodically referred to as the client works towards her goals. Or, the stages of change can be drawn on large pieces of paper and placed in sequence on the floor of the office. The client can then stand in the particular stage of change she is then experiencing and move from stage to stage. The therapist can elicit from the clients an awareness of where they are in the therapeutic process, what they need from themselves or their environment to enhance the change process and what possibilities are available to the client in the midst of the chaos of change. So, even in individual therapy, Satir's process of change can be employed both didactically and experientially providing the client with a powerful picture and experience of what is happening and what they are working towards.

We have utilized the process of change quite successfully also in our consulting work with various organizations. For instance, a large nursing home and residence

for the elderly was undergoing further expansion, new personnel and a different managerial structure. This change was stimulating considerable turmoil and dissatisfaction among the old staff and conflict between the old and the new staff members.

As a part of our intervention with both groups we taught them the stages of the process of change, explaining to them the naturalness of what they were experiencing as the organization expanded and changed. We engaged the staff and management in a sculpture of the process of their organizational change. This provided a picture of what had been the old status quo before the expansion, the foreign element of the new management, staff and facility expansion, the chaos they were now experiencing, and an opportunity to process the tension they all had been feeling.

Then we sculpted the organization into the future, into the practice and integration and new status quo stages. From this, we helped them develop strategies to consciously manage the present chaos period and map out future courses of action to facilitate a smoother transition to a new and more functional status quo. As in this example, the cognitive and experiential use of Satir's outline of the process of change can be a very exciting and powerful tool to aid all types of organizations as they adapt to the many and fast paced changes they face today.

In one of her meditations, Virginia Satir wrote:

"It is the human situation to meet the present with interpretations of the past. The meaning of the present is to allow us to leave the past and see the Now in its own right. Experience will soon become your past and a foundation for a new and present future."[1]

This is a fine summary of Satir's philosophy of the process of change and our use of this concept in facilitating change for our clients. Our hope and expectation is that the clients experience of the process of change through the various interventions outlined above will enable them to leave the past of the old status quo, be centered in the experience of their Now, whether that be a period of chaos or new learning in the integration and practice stages, and lay a foundation for a chosen, new future, a new status quo.

References

1. Satir, Virginia (ed. by John Banmen and Jane Gerber), *Meditations and Inspirations*. Celestial Arts, Berkeley, CA, 1985, p. 55.

Sue Lauber and Patrick Fleming are therapists and consultants and are Avanta members trained by Virginia Satir and other Satir trainers. They are the founders of Double Rainbow Counseling and Consulting (10420 Old Olive St. Rd. Suite 208, St. Louis, MO 63141 314-432-0939) through which they employ Satir methods to facilitate change for individuals, couples, families and organizations. They have been friends and co-workers for many years and are newly married.

The Avanta Network was begun by Virginia Satir to carry on her work through teachings and trainings. For Additional information about Avanta's International Training Schedule contact them at: 139 Forest Avenue, Palo Alto, CA 94301 - Phone: (405) 327-1424.

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Translating NLP for Abroad -- The French Experience

By Brian Van der Horst

NLP is taken perhaps more seriously in France than in any other country in the world. In 1985, when I began teaching NLP in Paris, my company took an informal poll. Nearly 95% of the French companies and 75% of the training and consulting organizations we talked to had never heard of NLP. Two years later, the figures had reversed.

Within 3 years, I began to see NLP included in business and medical school curriculum, wherever communication courses were taught. In 1988, an association of French NLP practitioners, masters and trainers was launched, and by 1990, they had grouped together virtually all the training organizations in the country run by certified trainers -- a global first.

Today, more than 20 original NLP books have been published in French, about 15 organizations give practitioner programs and around 80 training organizations give programs that are either introductions to or applications of NLP. Not bad for a little country of 55 million people.

In the years between 1985 and 1988, I saw a growth in NLP in France that had taken over 10 years to accomplish in the United States.

How did this phenomenon take place?

I think it's worth taking a look the French experience of NLP. In it lies many lessons. Perhaps the greatest lesson is that, in a new country, it is possible to choose and create a context in which NLP can thrive.

I don't have all the answers, but I've spent 8 years adjusting how I was taught to teach NLP so that it would be appropriate for the French and European audiences. I'd like to share what I've learned pretty much as it happened to me, for I think there is a model to be made of the corporate and administrative skills an international NLP organization can apply to produce a thriving learning community, as well as the competences that individual trainers can acquire to produce maximum educational results overseas.

The characteristics of such a model for a company might include:

1) The ability to create a context of professionalism.

2) The ability to present and market professionally.

3) Training with heart, rigour and commitment.

4) Encouraging and creating your own competition.

I will be developing these themes in future articles, but for the trainer, I think the list can include:

- Learning the host country's language or learning how to be translated.
- Pacing the host culture: learning and citing historical references and culture-specific, relevant teaching examples.

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- Pacing the cognitive styles. In France, for example, divergent and convergent thinking patterns.
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- Pacing the high context vs, high content cultural styles, and the differing time orientations of the host culture.
- Public relations: giving free introductions in schools and professional organizations and colleges.
- Humility and respect for other disciplines.
- Pacing the action chains, or social and business rituals of the host culture.

For this article, I will give a short biographical version of **how I came to France**, and will deal specifically with the contextualizing and language problems of teaching NLP in a foreign country. I'll speak to the other points in subsequent articles.

* * * *

I took my first NLP course in 1979. A girlfriend had been getting "magic buttons" -- happy anchors from Dr. Genie Laborde, who had just finished her practitioner at Santa Cruz. I had been working at Stanford Research Institute as a consultant to their Values and Lifestyles Program. I had seen the logo of the Society of NLP on the old Division of Training and Research building, and had thought it was just another California craziness.

I asked Genie, just what is this NLP? She asked if I wanted a demonstration instead of an explanation. Was there something I wanted to change? I said I'd like to stop smoking. In about 40 minutes, she chained me some resource anchors. I stopped smoking for 7 years. That got my attention.

By 1983, I was managing the NLP Center for Advanced Studies in the San Francisco Bay area for Lynne Conwell, then director. Our trainers were Leslie Cameron-Bandler, David Gordon, Michael LeBeau, Barbara Whitney and others. I was leading introductions, study groups and learning how to become a trainer.

Gene Early, based in Copenhagen, had been teaching NLP in France from time to time since 1982. Our Center would send him trainers, so it was no surprise when a group of French psychologists called up the Center one day and asked if someone could give them half a day of NLP training. I had taken 2 years of French in high school, another in college, so I was volunteered.

Thank god they were traveling with a simultaneous translator. Three years of French had only given me some vocabulary and some declensions. I quickly learned that University French is not spoken by the living French. I gave the standard presentation and demonstrated a six-step reframe. They invited me to come to Paris. I was impressed with how easy it was to work with a translator. More than 70% of the words in English and French are the same, I told myself. The major differ-

ence is the spelling, as in the difference between 'er' and 're,' and in pronounciation. So I thought it would be easy to translate NLP into French. I can do this, I said to myself.

Three months later I was giving a presentation to around 125 people in the Hotel California, just off the Champs-Elysees in Paris. After another 3 months, my sponsoring group of psychologists put together another San Francisco junket. Twenty-five people arrived, and I gave them 2 weeks of NLP training at the Hotel California, just off Union Square in San Francisco. This group now included human resources and development executives as well as dentists, doctors and the core group of shrinks. They invited me back to Paris to do 6 weeks of training.

Notice the amount of **personal contact** I went through -- and this is the short version -- to get an invitation to train in France. This is one of the first cultural differences I began to perceive. I should have guessed it from my rudimentary command of French. The root of their word for knowledge -- *savoir* is *savorer*, or to savor gustatorily. They have more cooking metaphors in their language than any other category. When a Frenchman wants to do business with someone, he has to establish a relationship first. A kinesthetic connection. The whole culture is more kinesthetic (including olfactory and gustatory) than any other I've worked with.

My sponsor had sent my trainer's fees by wire to my bank in San Francisco. The way French banks work, the payment arrived 6 weeks after I arrived home. My credit card companies began to cancel my cards, because I had not recieved my expenses to cover what I had laid out for my travel in Europe. A wire transfer normally takes 36 hours in the States. I kept calling and calling, my sponsor decided the relationship was strained, and decided not to pursue the business. I could not believe the red tape the French went through. He could not take that I questioned his inability to change the slow payment. Because the relationship did not work -- no business was possible. This is quite different from the US, where often we will do business with someone even if the relationship is not optimal.

Fortunately, another student decided to sponsor my seminars, and we decided to take care of our relationship first. We formed a partnership with another student, and launched our company.

At this time, there were two other companies training NLP in France. Both had been started by former therapists. When we started our company, we made a basic policy decision that, in my mind, changed the course of NLP in this country. We decided to **teach NLP only to professionals**. We decided against giving NLP seminars as self-development, come and cure all your ills, get better and do this instead of therapy programs. We decided to teach NLP only to those people who already had a serious professional commitment -- a job to which they could apply NLP.

We also turned away those who wanted to become NLP Therapists. We would say to those in search of a profession, "What you want does not exist. There are NLP practitioners and then there are therapists. NLP and therapy are two different professions. Here is a list of schools that teach how to become a therapist. If you want to become a therapist, go see them. Then come back to us and we can teach you how to apply NLP to therapy."

We also decided to be a **trainers' training** organization. About 40% of our students have been people who already teach in business, medical, or educational contexts. We also decided to train more NLP Trainers.

One of the other NLP trainers in France questioned me about the wisdom of training trainers. I told him that I thought my job was to train my students to be better than I was. Wasn't this the job of all teachers?

But this risks getting out of hand, he warned me. He had some concerns about the market place. (Oh, you mean competition?) I told him my take on **competition** is that:

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A) Competition exists because you are doing something valuable.

B) Competitors are your teachers in how to get better at what you do.

C) If you are a teacher, your job is to teach people to be better at what you do than you are.

D) If you are successful in the preceeding, your own students will be your own competition within three years.

E) You want to have competition that is at least as good as you so that you can handle your overflow with integrity. If you are good at what you do, there will always be an overflow.

I can vouch for the effectiveness of these presuppositions. Half of the NLP books now in French are the products of former students -- as are the competing organizations.

By this time, I had begun to learn a lot more useful French than I had ever picked up in school. I was learning by listenting to my interpreters. There are two ways to get translated if you are not fluent in your host country's language. **Simultaneous and Sequential translation**. With simultaneous, you have someone talking over your words. Normally this is done from a translator's booth, and the audience receives their own language over headphones. This is the way they do it at the United Nations, or in major companies.

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

- Abba Eban

Sequential translation is more appropriate to teaching NLP. It works like this. You are a trainer in front of your group. You have just imparted some morcel of timeless wisdom. You pause, while your translator takes over. Whatever comes out of your mouth gets translated. At this moment, you are trying to think of what you are going to say next. Your consciousness is not on the foreign language at this instant, and your own words -- coming back translated -- have a chance of sinking into your own subconscious.

Sequential Translation is a Great Way to Learn a Language

As you get more competent in the foreign language, your concerns multiply. First, you have to know what you are going to say well enough to be able to chunk and time it appropriately for a foreign audience. This means you have to know when to start, when to stop to give the interpreter time to translate, and how to pick up the thread.

So you have to calibrate your translator for understanding, and overwhelm. If you give him too many words, he can't remember what you've said. And he'll be forced to summarize. If he doesn't understand the nifty jargon you have just introduced, worse -- he'll have to improvise.

Then there is **the structure of different languages**. If you give your translator too few words, he won't be able to translate. English is a transformative language. One word at the beginning of a phrase will change the whole sentence. French is an adjunctive language. Often you don't know the meaning of the sentence till you hear the last word. In the beginning, my translators would say, "Go on..." instead of translating, because of the syntax of French, they would have to start from the end instead of what I thought in English was the beginning of the thought.

So to be more effective, I would start to think how I could construct my sentences in English so that they could be translated more easily to French. This is also a matter of time management. French is a third redundant over English. It takes 33% more time to say what you want to say in French than it takes to say in English. So to teach a 24-day practitioner training in the time I'm used to taking, I have to remember that everything I say -- and all the responses I'm going to have translated from my students -- is going to take twice the time to do, plus 33%!

What a wonderful opportunity to learn economy, elegance and discretion.

But the duties of a NLP Trainer being translated do not stop there. I also have to calibrate the group, to see if they are following, understanding, and learning. I have to manage the behavior of my translator so that he is demonstrating what I am

demonstrating. I have to be vigilant over the criterial choices of my translator.

Like any other human being, he or she will use their own criteria and anchors for important concepts.

I am in front of a group trying to get across experiences and distinctions that are difficult enough for the uninitiated to grasp in English. I start talking about *acknowledging* people for their contributions to your life.

The word doesn't exist in French. The nearest things are concepts like being aware, giving credit, and being grateful. I have burned out many translators because I would make them go through a list of synomyns until I found the closest equivalent in the French context. Naturally, some of these people feel real put out that I don't accept their definition for a word.

I can't accept their definition until I know they have really had the experience. Many times in France, I have had to stop and give my translators an experience before they could begin to help me find expressions which would shift a student's world view.

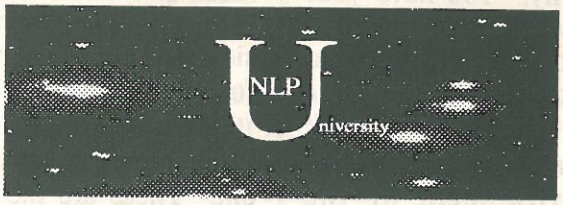
Then too, I have to be careful of my anchors, the translator's anchors, visual, spacial, tonal and digital; and then try to give the kind of multi-level, overlapping realities type of teaching that creates good NLP students.

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Yup, if you can understand enough of the language that you are being translated to, there are a lot of balls to keep in the air at the same time. If you are ignorant, it's easier. But you'll end up calibrating weird things in your audience instead of understanding.

Fortunately, after the first 2 years, 3 of my translators were master practitioners.

The first thing I noticed about the French was that despite how incredibly kinesthetic they are as a culture, they don't have a word for emotions like we do. They use the English word *Feeling* because their choices are limited to sentiments, emotions, and desires.

If you are searching for a particular connotation in English for French, I've found one of the easiest ways is just to go through your own list of synonyms in English. One or two of the words you find in your own personal thesaurus is bound to be French.

The job of being translated simultaneously, thinking of 7 logical levels at the same time while teaching through someone who was translating my words with their own criteria was not my most fascinating problem.

I was having these difficulties getting some of the basic presuppositions accross to the French. In California, it was

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easy to suggest that there is a difference between behavior and self. One does dumb things from time to time, but that doesn't necessarily mean you *are* a dummy. You have your emotions, you get happy or sad from time to time, but emotional choice is possible.

Then I began to look at **the linguistic environment** of the French. They have this tense, called the subjunctive, that is especially made to indicate that emotions are the *unreal tense*. It is used to indicate that emotions exist outside of human beings, and then act, like a cause, on people who have behaviors, like the effect. Nice, huh?

I had to produce some new experiences in my French audiences before they would even consider separating behavior from self. One of the best examples I found is wetting your pants.

My students would say, well, if you have a kinesthetic stimulus, you have to act on it, right? Emotions move you. If that was true, I would say, then we would all be wearing diapers. It is a very natural, kinesthetic signal to want to pee in your pants. But we have all learned to do differently, by choice.

It is even difficult to talk about possibility in French. They are approximately twice as many modal operators of necessity and half the modal operators of possibility in French than in English.

Of course, in terms of translating NLP into French, there is also the whole non-verbal specturm to consider. Our hand signals for *OK* and *thumbs up*, mean *zero* and *one beer!* to the French. Their tonal expressions for bored sound like ours for vomiting.

Even **animal sounds** are different. These are the sounds the same animals make in different languages:

Animal	French	English
cow	meuh	moo
rooster	cocorico	cock-a-doodle-doo
duck	coing-coing	quack
dog	ouah-ouah	woof
sheep	beuh	baah
pig	hompf	oink

For the past 3 years, I have spoken French well enough to lead my seminars without a translator. Even though I still have a terribly American accent, and some of constructions needed to be re-worded 2 or 3 times until I hit the right combination, the students are satisfied. But even today, I would not dare to teach hypnosis is French -- there are too many fine shadings and layered ressonances that I still have not mastered.

I could go on and on about the differences between French and English, but if even the animals don't speak a universal language -- don't expect your high school language lessons to be much help. If you are going overseas, think about getting a good translator if you aren't fluent in the contemporary use of the language of your target country. NLP is too important, and too precious a tool for the evolution of humankind to do a half-cocked (or is that cocorico?) job of getting the message through.

Brian Van der Horst has been a professional trainer for 15 years. For the past 8 years, he as lived and worked in Paris as director of Repere. Previously, he was a consultant with Stanford Research Institute in the Values and Lifestyles Program and director of the Neuro Linguistic Programming Center for Advanced Studies in San Francisco. He has worked in journalism as an editor for *New Realities*, *Practical Psychology*, *Playboy*, and *The Village Voice*. You can reach him by writing to him c/o Anchor Point, PO Box 286 - Franktown, CO 80116 USA.

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Oct. 16 Master Practitioner Training Begins

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