Anchor Point



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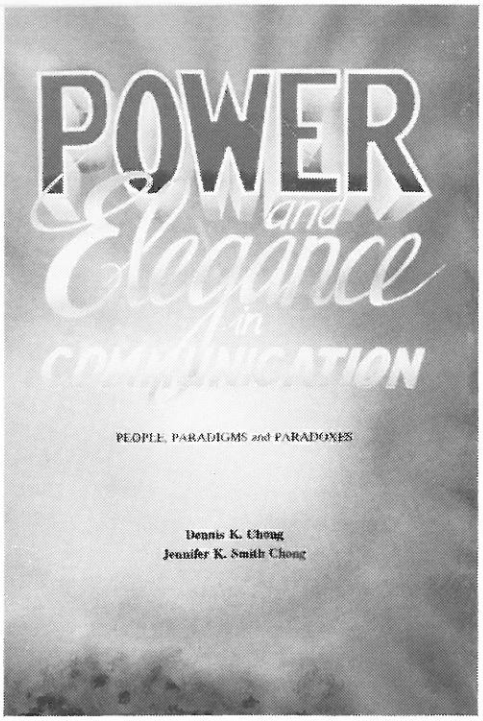
A Little Grudge Here,
A Little Grudge There...

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The first operational metalanguage was the Meta Model (M.M.) of language configured by Richard Bandler and John Grinder in 1975. It was developed within the frame of Causal Modelling or Blame Framing. The authors have extracted it from this frame and reconfigured it within the frame of Functional Modelling.
It is now 1993 and the authors have been able to augment the original powerful propositions of the Meta Model. They now term it the Modified Meta Model (M.M.M.).
Today, they are also finally in a position to complement it with a second more powerful and



elegant metalanguage, the No-Y-ian Model (first delineated in *Don't Ask WHY?!*). This second metalanguague has its roots in the concept and implicatures of the Speech Act of John R. Searle, the Modularity of the Mind of Jerry A. Fodor and Computer Data-Base Organization by James Martin. Together with the concepts of Informal Logic they form the definitive metalanguage of The Gathering Information Module (G.I.M.).
From the late seventies the authors have continued to research into the Meta Programs. Today, they are able to offer critical additions to them and to aggregate the whole as the Enriched Meta Programs (E.M.Ps.)

I find it fascinating. You have given a fresh perspective to the N.L.P. position - creative, refreshing and eminently practical. I love it.

Daniel Araoz
Professor, Mental Health Counselling
Long Island University, New York

"As with their last excursion into the literary arena: Don't Ask WHY?! the Chongs' most recent book is not for the faint hearted. You'll need to dust off your copies of the old classics like Bandler and Grinder's Structure of Magic and some others.

Although *POWER and Elegance in COMMUNICATION* is likely to be of value and find applicability in a large number of professional endeavours, it is likely to be of inestimable value to the practising psychotherapist who often pressed for time will find the linguistic manoeuvres of communication presented by the Chongs' a heaven sent.

Cognitive/behaviourially orientated psychotherapists will find in this work particularly enlightening as the Chongs clearly delineate the linguistic formulations for questioning to obtain the most information with the briefest expenditure of time and energy, and for challenging the distortions created by idiosyncratic unconscious linguistic structures utilised by each patient. Well done, Dennis and Jennifer.

Gabriel Telegdy B.A., M.A., Ph.D., C.Psych.
Clinical Psychology

The concepts developed, challenge my intellectual curiosity; I am willing to leave the safety of my "linear pathway", to explore this "road less travelled".

Brian Jordon, M.Sc., M.D., F.R.C.P.(C), D.P.M.
Psychiatry

I used to think that I had a reliable way of getting information from my patients. To my surprise, Dennis and Jennifer Chong's book, *POWER and Elegance in COMMUNICATION* gave me better methods of uncovering the deep structure to my patient's problem states. I find the No-Y-ian Model of language, the Modified Meta Model and Informal Logic in conjunction as the Gathering Information Module to be very helpful in my private practice. I admire the authors' creative abilities in developing and sharing with us a powerful communication technique in a most elegant fashion.

Jaime Pabilionia, M.D.
Psychiatry

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From the Editor - "Bound Up in Anger"

The temperature passed a hundred here today, one could almost gauge the degrees by the sheer number of genuinely irritable people out on the road. Somehow heat seems to take all our secret little grudges and bubble them up to the surface like a festering sore waiting to be bumped. A few hot days in a row and folks unload years of stored resentments in a surge of ugliness - "right now." Anger is best served up cold and grudges cry out for air-conditioning.

My personal definition of a grudge is: Unexpressed anger put in an interest-bearing account - for a long time until it starts to seep out. The "reasons" for developing and/or holding a grudge probably number in the millions. However, essentially the root reason is, "you didn't treat me the way I think I should be treated." Sprinkle this with liberal portions of indignation and righteousness and keep in mind "the reason" can be real or imagined. Wrap this concoction up with the right circumstance over a period of time and viola: A grudge all dressed up with nowhere to go.

On a number of occasions, a well-known NLP personality has made it a point to sincerely greet my partner with, "You look like hell." Since our paths only cross with this individual's about once a year, these obnoxious greetings over a period of time have not been enjoyed by the partner. She's more than annoyed (a normal human response - and herein lies perfect "grudge possibilities"). Perhaps the "personality" has none and is socially inept. The rudeness could stem from pompous self-importance, attempts at humor, or perhaps even actual malice directed toward my partner. The reason for the rudeness is unimportant, the perception of it rules. Direct a similar comment at me and I am likely to merrily slice and dice your ego into Kibble before your very eyes. Someone else, will do a slow burn. Granted, there are NLP patterns (such as our lead article) for dealing with these reactions, however it takes awareness that there is a problem.

As best I can tell, life is a messy proposition - often riddled with little irritations and occasional flashes of anger. No one, not even the great "Stars of NLPdom" can honestly claim immunity from this - it is part and parcel of being a member of the human condition. Any trainer who claims to be able to moderate or transmute 100% of life's little challenges is a profound liar - grab your wallet and run from them fast! I guarantee that despite images of "having it all together," everyone you will ever meet has some secret ghetto of behavioral collapse that haunts them. Small, perhaps, but definitely there. It is in the closet of these dark areas that grudges are kept well pressed and ready for daily wear. Our job is to moderate, eradicate, and otherwise deal with them.

Clara Barton (the founder of the U.S. Red Cross) was said to never bear grudges. She was once reminded by a friend of a wrong done to her some years earlier. "Don't you remember?" asked her friend. "No," replied Clara firmly. "I distinctly remember forgetting that."

Anger is part of the tapestry of life. We do the best we can in the heat.

-Michael

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

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Transforming Compulsion into Choice



Letting Go of the Grudge

By Cheri Brinkman, CSW

The following process was developed during a series of therapeutic sessions with Jane, a woman who considered herself to be entangled in an addictive relationship. Her experience of the relationship was that her partner demonstrated a prounounced lack of reciprocity and willingness to communicate. Her sense of being repeatedly used and discarded by him led to intense feelings of sadness and despair. She described herself as addicted because, although she had tried for 8 years to break her attachment to him and move on, she felt completely powerless to leave him or to refuse any of his requests to see her, even though he repeatedly discarded her. Indeed, she believed that she could not live without him.

Jane reported that she was plagued by feelings of wanting/not getting. Not only did she experience this in her relationship with this man, but she had experienced it in other contexts as well, at various times throughout her life. She claimed that she often felt that she was "banging her head against the wall;" the more she tried, the less she got what she was after, and the less she was appreciated and acknowledged for her efforts, which then drove her all the more to try again even harder. This pattern has been described by Stanton Peele, a prominent figure in the addiction field, who stated, "The process whereby people desperately pursue some feeling that becomes more elusive the harder they pursue it is a common one...It is this cycle of desperate search, temporary or inadequate satisfaction, and renewed desperation that most characterizes addiction."[1]

While the process described below certainly has important implications for those people who exhibit dependent and abusive or otherwise addictive behaviors, it also has wider and more general applications. Many people struggle with repetitive behavior patterns which are largely self-defeating and ultimately painful, but continue to repeat them despite diligent and sometimes expensive efforts to change.

The entrenched nature of repetitive behaviors has mystified people for many years. Freud observed what he referred to as a repetition compulsion, and the psychiatric field

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has struggled to understand it ever since. The following formulation offers a way of explaining these behavioral patterns, as well as the power they appear to have over people. More importantly, it provides a method for clearing the pattern at its origin, resulting in measurable behavioral change.

The focus of the work with Jane was to identify what kept her "hooked" - - what kept her tied to a relationship that caused her such misery - - what was it that stopped her from pursuing a better relationship in which her needs would be addressed and satisfied? The work that ensued has been developed and refined and is presented here as a process which Jane, herself, named, **Letting Go of the Grudge**.

The grudge. The grudge is operationally defined as: a) the feeling of resentment which is defined in Webster's Dictionary as "a feeling of indignant displeasure at something regarded as a wrong, insult, or injury," plus b) retaliatory behavior.

1. Identifying the Grudge

A grudge is usually triggered in situations in which a person is attempting to assert himself, get his needs met or ask for something - - any situation in which he is trying to change his environment. It is generally an unconscious communication which is most often carried in the tone of voice and in the physiology. The tone of voice can be variously described in non-sensory-specific language as whining, complaining, entreating, pleading, plaintive, pathetic, self-righteous, entitled, defensive, accusatory, argumentative, spiteful or vengeful. It is manifested in the physiology in facial expressions, gestures and posture, and can be described in nonsensory-specific terms as dejected, helpless, Satir's placating position, pathetic, pouting, sullen or morose. Gross behavioral demonstrations of how a person may be playing out the grudge include depression, procrastination, smoking, over-eating, not eating, over-spending, drinking and drugging, among others.

When a grudge is operating, the person is communicating incongruently. His conscious communication is in the form of a request or a statement geared to have an impact on his world. The hidden unconscious message looks and/or sounds like: "I deserve this and you should already know that and should therefore automatically give it to me." It is sometimes experienced by others as "passive aggressiveness," a "chip on the shoulder," a "fuck you," a "rescue me," "you owe me," "stubbornness" or "getting even." Every request is flavored with the unconsciously communicated threat that, "I'll get back at you" for the perceived wrong or injury of not giving him what he needs. This simultaneously incongruent communication has the effect of alienating others.

When Jane was asked what feeling accompanied her pattern of trying, not getting, and then trying harder, she immediately became

aware of an internal image of a photograph taken of her as a young girl. She described herself as sitting with feet and legs outstretched, hands hanging limply between her legs, shoulders slumped, head hanging and lower lip and jaw extended. She said that her mother had forced her to have her picture taken and she had not wanted her picture taken. It was remarked that she looked like she had a grievance. She agreed and replied that she had felt angry and resentful and that she had wanted to make her mother regret that she forced her to have her picture taken.

At this point in the process of identifying the grudge, the person may or may not be conscious of the feeling of resentment. He may first be aware of an internal image, as Jane was, or he may have an awareness of words or in some cases, a lack of words. Sometimes, a person has no awareness of a grudge, but you may see the grudge manifested in his physiology. You can anchor that physiology and ask for the feeling that accompanies it. Although there is resentment at the root of every grudge, that may not be the predominant feeling of which the person is aware, nor how he originally labeled the feeling that accompanies the grudge. Whatever he first identifies, it is important to make sure that at some point during the process the person does become conscious of a feeling of resentment. It is also important to ascertain that the feeling is resentment rather than powerlessness, which is a feeling that is frequently a consequence of grudge behavior.

2. Finding the Reference Experience

Ask the person when it was that he first experienced the feeling(s) of the grudge. Quite often, he will identify several experiences. In general, you will choose the earliest experience with which to work, or you may choose to work with the one that you calibrate to have affected him most intensely. It may seem most appropriate to allow him to use two or three experiences and to go back and forth between them as he sees fit.

"When a grudge is operating, the person is communicating incongruently."

Jane immediately found the reference experience. Although she described other experiences of a similar nature, she was certain that this was the experience from which the grudge originated.

3. The Structure of the Reference Experience

During this step in the process, you will be communicating with the person as he was when he originally lived through the reference experience. Usually, this is a young child. You will need to adjust your language accordingly, remembering that a child has a very limited vocabulary as well as a limited capacity for abstract thinking.

a) Criterion

Elicit which criterion was being violated in this experience. A simple "Which of your values was being violated?" is often all that is needed to begin this step. When eliciting criteria, the person may respond with the criterion word, a feeling or a behavior. If the response is a feeling or a behavior, you will need to assist him in translating it into the specific criterion word. Keep in mind that you are communicating with a child, and he may require special help with criteria words. You may also want to seek assistance from his "adult." Once the criterion is identified, ask for its flip side or opposite. This is not necessarily a linguistic opposite as in "adequacy/inadequacy," but may be something more idiosyncratic as in "adequacy/failure." Sometimes the flip side is elicited with the question "If you don't have X (criterion), what do you have (get)?

b) Complex Equivalence of Criterion

Ask the person what it was, specifically, that he needed in this experience from the other person(s) involved. (The child at the typical age that the grudge is formed usually has an external frame of reference.) This is to determine how he would know if his criterion was being met. The

child's lack of sophistication in language skills may make this step difficult and may require your assistance.

c) The Grudge Response

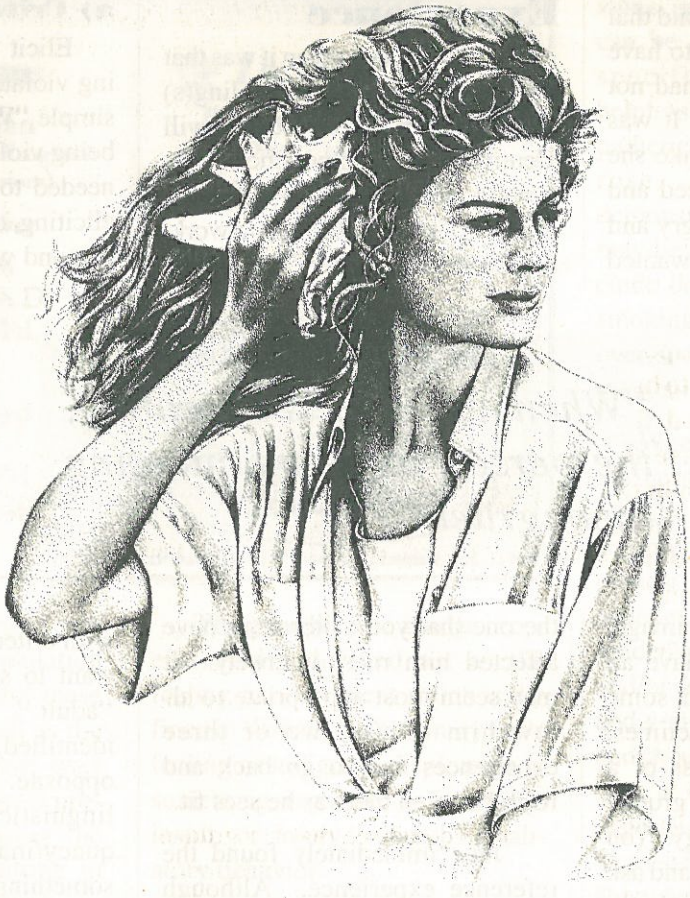
Ask the person what he did in response to the violation of his criterion. It is important that you elicit the behavior(s) with which the person responded. Keep in mind that a "non-behavior," for example silence, is a behavioral response. Identify all of the behaviors involved.

With Jane, the reference experience was structured as follows.

1. She felt that she was not being understood (criterion: understanding) in this experience. For her, the opposite of understanding was dismissal (flip side of criterion). In her experience of the situation, no one was taking the time to understand her thoughts and feelings, and therefore she was being dismissed.

2. The way she would have known that she was being understood (complex equivalence of the criterion) was that someone would have explained why it was so important to take the photograph and would have listened to her objections and explanation of how it was so important to her not to have the photograph taken.

3. What she did to make her mother regret this violation (grudge response) was to remain silent and to demonstrate through her withdrawal and in her physiology how miserable she felt.



4. Separating the GrudgeResponse from the Reference Experience

The information elicited thus far in the process can be used as leverage in this step. The object of this step is to help the child to "see" and experience the grudge response as not only ineffective, but actually self-defeating and leading him in the opposite direction of what he needed. In effect, the grudge response guarantees that he will not satisfy the criterion that was being violated in the reference experience.

a) Picture the Criterion Violation in the Reference Experience

Ask the person to make a picture of the reference experience which includes the violation to his criterion. Have him place the picture outside of himself and have him dissociate from it. If he has difficulty making a dissociated picture, assist him in doing so (e.g., manipulate submodalities).

b) Picture the Grudge Response

Ask the person to make a picture of the behavioral response he had to the violation he experienced. This is a second picture of the reference experience, but one which occurs in time just shortly after the first picture he generated. Again, have the person dissociate in the same way to this picture as he did to the first picture.

C) Go Meta to Both Pictures

Ask the person to have the child step out of each picture and look at himself in the picture. Make sure that each child is dissociated.

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d) Observe That the Grudge Response Does Not Get the Criterion Met but, in Fact, Gets its Opposite

At this point, you can begin to assist the child in seeing and realizing that the grudge response was counter-productive to getting what he needed in the reference experience. You will be directing your communication to the child who generated the grudge response (i.e., the child who is standing outside of and watching himself in the second picture). **What is required in this step is that he "see" that the grudge response did not further his efforts to have his criterion met; ensured that he could not, in fact, have the criterion met; and led him in the opposite direction of the criterion, that is, in the direction of the flip side of the criterion.**

This last point is a critical aspect of the entire process, and one that is important for the child to see. The child's grudge behaviors elicited the very opposite response of what he needed in order to have the criterion that was violated in the reference experience met. And it set in motion a life-long pattern of getting the opposite of what he wanted at the same time that he was going for what he needed and what was important to him. The grudge essentially takes on a life of its own, separate and unrelated to the reference experience, endlessly repeating itself. It gets to be about "getting back at" rather than getting the originally desired criterion met.

"The search for happiness is one of the chief sources of unhappiness."

- Eric Hoffer

Back to Jane

Jane could see that her grudge behaviors (withdrawal and a physiological demonstration to the world of how miserable she felt) did not, and could not have furthered her efforts to be understood (criterion: understanding). On the contrary, they contributed to her eliciting a response which she experienced as dismissal (opposite of the criterion understanding). She saw that she had developed a pattern that continued throughout her life which recreated in her the experience of being dismissed at the very moment she wanted and was attempting to be understood. Her grudge behaviors changed as she grew older, becoming more subtle and sophisticated. But they still contained the elements of withdrawal, ever more icy with age, and a demonstration of her disappointment, disapproval and displeasure.

The grudge appears to operate on an intrapersonal as well as an interpersonal level. Not only does the person manage to continue to set up situations where he experiences the opposite of the desired criterion from other people in his life, he also essentially violates this same criterion himself and experiences the opposite of that criterion at his own hands. Jane spent years recreating the experience of being dismissed by others (opposite of the criterion understanding). She also dismissed her own needs and feelings in the process and continued to remain with and surround

herself by people who dismissed her.

What is essential in this step is that the child is able to observe that the grudge response got the opposite of what he wanted. He may feel he got what he wanted in terms of getting back at (or even with) the other person(s) involved. Point out that he did not, however, get what he needed with respect to having his original criterion met or satisfied. Reassure him that he made the best choice available to him at the time, given his age, and that he had no way of knowing that such a self-defeating pattern would develop out of it. Nothing more is required of him up to this point other than noticing the ultimate effects of the grudge. You can move on from this step once you get a congruent acknowledgment of this observation from the child operating the grudge behavior.

Once she went meta to her pictures, Jane was quickly able to see how counter-productive as well as self-destructive her grudge response was. Not only did she realize it in regard to the reference experience, but also with respect to the grudge as a pattern in her life. It became apparent to her how she dismissed her own feelings when other people violated her criterion (understanding), and she realized how this contributed to having the pattern repeat itself.

5. Letting Go of the Grudge

Once the child sees that the grudge makes it impossible for him to get his originally desired criterion met and actually leads him to the opposite of that criterion, ask him if he is willing to let go of the grudge.

a) Elicit and Handle Objections

Typically, the child will have objections. It is important to flush out any and all objections and to handle each in turn.

Jane's "child" had several objections to letting go of the grudge. She had no idea what else she could do to communicate how violated she felt. In addition, she found this particular way of being and feeling very familiar and wondered if she would know how to operate in the world without it ("If I let go of this, who would I be then?). She also felt that letting go would mean that she had been wrong and had failed in her relationships over the past 40 years and that she had been fully responsible for each of the failures.

b) Access and Install Resources

Objections are usually variations on the theme of not knowing what to do instead of being grudgeful. It is most likely that the adult, just in the process of living his life and accumulating sufficient life history, has already developed the resources and skills that the child would have needed at the time of the creation of the grudge. An awareness of this is usually enough to handle any objections the child might have. If the child had had access to those resources in the reference experience, the outcome would have undoubtedly been very different. Once the appropriate resources are elicited and in place, you are ready to complete the process.

Jane's first objection was handled by pointing out that she had developed some highly refined communication skills over the years (she was a teacher and a psychotherapist) and had experiences in other contexts of successfully handling violations. She knew that with further change work (a change in belief was required) she would be able to communicate directly and appropriately whenever she felt violated. Jane's "child" handled the second objection on her own, realizing that she would rapidly be able to make the adjustment to being in the world without the grudge and that the objection was merely a panic response to the thought of sudden change. She had difficulty handling the third objection, but she was finally able to see that relationships are cybernetic and no one person has control of the whole. She also needed to understand that there are some people who are very dismissive of others and who are unwilling or unable to give equally in a relationship, and that she has a choice about whether or not to spend time with them.

"A person will be called to account on Judgement Day for every permissible thing he might have enjoyed but did not."

- Talmud

c) Relive the Reference Experience

Have the child step back into the first picture he generated of the reference experience. Ensure that the resources are available to the child, and have him relive the experience utilizing those resources. It may be necessary to interrupt the process in order to elicit further resources if he is having difficulty getting through the experience. It is important that he relive the experience in a more satisfying way since he now has resources available to him that enable him to attain the original criterion.

Having come this far through the process, Jane was overcome with feelings of sadness and remorse. She felt very sorry for her "child" who had been in such pain, with no way to dissipate it. In her mind's eye, she very gently comforted the child in the photograph. She spent time visiting and listening to her "child," making sure that she felt understood by her adult self.

d) Reorganize the Reference Experience

Have the child come back up through his life to the present, reorganizing from this experience as he does so. It is important that this reference experience become generalized in its new version throughout the person's life. Undoubtedly, different responses, sets of beliefs, perspectives, etc., will evolve if the "new" version of the reference experience succeeds in attaining the original criterion.

Jane was able to quickly return to the present, reorganizing as she did so. She came away with a much greater understanding and a better appreciation for herself as a human being, realizing that she was not "crazy" or "masochistic" as she had often feared. She was able, in a fairly short time, to terminate the relationship that had been such a torment for her.

The structure of the grudge and the manner in which it operates brings up several points that are noteworthy. The grudge appears to keep the person repeating the form of the reference experience with other people he encounters throughout his life. It is kept alive as an in-time experience by the continually perceived violations which are being endlessly created as a consequence of the grudge behaviors. And so it becomes a vicious cycle of wanting, not getting, then trying again more desperately.

It seems that the tremendous force and power of this compulsion to repeat derives from the particular configuration of the criteria involved. Both the violation of the originally desired criterion, as well as the creation of situations where the opposite or flip side of that criterion is experienced, provide a paradoxical and an ironic groundwork for repeatedly getting exactly what you most do not want to get.

In many ways, the grudge can be thought of as an organizing principle for a person's entire life. And in a similar manner, the process of letting go of the grudge can be considered an organizing principle for doing therapy. In addition to freeing a person of a repetitive behavior pattern and providing him with choice, it also serves as an entry point to a person's most highly valued criteria, his beliefs, assumptions and perceptual filters - - the patterns underlying the weave in the fabric of his reality.

Summary

1. Identify the grudge.
2. Find the reference experience.
3. Identify the structure of the reference experience.
   a. Elicit criterion and its flip.
   b. Determine complex equivalence of criterion.
   c. Identify grudge response.
4. Separate grudge response from reference experience.
   a. Picture criterion violation.
   b. Picture grudge response.
   c. Go meta to both pictures.
   d. Observe that grudge response does not get criterion met but, in fact, gets its opposite.
5. Let go of the grudge.
   a. Handle objections.
   b. Access and install resources.
   c. Relive reference experience.
   d. Reorganize reference experience

Footnotes

[1]Peele, Stanton. *Diseasing of America: Addiction Treatment Out of Control.* Boston: Houghton Mifflin Company, pp. 151-152, 1989.

Cheri Brinkman, CSW, NLP Trainer, is the Clinical Supervisor of the Outpatient Dual Focus Program (which serves individuals who suffer from both chemical dependency and psychiatric illness) at Gracie Square Hospital in New York City. She has used the process described in this article extensively on people suffering from a substance abuse as well as a psychiatric diagnosis, with remarkable results. She offers workshops and individual training and supervision in this process.

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Theatre

Building Character with NLP

Applications for High School and Community Theater



By Jeff Harrison, M.A. and Joe Munshaw, Ph.D.

This brief article arises from a graduate internship project in Speech Communication at Southern Illinois University at Edwardsville. The purpose of the project was to utilize concepts and skills of NLP in theater rehearsals.

The setting for the project was the production of a play called *The Butler Did It* by Tim Kelly at a public high school in the St. Louis metropolitan area. Most of the actors were young and relatively inexperienced in theater work.

We worked from the assumption that an actor having difficulty understanding his or her character could benefit from using:

1) **The NLP Meta-Model of Language to analyze that character's lines in the play, and the lines of others as they interact with that character; and**

2) **The application of Meta-Program categories to the character's map of reality. Developing a "self" is a series of choices. Interaction with others helps to develop a "self," both in "real life" and in dramatic productions.**

In working with the young actors, we first sought to get an outline of their characters by looking at their lines in the play. Did the characters speak in complete sentences? What kind of structures could we find in their language. We didn't overtly teach the jargon of the Meta-Model, but we did encourage the students to find out if their character's lines were well formed. How specific were the character's nouns and verbs? Did the character tend toward certainty or uncertainty, necessity or possibility, desirability or undesirability in his/her use of language (modal operators)? We did specifically discuss the concept of nominalizations and had students looking to see if and how their characters turned action and process into abstract nouns.

Later, we worked with the students to "fill in the blanks" of their characters. Again, without overtly using the jargon of NLP, we introduced the idea of Meta-Programs. We gave students the task of creating or enhancing their characters by answering such questions as: Does your character see the world as a friendly or dangerous place? Does your character think of life and people in terms of black and white, or in shades of gray? Does your character tend to be a stickler for procedures, or have a more "hang loose" approach to life? Does your character tend to look at the big picture of events in her/his

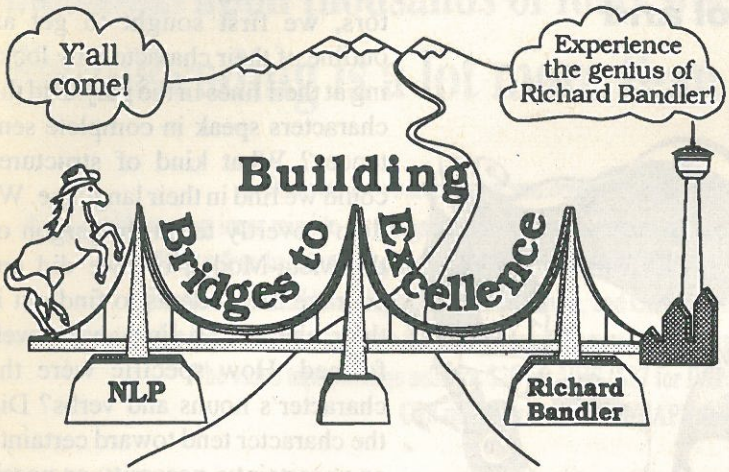
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life, or to pay more attention to specific details? Is your character more likely to be proactive in "going for the gusto," or to be cautious and security oriented in avoiding danger and negative results?

If your character were at a party or other type of gathering, which do you think he/she would tend to notice most: people; things; what's happening; the location of things, people and activities; or, when things occur? What in the above list would your character likely ignore or be oblivious to?

Sometimes the answers to the above questions were obvious to the young actors, and sometimes not. We encouraged the students to make up answers, and to try out various combinations of answers and notice how the different Meta Programs affected the way their character thought and acted.

We found this process particularly useful for actors who played characters that had a very minor role in the play. Often playwrights give little information about minor characters, so it is left up to the actor and director to fill out the character and make them as interesting as possible (as they fit into the flow of action within the play). For inexperienced actors, this is easier said than done. The use of the Meta-Model and Meta-Programs moved character development beyond a hit and miss process and into the realm of "trying on" specific patterns of language and thought in making characters come alive.

What surprised and delighted us, perhaps the most, was the spirit of experimentation and lighthearted fun that using these NLP concepts provided in the rehearsals and play development. Students were invited to become a part of the creative process. The applications of the Meta-Model and Meta-Programs offered several specific items for consideration, and at the same time encouraged a wide variety of combinations and possibilities.

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Jeff Harrison, M.A teaches and directs plays at Southern Illinois University at Edwardsville and East AltonWood River Community High School. Joe Munshaw is Professor of Speech Communication at Southern Illinois University at Edwardsville and Co-Founder of Gateway NLP Institute.

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Updating Self Images & Building Self-Esteem

by Ben H. Leichtling, Ph.D.

"Well," she said, "now I feel wonderful. I have a much more accurate idea of what I have done and what I can do. No more secretarial jobs for me; I really *am* a successful Director of Marketing and I *know* I can do even more."

Her body and voice are finally in alignment with her professional clothes and grooming. Her voice is steady and confident. Her shoulders are straight and square. Her head nods in agreement with her statement. Her jaw is firm, and her smile is strong.

Mary (a fictitious name) is 32 years old, single and, for 3 years the highly successful Director of Marketing of a growing company. The company is in the process of being sold and she needs to begin looking for a new job.

She wanted to present herself as a Director of Marketing but she felt like an "impostor." Her image of herself was an old one; that of being a secretary in the marketing department a position she held when she first began to work for the company. Somehow, Mary had so diminished or discounted the last 5 years of her professional accomplishments that she did not see her significant achievements. As a result, her self-esteem was low.

Yet she was preparing for an important professional transition and she needed to recognize her talents and accomplishments. Mary needed to reacquaint herself with Mary, in order to update her self image, build her self-esteem and get a position at least as good as Director of Marketing.

This case study brought into focus for me the relationship between outdated self images and low self-esteem, within the context of moving through life's many transitions.

Case Study

Ten years ago, Mary graduated from college with honors and a desire for a career in marketing. She also got married. Instead of pursuing her intended career, Mary worked as a secretary for the 5 years of her marriage. Did her husband prevent her from having a marketing career? Was Mary afraid of putting herself on the line and being more independent? "There was no real reason," Mary recalled, "I guess my being a secretary fit better into my ex-husband's schedule."

What finally caused Mary to leave the marriage? "There was no real reason to leave," she said. "I just felt worthless and trapped.

It was now or never." Her husband loved her, supported her well, and did not abuse her physically or financially. He did, however, make it clear to Mary that she wasn't organized enough, logical enough, careful enough, etc. "Could he be right?" Mary thought, "Maybe I can't do anything responsibly? Maybe I couldn't make it on my own?"

The images she had of herself being successful during High School and college had begun to crumble and fade away. They were replaced by images of worthlessness. Her self-esteem diminished dramatically. Mary judged herself as having failed in both her career and marriage.

Mary came to Denver. Even though she had a college degree, she took a job as secretary in a marketing department. This position was with a small but growing company and within 2 years, Mary rose to become Director of Marketing. Mary actually had many accomplishments and the company recognized her value and rewarded her significantly.

But despite these accomplishments, feelings of failure came strong and fast for Mary. In comparison, consciously reminding herself of her successes seemed slow and tedious. The outdated self image of being a disorganized, irresponsible and incompetent wife and secretary maintained feelings of low self worth.



The Relationship Between Self-Image and Self-Esteem

Mary's pattern is common. When we recognize ourselves as competent and capable, we generally feel good about ourselves and we label that feeling as "high self esteem." Conversely, when we think we are incompetent, helpless, hopeless, worthless, etc., we feel bad about ourselves and label those feelings as "low self-esteem."

Feelings of high or low self-esteem are commonly based on judgments we make about ourselves in comparison with "reference standards." These reference standards are based on other people's performance or expectations, societal standards, internal expectations or our past performances. We also maintain selected "data" (memories of experiences) coupled to the reference standards. We then have some major representation or image that reflects our judgments and "shows or says it all." The submodalities used to encode those images remind us of

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those judgments. Therefore, some of the key components of that process are:

- **Connecting judgments about behavior with feelings of self-esteem.**
- **Selecting how much to value or to discount which of our experiences ("data").**
- **Selecting the set of standards to which comparisons and judgments will be made.**

Thus, for many people, feelings about themselves (self-esteem) are in response to the submodalities of the major image as well as the individual experiences (memories, "data") which are maintained by deletion, distortion, generalization, creation, etc. All too often, outdated images and perspectives from one particular time in life are maintained, reinforced and treated as if they are current. In these cases, our opinion of ourselves also remains fixed in time.

"Everybody loves success, but they hate successful people."

- John McEnroe

By simply updating our self image, feelings of self-esteem are automatically changed.

One of the key approaches of NLP is to create or select perspectives that motivate us to feel and perform our best. Since there was ample evidence that Mary's performance had been excellent during the past 5 years, the result of updating self images would be increased self-esteem and increased personal resourcefulness. Increased self-esteem and personal resourcefulness are crucial in moving through transitions effectively and gracefully.

How Mary Encoded Her Self Image Through Time

When we examined representations she had of herself at different ages, Mary's process became apparent.

Through childhood and college, Mary had major images of herself growing more competent. Each major image of herself was surrounded by smaller images of specific examples of her learning some skill or accomplishing some task. Still further out from those central, major images of herself, were images of examples of her having difficulties or not succeed-

ing. And on the periphery, were examples of the opinions of others who did not approve of what she was doing. All of these images were "connected" to her major self image.

For Mary, when the "positive" examples were more numerous, larger or brighter, the major, central image was bright, glowing, solid, three dimensional and bold, and her feelings about herself were correspondingly glowing. Mary could see a progression of growth, learning and competency from childhood through college. At that time, her self-esteem was high.

During her marriage and working as a secretary, these "positive" images began to fade away. Many examples of incompetence, first labeled by her ex-husband and then by herself, began to fill more of the space. The "positive" examples were hidden from view and, therefore, from importance. By the end of her marriage, Mary's major self image looked dim and faded, and was crumbling. Her self-esteem decreased.

What about her accomplishments in the last 5 years? Those experiences were pale, tiny and distant from the major image, and totally unconnected to it. "After all," Mary reasoned, "those successes only happened because of *luck*. Besides, those achievements were no big deal. Even *I* was able to accomplish them." However, any set backs during that time were very large and bright, and connected to the major image. They reinforced her self assessment from the years of marriage and secretarial work.

A Method For Updating Self-Image

Information and ideas from the self-esteem explorations of Steve Andreas and the Time Path explorations of Richard Bandler and Connirae Andreas contributed to this process. They will be familiar to those with advanced NLP training.

In Mary's case, we focused on updating her self image. However, as she re-evaluated her achievements, she updated and altered the standards she used for comparisons, and she also removed the connection between evaluations of her performance and her feelings of self-esteem.

1) **Elicit the submodalities of the representation of the major self image and of the evidence (memories, "data") that supports or contradicts that major self image. Do the elicitation for a number of important, transition times in the person's life, so that some sort of progression is evident. Variables that are commonly associated with self evaluation are the number of different types of examples selected, size, brightness, and distance from and connection to the major self image.**

2) **Adjust the submodalities of the examples and of the major images so that the person's response is appropriate to the task at hand. That is; the person is in a resourceful state with more than enough skills (or the drive to acquire the skills) to deal with the present situation.**

Mary brought back many examples of things she had actually done well but had discounted. These examples were made bigger and brighter and were highlighted and positioned next to the major images. Examples of what she had not been able to do, or at least what she had not accomplished on the first attempt, were diminished in size and separated from the major images. Also, the actions she would not do again were reduced in size and shifted further out, so they did not reflect on her self image. However, these smaller images were visible enough to provide feedback and motivation for self improvement. Her ex-husband's judgments were moved to one side and further separated from her major self images. This made it easier for her to make her own judgments based on her own standards. As she did this, the major images automatically changed to become bigger, brighter, glowing, etc.

Mary also adjusted the reference standards she used for comparisons. She reviewed and updated the expectations she placed upon herself. She focused on her progress in comparison to her abilities when she was younger. As she shifted to internally based standards, the opinions and judgments of other people further diminished in importance. Those external judgments now provide information about the other person's filters and standards; not about Mary's identity. It might be useful for her to consider those opinions, but they are not connected to her self image and her self-esteem. Mary no longer thinks of having to earn or deserve self-esteem.

3) **Guide the person (associated in that resource state) in travel-**

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ing in time, from the past to the present. At each significant transition, assist the person in experiencing those times with their new way of coding self image and their new sense of high self-esteem.

4) **Future pace. Guide the person in developing inspiration, a definite direction (something to reach for), and motivation.**

Comments

This process is described for a highly visual person, for whom it was first used. Therefore, the images were readily available and visible. For other individuals, an "as if" frame might be useful. The same general process is also effective for individuals who use predominantly auditory or kinesthetic representation systems. For example, one musician represented himself in musical themes that evolved through time and changed significantly during major transitions in his life. The major themes and the underlying elements were the adjusted variables.

You may have a client who is aware of many memories of specific incidents but not of major self images. Every time they examine themselves, that individual will probably have to sort through much data. It may be useful for them to develop major self images, so they have a more immediate sense of themselves.

Some people have had recent times of poor performance or "failure." In those cases, it may be important to focus on separating the performance from their self-esteem, on integrating the new learning's or on getting back on track after a detour.

Since each individual's structure is unique, this process of updating self image tends to be a "designer process."

Mary's Transition and Summary

After updating her self image, Mary proclaimed that she wasn't so bad after all. She knew that she really did have many skills. Her success had always been based on what she did with her opportunities. The judgments of other people simply do not affect her sense of herself. Mary no longer feels like an impostor.

Mary has what she wanted-the confidence to seek a marketing director's position or another such appropriate job. She has also received added bonuses. In the separation of her self-image and self-esteem from judgments on her performance and from the opinions of others, in her updated estimation of her abilities, and in her sense of confidence in having the future she wants, Mary has more than enough resources to move effectively through this major transition in her life. Her new sense of self-esteem has already begun to generalize into other aspects of her life such as her transitions in intimate relationships and with her parents.

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Ben H. Leichtling, Ph. D., is in private practice in Denver, Colorado. In addition, he has been training people to deal with change and make smooth, effective and successful transitions in personal, career, and business situations.



Karoshi - Japanese for Death From Overwork

While we don't have an official term in the United States for "working yourself to death," we can relate to the syndrome. On the average day, about 140,000 people die in the United States. We can only guess at which deaths were work related. A recent report from *The World Labor Report* cites karoshi as a concern for more than 40% of Japanese workers. Disgruntled by the report the Japanese Ministry of Labor has filed a formal protest against the International Labor Office, publisher of the report, claiming incorrect data. Such reports only fuel one's desire to find happy and satisfying work. A delightful book called *Do What You Love and The Money Will Follow* describes how if we truly "work" our passions, we will be successful in both the spiritual and financial arenas of our lives. Would you rather suffer from karoshi or toil for your passion?

Dieting and Pavlov's Dog

Neurologist Alan R. Hirsch, MD recently reported that sniffing your favorite food odors may help diminish hunger. I'm skeptical. Like Pavlov's dog, I salivate at the smell of warm bread just pulled from the oven, the aroma of coffee in the morning, and spicy spaghetti sauce bubbling on the stove. The study claims that the olfactory bulb, which processes aroma, is linked directly to the part of the brain that controls hunger. Dr. Hirsch's Dieting Theory: sniff foods deeply before eating to get more aroma molecules to the olfactory bulb, chew thoroughly, possibly eat less, subsequently lose weight. Good luck. Genevieve's Sniffing Theory: sniff foods deeply, enter eating frenzy. Genevieve's Dieting Theory: don't sniff anything, don't eat anything, suffer, lose weight.

The Continued Saga of Vitamin C

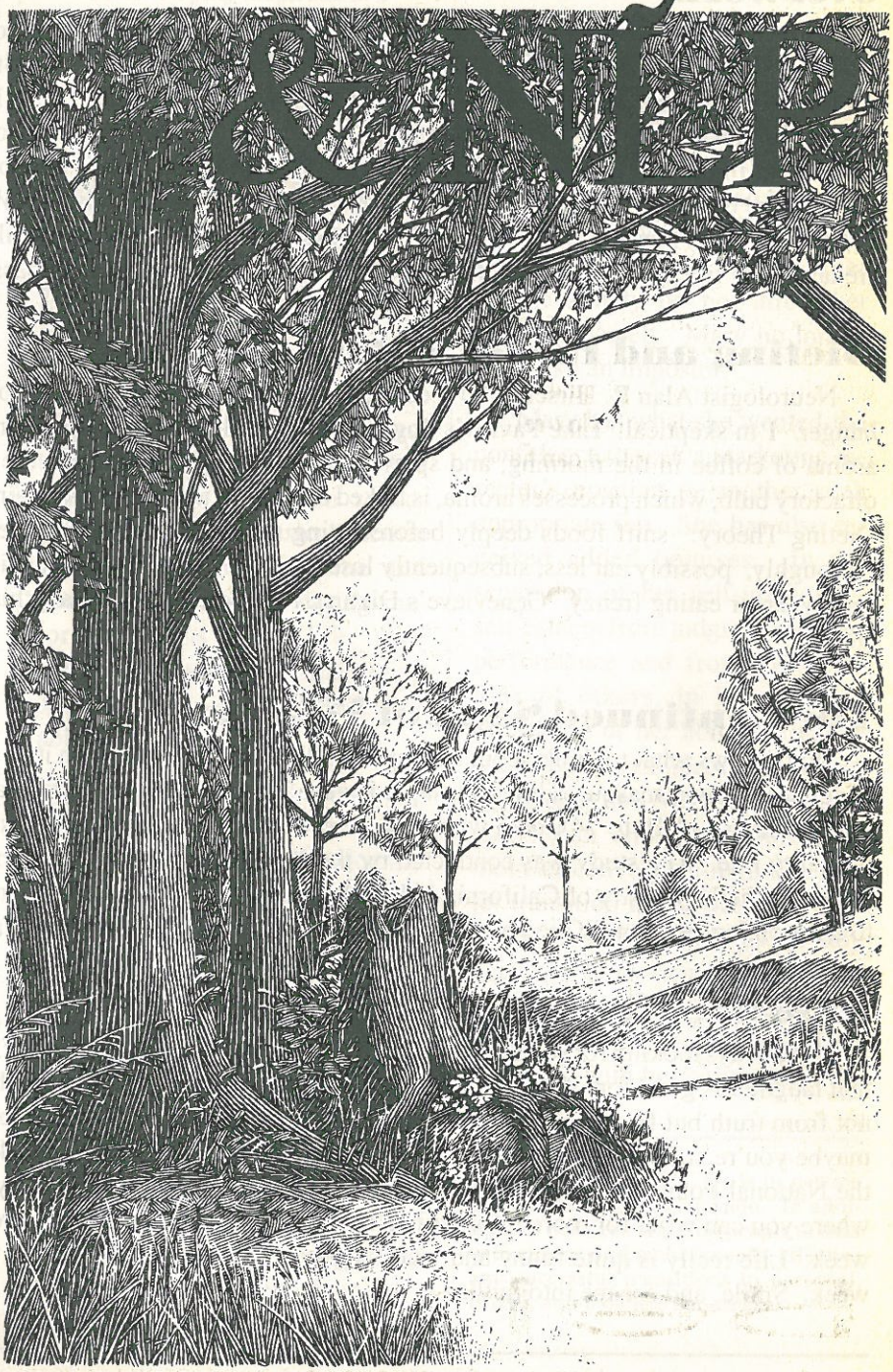
Who knows what to think about the super "C?" Some reports claim it as a wonder vitamin, some claim it as a regular nutrient, masquerading as a super healer. Here's some new information. In a 10-year study of 11,000 Americans (aged 25 to 74), men who took at least 50 milligrams of vitamin C per day had a 41% lower total mortality rate. The study was conducted by the School of Public Health and Jonsson Comprehensive Cancer Center at the University of California in Los Angeles. It also stated that women benefited from vitamin C, but to a lesser degree. Forty One Percent!! That's worth some OJ on the breakfast table.

Laughter for Your Spirit

I'm always looking for something to laugh about, even if I'm the subject of the giggles. Recent studies indicate that laughter is good for your health and mind, if not your attitude. Christopher Fry said "Comedy is an escape, not from truth but from despair; a narrow escape into faith." If life just doesn't seem funny to you these days, maybe you're suffering from a form of depression. By calling 1(800) 248-4344 you can hear a recording from the National Foundation for Depressive Illness. The recording describes symptoms of depression, an address where you can write for more information, and physician referrals. Lines are open 24 hours per day, 7 days per week. Life really is quite funny and worth a good belly laugh at least once a day, 24 hours per day, 7 days per week. Smile, and escape into faith.

≡by Genevieve Wooden

Spirituality



If you are "growing," are you also getting more "spiritual" as well?

By Jerry Stocking

What does personal growth have to do with spirituality? Basically I think nothing. Personal growth is a journey in which progress is possible. Spirituality is a behavioral realization of who you were not all along. To confuse spirituality with personal growth is to attempt to apply all the wrong rules, or to apply rules appropriate in one tunnel to a different tunnel. This doesn't work. Personal growth, depending on how widely you define it, may get you ready for spirituality but the two are not to be confused.

If you are going to launch a rocket there are several things you must do to prepare the rocket. There are many details to be managed and much to be done. Any failures or oversights will delay or ruin the launch.

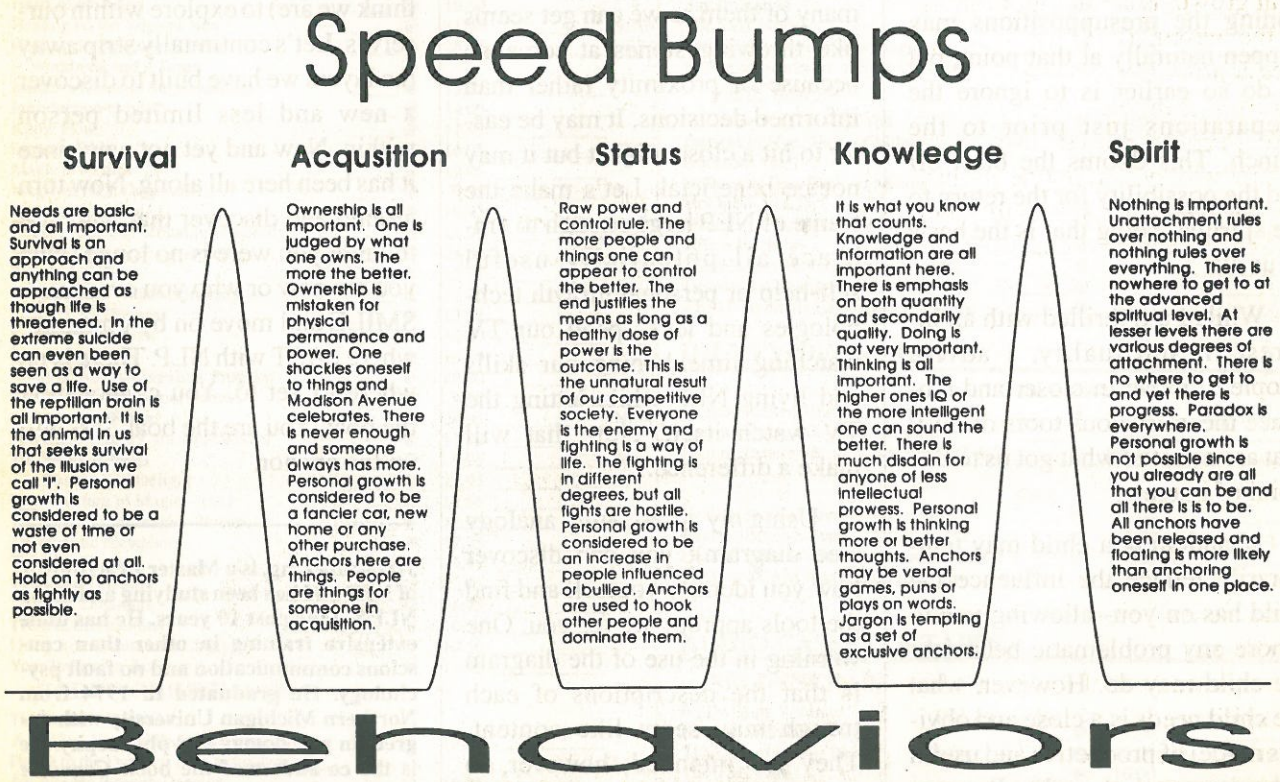
From the second the countdown reaches zero, there is a fundamental change. Personal growth may be the cleaning up of the ways we have dirtied our life, but spirituality is fundamentally different. While the former may prepare us and may be necessary,

personal growth is so far from sufficient once your spiritual rocket has been launched that it appears unrelated. NLP (tools, distinctions, models and approach) is wonderful during the preparation stages and useful in cleaning up the messes and limitations that we and others so aggressively perpetrate on ourselves. An aggressive and rigorous application of the tools of NLP to oneself can result in living a life of NLP. Enough living a life of NLP can result in discovering that we are not the limitations, concerns, beliefs and circumstances we argue so aggressively for. We can discover, from the materialist, that there is no correlation between quantity of money and quality of life. Like a deeply orthodox religious person, NLP applied can have you discover the degree to which orthodoxy is not you. Like the confirmed victim or a confirmed growth addict, NLP lived can have you discover your own personal responsibility. NLP lived can provide you with the behavioral insight that there is nowhere to get to--which brings the present to life. The spiritual rocket can only be launched from the present, so this is a solid beginning.

These discoveries may be threatening to the illusion we have learned to call life. NLP as a tool for preparation and dis-identification is very useful. After the spiritual journey has been launched, the tools of NLP have done their job and are no longer necessary or useful. Spirituality is a tool-less world. Tools are for doing and spirituality concerns being. To "be" by definition is independent of doing.

While there may be a tendency to continue to play with basic tools, there is a danger in holding so tightly to them that you are holding on to the anchor at blast off. Anchors can be useful but what they hold in place are illusions. Anchors are not the point. They are a tool or mechanism we use to make SENSE of the world and of ourselves. Making SENSE of the world has nothing do with spirituality.

To effectively use NLP for personal growth, we must become ever more rigorous in the application of the tools of NLP. We must live by the presuppositions and speak by the Meta Model. Not because anything in NLP is true--but



because it is useful. We must avoid spirituality as a nominalization like the plague. And, we must know (trust) that when it is time for our spiritual journey, we will be ready through NLP. We will be flexible enough to enter the new and completely different tunnel and embrace the unfamiliar rules there. We will also be aggressively applying the tools of NLP while paradoxically holding them so loosely that we can let them go in the moment of blast off. Knowing when that moment is may seem difficult. Don't worry when it comes you will not be able to avoid it. Until then, any attempt to have it come is worthless. I think what we need is to apply the presuppositions and tools of NLP so aggressively that we flip over to spirituality. Abandoning the presuppositions may happen naturally at that point, but to do so earlier is to ignore the preparations just prior to the launch. This dooms the blast off and the possibility for the return to the spiritual being that is the basis of us all.

While I am thrilled with an interest in spirituality, I advise people to move in closer and embrace the marvelous tools of NLP that are a part of what got us to this point of interest.

Abandoning a child may temporarily reduce the influence the child has on you--allowing you to ignore any problematic behaviors the child may do. However, what the child needs is a close and obvious model of productive and useful behaviors and thought. Remove the model and there is no telling what mischief the child will be up to. Adhere even closer and more rigorously as a model and when it is appropriate, the child will know when it is time to blossom into BEING his or her own model.

Comparing NLP to TM, Est or religions is not beneficial. A much more useful comparison would be between NLP and Gilligan's Island. Can you see a picture of Ginger? of Richard Bandler? How about Milton Erickson? or the Skipper? Comparing valuable tools for progress when we need as many of them as we can get seems like throwing stones at someone because of proximity rather than informed decisions. It may be easier to hit a closer object but it may not be beneficial. Let's make the frame of NLP large enough to embrace all potentially useful self-help or personal growth technologies and let's spend our TV watching time honing our skills and living NLP while letting the TV watch itself. Now that will make a difference.

> *"Tools are for doing and spirituality concerns being."*

Using my speed bump analogy (see diagram), you can discover how you identify yourself and find the tools appropriate for you. One warning in the use of the diagram is that the descriptions of each trough may seem like content. They are intended, however, to represent process. As such, *what* is interpreted is much less important than *how* things are interpreted. Even more important than the *what* or the *how* is the inherent unreliability of the person doing the interpretation, since by definition interpretation is based on perspective and perspective is dependent on where you are. Where you are is a function of your present limitations and personal progress is opposed to all such limitations. Thus enters the bind--we must effectively explore what we think we are while we discover that we are no longer who we thought we were. The more rigorously we apply the tools of NLP, the easier and less personal the necessary stripping of limitations becomes.

Let's aggressively apply the tools of NLP to ourselves (what we think we are) to explore within ourselves. Let's continually strip away the layers we have built to discover a new and less limited person within. New and yet not new since it has been here all along. Now turn around and discover that who you thought you were is no longer who you are now or who you ever were. SMILE and move on by going nowhere FAST with NLP. There is no where to get to. You cannot miss the boat. You are the boat, just pull up the anchor.

≡

Jerry Stocking, is a Master Practitioner of NLP and has been studying and using NLP for the past 10 years. He has done extensive training in other than conscious communication and no fault psychology. He graduated in 1974 from Northern Michigan University with degrees in psychology and philosophy. He is the co-author of the book *Cognitive Harmony, An Adverture in Mental Fitness.*

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The Ball and Chain Clubs

by Jack Heggie

Sixth grade history class research project, submitted by Richard Carter, April 6, 2155. Just over a century and a half ago there existed, for reasons that are not entirely clear even today, a large group of people who had large heavy iron balls attached to one ankle by means of a heavy chain.

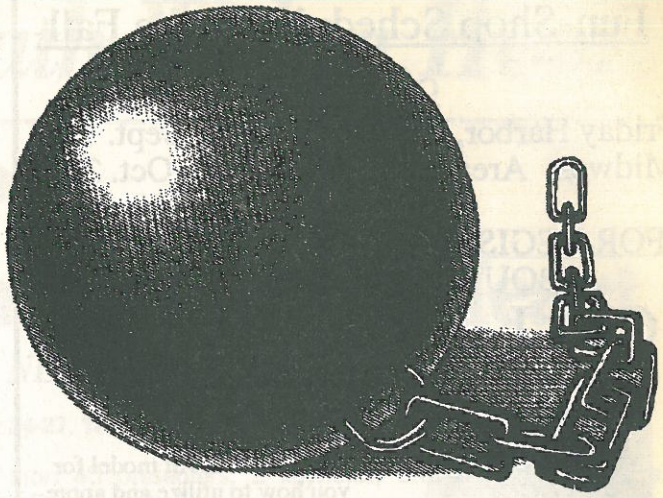
These balls and chains were a considerable impediment to those that they were attached to, of course, and so the men and women tried to find some way to *deal with* their balls and chains. (This phrase, to *deal with* something was a favorite among Ball and Chain Club members, and was a good way to recognize them.)

Those afflicted with a ball and chain joined clubs, each of which had a different way of *dealing with* the ball and chain problem.

One group called themselves *bodyworkers*, and they tried to find ways to carry the heavy ball around so that it wouldn't impede their walking. Those bodyworkers came up with several different approaches for *dealing with* their balls and chains.

One group, which referred to its members by the unlikely moniker of Feldenkrais Practitioners, advocated carrying the ball about in the hands. This approach worked fairly well, but made it difficult to do anything with the hands unless the ball was first set down. Nevertheless, many people adopted this course, and some even became extremely strong by constantly picking up and putting down the heavy ball.

Another group, which called themselves Alexander Teachers, advocated balancing the ball on top of the head. This proved to be very tricky, but, when mastered, worked well, and freed the hands for other uses. Those who mastered this technique developed an excellent sense of balance and poise, for which they were greatly admired. Unfortunately, balancing the ball in this way proved very difficult to master, and only a few people were able to learn to do it well. Also, there was the problem of the ball falling off the head and injuring the toes of the Alexander Teacher, or of someone standing nearby.



Still another group, which called its members Rolfers, had yet another means for *dealing with* the ball and chain. Unfortunately, little is known of the methods of this group today, except that they were purported to be quite painful.

Another series of groups advocated what might be called a psychological approach to dealing with the ball and chain problem.

By far the most popular of these groups was called NLPers. The members of this group had a very large variety of techniques for convincing themselves that either they did not, in fact, really have a ball and chain; or, that they did have a ball and chain, but that it was really an advantage to have one; or, that the ball could be used as an effective weapon against enemies; and so on and so forth.

Members of this group became so skilled at argument that they were virtually unbeatable in debate, and many attained high governmental office, or were very successful in business.

This group, as is well known today, suffered a decline in popularity when one of the two founders was discovered to be a saboteur from the dying planet Altair Four, who's citizens wanted to take over the Earth. The real objective of NLP, it was discovered, was to so confuse the inhabitants of planet Earth that they would

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be able to offer no effective resistance to the invading armies of Altair Four. Nevertheless, in spite of this troubled beginning, NLP prospered and many people claimed that they benefited from its techniques.

Another psychological approach was called Ericksonian Hypnosis. The members of this group hypnotized themselves into believing that they had no ball and chain. Some were so successful at this that they actually were unable to even see or feel their impediment. (They called this effect *negative hallucination*.)

Hundreds of books were written about these various techniques, and many of these books may be found today in libraries which specialize in oddball or crackpot theories, along with books on Einstein's theory of relativity, democratic governments, Scientology, so called *natural* or *organic* diets, and so on.

Other groups devised still other methods of dealing with the ball and chain problem, such as building a small wagon to carry the ball around in. This eliminated the clanking of the ball, of course, but the wagon wasn't really much of an improvement. Nevertheless, this method became quite popular since no effort was required to learn to use it, and many people bought fancy wagons with built in stereos and personal computers to carry their balls around in. In terms of numbers, of course, these latter groups far outnumbered the *bodywork* and *psychological* methods.

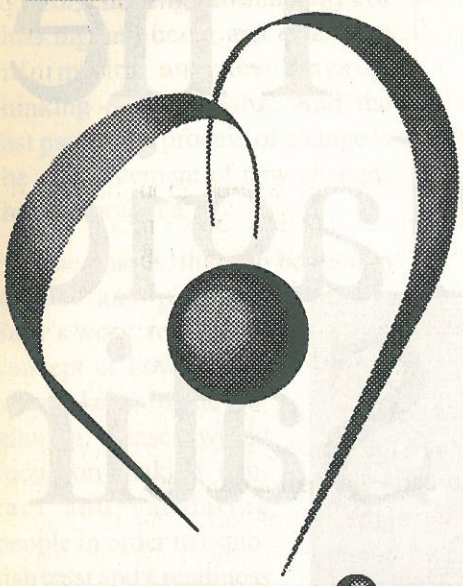
What seems strange today, looking back on this time, is that only rarely was anyone ever successful in actually removing the ball and chain. In fact, so many people had these things that the condition was considered normal, and the very few people without such were considered aberrations, and their pronouncements about how life could be without a ball and chain were passed off as a kind of blue sky vision of some unattainable utopia.

Today, of course, we know how to actually inhibit the formation of the ball and chain in utero and immediately after birth by means of the celebrated Slovacek Maneuvers, and the old Ball and Chain Clubs are now of interest only to historians.

≡

Jack Heggie maintains a private practice in the Feldenkrais Method in Boulder, Colorado.

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Practical Skills for Therapists

The Magic of Satir

By Sharon Loeschen, M.S.W., L.C.S.W.

Presented here will be the author's assessment of the general process and many of the practical skills that Virginia Satir used in her work. Although many think of Satir in terms of family work, most of her skills were universal in application. Examples of how she would apply her skills to individuals, couples, and families will be included.

Satir's process was based on her philosophy. Although much of this text will focus on her skills, it must be understood that her basic orientation toward people was central to her way of being. Satir believed that "the job of a therapist is to help people have stars in their eyes--to truly feel their own value!" She viewed people as manifestations of the life force and therefore sacred. She believed people to be miracles and worthy of love. She described herself as looking beyond people's behavior and connecting with what she called their "pure spirit."

Satir saw people as having many inner resources such as the capacities to imagine, create, explore, feel, express, choose, and to be courageous and wise. She believed that these capacities often become blocked, to a greater or lesser extent, by family and societal rules resulting in a lessened sense of self-worth.

With this philosophy, she took the stance that the way to facilitate growth was through nurturance. Nurturance to Satir meant conveying a deep respect and reverence for each person as a unique individual. It also meant conveying to people her belief that all are equal in personhood no matter what their gender, age, race, or level of intelligence.

Another basic premise from which Satir operated was that change was always possible. She worked on the assumption that when people come for therapy, they want to change even though they may be resistant. She viewed resistance as a natural protection--that it is less threatening to stay with a familiar way of being than risk going into the unknown. She would respect the resistance but ally herself with the part that wanted to change.

Satir conceptualized the process of change as having five stages. Beginning with "the status quo" where the person has an awareness of a need for change but the pull to

stay with the familiar is stronger than the pull to change. Then a "foreign element," such as a school's referral of a child for therapy, enters the system and creates "chaos." This is the critical point where the therapist can enter the system, challenge current ways of thinking and being and offer new information and new ways of thinking and behaving. And the last part of the process of change is the reinforcement of new changes through practice.

The phases, that can be seen in almost any piece of Satir's work, reflect this concept of how change takes place. In the beginning, phases would focus on making contact and validating people in order to establish trust and a readiness for change. When this was established, she would move into creating awareness, promoting acceptance, and making changes. And finally, she would work on reinforcing the changes that had been made.

In the book upon which this article is based, *The Magic of Satir: Practical Skills for Therapists,* the author identifies 37 skills that Satir used within the phases of her work. Due to the need for brevity here, only certain skills will be described.

Since validating people was such a basic part of her work, Satir used many skills for this purpose. Three of them were the following:

Appreciating

Satir would validate people by verbalizing her appreciation for their pain, efforts, courage, etc.

- **Examples with individuals:**

"I can really appreciate what you have had to cope with."

"I can really appreciate the courage you have had to muster."



- **Examples with couples:**

"I can really appreciate the way the two of you have tried to resolve this."

"I really appreciate the efforts you both have put into this."

- **Examples with families:**

"I can really appreciate the pain this family has been through."

"I can really appreciate the many different ways this family has tried to cope."

Reassuring

Satir would validate people by conveying her belief to them that they had been doing their best.

- **Examples with individuals:**

"At the moment we do something, it's the best we know how to do or we would do something different."

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"I believe that at any moment in time, each of us is doing the very best that we can. There may be new information that we can gain, however, which will help us in the future."

- **Examples with couples:**

"You have both been doing the very best with being married that you know how to do with the models that you had."

"Making mistakes is wonderful because we can look at them and learn and grow."

- **Examples with families:**

"Parenting is probably the most difficult job anyone ever has to do, and yet the only preparation most of us ever had for it was our own parenting. If that left something to be desired, we may not have had everything we needed."

"All of you in this family are doing the very best you can."

Engendering Hope

Satir would work to reconnect people with their hope. It was her belief that hopelessness drains people of the energy necessary for change.

- **Examples with individuals:**

"Although it feels pretty hopeless right now, I see new possibilities for you.

"I can understand why you have become discouraged, but I know there are other alternatives we can explore."

- **Examples with couples:**

"I would like to hear from each of you, what you hope to have happen here today?"

"I can understand that you both are feeling discouraged about your marriage, but I see lots of possibilities for improving the way you are with each other."

- **Examples with families:**

"After meeting you folks today, I am sure we can work out some

"Advice is what we ask for when we already know the answer but wish we didn't."

- Erica Jong

ways that this family can have more pleasure and less pain."

"I see lots of new possibilities for this family as you learn how to be with each other in different ways."

In the third phase of Satir's process, she was working to create new awareness. Two of the skills she used for this were the following.

Shifting from Content to Process

Satir often stated that "the problem is never the problem, it is the coping with the problem that is the problem." To help people make the shift to their becoming aware of their coping and away from the content of the problem, she would often guide them to explore the "how" of a situation as opposed to the "what."

- **Examples with individuals:**

"So you are feeling scared about speaking up. How are you scaring yourself?"

"How are you talking to yourself right now that is making you feel bad about yourself?"

- **Examples with couples:**

"I hear a lot of pain in your relationship as you each tell me your side of the story. Since we learn from our models, I am interested to know how each of your parents handled their differences."

"You both have been sharing your disappointment over your son's truancy. I'm wondering how you have talked with each other about your pain?"

- **Examples with families:**

"Charles, you are feeling frustrated because Jeff doesn't seem to be motivated. Do you know what makes Jeff happy? How do people in this family find out what makes other people happy?"

"You have a different opinion on this matter than your mother. How do people in this family disagree with each other?"

Identifying Dysfunctional Process

Once Satir had successfully shifted the focus off content and onto process, she worked to help people gain awareness of the specific dysfunctional process occurring. She believed that most people are not aware of their own process and need help to see how they are functioning. She used to say "we cannot see our own backside."

- **Examples with individuals:**

"What I'm hearing, Steve, is that you make a promise to yourself and then you don't deliver to yourself? Is that what you are struggling with ?"

"So what goes on for you, Maria, is that you think that your husband is too hard on the kids, but you can't tell him. Is that the way it is, that you might get in trouble with him if you did?"



- **Examples with couples:**

"What I see happening between the two of you is that you are each feeling pain about what is happening in your relationship, but you show it differently. You, John, have become silent and withdrawn. You, Joan, have learned to reach out to the kids instead of to John. You both want more closeness, but don't know how to make that happen. Does that ring true for each of you?"

"My sense is that the two of you had high hopes for your relationship that have not come true and that is hasn't been okay to talk about those disappointments. Is that a possibility?"

- **Examples with families:**

"One of the things that is coming to me as we talk is that this family doesn't know how to find out what makes other people happy? Could that be?"

"As you tell me what a typical day is like in this family, I get the feeling that people are real hungry for contact, but they don't know how to go about getting it. Does that seem to fit?"

After facilitating greater awareness and acceptance, Satir would move into the crucial phase of making changes. Two the skills she used in this phase were the following:

Challenging

Satir would challenge dysfunctional perceptions, interpretations, beliefs, expectations or behaviors.

- **Examples with individuals:**

"Is it true that you must always be nice? Are there times when it would be okay to be other than nice?"

"Are you ready to start a new process for yourself?"

- **Examples with couples:**

"Now that you see that you have put an expectation on your spouse that doesn't fit, are you willing to let go of that?"

"Do you really think that if you tell your wife what's going on for you, she will disintegrate ?"

- **Examples with families:**

"As you look at your daughter, are you willing to say to her what is in your heart?"

"Would you be willing to tell your father what it was like for you when he left the family?"

Reinforcing

The final phase of Satir's work was one of reinforcing functional changes. Some examples of this are:

- **Examples with individuals:**

"I'm so glad you were able to get those things out that have been stuck inside. "

"Oh, that's wonderful that you could tell me that."

- **Examples with couples:**

"Okay, that's good that you could get that straight with each other."

"How wonderful that you two can now be with each other in this new way!"

- **Examples with families:**

"It's marvelous that you could say this to your parents. Now they have new information for understanding you.

"I can see very positive things happening as this family begins to talk with each other in different ways."

Consistent with her philosophy, Satir's last phase is validating just as her beginning phases were.

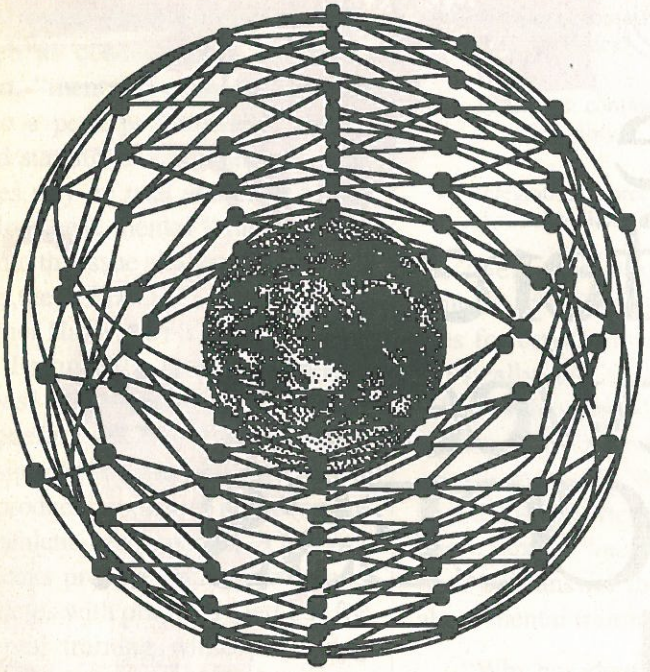
It is the author's hope that through this article, the reader has been able to feel the tone of Virginia Satir's work as well as learn some specific ways in which she applied her philosophy.

*Taken from *The Magic of Satir: Practical Skills for Therapists* by Sharon Loeschen, LCSW. Published by Event Horizon Press.

Sharon Loeschen, M.S.W., L.C.S.W., is well recognized as an accomplished psychotherapist and teacher. She received the 1990 "Recognition for Professional Excellence" Award from Family Service of Long Beach, California. She has taught hundreds of graduate students in effective counseling techniques for individuals, couples and families.

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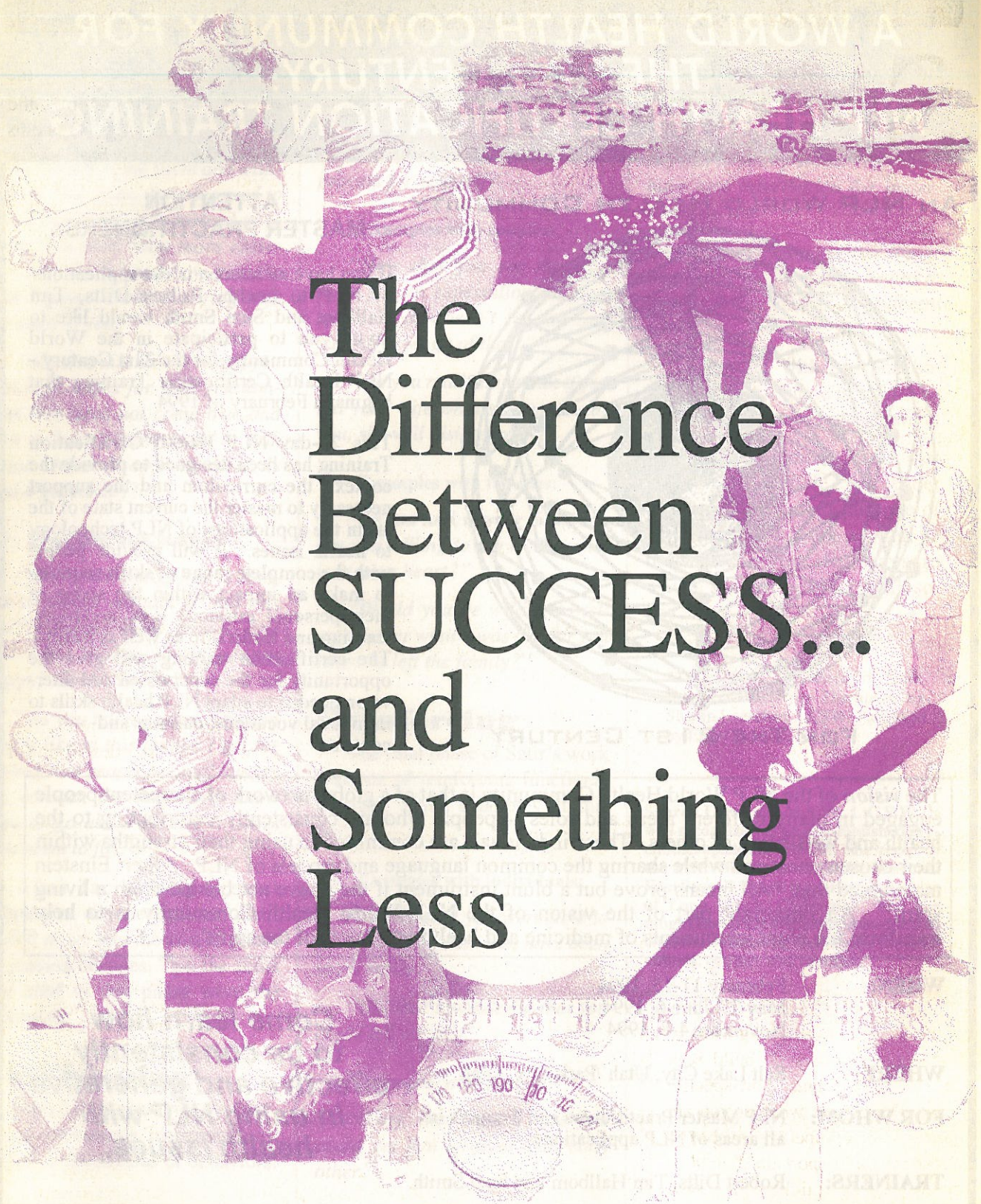
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The Difference Between SUCCESS... and Something Less

By Charles Parry

Successful athletes know that the difference between success and something less is rarely physical, but MENTAL. For a competitor to succeed again and again, s/he must employ skills such as concentration, visualization, "mental toughness," getting into a peak performance "zone" and staying in it. Commonly, athletes rely on trial and error to develop these mental "muscles," or avoid the issue all together by joining the YEHIOYD school...(You Either Have It Or You Don't).

Fortunately, there are alternatives! Performance Capability Modeling (PCM) is an approach designed for those who have set out to produce continuous improvement in athletic performance. PCM consultants provide both coaches and athletes with practical methods for mental training while provoking discoveries about athlete's pre-existing, yet underutilized, "natural" improvement processes.

Now of course, doing your sport daily with high intensity will build quite a bit of mental fitness without any special training. But will it get you to the top of your potential? Without smarter methods you risk reinventing the wheel.... in the age of space travel.

A key goal in designing winning training programs is to build both general fitness *and* sport-specific skills. This is true whether you are coaching top competitors pushing a plateau or multi-sport athletes intent on developing quickly in a new sport. It is true whether you're training the body, or the brain that runs it. Building a baseline of fitness must occur in four mind-body areas:

- Focus & concentration (i.e., strength)
- Emotional control (i.e., endurance)
- Strategy & confidence (i.e., flexibility)
- Integration & precision (i.e., relaxation).

There are many excellent sources of information on strategies for establishing that baseline physically, but what about mentally? What are some of these "using your smarts" methods for mental training? We will take a look at the specifics of what a PCM consultant, or "*modeler*" does, but first, let's answer the big question about mental training:

"Why has identifying, improving, and teaching sport-specific mental skills been so difficult?"

Two big answers: First, the athlete is an "expert system", and interacting with expert systems requires some specialized skills; Second, learning and performing are distinct operations which often get mixed together inappropriately.

The Athlete is an Expert System

Let's consider a successful athlete as an expert system--an intelligent machine, in the best sense of that word. Perhaps think of the computer (in the television show *Star Trek, The New Generation)* that runs the Starship Enterprise: The intelligent machine rarely makes errors, it is able to respond instantly, it is capable of enormously complex and refined actions, and it never wears out, nor never gives up. In other words, it is a consistent, brilliant, incredibly talented, and relentless performer! Does this sound like a description of a champion athlete?

A Coaches Experiment: Eye Cues

Coaches notice a lot of things that most people don't, but did you ever notice that people's eyes move as they think? After building a bit of rapport, ask an athlete to respond to this: *"Let me check your memory on something - Tell me what color outfit you were wearing the day before you won your very first victory in this sport."* What how he/she goes about finding that information in his/her brain. When the athlete finds the right answer, good bet is that just before they retrieve that info, their head was held still as their eyes either defocussed or went up and to their left. If they could not remember, its a good bet that their eyes did something other than that just before they replied to your question. Some lefties will move their eyes up and to their right for the same mental function (accessing remember visual data).

Now how could the author predict this response pattern? You are seeing part of how information is coded in the athlete's personal biocomputer. Their eye movement patterns are a bit like the flashing lights on a control panel - an external marker of something specific going on inside. One of the tools PCM consultants use in working with athletes on their mental strategies is to correlate observable external patterns (such as eye cues) with specific internal information processing patterns.

A key part of what makes a person an expert in their sport is that as an expert, s/he quite literally looks at things differently than non-experts. These differences of perception are not arbitrary; they are highly patterned. This patterning can be usefully viewed as analogous to the software, or "programming" in a computer, and accounts for much of the sophistication and consistency in performance which we call "expertise." The programming and "database" which produces the futuristic Starship's amazing levels of performance ("Shields up!") operate more or less entirely outside of the conscious awareness of its master (Captain Jean-Luc Picard). The machine appears to work effortlessly, almost magically. Quite frankly, when in a performance mode ("make it so"), you wouldn't want it any other way or you couldn't have any confidence in it when it really counts under stress. The underlying information processing and action patterns *must* be automatic to allow full attention to be on orchestrating which action patterns are used when.

And so it is with ANY expert system, including expert athletes. It is commonly acknowledged that the 1% which separates the champions from the also-rans is mental, Unfortunately, because most mental patterns are so fast and so automatic, athletes are normally not conscious of them. This makes mental patterns very difficult for athletes to identify accurately without some coaching.

For example, many patterns exist at the very basic level *of filtering* (ie; what is noticed and what is ignored). This key type of pattern is like water is to a fish; There is simply no awareness that things could be otherwise! Typically, when one of these patterns is discovered by a coach and pointed out, the response is a slightly confused; "Well sure..., doesn't everyone do that?"

And what *if* an upgrade or modification *of* a performance pattern is called *for?* Just try re-engineering a small part of a system's programming, for example, changing the way a tennis player grips their racquet or change their pre-performance ritual. No problem, right? As kids are fond of saying nowadays..., *"Not!"* You will find that it is no small undertaking to move *any* function out of the unconscious, automatic-pilot mode. When something needs to be adjusted or changed in the actual programming of the computer of the starship, the captain never attempts this himself-handling these specialized tasks are what he has a chief engineer ("Jordy") for. In the case of improving the mental capabilities of the HUMAN intelligent machine, that is what a coach has a PCM consultant's expertise for.

A Coaches Experiment: Re-viewing

Your task as coach is to increase the precision with which you notice how your athlete uses his/her brain and body to go about reviewing a performance two very different ways:

a) Identify one of his/her best events ever. Ask: *"Please give me a brief analysis of your performance in that event...I want numbers or percentages."*

b) Now, for contrast, ask: *"Let's take a different approach. Please pick out a key moment during the same event, one specific moment... and step back into that exact moment now." When he/she has done so, add - "Please describe your sensory experience. What are you seeing, hearing, and feeling around you..., and on the inside?"*

As you watch him/her engage in these hindsight views, what ideas come to mind regarding how you can best assist this individual in learning from their very best (and worst) performances?

Performing is Distinct from Learning

The second reason that identifying and teaching mental skills has been difficult is; What works in a performance mode does not simultaneously enhance learning. In fact, significant learning rarely occurs DURING a performance. If you know an athlete who has been trying to learn as they compete, they are "jamming up the circuits" and could be performing better by putting all their attention on performing! Learning which leads to improved performance occurs between performances, if at all. There is a centuries old saying "Only fools try out a new sword on the day of battle." Better to experiment in a time and place for learning, and perform with what you have tested elsewhere.

What PCM Does

If you are a coach, you know that improving an athlete's mental game is an important, yet challenging task. Likewise, transferring the

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wisdom of a retiring champion to a young protégé. Yet you also know that success in either of these tasks could have a big impact. To succeed, a coach can bring in a PCM consultant to work one-on-one with an athlete as a performance consultant. Alternatively, some coaches get trained in the PCM approach and skills themselves.

In many situations, the ideal arrangement is a PCM consultant working with athletes TOGETHER with their pre-existing coaching staff. This working arrangement allows the consultant to add value both as a modeler and as a communication facilitator. Whether an athlete's support system (their family, teammates, sponsors, coaching staff, physical therapist, etc.) is an asset or liability to the pursuit of continuous improvement often rests upon the quality of communication within it.

Whatever the coaching arrangement, adding PCM removes three major obstacles to achieving mental training goals. These obstacles are described below.

Experts Tell Us to "JUST DO IT"

What does the phrase "just do it" mean? Action with little effort or thought? Don't think, just act? Full concentration (i.e., when you're doing IT, do only IT and nothing else)? We know that the mental "circuits" behind an expert competency operate automatically by necessity. Why is this attribute of expert athletes an obstacle to continuous improvement or skill transfer? It means the circuits operate almost completely outside of conscious awareness. This has the unfortunate consequence of making the information about how their expertise is "wired up" pretty darn inaccessible.

If you wanted to get access to the thoughts and feelings which are guiding your behavior automatically in a certain situation, how would you do it? Each human being has their own unique patterns of perception and thought which operate in the background of their moment-to-moment experience, and every human being is constantly communicating nonverbally. PCM provides precise ways of working with and decoding these subtle signals. (Try out the coaches experiments in the sidebars to get a sense of how this works). It shows a coach that they

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can learn each athlete's experiential code with real precision. It's a lot like learning someone's language. Knowledge of the athlete's experiential code speeds up strategic refinements in the abilities to:

- **Solve technical problems;**
- **Access a peak performing state;**
- **Stay in a peak performing zone;**
- **Concentrate amid distractions;**
- **Let go of slumps; and**
- **Master a "new move" quickly.**

Expertise is Just Simply NOT Average

Traditional "scientific" approaches to sports psychology often lose credibility quickly with performers as soon as they engage in attempting to objectify mental and emotional processes and apply statistical methods. Statistically based approaches to working with expertise have three major flaws:

First of all, in a nutshell, nothing, about performance is "average" anything. Elite performers are keenly aware that they are NOT average. Statistics "average" out (i.e., REMOVE) the value of experiential information. And what's the point of studying excellence if you "average" it?

Second, as we've pointed out, most of what organizes and drives expert behavior is other-than-conscious. So a performer filling out a "standardized, statistically validated" questionnaire is quite likely to produce the most useless type of left-brain data; a nice written report by the part of the athlete's mind which has the least to do with generating the expert perceptions and behaviors which are of real interest to us.

Third, subjectivity just isn't part of a statistician's mindset: it is precisely what they are trying to remove! While a sports psychologist may be very polite, well intentioned and friendly, statistical approaches are inherently impersonal, and not responsive nor respectful to an individual's subjective uniqueness. How an inquiry interacts with a performer's paradigms, and the assumptions inherent in the method of questioning or observing affects the quality of information it can elicit. Without an interactive cycle of feedback, the meaning a response may be given cannot be validated. The statistician's system of validation is entirely *external* to the athlete. A PCM consultant's method is to enter the athlete's experiential reality and covalidate the information *internally* to that system first. Also, the mental-physical-emotional state the athlete is in during an inquiry process affects what information is even available. PCM consultants excel in eliciting the performance states, which is where the real gold is!

PCM consultants have an intense curiosity and profound respect for individuality, and relate to each individual as an expert system. So they quite naturally

develop methods of inquiry which are not invasive or annoying to athletes. As each person's thoughts, opinions, and experiences are organized by their individual internal "map" of the world, modelers have an acute interest in the *range of variation* among expert performers in the same field and in the range of differences in "ordinary people" who might want to benefit from parts of the repertoire and knowledge a given expert has accumulated. PCM consultants support a practical attitude of equifinality: most often in life, there are multiple paths to the same mountaintop.

Only One Fading Photo of the Peak

Even the best have performances (or parts of performances) which are more elegant than others. Most athletes have already experienced, however briefly, the excellence which they aspire to. If you can capture the programming code that produces these moments of brilliance, this transforms the challenge of performance excellence into a matter of frequency and repeatability. This is a different class of problem to solve, requiring horizontal learning strategies (as opposed to vertical learning-learning to do something the athlete has never done before). However, in attempting to provide the specifics of how they organized their best performances, most performers have access only to very sketchy data. Almost by definition, during their "flow" experiences, the part of their attention which normally observes their experience is "not there." So this very important data on the athlete's best "programs" gets missed or distorted. What a waste! And since their coach has a very different vantage point in observing a flash of excellence, the athlete and coach do not share a common set of data to work with. This phenomenon can make a coach's comments and suggestions seem disconnected or arbitrary to the athlete.

Though this information principle goes without saying to an engineer or business executive, coaches and athletes generally seem unaware of it: When communicated clearly, *multiple* points of view on a given problem greatly enhance the likelihood of a practical solution. Solution? You can increase the richness of data used in your training program by arranging new sources of information. There are five sources of information which PCM-trained coaches use; two are electronic and three require the skills of a consultant. Here are some specifics to consider:

Information Sources-Electronic

E1) Using video, you can generate new vantage points and variations. The electronic features (i.e., telephoto, slow motion, double speed viewing, reversing order, assembling montages of multiple examples of the same movement pattern, unique camera viewpoints, etc.) allow the viewers to "see differently," and often lead to detecting new details and patterns of movement. A video record also has the wonderful advantage of time-shifting the viewing with no loss in quality, and providing the

"Eric Oliver is onto some very important and mysteriously neglected areas of communication. His work is for those who want to move the boundaries of what's possible."–Charles Faulkner, NLP Trainer, Author, Metaphors of Identity.



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coach and athlete with a common set of images to use toward building shared understanding and insight. Montages of moments of excellence have been put to creative use in "front loading" during training and before important events.

E2) Putting wireless audio microphones to use allows you to capture patterns of breathing, subvocalization, etc. This can be quite informative, especially in capturing the important and otherwise hidden transition moments immediately prior to and just after a key event.

Information Sources - Human

HI) To gain access to experiential data hidden from more conscious reflection, PCM consultants first identify the pre-existing ways the athlete alters their state-their own way of doing some kind of natural "self-hypnosis." This process is analogous to learning the combinations to the performer's mental filing cabinets, and especially the files that contain flow experiences (filed under "altered states").

The modelers then use these "combinations" to get the athlete in state and guide them through experiential replays of their key experiences. This procedure allows the athlete and coach to discover and identify elements of performance that had been previously inaccessible. And if the programming is of the kind of experience the athlete wants to have more often, experiential impressions can be tagged with a special trigger stimulus to make them more directly available to the athlete at a later date.

Replays can also be done on poor performance moments. This procedure greatly enhances problem solving so that the errors do not get repeated.

H2) Healthy human beings all have essentially the same mind-body-hardware, the neurology which conducts our thoughts, actions and communications. PCM consultants have been trained to be able to use their own mind-body circuitry to perform a function analogous to a parallel computer or clay to be sculpted: The modeler(s) take on the athlete's verbal and nonverbal communication patterns, gradually build an internal simulation of; *"Specifically, what it would be like to be thinking and feeling and moving exactly like this athlete?"* They do this until useful intuitions or insights arise. This procedure allows them to develop clues about more subtle information such as unconscious beliefs the athlete has. (To get a feel for what this might be like, do the 3 Coach's Experiments.)

The clues and intuitions about the athlete's internal processes are then put to the test by determining if useful results can be produced with them. How? First, by feeding

"Every man is a damn fool for at least five minutes every day; wisdom consists of not exceeding that limit."

- Elbert Hubbard

them back to the athlete in real time. This validates and enriches the awareness of the specific ingredients the athlete already uses to succeed. This information can be put to use by the coach and the athlete in working collaboratively to improve skills. The enhanced self-awareness can also be translated by the athlete into consistency and confidence. In the Star Trek series, the starship captain often consults with his officers in planning a strategy. Each officer represents a body of specialized skills and knowledge. Working together, they make very few strategic errors.

Alternately, the modeler can test the insights by bringing them to another athlete who is attempting a similar type of challenge.

H3) PCM maps out the expert's mental and emotional patterns. Much of this "code" is sensory information, so any human can try it on directly. The map of code is analogous to a blueprint for a building or a software program printout for a computer. An improved consistency naturally follows from the increased awareness of strategic choices. For performance gains, having a map allows an "engineering" of strategic refinements in the patterns.

The mapping process typically creates, or enhances, a specific and collaborative coaching relationship, as both the athlete and coach begin to share a common image of what goes on inside that athlete in the arena.

Conclusion

The difference between success and something less in athletic performance is continuous improvement. Continuous improvement is a process balancing learning with performing, and communicating clearly from one modality into the other. Continuous improvement does not occur in a vacuum. Collaborative relationships among coaches, athletes and support systems are essential to a sustainable pursuit.

PCM is an expertise directly facilitating the processes of continuous improvement. It is made up of refined distinctions about how human beings work in the realm of action and experience, and methodologies to put those insights and relationships into action. It provides questions and ways of looking at things which, in collaboration with a person seek-

A Coaches Experiment: Sculpting

Ask the athlete to coach you into being a replica of THEM -- as they were at the very moment they described earlier in experiment #2B.

a) Have them coach you into taking on the exact posture, breathing, and gestures they had in those peak moments.

b) Next, get a description of their internal experience: What they saw and heard - the tone of any internal voice. Ask them a few specific questions about what internal sensations you-as-them should be feeling.

c) Keep refining the "sculpture" until you are both satisfied YOU are now a reasonably complete and accurate replica of THEM in those key moments.

d) Have the athlete stand back a bit and walk all the way around you and see if there is anything they notice that might be an important clue about their performance. Meanwhile, really let yourself BE THEM in this make-believe recreation of a slice of their history for a moment, and feel for any gut intuitions.

e) Now let go of the pose, sit down, and discuss what each of you experienced and discovered.

f) Curious about what mental and emotional shifts go with the transition from a normal state into a peak state - BOTH OF YOU step into the replica - side by side, together. This insures you have memorised it, inside and out...

Compare notes on what you learned about re-creating a peak experience. You've already made several steps toward replicating its dynamics. What connections were there between your body and mind? How does the phrase "consistent brilliance" feel as a future description of your performance? What will it take?



ing improvement in their craft, provides individual answers and learning pathways.

PCM does NOT produce GENERAL lists like; "The 10 Secrets of Excellence." No matter how impressive the studies behind lists like those often sound, they are rarely practical for any real individual who wants the kinds of results they promise. PCM produces learning pathways in collaboration with expert performers which, when practiced, will **generate expert capabilities and mental skills.** PCM learning pathways are designed to generate *Specific* sets of capabilities or behaviors which have been identified as key to a *Specific* athlete's progress.

Since PCM represents patterns of expertise in a sensory code AND provides parameters for making specific adjustments for individual needs and personalities, educators are given the tools to make highly valued attitudes and patterns more universally available. And they can do so without ignoring or suppressing individuality.

By adding the tools PCM offers to the continuous pursuit of improvement of the mental edge, coaches and athletes can get past the trial and error of continuously re-inventing the wheel!

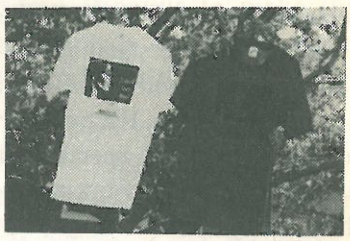
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Charles Parry uses these PCM methods as part of an overall consulting and training approach called Peak Performance...On Purpose. He has worked with coaches and elite athletes in a wide range of sports, including: alpine sking, orienteering, rugby, rock climbing, tennis, and windsurfing.

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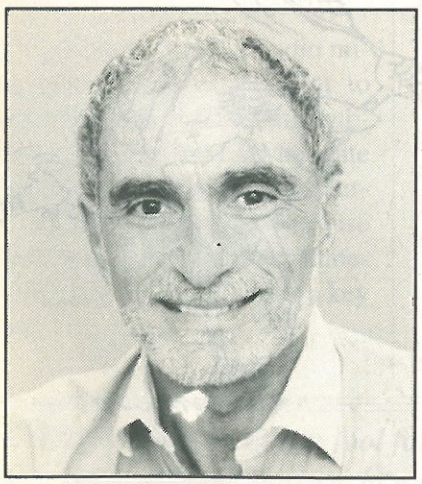


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- Editor

IANLP is No Longer IANLP

First it was the National Association of NLP (NANLP), then it "went international" and called itself the International Association of NLP (IANLP). Now it has changed its name again to NAANLP, the North American Association of NLP. According to NAANLP President, Teresa Robbins, the Association made the name change in response to feedback from other countries around the world. "It seems that the name more clearly reflects the geographical majority of the membership," she said.

According to Robbins, "The field has grown so much and is expanding so rapidly that the needs are different from country to country. Other countries have expressed interest in forming their own associations." It is an eventual goal to form a Global Association for NLP that truly represents people from all over the world. "Right now, we're in the process of initiating a world conference of world leaders in the field of NLP to determine how we can form a true international network. Our hope is that we will have several associations that will become an integral part of this world umbrella of NLP. There will be a global joint effort in finding a way to make that happen," she said.

"A focal point of the world network is to share our cultural wisdom and our unique perceptions and perhaps enhance the quality of NLP as well. I believe it is possible to facilitate quality change in the world. With this kind of strength and focus, the changes are greatly improved," said the NAANLP President.

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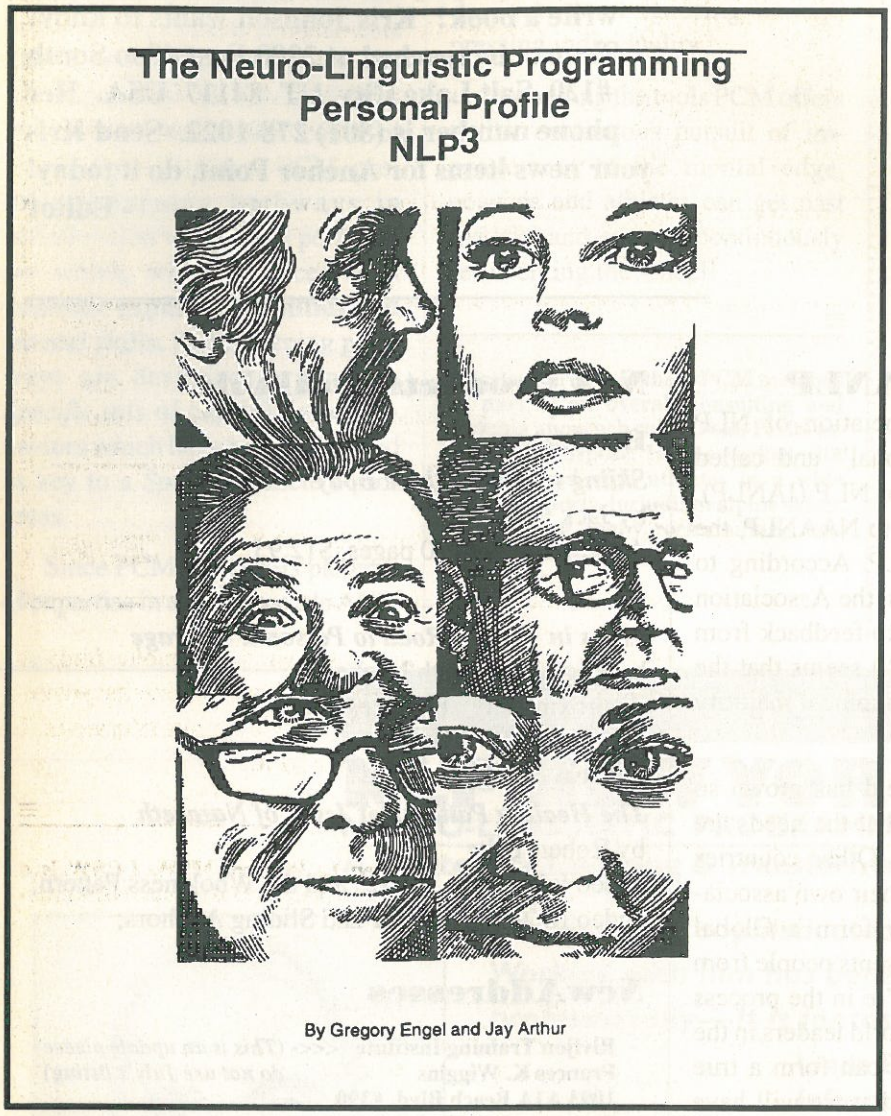
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Kris Johnson has been a journalist for 9 years. She has a B.A. in Psychology and Languages and is a Master Practitioner.

The Neuro-Linguistic Programming Personal Profile
by Gregory Engel and Jay Arthrur.
Lifestar, Denver, CO 1992. 26 pages. Booklet



This is a self-administered, self-scored survey that measures several styles, sorts, and metaprograms that have been identified by NLP processes. It is easy to read and the directions are clear.

As you go through the three tests, score your responses and then chart them in simple bar graphs, you get a clear idea about your own perceptual styles and modes of communication. Each test has nine questions to which the respondent is to pick ***all*** appropriate answers. At the bottom of the page are boxes where you record the number of responses in each of the categories being measured.

From the scores, you shade in a grid that will give you a bar graph showing your preferred responses in relationship to each other. For example, on the test that shows preferred representational modes (Visual, Auditory and Kinesthetic), each statement or question has three possible responses corresponding to the major perceptual modes.

You can pick all three, two or one choice(s) as you honestly prefer. Twenty-seven total responses are possible-indicating that you like all three possibilities equally well in all situations-but a more likely total is probably between 12 and 18.

When I did the test, I had a total of 18 responses. There were nine in the visual mode, six in the kinesthetic mode and three in the auditory mode. This would indicate that I much prefer visual stimulus and probably communicate in that mode most of the time but it also shows that body senses are quite important as well. This makes sense when my history as an athlete and professional baseball player is taken into account. Kinesthetic response to visual stimulus is the core of most athletic endeavors.

I already knew that this would be my pattern but it is was pleasing to see that the instrument actually

sorts that out accurately. Most experienced NLPers won't have a great need for this kind of instrument but it may be quite useful to use as a tool for beginners in NLP training groups. I actually plan to use the booklets in my beginning classes at the University where I teach fundamental NLP skills.

The two other tests score what the authors call Personal Priorities (preferred sorting programs) which measure for five criteria plus Our Internal Programming: five metaprograms. All are scored in a similar way. The five criteria are:

1) **people,**

2) **places,**

3) **activities,**

4) **knowledge, and**

5) **things**

The Internal Programming options are:

1) **away from/toward,**

2) **selfinternal/other-external,**

3) **options/procedures,**

4) **big picture/detail, and**

5) **active/passive.**

Next, the authors have the respondent chart the responses in two ways. One method is what is termed the "nautilus diagram" and then scores are recoded into a pie chart. The two diagrams show were you apparently have "mastery" and where you have room for improvement. Then after answering some questions these strengths and preferences are used to help an individual *"Chart Their Course."*

The last step uses the principles of well-formedness to formulate personal outcomes. The questions are nicely phrased with Milton model language to encourage the best responses.

This product is not for NLP sophisticates. The information gained by working the tests and scores and bar graphs will already be known to those trained at the Practitioner level. Where this instrument will be useful is in introductory courses to NLP or as a device to help people make life and career choices.

It is a pleasing tool to use. It is well conceived and well crafted and I suspect that it may get fairly wide use when the public finds it or when trainers realize its potential for early learning situations. I recommend it.

Steven L. Watson, MSW, LCSW is a Psychotherapist and Master NLP Practitioner

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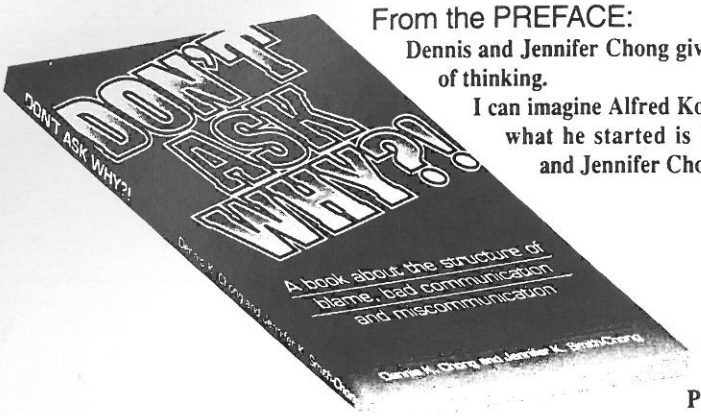
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"Don't Ask WHY?!"



From the PREFACE:

Dennis and Jennifer Chong give us a challenging and practical way to look at our way of thinking.

I can imagine Alfred Korzybski smiling from his semantic heaven, satisfied that what he started is being carried on by thoughtful scholars like Dennis and Jennifer Chong.

Daniel Aroaz
Professor
Mental Health Counselling
Long Island University, New York.

From the FOREWORD

As one of the developers of Neuro-Linguistic Programming, I have witnessed its domain enriched by the contributions of hundreds of practitioners. But these contributions are almost always at the level of application. In this volume, Dennis and Jennifer Chong are doing what precious few have attempted. They are stepping out of the domain, aiming instead to expand the range of our humanity.

David Gordon
Author of Therapeutic Metaphors

WHAT PEOPLE ARE SAYING ABOUT IT.

I find the insights into human behaviour and communicating fascinating. For the professional communicator this study is a must. The readability of the language is very user friendly, seldom calling on the reader to stop and ask, What do they mean?" This book can be read by , and be a benefit to all walks of life.

Brock Bedford B.A., LI.B.
Barrister and Solicitor.

Once in a while we encounter situations in life that cause us to stand on our heads to see them accurately. Such experiences provide us with not only a new view of the immediate experience but a new view of the surrounding world. Such is the experience to be encountered by most clinicians who read this book. Their wonderful description of the "Blame Frame" and "The Question of Why" provide, not only practical advice, but, more a thorough philosophical underpinnings for a cognitive phenomenological approach to treatment. This is not just a clinically relevant book. It is also a wise book.

Alan Brown B.Sc., M.A.Sc., M.D., F.R.C.P.(C)
Psychiatrist

This is a book that deserves to be read not only by those engaged in therapy and counselling, but by each of us as we strive to break out of our stuck states and respond to the rapid pace of change going around us. ... a particularly timely contribution to those who want to understand the roots of the problem of growing violence in today's society. They offer a new paradigm and language tools for those who are engaged in the process of influencing change and expanding awareness.

Christopher Dunkley BS,Eng.
Trainer in Neuro-Linguistic Programming

Don't Ask Why challenges the reader to examine his or her thinking patterns and their implications, for self and others. The reader is presented the opportunity to empower himself or herself to ultimately enhance his or her overall quality of life. Clearly, the Chongs offer us essential information which, when operationalized, enhances our personal, interpersonal and professional effectiveness.

Diane McIlwain M.S.W, C.A.C., CEAP
Consultant/Counsellor

... a new model of thinking and organising reality which liberates human thought from the prison of the "why" initiated cause and effect, Blame Frame world order. "Don't Ask WHY" can be viewed as the initial expedition of a pair of innovative thinkers into the uncharted world of a "different reality, with more options and possibilities than we thought existed."

Gabriel A. Telegdy B.A., M.A., Ph.D., C.Psych.
Psychologist

... novel, exciting and provocative, and I look forward to its promised sequel concerning the Modified Meta Model.

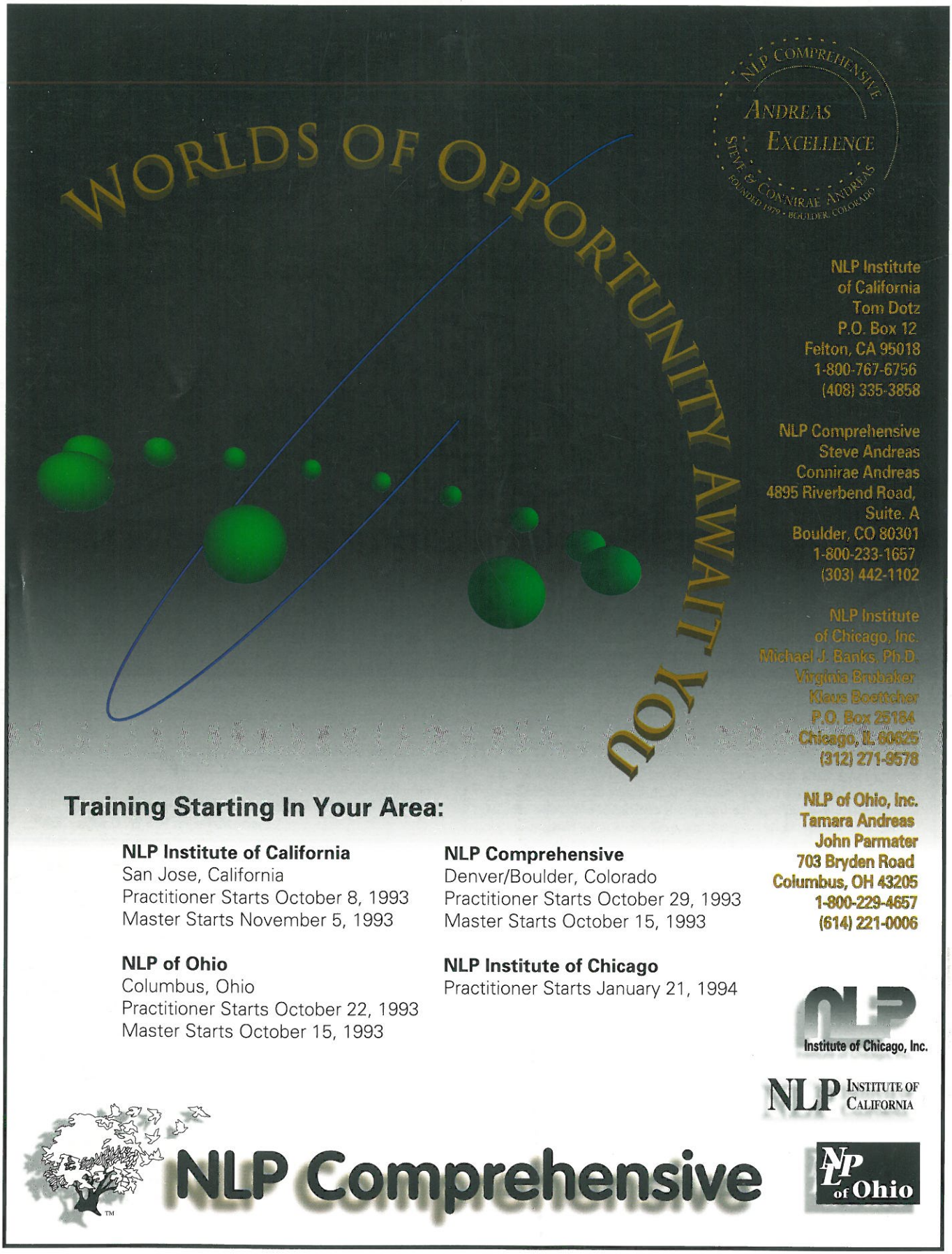
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