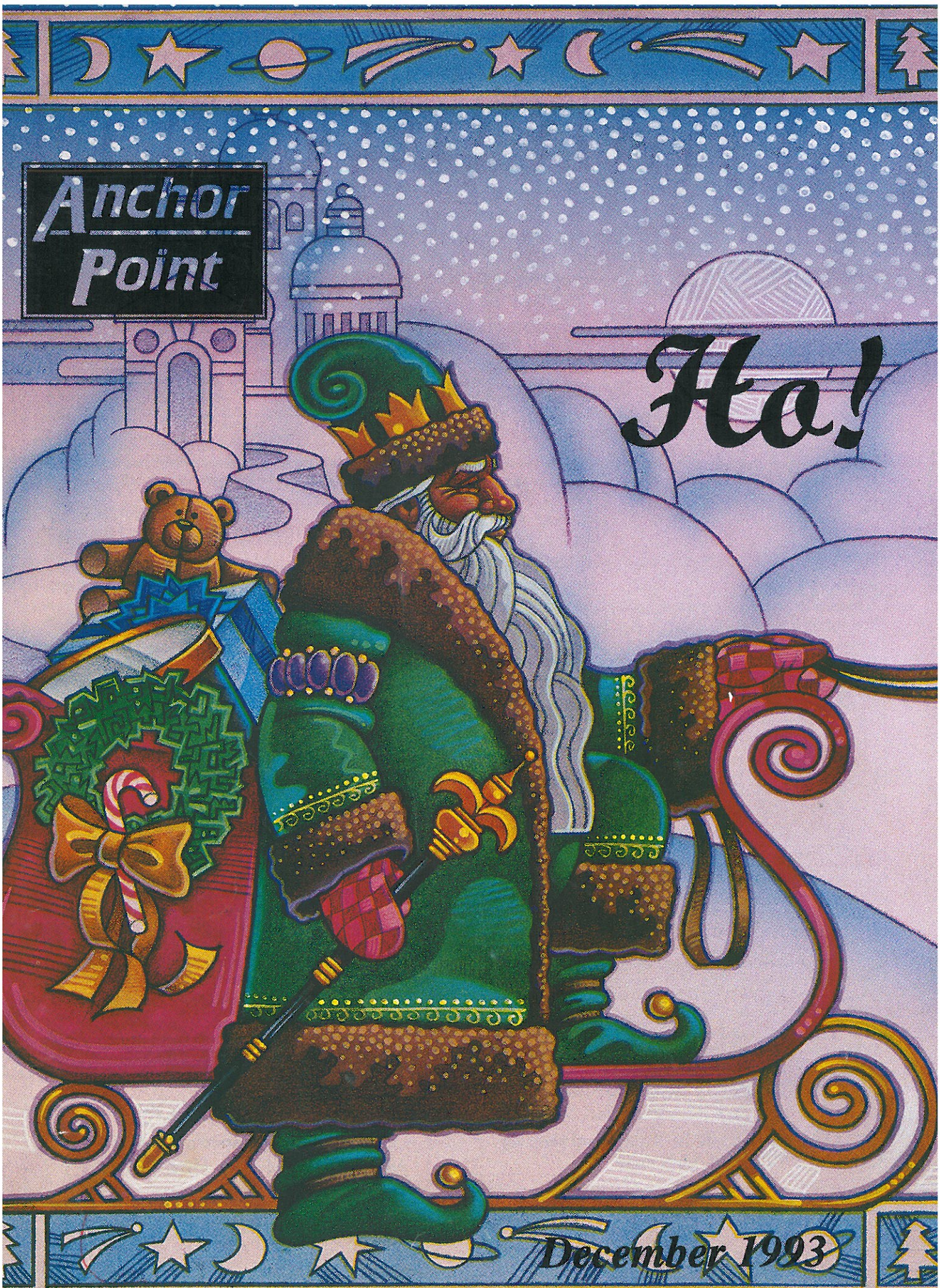
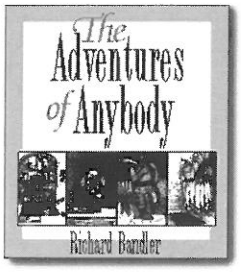
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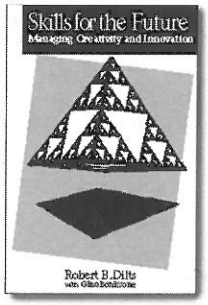
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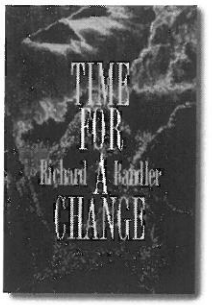
The overall purpose of this book is to provide models and tools for defining and managing the creative process on both a micro and macro level. The *micro* aspects of creativity relate to the inner thoughts and subjective experiences that are at the basis of an individual's own personal creative activities. The *macro* aspects of creativity deal with a) how to enhance the creative interaction between two people or a group of people, and b) the implications of the creative process in the context of an organization and organizational problem-solving.

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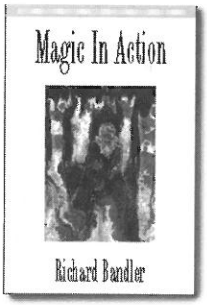
Bandler describes belief and hypnosis as closely related allies in healing and transformation. His NLP attitude installation, in the first chapter, works impressively well. Readers progress systematically to develop the skills necessary to build our own mind machine. You can automatically change destructive beliefs to doubts, and replace them with valuable beliefs, as fast as you can find them.

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From the Editor - "Please Excuse My Santa"

First, my Santa is probably not politically correct with someone...but I don't care. I actually debated over having Santa on the cover of this months issue...for awhile. At issue was whether having Santa on the cover would offend someone. Has the big fat guy in the red suit passed beyond religious icon into a secular symbol? "Your always going to offend someone," my friend Pat Wagner said. Her wisdom is legend. Sometimes it seems to me that humanities genetic basis is usually couched in a pseudo defensive posture ready to spring into anger.

It's difficult enough shuffling through life without offending someone - but holidays make it especially tuff. Lately it seems like everyone is wearing their over delicate sensibilities on much too narrow shoulders. One can barely go through an entire day without hearing about some obscure group demanding to be heard or how "their rights" have somehow been trampled upon. Still, just for the record - political correctness makes me gag (or worse).

So, taking capitalism, marketing ploys, and plastic spiritualism OUT of Santa's baggage for the moment the essence I see as left is Goodwill. Robert Dilts talks about acting impeccably - with pure perfect intention, where you cannot possibly know all of the ramifications of your actions. So you take your best shot ... I call it "Goodwill to all."

I like Santa. Sometimes he and I talk about how silly people get. How folks seem to grab onto small things and pile on much too much drama and meaning where it just doesn't exist. He says, "its not us symbols that are the problem, it's how people miss use them." Goodwill has gotten a bad rap.

I don't much care if your Santa is another race, creed, or for that matter flys house to house in a wheelchair rather than a sled. You don't have to like my Santa... just don't make me like yours. My Santa knows there is no malice when I call him the fat guy in the red suit - we've talked about it at length over coffee. We know that we are both coming from Goodwill and that is all that matters really, isn't it?

We at Anchor Point hope that the end of 1993 finds you peaceful, hopeful, satisfied, joyful and yes, so full of good will you have to share it with someone.

Happy Holidays.

-Michael

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

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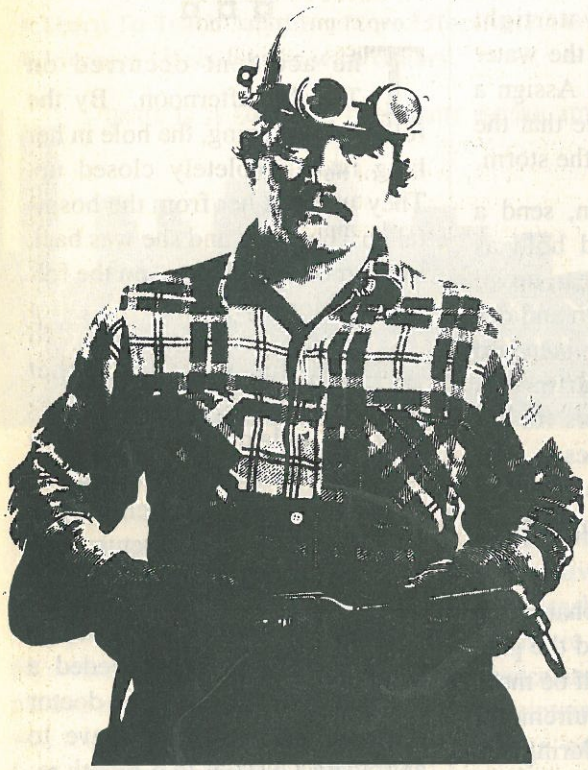
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Metaphor for Accelerated Healing

by Robert W. Fletcher

Can Therapeutic Stories Speed Up the Healing Process?



Therapeutic metaphors can often be combined with conventional medical treatment to speedup the healing process. What follows is a metaphor I have used a number of times very successfully. The story comes from an experience I had as a young man on a ship headed for the South Pacific during the Korean War.

Several years ago one of my assistants rushed into my office about 1:30 in the afternoon. Appearing very upset, he asked for the rest of the day off. His 21-year old daughter had just been involved in a head-on collision and was being taken to the hospital in critical condition. She had skin lacerations, two broken ribs, a punctured lung and considerable bruising. He knew I had just been through the *Therapeutic Metaphors* weekend with Tom Best, and asked if there was were anything I could do to help.

I said, "Tell me about your daughter." He said she earned her living as a model in a clothing store, that she loved to ski and go sailing. I created the following metaphoric story, we quickly jotted it down, and he went to her side and told it to her as she lay in the emergency room at the hospital. She was only semi-conscious at the time.

¤ ¤ ¤

I was once on a journey from San Francisco to Japan by way of Honolulu Hawaii on a large ocean liner pleasure boat. Three days out into the ocean the boat encountered a storm front which soon developed into full-blown typhoon. The captain at first thought he could go through the storm, but soon found that the best he could do was try to outrun it. When he attempted to turn the ship away

from the storm, it was hit by a wall of water which nearly capsized it. The back end of the ship was lifted up out of the water and came down with such force that it bent the 50-foot long 18-inch diameter stainless steel propeller shaft and bent it. Shifting cargo punched a hole in the side of the ship in one of the cargo holds, flooding the compartment and weakening the hull in several places.

The fast thinking Captain immediately called an emergency meeting of all the crew chiefs (including, but not limited to: the Chief Engineer, Chief Plumber and Boilerman, Chief of Maintenance, Chief of Sanitation, Chief of Passenger Health, and Chief of Ships Nutrition, as well as his Navigator and Radarman). He told them of the ship's immediate danger and of the severity of the storm. He then gave out instructions as follows:

"Chief Engineer, have your crew shut down engine #1 or the ship will be shaken to pieces. Check and tighten down all bearings, check and lubricate all oil fittings, and make sure that all moving parts are kept lubricated during the storm. Tighten all fittings, watch for stress, overheating, or malfunctions. Set up 24-hour watches on all systems.

"Chief Boiler and Plumbing man, have your crew check each and every valve, tighten all fittings, replace any cracked or loosened pipes, and set up a 24-hour watch on all gauges and valves. Keep all pressures within proper limits.

"Chief of Maintenance, set up a special repair crew. Go into the flooded compartment in diving gear and weld up the hole in the hull. Use whatever materials and equipment you need from the supply rooms to shore up the structure and make the ship watertight again. Then pump out the water from the compartment. Assign a watch crew to make sure that the repairs hold throughout the storm.

"Chief of Sanitation, send a crew into the damaged hold as soon as it is safe and clean up all the debris. Wash it down and dry it out. Accelerate your standard cleaning of all compartments, emptying trash containers for the passengers several times a day. Make sure that nothing is left in the ship which could contaminate or make the passengers ill.

"Chief of Nutrition, change the diet of both the crew and the passengers to one which will be more suited to the energy requirements of maintaining health during the remainder of the storm. It won't do to have the passengers getting sick; and, of course, the crew must be kept in good health.

"Chief Navigator, plot a new course that will take us away from the storm as quickly as possible with the least amount of damage.

"Chief Radarman, scan the ocean and coastline for rocks, other ships or anything that would possibly get in the ship's way or hinder its passage to a safe port."

As a result of the quick thinking of the Captain and the quick actions taken by the crew chiefs, the ship was able to move quickly out of the storm, make final repairs at the harbor at Honolulu and continue on its journey to Japan. All passengers were safe and were able to not only survive the adventure, but also enjoy the remainder of the journey.

¤ ¤ ¤

The accident occurred on Tuesday afternoon. By the following morning, the hole in her lung had completely closed up. They released her from the hospital on Thursday, and she was back in the modeling line-up on the following Monday.

I told this story to another woman who was going into surgery for gallstone removal. She went in on Wednesday, had her surgery (with an 8-inch incision just under her rib cage), and returned to work on the following Monday.

I used this story with a women in her early 50's who needed a surgical hysterectomy. The doctor told her that she would have to anticipate a 6-week to 6-month recovery period. When she went back for her 3-week checkup, the doctor in a delighted voice announced that she was completely healed and could resume full activities. Before the operation, she had been planning a camping trip up into the high Rockies just south of Estes Park by horseback, so she asked how long it would be before she could do that. He replied, "Anytime you want. Whatever you feel up to is fine." She reported that she accompanied her

"The imagination is the power of the mind over the possibilities of things."

- Wallace Stevens



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husband up into the mountains on a 2-day journey without discomfort at all from her surgery.

A final example using this metaphor is of a man in his middle 60's who was going in for quadruple bypass heart surgery. Again, he was released early and recuperated far faster than was expected.

I have used variations of this story with a variety of illnesses and have had accelerated healing in every case so far.

During the demonstration of a foreground/background allergy program at the January 5, 1989 Western States Training Association workshop for practitioners one of the students asked, "Why couldn't you do the reverse process on cancer?" This started me thinking. The result is the following metaphor:

¤ ¤ ¤

In a country not far from here, there lived a great general. It was his task to protect the country and ensure that all residents lived in peace and harmony. To do this, he maintained a ready army and a reserve army which could be called upon for special needs. He also maintained a secret service whose job it was to detect any spies or outside invaders. All members of the army, the reserves, and the secret service had been carefully trained for the specific tasks each was assigned. The army and the secret service were full-time warriors, but the members of the reserve were civilians in civilian positions most of the time and were trained for war only in case of emergency.

For many years, this country lived in peace and harmony. The residents of each hamlet and town, as well as those in the great cities, worked and played together and enjoyed their life to the fullest. Everyone, that is, except some of the members of the army and the secret service. Since they were trained for war, they began to be discontented just sitting around waiting with nowhere to use their highly trained skills of warring. A few of them decided to go out into the countryside and stir up some excitement.

The army deserters went off into a little known part of the countryside and began to harass the local residents. The local residents were unschooled at war, and so fell easy prey to the skillful deserters. Other members of the army, seeing the excitement, sneaked off and

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joined in the game. They dressed up in the costume of the local residents and infiltrated into the activities of the community. They tried to fit into the community using their warrior skills, but always left havoc in their path. The invaders looked so much like the local residents that they were difficult to detect.

Slowly at first, but increasingly rapidly, the work in the community came to a halt. More and more army deserters joined in trying to get their share of the spoils. The process continued from town to town until a great cry began to arise from the whole countryside - a cry of alarm. The governor of the area became aware of the problem and sent in all the fighters he could muster; but the army deserters were too many now and far too skilled. Besides, they could not tell them from the local residents.

Finally, the governor sent out a call to the general of the army. (The general had been unaware of the problem until now.) The general immediately tried to recall the deserters, but they would no longer obey him. He called the ruler of the country and the ruler tried to reason with them, but they would not listen. The deserters just continued to grow in numbers and destroy the countryside. A neighboring ruler suggested they place poisoned food throughout the countryside to try to poison the renegades. This did work a little and a few of them were killed; however, so were many of the local residents.

The general and the ruler thought and thought. At last they devised a plan. Secretly the general called his special secret service and gave them special training in how to tell local residents from war-trained deserters. They were taught that upon close examination there were small differences in their physical make up. The soldiers were stronger and quicker than the local residents. They had a different look in their eye and their breathing patterns were different. The special secret service were instructed to put on the clothing of the local residents and infiltrate the villages and towns, locate the deserter warriors, and inject them with a special serum (known only to the secret service and the general) which would put the warriors to sleep.

The secret service would then carry the sleeping warriors out into the countryside to a place of retraining where they would be rehabilitated to their original job. Those who could not be rehabilitated would be banished from the country. Special secret service guards were trained and placed to guard against any future recurrence of a similar nature.

Thus, peace and order were restored to the country making the local residents of villages, towns, cities, and the country in its entirety happy again. The ruler was happy, the people were happy, and the general and the army were happy.

Robert Fletcher has been a teacher for 27-years (specializing in hard to teach children). He is certified in secondary education, Industrial Education, Deaf Education and has taught deaf and blind people for 24 years. Robert is a Master Practitioner of NLP, a certified Hypnotherapist, and maintains a private practice.. He is the father of 8 children.

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By Gary J. Faris, M.A.

If you are a coach, personal trainer, or anyone who works closely with athletes or fitness buffs, it is very important that you know your students at a personal level. The more you know about the athlete-the-person, the easier it will be to tailor the training routine to the personality and needs of the athlete. You and the athlete must become psychological partners if you are to successfully work together. To help do this, you should discover as early on as possible how your student or athlete is motivated.

Motivation is a mysterious dynamic. How is it that one athlete responds so enthusiastically to a particular training regimen, while another athlete does not? Experienced coaches and trainers know that no two athletes are motivated by the same things or in the same way. In fact, the endless variations on how athletes are motivated is a source of fascination and confusion for many of us.

Just as a person has a unique personality makeup, so does each person have a unique motivational makeup, which is composed of 6 traits, no two athletes blending these traits together in the same manner. I have designed an interview[1] made of a series of 6 questions, the answers to which will help you discover the motivational makeup of your athlete or student. With this information, you not only get to know your athlete better, but you can also design a training regimen that fits your athlete's motivational makeup. Whether working with recreational athletes or highly competitive ones, knowing the motivational profile will make the going smoother for you and the athlete.

The process of this interview is simple, but you will have to practice it to become proficient. To begin, sit down with your athlete or student and ask a series of 6 questions in the set order. Take notes. Become involved. This is a 2 way conversation, not just a passive recording of answers. Be sure you understand exactly what the athlete means. Get clarification of certain points. Challenge answers that don't seem to correspond to previous ways of behavior, etc. The average time of an interview should be 15-20 minutes.

The following is an overview of the 6 interview questions:

1) **What is important to you in a training/fitness program?**

Here you are asking the athlete to identify what CRITERIA (qualities, factors) are the most important and highly valued in their training regimen. Typical responses to this question are "consistency in my performance," "having a lot of variety in the routine," "working at an intense level." You should not be satisfied with the first response -- press on. "Yes, I know consistency is very important to you, but what other

things are also important in your training?" For most athletes, there will be two or three Criteria that will be given.

2) What will having _____ (answers to #1) do for you?

Here you are trying to determine the athlete's DIRECTION (i.e., are they motivated **Toward** some positive result or are they motivated **Away From** negative consequences). You are asking what specific purposes are attained from those qualities (gotten in question #1). Are those purposes **toward** or **away from**? Responses to this question may be "it will help me improve my performance" (the direction here is **toward** something), "improve my overall health" (again, the direction is **toward** something), "not lose it during the third leg of my triathlon" (here the direction is **away from** something), "relieve stress and boredom" (the direction here is **away from** something).

Again, you should take time to get complete answers, because most athletes will have more than one answer in responding to this question. Based on the answers, you should determine if the athlete is totally motivated **toward** positive results, totally motivated **away from** negative consequences, or if it's a combination of the two with a leaning toward one or the other. In most cases, one direction will stand out.

3) How do you know that you've done a good job in your training/fitness program?

This question is designed to help you determine how your student or athlete measures success. Is your athlete's REFERENCE for success one that lies outside of themselves (**External Reference**), for example, improved times or by their coach's evaluation? Or is it one that lies inside of themselves (**Internal Reference**), such as a greater feeling of confidence or swimming more relaxed? Again, for most there will be more than one answer to this question, so it could be a combination of **external** and **internal** with a leaning towards one. Nevertheless, knowing how your athlete measures success is an important piece of information to understanding their motivational profile.



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4) Why did you choose your present training/fitness program?

The reason why your athlete or student has chosen their present training or fitness regimen reveals an important component to their motivational makeup. So in this question you are asking for the actual reasons why they decided on the particular training routine they are now using. For some, their answer will indicate that they are interested in following proven ways and procedures that are clear cut and defined (**Procedures Oriented**). Others will be more interested in exploring new ways and possibilities (**Options Oriented**). For example, responses to this question if your athlete is **Procedures** oriented might be, "it systematically builds up so I can peak at the right time" or "I got it off of a video of some of baseball's finest hitters." If your athlete is **options** oriented, some possible answers might be, "it leaves room for me to try lots of different sports in the process of staying fit" or "I'm not that serious about all this - I didn't even choose - I just like to do what me and my friends feel like doing."

As in the previous questions, there will probably be more than one answer to this question, so check to see if the answers reveal the student or athlete being **procedures** or **options** oriented or a combination of the two with a leaning in one direction.

5) What is the relationship between your training/fitness regimen this year and what you were doing last year?

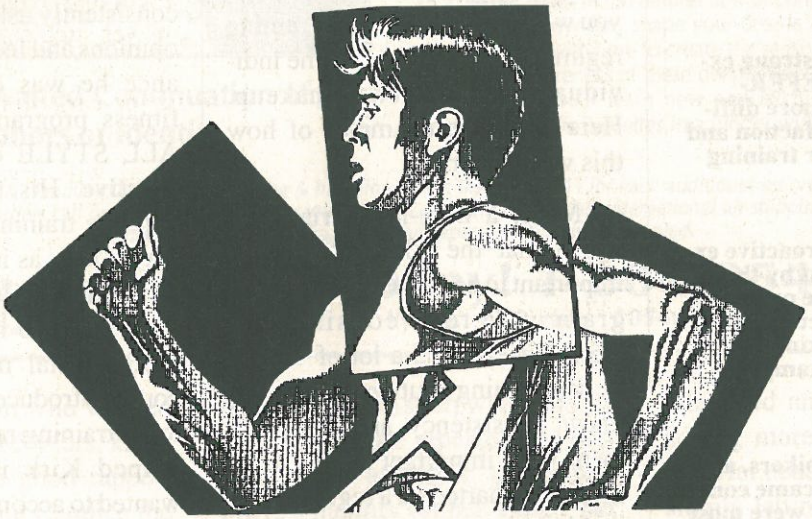
In this question, you are asking them to compare the present training/fitness regimen to the past one. Does the comparison show things are pretty much the same as before or are things quite different than before? Your athlete's motivational RANGE may be characterized by liking things to remain the same (**Sameness Oriented**), or they may like things to change often (**Differences Oriented**). If your athlete or student is **sameness** oriented, they will indicate this by an answer such as, "it's basically the same as last year with only some minor variations." The athlete or student who is **differences** oriented will give an answer like, "I'm covering a lot more bases now -- more emphasis on form, flexibility, and endurance." Again, you might find there is a combination of the two with one predominating.

When you are first using this interview process, you may make the mistake of thinking that being **Procedures** oriented is the same as being **sameness** oriented and that being **options** oriented is the same as being **differences** oriented. That is not the case. These are two separate factors. Just because an athlete likes things to change often (**differences** oriented), doesn't automatically mean they are **options** oriented. They may seek a lot of change in their training or fitness program, but still pick a training method that sticks with known ways and procedures. Or the athlete may be **options** oriented, seeking new ways and possibilities, and also seek **sameness** once the new possibilities are chosen.

6) Is the athlete's OVERALL STYLE of motivation Proactive or Reactive?

This last question is not one you ask your student or athlete, but what you ask yourself based on the information you obtained in the first 5 questions. Your athlete will be **Proactive** if they tend toward taking direct action -- if they tend toward initiating -- if they jump right into things. On the other hand, if the athlete is **reactive,** they will tend toward waiting and analyzing -- wait for others to initiate -- tend to think things out first. Most athletes are a blend of the two with a leaning in one direction. Look at the answers to the first 5 questions and determine which OVERALL STYLE stands out.

A point of clarification should be noted. During the process of the interview, you want to make sure the student or athlete is answering the question that you actually asked. Sometimes your question may be misunderstood. If so, clarify the question and ask it again. For example, in question #4 you would ask, "Why did you choose your present training/fitness program?" The athlete might answer, "Because I really want to qualify for the western regionals later this year." The athlete's answer is actually a repeat of their answer to question #2 about motivational direction. In which case, you should respond, "Yes, you mentioned that earlier, but I'm asking something a little bit different. Exactly what characteristics in your training regimen got you to choose that particular routine vs. a different routine?" As you take your athlete or student through this process, it is important to keep them focused on the question so you can get the information needed to determine the athlete's motivational profile.



So to briefly summarize, the 6 traits that make up the motivational profile of an athlete or fitness buff are:

1) CRITERIA that is most important

2) DIRECTION of the motivation
   - Toward positive results
   - Away From negative consequences

3) REFERENCE for success
   - External oriented
   - Internal oriented

4) REASON for the motivation
   - Procedures oriented
   - Options oriented

5) RANGE of the motivation
   - Sameness oriented
   - Difference oriented

6) OVERALL STYLE of the motivation
   - Proactive
   - Reactive

As you can see, motivation is not a single, measurable trait. The motivation system for each athlete at any given time is the result of the interaction of several components. Most high-level, competitive athletes will have a similar profile. While the CRITERIA for each elite athlete will have a lot of variety, the rest of the profile will be very similar. The DIRECTION of the elite athlete's motivation will be **toward**. The REFERENCE for success will be **external** oriented with some **internal** orientation. The REASON for the motivation for elite athletes will lean heavily towards being **procedures** oriented. The RANGE of the motivation could go either way (**sameness** or **differences**), but will likely be a blend of the two. The OVERALL STYLE of the motivation will be **proactive**. With athletic or fitness participants outside of this higher echelon, you will find many variations in the profiles.

Here are some examples of the kind of deductions that you can draw from all this:

- **As newcomers to fitness and athletics progress, changes in their motivational profile will occur.**

- **Experienced exercisers and athletes, on the other hand, will not show a lot of change in their motivational profiles over time.**

- **Proactive athletes need less coaching and leadership, but they need to be checked on more often as they tend to act without first considering. Reactive athletes need more coaching and leadership.**

- **It is easier to motivate an athlete whose DIRECTION is toward vs. all away from.**

- **An athlete with a strong external oriented REFERENCE will have more difficulty finding satisfaction and fulfillment in their training and performance.**

- **It is easier for a proactive exerciser to work out by themselves, for example on a stationary bike. Reactive exercisers do better working out with others, for example in an aerobics class.**

- **Former runners, bikers, and swimmers who became competitive triathletes were most likely differences oriented.**

- **Track and Field hurdlers and pole vaulters are likely to be procedures oriented. Freestyle skiers and basketball players are likely to be options oriented.**

- **A hockey goalie's motivational DIRECTION will most likely be oriented away from.**

- **Any athlete or student will have positive reactions and will be motivated by statements that include the athlete's CRITERIA of what is most important to them.**

If you understand how all these components come into play for an athlete, it will be much easier for you to design a training regimen that your student or athlete will be naturally motivated to follow. You must work with your athlete to find a training program that works best for them. With the information from their motivational profile, you will be able to design a training regimen that is tailored to the individual's motivational makeup. Here are some examples of how this would work.

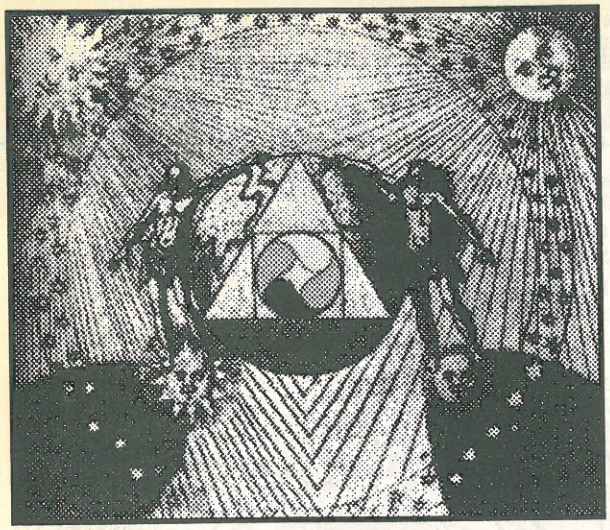
Mary, a high-level triathlete, stated that the CRITERIA most important to her in her training program were consistency, improvement, and a lot of variety in her training routine. Her coach knew consistency and improvement were important to her, so he therefore charted on a regular basis on his computer printer a series of graphs that clearly showed that consistency and improvement were there. What he did not know was that flexibility in Mary's training routine was so important to her. Once this became known, he sat down with her and they built more variety into her training program. Psychologically this did a lot to put freshness into her training, gave her something new to look forward to, and relieved some of the repetitious boredom she sometimes felt. Her motivation, which was high to begin with, became easier to maintain.

Kirk, a 38-year old, physically inactive, businessman suffered a minor heart attack. This scared him to say the least. He joined a health club and signed up with a personal trainer to help him get fit because he had never been fit and had no idea where to start. After working with Kirk for about 6 weeks, his trainer realized all his motivation was in the DIRECTION of **away from** poor health and avoiding another heart attack. There was little motivation **toward** anything. Also, Kirk's REFERENCE for success was all **external** oriented (i.e., he consistently asked for his trainer's opinions and feedback to get assurance he was doing well in his fitness program). Kirk's OVERALL STYLE of motivation was **reactive**. His trainer could have kept the training program just the way it was, as it was working. But if he wanted Kirk to progress, he'd have to try to help change Kirk's motivational makeup before he could introduce a new, more intense training regimen. His trainer helped Kirk identify goals he wanted to accomplish that were directed *toward* something, for example, completing a 10k run with his 14-year old son, feeling better about himself as a person, gaining a sense of confidence and control over his own health. What was artful about this was that these goals also gave Kirk a REFERENCE for success that was **internal** oriented too. This made his motivation "more positive" and "more joyful" -- and therefore much easier to maintain. It also led Kirk into a more **proactive** direction.

Candice was a 15-year old gymnast who had been in the sport since she was 5. Over those 10 years, she was surprisingly coached by only 3 people. Her pre-

"Things may come to those who wait, but only the things left by those who hustle."

- Abraham Lincoln



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sent coach, a woman who worked with her for the past 5 years, knew her well and had a good rapport with her. After giving Candice the motivational profile interview there were few surprises. Her coach knew her to be "temperamental," "having a mind of her own," and "hard to keep focused." But the motivational profile revealed the precise reasons for this. Candice had a strong **internal** oriented REFERENCE for success. In a sport where she was trying to please judges, this could be a liability. When she felt her routine was good and her coach or judges gave critical feedback, she would not respond well. Also, her motivational RANGE was mixed, but leaned more heavily to being **differences** oriented. She liked things to change often. When they didn't, she'd get bored and lose concentration. Again, in a sport where moves and routines are repeated and perfected over and over, this would prove a liability for her. Lastly, her motivational REASON was more **options** oriented (i.e., she liked trying new ways and possibilities). Candice and her coach would butt heads on this from time to time.

With information from the motivational profile, Candice's coach introduced some changes that made quite a difference. In the gym, Candice was put in the role of evaluating and giving feedback on the performance of team members. The reason for doing this was to deliberately put Candice in the shoes of a coach or judge so her own performance could become more sensitized to the critical eye of a coach or a judge. Also, her coach found Candice to be more interested and focused simply by adding more variety to her training. Her coach also learned that by simply letting Candice talk about new approaches or new moves and briefly trying them out (usually to discover that they didn't work) was all it took to satisfy Candice's curiosity. Her overall attitude and concentration became more positive.

There are 3 possibilities that these examples show: 1) You can tailor the training routine to your athlete's motivational makeup, or 2) you can try to influence changes in your athlete's motivational makeup, or 3) you can do some of each.

There is more to being fit or athletic than motivation, but motivation is one of the critical aspects. The purpose of this article has been

twofold: 1) To give you a technique to help you discover the unique motivational makeup of your athlete or student; and 2) To give you some guidelines on how to adapt a training regimen to fit the unique motivational makeup of your athlete or student. If this gives you more precision in your ability to coach or train your athlete, it will assist them in achieving success. And, as we all know, there is nothing like success to build motivation.

Reference

1)I am grateful to the work of Rodger C. Bailey, M.S. which was influential to the design of this interview technique.

Gary Faris, MA, is a psychotherapist with the firm Denmark, Faris, Gaebler, and Linnell and is an NLP Comprehensive Trainer. For the past 12 years, part of his practice has been devoted to the sports medicine and sports psychology areas. He resides in Fort Collins, Colorado.

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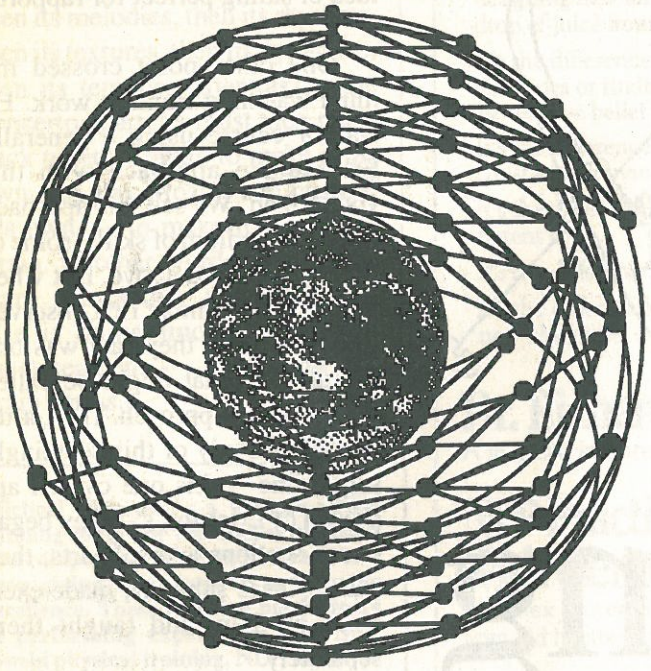
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Learning Skills

By Michael Colgrass

When Richard Bandler works, he demonstrates a whole bevy of NLP techniques in one swoop. His videotape made himself (Bandler that is) the counter-image of his client. The client was a confident skier but scared of women; Bandler was audaciously aggressive with women but scared to death of the idea of skiing perfect for rapport.)

"Shyness," for instance, is really a kind of primer on how to artfully combine most of the basic NLP skills: anchoring, submodalities, timelines, hypnosis, mirroring, etc. (I especially admired the way he

One other point crossed my mind watching Bandler work. He was of course using a generally Ericksonian approach with this young man. We see this approach as a compendium of skills, some of which I've listed above. But when Bandler and Grinder first observed Erickson, what they saw was one overall skill that might be called the Erickson Approach. Then, after assiduous study of this seemingly single line -- this one overall approach of Erickson's -- they began to see sections and subparts; they named these subparts, made exercises of them and taught them separately.

So the student of NLP learns these pieces separately, in fact as separate techniques usable for a variety of different kinds of therapy, and might miss the fact that all of these techniques came from what Erickson probably thought of as **one** technique, one unbroken overall line of thought that he used with a client. So the NLPer might then be almost shocked -- a moment of revelation -- when he/she sees all these techniques in a chain, so to speak, and might remark: "Look at **all** the things he's doing."

I think this is a point for all of us to appreciate when we observe someone doing something we want to model: that person is doing

what is to them **one** action, but, for us to understand it, we need to break it down into component parts and learn it as a series of separate actions. Mozart writes a concerto, which is to him one thing, one piece. The student learns the concerto by learning its harmonies, then its melodies, then its rhythms, then its textures, then its dynamics, then its tempos. After taking the concerto apart, he must then put it back together again to make it his own, the way Mozart had made it **his** own -- to make it **one** piece again. In other words, in order to learn consciously what someone else is doing **unconsciously** we must segment -- that's how the brain learns.

≡

Michael Colgrass is a Pulitzer prize-winning composer who makes his living as a composer, and for 20 years has also been giving workshops in performing excellence. These combine his 45 years of performing experience with Grotowski physical training, NLP, and hypnosis, and were featured on the PBS documentary about him called "Soundings," which won an emmy award in 1982.
He is a certified NLP trainer who was modeled for creativity by both Robert Dilts and John Grinder, and his strategies are explained in the book *Tools for Dreamers*. He is the founder of *Deep Listening*, a technique for using hypnosis with concert audiences, which is featured in the book *Leaves Before The Wind*. He currently resides in Toronto with his wife and son, writing music and giving workshops internationally.

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Twelve Ways to Blissness

By Tim Murphey



The Song *The Twelve Days of Christmas* has always been a favorite, however I regretted that it didn't contain more useful language for my EFL (English as a Foreign Language) students. At the same time, the message was not exactly transformational either. So, a few years ago, I wrote other words to the melody for positive use in my English classes. It has more recently become a tool to illustrate state control, the sensory modalities, risk-taking and being at cause in the world for those I train in NLP.

My students tell me also that the tasking written underneath the song works well and is very enjoyable. It helps them to fall in love with English, and with Life. Other NLP trainers have responded well to it and wanted copies so I thought it was time it was published. Feel free to to rewrite it!

For example, about a year ago I changed a line to make it more proactive and the singer more "at cause." I changed #5 from "know you are loved" (which one could mismatch and requires no overt task) to "Dare to show your love" (which puts the singer in the driver's seat for a task). I mention this change simply to remind you of something you already know -- the words that get the desired response from the listener/singer are the ones you want, and you can rewrite them for any purpose you wish. If I were working with someone with a specific problem instead of a group, I could imagine writing tasks and language that provoke internal representations particularly useful for that person.

Perhaps you can think of other such melodies that could be rewritten in such a way as well. Have fun with it and I'd love to hear how you can use it.

≡

Tim Murphey Ph.D. NLP trainer, teaches NLP and Alternative Learning Forms at Nanzan University in Nagoya, Japan. He did his Ph.D. on *The Use of Song and Music in Language Learning* and has published language teacher resource books with Longman and Oxford University Press.

√ Art work by Kaori Miura.

Twelve Ways to #Blissness (Tune of 12 days of Christmas)



1. *When* you want to be happy,
There's (one) thing you can do
Smile-- from ear to ear

2. If you want to be happy,
There's (two) things you can do
Breath in deep and Smile-- from ear to ear

3. If ... three things ... **Look up at the sky ...**

4. If ... four things ...**Sing a melody ...**

5. If ... five things ... **Dare to SHOW your love ...**

6. If ... six things ... **Kiss the setting sun ...**

*7. If ... seven things to do ... **Jump up in the air ...**

8. If ... eight things ... **Tickle a friend ...**

9. If ... nine things ... **BE A LITTLE Bizarre!**

10. If...ten things ... **Wish upon a star ...**

*11. If...11 things to do... **Taste a lovely dream ...**

12. If ... 12 things ... Act **as if** you are ...

 # Bliss = wonderful joy. "Blissness" isn't in the dictionary it's created to resemble "Christmas". Nevertheless, it is overflowing with meaningfulness.

*** change for 7 & 11 due to syllable count; not "things you can do" but "things to do"**

Instructions

1) You will have a test on this song in a few days. You have to memorize it so you can sing it without looking at the words. In order to memorize it, sing it to yourself as often as you can. Your memory will remember it better if you **act out** the different parts. When you sing "smile" SMILE! Do the things it says and you will remember it easily after two or three limes. Since the first 5 verses are repeated most and quickly learned, make other chunks (e.g., 12 thru 8, 8 thru 5) and repeat these several times.

2) To help you memorize this, teach it to at least two people. Explain the words and ideas. Get them to sing it with you. Get them happy about the song. Write about your teaching in your Action Log. You'll know you have done a good job when they ask you for a copy of the words. Have fun.

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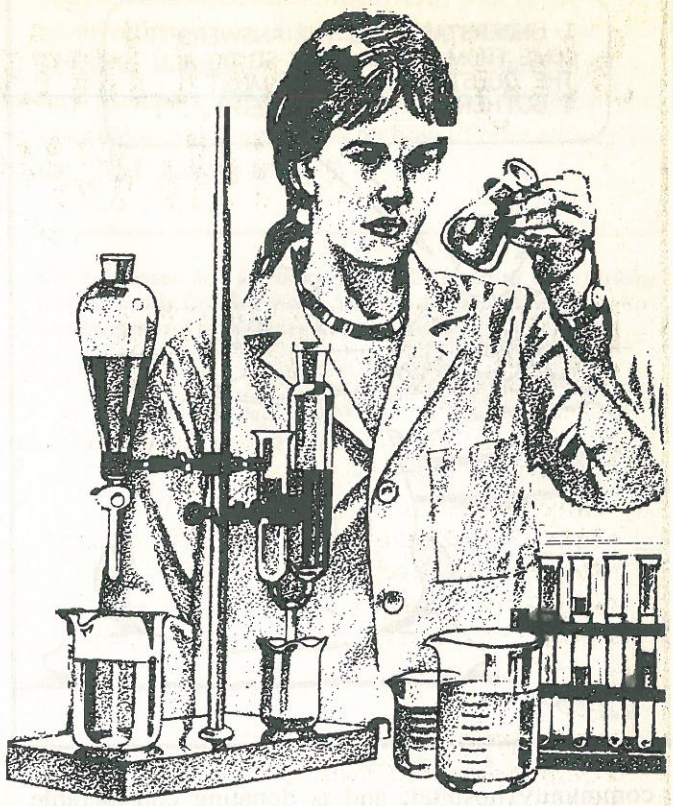
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Research

New Allergy Study Looking For Proof

NLP Research Project Scheduled to Begin in April, 1994



An important NLP Allergy study involving 100 people with minor allergies is scheduled to begin in April of 1994. The proposed study will be held at Vail Valley Medical Center in Vail, Colorado, provided that researchers receive sufficient funding for the $12,000 project.

The objective of the study is to measure the clinical effectiveness of the NLP Counter Example Allergy technique, according to David H. Paul, MD., who is the primary investigator for the NLP Allergy Study. Dr. Paul is an NLP Master Practitioner and has completed the World Health Community for the 21st Century: NLP Health Certification Training conducted by Robert Dilts, Tim Hallbom and Suzi Smith.

Outcomes of the study will be determined by a pre- and post-treatment blood test of the subjects and by an extensive written survey that will be given four times over a 6-month time frame. Over $3,000 has already been donated to cover the costs of the blood tests. However, the research group still needs $9,000.

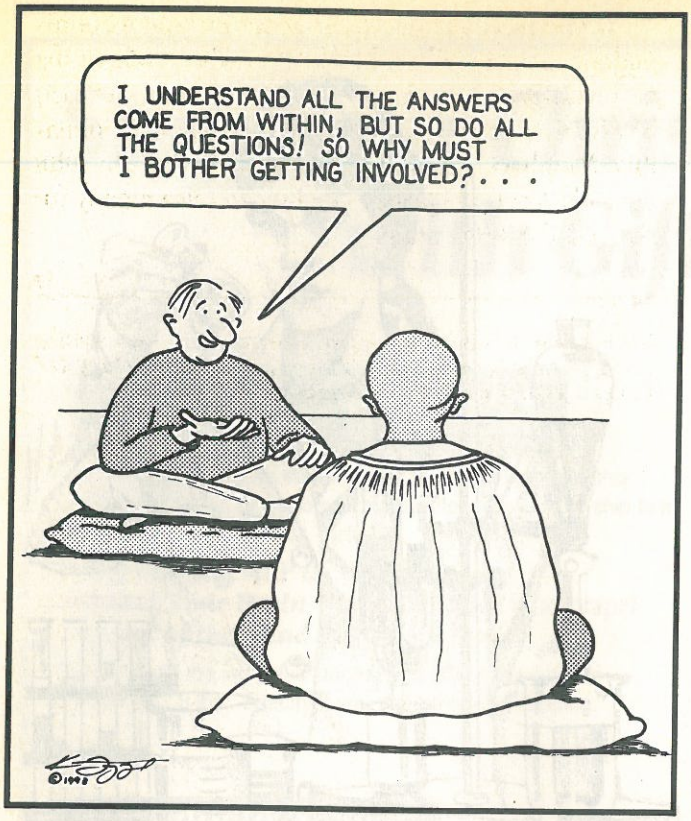
"This study is extremely important because it will essentially change how the scientific community views the field of NLP," said NLP trainer and psychotherapist, Tim Hallbom. "The National Academy of Sciences doesn't recognize NLP as valid because of flawed studies. This new study can resolve that situation because it can potentially provide the data that is needed to validate the effectiveness of NLP for the academic and scientific communities. It could also increase the value of NLP Certification in a significant way." said Hallbom.

"Anyone interested in supporting this project can make tax deductible contributions. Whatever amount you contribute will greatly benefit the field of NLP and the health and well-being of your fellow human beings," said Hallbom. The contributions should be made out to ***Vail Valley Medical Center NLP Allergy Study*** and sent to:

Vail Valley Medical Center
Administrative Office Suite 100
181 West Meadow Drive
Vail, Colorado 81657

"Funding is being used to offset direct expenses only," said Dr. Paul. "In addition, Vail Valley Medical Center is a 501 (c) (3) corporation and operates as a

By Chris Johnson



community hospital; and is donating considerable "inkind" support for the study."

"If the study is successfully completed, we will have a more thorough understanding of the relationship between the conscious mind and the immune system," said Dr. Paul, adding that, "the research team expects that the participants will have relief of their allergy symptoms after the NLP Counter-Example Allergy technique is done on them."

According to Dr. Paul, it has been estimated that 20% of the U.S. population is allergic to something such as food, pollen or animal fur. The standard treatment for allergies has been medication, which is costly and has side effects. There is a multitude of "anecdotal" success stories to verify that this allergy process is effective at reducing or eliminating the symptoms caused by minor allergic responses. However, those stories don't mean much to people in the scientific community if they don't have valid evidence (such as a blood test) to support the results. If proof can be scientifically verified through quantifiable and statistical data, then this allergy study could be revolutionary in the field of NLP.

"It would indeed be a tragedy if the history of the human race proved to be nothing more than the story of an ape playing with a box of matches on a petrol dump."

- David Ormsby Gore

Why the NLP Allergy Study is Important

Ask almost any NLP Practitioner why they like NLP so much and generally their response is, "I like NLP because it works!" As Practitioners, the majority of us know that this stuff works -- we have seen the results. We've seen what it can do for us personally and we've seen what it can do for other people too. Most Practitioners can tell several success stories about how they influenced someone else's life through NLP. Yet, ask that Practitioner to provide you with the statistical evidence and quantifiable data that what they did really worked.

"The area of academic NLP research is a morass," according to Experimental Psychologist, Dr. Oakley Gordon, who is also the NAA/NLP Research Committee Chairperson and an associate professor of statistics, physiological psychology, cognitive psychology and experimental design at Southern Utah University.

"As NAA/NLP Research Chairperson, I am frequently asked if there is credible research demonstrating the effectiveness of NLP. If *credible is* defined as meeting the criteria of academia, then my answer is no, or at best, **not much.** For those of us who are involved in the academic world, who have experienced the power and effectiveness of the NLP approach, and who aspire to facilitate the use of NLP to help heal our planet, the situation is very frustrating," said Dr. Gordon.

"Research performed by those in academia, skilled in experimental design, often shows a complete misunderstanding of the NLP approach. Individuals skilled in NLP often lack an adequate understanding of research design, or they have no platform from which to attract the attention of academia, or their findings are lost in pools of conflicting studies. I see good reason for those who might contribute research in the field to turn away and look for more promising ground to explore," he said.

"The situation would be dramatically improved if we could achieve one highly visible and highly credible demonstration of the effectiveness of NLP. I think that such a landmark is on the horizon through this NLP Allergy Study," stated Gordon.

Given the dynamics of the relationship between the medical community, medical research, and insurance companies, a result demonstrating the effectiveness of NLP would likely have a dramatic, and healthy, effect on the scientific community.

"As NLP gains credibility and acceptance, it's going to become much more widely available and thus, make a greater and greater difference in the world," added Hallbom.

The NLP Allergy Study only awaits sufficient funding (to pay for the blood tests) to begin. Given the size of the study, $12,000 will be needed. The NLP World Health Community has decided to help raise the money for the study through donations. "If you would like to support this project please send a tax deductible contribution to the address given above. This is a crucial window of opportunity for NLP," said Dr. Gordon.

If you have any questions about making a contribution, contact Colleen McGovern, who is one of the co-investigators on the NLP Allergy Study, at (415) 3313056. In addition, the NLP World Health Community Members encourages you to call Colleen with your ideas and suggestions on how to raise money for the "NLP Allergy Study."

Chris Johnson is a freelance journalist and has been writing professionally for nine years. She has a BA in Psychology and Languages and is a Master Practitioner.

A New and Powerful Model for Understanding and Working with Boundaries

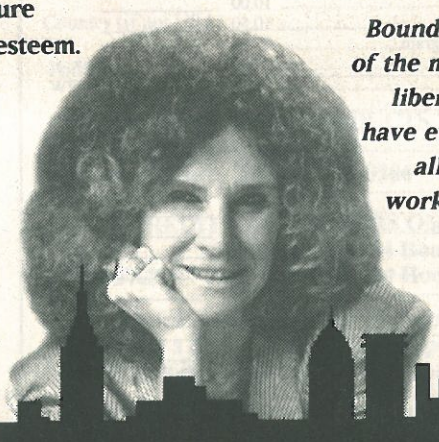
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Anne Power, Research Director

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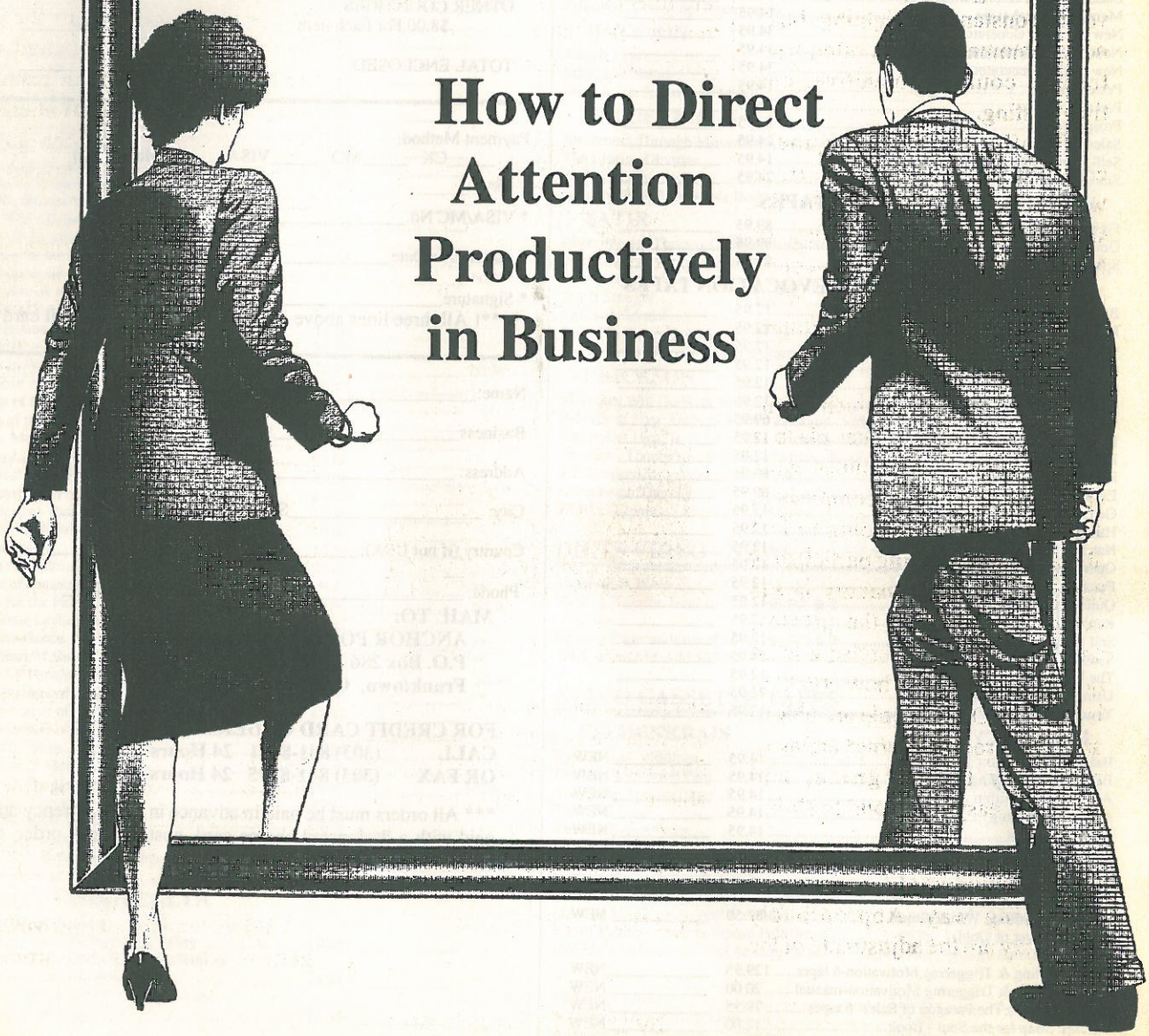
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The Art of Framing:

How to Direct Attention Productively in Business



There are many ways for communication to go astray in business situations. Whether it's the boss's tendency to go off on a tangent and ramble on with no one willing to risk an interruption, or the group's habit of meeting without a defined outcome, or a derailment of long-term planning in favor of constant fire fighting, business communication is often frustrating, counterproductive, and timewasting.

Ideally, effective business communication meets certain well-formedness criteria. The basic criteria are very familiar to NLPers: a well-defined outcome, rapport, sensory awareness. What it takes to get these is the appropriate use of frames.

The frame within which a conversation or meeting takes place is invisible, yet it determines what can and cannot be accomplished, and how people are going to feel about it. Most meeting participants believe that what matters is the content, rather than the process, and hence do not exercise a great deal of choice about how attention is focused. Once people are able to attend to process, frames are actually easy to recognize, and relatively easy to set and to shift.

Like any model, the concept of frames can be used in a rigid and stultifying way. Appropriately used, they are the adjustment of the existing sets of assumptions held by the participants without causing disruption to the flow of communication.

Before shifting frames, one must be able to recognize them. Just listen to the opening phrases when people gather or begin to converse by telephone. Voice quality as well as the content of what is said sets the frame. Most people are affected by the tonal qualities, tempo, etc. but do not pay conscious attention to them. They are swept into the content of what they are hearing and of the interpretations they are making. One must be able to direct attention to the underlying assumptions and direction as well as the nonverbal aspects of conversation by letting go of the content at times



Lucy D. Freedman

by Lucy D. Freedman

A common basic NLP activity that helps to learn this skill is one where you work in a group of three. One person tells a story. The second describes the storyteller's behavior, without interpretation. The third person listens to monitor the behavioral description, making sure there is no interpretation slipping in. All three (especially the second person, who is describing behavior instead of listening to the first person's story) learn the distinction between the content and the process. This kind of exercise builds the ability to shift attention out of content so you can gather information and make choices at a process level.

Before a business communication situation, you can plan ahead to set an initial frame that is wellformed. Simply think about what you want out of the situation. What will that get you? How will you know when you get there? You have now framed your thoughts in a proactive, outcome-oriented way. Compare this frame to one in which your attention is on worrying about a negative outcome.

Just the other day, I sat in on a client's staff-meeting, at a high tech corporate headquarters in the Midwest. On seeing me arrive, the manager said, "You may have to referee if we get into crossfire." I jokingly declined, and wondered how much his expectation has set the frame in the past.

While he does not provoke arguments, his smart and articulate

staff can get into seeming conflict just trying to air their views. Their high value on contributing to the group calls forth competitive frames, which have been reinforced in the culture. For instance, while one is asking big-picture questions (how do we want to position ourselves with regard to other groups in the corporation), another responds by offering solutions at a tactical level (we can just communicate such-and-such to them and that will take care of it for now) Another defends a decision from the past (we had spoken to all the key people before we decided to do X), and finally someone says the time for this topic is almost up. A few people cut to the bottom line and say, "So are you asking us for feedback on this? By when?"

Finally there was a decision frame, the meeting ended, and people went their separate ways to work individually on the result. Somehow I knew that this topic would take up time at the next meeting, or someone would just decide to complete the work alone and present it for approval.

The meeting would have gone differently if I had heard on arrival that, "Glad you're here. I expect we'll have our operating plan together by the end of the meeting." Then, either the manager or the designated staff member could have kicked off with, "Remember, we're meeting today to present our work on the operating plan, to decide what we can, and find out what else we need to do to finalize the plan before the end of the month. Who wants to start off?" These statements would reflect two aspects of the outcome frame: we expect a positive result (at Syntax we call this the "aim frame"), and we have a clear representation of our intended outcome.

Each presenter moved through several frames. Had those frames been articulated so others knew what to expect and how to participate, everyone could have been more productive than they were. The first frame was giving information. Other participants needed to listen, and ask questions for clarification only. Second, there was an open frame for discussion and response by the group.

The presenter could enrich this frame by telling the group what questions to address, such as, "Does this accurately reflect what we discussed before? Is there any general direction you would change? Do you have other suggestions for the wording?" They could also allow time for an undirected open frame, so that the group could bring in other ideas, concerns, suggestions. Third, they could check for conclusion of the discussion (any other points we need to add?), then shift the frame to a decision mode. "Sounds like we agree on A, B, and C. Shall we decide now to make this our working plan and begin to task it out?" and so on until the decisions are made.

The person who is leading the meeting, or any participant, can backtrack at the end and verify what has happened and what has been agreed to. The backtrack frame is handy throughout a communication, especially in complex situations. Efficient, concise backtracking helps move a group forward. If there has been a way of taking notes where the whole group can see them, as on a white board or flip chart, backtracking can be hugely streamlined and satisfyingly accurate.

An important element of framing is ownership. Who takes charge of setting the frame? When this is not clear, people in the group compete for leadership and the frame keeps shifting, or they all abdicate and frames never quite get set. Often, this occurs because people do not formulate requests of each other. In one sense, frames are requests. If we are in a decision frame, I am requesting that you tell me what you want to do and not bring up lots of opinions and implications. If we are in a discussion frame, I am asking you to tell me your thoughts and concerns, not to tell me what action to take. In an information gathering frame, I want you to answer my questions. And in brainstorming, it's fine for you to come up with all kinds of wild and creative ideas.

With a proactive group, of course, all this is easier and much more likely to happen than if everyone is passively resisting, or not taking responsibility for making it productive. Breakdowns in rapport have to be handled, and sometimes that means opening up a meta discussion about relationships.

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"The closest a person ever comes to perfection is when they fill out a job application form."

- Stanley J Randall

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Location will be in Southern Germany near Munich. **Dates** are July 30-August 14, 1994 for the Trainer's and Master Trainer's Training and August 16-20, 1994 for the Trainer's Evaluation and Certification Testing. **Investment** for the course is $2250 for the Trainer's Training, $1500 for the Master Trainers and $1500 for the Trainer's Certification Evaluation and is due in full by July 8th, 1994. A deposit now of $250 will guarantee your position. To **register** or **to obtain a detailed brochure** contact the International NLP Trainers Association at 1201 Delta Glen Court, Vienna, VA 22182 or call (703) 757-7945 or Fax to (703) 757-7946. In Europe call or Fax Munich, Germany -49-(0)89-3081366.

good indicators that we need to attend to the relationship. It may just be that one person is distracted, and it's better to find a way to check than to continue. Shifting the frame so that the process becomes the content is a method for clearing the channels. Simply reporting the observable data, such as, "I notice long pauses between your words," and asking, "what's going on?" can initiate this.

Some people have learned to use frames exquisitely in business communication by paying attention to the process and to their and others' outcomes. These are winners in business, managers that people love to work for, sales people who succeed in producing satisfied customers, skillful negotiators and facilitators.

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All of business depends on interactions among people. We get what we pay attention to, and frames determine what we pay attention to. This is one of those examples where structure gives us more freedom, especially in our collaboration with others. Whether you are working in a business or organization, or as a consultant to them, practice recognizing, setting, and shifting frames in your interactions. Notice how you frame situations for yourself. The more well-formed the frames, the easier is the path to success. Another energy saving device brought to you by NLP.

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Lucy Freedman is thePresident of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people, and trainers in communication, coaching, and consulting skills. Syntax offers a Trainer Institute twice a year.

PERCEPTUAL CYBERNETICS

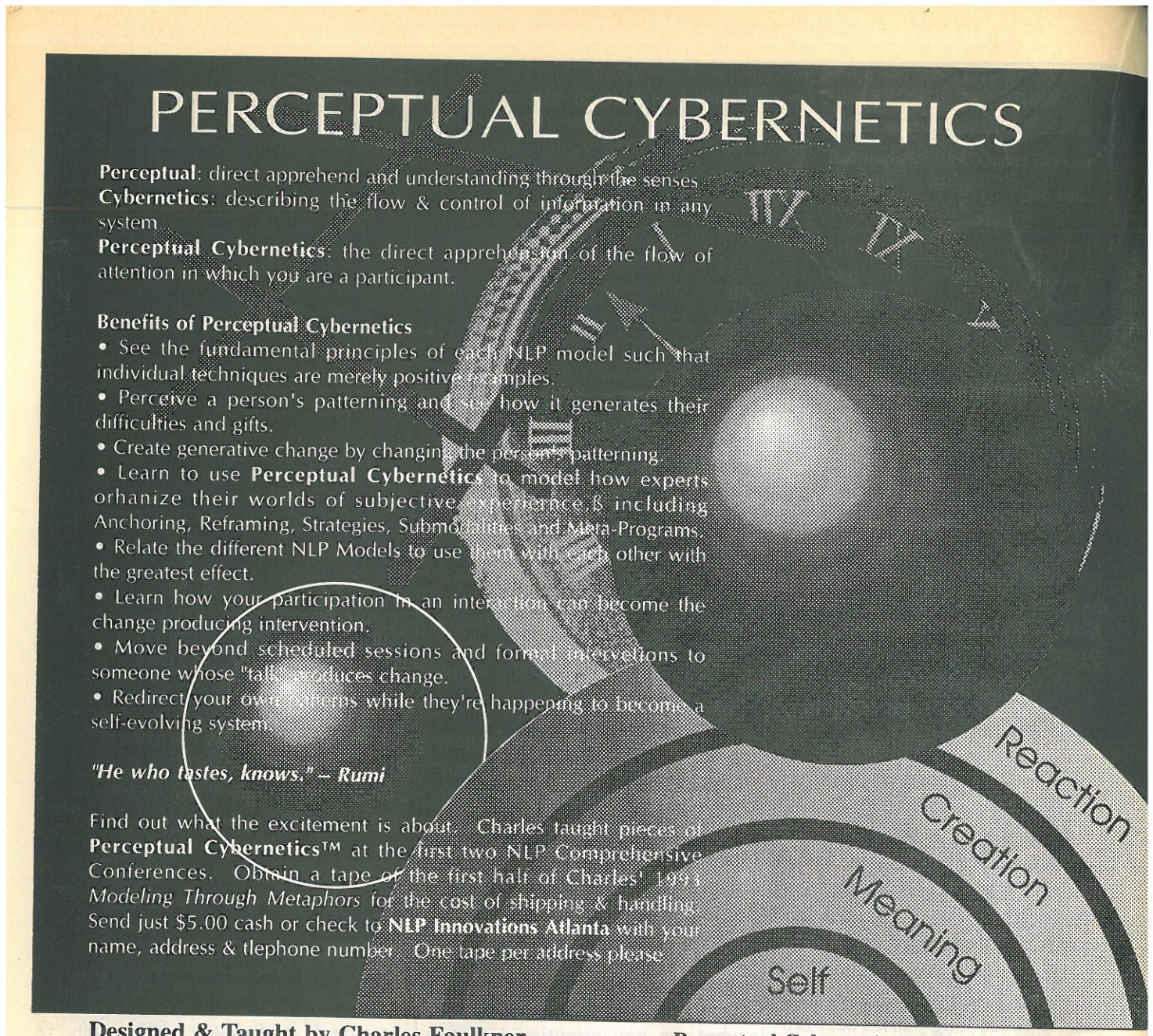
Perceptual: direct apprehend and understanding through the senses
Cybernetics: describing the flow & control of information in any system
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NLP Trainer, author, expert modeler and consultant.
Projects include: Accelerated Learning 1984, Operating Metaphors 1985, Physician Decision Strategies, 1986, Futures Traders 1987, System Structure 1989. Interviewed in *The New Market Wizards*. Architect and co-author of *NLP: The New Technology of Achievement* [Achievers' Mindsets, 1990] and *Success Mastery with NLP* [Flow States, 1991]. Author of the audio seminars *Metaphors of Identity* and *The Mythic Wheel of Life*.

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Retired Folks! Pump You Up!

Picture George Burns doing squats with a barbell. Mother Theresa doing bench presses. Resistance training is NOT dangerous to the elderly. Exercising seniors can increase muscle strength, functional mobility and balance with a regular weight training program. *The Physician and Sports Medicine* journal reports that benefits can be noticed in as little as 12 weeks. Daily routines become easier for the muscle bound senior. Climbing stairs, carrying groceries, and walking are some activities that previously tired elderly people are now a snap. It's never too late to start exercising!

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Heaven on Earth Inn - Houston, Texas

It used to be an economy Days Inn hotel. After it was purchased by the World Plan Executive Council, Indian guru Maharishi Mahesh Yogi's Netherlands based nonprofit group, it became Heaven on Earth. Inn, that is. The dilapidated 30-story, 600-room property in downtown Houston will soon become a maharishi-inspired educational center. Half of the rooms will be open to guests, while the other half will be dedicated to the school. Rates of $49.95 per night are designed to entice all types of earthly beings. Among the more unique offerings at Heaven on Earth are meditating rooms, aroma oils on light bulbs, a rule that forbids red meat and alcohol, and a no smoking policy for the entire building.



Cellular Craze

Does it seem like everyone has a phone glued to their ear? Of all the people driving, shopping, skiing, and just walking down the street, you're bound to see someone with a cellular phone. With 1.2 million customers in 1987 to over 11 million customers in 1993 this does not appear to be a fad. Personally, I do not like cellular phones. They strike me as unnecessary, a status symbol, and generally annoying. Life needs silence at least some of the time.

A recent article in the *Wall Street Journal* reported about some new cellular uses that appear to be truly beneficial. After noting that the industry has designated a "National Cellular Safety Week" (I celebrated it, didn't you?), the article goes on to explain several true life experiences where cellular phones played an important role in emergencies. When mountain climbers calling from Mt. Hood Oregon, 11,235 feet, reported that they were stuck in a snowstorm a rescue team was able to reach the group and bring them back to safety. Who ya gonna call? Hey, just dial 911.

At the beginning of the summer the US West New Vector Group sent a press release to boaters advising "don't cast off without your cellular phone," in case of an emergency. While cellular phones can be used as an important safety net when braving the outdoors I can't help but wonder where to draw the line between a "safety feature" and a "sales pitch." How did my great-grandparents ever emigrate from Scandinavia and homestead in northern Minnesota without a cellular phone? Are we letting technology take us away from solitude and self-sufficiency?

Genevieve Wooden

Dancing with Your Instrument



by Piet Koornhof

A fundamental idea in behavior sciences is that rapport is a prerequisite for effective communication -- with effective communication being defined as that which leads to desired results. Rapport is in essence a two step process:

1. Gathering optimum sensory information about your communication partner (what does s/he look like, sound like, feel like: how is s/he communicating verbally and non-verbally?)

2. Mirroring the essential **process** elements (as opposed to content) back to your partner so s/he can have a sense or familiarity which allows for a feeling of ease.

Thus, by speaking the other persons' language, verbally and non-verbally, in terms of process, a base of mutual understanding is established, allowing people to communicate *on the same wavelength.* This is known as rapport and greatly facilitates the understanding of the content of communication as well. Sensory information about the total spectrum of a persons' communication patterns provides a framework for understanding the content of his/her message. All the myriad

details of a persons' non-verbal patterns (voice-tone, inflection, tempo and rhythm of speach, body-posture, hand- and facial gestures, etc.) constitute the context within which the verbal content of his/her communication finds its meaning.

By becoming **aware** of a persons' communication patterns and then reflecting it back, or getting *in step* with it as in a purposeful **dance** where both people are committed to a partnership of mutual activity and enjoyment, an efficient process is established for effective communication, with the partners alternately *leading* or initiating the next step in the *dance*, as the case may be.

Comprehensive information gathering is thus the very first and essential step without which the rest of the process cannot take place.

Similarly, playing a musical instrument can be thought of as a partnership between the player and his/her instrument. The instrument can be regarded as a collection of information about possibilities of sound, while the player can be thought of as the agent for realizing those possibilities, containing his/her own set of information. Now, it must be stressed that there is no absolutely dividing line between the information offered by the instrument and that offered by the player, as is illustrated by the fact that different players can elicit very distinct types of sound from the same instrument.

It is, as in all good communication, a *dance* between two partners bringing together two sets of information for the same purpose, which is to make glorious music. And in effect, the player and his/her instrument *dance* (perform) together to the tune of the music being played.

For the dance between player and instrument to be optimally effective, the first step of the process is the establishment of rapport. The player must gather comprehensive information about the instrument and its response to the players' actions: **sensory awareness** (what does it look like, sound like, and feel like?). The next step is to reflect back, or respond in kind, which is to say that the player has to accept and understand the sound possibilities offered by this **particular** instrument, respecting its individuality, and then engaging

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in a partnership, a **dance** with it, in the process of which the players' own individual sound conception will become part of the interaction of the dance, giving rise to results which may be different and perhaps even more than the sum of the two parts.

Ignoring this process and forcing one's idea of sound on the instrument without being exquisitely aware of the identity and possibilities unique to the instrument is too much like rape. Sound becomes forced and harsh, muscles become stiff and bruised, and the love of music is forgotten or lost.

Playing a musical instrument, nay playing your **particular** personal musical instrument should be a dance of love, like **making** love, respecting each other, becoming one, inspired by love of music and giving birth to the best testament to the art of composition: a gorgeous performance.

≡

Piet Koornhof is a concert violinist who lectures in violin and teaching methodology at Potchefstroom University, South Africa. He also manages the Chamber Music Society which draws together outstanding professional performers from all over South Africa for regular chamber music concerts. Piet and his partner Armand Kroger [Performance Launching Network (PERLANET)] present NLP workshops for musicians.

6th Canadian NLP Conference The Best Ever

By Grant R. Carphin

Greetings from the Great White North ! ! Calgary was home to Richard Bandler and the 6th Canadian NLP Conference on October 1,2,3. He came, he saw, and he triumphed and a great time was had by all. Richard delivered a 1-day pre-conference seminar in which he spoke of the importance of attitude in the practice of NLP and demonstrated some of the techniques from Design Human Engineering (DHE) especially in breaking through the queasy feelings some of us who were presenting later used to feel at the time.

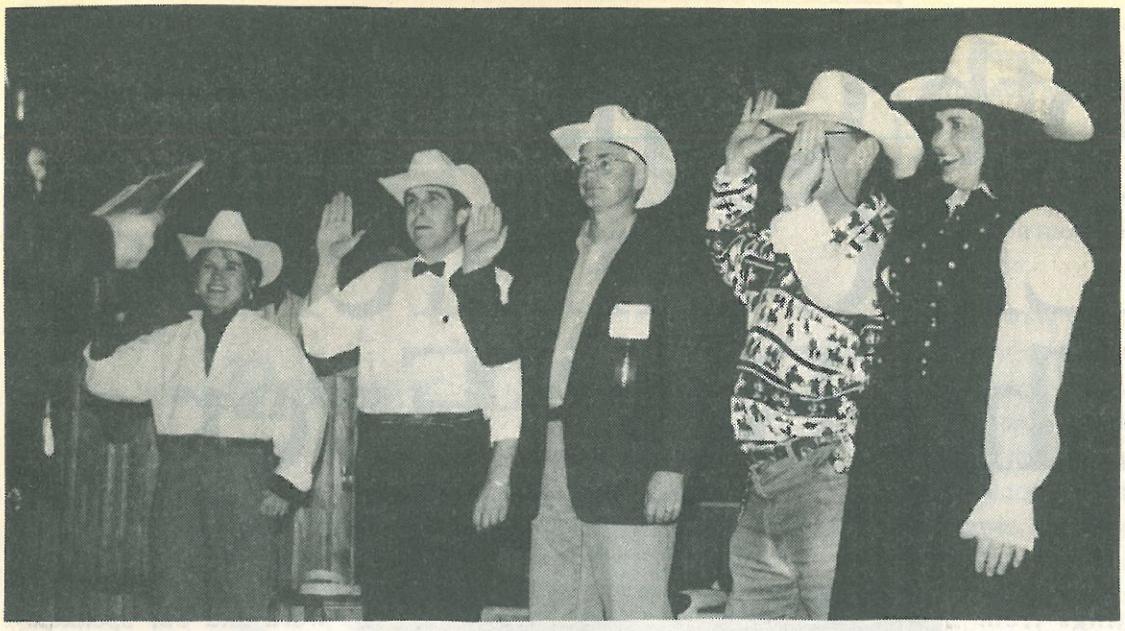


Richard Bandler

The Conference itself featured Richard as the Keynote Speaker where he continued with the importance of attitude. He lead an exercise to build and stack positive resource anchors. The rest of our presenters were many, varied and excellent. The program was designed to appeal to the widest possible range of application interests and all levels of experience. Apparently we were on target for never was heard a discouraging word and our speakers drew raves and bouquets.

Doing his usual superlative job as general MC, introducing Richard, chairing the Panel of Experts and winding up the show was Gordon Sherley. On top of this, he still had time to fascinate his audience with a presentation on the use of the Enneagram in NLP.

Although the number of excellent presentations cannot all be mentioned here, some must. Teresa Robbins, NAANLP President, presented a powerful and moving presentation on her experience of utilizing NLP in the California mental health system. Also, among the moving personal experience presentations was that of Earl Corless as the NLP practitioner and Sharalee Clawson as the client and their story of healing her Multiple Sclerosis. These



Teresa Robbins, Peter Joyes, Steve Davis, Richard & Paula Bandler

people are a source of inspiration to us all.

In the business area, we had an outstanding presentation from Steve Davis on dealing with stress in the workplace, Shelle Rose Charvet on the LAB profile, and Larry McLauchlin on persuasive language patterns in business. In Education, we had a dynamic presentation by June Harvey and Barbara Mackelprang on Strategies for Today 's Classroom, along with two great presentations from Deanna Sager on PhotoReading and a "Flair for Questioning."

For those focused on NLP applications in therapy, we had outstanding presentations from Richard and Lynn Puteran on healing the trauma of abuse and from John Sterling on the "Adult-Child Syndrome" in normal families. Wayne Ikebuchi did a presentation in this category on "What to do When with NLP" as well as a general introduction to NLP. We had a number of excellent presentations in the personal evolution category including two from Danni Burton on Graphology and NLP, and on presentation skills. I would also like to thank Danni for being my guinea pig during my presentation on creativity in the workplace using "Adaptation Innovation Theory" and the "Disney Strategy." Jay Arthur was outstanding in his presentation with



Grant Carphin, Gordon Sherley, Teresa Robbins,Wayne Ikebuchi, Carol Smith,

the same title as his new book "Attracting Romance." Henry Baker held them spellbound with his presentation on NLP and love. Other terrific presentations were made by Gloria Dummitt, John Tozeland, Alyson Lavers and Dave Maher and Sylvia Runkle. Well, you get the picture!

We took time out from all this learning to engage in some unadulterated fun at a western BBQ and dance Saturday night. Highlighting the evening was a root'n toot'n shoot out and good old fashioned hanging. Thanks to Steve Davis and his wife Dawn for their cooperation and good sportsmanship during this wild west showdown. When everyone had recovered, Richard, Paula and other visiting dignitaries were officially sworn in as "White Hatters" good guys and ambassadors for Calgary hospitality. Before the dancing began, we were treated to a terrific presentation on the power of living in the "now" from Peter Joyes. Peter was our official Conference Sign Artist and did a wonderful job creating signs for everyone.

On Sunday, among the presentations we took the opportunity to corner several of our more well-known experts over lunch and pose some of the more difficult questions we had always wanted to ask, like: When people ask you what is NLP, what do you tell them?; or, How did you get started marketing your services? The research project in the USA regarding the use of NLP in treating allergy cases and thus it's viability in the medical community was discussed (Incidentally, donations for this research project are tax deductible in the United States.). This panel was universally praised for the candor and insights they provided.

On behalf of the hard working committee that put this conference together, we would like to thank all those who attended and especially all of you who presented. You all did a marvelous job and made our time together a smashing success. Our special thanks to Richard for his wisdom, his insights and his humor. We look forward to seeing you all next year in Ottawa.

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Through his consulting and training company, KnowledgeWorks, Grant helps corporate clients to achieve personal and organizational transformation with techniques to promote creativity and accelerated learning. He is a certified practitioner of NeuroLinguistic Programming (NLP) and Educational Kinestheology and Kirton AdaptionInnovation Theory. He is currently a member of the Hypnosis Society of Alberta, the North American Association for NeuroLinguistic Programming and the president of the Calgary Association for Neuro-Linguistic Programming.

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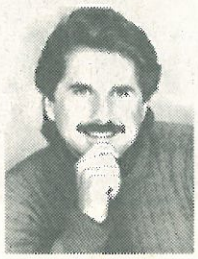
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TAD JAMES, M.S., Ph.D. is a Certified Master Trainer of NLP as well as a faculty member for the American Institute of Hypnotherapy. He is the co-author of **Time Line Therapy And The Basis of Personality** and is the author **The Secret of Creating Your Future**. In 1991, Tad co-founded the Time Line Therapy™ Association. Tad is also recognized as a student, researcher and respected teacher of the healing and shamanistic science of Hawaiian Huna. In a just few short years, Tad has become a highly demanded seminar leader & therapist.

CLIP 'n' SAVE

From the Avanta Network

Some Early History of Satir & NLP

Current Uses of NLP Techniques in Family Reconstruction

It was in the mid 1970's that I began to study with the NLP folks, John Grinder, Richard Bandler, Judith DeLozier and Leslie Cameron. I was intrigued with their combining the work of Virginia Satir and Milton Erickson. I had admired the work of both these leaders and teachers in the family therapy field. Therefore, I was drawn to study NLP in order to discover the way the NLP developers had woven the work of Satir and Erickson into their model.

Several years later having studied NLP with John, Richard, Judith, and Leslie, I decided to teach some NLP at a month-long training I was attending which Virgina Satir was offering in Ontario Canada in 1978.

At this month long training in 1978 I observed Virginia work during the day and then in the evening I taught a very brief NLP class. I took examples of the work Virginia did during the day to illustrate the roots of NLP and to teach NLP. Actually this was somewhat similar to the process John and Richard utilized when they developed NLP. John and Richard spent hours observing video tapes of Virginia Satir and Milton Erickson. It was from observing Satir and Erickson live and on video that John and Richard developed their NLP model. I was doing the reverse. I was taking the NLP model and looking for examples of Satir's live work that day, in order to teach NLP. It was fun to do a Sherlock Holmes quest for Satir in NLP!

The most surprising thing about this adventure was that Virginia came to one of my "classes" on NLP in the evening. She sat in the back row. As I explained an NLP technique and how Virginia had utilized it that day, she sat with her mouth open with comments such as, "Did I do that?" and "Is that what I did?"

You see, Virginia uniquely created whatever she did on the spot to fit that particular situation. I doubt she ever thought about "techniques." In fact, I can remember us as a group of Avanta trainees, asking her for "techniques" and she had difficulty coming up with them. She would simply demonstrate another piece of work, from which we learners could then extrapolate what "techniques" we got from her piece of work. I don't believe creative, innovative people think in terms of techniques. They create the Gestalt, and don't need or want to attend to the details thereof.

Some current uses of NLP with Family Reconstruction:

Since that time of the mid 1970's I have continued to use parts of NLP in my work as a psy-



By Anne Robertson Nerin, PhD

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chotherapist, consultant, and graduate level teacher. For example, in all the classes I teach, I begin by giving the students a learning anchor to enhance their learning process.

In the intervening years since the 70's, I have seen many of my therapist colleagues discard or reject NLP work for various reasons: the arrogance of the NLP instructors, the lack of theoretical foundations, the ethical issues raised about teaching such powerful techniques to the wrong people, etc. I suppose I am a pragmatist at heart. If it works, helps and heals people, I use it. Of course, I combine the use of any model with the ethical standards I maintain as a person and professional psychologist.

Before I share ways I use NLP in Family Reconstruction, let me describe that process. Family Reconstruction is a day-long intergenerational group process developed by Virginia Satir. I feel it is the crown jewel of her work. In this process, the individual doing the Family Reconstruction, called the Explorer, has prepared family genograms and chronologies of life events. This work goes back two generations the paternal, maternal and family of origin families. Then the Explorer picks role players from the group gathered that day to play the roles of, for example, all the members of the family of Explorer's father. Through role play, psychodrama, sculpting, pantomime, the events in this family are played out and portrayed for the Explorer to see. This process is repeated for each of the three families maternal, paternal and family of origin.

Often many new insights are gained, as well as many puzzles resolved. Much healing can take place. The Explorer begins to see his parents as human beings rather than as in the role of mother and father. This creates an equality in the relationship, which is healing. If the reader wants to explore this theme further or learn more about Family Reconstruction there are two books available. *Family Reconstruction, A Long Day's Journey Into Light*, W.F. Nerin, W.W. Norton. 1986 and *You Can't Grow Up Till You Go Back Home. A Safe Journey To See Your Parents As Human*, W.F.Nerin, Continuum Press, 1993.

I would like to share a few of the ways I have incorporated NLP into the Family Reconstruction process. But first some background. My husband, Bill, and I have been co-guiding Family Reconstruction for the last 12 years, and we each guided singly for the preceding 5 or 6 years before that. We currently co-lead year long Family Reconstruction groups, as well as train guides to conduct Family Reconstructions through our Family Reconstruction Training Institute.

In my last 15-20 years as a therapist and doing Family Reconstructions, I have concluded that Family Reconstruction is the most powerful and effective changeagent I have found more effective overall than individual therapy in my opinion. I feel NLP techniques have similar qualities powerful and effective. Thus, it

seemed natural to combine the two.

Let me share four examples of how NLP can be used in Family Reconstruction: 1. Anchoring 2. Visual Kinesthetic Disassociation

3. Change History 4. Reframing. Each of the processes is described very well in Leslie Cameron Bandler's Solutions (FuturePace, Inc., San Rafael, CA, 1985).

I have often used both overt and covert anchoring in Family Reconstructions. At the beginning of a Family Reconstruction the Explorer (the person doing his/her Reconstruction) usually feels nervous or scared. I then overtly anchor them kinesthetically "press your thumb and finger" for a safe, secure place. As the Family Reconstruction process proceeds the Explorer then has a resource, a safe haven in their thumb and finger. The Explorer can use this whenever it fits, and I, as guide, can suggest it be used when perhaps the Explorer is too frightened or distracted to remember it as a resource.

This same process can be and is used covertly by the auditory anchor of my voice as I lead the Explorer by my voice tone and pitch to a safe haven.

A second example of utilizing NLP in a Family Reconstruction process is that of Visual Kinesthetic Disassociation(VKD). Fellow Avantan M'Lou Burnett and I were about to begin coguiding a Family Reconstruction. However, we had a problem. The Explorer, with whom M'Lou had a long history, was extraordinarily emotional, tending towards hysteria. We pondered how she could get through the very emotional day long process of Family Reconstruction seeing her family members past and present come alive with their own emotions. Wasn't this likely to be such an overload that she, the Explorer, would not be able to take in the process of Family Reconstruction because she herself would be so emotionally overloaded? I suggested we explain our concern to the Explorer and tell her we wanted to do something which we thought would help her be more in control before we began the Family Reconstruction. She agreed. We then did a Visual Kinesthetic Dissociation using her overly emotional self as the part from which to disassociate.

She was anchored to a safe, secure feeling of being in emotional control as she watched her overly emotional self "over there" and "learned something meaningful." The results were amazing! She was a different woman throughout the Family Reconstruction process and she was for the most part calm and in remarkable control of her emotions. Thus she was able to both cognitively and emotionally take in the new information and insights the Family Reconstruction offered her. M'Lou who had known the woman for years could not believe the change in her. Then we had another concern. Had the VKD. so muted her emotions that she could not take in the new information and insights on the deep emotional level needed to create changes in here current life? Several months

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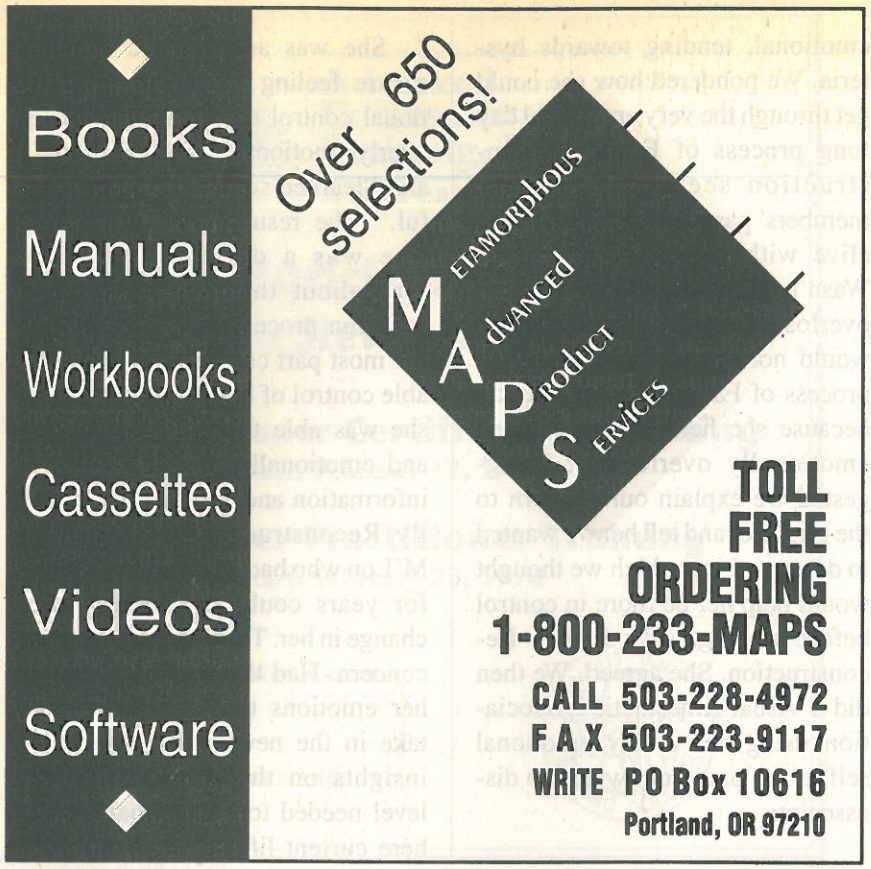
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after the Family Reconstruction, M'Lou reported that was not the case. The woman had been able to integrate the new learning into her current life.

A third example is that of a Change History. In this process, the individual is anchored to have the resources they needed, but did not have at the time of a past traumatic or negative experience. Then with the needed new resources, the person goes back to the negative episode and in guided imagery replays the scene in a new way with the added resources. This heals the individual by their own changing of history. There are several ways I have used this process.

a) Before beginning to enact an Explorer's abusive parents' family I have done a Change History. Sometimes the Explorer has been as a child so abused by the parent, the Explorer cannot even pick a role player to be that parent. In such a case, doing a Change History first will empower the Explorer, so that operating from a more powerful position as a result of changing history, the Explorer can now pick a role player to play the abusive parent. Then more healing can come as the Explorer sees the unfolding of how that parent as a child grew up and learned the very poor coping mechanism of abuse. The Explorer then can incorporate this new view of an extremely poorly coping abusive parent with the Explorer's need to continue to protect self from future abusive situations.

b) Although Family Reconstruction is a day-long process there is often too much to cover with events of the three families: maternal, paternal and family of origin. At such times, I have done a Change History with the Explorer to cover an episode, event or pattern that we don't have time to role play. This allows the Explorer to go back in time in fantasy with the resources he/she needed then and redo the scene(s) for a more successful and healing outcome.

c) Changing History can be used at the conclusion of a Family Reconstruction to consolidate the learnings and new behaviors gained that very day. Taking the Explorer back in time with the newly gained insights and resources to redo the history strengthens and consolidates not only the individual Explorer but strengthens the newly gained behaviors. It is a way of futurepacing the use of those new resources right now.

A fourth NLP technique that can be combined with Family Reconstruction is that of Reframing. Let me illustrate with an example. This is a process which encourages the individual to find the positive intention behind a negative behavior or trait in oneself. Finding the positive intention neutralizes the negative behavior so the individual can generate new more productive behaviors. The person then sees the negative trait from new healthier perspectives, i.e., it is "reframed."

Let us suppose your Explorer tends to be overcontrolling and has (of course) an overcontrolling mother. You as Guide have led the Explorer through seeing her maternal family develop, so the Explorer learns how his/her mother learned

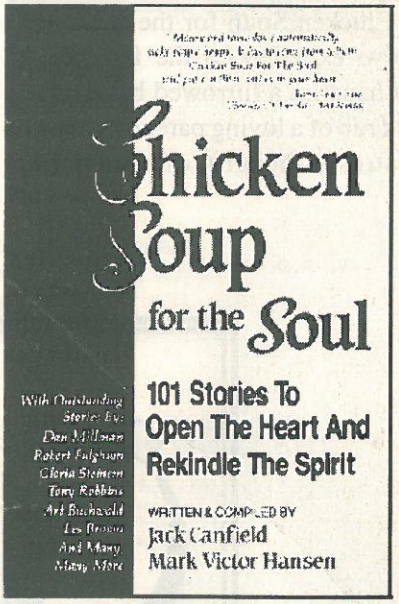
to be so over controlling. So the Explorer has an understanding of the dynamics that lead to overcontrolling in her mother and herself. You as guide want to reinforce this understanding with something more. Do a Reframing with the Explorer. Let the Explorer reframe the over controlling behavior and develop some new substitute behaviors via the NLP Reframing process. Then the understanding gained from the Family Reconstruction is strengthened and the empowered Explorer has developed substitute behaviors that are more effective.

These are a few of my ideas about how NLP can be incorporated in ongoing therapeutic work. I would be interested to hear yours. My purpose in writing this was to ruminate about some past works with Satir and to visit with you a while. My hope is this may stimulate some new ideas, for you, the reader. I hope you will share them with me.* Virginia wanted us to take her seeds and plant them and to germinate our own strains of her seeds. Together, with Virginia, we as creator of many new seeds, can help a beautiful garden to grow!

≡

*Anne Robertson Nerin Gig Harbor, WA.
The Avanta Network was begun by Virginia Satir to carry on her work through teachings and trainings. For additional information regarding the 1993 Avanta International Training schedule write: Avanta Network, 310 Third Avenue NE, Suite 126, Issaquah, WA 98027 USA.

BOOK REVIEW: CHICKEN SOUP FOR THE SOUL:
101 Stories to Open the Heart and Rekindle the Spirit
1993, Jack Canfield and Mark Victor Hansen
Health Communications, Inc. Deerfield Beach, FL. $12.00



I am pleased and honored to have the opportunity to introduce the readers of Anchor Point to a new book, *Chicken Soup for the Soul* co-authored by Jack Canfield and Mark Victor Hansen.

Those of you who attended our NAANLP Conference at Snowbird, Utah last April need no introduction to Jack Canfield, our keynoter. He endeared himself to us all by his generous participation in the entire conference, his gracious sharing of skills for developing self-esteem, and his wealth of experience in successful marketing.

The new book is the result of 2 years of preparation by Jack and Mark Victor Hansen, who is himself a popular radlo and TV personality, known as a motivational speaker and business consultant. They are equally successful in the "success building" business.

The book is subtitled *101 Stories to Open the Heart and Rekindle the Spirit.* Some of the stories are used with permission.

Rekindle the Spirit. permission from such well known people as Robert Fulghum, Gloria Steinem, Tony Robbins, Art Buchwald, Dan Millman and Les Brown. Others are written by Jack and Mark based on their personal contact with people of courage and valour whose life stories bear repeating.

My own experience with using metaphor as a tool for personal inspiration and transformation draws me to the collection. The book provides a ready source for tellable tales. However, faced with the challenge of reviewing this book, I wondered what credibility I could add to the quotes from better known people: Nathaniel Branden, Brian Tracy, Sidney B. Simon and Robin Leach.

Then I thought of our 1993 Conference theme: "The Differ-

ence of One." I was reminded of "Arabian Nights" in which the Sultan allowed his paramour to live as long as she could intrigue him with a story1,001 nights. Here we have 101 -- equally exciting stories. Why the extra ONE, why not an even thousand or an even hundred? What difference could one story make?

The difference is that one special story which is made for you -- the one which "hooks" you. And only you will know which one that is. Which one will motivate that client toward a life change or convince someone to try the impossible?

Chicken Soup for the Soul! If you've experienced the feel of a soft hand on a furrowed brow, the back rub of a loving parent in times of stress, the gift of "chicken soup" for the body--you'll be yearning for such a healing of your spirit. The authors suggest that these stories be savored, digested, and enjoyed to touch your inmost feelings, to flavor your dreams and hopes, to challenge and move you to be the special ONE which only you can be.

The stories are grouped by topics; On Love, Learning to Love Yourself, On Parenting, On Learning, Live Your Dream, Overcoming Obstacles, Eclectic Wisdom. They are the life experiences the authors gleaned from their combined 40 years of training, speaking and public service. You will recognize names such as Bennet Cerf, Art Buchwald, Virglnla Satir, Pablo Casals, Abraham Lincoln, Kahlil Gibran.

Some stories you will remember from Jack's presentations at the conference. Others are borrowed from other outstanding trainers. Some were put together by the authors with permission of courageous people they have met through their selfesteem and motivational teaching. Each one is alive, each one will nourish and inspire you.

And the stories don't end. You, the reader, are invited to submlt your favorite inspirational story for a future volume of "Chicken Soup." And you can then join the list of illustrious professional speakers listed as contributors to this present collection.

≡Martha F.Wiglesworth

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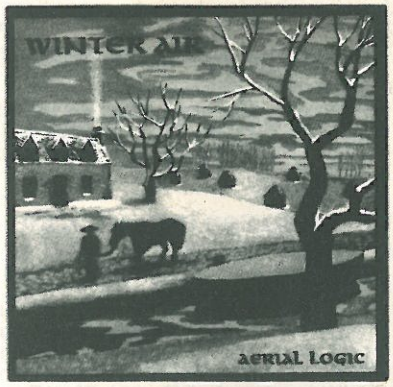
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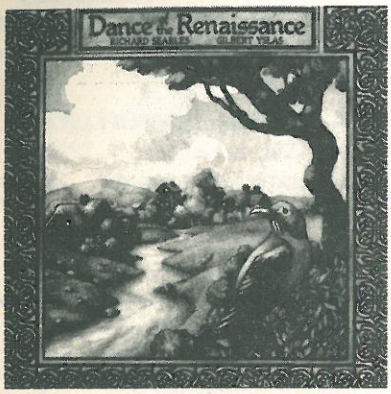
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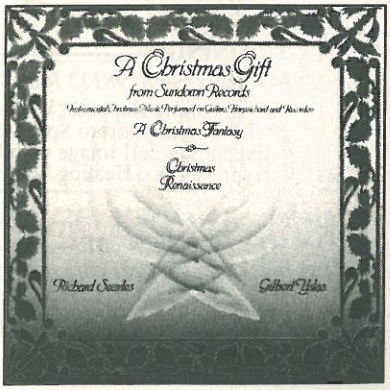
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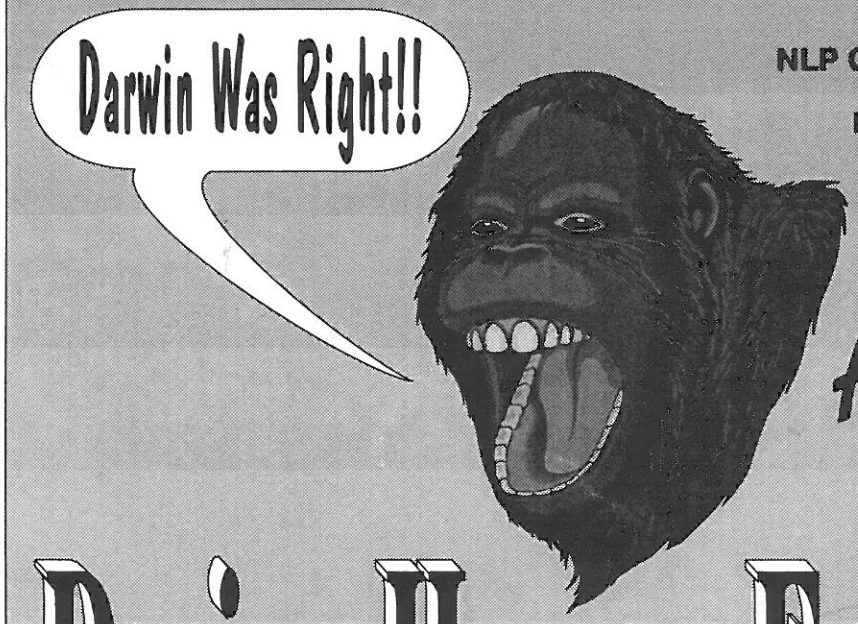
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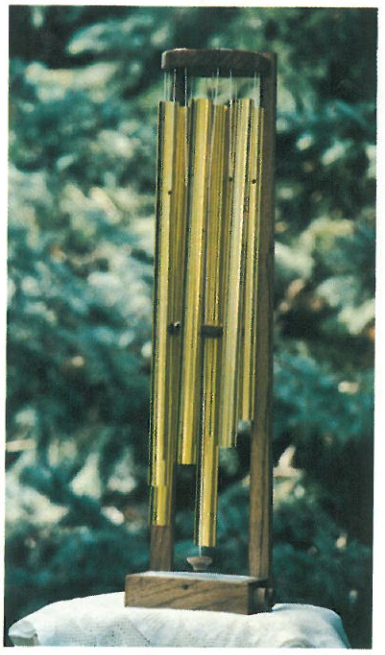
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