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The NLP Connection

The Journal of the National Association of Neuro-Linguistic Programming

Fifth Annual NANLP Conference Prepares for the Challenge

The 1988 National NANLP Conference is entitled "NLP - Meeting the Challenge of Change." It will held in the Midwest Region's city of big shoulders; Chicago, on April 22-24, 1988 at the Holiday Inn Mart Plaza.

The Conference will feature two dynamic speakers who are models of "meeting a challenge": John Amatt, Mount Everest climber, and Leslie Cameron-Bandler, NLP co-developer.

John Amatt, who developed as well as trained the Mount Everest climbing expedition, is also a businessman and sought after motivational speaker. President and Founder of One Step Beyond, he will speak about "Climbing Your Own Everest" in ways guarateed to take you beyond your limits.

Leslie Cameron-Bandler requires no introduction to NANLP members, as she is known throughout the world as an NLP co-developer, author & researcher.

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"I wasn't myself"

The astute "visual" reader will have the feeling this publication appeared last issue with a similar personality under a different name. And you thought only people had "parts." Current NANLP President Richard Clarke asks for a membership response. Is this the name you want? Is this the kind of journal you want? Send your responses and inspirations to ***The NLP Connection.***

This issue has many special features beyond a new name. David Gordon, Michael Lebeau, and Leslie Cameron-Bandler, NLP co-developers and models of what's possible, have graced this issue with a chapter from their forthcoming book: Skills of Genius.

Marilyn Blank & David Wehrle have put in written form their well-received 1987 NANLP Conference presentation, "Treating Incest: A Mother and Daughter Re-unification Model". Roger Bailey, in his "Here's Something New," gives us more to think about with his Metaprogram analysis of NLP promotions and potential audiences. Perhaps the 1988 National Conference will evolve its program title into "NLP - Meeting the Challenge of *Improvement*." Read on and find out why. Suzi Smith &Tim Hallbom share some of their secrets for building rapport with the business community in their deceptively straight forward article "Augmenting the One Minute Manager." Always fast with the submodalities, Connirae & Steve Andreas treat us to "A Quick Empowerment Process," just in time to ready us to send in a completed proposal form for the Fifth National NANLP Conference -the due date is October 15th. Now, read on...

In This Issue

Chapter One from

Skills of Genius

by David Gordon, Michael Lebeau & Leslie Cameron-Bandler

The NLP Connection

Publication Policies

EDITORIAL

The NLP Connection publishes articles and materials with the intent to informing NANLP members and the public-at-large of Neuro-Linguistic Programming (NLP) with accuracy, integrity, and respect. Articles sought include those enhancing the acceptance of NLP by various degreed professions and the general public as a significant and viable discipline, as well as those informing the membership of new developments and applications.

Manuscripts and other items for publication must be typed and double spaced, and include a suggested title and bio(s) of the author(s). At least one of the authors must have at least a Member level membership in NANLP.

The NLP Connection is interested in publishing original work and realizes the value of an author's time and efforts. Therefore, copyrights are promptly returned to author(s) of original work on request.

The desirable length for feature articles is from 800-2,000 words. Shorter lengths may become part of a "column" or news item, or appear as a short article. Credit of authorship for shorter length submissions will be given when appropriate. Longer articles may be divided across 2 or more issues. Any "series" presented for publication must be sent in totality for editoral review first.

If the document was produced on a Macintosh , please send a floppy disk (in text or MacWrite format) of the same. IBM - PC (and compatiables) floppies and PS-2 floppies will be acceptable (and desired) some time next year.

The Editor-in-Chief reserves the right to make changes in phrasing and to make deletions. If major changes are required, the manuscript will be returned to the author(s) for reworking, or if the content is deemed significant and timely, the author(s) will be contacted by telephone by the Editor (or his designated representative) for acceptance of the anticipated changes. Writers who require that all editorial changes be cleared with them are urged to allow a lead time of at least 2 publications (about 6 months).

The FORUM (letters from NANLP members to the publication) and the Board Meeting Minutes are NOT subject to editorial review and are printed UNEDITED, with the contraint that FORUM letters are limited to 800 words in total length. Letters in excess of that length will be printed when deletions agreeable to both the author(s) and the Editor have been made reducing the length.

ADVERTISING

Individuals advertising in the publication must have at least a Member level membership in NANLP. In the case of institutes, centers and organzations operating under an assumed name, at least one member of their executive staff (Director, President, CEO, etc.) must have at least a Member level membership in NANLP.

The Editor-in-Chief reserves the right to refuse advertisements not meeting the above requirement, or making outrageous claims, or judged not to be "tasteful", or not within the editorial policies of this publication. Recourse is available through review by the Board of Directors.

The advertising rates for black on white ads in the next issue, and limited to the next issue, are:

Ad Size	Copy Size		Cost
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Ads must be stats. Reversals are 30% more the Ad Size Cost. Preferred placement is 30% more the Ad Size Cost with the larger ad having preferred placement priority for a given space. If the foregoing words regarding advertisements are not richly meaningful, consult with your graphics designer or contact the Editor. Ads should be accompanied by payment in the form of a check payable to NANLP and sent directly to the Editor, Charles Faulkner, 1340 W. Irving Park Road, Suite 200, Chicago, IL 60613. Based on experience, send the ads in stiff mailers by your preferred privately held courier. Stats are NOT returned except on request. Advertisers are entitled to one file copy of the publication per display advertisement purchased.

If you would like your ad copy to be prepared by the publication, there will be an additional charge. Contact the Editor for additional information.

Excerpted from the upcoming book **Skills of Genius**

Chapter 1: Into the World of Genius

by

David Gordon, Michael Lebeau, & Leslie Cameron- Bandler

I am always on the prowl for new experiences, particularly for those which hold the promise of transforming my world and the worlds of others. Rather than go on a cruise, start a new career, take drugs, or join a cult, I prefer to expand my world by stepping inside the realities of extraordinary people. I want to be filled with the exultation Leonard Bernstein feels when he listens to music. I want to know what it is to feel H. Ross Perot's willfull determination to make the world conform to the way he thinks it ought to be. I want to use Lewis Thomas' eyes to see mysteries in the webs and scuttlings of nature. I want to be an unobtrusive guest in Alice Walker's mind while a new character emerges from the layers of her experience.

I look to successful people both for entertainment and for inspiration. Searching their lives and thoughts for clues to the secrets of their accomplishments, I hope to discover those secrets that will enhance my own possibilities for success. It is appropriate to look to geniuses for secrets, but those secrets are not always easy to find. After spending years looking in the wrong places, I discovered that the best clues are not found in childhood memories and resumes, but in the far more entertaining realms of inner worlds and mental strategies.

Geniuses are special because of their extraordinary thought processes and perceptions. It is fascinating to see the world through their eyes and to feel directly the frustrations, sorrows, and joys that form the textures of their lives. And, now that I know where and how to look, their inner worlds are also instructive. I want access to their inner worlds because it is in those usually hidden realms that passions are ignited, creativity stimulated, and commitment forged. It is also in the very cauldron of the inner world that mental strategies create exceptional ideas and products.

The mental strategies that are used to create the best art, literature, humor, and innovations are valuable resources. Of course, all of us have mental strategies that we use. A common example is the process we employ to figure out how to get somewhere on time. To accomplish this feat we go through aseries of calculations that involve knowing when we have to be at a certain place, knowing the time it takes to do the activities we want to do and need to do before we get there, and then adjusting our activities to fit into the amount of time available. Anyone who cares about being on time uses some form of this strategy. Geniuses, however, have many additional strategies the rest of us do not have, but want. Their art, ideas, and performances are manifestations of the unique mental strategies they use. It would be great to know about and use the mental strategies of people like Gary Larson, Meryl Streep, Twyla Tharp, Alice Walker, and Richard Feynman.

Without their strategies, the personal visions of creative people would go unexpressed. And, without their personal visions, their strategies would create merely ordinary expressions. Knowing how to use Twyla Tharp's strategies for choreography, for instance, would certainly make it possible for you to create dance steps.

As wonderful as that would be, it nevertheless would not allow you to see, hear, and feel the world as she does. The most brillliant strategies never operate separately from passions and perceptions. Strategies that operate separately are like machines playing violin sonatas; technically accurate, but cold and unaffecting. The music only comes alive when a musician is expressing his and the composer's passion and perceptions. In order to create dance steps that approximate Twyla Tharp's brilliance, you have to adopt the source of her genius as well as her strategies.

Every person's inner world is a big place, stacked to the rafters with cases of personal memories and ledgers full of the day's mundane transactions. I spent years wandering aimlessly among the irrelevant clutter of internal worlds before I learned what, in addition to strategies, is worth looking for and adopting. What I discovered was that the heart of personality consists of three elements:
an obsession, a bias, and a set of beliefs.

Primary Obsessions

Each genius has a primary obsession that goes far beyond what we normally consider wants and desires. It is not like wanting a new car, but much more like the experience of starving. The gnawing pain of intense physical hunger is impossible to forget or ignore, and must be satisfied. Animals are driven by hunger, and so are we. But, unlike animals, we can also be driven by a hunger for experiences such as acceptance, freedom, power or understanding. Though often outside conscious awareness, each genius has such a primary obsession, the fulfillment of which provides the fundamental driving force his life. When deprived of that fulfillment he feels that something vital is missing from his life, in much the same way as the person deprived of food feels the pangs of hunger. There is, however, an important difference between satisfying hunger and satisfying a primary obsession. It is a relief to at last eat when you have been hungry. But to have a primary obsession fulfilled is rapturous.

Perceptual Bias

The primary obsession that drives each genius also creates a perceptual bias that causes him to focus on certain aspects of the world. This is similar to how the possibility of eating, even if only portrayed on televison or mentioned in conversation, leaps out and grabs the attention of a hungry person. If the hunger is for the experience of belonging, for instance,

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Skills of Genius

then opportunities to feel connected to people will hold an irresistible attraction. Perceptual biases are unique to each person. For instance, while a supremely talented actress may be oblivious to many things in her environment, she may pay exquisite attention to every nuance of a person's facial expressions, body language, and voice, tonality, and to how these gestures express a given emotion. For this actress the expressions of people stand out, while everything else fades into the background.

Because the perceptual bias determines what these creative people respond to, it also determines what experiences they will accumulate over a lifetime. This accumulation is the raw material out of which they build their personal visions. Their perceptual bias determines what they get to know about, and therefore determines what they have to work with. The ingenue whose perceptual bias compels her to notice opportunities for recognition will have much less to bring to the craft of acting than an aspiring actor whose perceptual bias compels him to notice the language of gestures. The talented and successful actress did not adopt her perceptual bias in order to become a great actress. Rather, she is a great actress because she was naturally equipped with this particular perceptual bias.

Core Beliefs

While the perceptual bias determines what a genius must respond to, core beliefs determine how he or she will respond. For instance, a man whose perceptual bias compels him to notice possibilities for friendships is likely to be open and gregarious IF he believes that when people know him they will like him. If, instead, he believes that people will reject him when they know him well, he will be defensive and closed.

In reality, people are more complex than I portray in this last example. At the core of every genius are several beliefs that act in concert to determine behavior. A good example of this is Peter Ueberroth, who accepted the awesome task of producing the '84 Olympics in Los Angeles. Despite incredible obstacles, he demonstrated consistent flexibilty and creativity in accomplishing an organizational and economic miracle. Ueberroth's core beliefs include the assumptions that he can and will do what needs to be done; that it is up to him to make it happen; that there are multiple ways of accomplishing any outcome; that opportunities can be found in any situation; and that the value of those opportunities can be maximized.

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Leslie Cameron-Bandler

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Skills of Genius

The combination of these core beliefs resulted in Ueberroth making the most of the Olympics challenge. He approached the Olympics just as he approaches other challenges: it is as though he is constantly asking himself, "How will I make the most of this?"

Coalescing core beliefs into one representa-tive question is an efficient and effective way of expressing them. Early on in my explorations I discovered that it was an overwhelming task to try to step simultaneously into all of a person's core beliefs. But, by expressing them simul-taneously in the form of a question, it became easy for me to temporarily adopt another person's beliefs as my own.

For instance, there is an immediate change in experience whe you consider one of your upcoming tasks and ask, "How will I make the most of this?" As you ask this question of yourself, you will notice that it compels you to recognize inherent opportunities in the situation, and to imagine how to maximize those opportunities. If, instead, you ask, "Do I know the right way to do this?" you will (unless the answer is yes) start questioning you ability to perform, become concerned about the consequences of not doing things right, and feel inhibited and anxious. These are the natural responses to a question that embodies the beliefs that there is a right way to do things, and that a given task cannot be done unless you know the right way to do it.

In order to understand the inner world of a genius it is necessary to know his or her core beliefs. But understanding is only the first step. I also want to immerse myself in that person's world. I assume that you do too.

The Core Patterns

These three elements of personality - the primary obsession (what a person hungers for), the perceptual bias (what a person is compelled to respond to), and the core beliefs (basic assumptions about the person's relationship to the world) - are always at work creating the ongoing experience of people. The interaction of these elements dictates who a person is and how he or she behaves. Geniuses are not the only ones that have them. We all do. Every time you find a similarity or difference between yourself and a genius, you will have learned something about your own strategies or Core Patterns and how your own world is created.

You do not have to be confined by your Core Patterns. By entering into the worlds of people who are very different, people who stand out from the crowd, you have the opportunity to break out of the confines of your own world. By drawing on the obsessions, biases, beliefs, and strategies of geniuses, you can become more of who you want to be.

When I was a youngster, my parents took me to Disneyland. At the ticket booth, the lady behind the window asked my parents which book of tickets they wanted to buy. My father, always the soft touch, knelt down and asked me which one I would like. I thought about it for two seconds, then I told him I wanted the one that would get me on the best rides. "Oh!" the lady behind the window said, "You want the 'E' tickets." She was right.

And now, thirty years later, I have the "E" tickets to the Disneyland of experience.

David Gordon, Michael Lebeau & Leslie Cameron-Bandler *are the founders of FuturePace Inc. Co-developers, researchers and trainers of NLP, they are the developers of Mental Aptitude Patterning sm and the EMPRINT Method sm. Their books include Know How, The EMPRINT sm Method and The Emotional Hostage. This article is Chapter One of their forthcoming book Skills of Genius. EMPRINT and Mental Appitude Patterning are trademarks and service marks of FuturePace Inc..*

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ERICKSONIAN HYPNOSIS

What's New(s) ?

(A column to develop members awareness of information/people/things they may want to find out more about or respond to. Send contributions to What's New(s) ? - Editor)

Nothing to Sneeze At

Tim Hallbom & Suzi Smith (founders of NLP of Utah), are researching a pattern for rapid allergy relief. Presently editing a book for Robert Dilts on beliefs, health, and identity, the pattern is a one already codified by Dilts. The new pattern takes less than five minutes, often completely relieving the allergy condition. Depending on the individual, the relief may generalize to some or all of other allergies. Of 43 offical subject tested, the pattern has been 100% effective in 40 of the cases. For more information or relief, contact Tim or Suzi at (801) 278-1022.

They're Into Money

James Weston & Charles Faulkner have successfully completed the NLP modeling of several of Chicago's best Commodities traders. The modeling involved designing a strategy that nests perceptions of over 200 variables in minutes under some of wildest working conditions on earth (the trading pit). Training in the model is being offered on a limited basis to qualified persons with Pit or OTF trading experience and prior MLS training. For an interview contact Learning How to Learn (312) 784-2248.

He Communicates

Joe Munshaw, in a paper to the Central States Speech Association, has related NLP to Contempory Communication Theory Construction. 26 pages in length, it relates basic NLP conceptsto Phenomenology, Constructivism, and Rules Theory. It's available for $3.50(includes postage) from SnowFrogs Unlimited, Branch Box 1594, Edwardsville, IL 62026.

Ann Landers Recommends Drugs

Ann Landers recently answered a letter from a person with an obsessive-compulsive behavior of spending 45 minutes checking the car before driving. Ms. Landers mentioned that several new drugs - as yet unreleased by the FDA - seem to be "extremely promising." NA/NLP members with successful experiences with obsessive-complusive clients are urged to write her at The Chicago Tribune, 435 N. Michigan Ave., Chicago, IL 60611-0562.



A new advanced NLP book . . .

Change Your Mind —And Keep the Change

Advanced Submodalities Interventions

by Connirae and Steve Andreas

Recommended as a "next book" after *Using Your Brain — for a CHANGE*, this book explores a range of advanced submodality patterns in print for the first time. It is an in-depth, thorough guide to using submodalities for personal change. Contents include: Timelines, Utilizing Time, The Swish Pattern, Shifting the Importance of Criteria, Eliminating Compulsions, "The Last Straw" Threshold Pattern, Internal/External Reference, A Strategy for Responding to Criticism, Accessing Kinesthetic States, and Simple Submodality Interventions.

From the *Foreword*, by Richard Bandler:

"Most NLP students are content if they master the patterns that have already been developed. One of my greatest pleasures is having someone learn not only the specific patterns that I teach, but the perceptions, attitudes, and thinking processes that create those patterns. Steve and Connirae are among the few who have gone on to use NLP modeling techniques to develop useful new patterns, and this is evident in this book. Chapter 8, A Strategy for Responding to Criticism, demonstrates their ability to model an essential skill — openness to feedback — and distill it into a clean and elegant syntax.

This book is an excellent sequel to my book Using Your Brain, *which the Andreas created from audiotapes of my seminars, and it is my pleasure to recommend this book to anyone who wants to further explore how to change your mind."*

—Richard Bandler

Publication date: October 1987, 6" x 9", 220 pages. $12.00 Clothbound, $8.50 Paperback.

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NEXT ISSUE'S CLOSING DATE IS
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Send articles and advertisements to the Editor
Starting Next Issue: NLP Events Calendar

The NLP Connection

TREATING INCEST:

A Mother-Daughter Re-Unification Model

by Marilyn J. Blank, LCSW & David Wehrle, LCSW

This model addresses the problem of re-uniting the mother and the adult daughter following the disclosure of incest by the adult daughter. The successful re-unification of this duo has eluded psychotherapists of all persuasions. Some of the difficulty stems from the therapists' beliefs about women, as well as strongly held dysfunctional beliefs about the mother and the adult daughter. Because professionals, for the most part, have been unable to reconstruct a relationship between the adult daughter and her mother, impoverished self concepts, as well as feelings of abandonment and betrayal have persisted for both.

In our work with clients, we have been able to structure an effective model for this change. The steps and sequences to use are described in the following change format.

Working With the Adult Daughter

1. Develop Strong Self Concept in Daughter

Assist the Adult Daughter to evaluate and respond to herself in ways that result in a strong Self Concept. It is important for her to see herself and her behaviors for herself, that is, using her own criteria of evaluation rather than the opinion of others.

For example, she might identify "intelligent" as one of the qualities of her Self Concept. Her definition of "intelligent" could include "grasping complex new ideas quickly." The therapist would then assist her in identifying behaviors throughout her life which demonstrate that quality and fulfill the daugher's definition of that quality.

2. Four Stage Process with V/K Dissociation

First Stage of Process

Determine whether the Adult Daughter has "survivor" as part of her Self Concept. That is, has internal representations of herself as a "survivor" throughout her life. If not, using the V/K Dissociation technique, have the Adult Daughter choose a number of situations from her past in which she felt challenged and successful, as well as a number of past situations in which she had feelings of humiliation, uncertainty, inadequacy, fear, or stupidity. Have her see and learn how her younger self behaved in those situations that led to her survival during and afterwards. Make sure these situations are unrelated to the incest experience at this point.

For example, the Adult Daughter might describe when she was in Junior High School and didn't get asked to dance at a party. At that time she felt inadequate and rejected. When she watches and listens to her younger self from the double dissociated perspective, she might see and hear (or be led to see and hear) how she: maintained a number of conversations with friends (evidence of socialibilty and friendliness); laughed (evidence of a sense of humor); and had carefully fixed her hair and choosen a pretty dress (evidence of attractiveness)

Second Stage Process

First doing a double V/K Dissociation, have the Adult Daughter learn how her younger self invented/employed strategies that led to her survival during the incest.

Often incest survivors judge themselves harshly for having been involved in an incestuous experience and do not possess the programs for identifying and examining their positive qualities which assisted them in surviving the experience. For example, in one case an Adult Daughter stated that she had denied/buried the incest experience and by the process of watching, listening and often talking with that younger self, learned that the younger self pretended to be an animal during the molestation. As the Adult Daughter's perceptions began to change with these new perceptions, the therapist reframed this behavior by saying, "How clever you were as a child to bury yourself as a way to assist youself in a very tough situation."

It is important to build strong bridges between the Adult Daughter and her younger self. Important additions to her Self Concept can be acquired by careful information gathering from her past. Chunk down in detail, as any behavior exhibited by the younger self that can be used in building self appreciation is vital. For example, an Adult Daughter, from the double dissociated perspective, sees her younger self at family picnics always staying close beside her grandmother, thereby avoiding contact with the sex offender in the family. This could be labeled by the Daughter or the therapist as behavioral evidence of the quality "smart." The "discovery" of a positive quality in the younger self leads to more easily installing this quality as part of the Adult Daughter's Self Concept. Alternatively, if the Adult Daughter already has this quality as part of her Self Concept, discovering the same quality in her younger self helps build a bridge between the two.

This stage is complete when at least three qualities have been identifed and added to or strengthened in the Adult Daughter's Self Concept. Examples of positive qualities comprising a strong Self Concept include, but are not limited to: creativity, curiousity, brightness, strength, and cleverness.

[continued]

Treating Incest

Third Stage of Process

Have the Adult Daughter view the traumatic event(s) with the double dissociated perspective (as in the Second Stage) with the addition that she (in the present with the therapist) imagine that her mother is with her (in the present), holding her hand as they watch the movie of the past event(s) together. The Daughter is to direct the movie with her Mother as a guest. For example, the Daughter may show certain segments twice if she wants her Mother to appreciate something in particular.

When the process is completed, have the Adult Daughter attend to how her experience was altered by having her Mother by her side. How did she and her Mother experience her younger self's strategies for survival? How did they, together, experience the Daughter's positive qualities?

Fourth Stage of Process

Have the Adult Daughter find earlier experiences of her Mother in a variety of contexts. Have the Daughter observe these movies of her Mother: with children, her husband, relatives, and friends. Have the Daughter identify behavioral evidence of her Mother's positive qualities. Assist the Daughter to carefully delineate these qualities her Mother possesses. These qualities need to be appreciated, respected, and valued by the Daughter. This will lead to the bridge between the Daughter and Mother growing stronger.

3. Change Personal History

Have the Adult Daughter imagine taking her Mother back with her into various past situations when she wished her Mother could have been there with her to assist in some way. Examples include: getting hurt on the playground, being criticized by a teacher, feeling scared, etc. Have the Daughter attend to her Mother's positive qualities (delineated in the *Fourth Stage of Process* above) when she imagines taking her Mother back with her.

4. Ascertain Daughter's Appreciation of Positive Qualities

Ascertain how the Adult Daughter's experience of her self and her Mother has been altered now that both women's positive qualities are more evident and available to the Daughter. Continue to collect evidence until the Daughter's experience of her Mother changes. One or more of the above steps may need to be repeated with more carefully gathered information.

This step is complete when the Daughter can appreciate her Mother enough so that she begins to hold the offender more accountable for the incest than her Mother.

5. Belief Changes

Have the Adult Daughter delineate what beliefs a mother (any mother) would have to possess in order to protect her child from a potential or real threat to her child's safety.

Have the Adult Daughter delineate what beliefs a mother would have to possess in order to be capable of protecting /comforting her child once a traumatic event is disclosed.

Discover whether the Adult Daughter possesses the beliefs she wants a mother to possess. If not, install them with the Submodalities Belief Change Pattern (see Richard Bandler's Using Your Brain- for a CHANGE - editor.)

Check to make certain the Adult Daughter has the essential beliefs necessary for re-unification with her Mother. Some of these beliefs are:

a) Children are NEVER responsible for their sexual assault or molest.
b) Women cannot be expected to know in advance if a man they choose to marry is capable of incest.
c) Women/Mothers are not responsible for acts of violence perpetrated by men/hsubands
d) Children can successfully survive traumatic events.

6. Check Work With Daughter

Ascertain that the Adult Daughter now experiences herself as having positively influenced her survival of the incest experience.

Ascertain she experiences herself as capable in many contexts in the present, as well as conscious of evidence of her positive qualities in each context.

Ascertain that she experiences certainty in her ability to influence and control her direction in the future.

The above three experiences are also important elements of the structure of forgiveness - an essential emotion for the Adult Daughter to experience for both her younger self and for her Mother. All too often, therapists try to achieve this state regarding the Father (offender) and neglect the Mother-Daughter relationship.

Working With the Mother

1. Having established a double dissociation have the Mother retrieve and build internal representations of herself (Mother) as a survivor of earlier events in her life not associated with the incest.

2. Have her access internal representations of her child rearing practices in which she assisted her Daughter in growing and being a survivor. Include in this step identifying the Mother's Complex Equivalence (CEq) for being a "good mother" and a "good parent." Have her gather evidence of how she fulfilled her own criteria.

3. If the Mother accesses experiences of child rearing in which she did NOT fulfill her criteria for being a "good mother":

   If they are reasonable expectations she did not fulfill, have her identify what she learned and how she can behave now and into the future as a result of her learning.

[continued]

Treating Incest

If they are UNreasonable expectations, begin to adjust them. There are many ways to do this, for example; the Meta Model and counter examples. An unreasonable expectation would be, "A mother should be able to sense trouble BEFORE it happens."

4. Have the Mother collect evidence of herself as a survivor throughout her discovery of the incest. Have her also identify Self Concept qualities which have assisted her in living through the discovery of the incest.

5. Using a double V/K Dissociation, have the Mother watch a movie of the incest itself (constructed out of the information she has about it) in which she sees more clearly the evidence of her daughter's survival tactics.

6. Have the Mother choose 5-6 situations from the past in which she doubted her daughter's ability to survive rather than appreciated her abilities and qualities. Starting with a created situation right after the incest in which the Mother reassures the younger Daughter as well as appreciating her, do a Change Personal History to appreciating the Daughter's qualities which led to her survival through time. Do the same kind of Change Personal History with the remain 4-5 situations the Mother has chosen to re-experience.

7. Using a double V/K Dissociation on the incest memory, have the Mother hold the Adult Daughter's hand (in imagination) in a very reassuring way as they watch a movie of the incest experience together. The Mother will experience growing significantly closer to both the younger daughter (in the movie) and the Adult Daughter.

8. Survey and delineate the Mother's beliefs that will significantly impact the Mother-Daughter relationship. The Mother must have beliefs similar to the Adult Daughter's "a mother must have" list. In addition to those, the following beliefs are important to full and complete re-unification:
   a) Women/Mothers can learn and profit from earlier mistakes with their children.
   b) Taking control of one's life is important.
   c) Change is possible at any age.

If the Mother does not possess these beliefs install them with the Submodalities Belief Change Pattern and then Future Pace them.

The successful re-unification of the Adult Daughter and her Mother, following the disclosure of incest, interrupts the usual traumatic effects and establishes a new, stronger, and healthier Self Concept for both the Adult Daughter and her Mother.

Marilyn J. Blank, LCSW **& David Wehrle**, *LCSW are co-founders of the NLP Institute of San Diego. In addition to NLP training, they have studied Emotional Choice the last 3 years with Leslie Cameron-Bandler. The Re-Unification Process comes out of Marilyn's work with women and sexual assault & David's work with children.*

FORUM:

Letters, Opinions Visions, Values

Letter From the President

FROM RICHARD CLARKE
August 21, 1987

As we approach our Fifth Annual Conference in the city, Chicago, where our First Conference was held, we can all take real satisfaction in our Association. NA/NLP is alive and well and growing. Now that our viability is established, we need to look ahead to our second five years, so that the next stage of our development shall be guided with whatever wisdom we can bring to bear.

To facilitate this, I propose an on-goning Long-Range Planing Task Force or Subcommittee of the Executive Committee, and an annual retreat for the Board to address long-range planning. This retreat could be held in conjunction with a regular Board meeting, but, of course, distinct from it in agenda. Executive Committee and Board meetings are too often occupied with current business that little time remains to give such a vital issue its rightful due. We must rely on more than serendipity to evolve the kind of future NA/NLP that will continue to serve all its members best. I welcome any ideas from other NA/NLP members on possible future directions for our Association.

Another essential for our Association is a stronger effort at good Public Relations. NLP in general and NA/NLP in particular should have more media exposure - more articles in magazines and newspapers, radio and TV talk show appearances - and we should develop a brochure on NLP and NA/NLP containing a concise and clear presentation of what NLP is and what it can offer along with answers to frequently asked questions.

There is one more PR-related area that is really important, and that is research. There are many potential audiences for NLP who are convinced of the validity of a relatively new field by the number and quality of its research publications. Though many of us may be more involved in the joys and other rewards of utilizing and teaching NLP, for the field to gain the reputation it deserves in the wider professional communities, we must put more of our efforts into research done by competently trained NLPers. Too much of what has passed for "NLP research" published up to now has been done by persons having little or no formal NLP training, and sometimes, it seems, even little awareness of good experimental design! What can we in the NLP community do about this? A NA/NLP Research Journal is under development and I have proposed an annual NA/NLP prize

[continued]

Upcoming NANLP Conferences

CANADIAN CONFERENCE UPDATE

Theme:
DISCOVERING OURSELVES;
Evolving the Art, Science and Applications of NLP in Canada

Conference Dates:
Oct. 31 - Nov. 1, 1987
Location: Complexe Desjardins, Montreal

Halloween in Montreal - The trick is to treat yourself to a truly special event. An opportunity to meet, connect and share your adventures in using the "technology with heart." Join the synergy and contribute your presence and ideas to an association that links Canadians with each other and with the world of NLP beyond our borders.

Program Highlights

* Networking in your field of interest: Therapy, Education, Business & Performance (theatre, music, sports)
* Workshops: Intros and Special Topics, & State-of-the Art
* Halloween Celebration: Come as your favorite part of the NLP model!
* First Organizational meeting of NANLP in Canada
* Choice of French and English Presentations

To maximize networking and reduce expenses, Montreal NLPers are extending their hospitality to out-of-town participants on a first come, first served basis. The local committee is also looking into attractive flight packages from the West Coast and the Maritimes. For more information, contact the Canadian NANLP Program Committee, 3538 Marlowe Ave., Montreal, Que. H4A 3L7 or call:

Anne K. Entus	(514) 486-1282
Barclay McMillan	(613) 231-3874
Deanna Sager	(519) 538-1194
Chris Dunkley	(416) 276-8160

1988 NATIONAL CONFERENCE

[continued from page 1]

Now President and Director of Research for FuturePace Inc., she will present on recent discoveries and developments she and her colleagues have made into the worlds of personality and emotions.

The Planning Committee is anticipating a balance of workshops, papers, and interest groups in all the disciplines that utilize NLP: Sports, Business, Education, Therapy, and Health. We encourage NANLP members for Europe, Canada and other parts of the world to participate and let us know how NLP is utilized around the globe. If you know of effective presenters with a shy part too big for our mutual good, feel free to shrink it down, give them a resource anchor and a proposal form.

The Conference site, the Holiday Inn Mart Plaza Hotel, is located atop the Apparel Center. Just behind Chicago's famed Merchandise Mart and next to the Chicago River, the Apparel Center is just a few blocks walk from Chicago's exclusive Michigan Avenue and minutes by taxi to Chicago's heart - the Loop, or the night life of Rush Street.

The interior of the Holiday Inn Mart Plaza Hotel is a large, enclosed and sunlit atrium. There is an inside swimming pool and health club, along with several restaurants, convenience stores, parking and airport transportation. The 'Mart Plaza' has the facilities to meet our needs. If you have additional questions, you can reach them at (312) 836-5000.

This year, the Conference will have vendors. Vendor table space will be available Saturday, April 23, 1988 for 9:00am to 5:00 pm for $150.00. If you, your organization, or a business known to you, is interested in vendor space, have them contact NANLP, BMA, 310 North Alabama #A, Indianapolis, IN 46204.

The attendance goal for the 1988 National Conference is 400 plus! Contact your friends and associates now, and have them mark their calendars for this special event!

FORUM: Letter From the President

for significant advances in NLP. Also, a plan for funding NLP research projects is being initiated by the Oregon NLP Institute.

In the area of networking, our "newsletter" (you're reading it) is becoming better and better. I look forward to further active promotion of business, education and psychotherapy interest areas within NA/NLP. I am glad to see the growing interest in Regional NA/NLP Conferences and the prospect this year of more than one Western Regional Conference, and the possibility also of regional chapters developing another mode of ongoing information-sharing and cooperation. In a more "global village" sense, let's work for close cooperative ties with NLP Associations in Europe and elsewhere in the world as these develop. NA/NLP has a great opportunity to take the initiative now in this area. The era of political in-fighting and territoriality has to end for NLP to develop even more strongly and ethically. To promote openness and cooperation within the growing NLP community was, in fact, one of the motiviations behind the fouding of NA/NLP five years ago.

1987-88 can be the greatest year yet for our Association. NA/NLP is all of us members. We on the Board are only the ones chosen by you to lead the ship this time around. Don't make us a "them." Let's empower ourselves, all of us, to take action to realize what we want NA/NLP to become. Please continue to participate in whatever way you can.

Sincerely,
Richard Clarke, Ph.D.
NA/NLP President

Call For Proposals

5th Annual Conference

April 22, 23, 24, 1988 Chicago, IL
Deadline for proposals: October 15, 1987

Please fill out and complete the following form for either a 3 hour or 1 1/2 hour paper, 1 hour special interest group, or videotapes. No resumes or curriculum vitae will be accepted as a bio description. Description will be used in the brochure and program as submitted; therefore, please edit your own material and limit your words to exactly the number requested. ALL PROPOSALS MUST BE TYPED.

Note: Due to the fact that NANLP is a volunteer-run, non-profit organization, the Board of Directors has decided that registration fees will not be waived for presenters and moderators.

NANLP PROPOSAL

NAME _____

ADDRESS _____ ZIP CODE _____

PHONE (H) _____ (W) _____

OCCUPATION _____

Check one:

_____ Workshop _____ Special Interest Group

_____ 3 hrs. _____ 1 1/2 hrs. _____ 1 hr.

_____ Paper _____ Video Tape

_____ Length of video tape

_____ Advanced Level _____ Basic Level

TITLE _____

(NO MORE THAN SIX WORDS)

1. 200 word description for your workshop presentation for the Program Committee to use in making their selection. For those wanting to moderate a Special Interest Group or present a Paper or Video Tape, see #3 below.

2. 20 word description of the presenter or moderator to be used in the brochure and program (no resumes, please).

3. 50 word description of your proposed workshop presentation, Special Interest Group, paper or video for the consideration of the Program committee, and for inclusion in the program.

4. 10 word description of above, #3, for inclusion in the brochure.

****In order for the Program Committee to consider your proposal, ALL OF THE ABOVE must be completed. Please return to:*

Neva Y. Arnold
5470 E. 16th St.
Indianapolis, IN 46218
(317) 356-0184

BY OCTOBER 15, 1987

Reminder! TYPE ALL PROPOSALS

Board Meeting Minutes

Executive Committee Conference Call

by
Steven Leeds
Recording Secretary

(Minutes are printed exactly as received- Editor.)

Monday, July 13, 1987 at 7 P.M. E.S.T. Executive Committee Conference Call

NATIONAL CONFERENCE San Francisco - 1989 conference Joyce M. investigated hotels for under $100/night. So far the possibilities include, the Cathedral Hill Hotel, the Holiday Inn and the Mark Hopkins. The Exec. Comm. empowers **Joyce Martello** to decide on a location.

BY-LAWS/NOMINATING There were 18 ballots received from the ballots for international representative. Gianni Fortunato won the election. **Kathryn Williams.** will send an announcement to international members stating the election results and personal letters to Gianni and Brian Van der Horst.

ETHICS **Cory de Torres** will ask **Doug Sauber** to send a copy of Ethics code to Steve Engleberg and call Rene W. to se if he has been in contact with him. Doug will request comments from Steve E. by the October meeting.

Richard Clarke will contact Anne Entus and remind her to write to Steven Engleberg.

PUBLIC RELATIONS A packet of What is NLP will be sent to all Committee members.
It was agreed to advertise in a magazine entitled Choices and Connections for $200-$225/year.

MEMBERSHIP We now have approximately 1,000 members. It was sugggested that there be a key included in newsletter to indicate what the membership notation means.

NEWSLETTER **Richard Clarke** will call Charles Faulkner (New # 312-989-7416) [The information is wrong- the New # is (312) 784-2248 - Editor.] and let him know the name of the newsletter is "The NLP Connection", find out how the minutes got changed, and how he arrived at the price. Richard C. will remain in contact with Charles F. after each Booard Mtg. and Exec. Comm. Mtg. any let him know of any changes regarding the newsletter. Next newsletter has an August 10th deadline.

Exec. Comm. agreed to sell the newsletter for $3.00. Centers can sell the newsletter and make $1.00 profit. The only way to get a subscription is to be a member. **Geoff Cheek** will send letter to Insitutes run by NANLP members to inform them of this decision. Institutes run by NANLP members will be sent multiple copies and will reimburse NANLP $2/copy.

Diane Menendez will receive an honorarium. **Geoff C.** will look in Min. for the amount to be sent and let Laura Shaw know the amount. **Laura S.** will then send **Richard C.** the check who will sent it to Diane along with a letter.

NEWSLETTER The question of a dual publication will be discussed at the Oct. board meeting. Donald Graff [Donald's last name is correctly spelled Rath - Editor.] of the Rapporter asked for cooperation with the NANLP newsletter.
It was suggested that Suzanne Higdon be invited to the next board meeting. If all necessary information is received, **Richard C.** will invite her to the next meeting.
Kathryn W. will inform newsletter about international election results.

Steven L. will write to board to inform them that if they arrive in Indianapolis on Saturday Oct. 3, 1987 (getting the reduced fare), NANLP will pay for their hotel for Saturday night.

Cory de Torres new tel. #215-854-0800
Kathryn Williams new address is:
30-21 Lake Shore Drive
Winston-Salem, N.C. 27106
Tel.# 919-768-1949
Steven Leeds new office address is:
31 Washington Square West
Penthouse B
N.Y., N.Y. 10011
Tel. # 212-529-9227

Stationery Changes-Dot Feldman **M.B.A.** and **Gianni Fortuato Ph.D.**

Joyce M, and Laura S. will handle the problem with the Penta Hotel regarding Marilyn Fergusen's room.

Here's Something New!

by
Roger Bailey, M.S.

Many people are excited about NLP. It seems that many more people could be interested, but are not.There are many possible reasons why NLP has not become an overwhelming and immediate household topic. One of those possible reasons will be examined here.

Information from Data

People do whatever they can to make their "world" make sense; they scan the environment, finding ways to make sense of that environment. From raw data in contact with the human sensory systems through other patternings, information is made.

There are many kinds of patterns all around us. Each person recognizes and responds to particular patterns. Some people recognize and respond to how things are the same. Some people recognize and respond to the basic, underlying pattern, then its variations. Other people delete the basic, underlying pattern and only recognize and respond to the variations.Still others first delete the basic underlying pattern in favor of recognizing the variations, then recognize the previously deleted basic pattern. If this weren't enough complication, people change their recognization and response category from context to context.

"So what?" might be your answer. Well, what are the behavioral effects of recognizing and responding to one of the pattern categories rather than another? How might this explain how people respond to NLP? Could this material be used to improve communication effectiveness?

Pattern Definitions

To answer these questions, more information and some definitions are needed. I have found that the following definitions make the most sense of how people make information out of data.

Sameness: Recognizing and responding to the basic pattern and deleting any variations. People filtering with this category want their world to remain the same. They do not like change and will refuse to change. They may accept a major change one or twice each decade, but will seek changes only every 15 to 25 years. People with this pattern in the context of "work" make up about 5% of the work force. A person responding to this pattern characteristically deletes any variations and changes. They experience stress when they have to recognize and respond to change or variation. The language heard with this pattern is: *same, same as, exactly the same, in common*, etc.

Sameness with Exception: Recognizing and responding to the basic pattern then its variations. People filtering with this category want their world to remain relatively the same and will accept change every year or so as long as the change is not drastic. They like change to evolve slowly over time. They will seek changes every 5 to 7 years.People with this pattern in the context of "work" make up about 65% of the work force. They are the vast majority. A person responding to this pattern characteristically deletes evidence of major change, but when forced to recognize it, will accept it with little stress, provided it is not more often than once a year. The language heard with this pattern is: *more, less, better, worse, increase, decrease, evolution, improve, modify*, etc.

Difference: Recognizing and responding to the variations and deleting the basic pattern. People filtering with this category want constant difference and change (or they begin to feel sensory deprived). Recognizing and responding to only the differences in an environment leads to a very short "clock." They will seek changes as soon as they know how to do something. In the context of "work," this is usually only one year. People with this pattern in the context of "work" make up about 10% of the work force. A person responding to this pattern characteristically deletes evidence of Sameness and when forced to recognize it, experiences stress. The language heard with this pattern is: *new, different, change, switch, flip, revolution*, etc.

Difference with Exception: Recognizing and responding to the variations, and then the basic pattern that had been deleted. People filtering with this category want constant change. Their "clock" for the context of "work" is about 2 years. People with this pattern in the context of "work" make up about 10% of the work force. The characteristics and language are the same as with Difference.

Both Sameness with Exception and Difference: This is a double pattern. Recognizing and responding to the basic pattern then its variations and to the variations and deleting the basic pattern. People with this filtering category want change and revolution, but are comfortable in situations that are evolving. They will seek change about every 3 years. People with this pattern in the context of "work" make up about 10% of thework force. A person responding to this pattern characteristically switches very quickly between the two patterns. The language heard with this pattern is the combination of Sameness with Exception and Difference.

[continued]

Roger Bailey, *M.S. is President of the BALI Screening Co, Inc., and Consultant & Trainer to Target Systems, Inc., of Dallas, Texas. He is co-developer, with Ross M. Stewart of the IPU Profile, and developer of the LAB Profile.*

Here's Something New!

Patterns Among Groups

In developing and codifying these patterns, it was found that whenever a person's pattern category was mismatched by another person's language, both experienced stress in the communication. This helps us understand communication (and rapport) among indivduals. It can also help us understand groups. For instance, computer system programmers tend to have one of the Difference patterns, while maintenance programmers tend to have the Sameness with Exception pattern, and tenured school teachers tend to have the Sameness pattern.

In the context of consumer products, like laundry detergent and toothpaste, manufacturers and advertising agencies have learned that they must make some change in the product or the packaging every six buying cycles. (The buying cycle for laundry detergent, for instance, is about 2 months.) If they don't do this, they know they will lose 25% to 30% of their market. Referring back to the definitions and behavioral characteristics, we can infer that those 25% to 30% of the consumers recognize and respond to a Difference pattern. My and my colleagues research data shows that about 30% of the people in the context of "work" recognize and respond most strongly to a Difference pattern.

In the context of voter preference (in American elections), the data suggests that 25% to 30% of the people recognize and respond most strongly to Difference patterns. In the 1980 Democratic Primaries, when Gary Hart was strong in the polls, for most of those primaries, he only got 21% to 29% of the vote. Hart's political message was "new ideas," and "doing things differently." Note that this kind of language is the Difference pattern and makes him a Difference situation. In contrast to this, during the same time, Ronald Reagan never used the language of Difference. He used Sameness with Exception language. Intrigued by this, I've asked around and found that in only 5% to 10% of the cases where a political challenger used a "Time for a Change" style political slogan, has that challenger won.

When Gary Hart began his 1987 campaign, he had a better slogan (for getting more votes): "Same old new ideas." If he had not torpedoed his campaign, it would have been interesting to chart the effects of his "new" linguistic approach.

What the above anecdotes and examples underline is the NLP awareness that people need the data they gather to be in the form that makes the most sense to them. If the data about laundry detergent remains "exactly the same," then customers are lost. If the manufacturer or advertiser modifies the box with a small flag that says "New & Improved," then everyone's data need is satisfied.

What's This to NLP?

How can this information help get NLP better acceptance? First, let's examine our Present State. From the little acceptance of NLP (or rather the lack of acceptance), it's reasonable we look at and listen to our promotional language.When we review the language used to advertise NLP programs, we find Difference words in abundance: new, change, different, revolutionary, etc.. Given what we've learned about the distribution of these patterns in the population and their effects on products and elections, we can surmise that we are mis-matching the expectations of the general population. My research indicates that in fact, we are inducing stress by "stressing" Difference patterns. Based on the information presented so far, what better ways (words) do we have for getting out the word about NLP?

Data strongly indicates that therapists and businesspeople are, in their numbers, overwhelmingly Sameness with Exception. This means that only a small percentage of that projected audience will become interested in NLP based on promotional material that advertises NLP as "New," "Different," or as a "Change" Technology. Folks that recognize and respond strongly to Sameness with Exception are NOT interested in finding, learning, or using Difference ideas or tools. Those therapists and businesspeople are interested in "improving"; not "changing". They want "more", not "new."

NLP will continue to be only marginally acceptable to most audiences as long as we continue to promote this technology in ways that do NOT match the audience's ability to make sense (recognize) and respond positively to that promotional data.

Congruence

To date, I have interviewed over 300 NLP students and Practitioners. The distribution of their patterns closely matches that of the general population. That is, the majority of NLP students, Practitioners, Masters, and Trainers recognize and respond to Sameness with Exception. A problem presents itself in that the NLP "culture" is mostly based on Difference; "The difference that makes a difference.", "Do something different." etc..

When a person teaches a skill that is not quite natural, they seem to be a little stilted or clumsy in their teaching. When a Practitioner demonstrates a pattern that, out of their conscious awareness, is believed only on a "lip service" level, the observers will sense an uneasiness. We could identify it as a kind of incongruence on the part of the Practitioner.When an NLP Practitioner recognizes and responds to Sameness with Exception and s/he presents an NLP that is grounded in Difference, s/he cannot help but be incongruent. Because most NLP folks recognize and respond to Sameness with Exception and NLP is mostly a Difference technology, we are bound to present ourselves incongruently whenever we talk about or demonstrate NLP.

What is needed is the development of a "culture" for NLP that more closely matches the "cultures" of the audience(s) we seek. Here is a place where you can develop improvements in NLP. We do not want to present a "Change Technology;" we want to present a way to "improve your life." What other language "improvements" (NOT "changes") can we provide for the NLP community?

Augmenting the One Minute Manager

by

Suzi Smith & Tim Hallbom

In our work in developing training for business (often conservative business organizations, such as banks, utilities, engineering and government operations), we have found many ways of augmenting traditional or popular communication and management methods with the NLP technology. These processes include techniques from the "One Minute Manager," "Leader Effectiveness Training," the "Excellence" theories as well as more traditional materials like that of Hersberg and Maslow.

The NLP technology gives these methods the necessary boost to make them more practical and work much more predictably. Often these more traditional methods provide great "what to do's" to get results. NLP provides the specific "how to's." Integrating Neuro-Linguistic Programming with other methods also makes it easier for people to buy into NLP because it gives them something they are familiar with to use as the base of operations for learning the NLP skills.

Utilizing two techniques from the popular book the One Minute Manager written by Kenneth Blanchard, Ph. D. and Dr. Spencer Johnson, M.D., we can demonstrate how NLP adds power to these popular techniques.

"One Minute Praising"

The process as written in the One Minute Manager includes:

1) Letting people know that you will be giving them feedback on how they are doing.
2) Praising them immediately, telling them in specific terms what they did right.
3) Letting them know how good you feel about what they did right and how it helps the organization.
4) Stop. Let them feel how good you feel.
5) Encouraging them to do more of the same.
6) Shaking hands or touching people in a way that makes it clear you support them.

To strengthen this "One Minute Praising" consider applying the following NLP techniques:

A. Before letting them know you will give feedback (Step #1 above) or praising (Step #2),
get rapport first by matching posture, tone and tempo of their voice, and breathing, plus representational system predicates.

B. When telling them what they did right (Step #2), use specific sensory-based language patterns rather than evaluative phrases. For example, a manager might say, "When you greeted that client you smiled and said, 'Good morning.'" rather than "I liked the way you were so nice."

C. Get a kinesthetic anchor while they are in a positive state (Which will be at Step 2, 3 or 4)

D. Anchor a highly valued criteria for the recipient while issuing the praising. For example, "I can see by this workmanship that you did this according to your *high standards for quality* (previously elicited criteria).

E. While holding your anchor, future pace them to do more of the same (Step #5)
For example, "You can imagine yourself greeting the next four people who come through the door in the same manner. Think of someone walking through the door right now."

F. You might want to consider setting an auditory anchor for praisings that includes using a specific voice tone just for praisings

"One Minute Reprimand"

This process as written in the One Minute Manager is:

1) Tell people to expect to feedback.
2) Reprimand immediately and tell them what they did wrong in specific terms.
3) Tell then how you feel about what they did wrong.
4) Stop to let them feel how you feel about what they did wrong
5) Shake hands or touch them in a way that lets them know you are honestly on their side.
6) Remind them of how much you value them.
7) Reaffirm you think well of them, but not their performance. in this situation, and realize that when it's over, it's over.

To strengthen this "One Minute Reprimand"

A) First get rapport as with the "One Minute Praising".

B) Follow the statement of the problem (Present State) with a well-formed Outcome of what you want to have happen. Mark out the Problem State from the Desired State tonally and spatially. For example, "There are 6 typing errors in this report (gesturing at report). In the future, I would like the reports to be proof read so that they are sent out with no typing errors, looking clean and correct." (gesturing at typewriter/computer)

C) Use the Meta Model Points to shape the content of your problem statements and use sensory-based language when giving feedback. For example, "I notice that the first four days of this week you have gone to lunch from 12:00-1:45. That is 45 minutes beyond the allocated 1 hour lunch break."

D) Check for congruency of understanding in the person you're reprimanding. Do you get an unconscious "yes" that they understand what you want them to do in the future?

[continued]

One Minute Manager

E) Know when to touch - the One Minute Manager has you anchor a state of feeling badly in the other person with a touch which may generalize to you as a manager. Avoid mixing positive and negative feedback and anchors together. It is confusing on both the conscious and unconscious levels.

F) Use spatial and tonal anchors rather than kinesthetic ones. You may want to consider a special voice tone as an anchor used only for reprimands.

G) Future Pace the Outcome you want with the person in appropriate contexts. Utilize the person's criteria to motivate them. For example, " Since it's important for you to put your *best foot forward* (their criteria), imagine yourself greeting the next four people who come through the door with a smile and a 'Good morning.'"

H) You can also stack a number of other NLP language patterns in the process, including embedded commands and presuppositions.

The pitfalls of the "One Minute Reprimand" may be obvious to the NLP practitioner. If your timing is off on the "reassuring touch", you can anchor bad feelings to your touch and to you. If what you want the person to do is not stated in sensory-based terms, you may not get the response you want, and so on.

The world is full of great models and frames for improving performance. Asking yourself where they might work, what might go wrong, and what needs to be added in to make them even more elegant can lead to interfacing the NLP technology with other models to make them work exquisitely. Sometimes "NLPers" think in terms of NLP vs. other methods, when NLP can make ANY other behavioral performance method work more powerfully. Often a more useful question to ask when analyzing theories and techniques is, "How do I use NLP to get real results in life?"

Suzi Smith & Tim Hallbom *are partners in Western States Training Associates/NLP of Utah. A training team for over 10 years, they often conduct performance enhancement trainings for business and government organizations.*

Leslie Cameron-Bandler

Co-developer and Leading Researcher of NLP

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The NLP Connection

A Quick Empowerment Process

by

Connirae & Steve Andreas

Intimidation

Being intimidated (by authorities, experts, the opposite sex, etc.) is a common complaint. Many people feel "small," incompetent, or inept, at least in some situations. In our exploration of submodalities over the past several years, we've noticed that intimidation usually has a common structure: Most people create their response of being intimidated in much the same way. When they see the "authority figure" in their "mind's eye," they usually see that person as bigger, brighter, and closer than life, and located higher up in their visual field.

You can try this out and find out if it works for you. Think of someone you consider an "expert." See this person as bigger and brighter than life, and then move the image up, so that it seems as if the person is looking down on you. If this isn't enough for you to feel a bit intimidated, try making yourself smaller also. Most people who do this feel intimidated.

If you're someone who is already an "expert" at being intimidated, you may want to try the "cure."

1. Think of someone who has made you feel very intimidated in the past.
2. Notice how you see this person in your mind' eye. Is the picture large, bright, close, and "hovering" above you? Does their voice boom loudly at you, or have some other quality you can't ignore? (If you have trouble identifying the important submodalities, *contrast* this image of someone you feel equal to.)
3. Experiment with changing submodalities, noticing the shifts that make you feel on the same level as the other person. Move the picture down to eye level. Do you feel more "on equal footing" with the other person now? Try making the picture smaller, and/or making yourself larger. Let their voice get softer or move farther away to make it less imperative, etc.

   You may want to make the image smaller than life, and "look down" on that person temporarily, just to notice what that feels like. We recommend ending with seeing the other person at eye-level, and seeing them about the same size as yourself. We feel equality is more fun than either end of a dominance struggle.
4. Future Pace your new perspective. Imagine meeting this person in the future, and notice what it is like to see them "on your level," and the same size as you.

We've used this method with a number of people who used to be intimidated by authority figures, with good results. Your brain has to do certain things to create the response of intimidation. If you train your brain to see others as equals, your response will follow.

We've found it interesting that many "experts" set up an environment designed to impress and intimidate others. One person we know always trains on a high platform with a huge blown-up picture of himself on the wall behind him, and with two large TV monitors with "larger-than-life" close-ups of his face on either side. Whether intended or not, this arrangement tends to result in intimidation, and is one step toward creating an unthinking "follower" response in the minds of those in the group.

Other-Responders

Some people aren't particularly intimidated by authority figures, but are overly-responsive to the needs of others, while neglecting their own. This often results in "burnout," and it usually has a similar structure to intimidation. To become overly-responsive to the needs of others, first make a representation of what that person needs. Then either make that image big, bright, and close, or zoom in and make it panoramic, so that it fills up your visual screen and you have no room for pictures of what you want. If all you can see is others' needs, that is what you will respond to.
These pictures are usually NOT higher up, as they are with intimidation.

The the antidote to being overly responsive is:

1. Think of someone to whom you over-respond, denying your own needs.
2. Notice how you see this person in your mind's eye. Is the picture large and close, perhaps panoramic? Does their voice have some quality that makes it impossible to ignore? (If you have trouble identifying the important submodalities, *contrast* this image with an image of someone you don't feel overly-responsive to.)
3. Move that picture of them/their needs further away and make it smaller, dimmer, less colorful, etc. If it started out panoramic, reduce the panorama to a small framed picture in front of you. Let their voice fade in volume to change tonality in a useful way, until you feel less overwhelmed by this person's needs.
4. Now make another screen the same size, brightness, and distance from you as the picture of the other person's needs. Ask yourself, "What do I want?" and put your answer in this new frame.
5. Now you are looking at two screens: one represents your wants, and one represents the other person's wants. Ask yourself, "What would best meet the needs/desires of *both* me and this other person?" In certain contexts, or with

[continued]

Empowerment

certain people, it may be more appropriate to make your own needs more (or less) important than the other's. Are you better able to respond to both, in appropriate balance?

6. Future Pace your chosen way of seeing things into the appropriate future situations.

You may notice that this process includes two steps (#4 and #5) NOT included in the anti-intimidation process. When helping someone recover from intimidation, it can sometimes be useful to explicitly instruct the client to make a screen in which he sees his own opinions, experiences, etc., while listening to the expert. Check to be sure the screen of his opinions is the same size, etc. as the images of the expert's opinions.

We've found that directly changing the submodalities structure of experience is often the most rapid way to produce a desired change. Whenever you do this you need to be very sensitive and responsive to objections and other ecological issues, and deal with them using reframing and other older NLP patterns.

Connirae & Steve Andreas *are Co-directors of NLP of Colorado. They are the editors of four of the most popular books on NLP. In recent years they have been concentrating on explicating and expanding on the Submodalities Patterns developed by Richard Bandler. Material in this article is based on Chapter VII, "Internal/External Reference" from their forthcoming book, Change Your Mind - And Keep the Change, published by Real People Press and scheduled for release October of this year.*

BULLETINS:

The **Mountain States Regional** NANLP Conference held on September 12 & 13 had over 160 participants attending 16 sessions ranging from an intro to applications to new models.

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