NLP Connection

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In Pursuit of Wisdom

A direction for NLP in the 1990's

Wellness And The Edge Of Growth, Part II
Tim McPike

Activating The Creative Process
Betty Scott

The Outcome Strategy
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The Basis of Personality
Tad James

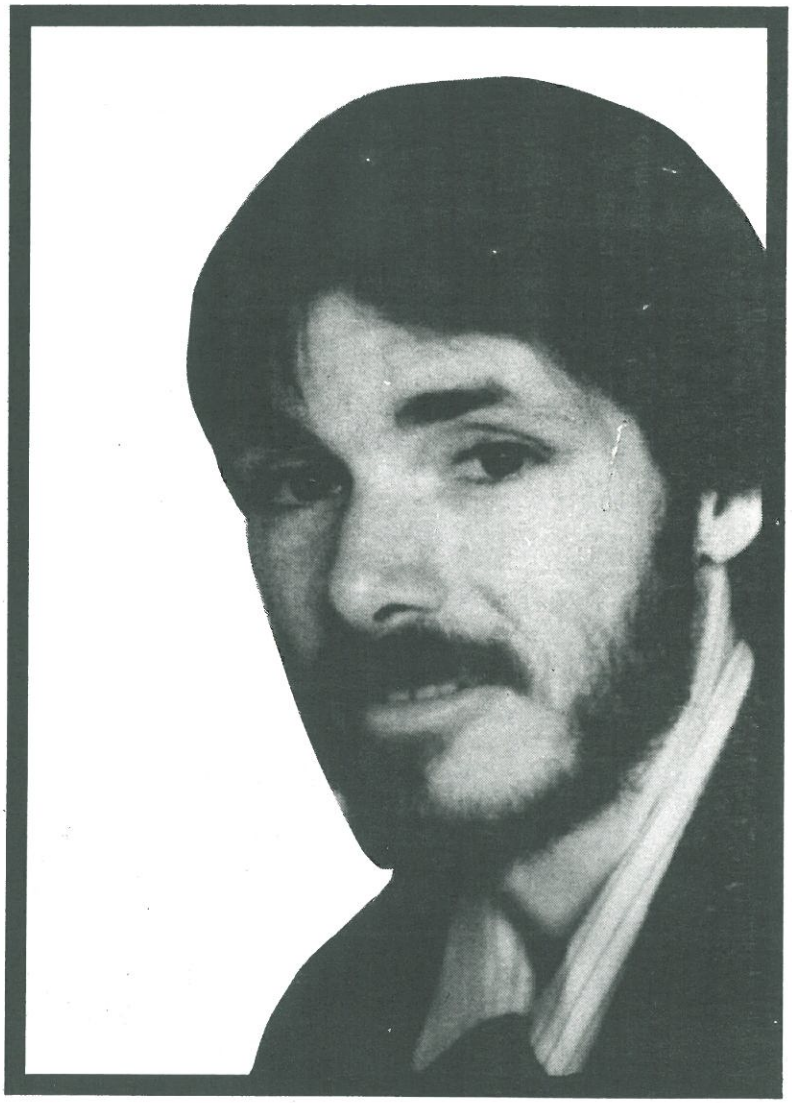
"Since NLP is a tool, let me look under your hood."
Charles Faulkner

The Stances Model
Douglas J. Sauber

Heart of the Mind
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Robert Dilts

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In Pursuit of Wisdom - A direction for NLP in the 1990's with Robert Dilts

[The] ancients knew something which we seem to have forgotten. All means prove but a blunt instrument, if they have not behind them a living spirit . . . Perfection of means and confusion of goals seem - in my opinion - to characterize our age . . . If we desire sincerely and passionately the safety, the welfare and the free development of the talents of all men, we shall not be in want of the means to approach such a state. Even if only a small part of mankind strives for such goals, their superiority will prove itself in the long run.

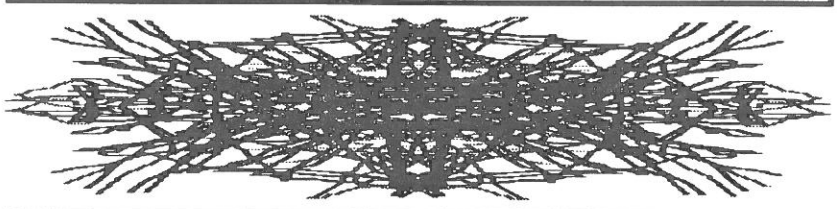
Albert Einstein

In the past decade much of the focus of NLP has been geared toward qualities such as "magic," "performance" and "excellence." This trend has been characterized by NLP's reputation for subliminal influence, "quick fix" techniques and individual power and achievement. However, to deal with more far-reaching and complex issues involving belief systems, identity, spirituality, culture, and the necessity of achieving global unity and ecology on our planet, NLP must evolve in new directions in the 1990's. Wisdom involves the development of vision, multiple-perspectives, systemic thinking, multilevel understanding of the process of change, the celebration of diversity and a deeper understanding of culture and organizational behavior. To attain wisdom, NLP must both return to its basic presuppositions and at the same time boldly step forward to a richer vision of its purpose and mission on our planet.

Robert Dilts

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Neu·ro–Lin·guis·tic Pro·gram·ming, NLP, n. 1. *original:* a field of study for modeling experience and behavior. 2. *common usage:* the set of powerful communication and behavioral change techniques that were the by-product of modeling. **(Unfortunately, the original meaning has nearly been lost over the years with only a few developers remaining who actually model.)**

NLP Prac·ti·tion·er, n. 1. a person who has attended an NLP training and learned a hodgepodge of distinctions and techniques to do to others. 2. a person skilled in NLP communication and change techniques; knows "what to do when" to facilitate profound change. **(Unfortunately 1 and 2 are often very different.)**

NLP Mod·el·er, n. 1. a person who attended an NLP training and liked the word. 2. a person who can detect and understand patterns underlying experience and behavior, describe those patterns, and create formats for making the desired experience and behavior available to others, i.e., transfer skills. **(*Fortunately,* one of the early developers, David Gordon, NLP Trainer, NLP Modeler, and co-author of *The Emprint Method,* has designed a new comprehensive training, EXPERIENTIAL DYNAMICS, with two tracks—one for learning the nearly lost art of modeling and another for learning how to become a SKILLED Practitioner of the powerful applications.**

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Wellness And The Edge Of Growth Part II

by Tim McPike

The official title for the 1989 NANLP Conference, held April 28-30 in San Francisco, was "Wellness: Body, Mind, Business" (a revealing mismatch). An appropriate subtitle for this and future conferences could be "The Edge of Growth."

Almost all presentations demonstrated new NLP tools, applications in new fields, or further developments in the NLP model itself. The variety and depth of this information, the rate at which it continues to develop, and its potential impact on society are exciting and profound.

Editor's Note: Audiotapes of the sessions reviewed by Tim McPike are available from Repeat Performance, 2911 Crabapple Lane, Hobart, IN 46342.

Activating The Creative Process

Betty Scott, Presenter

Betty Scott teaches creative process at Columbia, Missouri. She begins with a four-step model: preparation (input), incubation (processing), illumination (output), and verification. An alternative model is: preparation, concentrated effort, frustration, withdrawal, insight, follow through. [This latter is the model I use, at least up to the "withdrawal" step.] Betty tests (she calls it non-testing) her students to determine their primary representational system, then gives them exercises to enhance their non-primary systems. Betty says that although we are a primarily visual society, we are not trained to "see."

Other assignments include studying literature to notice the authors' use of representational systems, organ or body-part language, metaphor, colors, animals, fruits, vegetables, sports, and other categories, all designed to bring these categories into conciousness. Students keep journals of dreams, affirmations, mandalas, thoughts and feelings. Another exercise included watching political speeches and noticing eye-accessing and predicates.

In examining the creative power of the mind, Betty has her students bend spoons with P-K (by thinking it). Unfortunately, all that mental energy disrupted the tape recording (honest — the tape went haywire) so it's not clear what exactly happened in the room. As Betty later says on the tape, it's no weirder than walking on hot coals.

The three inner conditions required for creativity are: 1) openness to experience or extending yourself out [here is an example of opposites synthesizing, yes?], 2) an internal locus of evaluation, and 3) the ability to toy with elements and concepts (ideas, shapes, colors) and to transform opposites (distortion). The two outer conditions needed are: 1) psychological safety, and 2) psychological freedom to express symbolically.

The next exercise after bending spoons consisted of writing down as many body language expressions (e.g. "apple of my eye," "pain in the neck," "forked tongue," "head for business") as the participants could think of. In the category of "head" for example, Betty has developed a list of 107 phrases. In the process, such categories not only come into consciousness for the student, but "stick out like a sore thumb" in everyday conversation.

Another type of language awareness comes from noticing slang words for genitalia, which almost always are perjorative and consist of short, sharp sounds (i.e. more aggressive than

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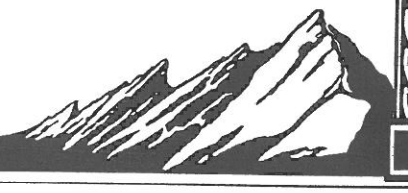
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loving). A related awareness is of sexist language, almost uniformly derogatory to women, such as slang words for breasts. Betty asks, "If you say those words, they become yours. Do you want that to be part of your essence?"

[Author's note: I recently saw the bigot comedian Dice Clay on cable TV. He is a fascinating study in this effect. His "humor" consists of almost nothing more than making racist and sexist statements in a defiant manner. There are few actual "jokes." The audience responds enthusiastically to having their deepest xenophobic attitudes, "that part of their essence," asserted in the face of general social disapproval. Clay is a genius, unfortunately, at what he does. But back to Betty Scott . . .]

Thus even the seemingly humorous bumpersticker phrase "shit happens" justifies and engenders an attitude that what happens in your life is "shit." Bending spoons is a demonstration of the power of the mind to manifest physical reality. Doing the "body parts language" exercise brings the use of language to consciousness. The student is then able to appreciate the extent to which the use of language creates his or her reality and the extent to which it influences on a physical level (remember the spoons!) other people's reality. You can then take responsibility to change it. In Betty's second semester of the college course, her students explore issues such as hunger, drugs and alcohol, money, and animal rights. Betty recommends the book "Writing Down the Bones," by Natalie Goldberg, Shambala Press.

Betty then lists characteristics of creative individuals: open to experience, observant, curious, tolerant of ambiguity, able to reconcile apparent contradictions, appreciative of complexity, highly independent of thought and deed, flexible, spontaneous, sensitive to nuance, flamboyant, disciplined, and accepting of their own standards. Techniques to access creativity include: imagery, daydreams, reveries, deep muscle relaxation, diaries, brainstorming, fantasy, [self-hypnosis, and good sex.]

Betty has her students work with mandalas from the book *The Right Brain Experience* (see also *Inventing The Future* by the same author, Marilee Zdenek.) The object is to stay focused on the center of the mandala without being distracted by the rest of the mandala, which your brain will make spin, pulse, and generally act out.

The next series of exercises dealt with exercising creativity. Participants were asked to write captions for pre-existing cartoons. Then they were given a handout with ambiguous pictures on it and asked to free-associate descriptions of what the pictures might be. Next students are asked to read an unfinished short story and to write the last two paragraphs and the title.

In her college class, Betty will bring in objects such as snail shells and honey locust pods and ask students to write stories about them. Then the students re-examine what they've written to notice how it reflects themselves.

At the end of the tape, Betty gives a bibliography of books on creativity with some comments on her students' reactions to specific books. Betty's session was a delightful balance of experience and information, and the bibliographical references provide ample resources to continue working on your creativity. I would love to take two semesters of her class!

The Outcome Strategy

Brian Van der Horst, Presenter

The Outcome Strategy is intended both as a way to model someone and as a diagnostic tool in therapy. It is also useful to elicit criteria, metaprograms, and beliefs. Brian first explained the background of the Outcome Strategy, then described exercises to

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Subjective Experience	Well-formedness Conditions	Outcome Elicitation Questions
Outcome/Context	Stated in Positive Context specific	What do you want? Who, what, when, where?
Cause/effect	Achievable (initiated and maintained by self)	What stops you from getting it? How would you have to think, feel, and do to get it? Do you know how to get it?
Internal States Internal computation External Behavior	Verifiable	How will you know when you get what you want? What specifically will you see, hear, feel when you get it?
Criteria	Valuable	What will you lose if you get what you want? Is what you want congruent with who you are?
Ecology	Ecological	Is it worth what it will take to get it? What will it take to get it?

Table 1

install the strategy, and finally Brian did a demo of how to use the Outcome Strategy matrix for deciding what to do (what NLP skill to use) when.

I reviewed this session on tape, so I didn't get the handout, and can only state the matrix approximately. [And as you read this, you can think about how surprised and grateful I would be if I received a handout in the mail, and remember how good it can feel to do something for someone else.] See Table 1.

The Outcome Strategy developed from work by Maslow and others on self-actualized people. It contains presuppositions that orient people toward:

1] the outcome rather than the problem,
2] possibilities rather than limits,
3] feedback rather than failure,
4] curiosity rather than prejudice.

Brian worked at the NLP Center for Advanced Studies in Marin County with Leslie Cameron-Bandler, Michael Lebeau, David Gordon, and others in 1983. The Outcome Strategy was taught in the practitioner training as a three-to-four-day sequence of exercises to allow trainees to experience each element of the matrix and to install the strategy.

In the exercises, a metaphor is told for each distinction taught. For example, for the well-formedness condition of stating your outcome positively: "You can never get enough of what you do not want to happen." "How will you know when you've gotten a satisfactory amount of 'not being unhappy?'" Also, in stating things negatively, e.g., "not being unhappy," the brain first generates an image of the positive, "unhappy," and then symbolically negates it, thus accessing the opposite of the outcome. In one exercise in the practitioner training, Brian had trainees make a list of "don't wants" and then represent each of them in each rep system (VAK), noting the submodalities. Then the list was reformulated positively and the submodalities elicited. Thus the submodality of each well-formedness condition is distinguished.

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The test for specificity of context is whether it can be visualized in a single image (who, what, where, and when). Trainees are asked to make a list of three states or behaviors they would want most of the time and a second list of three they would want only in specific contexts. Next, they counter-example the general behaviors on the first list to discover when they wouldn't want them. Finally, they elicit additional contexts in which behaviors on the second list would be useful. Counter-exampling is a necessary skill in Outcome Strategy elicitation. Context is a flexible category that can be chunked up and down. Contexts must be interlocked to go from the Present State to the Desired State. Brian recommends *The Emprint Method*™ by Cameron-Bandler and Lebeau as an excellent method for designing steps between PS and DS.

Brian describes exercises to install awareness of the other well-formedness conditions and the categories of experience to which they apply as stated on the matrix. For each condition of well-formedness, there is a test: for the "stated in positive" condition, it is whether its IS, IC, and EB are sufficiently described that another person can step into it.

Other exercises include the "internal states bazaar" in which trainees model each other's internal states, and the "behind the scenes" exercise in which one person models the other's external behavior, internal computation, criteria, and internal state. The latter is used to demonstrate how rapport can be an information-gathering tool: once you mirror external behavior, etc., you can often fill in the missing information about that person because, for example, putting your body in the same position produces a similar internal state in you.

The next item pair in the matrix is the experiential category of "criteria" and the well-formedness condition of "valuable." He distinguishes between complex equivalences of things (e.g. a gold pen is deluxe pen) and of behavior (e.g. love is speaking in a soft voice). The question "Why" elicits criteria. One distinction in this category is secondary gain, e.g., the benefits of the present state. If you ignore this, it will sabotage the change. It's important to use language softeners when eliciting this, as recognizing benefits of the present state usually involves a major reframe for the subject.

Worthwhile considerations involve criteria: Will it get me what I really want in terms of experience? For example, Brian suggests examining a dream you've given up on ("being a rock star"). What did I really want out of that in terms of experience? ("Getting applause, showing off what I do well.") What would be the negative sides of that dream? ("Working night after night, traveling constantly, promiscuous sex ...") Are there other ways I can get the positive experiences? People don't necessarily want their dreams (Desired States), they want the experiences those states provide. [Author's note: This may be indicated by lack of well-formedness in the stated desired state?] So the desired state can be re-examined and adjusted. Another question is whether criteria formed earlier in life need to be updated.

An exercise to elicit and experience criteria begins with "Selling Framistams." A framistam is an object without content (known in business schools as a "widget") that is sold using the buyer's criteria. For example, "A framistam will make you intelligent. You will be the first on your block to own one," etc. The first person is the buyer. A second person, the salesman, elicits a list of twenty of the buyer's criteria. Then the salesman tries to sell the framistam using all 20 listed criteria, without looking at the list, while calibrating the buyer's responses.

Meanwhile, a third person lists the criteria used by the second person. The second person, acting as salesman, will not remember more than 7 plus or minus 2 of those on the list, and usually only those that match his or her own criteria. She will fill in the rest with her own criteria. Then everyone shifts positions. In the process of trying to remember the listed criteria, deletion, distortion, and generalization occur and can be traced by comparing the lists.

The second part of the exercise involves answering three questions: "What would be your ideal job?" "What's important about your current job? " and "Why would you do the dream job?" Now take the lists of criteria (framistam, real job, dream job) and note the similarity of criteria and complex equivalences behind the criteria. People can lie about content, but they cannot lie about criteria, because the act of choosing topics and words requires criteria choices.

The solution to not being able to hear other people's criteria that are different from your own is to do exercises to elicit your own criteria, then mismatch when you listen to someone else's criteria and complex equivalences. The awareness of criteria fosters the choice of criteria, the separation of self from criteria , all of which Brian defines as true enlightenment.

Knowing what to do when begins with the model or categories of subjective experience: context, cause/effect, IS, IC, EB, criteria, ecology. The practitioner asks the eliciting questions and fills in the information under the categories-of-experience column for both the Present and the Desired State, testing them against the well-formedness conditions. Note that any question will typically elicit information in more than one category of experience and will usually give criteria and metaprogram information as well.

As the information is elicited, the areas where "the problem is maintained" become apparent. These are where the present state categories of experience differ from the desired state [Author: Or where PS-DS categories are not well formed?] These in turn suggest the type of intervention to use. For example, if the area of mismatch between present state and desired state experience is the present internal state, then submodalities, anchoring, and behavior generator all are interventions that deal with internal states. If the mismatch area is in criteria or complex equivalences, a content reframe is a possible intervention. Practice with the matrix helps develop the skill of determining what the driving point is among the points of PS-DS difference, and also helps to develop "better ears" to recognize more of the information presented in fewer questions.

A great deal of the information in this presentation I already had learned in my practitioner training, but two aspects of it were invaluable. First, Brian's insight into the relationships among the categories of experience, well-formedness conditions, and elicitation questions, and the depth of his knowledge of NLP made this a "holistic" presentation. Second, the organization of the strategy on a matrix [Brian credits those at the NLP Center for Advanced Studies] and the demonstration and the explication of the model were elegant: what Edward T. Hall would call learning on the technical and informal levels simultaneously. Even if I got it on Memorex, I experienced a reorganization and deepening of my knowledge of the Outcome Strategy from Brian.

The Basis of Personality

Tad James, Presenter

Some time ago James became interested in time line therapy. He began looking for what could cause NLP changes to be long term. NLP is a blend of cognitive and behavioral psychology. An external event causes a mental representation, which gives rise to an internal state, which leads to external behavior.

The external information first passes through our neurology where it is filtered.

Filters delete, distort, and generalize information to maintain sanity. About 2 million bits of information come into the nervous system at any time. [I have to ask, who counted?] That number has to be reduced to 7 plus or minus 2 bits that can be held in consciousness.

There are several types of filters: the structure of language, memories and decisions, metaprograms, values, beliefs, and attitudes. Values provide up-front motivation and after-the-fact evaluation. If a strategy of intervention, for example, conflicts with values, decisions, or beliefs, change is likely to be short term.

Values array themselves into a hierarchy. When values are eliminated, beliefs and strategies associated to them tend to disappear. Values are V/K synesthesia, with K out of awareness.

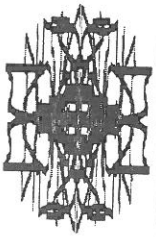
The values can be manipulated using V submodalities. To change the hierarchy of values, you elicit the submodalities of an existing value in the location where the new value is to be substituted, then imbue the new value with the old value's submodalities while diminishing the driving submodalities of the old value. If you switch values, the client will construct his own new strategies. We spend time doing what we are motivated to do, so shifting values changes what we do with our time.

For value changes, the therapist must do all ecological work in advance. Tad referred to one of Steve and Connirae Andreas's methods for dealing with ecology, which is transforming negatively stated values into moving-toward values. James prefers to deal with some values stated as moving away from, if this is how the client states the value. As a rule, James doesn't change the number one value on the hierarchy, and he *asks the client* where the new value should be installed in the hierarchy.

James then explained one technique for "disconnecting a gestalt," defined as a collection of memories associated by a common K. The key to this model is to remove the significant emotional experience, because emotions tie the gestalt together in a collection of memories. This is done by putting the person back on the timeline before the emotional experience so that the emotion disappears, then looking across the experience from the prior moment to the present.

Finally, James gave a lengthy and skillful demonstration of the technique which was quite dramatic because it involved both a subject with a deeply felt negative emotion and the use of a "past life" timeline. The ontological status of the "past life" might be questioned, but the powerful effect of the technique on the subject was demonstrated clearly. This tape is excellent as either an introduction to or an elucidation of the material in James's and Woodsmall's book *Time Line Therapy and the Basis of Personality*.

Research Database Grows



Fourteen new references have been added to the research database. For information, contact Lyle Chubb at Creative Growth Unlimited, 510 West Union Street, Newark, New York, 14513. (315) 331-0411.

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Chemical Dependence Category Added to NLP Database

Chemical dependency is a major social issue of our time, not just in the US, but throughout the world. The Bush administration has declared a new initiative on drug enforcement, and we (the NLP community) are in a unique position to establish and develop an initiative on effective approaches to treatment.

As a first step in that initiative, we are asking for your input. Many of you are using NLP approaches when dealing with chemically-dependent clients or their families. We would like to gather as many approaches, techniques, and insights as we can into one location (using the NANLP Research Committee), then offer this information to interested persons at no charge. Such a combined base of knowledge would greatly enhance our efforts to develop a systematic, effective approach to treatment, recovery, and personal growth.

Submissions to the database can be in any format. **If you have a specific technique which deals with chemical dependence issues, you are invited to contact Lyle Chubb** at Creative Growth Unlimited, 510 W. Union St., Newark, NY, 14513, (315) 331-0411. All contributions to the database are greatly appreciated and your authorship of the material will be maintained.

Thank you in advance for your willingness to share in this contemporary project.

NAS Response Being Prepared

In 1988, the National Academy of Sciences issued a report entitled, "Enhancing Human Performance: Issues, Theories, and Techniques." This report reviewed the applications of neuro-linguistic programming and rejected the entire technology as untestable and inaccurate.

Pascal Gambardella, Melanie Rawlins, and Lyle Chubb are in the process of preparing a response to the NAS study, which will be submitted for publication to the appropriate sources. This response will be designed to point out the flaws in the NAS evaluation and to offer corrective suggestions in terms of research design and analysis.

If you would like to participate in this vital project, your input and assistance are most welcome. You can contact Lyle at Creative Growth Unlimited, 510 West Union Street, Newark, New York, 14513. (315) 331-0411.

NLP Connection Response Form

What do you want in a newsletter?

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Research and "How To" Articles Wanted

If you are doing research in NLP or have developed ways to use NLP, we would like to consider your article for publication. "How to" articles are practical applications and new techniques. Research articles include supportive evidence, documentation, etc. Please submit articles to the editor.

1990 Conference Exhibits

Brochure Tabletop Space

Six-foot tables. $10.00 per 18", for total conference. Space is limited. To reserve space, complete the form below, enclose check and mail to: NANLP, Attn: Laura Shaw, 310 N. Alabama, Suite A-100, Indianapolis, IN 46204

Exhibit space

Exhibit space will be open Friday and Saturday, April 27-28, 1990. Your exhibit space will include a six-foot skirted table and one printed sign in a lockable room. Saturday evening, there will be a 2-hour Exhibitor Party. Fee: $150. Booth space is limited.

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Members Pass Bylaw Revisions By Wide Margin

NANLP members voted 239 - 35 to accept the Bylaws revised in March 1989.

A number of voters commented on the revisions. Many people commended the Bylaws Committee and Board of Directors for making the bylaws more flexible.

The majority of the comments from those voting "No" focused on concerns about the NANLP Board being able to change the bylaws without a vote of the full membership. Several voters suggested that the board consider a policy requiring that the membership ratify any additional changes in the bylaws.

The Stances™ Model

What is it?
What can you do with it?

Douglas J. Sauber, M.Ed.

Stances™ is a holographic approach to personality and interpersonal interaction styles. Imagine for a moment that you could quickly and easily know significant information about a person after only a minute with the person. For example, a stranger walks into the room, looks around and says, "Hello." Already you know what the person's most significant needs and issues are. You know what age to go back to with him/her to work on those issues, and perhaps even which parent was most involved in the interactions that created the issues. You know what sort of work the person does well, and what work s/he enjoys. You know what would convince this person to buy one car rather than another. All you need is to hear the person's voice, see him or her walk, even read a sample of the person's writing or get the comments of someone else who knows the person. All of this is what a holographic understanding of human beings can offer.

HOLOGRAMS & THE BRAIN

A hologram is a visual representation with certain special characteristics.* In a hologram, each point on the holographic plate contains all the information of the entire plate. Take, for example, a holographic representation of a human face, and cut the recording plate into five pieces. Rather than ending up with five representations of parts of the face, each piece of the recording plate will yield a representation of the entire face, somewhat fuzzier than the original.

Beginning in the early 1970's, Karl Pribram, working at Stanford University Medical School, began to write about experiments he conducted on memory and learning patterns that indicated that memory and vision may interact in the brain to create learning and consciousness as a pattern of waveform interference. Speculating about the resistance to injury that human memory demonstrates in the face of severe brain damage, Pribram theorized that the brain stores memory holographically. Research on the brain has not yet fully confirmed or disconfirmed Pribram's theories; in taking the idea of the holographic brain as a metaphor upon which to build models of brain/mind functioning, however, we have come up with interesting and useful results.

When we look at human beings as holograms, we understand personality to be the representation in the world of the interaction patterns of the various brain and body functions. Each identifiable pattern of behavior, cognition or feeling is itself a somewhat less precise representation and manifestation of the entire matrix of interrelated patterns which defines an individual's personality. Thus

Please turn to page 14.

* A hologram is formed by splitting a laser beam into two beams of light by means of a prism, one of which shines directly onto a recording plate. The second beam of light illuminates an object, which then reflects the light onto the recording plate. The two beams of light produce an interference pattern on the plate similar to the pattern of crossed ripples formed in a pond by two stones dropped simultaneously into the water. A 3-dimensional holographic image is seen by the human eye when a laser beam is directed through the recording plate and is split by the recording of the interference pattern of the two beams. If the plate is broken, each piece of it contains an accurate representation of the interference pattern.

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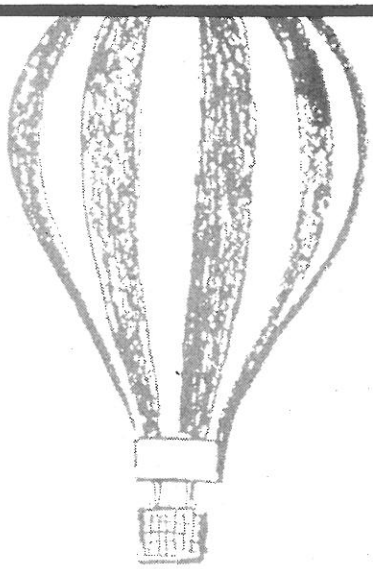
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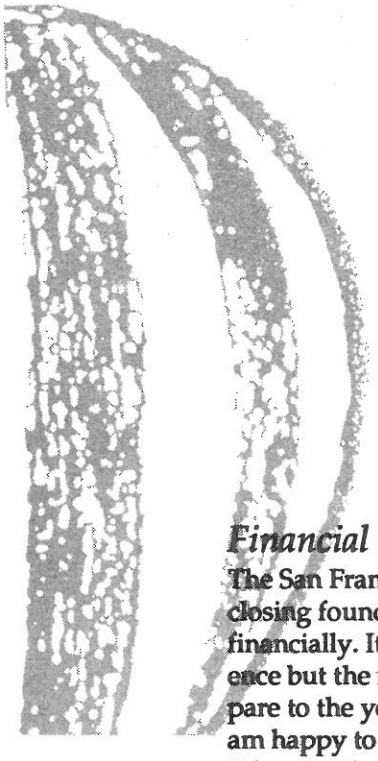
Letter From The President



Excitement is in the air. As I write to you, the Berlin Wall is being opened by the people of East Germany. In Eastern Europe, freedom is in the air. Throughout the world the winter holidays are fast arising. And as I prepare for flying high with festivities, I think about what is happening in our NLP association.

At the National Conference in San Francisco and in my first letter I set several goals. My outcome for the goals was: "To promote a broader knowledge and experience of NANLP to users and potential users of NLP in all fields" - so what does that mean today?

As I process through my days, these goals kind of circle around my head - symbolic of more than hot air, I trust. If I were to draw you a picture it might look something like this:



Financial Stability

The San Francisco conference closing found us breaking even financially. It was a great conference but the income didn't compare to the year before. Today I am happy to report we are "clearing the first summit." Our regional conferences are providing substantial income. Paula Walters, your Treasurer, with the Association Office Staff have made a significant effort to reduce expenses. You also may find some interest and comfort in knowing the Board of Director's meeting in October was a teleconference meeting - not preferred, but most cost effective under our present circumstances.

Bylaws

Tim Hallbom and I are most pleased to announce the passage of the revised bylaws. You may already know, the bylaws passed with a comfortable margin and now I believe we can operate so much more efficiently. As we discussed at the last board meeting, in most associations, the bylaws are regarded as a legal document and nothing more. The Procedures and Guidelines represent the process used to direct and achieve the association goals. Each year the Procedures and guidelines will be reviewed by the board of directors with membership input and agreed upon annually. The management committee headed by Deanna Sager has the task of pulling together the Procedures and Guidelines.



Research

The research committee of NANLP has completed their work on a resource text for NLP. If any of you wish to offer additions or wish to make use of this resource, contact Lyle Chubb. Lyle, thank you again for your splendid efforts and all those who helped make it happen and in such a short time frame.

National Conferences

I have "great expectations" for our Baltimore conference. Those of you who live in the area, please be in touch with Neva Arnold (chair) or the association office or Karen Bading (PR- about ideas you have for tapping new interest sources. Robert Dilts has agreed to present a one-day intensive before the conference that will be useful in all special interest contexts.

Membership

We have a 40% increase in membership over last year. This year we have tried to list all memberships in the directory up to the time of printing. Hopefully you will have your new directory by the time you read this newsletter. The membership and PR committees continue their efforts for creating new member incentive strategies. This year, as you know, we are asking our training institutes to allow us some promotion time. I appreciate those institutes who have done this and I hope more will.

Regional Conferences

The regional conferences are now complete. Membership growth, and most of all, *learning* has taken place. All the financial reports are not yet in but those that are – increased their profit from last year – two and three times. Some great and creative efforts on the part of your regional representatives and some very special efforts on the part of conference coordinators has made all of this possible.

Interest Sections

Robert Siudzinski is coordinating the development of Interest Sections. The business section has 100 charter members to date. The education section is publishing its second newsletter. Modeling Performance now has thirty members. We are again developing a special plan for interest section meetings at the national conference. If you have some ideas about how these sections could develop or further develop, please respond to the Interest Section Bulletin Board in the newsletter or talk to Robert.

Local Chapters

I have appointed a Chapter Formation Committee, made up of Tom Salter (chair), Deanna Sager and Suzi Smith. In the next weeks they will be developing a proposal for a Chapter Formation Structure. I urge you to call or write Tom, Deanna, or Suzi if you have a local group already formed. If your structure is working, we want to know how you are making your group work. If you want to organize a local chapter, check on guidelines after the January board meeting.

If someone were to ask me at this point to name the MVP of all these goals, I would want to say **Membership.**

I urge you again to renew your membership and enable one or two others to become members.

Until next time, I wish you all happy holidays and may your balloons also rise in the 90's.

Kay Grask

(Continued from page 11.)

the micro-behavioral patterns (such as accessing cues, representational language, or BeMIRS) that we observe in a person's behavior can be understood as a "fuzzy" representation of higher-order patterns (such as strategies, criteria and beliefs). As we develop our holographic personality model, we become able to make predictions from lower order to higher order patterns, or vice versa, with a degree of precision relative to the "size" of the patterns involved.

BACKGROUND

Taking a step back in our own process, I note that we began with an NLP presupposition: All experience, internal and external can be defined by the 4-tuple, <V, A, K, O>. Since all experience is filtered through the sensory systems, it seemed important to understand the characteristics of the sensory systems themselves. Each of the sensory systems is a specific filtering system that is useful for, and can do,

. . . each piece of the recording plate will yield a representation of the entire face, somewhat fuzzier than the original.

different sorts of processing. For example, the auditory system lends itself to sequential processing better than the visual system, while it is easier to compare and contrast possible futures with the visual system than the auditory. We realized that not only is each system better at some kinds of processing than other systems, but each system has its own "blind spots." For example, a "visionary" idea might not make sense auditorially, for it would not be part of any natural sequence. So far, nothing new. As we explored the implications of the characteristics of sensory systems, we began to wonder how various micro-behavioral and high-order patterns related to the sensory systems. People who rely more heavily on the visual part of their brains for representing experience could be expected to use more visual representational language; could they also be expected to be more future time oriented than past or present time oriented?

We began to develop and observationally test two main hypotheses about the various patterns. One hypothesis was that the patterns would occur essentially at random, and that one could "build" a model of a functioning human being by pulling patterns out of a hat, at random. Alternatively, if the sensory systems do lend themselves to different styles of processing, the patterns should occur in relatively discrete "groupings" rather than at random. That is, someone who processes more Kinesthetically than Auditorially should sort by Activity more than by Information. Someone else, processing more visually should tend to orient to the future more than a person who processes more auditorially, who should orient more to the past. This second hypothesis was borne out by our experience.

We went on to develop the Representational Styles Matrix (RSM), which was a way of sorting out the behaviors likely from someone using auditory processing, from someone using visual processing, etc.... The RSM was an exciting new tool; we now had a map of the way in which the micro-behavioral and higher-order patterns were themselves patterned. As we shared the RSM with others, they reported that they could use it to predict what patterns a person would manifest in behavior. However, the RSM tended to perpetuate the overly simplistic notion of a person as "Visual" or "Auditory" or "Kinesthetic". The RSM was about sensory systems, not people. While it seemed clear that the various patterns that NLP teaches us to notice do not occur in a particular person's behavior at random, and that the RSM could help us to understand how the patterns interconnected, it did not help us to understand how the sensory systems themselves were connected in human behavior. At this point we began to look at organizing principles from outside of the NLP model.

Cory de Torres, co-developer of the Stances model, had worked

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with Erik Erikson's theories on human developmental stages before coming to NLP. She had worked with David McClelland as well, who had researched patterns of how people related to power. Some of his students had begun to connect what McClelland called "Influence Styles" to Erikson's work with developmental stages; they were searching for ways to make Erikson's theoretical work on development practically useful for understanding an adult's present time behavior. Cory became interested in the correlation between specific behavioral patterns in a person's relationship to power issues and his or her personality development as related to Erikson's theories.

Before coming to NLP, I had done work with Clare Graves, who developed a Levels Theory of Personality. Put briefly, Graves postulated a system in which human personality development was triggered by interaction between environmental conditions and neurological switches. As environmental conditions improved, sometimes through human action, neurological switches would be "thrown," and the next level of personality would be manifest. Levels would alternate between passive and active patterns, and each active level would be more "mature" than the active levels that came before, and less so than those that came afterwards. A behavioral observer could note patterns indicating a person's Level, and could then predict the style of management or interaction that would best suit that individual. I often found that thinking of personal development in the frame of interaction between neurology and environment useful and interesting.

We noted that there exist many models of personality, each claiming to define the possible ranges of personality types, that none of these models seemed entirely satisfactory, and that the similarities between the models tended to outweigh the differences. Each of these models were attempting to map the same territory, each starting from a different theoretical perspective. Realizing that as we attempted to understand how the patterns modelled by NLP were structured in actual human neurology we were coming at this same territory from a small chunk (lower order) level, we decided to see how these patterns correlated with the personality models we found useful.

As we looked at the patterns in relation to the Eriksonian model of human developmental stages, we found correlations between the issues addressed by each stage, the behaviors typical of the stages, and NLP-modeled patterns. We were able to model adult behavioral patterns that allowed us to predict forward and backwards in time; that is, to predict the kinds of issues, and their timing in his or her life, an individual had experienced as well as the person's likely response to issues in the future. This was the beginning of our development of the Stances model.

THE STANCES™ MODEL

As the developers of the Stances model, we propose the existence of four Stances called Receptor™, Protector™, Gamesman™ and Integrator™. Each Stance identifies a specific interrelationship among a broad range of psychological and behavioral patterns which characterize an individual. It is these patterns which underlie the way in which that person perceives, understands and relates to self, others and the surrounding environment.

The Receptor Stance™ describes an orientation to intimacy among beings. Its theme and motto are connection and caring. The Protector Stance™ represents an orientation to the maintenance and strengthening of the self. Its theme and motto are self-definition and defense. The Gamesman Stance™ defines an orientation to getting things from the world and to making things happen. Its theme and motto are impact and excitement. Finally, the Integrator Stance™ describes an orientation to relativism in a world containing people with differing goals and interests. Its theme and motto are mutuality and perspective.

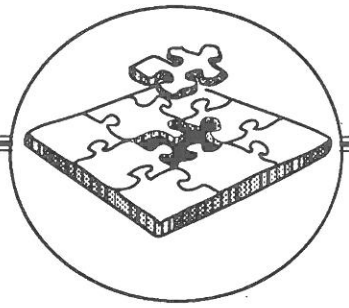
Individual Stances in turn are organized in predictable sequences set during the course of personal development. Each person has a

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preferred Stance with which they begin social interactions. We call this a lead Stance. If all goes well, they remain in this Stance.

When conflict or difficulties arise, each person has one or more Stances to which he or she turns. We call these back-up Stances. In contrast, most people have a Stance or Stances which may not be represented in behavior, consciousness or both. These Stances are omitted because people are uncomfortable or prefer not to experience them. We call these deleted Stances. For each individual person, this overall pattern of lead, back-up and deleted Stances embodies his or her basic and pervasive thematic orientation to life

EXAMPLES

Sandy C. (Receptor Stance) wants to feel more caring toward himself and more connected with others. He gravitates towards experiences in which he can express his deepest feelings and his genuine caring for himself and others. Within a community of others sharing the same orientation, he experiences warmth and loving, validation and purpose. He feels very satisfied.

Dura E. (Protector Stance) is convinced that life is often hard and difficult. In relationships as well as business, she believes her survival depends on noticing and avoiding potential hazards. She goes to "Determination Training", a program where she learns how to set and maintain boundaries and limits, to be responsible for her actions and to demand accountability from others. She is basically satisfied with the results, though of course she realizes that there is more work for her to do.

Vince B. (Gamesman Stance) wants to have impact on others and excitement in his life. He is often excited about new business opportunities, and tends to move often. On a whim, he goes to "The Slickness Seminar", a training where he learns stimulating new approaches and powerful techniques to win success in the world. He too is very satisfied with the result, and talks about the money and success he could get by leading these seminars himself.

Albert E. (Integrator Stance) finds that intimacy, individual capability, and success for individuals and society are all important. Realizing that his own ability to achieve these ends is coupled with the achievements of those around him, he often shifts his goals and perspective. He is satisfied when there is some measure of movement towards mutual and individual goals. In general, he gets along with Sandy, Dura and Vince. At times, however, Sandy finds him distant, Dura finds him irresponsible, and Vince finds him boring.

For Sandy, life is about caring; for Dura, it is about safety; for Vince, it is about impact; for Albert, life is about mutuality. They search for and enjoy experiences that foster growth and learning consistent with their orientation. Of course these examples are "single Stance" examples, which do not demonstrate the interaction between lead, back-up and deleted Stances. Sandy, for example, might have a Protector Stance back-up; when he feels isolated and not cared for, he might get angry and tell others what they are doing wrong. He might also dislike people who "play with others' feelings" (Gamesman Stance). Dura might have a Gamesman Stance backup; when others have not kept their contracts with her, she feels justified in doing whatever is necessary to get what she wants. At various times, she might also experience associates who often need to be reassured (Receptor Stance) as either weak or simply uninteresting.

TAKING ACTION

The ability to notice patterns in a holographic manner gives the observer, whether clinician, manager, salesperson, consultant or friend, the ability to make predictions based on small bits of information. For example, as suggested above, if someone says about an acquaintance, "He is simply too weak," the skilled observer can note that the speaker is responding out of a Protector Stance orientation, and that the acquaintance was acting out of a Receptor Stance orientation. Only to a person in Protector Stance would a strength/weakness criteria be relevant, and that

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comment could only be made about a person in Receptor Stance. This sort of information can come from observation of criteria, as above, or from observation of voice qualities, posture, movement patterns, language patterns, or any other NLP-modeled patterns.

An observer of Stance patterns can pace and lead with multi-level patterns in powerful new ways in addition to matching micro-behavioral and other patterns on a moment-by-moment basis. To motivate a person who is in Receptor Stance, s/he could demonstrate how that person could experience more connection, or his/her own interest in creating more closeness with others. For the person who is in Protector Stance, s/he could demonstrate how important problems can be solved. For the person who is in Gamesman Stance, s/he could demonstrate how life can be more exciting. For the person who is in Integrator Stance, s/he could demonstrate how his or her goals can be achieved while promoting the well-being of others.

From the first interaction, the clinician can easily know the nature of a client's issue as well as what to do in order in order to get through time rapport with the client. From the way an employee sits down for a meeting, a manager can know how to frame organizational goals in ways that will motivate that employee. From the sound of a customer's voice, a salesperson can know what sales approach will best induce the customer to consider his or her product. Friends (or people closer than friends) can begin to understand and change the interactions that lead to arguments or other difficulties.

As the reader may have already found, the Stances model is easy to learn and use. Unlike most models of personality development, Stances does not require extensive testing to determine another's Stance or Stances; rather Stance data can be "gathered", used, and revised on a moment-by-moment basis. In addition, the model makes sense on an intuitive level for many, who are able to begin to utilize it after only a brief exposure. As we continue to develop, study, and teach this exciting new model, we hope that Stances can provide a vehicle for many to increase the intimacy (Receptor Stance), security (Protector Stance), excitement (Gamesman Stance) and mutuality (Integrator Stance) in their lives.

"Since NLP is a tool, let me look under your hood."

by Charles Faulkner

One of the more challenging experiences of being involved in NLP is describing it to someone who doesn't know about it. I have before me numerous brochures and advertisements (some written by me and others by the members of various institutes) that describe NLP's benefits and applications. These descriptions use everyday metaphors as a part of making NLP understandable and appreciated. What I want to point out is that these descriptions are far from neutral. Even a cursory glance at the presuppositions underlying these everyday metaphors will point out how often, in our opening gambit to get someone interested in NLP, we are sowing the seeds of our later problems.

The metaphors most commonly used in association with NLP are:

"NLP is a tool."

"NLP is a skill or set of skills."

"NLP is a set of techniques."

If NLP is a tool, "[NLP] may be the ultimate engineering tool" according to Science Digest, then the NLP Practitioner is working on/fixing/improving the performance of a mechanism with the tool. The mechanism (mechanical) has no responsibility. It is being worked on. It is some*thing*. When attendees at an NLP lecture or seminar express concern over the manipulative possibilities of NLP, I've often heard (from several institutes) a response like, "NLP is like a kitchen knife (or a laser beam, electricity, etc.), it can be used to improve life or hurt people depending on how it's used." The choice of metaphor is a moot point as all of them presuppose NLP will affect them as inhumanly and indifferently as a knife, a laser, electricity, etc. It also encourages budding NLP Practitioners to think of themselves as "doing" NLP *to* others [I NLPed her] like using a knife, laser beam, etc.

If NLP is a skill or set of skills, it has the advantage of being learnable. It presupposes one can improve one's skills. As a skill used with/on/to other people, it also tends to presuppose a competitive prowess; a skillful player, a more skillful opponent. And how many times have you seen an NLP trainer or student make an advantage, if only in words, of their being the more skillful one? No wonder those new to NLP are fearful of being manipulated. It's presupposed by the descriptions of NLP and the use of those descriptions in the context.

And then there's NLP is a technique. "The NLP technique can be used at any time, with any person..." says the *Research Institute Report for the Executive*. If NLP is a technique, then the systematic procedure will work (depending on the skill of the Practitioner) regardless of the inner yearnings of their recipient. The "subject" as we often call them in NLP training, with all her/his desires, emotions and will, can be defeated by a technique. Now some may be reading this and want to change "defeated" to "helped" in the last sentence. That change is significant in terms of your motivations, but not in terms of the presuppositions of a reliable and effective technique, which remains more powerful than the individual and might be feared for its manipulative power.

And here is a dilemma. Most of us were attracted to NLP because we could learn it (a skill) and because "the techniques" work regardless of the person (or the structure of their subjective experience) and these metaphoric ways of talking about it bring up the presuppositions of power, control and manipulation. The metaphors are also anti- (or at least pre-) cybernetic. That is, they presuppose an operator and something operated on (without effects to the operator). Disregarding "the cybernetic loop" of communication between living systems, they are essentially NOT NLP.

NLP didn't start here. Some of us have been around long enough to remember that originally NLP was "the discipline whose domain is the study of the structure of subjective experience." (*NLP, Vol. I*, Dilts et al.) This presupposes exploration and the discovery of order.

Richard Bandler's more recent proclamation, "NLP is an attitude and a methodology," retains a human perspective. What could be more human than having an attitude, especially Richard's. And a methodology presupposes the application of principles in a systematic way.

Neither of these two are outside a cybernetic epistemology.

As I read through the brochures I was pleased to find some attempts at metaphors for NLP that include: NLP is a map-making process, NLP is the study of the mind, and NLP is the process of making distinctions. These more abstract metaphors may not be as "hand"-y as a tool, but considering where metaphors take a person's thoughts and their presuppositions....

Charles Faulkner, a Certified NLP Trainer through Bandler & Associates and NLP Comprehensive and developer of Operating Metaphors is the Executive Director of NLP Comprehensive and founder of Mental Software™ Corporation, the later of which embodies his current metaphor for NLP.

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Another conference brochure will be mailed February 1, 1990.

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To The Editor:

I like many things about the *NLP Connection.* The quality of the layout and editing has continually improved. There's just one thing I would like: more articles related to the developing technology of NLP.

In the first three issues this year, on the average, 7.5 pages were devoted to content articles. In the July through September issue, there were only 5 3/4 pages of articles.

I appreciate the value of the advertising in the newsletter: it gives people a chance to find out what products and services are available. I also recognize the necessity and usefulness of announcements about the Association. However, for me as a reader *the main value of the newsletter is in the articles.* That's the part I really read thoroughly, and that's the part that can directly improve my skills as an NLP Practitioner and my knowledge about developments in the field.

Furthermore, especially for those people who don't make it to the conferences (perhaps half the membership?), I believe the *NLP Connection* is the medium to keep members informed of developments in the field.

I realize that adding pages or issues to the newsletter would cost something, but what better way to spend NANLP money than to put additional benefit into the hands of every single NANLP member?

Thank you for the chance to express my opinion.

Tamara Andreas
Columbus, Ohio

To the Editor:

This letter is in response to Marilyn Blank's letter in the last issue of the *NLP Connection.*

I agree that NLP trainings need to continue to be revised and updated and to have new concepts introduced. However, National Conference attendance is not lessening; it is growing. In 1988 there were 250 registrants, and in 1989 there were 287 registrants. NANLP membership continues to grow at a good rate, contrary to the current trend in many other national organizations. In 1989, NANLP membership grew to 1300, a 40% increase over 1988. Based on this data, the NLP/NANLP community continues to grow.

I believe one of the reasons attendance is continuing to grow is because we are offering a quality experience. One of the National Conference Program Committee's outcomes is to select presentations which are high quality in the latest applications of NLP and which are presented by skilled trainers.

After reviewing the presenter feedback sheets from the 1989 Conference, it was evident that the registrants were pleased with the educational sessions.

The 1990 Program Committee will offer it's members and guests a professional and enjoyable program, one which will provide value to attendees and will generate in them the desire to attend future regional and national conferences, and/or seek trainings from other sources.

Neva Y. Arnold, R.N., B.S.
Program Chairperson
1990 National Conference

To the Editor:

I have received many favorable comments about the NANLP Convention reviews that appeared in the last issue of the *Connection.* I want to acknowledge Kay Grask, President of NANLP, who conceived the idea of doing the reviews and asked me to write them, and John Parmater for his patience and assistance in getting the reviews into print. The comments I've received all expressed the view that the *Connection* should have more substantive articles on NLP techniques and developments, along with news about the Association.

I hope to see more articles in the *Connection* by NANLP members who are developing new applications and new models. Maybe a permanent section of the journal could be devoted to the "Edge of Growth?"

Tim McPike
Chicago, IL

Tim and Tamara: Thank you for your support. After advertising and NANLP business, about seven pages are available in each issue for articles. We publish four issues per year, so there are only about 28 pages available each year for articles. To make more space, I have added four pages to the NLP Connection *and I am using smaller type. That is all I can do on the present budget. As membership grows, perhaps the* NLP Connection *budget will grow also. The Editor.*

To the Editor:

On September 8,1989, I walked into the NANLP Central Regional Conference in Indianapolis expecting to hear good speakers, and to learn of some new models. I did not expect to walk away on September 10th with new visions of my future, but that is exactly what happened.

As I walked among the other attendees, I was amazed at the gentle, quiet undertones. Then as the first day began to pass, it became apparent to me why most of the people present displayed such gentleness; the objective of the presenters was to help people, to become more effective in their personal and professional lives. Lucy Freedman, Jill Freedman, and Gene Combs were excellent in the first day of intensives. The second and third day had so many great presenters it was hard to choose which to attend. Every presenter was outstanding, they had a willingness to share their knowledge, and each displayed a genuine interest in all who came to the conference. There were over 30 presenters, and each one was excellent. I had the privilege of hearing Tad James, Dot Feldman, Jerry Konecki and Deidre Kleist. From each of these workshops I learned a life-changing lesson, and more importantly, I learned how to apply that lesson.

Yes, the NANLP Indianapolis Conference was wonderful. The accommodations were great, the smoothness of each day's program was noticed and appreciated. I was given knowledge about myself, and the tools to attain the most from my life. The experience gave me something more; the thirst for more knowledge of NLP.

Claudia Davis
Anderson, Indiana

Book Review

Heart of the Mind

By Connirae and Steve Andreas
Reviewed by Leslie Viktora

The NLP Community has long awaited a breakthrough which would explain NLP to the rest of the world. *Heart of the Mind* is such a book. Although the book covers a wide range of issues, the only difficulties I had were 1) putting the book down, and 2) getting the book back from my friends long enough to write this review!

Covering topics such as stage fright, making decisions, recovering from shame and guilt, and the naturally slender eating strategy, this book has something to interest everyone. The chapter headings are appealing and jargon-free. For example, visual squash is presented as "Resolving Internal Conflict" and the section on well-formed outcomes is entitled simply, "Knowing What You Want." The rest of the book is similarly user-friendly, written in a simple but never simplistic style. Because the book discusses real people and how NLP has affected their lives, it is engaging and easy to relate to. Each chapter stands alone and many of them are cross-referenced to supporting topics.

In addition to its appeal to non-initiates, *Heart of the Mind* also contains much to interest the experienced practitioner, including discussions of allergies, motivation, and a chapter devoted to Connirae's method for engaging the body's natural ability to heal, which the Andreases have not published anywhere else. The authors employ many sophisticated language patterns which, though subtle enough to be overlooked by beginners, offer a masterful model for the advanced practitioner.

I found myself particularly fascinated by the new applications which the authors continually discover for older patterns. Some of these include adaptations of the Andreas grief resolution process to deal with loss of cherished dreams, a pre-grieving method to restore personal power, a new use of the phobia pattern to re-code multiple experiences of abuse or other trauma, and an intriguing chapter on positive parenting featuring uses of 1st, 2nd, and 3rd positions, nonverbal rapport, and finding children's positive intentions. A real bonus for a teacher!

Robert McDonald, San Francisco NLP trainer, had this to say about the book: "Just in reading the book, I've experienced positive internal changes. It's been like therapy for me! Chapters eight and nine touched me so deeply I cried tears of recognition. Most issues that the therapist deals with are dealt with in this book in a respectful, warm, and supportive manner. Every single chapter is useful. I don't know of any other NLP book that's been so respectful of people's boundaries but at the same time so warm. It really touched me."

Heart of the Mind is as light and nutritious as a souffle, its ease of digestion concealing the years of work and study which made possible its preparation by two master chefs, the Andreases.

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The elections committee requests your assistance in formulating a ballot of the highest quality to be presented to the membership for the 1990 NANLP election.

You may submit your own and/or the names of other persons who have proven leadership abilities. Every name will be considered for the final ballot; those persons with good qualifications who are not chosen will be kept on file for future consideration.

Nominations are open for the following offices: President elect, recording secretary, corresponding secretary, member-at-large, and regional representatives for Western, Canadian, and International. **Deadline is January 5, 1990.**

Please submit your nominations to Cory de Torres at NLP Training Systems, Inc., 1803 Chestnut St. Philadelphia, PA 19103

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Send entries to:
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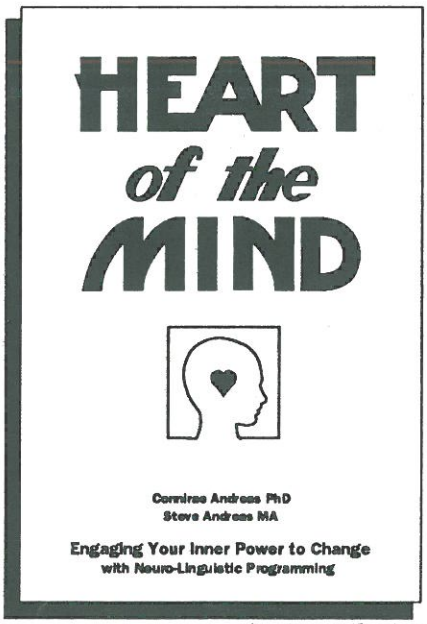
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There is a new powerful and gentle way to let people know the effectiveness of NLP

Heart of the Mind presents, in an easily accessible form, the true accounts of people whose lives have been positively transformed and dreams become realities by tapping their inner power to change with NLP. Included in this book are techniques for resolving a wide range of problems including: inner conflicts, criticism, grief, weight loss, shame, stage fright, phobias and eliminating allergic responses. It also offers ways of enhancing abilities including: increasing self-esteem, improving relationships, finding out what you want, becoming more independent, creating positive motivation and promoting self-healing.

This is the sixth book about NLP created by Connirae Andreas, Ph.D. and Steve Andreas, M.A., editors of four of the best known NLP books, including ***Frogs into Princes***. It embodies their concern for the whole person and system ecology that has resulted in a form of NLP that is easy to apply and lasts through time.



($9. 50 retail price)

"I have known Steve Andreas for 20 years, and I know that the guiding force of his life is to find ever more effective ways for people to realize their potential. In his hands, NLP is a healing force.

"Heart of the Mind, written with his partner, Connirae, contains a wealth of understanding that can help people become more fully human. it also contains the insight and basic honesty that ensures this knowledge is used wisely and compassionately."
—Hugh Prather, author, *Notes to Myself*

"Heart of the Mind is a clear, compassionate guide to using one's own personal resources to activate self-healing and change. It is an exciting and major contribution to using the mind for growth and change. In specific detail Connirae and Steve Andreas teach us ways to draw upon our innate abilities for healing and self-development. I recommend it to anyone, layman or professional."
—Martin L. Rossman, M.D., Healing Yourself—A Step by Step Program to Better Health Through Imagery.

"I've read other NLP books, and in contrast, this is accessible. Because it is clear, direct, and engaging, it is giving me the resources to campaign for agency support to get my NLP training. The tools in this book are so immediate and effective that I feel must have them and more."
—Carolyn Cox George, Family Therapist, Chambersburg, PA

" It seems like everyone here at our hospital wants a copy. I've ordered one box, and I think I'll have to order another soon. It's a quick way to share the excitement of NLP. The non-threatening way it's written makes it perfect for a traditional setting."
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