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SPECIAL FEATURE

OATMEAL INTO ART
By Susan James and Anné Linden

PART I: THE PERCEPTION OF STRUCTURE

How do you know the difference between your dreams, fantasies and waking reality? Between what you picture in your imagination and what you perceive in the outside world? Between a memory and a hope? Between your feelings and your lover's feelings? How do you know whether the sadness you're feeling originates with your child or you? What is appropriate behavior when interacting with your boss at a cocktail party versus at work? How do you teach your children appropriate sexual behavior?

NLP enables us to make these kinds of distinctions and to notice the patterns within the distinctions. For instance, NLP defines context as pertaining to who, when, where, what and how long, with regard to a particular change. But how do we experience context and how is ""context" even possible? The multi-level distinctions which we call context are created and defined by the phenomena of boundaries.

A boundary can be described as a rule that defines and determines differences between internal and external reality (me-not me), self and other, and context, in order to evaluate what behavior is appropriate, safe, useful and desirable. Boundaries, in order to be useful, are permeable and bi-directional (allowing exchange from both sides in the same manner that skin is a membrane, separating, protecting and allowing exchange between internal physiology and the external environment). Without permeability, there is a wall instead of a boundary. Flexibility permits expansion and contraction to accomodate new information (the ability to tolerate counter-examples). In this article, the word boundary implies permeability.

Boundaries are comprised of filters through which we process and interpret information. They occur at different levels of "reality," i.e., physiology, sensation, perception and cognition. Boundaries in NLP can be made up of filters such as: representation systems, primary sorts (person, place, information, activity, thing), criteria, chunk size, time operators, referential index, etc. When the control (or the perception thereof) over which filter(s) is externally imposed, the existence of a "wall" is more likely. Walls (separation without exchange of information) can be useful initially in creating distinctions and providing protection; however, they also can result in the isolation of useful resources. This can produce, over time, an imbalance and lack of integration in the human system.

All therapeutic work involves issues of boundaries: the creation, expansion, contraction, changing permeability, reorganization and restructuring thereof. The establishment of boundaries is dependent upon the physical and psychological development of the human being. The most fundamental boundary necessary for physical and psychological functioning is established earliest, while the more sophisticated and refined boundaries develop later through the process of more complex interactions with the environment. A perceived problem and the type of boundary involved determines how a therapist might approach the change process. There are those clients who are able to make profound changes in one, two or three sessions, and others who need the therapeutic process chunked over time -- over time being the more important.

In this article we are exploring the creation of a way to think about doing NLP psychotherapy. We are using the concept of boundaries and the developmental process as the basis upon which to build an NLP frame for psychotherapy. We recognize that this is a by-product of our individual models of the world and certainly does not represent the only possibility. We believe it is crucial for the well-being of the therapist and the client that there be some way in which the therapist can begin to determine whether a client is an appropriate candidate for brief therapy or extended therapy. That is, should therapy focus more on a change of behavior involving a contextual/situational boundary, thus taking several more sessions using discrete techniques or should the focus be more on issues of self, which may be better dealt with by chunking even smaller, over time and with added weight given to the relationship between therapist and client (e.g., the process of creating and strengthening an internal frame of reference, by definition, occurs over time). This distinction is extremely important since it affects the expectations of both client and therapist. It can be destructive for both if there are unrealistic assumptions about the length of time involved in the change process. It is important for both to be aware that while an intervention affecting a specific behavior may be effective for that behavior, wider implications for the cybernetic self-system must be considered.

Internal/External

To date, we have explored three viable "working" types of boundaries. The first of these is "internal/external" boundaries, exemplified by D.W. Winnicott's statement about the skin and boundaries of the body: "... the limiting membrane that allows the human being to distinguish the difference between me and not me. That is, the distinction between external reality and internal reality (including perceptions of external reality) ..." This type of boundary begins to be established soon after birth and is critical to the development of all other types of boundaries. This boundary enables us to know the difference between dreams, fantasy and waking reality, between our internal images and external visual stimuli, between what has already occurred in our past and what has yet to occur in our future. Having this boundary also allows useful distinctions to be made among internal parts. Without this type of boundary, development of a more sophisticated internal frame of reference is limited.

Self/Other

The second type of boundary is "self and other." This boundary is what allows us to simultaneously identify with others and maintain a separate sense of self, that is, to maintain a balance between merger (fusion) and differentiation. This type of boundary begins to take form around 4 to 6 months after birth and allows for finer distinctions to be made within the larger category of "not-me." It is this boundary which enables us to know the difference between our feelings and another's feelings in a relationship.

Context/Situation

The third type of boundary is "context/situation." These boundaries allow distinctions about people, place, activity, information and thing which facilitate the evaluation of appropriate behavior. These boundaries start forming around age five and continue developing throughout life. This boundary enables us to know when we can swear or tell a dirty joke and when this behavior would be unacceptable or dangerous. It also enables us to recognize the environmental cues that determine behavior, such as place (home, church,

office, nightclub), objects (your car or someone else's car), people (authority figures or peers, old people or babies), and information (selecting courses to take in college in order to fullfill the requirements for a major).

NLP and Boundaries

The NLP patterns that are necessarily operative in the creation and maintenance of boundaries are:

1. An internal frame of reference, such that the criteria used to determine whether something is useful, safe or desirable are internal.

2. The ability to notice differences, that is, mis-matching. This can be in relation to chunk size, criteria, primary sorts, representational systems, submodalities, etc. "... it is by difference that we grow," D.W. Winnicott.

3. The ability to change referential index, which enables us to change our point of view or perspective so that we can both identify with and be separate from others.

4. The ability to be in meta-position or the choice to be associated or dissociated. This permits us self-awareness, self-observation and awareness of "self-in-relationship."

5. The ability to be through-time or the experience of time as a continuous, ongoing process that effect change, no matter how slight or small and the experience of self as a dynamic process, rather than a static (in-time) object.

While the concept of boundaries may be new in the NLP framework, the application of NLP techniques to boundary issues is not. A number of current NLP techniques can be considered from the point of view of their impact on boundaries.

Submodality work and the development of representational systems create and refine internal/external boundaries.

Anchoring and future-pacing change walls into boundaries by taking a resource (part) and connecting it to other contexts (or self system).

The V-K dissociation affects time boundaries by moving from in-time toward through-time and refines distinctions between internal and external reality via emphasizing different representation systems and, in some cases, self/other distinctions. The Change History technique affects time boundaries, e.g., learning that a single trauma is not the end of the world and self/other distinctions., e.g., the abandoned child who assumes s/he was abandoned because there was something wrong with him/her.

Reframing can create boundaries where there are none by refining and strengthening the distinctions among internal parts. Reframing also transforms walls into boundaries by defining and acknowledging the positive intention or function of that walled-off, isolated part and generating a cybernetic communication system which promotes integration within the system. Reframing expands flexibility of referential index and separates intention (internal reality) from behavior (external behavior). When a part is walled off, there is no access to that potential resource and the resulting isolation inhibits the ongoing integration of the system and the development of the full potential of the person.

As this organizing framework emerges from our preliminary explorations, applications to therapy are becoming more apparent. Utilizations inherent within this frame include: 1) selection, chunking and organization of interventions; 2) evaluations of results; and 3) the determination of whether to contract for brief or extended therapy based on the level of boundary development at which the client has difficulty.

PART II: THE STRUCTURE OF BOUNDARIES

In Part I we proposed an NLP structure of boundaries to establish a foundation and frame for Neurolinguistic Psychotherapy. In introducing a developmental sequence of boundary formation, we indicated that developmentally, distinctions between internal and external reality precede distinctions between self and other or among contexts and that the early developmental process has a significant impact on the evolution and integration of more refined intrapersonal distinctions. We believe that the level at which a client's boundary disturbance occurs determines the length and type of therapy he or she requires.

Boundary disturbances (the lack of boundaries and/or the presence of walls) comes from a disruption in the normal process of separating from parental figures and developing a sense of wholeness as a separate person. Clients with difficulties stemming from boundary loss between their internal experience and the external world and, to a lesser extent, between themselves and other people, are likely to need to learn new patterns and internal processes within the large frame of the relationship with the therapist. This relationship becomes the vehicle with which the therapist helps the client build and access new resources and behaviors, utilizing NLP skills and techniques to install alternative patterns of thinking, feeling and behaving.

Case History

The case history which follows includes verbatim excerpts from the authors' interviews with Pat (name has been changed), a 28-year-old teacher who sought therapy because of depression and general dissatisfaction with her life. Her comments primarily illustrated internal/external boundary loss, as well as some self/other boundary problems. Pat had been hospitalized twice with similar problems along with suicide attempts. She is the youngest of four siblings, with a gap of nearly 15 years between her and her next oldest sister, so that functionally she was an only child. She reported that her mother considered her pregnancy a terrible accident and a disruption and inconvenience in her life. She overly blamed Pat for ruining her life by being conceived (abortion was out of the question for religious reasons -- otherwise, her mother informed her, she wouldn't exist at all). These kinds of messages have been given to Pat in various forms all her life.

Mother was also prone to explosive outbursts of violent rage, which Pat was held responsible for regardless of the cause. Father was described as being emotionally absent, very passive and as using "retreating into reading the paper" as a way of coping with family stress and conflict. All siblings were out of the house shortly after Pat's birth and father was functionally absent, leaving the client alone to cope with a mother who didn't want her and who blamed Pat for all her problems. (This implies that the mother, herself, had significant boundary problems.) Pat has consistently rebelled against the family rules by going to college, divorcing and remaining single, not having children and rejecting the family religion.

Presently, Pat feels victimized and alienated by her coworkers; also, while she feels bored and apathetic in her job, she is too insecure about her skills to seek employment elsewhere. She believes she is worthless and hopeless. She has episodes of drinking, binge eating, uncontrollable crying, insommia, impaired concentration and attention and severe lethargy. She is unable to talk about her feelings, avoids and is terrified of her own and others' anger and dependency. All of her relationships are either-or extremes: dissociated

with a lack of feelings (this is an example of a wall) or totally emotional, matching and completely identifying with the other person, with no sense of separate self (an example of a lack of boundaries).

Her outcomes for therapy include: feeling better about herself as a person, i.e., she wants to ask for what she wants and to express her feelings verbally. She wants to have a relationship in which she maintains a sense of herself as separate and independent and, at the same time, is emotionally involved and intimate with another through time.

Pat's most significant patterns are: matches kinesthetically, primary representational system of meta kinesthetic (emotions) with little control development of internal auditory or visual systems, primary sorts of people and activity, consistent deletion of the index computation of her own external behavior, moving away from, passive, in-time, a very strong external frame of reference along with a switch referential index (becoming another with total loss of self), and she tends to have polarity responses to her own thoughts -- internal dialogue and positive feelings.

Important criteria include: moving towards safety, security and familiarity and moving away from rejection, humiliation, loss of control and vulnerability to attack.

Some of her important beliefs include: that her inner state is the direct and immediate cause of all the bad things around her and that she can have no control over her inner state; that she is totally responsible for the happiness and well-being of those around her but she can have no impact

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: Describe how you know you're separate from your family. Pat: When others in my family feel angry and depressed, I feel angry and depressed. T: How do you separate when you know the feelings are theirs, and when you think they're yours? Pat: I know they're mine when they feel familiar, but lots of times the feelings feel familiar — they have to feel familiar for me to feel safe — if they don't I've got to get away, get out.	mindreading matching kinesthetically (meta-emotions) external frame of reference criteria: acceptance, sameness away from lost performative mindreading cause effect either/or; inability to shift referential index: familar=mine unfamiliar=danger	"I have to feel my family's feelings in order to be accepted" "I am my feelings"

Boundary Commentary: Pat's comments demonstrate a collapse of the boundaries between herself and others so that she can have no sense of herself as separate, but must always be fused with someone else.

Excerpt #1 **T= therapist (authors)**

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: What is the difference between a time when you knew you did something at work and when you were accused inaccurately of doing or not doing something? Pat: When I know I've done something good, I feel good . . . being misrepresented by someone makes me retreat into myself where it's safer, like when the boss is in a bad mood. When it's safer outside I get defensive, I can ask myself "will it get me anything to stand up for myself."	kinesthetic away from passive external frame of reference matches others' feelings mindreading deletion of self EB criteria: safety	"Only one of us can be right at a time — one of us is right at the expense of the other being wrong" I make other OK by being bad I survive by making others OK I survive by being bad

Boundary Commentary: When one or more index computations are systematically deleted, distortions occur. Here, when she has no experience of her own external behavior EB), others' evaluations and perceptions take on concrete reality (that is, others' IP = her own EB. This is an internal/external and self/other boundary collapse). When she is aware of her own EB, she feels good.

Pat sustains her dichotomous, either-or thinking by the conflicting beliefs: "I survive by being bad", "I have to be perfect to be acceptable: and "I can't survive without being accepted." Her history reveals that she "becomes" others' badness in order to make them good (good=accepting of her). She connects to others by taking on their "badness".

Excerpt #2 **T=therapist (author)**

on the world or on those around her; that her negative feelings (anger, sadness, fear) and her need states are an autonomous malignant force that actively damages others; that she is inherently ugly and stupid; that she is inherently incapable of relating to others and of having an intimate relationship. In the following examples, next to the column of dialogue between Pat and ourselves, there are two columns: one identifying the patterns contained in her statements and one for the beliefs we thought underlay these statements (which we identified by asking ourselves, "what does this person have to asume is true about herself and the world in order to make this statement?"). Below the columns we offer commentary about the boundary issues sustaining this client's problems. These examples highlight some of the consistent, more ubiquitous patterns that mark out boundary disturbance. These indicators are ongoing patterns and need to be repeated frequently to suggest a boundary problem -- just because a pattern occurs a couple of times in one session doesn't necessarily mean that there is a problem or a particular level of boundary disturbance.

Pattern Indicators

The following patterns are clues that can indicate a problem with one or more of the larger patterns necessary for the creation and maintenance of boundaries: the ability to mismatch, be meta to oneself, have an internal frame of reference, change referential index and be through-time. (See Part I for a more detailed presentation.)

Mindreading (metamodel violation)

This is a loss of self/other distinction. This differs from intuition in that the process of intuition includes awareness of a separate self and of the process itself.

Lost Performative (metamodel violation)

This is suggestive of a loss of internal/external distinctions which can lead to the creation of walls. Here, walls can be described as an external frame of reference which has been "swallowed whole" -- this can give the appearance of a strong sense of self, but in fact, the internally generated and integrated "real" self is tenuous.

Cause-Effect (metamodel violation)

This is a loss of internal/external distinctions leading to magical thinking and false causality: 1) temporal/spatial coincidence = causality, e.g., "If a bad thing happens, I caused it because I was there"; 2) part = whole, as in confusion between a class of objects and the objects within

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: How do you know the difference between when you don't do something well and when you're accused of doing something you didn't do at all? Pat: When I do something I feel guilty, guilty for not doing enough — I know in my head that I've done my share but there's no connection to feelings. T: How do you know when enough is enough? Pat: Enough is "fuck this, I'm not doing any more', and that comes from a feeling of emptiness, nothingness, being drained.	mismatches dissociated moves away	"Nothing I do will ever be good enough" "Nothing I do can bring pleasure or satisfaction"

Boundary Commentary: this excerpt suggests a self/other boundary loss, i.e. not knowing where she and her actions start and stop; also, an internal/external boundary loss, i.e. she is not able to internally generate a "game plan" for her behavior nor can she respond to violations of her own criteria except for survival-level criteria (very high threshold).

Excerpt #3 T=therapist (author)

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: Is your comfort level connected to others' acceptance of you and them giving you permission to do — to be? Pat: Yes. T: What are you afraid of? (referring ro earlier comment of Pat's) Pat: My fear of someone hurting me, rejecting me. When I'm hurt I'm afraid I've done something wrong and they'll never love me or accept me.	external frame of reference criteria: acceptance away from cause-effect switch referential index	"My pain is my fault" "I deserve to be punished" "If I feel bad, I'll be abandoned"

Boundary Commentary: This suggests a total collapse of both internal/external and self/other boundaries. There is no clear distinction between "doing to" and "being done to" — they are subjectively the same.

Excerpt #4 T=therapist (author)

the class, e.g., a specific behavior is identical to the essence of a person, "If I do a bad thing, who I am is bad."

Systematic deletion of a particular index computation (metaprogram pattern)

Can lead to a loss of distinctions between behavior, thinking and feeling in self (internal/external boundaries) and/or in others (self/other boundaries).

Inability to notice differences/to mis-match (metaprogram pattern)

Can lead to extreme matching which, on the level of self/other boundaries, creates symbiotic relationships. This inability can also indicate internal/external boundary problems, which can result in impaired reality strategies (e.g., confusion between V_e and V_i can lead to someone living as if their fantasies about the future are here-and-now reality).

Inability to change referential index/to change point of view (metaprogram pattern)

Indicates the existence of walls at the level of self/other boundaries and can lead to the subjective experience of emptiness, isolation and lack of self-determination. In extreme form, changing from self to other can equal annihilation of self. If there are no boundaries, only walls, if a person "jumps" over this wall, he/she will experience total loss of a connection to self.

Inability to observe self/to be meta (submodality pattern)

This lack of self-awareness results from a disturbance of boundary distinctions at an internal/external level. This pattern is often contextually bound and changing it changes perspective and provides a different point of view about self. A variation of this pattern is manifested in an inability to be fully associated. That is, it is necessary to be dissociated in order for the person to know that they exist -- there is always an observer. In the associated state, there is no

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: Describe the difference betwen "safe" and "not safe". Pat: When I'm safe I can look inside my head at my fantasy of "living happily ever after", and I go by feel. Not safe means I have to look at the outside world. T: What's safe about the fantasy? Pat: It's future oriented — I have a fear of there not being a future. The fantasy allows the future to exist because my partner, who I'm "living happily ever after" with, is the bridge to the future and makes it real, attainable.	kinesthetic away from deletion of self EB in time past/present oriented external frame of reference	"The outside world is dangerous" "Conscious awareness [i.e. visual & auditory processing, meta position] means disconnection, separateness, isolation" "I am incapable of living my life without another person" [this is another example of dichotomous thinking, since she also has the belief "I am incapable of an ongoing, intimate relationship"]

Boundary Commentary: A through time experience does not exist for Pat except via a fused relationship with someone else. When she is alone she is in time.

Excerpt #5 **T=therapist (author)**

DIALOG	PATTERNS	POSSIBLE ASSUMPTIONS
T: Was there a part of you determining how you behave in this [intimate] relationship? Pat: My little girl. At first J. took care of that part so it was safe, but when my little girl got pushed aside and I had to take care of the child in J., my picture of J. changed, I had to give up my fantasy, stay in the present, and seeing that the present picture wasn't clear led to fear and discomfort. T: How are relationships with your adult part different? Pat: My adult self allows me to stay in the present longer, the present is clearer, there is less fear. There are no fantasies but I stay connected to options.	passive criteria: safety —either/or —moves away —inability to tolerate mixed state —present & future are not linked self IP (the fantasy) and the outside world, including the Other, are not linked	"Only one of us can be taken care of at a time" "One must stay a child in order to be taken care of — adults take care of others — therefore growing up means deprivation & never being responded to, never having needs met" "The world is a dangerous place"

Boundary Commentary: This excerpt illustrates how either/or thinking sustains walls between parts (i.e. Pat is either a child or an adult, and can only relate to one of these parts in another person), and also that isolated parts coexist with different tempos and with different time orientation. Further, her inability to tolerate uncertainty, fear, discomfort, and lack of clarity, sustains the walls. We must leave if she cannot eliminate one aspect of the mixed state. Her statements illustrate the value of expanding representational systems as a way of changing walls into boundaries (e.g. seeing more clearly allows the gap between present and future to be narrowed).

Excerpt #6 **T=therapist (author)**

observer and the person may experience her/himself disappearing. The self/other separation happens within the individual, not between the individual and the world. This pattern occurs at the internal/external level of boundary disturbance.

Universal quantifiers (metamodel pattern) -- either-or dichotomous thinking

This leads to the creation of walls, to rigid and stereotypic thinking. It occurs at the level of internal/external boundaries. This is reflected in the excessive linguistic use of universal quantifiers; may be indicative of walled off parts of the self.

Inability to recognize range of "appropriate," "acceptable," "enough"

Not knowing "how much is enough" suggests the presence of very high and very low thresholds of recognition for the limits (definition, perimeter) of an experience. It indicates problems at both internal/external and self/other boundary levels. This pattern is operative in the addictive process and in the obsessive drive for power/money/success. It may be accompanied by beliefs about perfection and achievement. It is analogous to a computer program with no exit.

Inability to notice similarity/to match

Leads to the creation of walls. It is necessary for the person to experience difference in order for them to know they are separate; similarity means collapse into and merger with the other. This can lead to extreme mis-matching, which on the level of self/other boundaries, can create relationships marked by chronic conflict, "disengagement," and difficulties with rapport and intimacy.

General Indicators

More generalized indicators of lack of boundary distinctions and/or the presence of walls are:

Confusion and interchangeability between physical, emotional and cognitive levels of reality --

-- when one's own or others' thoughts are experienced as having a physical impact on oneself or on the outside world

-- when one reacts to a thought or feeling as if it were an accomplished fact in the outside world.

This results from index computation deletion, poorly developed representational systems and can produce magical thinking. Expanding and developing representational systems and submodalties can have a signficant impact on this pattern.

Rigid, stereotypic thinking --

-- when self is defined exclusively according to externally defined/imposed criteria and beliefs, such as what occurs in sex-role socialization.

Magical causal relations --

-- "when I close my eyes you can't see me."

Severe distortions of time --

-- no awareness/tolerance for steps in a process (demand for instant gratification, inabilitiy to realistically plan out a project)

-- past-present-future not connected to each other (what is now goes on forever and always was or if it happened once, it will always be that; one discrete event = eternity)

-- "out of sight, out of mind" thinking; once an experience ends, it's gone/it never happened/is not real; if an experience is going on, it will go on forever (refusal to go on to new relationship after loss because if it happened once, it will always be that way)

-- past and present are indistinguishable and interchangeable (when a person loses a loved one, he/she continues to respond to a new relationship as though it is already over).

Either/or dichotomous thinking (a strong indicator of walled off parts in the self) --

-- a pronounced tendency to constantly polarize oneself

-- perceiving oneself, another person or a situation as "all good" or "all bad."

Inability to tolerate simultaneity, ambivalence, paradox, contradiction; inability to tolerate counterexamples (suggests the possibility of isolated, walled-off parts of the self) --

-- "all or nothing" thinking

-- anger at a loved one or from a loved one is experienced as loss of the loved one and of the relationship ("if you're angry with me, you don't love me anymore")

-- offering someone with an external frame of reference a counterexample about their perceptions can be experienced by them as a demand from other or need from self to discount their own perceptions/experiences

-- feelings happen sequentially, no capacity for mixed-feeling state; mixed feelings necessitate walls to contain each feeling state separately.

Inability to tolerate separateness --

-- connection = feeling others' feelings; thinking others' thoughts = sameness

-- the pattern of connecting with others via experiencing the other as part of oneself, such that separateness is synonymous with isolation and alienation.

Very large or very small chunk size --

-- huge chunk sizes disallow finer distinctions

-- tiny chunk size distorts the perception, can lead to "part = whole" thinking, massive deletion and generalization.

While we recognize individual differences among clients, we have found that the preceding patterns are general indicators of disturbances of the boundaries between internal and external reality and, in some cases, between self and others. Paying particular attention to the presence of these patterns will enable the therapist to determine what boundary issues must be addressed and will significantly improve his or her ability to structure the therapeutic process, resulting in a more efficient and ecological use of both client and therapist's time and energy.

In our next article, we will present further indicators of self/other boundary problems and those for contextual/situational boundary issues. In subsequent articles, we will formulate types of questions to generate the information to identify the levels of boundary disturbance and interventions and possible treatment plans for these various problems.

Special thanks to Jane Vern and the Boundaries research group. ❑

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ERRATA

Anne Linden asked that we make the following corrections to her interview, which appeared in Issue 13 ("MANNA"):

Ms. Linden had done four Practitioner Trainings in Europe at the time of the interview (April 1988), not two, as we erroneously reported.

Also, in November Ms. Linden will personally be presenting a three-day "Women of Power Workshop" in Brussels.

NLP IN BUSINESS

EMBEDDED COMMANDS
By Rick Cleveland

Some of the questions that get asked all the time is, do **embedded commands really work**? What is the value of being able to **use commands** in persuasion? Does a person have to **believe** in the use of **commands** in order to do them well or is there some evidence that I can learn to detect that will let me know that they are working?

Let's answer these questions and learn how to **use this skill** to enhance the persuasion process.

What are embedded commands? Embedded commands are a section of words that are hidden in a normal sentence, and if said independently of the sentence would make sense on their own. They would actually give some form of instruction or a suggestion to the listener.

Before we cover the concept of "hiding" commands in sentences, let's go over the basic concepts in creating embedded commands.

BASIC CONCEPTS

When you first begin to **use commands** in your language, there are some simple rules you can follow that will speed up your ability to integrate this pattern into your behavior.

Rule #1: ***Well-Formedness Conditions***

Your commands should actually be commands. Think of it like you are a military drill instructor. When you give a command it should be short, concise and to the point.

Example:

Do this now. Buy this program. Be convinced. Realize the benefits. Use embedded commands. Discover many applications. Get excited. Feel compelled.

These are examples of well-formed commands. They are short and to the point and can be easily hidden into your language.

Exercise:

Read the list of commands out loud and say them like a command. This is how you will actually say them when you put them into sentences.

Here's how they can be put into a sentence: As you **realize the benefits** of learning to **use embedded commands**, you'll **become convinced** of the benefit of having this skill, **now.**

It's also important that the commands contain only the words that are actually part of the command. For example, this is not a well-formed command: "To get excited." "**Get excited,**" is a good command, however.

Let me illustrate the point thusly: Read the following two sentences aloud, emphasizing the words in **bold.**

1. If you were to **get excited now** about what you're reading, you'll be in the right emotional state to learn this material powerfully.

2. If you were to **get excited now** about what you're reading, you'll be in the right emotional state to learn this material powerfully.

Can you hear how #1 above sounds much more powerful and #2 is weakened by an incorrectly worded command? It may seem like a trite point, yet it will substantially increase the power of the commands you use.

Rule #2: ***Analogical Marking***

Your commands need to be "marked off" so that you call attention to them at the unconscious level. You can do this in several ways. You can:

1. Pause before and/or after commands.
2. Increase the volume in your voice as you say the command.
3. Alter the tone of your voice, making it either deeper or higher. I prefer deeper, personally.
4. Utilize the natural drop in tone when speaking a command.

Remember that when you ask a question, the tone in your voice goes up. Try this: Say out loud, "What did you say?" When you make a statement, your voice tone stays flat. Now say out loud, "I agree with what you're writing." When you state a command, your voice tone drops off sharply. Say out loud (and very commandingly), "Learn this material, NOW!"

So when you use commands, they need to be marked off so that the command is set apart from the rest of the sentence. You can also mark off commands by making a particular gesture when you say the command. You might, for example, tap your pen in your hand with each command or nod with each one.

Rule #3: ***Frequency***

It often amuses me when I hear people that have had some exposure to embedded commands tell me that they used AN embedded command successfully. The reason that commands can have such a powerful impact on a person is that the unconscious begins to recognize a pattern of speaking that is different than what it is used to hearing. One example does not establish a pattern! For optimum results, you should **use a high frequency count of commands** in your language.

Rule #4: ***Present Tense***

Commands need to be spoken in the present tense. Avoid at all cost speaking a command in the past tense -- it negates the power of your commands.

Another idea that will help you to **learn embedded commands** is what I call the modal operator method of commands. The easiest ways of using this format is to put your embedded commands after a modal operator. Here is a small list of modal operators that will help you: can, could, should, would, must, have to, able to, possible, can't, couldn't, necessary, want.

You can take any of these words and put a command right after it and it will work perfectly in most cases. Here's an example: If you will **use commands** you will **be amazed** at how you'll be able to **persuade more rapidly** and if you want to **accomplish this**, you will **become driven** to learn these now.

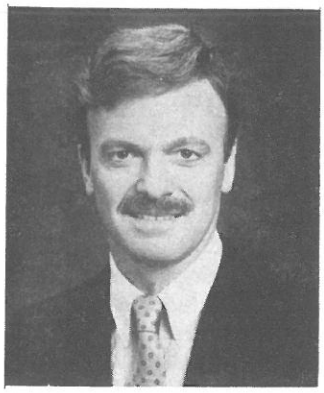
You can also use this information on commands with the information in my past two articles on pacing and leading and cause and effect language.

Advanced students will note that commands may also be used by breaking down commands and suggestions and embedding them one word at a time. ❑

As you **practice embedded commands** you will find that your persuasion skills have just jumped another notch.

Because embedded commands are such an auditory skill, I have decided to make available to the readers of the **RAPPORTER** a cassette tape on embedded commands which is available for just $5.00 plus postage. This tape will allow you to hear the commands used properly in all their subtle nuances. If you believe this would help you, you may order it directly from me at: Rick Cleveland, Paradigms for Persuasion, Inc., a division of Paradigms for Excellence, 23704-5 El Toro Road, Suite 408, El Toro, CA 92630, 714-472-3732.

NLP IN HEALTH



CARL H. JEPSON

Founder
Institute for Behavioral Research

DENTAL FEAR AFFECTS MILLIONS HELP AVAILABLE

"Please don't take this personally, but I hate dentists!" I have at least one new patient each week who makes a similar statement to me. Such comments are usually associated with dental fear.

About 12 million Americans are dental phobics -- so terrified of dental treatment they avoid it entirely. Unfortunately, they usually wind up toothless. One out of four, about 35 million people, suffer from dental anxiety. This is the group who continually schedules and cancels dental appointments until an emergency forces them to seek care.

Fear is a natural and normal reaction we have to protect ourselves and to avoid injury. It is the "fright or flight" response. Fears are generated by either real or imagined threats to our safety. In truth, people are not born fearful. Fear is learned. And the good news is that it can be unlearned. The association of fear with dentistry develops out of socialization and personal learning experiences. A fear-generating, negative experience may evolve from some negative interpersonal interaction between a dentist and patient. It could be initiated by actual pain, not being told the truth or the dentist's roughness. Later, a conditioned fear response results from the "memory," often forgotten, of the original situation.

Vicarious fear development most commonly is transferred from a fearful parent to their child. Hearing parents or siblings talking about their fear or dislike of dentistry can inadvertently implant a fear condition within the child. Another vehicle for indirect fear information comes from many forms of mass media. The perception that dentistry is painful and scary becomes "programmed."

Modern dental techniques and equipment have virtually eliminated any pain associated with dental treatment; however, millions of Americans are unaware of that fact and are suffering needlessly.

Dentists often provide medications to assure patient comfort during dental procedures. Four types of substances are frequently used: local anesthetics, analgesics, anti-anxiety agents and general anesthetics. All four have been used for many years and have been proved safe when administered by trained dental professionals.

If a dental anesthetic is part of your treatment, don't hesitate to ask about the kind of anesthetic being used, why it was selected and what you expect to experience during treatment.

In addition to chemical agents, dentists are borrowing techniques from clinical and behavioral psychologists to help patients overcome their fears. Several of these techniques appear quite promising, such as distraction, relaxation and hypnosis.

It is gratifying to assist a person's change from being "white-knuckled" in fear of dentistry to being so relaxed that they can (and sometimes do) drift off to sleep during a treatment appointment. Dental fears and anxiety can be neutralized. There is help available.

NEUTRALIZE FEAR

WHAT YOU CAN DO

Talking About It: If you're anxious or fearful about dental treatment, the best advice is to tell your dentist. Talking about fear is often the first step in overcoming it. Most dentists welcome patients who make an appointment to discuss their fears. Actual treatment is then scheduled for a later date.

Avoid Caffeine: Coffee, tea, cola drinks, chocolate and cocoa have the stimulant caffeine in them. They make you more jittery and agitated. Discontinue their consumption six hours prior to your dental appointment. Allow your body to be naturally calm.

Establish A "Signal": Discuss with your dentist a signal such as raising your hand to make a pause in treatment when you want one. This will establish your sense of self-control. This also allows you to request additional anesthetic if you want it.

Hands Over Abdomen: When seated in the dental chair, fold your hands over your abdomen. It is reassuring to cover the solar plexus area of the abdomen.

Eat Protein: Forty to 60 minutes prior to your dental appointment, eat some protein foods such as cheese. This will reduce the agitation and irritibility associated with hunger.

Breathe: Keep breathing. Oxygen is, of course, important to life. When we are fearful, we have a tendency to hold our breath. Lack of oxygen increases anxiety. Fear can be markedly reduced by establishing a regular breathing pattern.

Deprogramming Fear: Using a counseling procedure called neurolinguistic programming (NLP), the dentist or psychologist can help you neutralize the fears. NLP is a fast and effective treatment for fears. ❑

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BEHAVIORAL MODELING



WYATT WOODSMALL

Founder
National Training Institute of NLP

This column is about modeling. Richard Bandler has said that NLP is an attitude and a methodology that leaves behind a trail of techniques. The methodology is called modeling. It is the process by which NLP was created in the first place. The trail of techniques is what is marketed commercially today as NLP. Modeling is the process by which excellence or expertise is captured and transferred. It is based on the principle that possible in the world and possible for anyone is only a question of how.

IF SHOOTING MATTERED

In this issue's column I will discuss a specific case study in detail in order to illustrate the modeling process which I described in the "CROSSROADS" issue. The project I will discuss is the Expert Behavioral Modeling Project in Army Basic Rifle Marksmanship. It was conducted at Ft. Benning, Georgia between March and November 1987 by myself, Michael Mierau and Robert Klaus.

This project was initially requested by Major General Edwin Burba, who was Commandant of the Infantry Center and Infantry School at Ft. Benning. The Infantry School has proponent responsibility for developing rifle marksmanship instruction and policy for the Army. The work for this project, in response to MG Burba's request, was initiated by PM Trade, which currently has Army responsibility for determining the utility of expert behavioral modeling.

The goal of the project was to elicit expert rifle shooters and to redesign the Infantry School's Basic Rifle Marksmanship training program. This two-week course trains recruits to qualify with an M-16 service rifle on a trainfire, pop-up course.

Identification of world-class experts was initially a problem. No one in the Army shoots in major or world-class competition using the M-16 rifle on the standard trainfire qualification course. Competition is normally conducted using rifles other than the M-16 and on courses of known distance, shooting at bulls-eye targets. The only Army competition using the M-16 is conducted using bulls-eye targets. Shooters who compete in this competition are not the top shooters in the Army. The Army's world-caliber shooters seldom shoot the M-16 qualification course or the M-16 rifle, either, for that matter. Woodsmall, Mierau and Klaus modeled M-16 shooters who competed in the All-Army Combat Championships on known-distance bulls-eye targets and some of the marksmanship instructors in the Infantry School at Ft. Benning. None of these shooters were able to consistently shoot 38 out of 40 or better on the trainfire course with an M-16.

IDENTIFICATION OF EXPERTS

The first step in the modeling process is the identification of experts. If you model mediocrity, you get mediocrity. Woodsmall, Klaus and Mierau realized that they had only been given mediocrity to model and requested access to the top world-class shooters in the Army. Finally, the Army Marksmanship Training Unit at Ft. Benning agreed to make six of the top shooters in the Army (including three members of the U.S. Olympic Shooting Team) available for Woodsmall and Mierau to model. The six shooters were Strom, Dubis, Jackson, McNally, Erickson and Schumaker. These six shooters were asked to shoot the trainfire course regularly with M-16s for two days. They were able to develop consistently high scores. Dubis shot 38 out of 40 consistently and Strom shot either 39 or 40 out of 40 four times in a row. These two became the primary models.

TASK DECOMPOSITION

The second step in the modeling process is task decomposition, which is the critical process of breaking down the skill to be modeled into specific components which can be elicited and sequenced to produce the expert result. This is one of the most critical parts of the modeling process and is why many would-be modelers in the NLP community fail to produce tangible results. In the case of basic rifle marksmanship, the goal is to qualify expert (36 out of 40) on the trainfire qualification course. To do this, one must be able to easily, effortlessly and efficiently perform twelve major tasks in both the foxhole-supported and prone positions. These are: 1) Get into a stable and comfortable position. 2) Assume a natural point of aim in the center of the lane. 3) Identify the target(s) as they appear. 4) Get on target. 5) Align the rifle sights on the target. 6) Control the breath. 7) Break the shot. 8) Call the shot. 9) If shot fails to occur, take immediate action to clear the rifle. 10) Shoot multiple targets (if necessary). 11) Develop an appropriate rhythm. 12) Return to natural point of aim.

The expert is not only able to perform these tasks, but is able to integrate them together in an appropriate sequence which has a synergistic effect on performance.

ELICITATION

The third step of the modeling process is the elicitation of the physiology, beliefs, values, strategies and heuristics of the experts and contrast subjects. The key here is to separate the essential from the merely idiosyncratic and to find the difference that makes a difference.

Physiology

Obviously, physiology is a major component in a predominantly physical skill like shooting. There is a different physiology that is optimal to perform each of the twelve tasks involved in shooting the trainfire course. The optimal physiology for each task was determined by observing and videotaping the experts and contrast subjects. They were then compared to see what the experts did that the contrast subjects didn't and sometimes what the contrast subjects did that the experts didn't. This was probably the most straightforward part of the modeling process.

TD: CRITICAL TO SUCCESS

OPTIMAL PERFORMANCE

Beliefs

Beliefs fall into three key areas. These are beliefs about the value of marksmanship, beliefs about the equipment and beliefs about one's own ability to shoot well.

Some sample beliefs in the first category are: "Shooting is important. It could save your and your buddy's life. Your rifle is your best friend. I want to win. It is a matter of pride to shoot well. I want to be an expert rifle shot. I want to succeed at everything I do. I want to be a good soldier. I want to come home unharmed if I go to war. I want to be a good hunter. I want to know that I can hit whatever I shoot at. I want to be the best marksman in the Army."

Some sample beliefs in the second category are: "My gun is accurate and reliable. My sights are adjusted properly. The U.S. Army provides me with the best equipment in the world. My rifle will hit what I shoot at. If I hit the target, it will go down."

Some sample beliefs in the third category are: "I can get into and maintain a steady position. I can achieve the same eye relief every time. I can see when the target(s) come up. I can get on target quickly. I have all the time that I need. I can correctly align the sights on the target and, if aligned, the bullet will hit the target. I can achieve a correct sight picture and hold steady. Even though the target is a blur, I can hit it. I can squeeze the trigger until the gun goes off without disturbing the alignment. When the rifle fires, I will be unharmed. I can lock my breath and hold it comfortably. I can call the shot and adjust if necessary. If I miss or do not get the shot off, I can put it together for the next shot. I shoot the course one shot at a time with no memory for past shots and no anticipation of future ones. Each shot requires my complete attention. I can get in the groove and get all shots off on time."

These are a representative sample of supporting beliefs in each of these three categories.

It is also important to elicit limiting or disenabling beliefs of trainees. These fall into several categories and include beliefs about the weapon, beliefs about their ability to learn, beliefs about their ability to shoot and beliefs about the instructors. For marksmanship training to be effective, it is necessary to remove the disenabling or limiting beliefs of the trainees and replace them with a set of enabling and empowering beliefs. Part of the marksmanship modeling project involved spending time with three groups of trainees to elicit their beliefs.

Strategies

There is also a different strategy to perform each of the twelve tasks. The elicitation of these strategies was one of the cores of the rifle modeling project. We will discuss several of these strategies to illustrate the project. Strategies were elicited through observation of eye movements, breathing shifts and gestures, as well as by listening to predicates in real-time elicitations. Once strategies were elicited, they were further confirmed through sensitivity analysis, which involves having the subject vary one parameter while holding others constant.

Let us discuss strategies for three of the twelve tasks. We will use the T.O.T.E. (Test-Operate-Test-Exit) model to represent the strategies. In the T.O.T.E. model, the second test and the exit point are usually the most important components for marksmanship strategies. The second test is always a comparison in the same representational system between some real-time representation and a stored representation of correct performance. The bottom part of the comparison is the key to expert performance. It represents the stored performance evaluation criteria of the expert. The exit or decision point determines whether there is a match or mismatch in the second test. If there is a match, the shooter performs the task and moves on to the next task. If there is a mismatch, the shooter recycles.

The first task we will discuss is getting into a comfortable and steady position. The initial test or trigger (as I prefer to call it) is the command (auditory external) to get into position. The operations are kinesthetic movements of getting into the foxhole-supported or prone positions. Once the rough position is achieved, then fine adjustments are made. The key to these adjustments is the second test, which involves a comparison of the real-time kinesthetic experience of the position and a stored remembered kinesthetic representation of what the correct position "feels like." The expert has a highly refined internal representation of this correct feel and uses this to make external movement adjustments until a match occurs. The expert uses a kinesthetic check for the exit or decision point. He makes adjustments until the match occurs.

The above strategy analysis has major ramifications for training design. It is not enough to just install the above sequence in the trainee. It is also necessary to install in the trainee a kinesthetic representation of what the correct position feels like. This is a non-trivial task which is absolutely critical to the development of expert performance. The expert is an expert not only because he follows a certain sequence, but also because he has a highly refined standard of comparison in the critical second test. Frequently in strategy discussions in NLP, this critical point is overlooked. Take the classic spelling strategy, for example: the emphasis is usually placed on getting the speller to access a visual remembered picture of what the word looks like. This is critical. It is also critical to develop a kinesthetic internal representation of what a familiar word looks like. The test in spelling is a comparison between the feeling one gets from looking at the visual remembered image of the word and a stored internal feeling of familiarity. To make an expert speller it is not enough just to develop the ability to picture words, it is also necessary to develop a highly refined sense of the feeling of familiarity. It is this feeling that separates the experts from the near-experts who follow the rest of the strategy. We will discuss this point in greater detail in a future column on strategies in modeling.

The second task we will consider is aligning the rifle sights on the target. The trigger for this task is a visual external image of the target in the sights. This is the end point of the previous task of getting on target. The operation is the kinesthetic movement of the rifle. The second test is between the visual external image of the in-focus front sight and out-of-focus rear sight and target and a stored visual remembered picture of what perfect sight alignment looks right. The more accurate this remembered image is, the more accurate the comparison will be. The exit or decision point is a kinesthetic internal feeling which occurs when the external and internal pictures match. The key for training design here is to install in the trainee a vivid remembered

REMOVE DISENABLING BELIEFS

ATTUNE FEELINGS

picture of what perfect sight alignment looks like.

The final illustrative strategy we will discuss is the strategy for breaking the shot. This strategy is further complicated by the fact that several strategies are running simultaneously. The trigger for breaking the shot is the alignment of the sights on the target. Operations include the kinesthetic movement of taking up trigger slack, the kinesthetic movement of holding the breath, the kinesthetic check of the fina' exit point of sight picture and the kinesthetic awareness of the time remaining to make the shot. The test is an integrated feeling that the hold is steady and that the sight picture is stable enough on the target to remain within the acceptable accuracy range during final trigger squeeze. This is compared to a kinesthetic internal feeling of correct hold. The exit is a kinesthetic feeling of whether a match or a mismatch occurs. If a match occurs, the rifleman breaks the shot. If a match does not occur, the rifleman either recycles or forces the shot if the kinesthetic awareness of time indicates that there is not time to recycle. There are many components here that must be installed in the trainee. He must have an awareness of the arc of movement and of ways to reduce it. He must have an awareness of how and when and how long to hold his breath. He must have an internal time clock which tells him how long he has to break the shot. He must be able to isolate the movement of his trigger-finger from the rest of his hand. He must have the ability to perform these and other actions simultaneously or in rapid sequence.

Values

In addition to eliciting beliefs, strategies and physiologies, information on meta programs and values may be critical. For example, the best shooters on the trainfire course are total differences people. They search for differences and adjust continuously. Part of training involves installing in the trainee an awareness of differences and how to compensate for them. Also, the best shooters were D-Qs on the Graves Value Hierarchy. (We will discuss Graves in a future column.)

PROVISIONAL MODEL

The next step in the modeling process is the formation of a provisional model. This involves the synthesis of the data gained from the elicitation process into a form that can be used to design a training to transfer these skills. We will not discuss this process here further.

The end result of the expert rifle modeling project was a modification of the Army Infantry School's Basic Rifle Marksmanship Course. The new training design incorporating the results of the modeling process was tested at the Infantry School at Ft. Benning, Georgia in November, 1987. The results were a great success. The test platoon (47 soldiers in basic infantry one station unit training) shot an average of 34.48 points out of a possible 40. This is compared to the average score of 31.31, which is the average for all other companies who have shot the record fire qualification course using the same range and the same program of instruction. The previous record high company score was 32.89. The test platoon thus shot an average score 3.17 higher than the average and 1.59 higher than the previous record. This is significant not only because of the numbers, but also because many training managers, training designers and officers at Ft. Benning commented prior to the test execution that the average score of 31.31 was already high and that any increase would be difficult to achieve.

Not only was this "hard to beat" average exceeded by 3.17 points, but there were no first time unqualified shooters (i.e., students who fail to qualify on their first attempt and who are given a second try) and only three trainees qualified at the lowest category of qualification, which is that of marksman. In fact, the test unit average score of 34.48 is high sharpshooter and very near to the expert cutoff of 36. This is an improvement of over 3 standard deviations overall when compared to the average and of over 4 standard deviations in experts when compared to the average.

At this time, the Army leardership does not seem to be interested in marksmanship. The idea of "one shot kills" has given way in the minds of Army leaders to the concept of "volume of fire." It is hoped that the Army will return to its roots and provide marksmanship the emphasis that it deserves. Should this shift in emphasis occur, it is evident that expert behavioral modeling-type training can help make the slogans, "Army of Excellence" and "Be all you can be" a reality rather than just an ideal. ❑

Wyatt Woodsmall, PhD, *Certified NLP Master Trainer and Master Modeler has pioneered in applications of modeling in the governmental and private sectors. Richard Bandler, co-creator of NLP, has described him as "one of the few people in NLP today who are actually doing modeling and extending the limits of its application."*

Doctor Woodsmall is currently involved in a major modeling project with Polaroid, and is working on a book on modeling called The Science of Advanced Behavioral Modeling. *He can be reached at 801 South 20th Street, Arlington, VA 22202 or at 703-979-3835.*

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SYNTHESIZE DATA

SPECIAL FEATURE

THE POWER OF THE IMPERATIVE SELF

By Bruce Anders

Change work -- the fundamental function of Neuro Linguistic Programming. Thousands of people verify that change work through NLP has produced improvements in their lives ranging from the simple to the profound. However, the downside is the observation that there are people for whom change work has little or, at best, short-lived results. Why is it that, for some, change processes hit right on the mark and firmly implant into their being while, for others, the work serves merely as a band-aid on an open artery -- better than nothing, but of limited value? After two-and-a-half years of research, Leslie Cameron-Bandler offers a solution -- a bottom-line for producing effective results -- the discovery of the Imperative Self.

The power of her research was presented during the February 1988 meeting of the NLP Network Society of San Diego. Marliyn J. Blank and David Wehrle of the NLP Institute of San Diego spoke on the results of attending Cameron-Bandler's first training on the elicitation and use of the Imperative Self.

Marilyn and David stated that change work that falls short of lasting results does so because it is out of sync with the heart of the subject's personality. This heart, a deep, unconscious sense of "Why I do what I do," is what Cameron-Bandler refers to as the Imperative Self. Change work out of alignment with the Imperative Self is a hit-or-miss process -- sometimes successful, sometimes jury-rigged. The key to understanding this concept is a focus on the meaning of "imperative": commanding/not to be avoided or evaded. Beyond a person's belief structure of who he is or what he can accomplish, there is a much more underlying force at work.

The Imperative Self functions as a core structure more fundamental than a subject's belief structure. Cameron-Bandler chunks this core down to three vital components: a Perceptual Bias, a Virtual Question and a Primary Obsession(s). Please note that these chunks are cross-contextual, affecting *all* responses and *all* behaviors in *all* situations. Together these components make up the essential driving force for who we are and what we do. Marilyn and David emphasized that, according to Cameron-Bandler, while these chunks are unique to the individual and therefore unlimited in variety, typically, most people have only one Perceptual Bias, one Virtual Question and at least one Primary Obsession, although there are usually several. Some individuals will have more than one Bias and more than one Virtual Question.

PERCEPTUAL BIAS

The Perceptual Bias is a filter through which a person sorts experience. It causes him to focus on certain aspects of the world and compels what he responds to. Stepping into a crowd-filled room, for instance, a person may sort with a Bias of "Ways to Make Things Better," or "Things I Want," or, perhaps, "Ways to Achieve."

VIRTUAL QUESTION

The Virtual Question is a summary of a person's core beliefs in one expression. Cross-contextually, a person may pose a question such as, "Can I Have What I Want?" or "Do I Know the Right Way to Do It?" The former, presupposing the person does know what he wants, forces him to evaluate whether or not he is able to add to it/achieve it in a given situation. The latter embodies the beliefs that there is a right way to do things and that a task either should or should not be done unless he knows the right way to do it.

PRIMARY OBSESSION

The Primary Obsession is an inner compulsion often outside conscious awareness, the fulfillment of which provides the ultimate dictate of who we are. Such compulsions include freedom, safety, power, belonging, feeling loved and peace of mind. Whether these obsessions are obtainable or unobtainable determines a person's satisfaction in any context. In cases where a person has more than one obsession, it is vital to realize they are sequential as well as contingent.

The benefit of eliciting the Imperative Self is that -- besides identifying core patterns of behavior -- these patterns can be appropriately changed so that a person's desires can be more easily fulfilled. Elicitation is accomplished through a complex gathering of information about a subject's internal states and lifelong themes. In itself, knowledge of the Imperative Self supplies a thread which links a person's experience in such a way that everything he has ever done is suddenly congruent. Everything "makes sense" devoid of any value judgment as a definite cause-effect relationship becomes clear.

According to Marilyn and David, Leslie Cameron-Bandler's research has shown change work done with respect to the subject's present or "tuned up" Imperative Self to be deeper and more profound than anything yet available. In the light of its power in their work, Marilyn and David are beginning to speculate that the elicitation of the Imperative Self is a mandatory fundamental to effective change work. As an accessible component of being, the Imperative Self represents the latest tool in NLP's ability to be the difference that makes the difference. ❑

Special thanks to Marilyn J. Blank and David Wehrle of the NLP Institute of San Diego for their help in completing this introduction to the Imperative Self. In February 1988, Marilyn became the first person to receive Cameron-Bandler's certification as an Imperative Self Therapist. For further information on this or other work, please contact them at 2264-5th Ave., San Diego, CA 92101, 619-696-7666.

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SPECIAL FEATURE

REAL EMOTIONAL CHOICE AND PERSONAL GROWTH

By Wyatt Woodsmall, PhD

In this article I will do three things: 1) I will present a model of human personality; 2) I will discuss certain aspects of the Emotional Hostage and Imperative Self material developed by Leslie Cameron-Bandler, Michael Lebeau and David Gordon; 3) I will pose answers to some interesting questions posed by Leslie.

QUESTIONS POSED BY LESLIE CAMERON-BANDLER

Leslie, David and Michael deserve a great deal of credit for the impressive research that they have done in developing Imperative Self Therapy and the Emotional Hostage material. I was particularly intrigued by Leslie Cameron-Bandler's keynote address at the last NANLP Conference. In her address, Leslie made some important points and asked some interesting questions.

In her keynote address, Leslie made the following remarks: "My Ultimate Obsession had to do with being loved. And in order to be loved, I had to be worthwhile. And in order to be worthwhile, I had to make significant differences in people's lives. But since I couldn't make it well enough, I had to be more than I was. The benefits were it kept me going and it kept me paying attention to what I couldn't do and paying attention to others. My Core Belief was there was 'something I had to do.' There is a lot of women who have this, who have cancer -- cancer of the breast or uterus. It's worth catching early."

Leslie also said, "We find that there's some genetic basis for aspects of our Imperative Self. In fact, our most recent project is to look into that a great deal to find out what is the interface between the genetics and learning and how much of it can be changed. I think a lot, especially ... about women. I see a lot of women who have a Core Belief 'a need to be pleasing in order to be safe.' I want to know, does this have some biological base? There are a lot of mammal systems in which the females do have to mollify the older female, the dominant female, as well as males, in order to survive. We shouldn't have to be oppressed by that. We can be free from that. ... There's a lot of questions left."

I find these remarks fascinating and this article will be, in part, a response to these remarks by Leslie.

REAL EMOTIONAL CHOICE

Let us begin with the subject of real emotional choice. There is a "catch 22" here which is often overlooked. The Emotional Hostage material provides a series of excellent techniques for controlling one's emotions. There is one problem, however, with using these techniques. This problem has to do with the nature of emotions and awareness. The problem is that in order to use these techniques, one has to be aware in the moment. To be aware enough to use the technique, one has to be dissociated from the experience, but if one is caught up in the emotion that needs changing, one is associated and not aware. To use the techniques, one has to be able to first dissociate under the emotional stress of the moment. To develop that ability to maintain awareness in the moment is a very difficult task and is the basis of most mystical training. It is true that there is another way to "remember" to apply the appropriate technique. This is to anchor or chain the appropriate emotional response to the situation. An anchor, however, is a conditioned response. This alternative does not, in fact, provide "choice," but instead merely substitutes one conditioned response for another (albeit a more ecological response). This article is about an alternative process that can lead to "real" emotional choice.

Imperative Self therapy is also in danger of suffering from this same "catch 22." At the core of Imperative Self therapy is a process of eliciting and often modifying an individual's so-called "Virtual Question." This is a conscious process and can produce either great benefit or great harm. For it to work, one must remember to ask one's Virtual Question in the midst of the crises of life. This, once again, requires self-awareness. If one does ask one's Virtual Question, it may enable one to see the situation in a new light. A Virtual Question may act as a global reframe that allows one to view life through a new perspective and which provides one with the belief that one now has control over elements that one previously felt were beyond one's control. For this to happen, the therapist has to be highly congruent and the subject has to be appropriately compliant. Global reframes, if brought into by the subject, will always lead to powerful change. However, Virtual Question can either free or further enlsave. It can free if it is used as a basis for real self-observation. To do so requires appropriate awareness, training and work on one's self. A Virtual Question can further enslave if it is identified with and if one uses it to defend, excuse or justify one's behaviors.

Imperative Self therapy has done a remarkable job of identifying Primary Obsessions and the accompaning Perceptual Biases. Leslie, David and Michael have done an amazing job of empirical research. As they state, "The personal cores that define the individual have been almost impossible to identify. And they must be clearly seen if our deepest yearnings are to be fulfilled." I totally agree with this statement and the system which I will outline is a response to this task.

THE MODEL

The system which I will introduce here holds that there are, to use Leslie's language, nine basic Primary Obsessions or Virtual Themes. Each of these nine actually has three variations. Each of us has our behavior determined by one of these nine Obsessions, which in this system are called Chief Features or Fixations.

I have some reservations about presenting the following material for fear of the danger of mis-use. The system I am going to present has its origins in Sufism and has probably been in existence for several thousand years. It has been passed down in schools from master to students and has been kept secret for centuries. It was used by Gurdjieff and made publicly available in trainings by Oscar Ichazo. Recently, there have been several publications on it. They -- and this article for that matter -- contain distortions. Since this material is being made publicly available by others, I have chosen to discuss it at this time.

There are nine Chief Features (Gurdjieff) or Fixations (Ichazo). They represent both a person's greatest strengths

IDENTIFY PERSONAL CORES

CHIEF FEATURES

and greatest weaknesses. They represent the primary core of a person's personality. Traditionally, a teacher reveals to a student what their Chief Feature is in order to assist that student in the process of transcending identification with their personality or false ego. The student is not traditionally taught the whole system, but only their particular Fixation. The danger of exposing someone to the whole system is that they will choose to see themselves in the positive aspects of several Fixations rather than seeing themselves as they really are. It takes a fairly evolved person to be able to objectively observe both their negative and positive manifestations.

THE METHOD

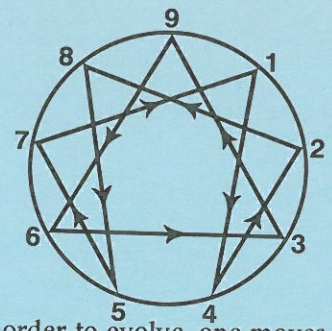
Most people believe that change comes about through an act of will. Watzlawick in his excellent book, *Change*, discusses two types of change. "First-order change," which is what most people think of as change, involves a change on a continuum in which "the more things change, the more they remain the same." Most therapy involves first-order change or replacing one problem with a different one. Watzlawick also discusses a second kind of change which he calls "second-order change." This involves a change in which a solution comes from outside of the process. This type of change involves discontinuity and often seems irrational or paradoxical. It is the only kind of change, however, that produces a solution which is not "more of the same."

The way to work with the Fixations also may seem paradoxical, since it involves a second-order change. The Fixations were developed as a tool for self-observation. Through the process of objective self-observation, natural re-adjustment occurs. In other words, change occurs naturally and spontaneously as one objectively observes oneself participating in the behavior of the Fixation. Objective observation is observation without attempting to explain, justify or excuse. One must consciously change nothing. To do so is to support one part of the self against another part. This will only lead to an endless series of oscillations.

Underlying the notion of Chief Features and Primary Obsessions is the idea that we are, in many ways, mechanical. Our behavior follows patterns and is predictable. NLP is largely based on this fact and much NLP change work has to do with the detection and utilization of these patterns. The core pattern in our personality (our Fixation, Chief Feature, Primary Obsession or Virtual Theme) is created during the formative years of childhood as a response to random events. What Chief Feature we have is largely a result of chance. Certain coping mechanisms developed as a response to recurring sets of circumstances. These were reinforced because they worked. They became our greatest strengths and our greatest limitations. Those things about ourself that we often consider to be most unique are merely a result of childhood circumstances. In short, our personality is developed as a coping mechanism. It overlies our essence and masks it. Our personality needs to be seen for what it is -- an arbitrary coping mechanism -- not for what we usually take it to be -- what we think is most uniquely us.

CHIEF FEATURES OR THE FIXATIONS

There are nine Chief Features arranged into two groups. One group contains three types and the other group contains six types. The types are inter-related by a nine-sided figure called an enneagram (see diagram). Everyone has a Chief Feature where they live normally. This is both a strength and a weakness. It also leads to a biased view of the world.



Each Chief Feature has a moving-toward and a moving-away-from element associated with it. In addition to one's normal Chief Feature, one at times experiences two other Chief Features. Under stress, one moves to the negative side of another Chief Feature as indicated by the arrows on the diagram. Under conditions of intimacy and in order to evolve, one moves to the positive side of another Chief Feature opposite to the direction of the arrow on the diagram.

In working with Chief Feature, the aim is threefold. First is to observe the positive and negative features of one's primary Chief Feature. Second is to resist moving under stress into the negative side of the associated Chief Feature. Third is to strive to move in the direction of the positive side of the other associated Chief Feature.

The nine Chief Features have different labels. Remember that these names are just that -- labels. They refer to a set of personality descriptors. Some names for the nine types are given below.

No.	Ichazo	Speeth	Riso
3	Vanity	Cardiac	Status Seeker
6	Cowardice	Paranoid	Loyalist
9	Indolence	Obsessive	Peacemaker
1	Resentment	Perfectionistic	Reformer
4	Melancholy	Melancholic	Artist
2	Flattery	Hysterical	Helper
8	Vengeance	Punitive	Leader
5	Stinginess	Withdrawn	Thinker
7	Plan	Narcissistic	Generalist

Each Chief Feature is characterized by a moving-toward piece and a moving-away from piece. Each also has an over-preoccupation, an idealized self-image and an ideal reality. Last, each has a trap and a passion or negative emotion to which they are prone. Obviously, these determine the Perceptual Bias of each type. These are given below.

No.	Toward	Away
3	Success	Failure
6	Duty, Loyalty, Responsibility	Fear, Doubt, Deviance
9	Restraint	Conflict
1	Perfection	Anger, Resentment
4	Special, Unique	Ordinariness, Crudity
2	Helpful	Own Needs
8	Strength	Weakness
5	Wisdom, Significance	Stupidity, Social Involvement,
7	Fun-Loving, Optimistic	Pain

SECOND-ORDER CHANGE

MOVE TO THE POSITIVE

No.	Over-Preoccupation	Trap	Passion
3	Efficiency	Efficiency	Deceit, Insincerity
6	Adventure	Security	Doubt, Fear
9	Conformity	Seeker	Laziness
1	Perfection	Perfection	Anger
4	Reason	Authenticity	Envy
2	Independence	Service	Pride
8	Justice	Fairness	Lust, Arrogance
5	Observer	Knowledge	Avarice, Stinginess
7	Idealism	Idealism	Gluttony, Over-indulgence

No.	Idealized-Self Image	Idealized Reality
3	Efficient, Successful	Success
6	Obedient, Faithful, Loyal	Conformity
9	Settled, Okay	Harmony
1	Right, Good, Hardworking	Life Should Be Perfect
4	Unique, Sensitive, Elite	Naturalness, Intense Feeling
2	Helpful	To Help Others
8	Powerful, Can Do	Having Control
5	Wise, Perceptive, Knowing	Correctness of Judgment
7	Nice, Optimistic	Making Plans

No.	Perceived Virtue	Perceived Vice
3	Achievement	Accepting Failure
6	Obedience	Breaking Laws
9	Detachment	Correcting Injustice
1	Righteous Indignation	Accepting Mediocrity
4	Sensitivity	Uncouthness
2	Helpfulness	Concern for Own Needs
8	Strength	Weakness before others
5	Aloofness	To Not Do Own Thinking
7	Cheerfulness	Seriousness

Each Chief Feature also has a defense mechanism and a "door of compensation" through which psychic energy is released in an unecological fashion.

No.	Defense Mechanism	Door of Compensation
3	Identification	Overexertion
6	Projection	Psychosis
9	Narcotization	Sex
1	Reaction Formation	Drugs
4	Introjection	Crime
2	Repression	Psychosomatic Illness
8	Denial	Cruelty
5	Isolation	Psychic Panic
7	Rationalization	Obesity

This is a short overview of certain features of the model. It may be enough for the reader to classify themself and to begin to use it as a tool for self-observation. It is not the goal of this article to teach diagnosis or to present the complete model -- to do so would require several hundred, if not thousand, pages. For those trained in Imperative Self therapy, I have been able to identify Fixations when presented with a person's Virtual Question. This model may also be of help to you in classifying Virtual Themes or Primary Obsessions. I intend to present a further elaboration of this model in the **Beyond Self Awareness Training** and in future columns in the **RAPPORTER**.

TOOL FOR SELF-OBSERVATION

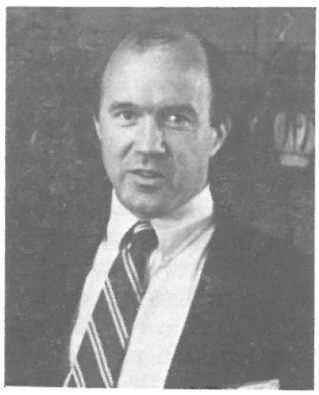
BACK TO LESLIE'S QUESTIONS

Before finishing, let us apply this model by way of illustration to the case study Leslie mentioned in the NANLP keynote address quoted previously. The women Leslie describes in the case study and Leslie herself are Twos or Hysterical types. The word "hysteria" is used here in a clinical and not in a perjorative sense. The word hysteria means "disease of the wandering uterus," and this psychological type was described by the Egyptians and ancient Greeks. This type is the embodiment of what we think of as classical feminine guile. (Men may also be of this type.) This type base their feelings of self-esteem on the admiration and acceptance of others. This must be constantly supported by social feedback and this type become very charming, sensitive, vivacious, winsome and manipulative in order to attract this feedback. This type meets the needs of others, flatters them and complies with their wishes to get approval. This type is the most helpful and popular of all types. There is a price to pay, however. The price is that this type fails to meet their own needs. In order to be accepted, they satisfy the needs and wishes of others and ignore and repress their own needs in the process. This repression of one's own needs and true feelings in order not to risk loss of approval and acceptance by others often leads to the "Door of Compensation" for twos, which is psychosomatic illness leading, if unchecked, to actual illness. This is why so many of this type, as Leslie observed, develop cancer and other ailments. When this type is unappreciated or unacknowledged, the anxiety builds up until they explode into the negative side of eight. The statement, "hell hath no fury like a woman scorned," is a classic description of a two going into eight under stress. Often others are shocked at how such a normally helpful and caring person could so suddenly transform into such a vengeful creature. Under conditions of intimacy and for a two to evolve, they need to move into the positive side of four. They need to accept their own uniqueness and develop a concern for authenticity. To help a two do this, one should not reward them for the wonderful things they do for you, but when they are being themself. The help for a two is to love them "in spite of" rather than "because of." Of all types, the two feels most strongly that they can only be loved "because of" and not "in spite of." The most difficult thing in the world for a two to do is to meet their own needs, to give up their need for approval and to accept their own uniqueness. Many take door of illness and even death rather than to make this evolutionary change. For a two or any other type to evolve, knowledge is not enough. They must observe their manifestations until they have detected all their games and guiles, must avoid going into vengence whenever possible, must struggle to throw off their morbid need for admiration and acceptance and, finally, must strive to discover and rejoice in their own uniqueness. Therapists and friends who understand this system can aid them (and all other types) in the evolutionary process. ❑

EVOLUTIONARY CHANGE

Wyatt Woodsmall, PhD, *is Founder of The National Training Institute of NLP, 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

METAPHOR GALORE



PETER ORGAIN

NLP Therapist

METAPHORS AS MUSIC

LEFT BRAIN NOTE

There are a number of books available on therapeutic metaphors. Like sheet music, they are maps of sequence that guide you through a process. Like sheet music, they can be performed with slavish accuracy or consummate artistry. You have experienced the difference between a music student getting out all of the notes one-by-one versus the soaring energy of a virtuoso. The choice is yours and if you are willing to trust and empower your poetic self, magic is yours for the asking.

Like music, introduce yourself to metaphor by listening. Put one on a cassette and hear yourself presenting it. Feel the movement and open the potential for artistic expression. As you listen to it again, you will remember the directions and inflections of its form. Make it available to yourself through images, mind maps on paper, a list of cues and simply its flavor. Once this "memorization" is complete, let it go -- the truth is not about content.

The invitation to you is trusting your poetic gift to spin metaphor from within your heart and soul, for it is there that magic lies. In essence, center yourself, love yourself completely and trust that you will present/create a perfect metaphor. Your totally congruent willingness to have your patient heal is the organizing field within which their healing takes place. From that resonance within you, they will heal through their unconscious mirroring and resonance with you. Bear in mind that healing comes *through* you, not from you. This is the true leverage in metaphor. The dessert is that you get to go there, too, in new and empowering ways.

The following passage is written as a modeling exercise and affirmation for your right brain. It is written in the first person as an invitation to you to fully associate with the beliefs and values presented. By acting "as if" you wrote this yourself, you are installing this potential in yourself as rapidly as possible.

RIGHT BRAIN HARMONIC

Pause, breathe smoothly a few times, become centered and ....

Joyful spinning of metaphors is my willingness to be part of the dance. Setting aside the script, I invite my spirit to play, the best and brightest of me flowing to the best of you the exuberance of being free discovering and healing and loving. Structure of word and form give way to poetry and excitement expanding away from judgement transforms toward living ....

THE DANCE OF NOW

What is spoken in hopeful tones as "modeling" is at its highest art "becoming." Modeling begins with a separation of a sort, necessary at the outset -- noticing what is me and what is not me, sensing in another being those ways that I wish to become. My willingness to inhabit that way of being closes the distance and time until I become one with that potential now, my light merging with the light of another to blend into a new form not before seen or heard or felt in the cosmos. I am the receiver and I am the sender. I am the creator and I am the Creator. The myth of separation clears to display and manifest One. Modeling is a brief, dynamic and rich waystation on the path of gathering all that I am becoming endless. As if/as is in joyful dance. The tale of delight that metaphor invites is the essence of my willingness to inhabit magic and be its source. It is best played beyond the novice playing sheet music read note-by-note, inspired toward living and passionate artistry, breathing the airs of the spirit, conspiring with other other beings here with me in the moment, spinning in the blending sharing ascending enfolding dance of now, chord and melody, my infinite creativity unfolds my willingness to play. My voice and sparkle to me .... asking, inviting, invoking the well of wonder beckoning brightness, ascending flame, laughing lightly, leaving limits and on and on building toward ....

.... that's right.

❑

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Peter Orgain *is an NLP therapist, author, business consultant and professional iconoclast in Northern New England. He has trained with Richard Bandler, Wyatt Woodsmall, Ron Cruickshank, Tad James, Tony Robbins and Edwin Meese. He has a large phone bill. His NLP certifications are diverse, extensive and will not get him into heaven. He can be reached at Alger Brook Road, South Strafford, VT 05070, 802-765-4330.*

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NLP IN SPORTS



ANTHONY J. MEDURI

Director
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VISCERAL LEARNING & PERFORMANCE

"The brain is an enchanted loom, weaving a dissolving pattern, always a meaningful patter, though never an abiding one, a shifting harmony of subpatterns."

C.S. Sherrington, 1940

Sports skills can be looked at as complex learned movements. Because the movements are learned, the learning process plays an important role. Optimizing the learning process can help optimize sports performance in a myriad number of diverse and seemingly divergent forms and manners.

"... the rise of civilization in the last 2000 years reads like a history of the social suppression of visualization and therefore a denial of one of your most basic mental processes. For visualization is the way we think. Before words, images were."

Don Gerrard, 1975
Introduction to Samuels and Samuels'
Seeing with the Mind's Eye

Everytime a sports movement is executed, a bit of learning goes on. Some elegant, some very terse and quasi-refined -- and, unfamiliarly orchestrated, strides across a mind of objects and internal data, seeking release externally; seeking appeasement, if you will, in the exteriorization of action. Learning for sports skills typically takes the following form in a typical modular configuration:

A. movement is executed

B. the result is evaluated

C. this result is compared to the desired result and differences noted

D. mental error correction takes place to lessen differences in subsequent movements

E. a careful internal inventory is enlisted to contextualize changes appropriately

F. the movement is repeated, incorporating the error correction

G. new action is taken to apply the new learning.

"Evolution behaves like a tinkerer, who, during eons upon eons, would slowly modify his work, unceasingly retouching it, cutting here, lengthening there, seizing the opportunities to adapt it progressively to its' new use ... Evolution does not produce novelties from scratch. It works on what already exists, either transforming a system to give it new functions or combining several systms to produce a more elaborate one."

Francois Jacob, "Evolution and Tinkering"

All of the above-mentioned steps are necessary for the total and congruent learning and for the improvement of *any* sports-related skill. An elaboration of these individual steps follows:

Step A: Movement Execution

With no movement, there is no physical learning. Conversely, the more times a movement is executed, the more learning takes place. Put another way, consistent and properly orchestrated practice leads toward excellence of action. Practice is nothing more than repeated execution of a movement with the athlete coming closer and closer to the desired result. The more times a movement is executed, the more subtle and refined the error corrections become.

Step B: Movement Evaluation

Sometimes movement results are easy to evaluate (a hit or miss in a baseball swing), sometimes not (Did I hit a base on my way to scoring a run?). Whether easy to evaluate or not, knowledge of results from movement evaluation (feedback) is essential for learning to take place. If feedback is not made available to the athlete, no learning takes place and an opportunity for improvement is lost.

Step C: Comparing actual results to the desired results and noting the differences

The magnitude and direction of differences between the actual results and the desired results are noted and from this a mental "degree of error" is then calculated.

Step D: Mental Error Correction

The recollection of the physical "feeling" of the movement just executed is combined with the calculated degee of error to come up with a mental error correction. This correction is then applied to subsequent movements, to lessen the differences between the desired results and the actual results.

Step E: Internal Inventory and Contextualization

Cataloging differences, shifts and changes in performance as a direct result of learning new methods and skills is an important step to bringing about additional learning and mastery of accomplishment. Also, proper and prudent contextualization of learning is a vital element in "chunking" out a class of suitable and appropriate opportunities to utilize these new skills and to apply them in performance.

Step F: Repeating the movement, with incorporation of the error correction

The movement or skill must be repeated soon after the initial execution for the mental error correction to be incorporated. If the movement is not repeated, no learning takes place. (It is difficult to say exactly what "too much time" means and it probably depends on the nature of the movement involved. And, the more the mental details of error correction fade, the less learning takes place.)

Step G: New Action and Application

Here, demonstrable testing of a contextualized skill is undertaken to: 1) ensure proper neurophysiologic installation of that skill and, 2) orchestrate the ongoing development of a habit of continued resource aggrandizement with specific respect for newer skills, accelerated learning patterns and the acquisition of better, i.e., more elegant, habits of practice (thereby shortening the entire collective learning procedure).

The study of such a detailed and intricate bundle of diverse components such as those which are concommitant to the visceral learning of new skills and the elegant transformation of these new learnings into appropriately contextualized performance requires a brief review: For instance, Steps C and D are very critical to orchestrating results. These steps require, by their mere definition, a few moments of thinking. Deliberately distracting someone right after a movement might interfere with the thinking

NEW ACTION = NEW LEARNING

necessary for these steps. Thus, distraction interferes with the learning process.

"I have little patience with scientists who take a board of wood, look for its thinnest part, and drill a great number of holes where drilling is easy."

-- Albert Einstein

Several approaches for optimizing learning for sports skills follow from these introductory investigations:

Practice! The more times a movement can be repeated, the more learning can take place.

Get feedback as soon as possible after a movement. Athletes can always get some kind of feedback, whether directly from seeing the results themselves or, indirectly, from seeing the result on videotape or hearing specifics on how they did.

Minimize distractions for 10 to 15 seconds after execution of a movement. The athlete should take a few moments to go through the mental steps of comparing results and making error corrections.

Concentrate on every movement. The learning process doesn't stop when athletes get sloppy. If the athlete gets sloppy during practice, poor habits get ingrained.

Repeat the skills movement as soon as possible after getting the feedback. The longer the lapse between initial execution and repetition, the less effective the feedback and the error correction.

Integrate and contextualize the new movements and skills into your repetoire of similar movements and skills to bring about even more accelerated learning. Most importantly .... have more fun .... now! ❑

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SPECIAL FEATURE

NLP FICTIONARY
By Sigmund Floyd

During the long hours at my word processor, there are numerous times when my unconscious, via my ever-willing fingers, adds or deletes letters to words, producing whole new realms of discovery and thought. The sampling below are but a few of those terms as they relate to ....

Nero Linguistic Programming Imperial Roman tirades and acts of public entertainment.
Prograsm Really good public entertainment.
Meataphor Juicy tidbits of fantasy intended to feed the psyche and provide satisfying, digestable mind chow.
Ancho To act tough.
Anchoing What happens when a Nero Linguistic Programmer struts around acting tough and manly.
Transderivational Arch An anchor on the sole of the foot causing trance when troggered.
Trogger The threshold stimulus or action that causes ancho.
Weframe A synergistic group consensus shifting meaning and content into more resourceful forms.
Six Step Weframe A traditional dance step performed at celebratory gatherings of change technicians.
Synergasm A really exciting weframe. (Was it good for you, too?)
Hunking Crudely executed shifts in level of focus. Also refers to picking up surfers and jocks on Saturday nights.
Watt Woodsmall A petite, yet electrifying forest ranger.
Calibratio Intimate attentiveness to another person's behavior.
Deletio Ceasing to be intimately attentive to another person's behavior.
Elicitatio Evoking another person's intimate behavior.
Persuasio Coaxing another person's intimate behavior.
Cetification Acknowledgement of successfully completed NLP dolphin study.
Sot Ways of getting loaded based on one's personal coding preferences.
Odel Any of a series of bizarre musical choking sounds made by Swiss farmers.
Odeling The elicitation, encoding and reproduction of beliefs, values, strategies and physiology of Swiss farmers.
Precision Odel Operatic-quality odeling.
Mirroing Buffing cookware in a compulsive fashion.
Maching Buffing cookware really rapidly.
Packing What you do quickly if your boss catches you mirroing and maching him.
Future Packing What will happen to you a lot unless you gain in skill.
Reresentational System Cyclical hostility.
Sumodality The ancient Japanese art of flattening your opponent during a business negotation.
Soyntax Federal excise tax on wok food and tofu.
Presuppositio Practicing getting into pantyhose without being clumsy.
Unresourcefu State A poorly funded university founded by an unskilled Chinese martial artist. ❑

Sigmund Floyd *practices juggling and bank-teller trainings in Palo Alto, Wisconsin. Originally celebrated for his iconoclastic philosophies in Europe, he came to the United States, worked with Werner and discovered his true gift. Please do not send him any home preserves, as he is allergic to sugar. It is his hope that his life will outlive his reputational system.*

BOOK REVIEW



GREGORY GIBSON

President
Neuro Concepts Institute

Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D.

Written in 1975, *Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D., Volume I,* is an outstanding book by Richard Bandler and John Grinder. *Patterns - I* puts into writing many of the techniques that were utilized by Milton H. Erickson, M.D., who until his death in 1980, was internationally acclaimed as the leading practitioner of medical hypnosis.

Patterns-I is basically presented in three segments: Part I starts out with the process of identifying patterns of Erickson's hypnotic work. Also included in Part I is an extremely interesting piece with Aldous Huxley ("A Special Inquiry with Aldous Huxley Into the Nature and Character of Various States of Consciousness ...").

Part II begins the process of familiarization with the patterns of Dr. Erickson's work. Important topics that are covered include Pacing, Distraction and utilization of the Dominant Hemisphere.

Part III presents an elaborate model of how to construct Ericksonian hypnotic language patterns. The section on transderivation phenonmena is extremely important to understanding the process of Ericksonian hypnosis.

Patterns-I is truly a classic and a "must read" for people wanting to understand NLP and Ericksonian hypnosis. *Patterns-I* is seen by this author as a textbook, one that I often refer to and utilize. *Patterns - I* is a phenomenal example of modeling by Richard Bandler and John Grinder of Milton Erickson's artistry. ❑

Gregory C. Gibson *is a Certified Trainer of NLP and a Master Practitioner. He can be contacted at 714-458-7676 or write to him at 25822 Evergreen Road, Laguna Hills, CA 92653.*

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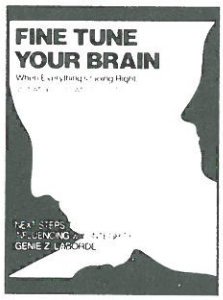


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THE CLASSICS

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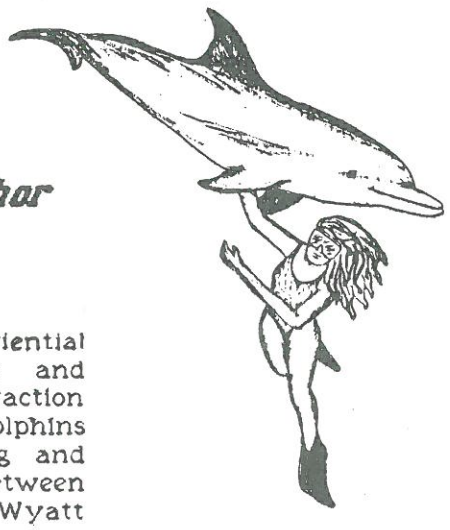
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*Reviewed by Greg Gibson for the **RAPPORTER**

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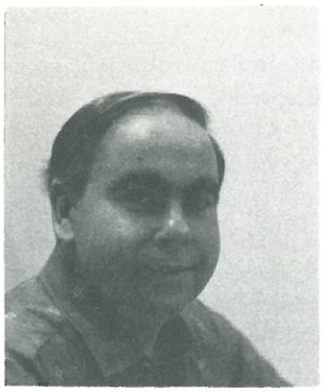
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BEYOND SELF AWARENESS



WYATT WOODSMALL

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IDENTIFICATION

JAYNES & BICAMERALITY

There is an interesting book by Julian Jaynes called *The Origin of Consciousness and the Breakdown of the Bicameral Mind.* Jaynes' theory, which is arrestingly presented in his book, is that up until about 3,000 years ago, people did not realize than when they were seeing hypnogogic pictures in their head or listening to their internal dialogue that these pictures and dialogue were produced by their own minds. Instead, people assumed that the pictures in their head had to come from "somewhere else." They believed they didn't create them -- they believed, instead, that these were visions from the beyond. Similarly, when they heard voices inside their heads, they believed the voices were not created by them -- they believed, instead, that these voices came from somewhere else and that the gods or spirits were speaking to them.

In his book, Jaynes presents an interesting argument that religion, hypnotism, schizophrenia and a great many other phenomena have resulted from the bicameral process. The thesis of Jaynes' book is that there was a time when man did not realize that he had an internal dialogue -- he thought it was somebody else talking to him inside of his head. Neither did he realize that the pictures that came to him in waking and sleeping dreams were his. He did not have a clear sense of visual construct. Much that came out of visual construct, he assumed was a vision put into his head by somebody else. For ancient man, the more unusual the dreams and the more bizarre the visions, the more powerful they were. That's how bicamerality and unicamerality are related to NLP. A lot of people that come for therapy still have vestiges of bicameral thinking.

KORZYBSKI, VAN VOGT & GENERAL SEMANTICS

Identification may be the root of all evil. One of the origins of NLP (if you go back and read *The Structure of Magic*) is in a discipline called "general semantics." Most of you who are familiar with NLP have memorized the various slogans which we call the presuppositions of NLP. One of these is, "The map is not the territory." This statement was made by an extremely brilliant Polish nobleman called Alfred Korzybski.

Korzybski was an interesting guy. He lived in Europe in the days before World War I when Hitler was coming to power. Korzybski visited mental hospitals and studied the verbalizations of mental patients. Then he started studying the verbalizations of Adolph Hitler in his speeches and -- when he noticed a great similarity in patterns -- was highly concerned. He attempted to warn people about this; unfortunately, he was not successful. He did, however, have the good judgment to get out of Poland. He went on to create the discipline called "general semantics."

Probably, Korzybski's most eminent disciple in this country is the former Senator from California, Dr./Professor S.I. Hayakawa. Hayakawa was a professor of general semantics in California before he went into politics.

One of the themes Korzybski was interested in was the process of identification. One of the more interesting expressions of the principles of general semantics is in two beautiful little science fiction books by Van Vogt called, *The World of Null,* and *The Players of Null A* (sometimes it is published as *The Pawns of Null A*). Von Vogt has little aphorisms at the beginning of each chapter; one of the best is at the beginning of the final chapter. Paraphrased, it is something like this: "The world is waiting for bold and imaginative young men and women to create a non-Aristotelian-oriented political economic society. This society will eliminate war, poverty and disease. In order to do this, it will be necessary to take control of the world away from people who identify." What Von Vogt is saying, is that the whole reason we have war, poverty and disease -- and most of the other problems of the human race -- is because people identify.

What does it mean to identify? Identification is related to our own understanding of who we are, which can either come out of self-analysis or psychoanalysis. Identification occurs whenever we use the word "I." Whenever we use the word "I," we are making a statement that "I am this" or "I am that." Whatever we use the word "I" with respect to, we have identified with that.

Another one of the slogans of NLP, which we call presuppositions, is that it is important to make a distinction between self and behavior. What does that mean? It means that when we are dealing with other people, we affirm them as human beings, even though their behavior may not be acceptable to us. We might even go so far as to manifest care, concern and responsibility toward them. Or we might even use that old-fashioned word called "love." In any case, we accept others as "selves." At the same time, we may find that their behaviors are not acceptable and be willing to tell them so. We say, "I affirm you as a human being, but at the same time, I find that the behavior you are engaging in is not appropriate. I will continue to accept you and affirm you as a person, but I will not affirm your behavior." We should realize, of course, that if it helps to do this with other people, we should try to do it with ourselves. So, instead of beating up on ourselves and instead of believing whenever "we screw up" that "we are screw ups," we should realize that just because "we screw up" does not mean that "we are a screw up." Just because other people screw up does not mean that they are "screw ups," either -- they're just people.

What happens is that whenever we identify with a screw up, then we have problems. Whenever we identify other people with screw ups, then we have problems. If, instead, we simply related to them as people who screw up and tried to do something about the screwing up without rejecting them as human beings, then we would begin to put the world back on track. This is what Von Vogt is talking about when he talks about "taking control of the world away from people who identify."

Someone asked me, "What happens when you have no preferences?" The answer to that goes beyond my personal

SOURCE OF PHENOMENA

TRANSCEND PERSONAL SUBJECTIVITY

experience and I can only speak from my personal experience. From what I understand from those who have been there and have given descriptions of the path, what happens is that one reaches the stage where on disidentifies with everything. Once that has happened, one discovers and aligns with a purpose that transcends any personal subjectivity and that is transpersonal. Whether that exists or not, I am not in a position to testify. Nevertheless, there are people who claim that occurs.

But the question of "no preferences" is an interesting one. The question is: What happens if you actually do not have preferences? What happens if you identify with nothing? As I have said, society would frequently lock up people like that in those little brick buildings called asylums. People there may have a variety of spiritual illnesses and ailments. If you have no preferences you might end up doing nothing. There is a definite danger in that. On the other hand, at the point in time you really reach that state, you will discover something which transcends personal preference. As described by those who have been there, if you disidentify with everything subjective, then you will find something that transcends your personal identifications -- then you will come in touch with some large consciousness. ❑

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Wyatt Woodsmall, PhD, *is an NLP Master Trainer and Master Modeler. He has pioneered in applications of modeling in government, business, industry and spirituality. He is teaching the special two-weekend workshop, "Beyond Self Awareness," throughout the country. Doctor Woodsmall is currently working on two books,* The Science of Advanced Behavioral Modeling *and* Beyond Self Awareness. *He can be reached in care of The National Training Institute for NLP, 801 South 20th Street, Arlington, VA 22202 or at 703-979-3835.*

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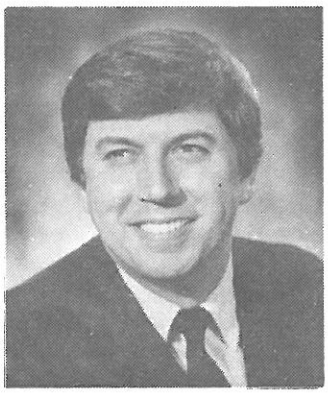
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WINNING AND LOSING
The Choice is in Creating Perspective

When we think about "choice" we frequently forget that "change" comes in three distinct modes: First, there is what I call FORD changes (Fix Or Restore Dysfunction or Fix Or Repair Damage). These are simple rewiring jobs where we create some new way of satisfying some long-established unconscious intention. These fixer-uppers are usually very fast, quite elegant and -- if they are ecological -- quite dazzling in their dramatic effectiveness.

The second type of "change" is quite literally a generative one -- that is, there is something missing somewhere and through combined skill, imagination and a keen sense of sensory acuity, we actually created the desired/missing something and literally generate a long string of changes out of the new element. Installing the new element in the PAST, congruently and ecologically, has dramatic results in the NOW, leaving the FUTURE to unfold in a whole new way. The easiest kind of generative change is to install a powerful affirmation in one's childhood, leaving it to generalize one's whole personal history, resorted and re-organized accordingly.

The third variety of "change" is evolutionary. One small, but key, element altered, changed, transformed or in some way made different starting a chain reaction of continuous evolving choices. The chain does not break nor does it peter out or dissipate —the process continues unabated without any further need of reinforcement. This type of change produces a kind of blessed forgetfulness about what used to be, leaving the individual without any basis for comparison. Without these comparisons, we automatically re-orient ourselves forward, focusing ahead, look forward -- and at any given moment, we experience such fulfillment that we bring, even to the Past, a rich and powerful sense of expectation. Big Medicine, this!

It seems reasonable and logical that any change we bring about should be in combination: 1 & 3, 2 & 3, 1, 2 & 3. A FORD change should be linked to evolutionary change; generative coupled with evolutionary; and all three together for the most spectacular results. I personally favor the 2-3 combination because I don't have to fix anything or have something be wrong in order to create an exciting difference for myself or someone else. Also, I don't believe that people

CHOOSE CHANGE MODES

should regard themselves or each other as a function of some shortcoming or defect. We need not be defective to seek change or choice in our lives.

Here, then, is a powerful procedure/reframe/metaphor which should permanently allay any anxieties about how our lives will turn out. Big Medicine?? Well, you decide.

I use a hierarchy of ten Metaparts to act as cofacilitators when creating a change. Of these ten, I identify the INTUITIVE Part as follows: This is the part of us that is the Ancient One, Wisdom Personified, the Inner Guide and the Inheritor of all our past history, as well as the history of our antecedents; a sort of internal Congressional Librarian with the ability to tap into any source of knowledge, information, skills and resources ever made available to us directly or indirectly through our ancestors. INTUITION is the Keeper of our Life Course, adhering to the pattern or patterns which can most effectively influence us as we move through our lives. This Life Plan is constantly attempting to emerge and would do so if we would but establish communication with our INTUITIVE Part.

Furthermore, this Metapart has access to each and every other part of us and with this access, can act in our behalf to enrich/enhance any other part which needs it. Having total access, both to our personal history and to our complete Inventory of Parts, our INTUITIVE Part can do for us in a moment, at the unconscious level, what would take us hours, days, weeks and months at the conscious, intellectual level. Our Inner Wisdom operates flawlessly, once we communicate with it and once we establish rapport with that Part, we can gain an inner serenity that will make life seem like being eternally on vacation.

There are several things we have to let go of in order to establish rapport with our INTUITIVE Part. First, we must forego the quick, intellectual, hard-data responses we've come to expect and demand from ourselves. Slow-easy, go-easy functioning, we are taught, is tantamount to laziness and unproductivity. Push-push-shove-shove-bang-bang-boom-boom-snap-snap is the key to success and achievement -- or so the story goes. If we take another look at this, we can see that burn-burn is what we get-get from the go-go.

Our INTUITIVE Part functions on soft-data and it uses all of us to transmit information, directions, instructions and warnings. We are trained to believe that "hunches" are our only link with our intuition and our experience seems to confirm this. We usually build up such a head of steam coming from all the warnings we have been receiving that we notice our intuition only after it's been screaming at us, insisting we listen. How many times have we ignored our "hunches" only to regret it later? "If only ...." could very well become our national motto.

Once we establish rapport with this Part, then communication becomes a continuous process enveloped in a context of Inner Quiet. We begin to have insights (Visuals) into future happenings which previously seemed beyond our abilities; an inner voice (Auditory) gently directs us, making course corrections from time to time; and Heavenly Days! the feelings we unleash (Kino). Funny thing about feelings: you don't have to do anything about them. Just because you feel a certain way doesn't mean you have to DO anything about it. The doingness of feeling is called DRAMA and this drama is precisely what keeps us from experiencing out what we feel. Dramatizations lock us into a reactionary pattern that only repeat themselves at our expense --and, of course, drama leaves us very little choice the next time around.

Something else about feelings: When we feel one, we feel them all; suppress one, suppress them all. When we swallow our anger, we also swallow our lovingness; when we hold back our fear, we, likewise, hold back our compassion. It is what we withhold from each other that we use to manipulate each other; what we deny in ourselves, we attack in others. Without an Inner Guide, then, our world of feelings gets to be a very mixed-up, cluttered place. That's why we wind up in adulthood feeling like 12 rooms of furniture crammed into a closet. Open the door a crack and the whole thing will explode. (For those of us old enough to remember: we grow up feeling like Fibber McGee's closet -- CRASH!)

If given a chance, our INTUITIVE Part can gradually sort all this out for us. Once resorted and re-organized, we are left with a sense of harmony, of hanging-togetherness, that may have been eluding us all our lives. Consciously "doing things" to bring about inner harmony is frequently the cause of our inner turmoil and frustration.

Next, as we invest a few moments of quiet now and again during our busy days in communication with our intuition, we must learn to surrender ourselves. Surrender has nothing to do with succumb or defeat or failure -- despite the global misuse of this word. Surrender means to stop, cease, forego the push-pull, the struggle, the determination to make things work. We use force, frequently, when strength is called for; we attack when we should correct and change course; we shove ourselves head-long into the battle to be right when we should observe that there are other alternatives. (See Issue 13, "MANNA.") When we surrender, we pause for a moment and just observe the state we're in and the world around us. I'm always so pleased and delighted to notice that no matter what kind of inner turmoil I'm creating, the world around me goes on at its easy pace, moment by moment. My view from my window alway affords me the same re-assurance: it is I who is riding the roller coaster.

So, stop for a moment -- right now -- and just look around. Notice. Everything's in harmony with itself and you, and will stay that way. Surrender yourself to this and notice the difference.

The third thing we need to learn to let go of is our incessant, obsessive, compulsive drive to asess, analyze, figure out, rationalize and intellectualize everything. This hunger for "reasons" destroys the inner connection with our intuition. Otts-Bodkins!! How can our gentler nature contribute to us when it is being consistently jack-hammered by a drum fire of "reasons." "Reasons" have only one function: comfort. The only time we demand reasons is when we are uncomfortable with what we consider a loss or failure. No one ever asks you "Why are you on time?" No one would ever even consider asking you, "Why are you so beautiful/intelligent/talented?" That's because these are not qualities with which we are comfortable. As a matter of fact, we dig it! and who cares WHY!

By extension, we also assume that if we assess something enough, we will make it disappear. I think Sigmund had something to do with this. He said that if you knew why you did something, your neurosis would disappear. And we've

ENLIST INTUITIVE METAPART

LEARN TO SURRENDER

all been struggling to make it work ever since. Please notice: the more you analyze and intellectualize something, the more you reinforce it. So much for "reason."

If you find yourself compelled to give a reason for something, make up one. Why not? It's as good as any other reason you can come up with -- probably even better, because the more ridiculous your reason is, the more you can observe how uncomfortable you are with your assumed loss/failure. Surrender that assumption and just notice what's left. Allow your INTUITIVE Part to feed back to you all the alternatives.

Finally, we must all learn to give up the Adversary Relationship we have created with ourselves. Surrender all our self-hatred and in its place acknowledge how deeply we are loved by all our Parts. (See previous RAPPORTER article in "ELEVEN Issue.") We must stop this "house divided against itself" thinking; we must allow those alientated Parts to come home to be integrated once again into our Wholeness, our Oneness. We need all that energy restored to us; we need all those resources, now squandered, returned to us for our well-being and our chosen benefits. We need to learn to allow ourselves to rest, deeply, so we can recharge, restore and revive our Genius. Surrendering our self-hatred can bring so much to the moment that it seems to fill all emptiness of the Past. Talk about evolutionary change!!

Take a few moments each day to go inside and expand the rapport you've begun here. No need to recline or close your eyes. Just pause for a minute or two, go inside and ask your Intuitive Part if it is ready, willing and able to establish a communication link with you in your consciousness. When you get a YES (and your will, since your INTUITIVE Part has no investment in depriving you of anything. As custodian of all your resources, it is to its advantage to share as much with you as possible), then ask, "Intuitive Part, are you ready, willing and able to communicate, cooperate and contribute now so that our time together now produces the greatest benefits possible in the moment?" Wait for a YES. Then, simply ask the Part questions -- the answers to which you deem important for your present and future well-being. The only condition attached to this is that you be completely and absolutely truthful with yourself. Your INTUITIVE Part is not an excuse-making, rationalizing mechanism; it will not struggle to make you right. All it will do is feedback to you the essential truth about any given situation. Should you become "righteous" or "self-righteous," you'll break rapport and have to begin all over again. However, as you establish a greater and stronger rapport link with this Metapart, you will begin to get more and more feedback on the degree of truthfulness you need to maintain. It's best to eschew any notions of fudging or cheating or telling yourself less than the absolute truth.

In a very short time (week to ten days), you will notice a change in your overall demeanor -- you will seem to others to have become "more settled" or "more even tempered" and you'll find some of the urgency and intensity fading from your consciousness. Oddly enough, as these fade, the world around you will seem more supportive in small ways -- like you'll find parking spaces easier, others will seem to drive more politely, low-and-behold, someone will actually make way for you! And your INTUITIVE Part will give you feedback so you'll notice.

So, now we are learning to go within, ask for guidance and follow through on that Inner Wisdom that, when utilized, will well up from within us. And when I say "well up," I mean "WELL UP!" Ole Faithful -- the on-the-hour geyser in Yellowstone Park -- is a tiny, insignificant trickle compared to the enormous power and majesty of your INTUITIVE Part. Once primed with loving rapport, this Inner Wisdom with pour forth in such an abundance of thoughts, ideas, plans, talents and other resources, that you will be hard-pressed to keep track of all the gifts and treasures you'll discover. You find this hard to believe?

If so, then you have all the evidence you'll ever need that there is now a strong call for a complete transformation of your relationship with yourself. Learning to live in loving rapport with yourself will produce the greatest flood of gifts, talents, opportunities and "LUCK" -- beyond your wildest imagination -- and what now seems difficult, if not impossible, will manifest almost casually once you take this first step.

Your INTUITIVE Part will educate you, if you allow it. The word "educate" means to bring forth or draw out from within (not drum in). This "new education" will well up from within -- utilizing vast amounts of resources which have previously lain dormant. People in the various Oriental cultures have long known that true wisdom lies within each individual and that it wells up from within whenever given the opportunity to do so. For centuries, these people have all practiced some sort of discipline to establish contact with this Inner Wisdom. Now, at last, this practice has been accepted into the Western world as well.

The word "wisdom" means knowledge from within and "resources" means thoughts, ideas, notions, traits, talents and opportunities. You can tap into this wisdom and these resources by simply going inside and acknowledging, on a regular basis, the existence of this indwelling intellignce -- your INTUITIVE Part. And, at any time, this Part will release Power and energy and a flow of ideas and thoughts that will daily transform the quality of your life. The Part comes full alive within and around you, influencing the daily course of events (your persepective of them, at least) by unlimited wisdom and guidance -- simply by paying attention to it, recognizing its presence and requesting its continual guidance. It's as simple as that.

Soon, this Inner Wisdom will re-orient you completely from within. First it will expand your thinking processes to include more and more of what's really there; then, it will expand your world by giving you larger chunks to handle and govern. All for the asking. ❑

This is the end of Part One of a Three-Part Series. Part Two will deal with transforming the idea of "loss" so completely that it will fade as a consideration from your thinking processes. When you can't lose, you stop being afraid. Part Three deals with bonding with your future in such a way that everything becomes an element in your on-going evolution of satisfaction and fulfillment.

James A. Takacs is a co-founder of Sound/Mind Research, Inc. He is also a co-developer of AUDIOTRONIX(tm) technology -- the use of sound and sound patterns to stimulate change in brain functioning. He is also a Certified Master Practitioner and a provisional NLP Trainer specializing in generic applications of NLP. He can be reached at P.O. Box 394, Tarzana, CA 91356, 818-881-1450.

MANIFEST CASUALLY

SPECIAL FEATURE

NLP AND THE L.A. DODGERS
By Richard Greene

As many of you know, Anthony Robbins and I designed and implemented an NLP Training Program for the Los Angeles Dodgers. We've been asked many times to share the results of our work. We hope that what follows will be helpful to those of you involved with or contemplating an involvement with athletes using your NLP skills.

To our knowledge, this work with the Dodgers was the first time NLP has been used on a team level with a major league baseball franchise. Tony and I were anxious to work with the Dodgers for two reasons: 1) We have both grown up as Dodger fans and 2) After two abyssmal losing seasons in a row, the organization needed a major Pattern Interrupt and to make some changes.

On September 18, just after the Dodgers finished 1987 with a 75-87 record, Tony and I flew to Phoenix, Arizona to begin the program. Assembled before us on that day was the future of the Dodger organization: 60 of the top prospects from their farm teams and a select handful of major league players who desperately needed to work on specific aspects of their game. Almost all major league clubs participate in these Fall assemblages in Arizona in what is called The Arizona Instructional League.

We structured the program to combine classroom presentations and individual problem-solving, counseling and one-on-one mental conditioning processes. Feeling the need to grasp their attention at the outset, Tony opened the program with a jam-packed five hours of information, culminating in all the players breaking one or two pieces of wood. Our goal in this initial meeting was for them to understand the importance of "Mental Conditioning" (our generic-sounding name for the NLP tools we were to give them during the program), the importance of managing their mental "state" on the field and to experience the tools to do so. We introduced specifics on the following: 1) how to manage one's state and physiology, 2) the process of visualization and "mental rehearsal," 3) adjusting sub-modalities, 4) finding the optimal motivation sub-modalities, 5) the erasure technique for dealing with negative experiences, 6) the swish pattern and 7) anchoring. Follow-ups later included instruction in: 8) centering, 9) Visual, Auditory and Kinesthetic styles of play and choosing the most appropriate mode for each situation; 10) pattern interrupts and 11) modeling.

The magnitude of our task presented itself from the outset. First of all, the players were young and generally far less academically inclined than typical NLP students. Secondly, the team we were to work with, managed by our good friend, John Roseboro, had gotten off to an horrendous start, losing the first game 1-11 and two of the following three games almost as badly.

By means of implementing some team pattern interrupts, designing and implementing some team anchors and working individually on some of the key players, we were able to turn around the team completely. The team was in first place within three weeks and stayed there, winning the entire Arizona Instructional League easily.

The following results of our end-of-season survey with the Dodgers show a remarkable and consistent level of improvement, as subjectively reported by the players themselves.

Introductory Neurolinguistic Programming Program
Conducted for the Los Angeles Dodgers
Arizona Instructional League
Fall 1987
FINAL MENTAL CONDITIONING SURVEY
(Tabulated Results)

Date of Survey: October 30, 1987 No. of Players Responding: 28

"In summary, how much do you feel you have *improved* in the following areas in the past six weeks?"

1. A knowledge of the importance and usefulness of mental conditioning.
Lowest Response: 0% improvement (1 player)
Highest Response: 100% improvement (6 players)
Average: **62.32% improvement**

2. The ability to psych myself up.
Lowest Response: 10% improvement (1 player)
Highest Response: 110% improvement (1 player)
Average: **63.21% improvement**

3. The ability to change how I feel after I've hit or fielded poorly.
Lowest Response: 15% improvement (1 player)
Highest Response: 100% improvement (2 players)
Average: **63.21% improvement**

4. An understanding of how my playing ability can be hurt by keeping or "storing" negative emotions (as opposed to erasing them or putting them behind).
Lowest Response: 10% improvement (2 players)
Highest Response: 100% improvement (5 players)
Average: **69.36% improvement**

5. The ability to change my "state" or my "physiology" and raise my level of confidence at bat or in the field.
Lowest Response: 10% improvement (4 players)
Highest Response: 100% improvement (2 players)
Average: **62.75% improvement**

6. Taking the time to see, hear or feel the result I want before I bat, pitch or field.
Lowest Response: 0% improvement (1 players)
Highest Response: 100% improvement (3 players)
Average: **61.25% improvement**

7. The ability to reach inside and get more out of myself.
Lowest Response: 0% improvement (1 player)
Highest Response: 100% improvement (3 players)
Average: **66.32% improvement**

8. The knowledge of how to get myself out of a hitting, fielding or pitching slump.
Lowest Response: 10% improvement (3 players)
Highest Response: 100% improvement (5 players)
Average: **63.21% improvement**

9. The ability to get myself out of a hitting, fielding or pitching slump.
Lowest Response: 10% improvement (4 players)
Highest Response: 100% improvement (3 players)
Average: **57.93% improvement**

10. I get down on myself less or at least am able to pull myself up quicker.
Lowest Response: 0% improvement (1 player)
Highest Response: 100% improvement (2 players)
Average: **61.07% improvement**

11. I participate more in congratulating myself and/or the team after a good performance.
Lowest Response: 10% improvement (3 players)
Highest Response: 100% improvement (7 players)
Average: **65.36% improvement**

Total Response: 63.27% Improvement Overall

ADDITIONAL AREAS

13. In addition to your use of these skills on the field, do you feel they have been or can be helpful in your personal life?

Yes: 23 (88.46%)
No: 3 (11.54%)

14. This was an introductory program that just scratched the surface of the mental conditioning area. Do you believe you would benefit form being able to spend more individual and team time mastering these and other mental conditioning techniques and tools during the regular season?

Yes: 24 (92.30%)
No: 2 (7.69%)

With additional instruction and reinforcement, how much do you believe the "mental edge" could improve your performance as a professional baseball player?

Average Response: 64.87%

15. If you worked privately with the NLP trainers, did the time with them help you?

Yes: 17 (70.83%)
No:* 7 (29.17%) *(or did not work with)

16. Would you like to have or continue to receive, personal, one-on-one coaching to overcome specific blocks or to master these mental conditioning techniques?

Yes: 15 (62.50%)
No: 9 (37.50%)

12. What was the most important thing you got out of this program:

"Consistency of mental state from performance to performance."

"Awareness that the individual can have more control over themselves."

"To be able to change my state at any given time, which enables me to perform at my best ability."

"Seeing myself doing well. At night, when just sitting around, listening to music, I see myself playing well."

"To learn to put things in the past quickly and easily."

"Patience and concentration."

"Positive mental attitude and an unexplainable drive to succeed."

"How to change your thought, either good or bad."

"Learned how to control my emotions a little better and believe in myself."

"To snap out of being down quicker than I used to."

"Learning how to use my mind."

"The erasure method and visualization, whoosh."

"Being able to turn the switch from offense to defense if I have performed poorly at either."

"Just a reinstatement of past thoughts, feelings and views that I only used when in peaks-or-valleys situations and used all the time."

"How to get rid of negative feelings."

"Self-awareness. The ability to see what I have to improve upon physically and mentally."

"Ability to control my attitude."

Obviously, in a six-week program, there were many exciting individual and group achievements and challenges. We found fabulous opportunities for novel applications of NLP technology in this relatively new area of sports and an overwhelming need for the kind of information and work we in the NLP community can provide. I would be happy to answer any questions you may have on the Dodger program and some of the written materials compiled on the players' reactions. ❑

Richard Greene *is Producer and Host of The Whole Life Radio Network heard in Los Angeles on KFOX-FM and in Europe; an attorney, Master NLP Professional and Trainer; founder and Executive Director of The Mind Expansion Institute where he can be contacted: 4500 Petit Avenue, Encino, CA 91436, 818-501-5559.*

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EVENT CALENDAR

OCTOBER

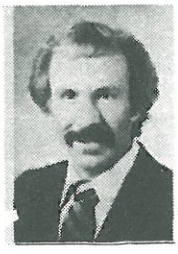
October 1-2, St. Louis, Missouri
Introduction to NLP, *Jill Freedman, Gene Combs;* contact Midwest Institute of NLP, 219-232-9636
October 1-2, Soho, New York City
Public Speaking Excellence, *Mark Shaw,* contact NYTI, 212-473-2852
October 4-5, Ottawa, Ontario, Canada
Introduction to NLP, *Janice Gray, Derek Balmer;* contact NLP Centres, 613-232-7782
October 7 (Program Begins), **New York City**
Practitoner Certification; contact NYTI, 212-473-2852
October 7-9, Los Angeles Area
"Beyond Self Awareness" Workshop, Part I, *Wyatt Woodsmall;* contact **RAPPORTER** at 818-352-7742 or National Training Institute of NLP, 703-979-3835
October 8, Soho, New York City
Turning Obstacles into Allies, *Marie Margenau-Spatz;* contact NYTI, 212-473-2852
October 8-9, Kalamazoo, Michigan
Introduction to NLP, *Dot Feldman, Kay Grask;* contact Midwest Institute of NLP, 219-232-9636
October 9, Soho, New York City
Expanding Your Possibilities, *Karen V. Bading;* contact NYTI, 212-473-2852
October 15-16, Michigan City, Indiana
Introduction to NLP, *Dot Feldman, Kay Grask;* contact Midwest Institute of NLP, 219-232-9636
October 15-16, Soho, New York City
Stop Smoking Program, *David Fitelson;* contact NYTI, 212-473-2852
October 15-16 (Program Begins), **Toronto, Ontario, Canada**
NLP Practitioner, Master Practitioner Certification Training, *John Grinder, Janice Gray, Derek Balmer;* contact NLP Centres, 416-283-3461
October 17 (Program Begins), **Soho, New York City**
Hypnosis Supervision, *Steven Goldstone;* contact NYTI, 212-473-2852
October 17-November 5, Perth, Australia
NLP Certification Program, *Terrence McClendon;* contact AINLP 07-369-2821
October 22, Soho, New York City
"Irrational" therefore Untreatable - Who Says?, *Susan James;* contact NYTI, 212-473-2852
October 23, Soho, New York City
Body Image for Women, *Liza Cowan;* contact NYTI, 212-473-2852
October 24-27, Ottawa, Ontario, Canada
Negotiation Skills, *Derek Balmer, Janice Gray;* contact NLP Centres, 613-232-7782
October 28-30, Soho, New York City
Pain Control and Time Phenomena (Hypnosis), *Steven Goldstone;* contact NYTI, 212-473-2852
October 29-30, Chicago/Oakbrook
Introduction to NLP, *Dot Feldman, Kay Grask;* contact Midwest Institute of NLP, 219-232-9636
October 29-30 (Program Begins), **Ottawa, Ontario, Canada**
NLP Practitioner / Master Practitioner Training, *John Grinder, Derek Balmer, Janice Gray;* contact NLP Centres, 613-232-7782

October 31, Worldwide
World Peace Meditation

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CERTIFICATION TRAINING

Trainers
Janice Gray, MS, MA
Derek Balmer, MA
John Grinder, PhD





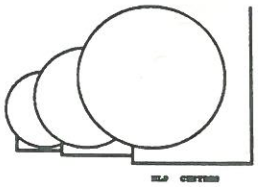
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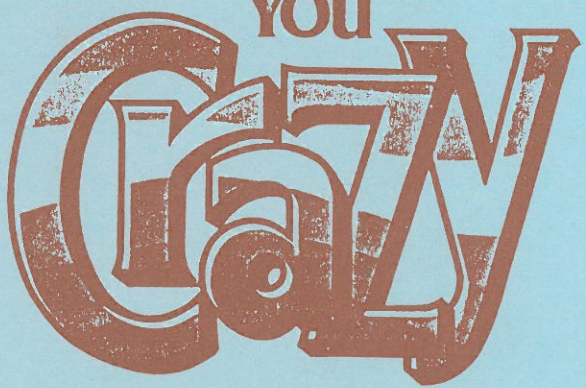
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Chapter 16
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About the author...

Jim Takacs is a Certified NLP Practitioner (Neuro-Linguistic Programming), a Certified Master NLP Practitioner, and a Certified NLP Trainer. He lives and works in Tarzana, California.

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