RAPPORTER

Journal of Human Performance Technologies



P. 21
Meyer Bridge / time line
value & Belief Liner

BRIDGES ISSUE | **JULY 1989** | **#24**

NEW

Connecting: Sales Rapport thru NLP

✔ **Build Trust with Every Customer**
In less than one minute you can establish the trust needed for making bigger sales and dramatically bigger commissions.

✔ **Close More Sales in Less Time**
Uncovering customer buying strategies lets you close more sales in less time than you dreamed possible.

✔ **Multiply Referral Business**
Sales people worldwide have tripled repeat and referal business using these techniques. **And So can you!**

A Complete Self-Study Program From The Harbinger Group

Includes:
Four Cassettes, Workbook, and Reference Guide

All for only $95.00!

Here's How to Order:

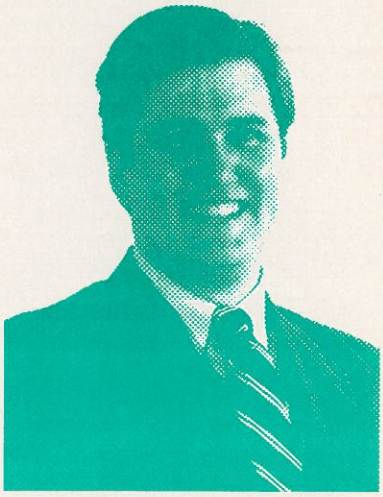
Send $95.00* (US) Check or Money Order to:

The Rapporter
740 E. Mingus Ave. #2013
Cottonwood, AZ 86326

To order by phone call **(602) 634-7646.**
MasterCard, VISA accepted

*overseas orders add $20 shipping and handling

W. Scott Phillips,
now a partner with The Harbinger Group, shares the secrets that made him a national top producing salesman.



To submit, subscribe or just communicate: write

RAPPORTER

740 E. MINGUS AVE, #2013 / COTTONWOOD, AZ 86326
or TELEPHONE 602-634-7646

OUR PURPOSE AND PHILOSOPHY IS:

- *To provide the best and most valuable information available in the sciences of human change to our readers* by offering information from various fields of human behavior — including NLP, hypnosis, channeling, interspecies communication and healing therapies — in order to provide many different models and strategies for interacting with clients, students, friends and relatives
- *To be instrumental in the reinstitution of personal freedom* by offering tools whose use empowers anyone to become a master of their own destiny
- *To stimulate and expand minds* by presenting techniques that effect controversy, stretching, change and enlightenment
- *To be a bridge of rapport connecting the many different approaches to the pursuance of success, abundance, peace and joy.*

In the preface to the "Natural Cooking" column in our first issue (aptly named ACORN), we stated "We honor and respect that different strokes apply to different folks." This is a cornerstone of our philosophy. We respect different approaches and are excited that there is more than one road to enlightenment. As we continue to investigate other than familiar beliefs and truths in order to increase y/our capability for communication and change, we will look at results ("what works") as our criteria for success.

Perhaps, by moving from judgment of how others choose to express to acceptance of—even delight in!—differences, we can move beyond our present situations, beliefs and concepts to re-establish rapport throughout the planet.

Peace, RAPPORTER

Opinions, comments, letters, drawings and other materials are invited for consideration. Submissions must be signed and names will be withheld upon request. If return of materials or a personal reply is desired, include a self-addressed, stamped envelope.

Opinions expressed in the RAPPORTER are those of the writers and not necessarily those of the publishers.

We assume all rights in letters or other communications with the RAPPORTER as unconditionally assigned for publication and copyright purposes are subject to our unrestricted right to edit and comment editorially.

SUBSCRIPTIONS
10 ISSUES ANNUALLY

USA & POSSESSIONS $25
Sent Bulk Rate
(First Class: Add $15)
(First Class recommended east of the Mississippi)

FOREIGN $35 (In US currency, drawn on US bank)
Canada/Mexico sent Air Mail
All Others sent surface mail; allow 4+ weeks
All Others Air Mail: Add $25
(Air Recommended to All Others)

BRIDGES ISSUE July 89

Behavioral Modeling 2
STRATEGIES — Part V
By Wyatt Woodsmall, PhD

Special Feature 6
THE SECRET OF CREATING YOUR FUTURE
Part III — The Teaching of the Time Line
By Tad James, PhD

NLP in Business 9
TIME RELEASED SUGGESTIONS
By Kenrick E. Cleveland

Basic NLP 10
ABC'S OF NLP — Part III
Master Secrets to Improve Communication
By Drs .Tag and Judith Powell

NLP in Sales 12
GETTING THE MOST FROM YOUR PROSPECTS
By W. Scott Phillips

Special Feature 14
NEURO-TECHNOLOGY AND MIND MACHINES
By Kenrick E. Cleveland

Special Feature 16
ETERNAL YOUTH — Part I
By Jay C. Polmar, PhD

Special Feature 17
BEYOND TIME: LifeLine Therapy™
By Rene Pfalzgraf

Book Review 20
RIGHTING THE EDUCATIONAL CONVEYOR BELT
By Michael Grinder
Reviewed by Nancy Beplat

Beyond Self Awareness 21
LIFELINE THERAPY™ — Part V
By Wyatt Woodsmall, PhD

Potpourri 25
LEADERSHIP vs SURROGATE PARENTING — Part I
By James A. Takacs

Steps Toward Inner Peace 27
HARMONIOUS PRINCIPLES FOR HUMAN LIVING
Part III — Four Purifications
By Peace Pilgrim

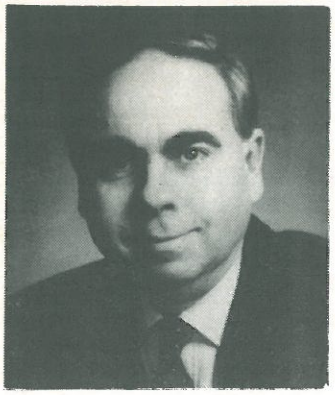
Events Calendar 28

World Healing Meditation . . . . **Inside Back Cover**

PUBLISHERS
Thomas Bjorkquist **Pamela Lieberman**

CONTRIBUTORS
Nancy Beplat **Peter Orgain**
Kenrick E. Cleveland **Rene Pfalzgraf**
Tad James **W. Scott Phillips**
Anthony J. Meduri **James Takacs**
Wyatt Woodsmall

BEHAVIORAL MODELING



WYATT WOODSMALL
President
Advanced Behavioral Modeling, Inc.

STRATEGIES — Part V

Strategy Sequence

A strategy is a sequence of representations that lead to a specific outcome. Human experience is an endless series of representational accesses. To make sense out of this endless sequence it is useful to chunk it in terms of outcomes. How one does this is, to some extent, arbitrary.

A strategy may be decomposed into five components. This is called the TOTE model which stands for Test - Operate - Test - Exit. It was first formulated in *Plans and the Structure of Behavior* which was published in 1960 by George Miller, Eugene Galanter and Karl H. Pribham. The five components are as follows:

The first test is a cue or trigger that begins the strategy or sequence of representations that leads to a specified outcome. It also establishes the criteria "fed forward" and used as a standard of comparison for the second test. The criteria is a value. The criteria will be something to achieve or avoid. The initial trigger may or may not be important in the strategy. It may be some external event or it may be an inner experience.

The **operation** accesses data by remembering, creating or gathering the information required by the strategy from the internal or external world. In this phase of the strategy various alternatives may be generated and represented for evaluation.

The second **test** is a comparison of some aspect of the accessed data with the standard of comparison criteria fed forward initially. In essence, it compares some aspect of a present state with the desired state. The two things compared must be represented in the same representational system.

The **exit** or **decision point** or **choice point** is a representation of the result of the test. If there is a match, then the strategy exits. If there is not a match, then the strategy recycles in one or more of four ways. These are: 1) adjusting the criteria or chunking laterally or reorienting, 2) refining or further specifying the outcome, 3) accessing other alternatives or more data, and 4) changing the outcome or redirecting the strategy.

The **outcome** is the result of the strategy. By definition a **strategy** is a sequence of representations that leads to a certain outcome. What the outcome is determines what kind of strategy it is.

Eliciting Strategies

The first thing that must be done to elicit strategy is to put yourself in an optimally resourceful state. In any therapeutic interaction or any other interaction put yourself in a state of excellence. This is an important point that is frequently not made and is absolutely critical. Too often we go stumbling into a therapy situation or some other situation unresourcefully and then wonder why we don't get particularly good results. You must be responsible for maintaining your own state. Have self anchors already established and put yourself in a state of excellence in that situation. Come into any situation totally resourceful, totally empowered, totally in up time and with a completely congruent physiology. Only then are you ready to do what you need to do.

Once you are in a resourceful physiology next establish what outcome you want for the interaction. NLP works largely because it is purposive. Always have an outcome or purpose for whatever you do.

Next, sort by others and establish rapport by matching and mirroring. Once rapport has been established with the person from whom you are eliciting strategies, then you want to set the frame or explain what you are doing. If you are going to be eliciting strategies, then you say to them something like "I am going to be asking you some questions to find out some information about how you make decisions (or about how you do whatever you do) so that I can communicate with you better." If you just start asking people questions in a vacuum without setting any frame, then they may become suspicious and defensive. You can elicit strategies covertly but, in general, it is easier to elicit them overtly. In a business context you may have to be more covert about it. When eliciting strategies, pay attention to all the cues you get. This includes eye patterns, tonality, breathing, gestures and predicates. Some simple strategies may be elicited from eye patterns only, but if the strategy is at all complex you will need all of the clues that you can get.

Check to see if the person is normally wired or reverse-wired. When you start looking to see which way a person's eyes move, you first need to determine whether they are normally wired or reverse wired. You will need to ask them a few questions to find that out. One unreliable tipoff as to how people are wired is to simply observe which hand they have their watch on. If they have their watch on their right hand then that is a good indication that they may be left-handed which is an indication that they may be reverse wired.

There are a number of normal right-handed people, however, who are reverse wired. Some of them were born left-handed and socialized by their parents into being right handed. Frequently these people grew up this way and were not aware that this happened. There are also left handed people who are normally wired.

Some people check wiring by asking a visual-remembered question or a visual-construct question. Sometimes this gets confusing, because some people may have to remember before they construct. Watch for all of the eye movements. It is sometimes better to ask a question in which you get the person to either talk to themselves or access kinesthetic feelings. There is more difference between AD and kinesthetic, so this may be a better test.

In asking simple questions the person may not seem to access at all. This is because most people have a lot of information instantly available that they don't need to access. Sometimes in order to get them to access you will have to ask them some extremely complex questions or you will have to keep pushing them back further and further. Sometimes contrast questions are a way to get them to access. Sometimes you have to ask very challenging questions in order to get them to do an access. It may be easier, as mentioned, to get them into kinesthetics or to get them to talk to themselves.

Next identify a specific decision in a specific context. Make sure you identify one decision with which you are going to work. If not, then they may be jumping around from one thing to the next, and what you will get will be a conglomeration. You want them to go back and access one specific decision and then stay with it.

The best time to elicit strategies is always in real time in the present. Sometimes you don't have that opportunity so you have to have the person go back to an experience in their past and then relive it. That is by far the second alternative. If at all

possible get them to make a decision now or else wait until they are making a decision that you can observe in real time. You are going to get much more high-quality information that way.

If you have to, then have the person go back to a specific time in the past. Make sure they go back to one specific time. It is often valuable to have them first identify the time and then tell you what happened. Tell them something like "I want you to think of a decision that you made in the past. First identify one particular decision, and when you have identified one then let me know." Then you have them go through what happened. Get them to identify one decision and stay with that decision.

When you tell certain people to go back to a specific time in the past, they may have difficulty doing this. There are people who have a great deal of difficulty going back to a specific point in the past, because they store their memories in terms of gestalts. When you ask them to go back to a time when they made a decision, they have a hard time going to one specific time. They can remember a general instance of deciding or they will assess a whole class of experiences and keep jumping from one to the next. If you ask them to go back and remember a time when they were sad, these people will have a difficult time going to one time when they were sad. They have sadness stored as a gestalt. With these people it is best to get them to perform the process in the present or to experience the emotion in the present.

There are other people who when you ask them to go back and remember a specific time in the past can go do so very easily. If you are getting the person to recall a specific past experience, then put the person back into the experience. Make sure that they are fully associated into the experience. If you are going to elicit a strategy from a past experience, then associate them into the experience and anchor it.

In order to associate someone you must use language that indicates being in the experience now. Say something like "I want you to go back and see what you saw, hear what you heard and feel what you felt. Be there in the experience. If you are seeing yourself in the experience, then float over into your own body and look out through your own eyes and see what you saw, hear what you heard, and feel what you felt."

If a person is dissociated they will have the feelings of someone observing somebody go through an experience. If they are associated, they will reaccess the kinesthetic feelings that they had at the time. People who have lived their lives dissociated will be very difficult to get into associated states, because it is impossible to have an associated recall of an experience that was dissociated to start with. These people have only dissociated memories of the past, because they were never associated in the past. These people occasionally come into therapy, and the problem is to get them associated. They are living life, but they are missing out on the entire kinesthetic dimension of it. These people have particular problems.

Other people may come in totally associated and unable to ever dissociate. They have a different type of problem, and they are frequently emotional basket cases. When you have them go back to the past, they will go back to totally associated versions of the past with no problem at all. They have lived their lives associated, and you must get them dissociated to help them with their problems. Anchor the state once you have them in the past experience. If they start to come out of it, you can use that as an aid to help them remain in the state.

Once you have the person in the state you want to elicit their strategy in, then have them describe what is happening. Use present-state language. Ask basic questions such as "What is happening first? What happens next? How do you know that you are through?" Backtrack to get to the next step. Pay attention to all accessing cues. Pay particular attention to gestures, breathing shifts and auditory markings.

Make sure that you get all of the functional elements of the strategy. The trigger may or may not be significant. Avoid getting lost in the operations. Concentrate on the test which is the most important part of the strategy. Make sure that you get the decision point.

Always keep the outcome of the strategy in focus. Make sure that you decompose the task into all relevant strategies and that you are eliciting them one at a time. Do not conflate multiple strategies, but make sure that you keep them separate and elicit each in order.

If the person is unsure then it may be necessary to use the Chinese menu approach of listing options. Be careful to elicit the strategy and not to install it. Use unspecified language and list multiple options where necessary. Use the contrast frame and counter-examples to assist. If you ask them questions, then check to see if they answer the question that you ask them.

To test your work feed the sequence back and calibrate. Also you can do multiple elicitations of different examples. A real-time elicitation, if possible, is the best check. Write down or tape record what you get. Get as much detail as necessary and elicit the vertical submodalities of critical parts of the sequence if it is appropriate.

Remember that every strategy is good for something and that there are no bad strategies. There are just strategies which are appropriate or inappropriate for particular tasks. If the strategy is inappropriate then no amount of repetition of the strategy will help. This calls for the design and installation of a new strategy.

Decision Strategies

There are some typical problems that can come up with a decision strategy. It is very valuable to know where people's problems may lie. The types of problems have to do with the various parts of the strategy. These are the trigger, the operation, the test and the decision point.

Science of Advanced Behavioral Modeling
Preliminary Notes on Modeling

Metaprograms
Edited Transcripts of Metaprograms Weekend (Master Track)
Taught By Wyatt Woodsmall, PhD

Language Patterns and Time Line™ Therapy
Edited Transcripts of Master Track Weekend
Taught by Wyatt Woodsmall, PhD and Tad James, PhD

$35.00 + $2.50 S & H each or
Save and Order All Three for Only
$100 + $7.50 S & H

NOW AVAILABLE:

Strategies
$25.00 + $2.50 S & H

Life Line™ Therapy
$15.00 + $2.50 S & H

Time Line™ Therapy and the Basis of Personality
$23.00 + $2.50 S & H

Make Checks Payable to Wyatt Woodsmall:
National Training Institute for NLP
801 SOUTH 20TH ST., ARLINGTON, VA 22202

First is the trigger. There are some people that delay and put off making decisions forever. They have procrastination strategies and indecision strategies rather than decision strategies. People that have good decision strategies have a clean trigger, and when the trigger occurs then they will engage in making the decision rather than delaying it and putting if off.

Next is the operation. People may have too many or too few options and they may or may not be appropriate to the circumstances at hand. Some people have a problem with generating options. This can be one of the biggest problems in decision strategies. A good decision strategy will generate a variety of options to choose from that are creative and generative solutions.

Some people don't have enough options. That becomes their main problem in making decisions. There are three types of decisions. A default decision is, in essence, no decision at all. The person has no choice. They are going to have to do something, and it is only a question of when they are going to bite the bullet and get on with it. There are a lot of things in life where it is not a matter of what but of when, because we know we are going to have to do them at some point. If you are eliciting a default decision, you need to be aware that that is what you are getting. The critical point is not what but when they are going to do it. They have to do it. There is no question. It is only a question of when they are going to do it. Obviously if they had more options, then they might find that they could do something else instead.

The second type of decisions are either/or decisions. You are either going to do one thing or you are going to do something else. Most people's decisions end up either/or decisions. Obviously if you only have two alternatives it makes it easier to evaluate alternatives, but at the same time you are limited in the number of options you have.

The third type of decisions involve multiple options. People who are good decision makers are able to generate a large number of alternatives and don't end up with just either/or or yes/no alternatives.

The first key to being effective in decision making is to generate a variety of appropriate alternatives. The most appropriate representational system for generating alternatives is visual construct. Visual construct allows a person to generate pictures of possible alternatives.

If you are the type of person who only comes up with two alternatives in making decisions, then one of the things you need to do is practice generating four or five alternatives using visual construct. Before you choose make sure that you have multiple options. Practice generating possible alternatives and possible solutions for problems. So-called creative people are the ones that come up with solutions that others don't think of.

People are limited by their beliefs about what is possible and what is not possible. People have all sorts of limiting beliefs that get in their way. If you are going to make good decisions, then you must generate a finite number of appropriate alternatives. The more alternatives you have the more difficult it is to evaluate them, but the more choices you have. You want to have more than two good choices, but you want less than infinity since infinity is difficult to deal with.

Once options are generated they must be represented in such a way that relevant data can be assessed and evaluated about them. Once an option has been generated it should be represented in more than one representational system so that it can be evaluated on several levels. People that have good decision strategies will frequently evaluate all the alternatives using all of the four major representational systems. This gives them the maximum number of filters to evaluate with.

CALL FOR PRESENTATIONS!

SOUTHERN INSTITUTE OF NLP

CELEBRATES ITS' 10TH BIRTHDAY YEAR IN TAMPA, FLORIDA
NOVEMBER 9 - 12, 1989
DAYS INN AT ROCKY POINT

1989 INTEGRATION AND RE/CERTIFICATION
FROM
THE SOCIETY OF NEURO LINGUISTIC PROGRAMMING

THIS FOUR DAY PROGRAM WILL INCLUDE THREE FULL DAYS [18] WORKSHOPS PRESENTING LEADING EDGE CONCEPTS AND CREATIVE UTILIZATION OF NLP IN BUSINESS, THERAPY AND EDUCATION AS WELL AS A DAY FOR SELLING YOURSELF, YOUR PRODUCT AND NETWORKING.

WE INVITE YOU TO PRESENT AT THIS INTEGRATION AND CERTIFICATION PROGRAM ON A FIRST COME FIRST SERVE BASIS.

SOUTHERN INSTITUTE AND ITS AFFILIATES FROM EUROPE, FT. LAUDERDALE, MIAMI, JACKSONVILLE, ALABAMA, SOUTH CAROLINA AND GEORGIA INVITE ALL NLP'ERS TO PRESENT WITH THEM FOR THIS REUNION. TOTAL COST FOR FOUR DAYS IS $300.00.

CALL FOR PRESENTATIONS:
NAME _____
ADDRESS _____
PHONE _____
TOPIC/DESCRIPTION [ATTACH SHEET]
__ 1 1/4 HOURS ___ 3 HOURS ___ SELL/NETWORKING

FURTHER INFORMATION: SOUTHERN INSTITUTE OF NLP
P O BOX 529 INDIAN ROCKS BEACH, FLORIDA 34635 (813) 596-4891

This may slow up the process. There are certain decisions that may need to be made rapidly, so you may need a streamlined decision-making process in certain cases. The better decisions will be made taking all relevant factors into account. This helps prevent the remorse that comes when someone ends up doing something that looks right but later doesn't feel right or doing something that feels right but that later doesn't look right or something that makes sense now but certainly doesn't feel right, etc. By trying to take all the relevant factors into account and evaluating options in all representational systems one has a more balanced evaluation process. At times you may not have the luxury of time, and depending on the circumstances you may have to proceed on the basis of only partial evaluations.

Make sure that you go external when necessary to get data. People who make decisions without checking out what is going on in the world don't make good decisions. You want to make sure that as part of the operation there is some kind of external process to go out and see, hear, sense and get data from the world. If a person has a decision process where they never gather any data from the outside world, that is a serious problem.

Good decisions involve testing all options against current and appropriate criteria. Options and criteria need to be revised according to circumstances. People frequently make decisions based on alternatives that might have been valid yesterday or last week but which are not valid now. One must evaluate criteria based on what is happening now. The fact that you could have done something different last week or that you might be able to do something different next week is not relevant. You have to make sure that your evaluation criteria are relevant to what is going on now.

People frequently have problems with evaluating the various alternatives against relevant criteria. It is amazing how often people use inappropriate criteria to make evaluations.

People who evaluate alternatives using an inappropriate representational system usually make inappropriate decisions. What is the usual selection criteria for hiring telephone salesmen? Most people hire telephone sales operators on the basis of appearance. There is no correlation between appearance and the ability to talk on the telephone. In fact, there may be an inverse correlation, because people who are primarily concerned about their appearance are probably going to be more visual than auditory tonal. Auditory tonal people make the best telephone salesmen.

Another classic example of the use of inappropriate criteria has to do with the purchase of stereo equipment. What criteria do most buyers use to buy stereo equipment? Most buy it on the basis of appearance. A more appropriate criteria would be on the basis of what it sounds like.

Another reason people have a difficult time making decisions is because their criteria are not prioritized. They may have fifteen different criteria and they can't make up their mind which criteria they should use.

People often evaluate alternatives sequentially rather than simultaneously. The best way to evaluate alternatives is to evaluate them simultaneously. If people evaluate their alternatives sequentially, then they will keep flipping through them. Each one may seem as good as the next. It is difficult to compare alternatives unless you can assess them at the same time. If you can get two or more alternatives together simultaneously, it is easier to weigh them against each other.

Judgers prefer to live their lives according to a nice, orderly plan. They don't have a difficult time making decisions, because they consider alternatives all at once. They can make up their minds fairly easily. Once they make them up, that is it unless new information is presented. Judgers are usually through time. They like things to start and end on time. They are on time and expect other to be on time also. They like things to proceed in a planned and orderly manner.

Perceivers prefer to do things spontaneously as the spirit moves them. They have a hard time making up their minds, and they are always wanting to change them when they do. They consider their alternatives sequentially one at a time. As they flip through the alternatives one at a time, every one of them seems good. Once they have made up their minds they are still not sure, because the next thing that comes along also looks good.

Judgers want closure and make decisions rapidly and easily. Perceivers want to avoid closure at all costs. They delay making decisions forever. They continue to flip through their alternatives one at a time until time runs out and they are forced to decide. These two types of people are put into the world to drive each other crazy.

Judgers view the perceivers as flakes who are irresponsible, always late, indecisive and wishy-washy. The perceivers view the judgers as overly critical, overly dogmatic, intolerant, close-minded and bigoted. In a marriage situation this is a real challenge.

There are some interesting decision strategies that people engage in. People may have a couple of decision strategies. If they have more than one they may get into conflict or have difficulty deciding. They may use one decision strategy one day and then use another the next day. If they have multiple decision strategies, then you should help them to collapse their strategies into one. Most decision strategies will have a kinesthetic decision point. If so then anchor all the K's and collapse them together. When you do that it will usually collapse them into a single strategy.

Strategies are frequently not used in therapy, because therapists are least comfortable with them than all of the other NLP techniques. This is unfortunate. People frequently come for therapy because they are not able to make good decisions, they are not able to motivate themselves effectively, or they have difficulty learning. As a therapist, you will want to elicit what strategy they are using, determine what some of the problems with the strategy are, and then either redesign and install a new strategy or modify the existing strategy to eliminate the problem.

Almost everything in therapy can be done using strategies. People who come to therapy with a "problem" have some sort of strategy for maintaining that problem. By finding out how they generate the problem, then you have a lot of information about how you can go about doing something with it.

A decision strategy is usually applicable in any context. By knowing what someone's decision strategy is and feeding the information back to them in terms of their decision strategy, you are optimally likely to get them to go along with whatever you are proposing to them.

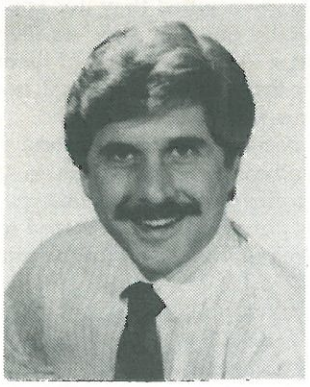
❐

© 1989 WYATT WOODSMALL, PhD

Continues in our next issue with "Motivation Strategies."

Wyatt Woodsmall, PhD, *Certified NLP Master Trainer and Master Modeler and Founder and President of Advanced Behavioral Modeling, Inc. and the National Training Institute for NLP, has pioneered in applications of modeling in the governmental and private sectors. Richard Bandler, co-creator of NLP, has described him as "a walking encyclopedia of NLP," and as "one of the few people in NLP today who are actually doing modeling and extending the limits of its application." Doctor Woodsmall is co-author of* Time Line Therapy and The Basis of Personality *and is currently working on books on language patterns, human typological analysis, advanced behavioral modeling, negotiations, training, and NLP and personal growth. He will be conducting the Fourth Annual NLP Trainers Training August 23-September 3 in San Diego. Further, he will be conducting trainings over the next six months in Detroit, Phoenix, Toronto, Calgary, Vancouver, New York, Los Angeles, London, Sydney, Italy and Puerto Rico. He can be reached at Advanced Behavioral Modeling, Inc., at 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

SPECIAL FEATURE



TAD JAMES
Founder and Chairman
ProfitAbility Group

THE SECRET OF CREATING YOUR FUTURE
Part III — The Teaching of the Time Line

Milon knew that the process he'd just gone through was dependent on its power from the Time Line, because he'd seen others in his village do all the other things that he did, and still not get the results he did, so it had to come from the Time Line. But how would he share that with the others. As he wondered, he remembered the teaching of the Wizard:

"Milon, today I am going to give you the secret of the Time Line." Milon remembered how comfortable he was with the idea now, but how he had struggled with that notion when he first heard it. The idea that people actually had inside themselves a Time Line at first seemed to him so utterly fantastic — even more fantastic that they could actually affect the Time Line to make changes in themselves and others to make their lives better.

"The Time Line is how you store your memories, Milon, it's how you know the difference between the past and the future. I have a crazy notion that if I were looking down on top of your head if this were you, Milon, and I said to you, 'Where is your past and where is your future?' that you might point to a certain direction, such as front and back or left to right or a V." As Milon struggled to understand, the Wizard said, "Let us just suppose for a moment that you knew, you know, your unconscious mind could tell you how it stores your past and your future. And if you know that now, could you point to what direction your past is?"

Without his even thinking about it, Milon felt his hand begin to raise up and point to the right and back.

"Very Good," said the Wizard, "and where is your future?"

Again Milon felt his hand go up. This time it pointed toward the left and front.

"Very good. Do you notice that the difference between your past and your future implies a line?" Milon nodded yes. "Excellent," said the Wizard. "That is your Time Line. It does not have to be a straight line but there is an implication of a line there? Do you understand?"

Milon nodded yes, again.

"What I would like to ask you to do now is, if you would, could you imagine rising up above that Time Line? Could you leave the multitude that is the collection of your memories where it is and just imagine for a moment that you step above it? Just float up into the air. Way up in the air."

Milon felt himself beginning to rise, and he floated up. It seemed as if his body were raising up and his memories stayed where they were and suddenly it seemed as though he was up in the air, even though he knew he was still sitting in the room. In fact, in his mind, when he looked down, he could see his Time Line below him stretched out like a line, brilliantly hanging there in space. As if from a long way away, he heard the Wizard say, "Just go out toward the future end of your Time Line, as far out as you can." Milon nodded his head in the affirmative. "Now move into the past right back to the beginning of your Time Line." Milon nodded again. "Come right back to now, and down into now."

Milon opened his eyes. He felt as though he'd been on a long inner journey, and since this was his first time, he was surprised that it was so easy.

"It was easy?" The Wizard asked, "Is that something that is easy to do for you? Did you have any trouble doing that?"

"No." Milon asked, "When you are above your Time Line, are you supposed to be looking at yourself?"

The Wizard answered, "You could be or your self could go up and you could just be looking down on your memories of the past and of the future. What did you do?"

Milon answered, "I floated up and my memories stayed there."

"Whatever you did," said the Wizard, "was perfect. I want to make sure that you have gotten this part, because it is a really important step to the process of Time Line. What we are looking for is how you organize memories. You, in fact, have a way of organizing your memories, so that you know the difference between the past and the future. Because, when you think about it, you must know the difference between the past and the future. It's very important. Let's say it was Tax Day."

Milon knew that day. That was the day that the King collected the taxes from all the people who had made money in the previous year. Milon knew that the taxes were to help run the kingdom and keep him safe, but many times he was not sure if the taxes he paid were doing him any good!

"If you paid your taxes on Tax Day, and then you forgot, I am sure the King would find a way to collect them again from you."

Milon laughed. But when he thought about it, he knew it was probably true.

The Wizard asked, "You had breakfast this morning, didn't you? How do you know you had breakfast this morning? There has to be a way that you know."

Milon said, "I remember it."

"Good," said the Wizard. "Your Time Line is how you remember it. But how do you know the difference between what you remember and what you think is going to happen in the future?"

Milon laughed nervously — he had never thought of that.

"I am serious," said the Wizard. "The Time Line is how you know. Your Time Line is how you know the difference between the past and the future. Can you recall a memory from age 7? And then age 16, and 23?"

Milon nodded, "Yes."

"And now, think of something that is going to happen next week. And imagine something that is going to happen a year from now."

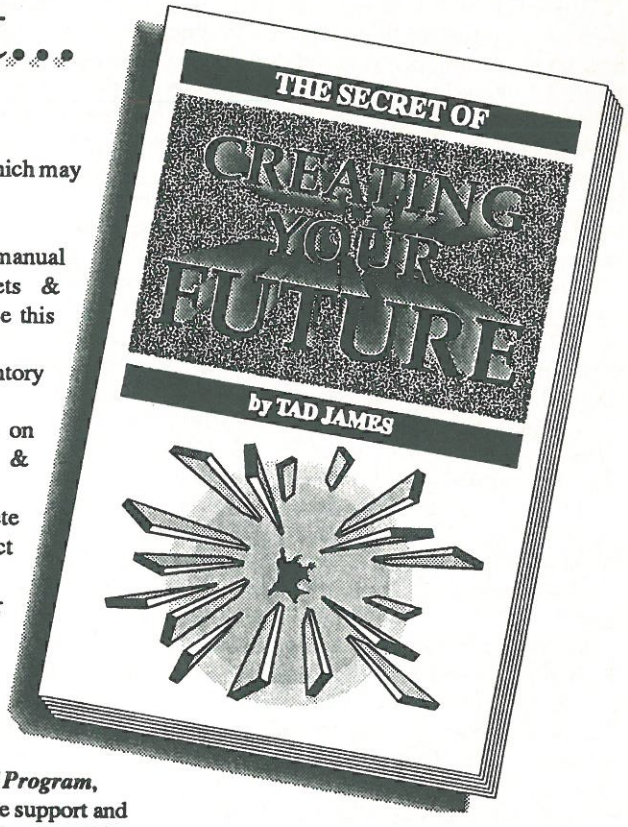
Milon nodded.

"Are those organized in a line as you recall them?"

Milon nodded, "Yes."

The Wizard continued, "Would you please once again get up above your Time Line and this time I would like you to float so far up in the air so that you are looking down on the entire continuum of past, present and future. Now some people like to put their eyes up because it is easier to visualize that way but still imagine gaining some distance on your Time Line. And what I would like you to do, if you can, is to be up above it so that this time you are looking down on the entire Time Line. So that you are actually looking down on the entire continuum of past, present and future."

Discover the Secret...



What do you want to happen next week? Next month? Ten years from now? You can make it happen, automatically. Learn how to create your future using proven methods.

LIVE YOUR DREAMS

Go through the process of ***Creating Your Future™***. Put powerful principles to work in your life and in your future. Now you can experience this life-changing process with Tad James. Order the fully guaranteed ***Creating Your Future™ Personal Program.***

This program was created and designed for you to use in your home or office. Your package includes three 2-hour video cassettes professionally filmed at a two-day ***Creating Your Future™ Workshop.***

TOPICS COVERED ON VIDEO:

- How our minds process information & create results.
- The Seven Frames for Success.
- The Hierarchy of Ideas and the important difference between values and goals.
- The Time Line and how its arrangement influences your behavior. (EX)*
- How to resolve limiting decisions, guilt, anxiety and negative emotions. (EX)
- How to integrate internal conflicts. (EX)
- How to create prosperity for yourself and others.
- How to install your goals and outcomes into your future Time Line. (EX)
- Plus much more, including special exercises to expand your awareness and abilities in all areas of your life.

** "EX" indicates exercises where Tad will guide you through each of the processes so you'll actually experience the results.*

INTERACTIVE AUDIO TAPES & POWERFUL INDUCTIONS

Also included are 4 audio cassettes to be used interactively with the video program. These tapes include two powerful Time Line induction tapes. These are not subliminal tapes but direct inductions. The first is the popular ***A Journey On the Time Line*** (newly updated & revised). This tape was created to assist you to:

- Integrate learning for greater recall.
- Guide you through several Time Line Resolution™ techniques.
- And discover your sense of purpose.

The second induction tape is the NEW ***Time Line Project Induction***. Not available separately, this tape was created to assist you to:

- Connect with the people or resources you may need to complete a specific project or achieve a desired goal.
- Increase your energy for your project.
- Resolve Time Line issues which may prevent you from success.

You'll receive a workbook & manual containing helpful work sheets & informative handouts. You'll use this manual for:

- Discovering & taking inventory of your values.
- Determining your attitudes on time, space, failure, money & success.
- Discovering what's incomplete in your life so you can direct your energy to your goals.
- Deciding the events in your future for the next ten years and installing them in your time line.

As a registered owner of ***The Creating Your Future™ Personal Program***, you have access to FREE telephone support and updates on new material as it is developed by Tad James. If you like, you can apply for a free certificate of completion when you have completed the workshop.

GET AN EDGE ON LIFE

Hundreds of people have used, and continue to use, this program to create a happy, rewarding and successful life. With this program, you'll be able to program your future the way you want it with the help of Master Trainer Tad James. And because you'll own the workshop on video, you'll be able to reuse it in the future when you're ready to adjust your dreams.

SPECIAL FREE BOOK OFFER

For a limited time, get the new book ***The Secret of Creating Your Future*** by Tad James FREE with your order of the ***Creating Your Future™ Personal Program***. Offer good for a limited time only.

FULL 100% SIX MONTH MONEY BACK GUARANTEE

We guarantee you'll be delighted with this program. Order the package now. Although we can't guarantee specific results (that's up to you), we do guarantee this program to be everything we say it is and more. Order now with the assurance that you may return it within SIX MONTHS for a full refund.

YOUR PACKAGE INCLUDES:

- FREE new book • 3 VHS video tapes
- 4 audio tapes • Workbook/manual
- Free support, updates & certificate

"THE SECRET OF CREATING YOUR FUTURE" WITH TAD JAMES
October 7 & 8 or October 21 & 22
Culver City, California

Money Back Guarantee, order now! Questions or VISA/MC orders:

CALL TOLL FREE (800) NLP-7870

Direct: (808) 521-0057 FAX: (808) 521-0051 (24 hrs)

__ The Creating Your Future™ Personal Program	VHS Video/Audio/Book Package:	$295.00
__ The Secret of Creating Your Future by Tad James	Paperback:	$9.95
__ California Seminar: __Oct. 7-8 or __Oct. 21-22	$125 after 9/5/89 or only:	$100.00

TO ORDER or ENROLL: Add $1.50 handling to ALL product orders. Canada add $2 and other countries add $6 for postage. HI residents add 4%. Send payment, name, address & phone # to:

ProfitAbility Group, 1001 Bishop St. #702, Honolulu, HI 96813

Allow 3 to 4 weeks for delivery. For quicker service, send a FAX or phone us with your VISA or MC information. Best time to call is 12 Noon to 8PM PST, otherwise our answering machine will take your request. This video program replaces *Programming Your Future*. Call about upgrades.

Independent Distributors & Seminar Promoters Wanted

Again Milon went way up in the air, and his memories seemed to stay right there below him where his head had been a moment before. As he looked down he could see his memories arranged below him in a line like a series of slides stretching below, and he became fascinated with the idea that all his memories were right there below him. He began to consider the possibilities. He began to wonder what he could do with Time Line, and as he looked down, his Time Line seemed only an inch long. In fact, he was so engrossed in thought that he almost missed the Wizard's next words:

"Just hover over your Time Line and move easily out into the future. Very good. Go all the way out into the future, all the way out to the future end of your Time Line, and gaze in the future direction. Notice what you see as you look out toward the future." The Wizard waited until Milon had done that, and then said, "Good. Now go all the way back into the past. All the way out to the past end of your Time Line, and gaze in the past direction. Notice what you see as you look out toward the past."

When Milon had done that, a memory came to mind that he hadn't thought of in years, a happy memory and he smiled. Milon was thoroughly enjoying his journey on the Time Line. The Wizard said, "Come back to now, and glide down into now."

Milon once again felt as though he had been on a long trip. He was surprised to feel so rested. "Did you find that easy to do, Milon?" "Yes," said Milon, "I did." "And," said the Wizard, "You were above the memories?" "Yes," Milon said. "Did you remember something you had not remembered for some time," asked the Wizard. "Yeah," Milon smiled. "Good. Good. That means you are doing it," said the Wizard.

The Wizard continued his teaching, and Milon listened. "Time Line is how you store time internally. Everyone has a Time Line. Most people have never been aware of it. Since you are to learn about creating your future this is the first step."

Then the Wizard took a medium-size, leather-bound, purple notebook out of his bag and handed it to Milon. Milon gasped! The notebook was incredible. It felt wonderful in his hand. As Milon wondered, the Wizard said, "Open it. Turn to the first page. Draw your Time Line in there. Make a diagram of your Time Line."

"Good. Now I want you to decide what you want as a result of this training. I want you to write down one thing that you want to accomplish as a result of learning about Time Line."

"Well, I have been wondering that myself," thought Milon. "Act as if you know what you want, and let your unconscious tell you what it is. You can trust your unconscious mind, you know." So Milon closed his eyes and thought, "What do I want?" And as if by magic, his hand began to write, "I want to have mastered all the wizard has taught me and will teach me, so I can use it to help others."

When he had finished the Wizard said, "It is important to know what you want in any situation. To be a master of Programming Your Future you must decide what it is that you want in advance. The first step is to know your outcome. Write that down." This is what Milon wrote:

FIRST STEP — Know Your Outcome

"Now," the Wizard continued, "I would like you to make a picture of what you just wrote. Can you make a picture of it?" Milon nodded yes. "Just make a picture of what it is that you wrote. Picture it in your mind's eye." Milon wondered. He had not ever been very good at picturing things in his mind, although the Time Line had been very easy. "And what I would like you to do is picture it in a way so that you know you have what you've written down. Okay?" Milon nodded. He was finding it easy to do, using Time Line. "In other words," said the Wizard, "in the picture you make, you know that you have what you wrote down. I want you to picture it in a way so that you know that you have it. If it is a process, picture it at the end of process. Picture it so you know it is complete. Does that make sense?" Milon nodded. "Good. Picture it at the end of the process. Picture it so that if you were to see that picture you would say, 'Okay, I have this.'"

Milon made a picture and pictured it in such a way that he knew that he already had what he wrote down.

"Now, make sure that you see yourself in the picture. Make sure you see your body in the picture. Take the picture with you, and get up above your Time Line. Put the picture out in the future, sometime next week, whenever it would be most appropriate for its accomplishment.

The Wizard paused while Milon took the picture out into the future.

"Glide up above your Time Line, take the picture and put it out in next week, and just sort of drop it down in there along with the other pictures that are there in the future. And as you do, notice that the events between then and now which are necessary to support making this event an undeniable occurrence as they are created and align themselves to support that particular goal happening automatically."

The Wizard had spoken so fast that Milon was not sure what he had said, but as the Wizard finished, Milon noticed the events in his Time Line changing and rearranging, and he wondered, "What is this?" As the rearrangement finished, the Wizard said, "When you have finished, come back to now and just descend into now."

Milon dreamily opened his eyes, "Now, was that easy for you to do," said the Wizard. "Yes?"

"Yes," Milon replied.

The Wizard said, "What we have done essentially is that we have taken one picture and put it out in your future."

"That is the teaching of how to program the Time Line for future success — how to create your future. I would like you to consider, as you went back into the past and looked at it, did you see memories back there?" "Yes," Milon said. "So think of this," the Wizard said, "what if everything that we programmed into your future were going to happen just as everything in the past is something that already happened?" Milon felt some of his old notions of how it was in the universe coming unpinned. "That means," he said, "that there is predestination." "Well," said the Wizard, "that's true. But you have the power to decide what you want in the future. With Time Line, you can decide what is going to happen and when."

"That is the first teaching of the Time Line," the Wizard said, and with that, he was gone.

Milon continued staring out the window, contemplating what he had learned.

More next issue. See you then.

❐

© 1989 TAD JAMES, MS, PhD

Tad James will be presenting "Presentation and Platform Skills" at the 1989 NANLP Canadian Conference, October 28-29 in Ottawa, Ontario. Contact Patricia O'Reilly at 613-523-3791 for more information.

Tad James, PhD *has a Master's Degree in Communication, and a PhD in Ericksonian Hypnosis. He is a Certified NLP Master Trainer by The Society of NLP, and a Fellow with the National Association of NLP. Tad is the Founder and Chairman of Profitability Group, Inc., a successful international consulting and training firm. Tad is currently teaching NLP Certification trainings in a number of cities in the U.S., Canada, and Europe. He is co-author, along with Wyatt Woodsmall, of the book* Timeline Therapy and The Basis of Personality. *He offers a complete line of self-study programs in NLP in audio and video formats; as well as Programming Your Future™, a packaged audio and video tape program for making your future your own. More information is available by calling, 808-521-0057.*

NLP IN BUSINESS

TIME RELEASED SUGGESTIONS
By Kenrick E. Cleveland

Recently, I have been experimenting with a pattern that has been having a profound and positive impact in terms of persuasion. I call it Time Released Suggestions.

The pattern is based on creating open loops. Once you understand the concept of open loops (or review what you already understand as you read on), you will find this pattern — Time Released Suggestions — to be incredibly useful.

Open loops can be demonstrated in many ways. You could suggest that you will demonstrate three techniques of your product that promise to greatly influence your prospect and then only demonstrate two of them. You could be talking about something important and right as you are getting to the important part, you "suddenly" have another thought come to your mind and you break in mid sentence and switch to another train of thought. Another way to use open loops is to presuppose through language the open loop, such as: "The next thing I'll be discussing is . . ." (this presupposes that you have discussed something previously) or "Another thought you should be adding to the stack of reasons already building in support of going ahead with this is. . ." (this presupposes that a "stack" of reasons has already been built). One of the main ways you can use open loops outside of the method presented herein will be described at the end of this article.

Open loops tend to do several things. For some, they create anxiety. Some people who think in a linear fashion find that open loops throw them off balance and disrupt their normal thinking style. This can be both good or bad depending on your outcome. It's important then, when presenting to the general public (in other words, non-NLP-trained people), not to use too many open loops or you could lose them all together. Another tendency of people hearing open loops is to go into an altered state, thus becoming more susceptible to suggestions. Another way people tend to be affected by open loops is to become very interested and curious about what is going on. This, of course, is a form of altered states.

Open loops are fun and when used properly create an added dimension in learning. Of course, the war wages on as to whether or not to close the loops that you opened. You must decide that for yourself based on your outcome. When you close the loops you opened, people tend to believe that they know more than they actually do about what you're talking about. If you leave them open, people will tend to continue to explore with curiosity. Of course, right along those lines, you could always . . .

Based on what I found to be true utilizing open loops, it was a natural step to discover how to use Time Released Suggestions. First, let me give you the overall pattern:

The Pattern

The first step is to make a statement with which the person you're persuading will not take issue. It should basically be something that they would go along with or would if they heard an explanation.

Second, later on in your discussion, fill the suggestion you made earlier by demonstrating your suggestion. The key is to wait and fill the suggestion after some time has gone by. This gives it the open loop characteristic. Let me give you some examples.

Examples:

1. In teaching a class on NLP:

I have found several things that set apart the best NLP trainers from the rest. The best trainers in NLP always invite you to approach them and ask questions after each section of training. They also interact with the group they're teaching and give real-life demonstrations "on the fly" that you can actually use. Anyway, onto our subject. (After much time has passed, say an hour or two and it's just before lunch break.) Okay, we'll take an hour-and-a-half for lunch starting now. If any of you have questions that you'd like me to help you with or if you need any further demonstrations, let me know and I'll help you now, before I go to lunch.

What does the above example do? It suggests that you are one of the best NLP trainers. Because you allowed so much time between your initial suggestion and filling it, people make the connection unconsciously.

2. In a sales presentation to sell sales training:

The type of sales training that you can really count on — you know, the type of training that when you hear about it makes you say to yourself, 'I really want that,' is the kind where they offer you your money back at the end of the course if you didn't receive value. (This is said near the beginning of the presentation. Near the end, as a way of closing, you might say the following.) For the reasons that you decided were important for you, shall we get you enrolled in our upcoming class? After all, if you don't receive the value we discussed, we offer a money back guarantee.

What does this example do? It fills the earlier suggestion that makes them say to themselves, "I really want that."

Summary

These are time released suggestions. If you said the suggestion and then filled it right away, the person you're speaking to could take exception to what you are saying. By hiding your suggestion (by allowing time to pass), you eliminate resistence and increase compliance.

The real trick to doing this right is to make your initial statement or suggestion one that the person you're persuading will agree with. This takes some getting used to. One way of doing this is to begin to write down "universals," i.e., statements with which people you are influencing will universally agree. Make sure these universals make a point that you want your prospects to believe. Then, state the universal to your prospect, allow some time to pass and then demonstrate how you or your company or product make that universal come true. Remember that it's in the allowing of time to pass that eliminates the resistence.

Polya, in his book, *Patterns of Plausible Inference,* Volume 2, identifies the following pattern: "If A implies B and B is true, then A is more credible." Another way to state this is: If B is a natural consequence of A and B is true, A is more credible. So, if filling your original suggestion is a natural consequence of your original stated universal and you demonstrate to your prospect that, in fact, you have filled the suggestion, then your original stated universal becomes more credible in the eyes of your prospect.

Play with this pattern and learn it. In doing so you will be discovering something important about how things become more credible and can use that to assist you in your persuasion process. ❐

© 1989 KENRICK E. CLEVELAND

Kenrick E. Cleveland *is a Certified NLP Ttrainer through the Society of NLP and founder of Anchoring, a sales training and consulting firm. He is the author of* Mastering Sales/Influence: A Home Study Course, *as well as an upcoming book on influence. He can be reached by writing Anchoring, 23704-5 El Toro Road, Suite 408, El Toro, CA 92630 or by phoning 714-472-3732.*

USEFUL NEW PATTERN

BASIC NLP



DRS. TAG & JUDITH POWELL
Powell Productions

MASTER SECRETS TO IMPROVE COMMUNICATION PHASE ONE: BASIC RAPPORT — Part II

Matching, Pacing and Leading

Once rapport has been established through matching, your next step is to keep pace with your subject. Static matching of body posture is an effective way to open rapport, however, our next step is to strengthen rapport by following the physical movements of the subject.

Think of how you feel when someone is walking a little slower than your pace. You may recall being slightly annoyed and mentally desiring that they would move a little faster. Also recall how it feels to have someone just slightly ahead of you — you may get the feeling you are rushed to keep up. How does it feel when someone is walking beside you, in step? Physical static matching allows you to get in step with your subject. Dynamic matching allows you keep rapport by keeping in step. Moving as they move. Keep in step or Pace.

Pacing

Pacing is a way that you may choose to establish and maintain rapport. This involves eliciting information, observing the individual and selecting one or more of the individual's body language. You then adjust your own body language to match those aspects of that person. In the majority of everyday situations this matching will occur spontaneously. It is only necessary to consciously select pacing tools if you sense that there is something missing from the communication. Recall to be sensitive to what will work with any given individual: matching, mirroring, crossover matching of breathing rate, posture, voice, etc. In other words, "Walk the walk as you talk the talk."

Pacing involves feeding back or matching body movements, eye blinks, etc., as well as the feeding back of vocabulary of the dominant representational system (V, A, K) to the individual (vocabulary to be discussed in the next issue of the RAPPORTER).

Leading

After matching, then pacing, our next pattern will be to take the lead; that is, change the mood of the person, when necessary. What is your outcome?

Leading is a process of changing an individual's behavior patterns by matching and pacing the behavior and then changing some aspect of your behavior which, in turn, influences the individual's behavior.

Leading is used to direct the situation toward a positive outcome. It assumes that you know where you want the communication to go. You must at least have a general objective and the more specific the better.

Like writing an article in your head, leading outlines the directions of the conversation in advance. Mentally rehearsing the conversation in advance gives you a mental map. Having a mental map allows you to keep things on course as you pursue your goals.

For example: if they are breathing fast, match their rapid breathing. Note if their eyes are blinking rapidly, then match the eye movements. Pattern your breathing, eye blinking, and/or any other physical signs, after that person. Build rapport and become like them, follow their style for a bit (PACE) then take the LEAD by slowly decreasing the breathing and eye-blinking pace until they are breathing slower and regularly (in a relaxed mode). (Increase or decrease your pacing depending on what outcome you desire. Increase to build enthusiasm; decrease to calm the individual.) You will notice the individual following along and matching you — and they won't even realize it — it's done on an inner conscious level. If you do not notice a change, this could mean that you have not yet established rapport, so go back and start over again. Match until you feel you have rapport, then test your lead again. Practice matching, pacing and leading with everyone you meet — this will allow these skills to become second nature. If you are an above-average communicator or persuader you will probably find yourself already doing some matching without thinking.

During a recent class, one woman was singled out by the class. In all their exercises, they could not elicit a response from this woman in order to match or lead her. The lady was from an almost vanished class of Southern gentility. She was taught as she grew up that a lady does not show expression — she must remain in control of all her emotions at all time. When I began to work with her, I could see why the students were having a problem. She never moved — her hands were neatly folded in her lap, both feet flat on the floor. She would answer always in the same friendly tone, never changing her expression, even her eyes never moved. I first matched her breathing which was also very controlled. I next matched her eye blinking. I paced with breathing and eye blinking. Next I increased the breathing pattern, to no avail. I paced again. Next I slowed my breathing, again nothing. More pace and then I slowly increased my eye-blinking rate. That got her! I noticed that her eye-blinking rhythm began matching mine. Next I increased my breathing rate. She followed and at this point I could lead in the direction of my desired positive outcome.

What other moods might you like to change or alter in another individual? Start a list (depression, anger, fear, etc.). This technique can be extremely helpful during an emergency or stressful situation. Salespeople can generate excitement by matching, pacing and leading.

By taking the time to increase your skills by adding more patterns of behavior, you will increase the speed and quality of rapport. And, your percentage of positive outcomes will increase.

In the next issue of the RAPPORTER, we will map out and simplify the verbal aspects of matching, as well as Representational Systems.

Every time you establish a relationship, even if you have known the individual for many years, it is best to establish rapport each time you meet.

MATCH — PACE, PACE

PACE, PACE — LEAD

In our society there are two simple ways in which to establish initial, superficial rapport: the handshake and the hug/kiss. Usually in business relationships we establish and re-establish rapport by shaking the person's hand. In a social and/or family setting, we may give a hug accompanied by a kiss. It is very important to re-establish rapport with your loved ones when you return home from work each day. It gives a feeling of open communication and a sense of security.

Communication is the Modern Tower Of Babble

Communication seems to be the biggest problem in today's world.

In our travels across the world, we find people trying to force their language on others. Have you ever noticed how Americans, when visiting a foreign country, will walk up to a native and start speaking English and expect that person to respond in English? The amazing thing is, that most often, they do respond in English. It is fantastic how far we have gotten in this world with forced communication. Although this will work, be aware that it is not the best form of communication. Further study may show that you are not effectively communicating with two-thirds of the people you meet each day.

To effectively communicate with a French person, we must speak French, for French is how they process data. To speak another language would require the individual to mentally translate: from French to English, to French; then to understand what you said; and then to repeat the process in order to respond in your language. You can begin to see why communication on this planet is a real problem.

The same communication problem exists in our country. Each person wants to be a specialist. Everyone talks a different language: doctors speak one language; lawyers another; youths have their own language; as do the senior citizens.

The Billion-Dollar Turnover

We see this same challenge in our offices. There are people on the job for years who don't communicate with their fellow workers, their bosses or staff. Turnover can be minimized, if not eliminated, with improved communication. Many business people have reported that by using these techniques they have not only decreased their turnover rate, but have also increased production and general well-being in their companies.

The Family Break-Up

Lack of communication may be the number one cause for the breakdown of our family structure. In our seminars, we often find people who still can't communicate with one another, much less their family — even after 20 or 30 years of marriage. Happily, they have reported dramatic changes in family relationships from using these techniques.

❐

© 1989 DR. TAG POWELL

Continues in our next issue with "Phase Two: The Secret Language of Verbal Communication"

Dr. Tag Powell and Judith L. Powell *have taught thousands of people The Silva Method during the past 11 years and as lecturers, their talents abound with humor, combined with a unique knack for sharing and teaching their knowledge. In addition to their extensive background developing and teaching The Silva Master Mind Seminar, they are both Certified Master Practitioners by the Society for Neuro-Linguistic Programming. Tag is Director of The Silva Method for the Southeastern United States and is currently teaching with Judi in Tampa, Florida. Judi is one of the top Silva Lecturers in the United States and is producer of a line of top-selling audio cassette tapes, which you can find in better bookstores. Dr. Tag and Judith L. Powell are co-authors of the how-to, self-improvement book,* The Silva Method of Mind Mastery.

THE SILVA METHOD OF MIND MASTERY
by Dr. Tag Powell
with Judith L. Powell
© 1988

Is it reel or is it real?

By Using Holographic Visualization to Create Experience, your mind won't even know the difference!

Utilize The Full Range Of VAK Stimuli, Re-program At Alpha Level, Key In Getting Past Subconscious Blocks That Oppose Getting What You Want.

- Master Secrets to Improve Communication
- Instant Stress Reduction and Relaxation
- Holographic Visualization and Innergization
- Instant Attitude Adjustment
- Defeat the Blue Funk Monster of Depression
- Magic Triggers of the Mind
- Alpha Time Management
- Subjective Programming
- Master Mind Boardroom for Decision Making
- Secrets of Goal Setting
- Holographic Goal Setting

Name _____

Address _____

City _____ State/Zip _____

Country _____

Phone (work) _____ (home) _____

SEND TO: RAPPORTER
740 E. MINGUS AVE., #2013
COTTONWOOD, AZ 86326

THE SILVA METHOD OF MIND MASTERY

___ Copies @ $9.95 each $ _____

Plus Postage & Handling $ 2.00

Total Enclosed $ _____

NLP IN SALES



W. SCOTT PHILLIPS
Partner
The Harbinger Group

GETTING THE MOST FROM YOUR PROSPECTS

Keeping in touch with your customers on a regular basis is essential for long term success — just read any book on professional selling. The numbers vary, but the rule of thumb that most people follow is to make some contact with each customer or prospect seven times every eighteen months. That means you must keep your name in front of the customer about once every ten weeks.

That may seem like a lot to many of you, however, many salespeople fail to consider how important each prospect is to the success of their career. Usually, they get a lead and then follow up. If the account doesn't close they go on to the next one, like a forest fire burning out of control, taking one tree after another.

This is a very short-sighted approach to selling. Building a sales career takes time. Many salespeople feel that making a sale *now* is so important that they spend most of their time working new accounts in the hope of hitting some business.

Successful salespeople think of their territory more like a farm. They measure out an identifiable area and then work that area. They are constantly trying to get more production out of their area rather than continually increasing their acreage.

Most salespeople have accounts that are in different stages of development and need different types of attention. Some are just being planted (prospecting), some are being harvested (closing) and some you are weeding out as unproductive. If you want to be successful, make sure that your farm is a manageable size and one that you can work effectively.

Here are some ideas to keep in mind when managing your customers and prospects:

1. Understand your product and all its applications. Know how it fits into your customer's operation. To sell effectively you should know exactly how your customer can use your product. This knowledge should go beyond what might be considered traditional uses. If you have any customers that are using your product in an unusual or different way, then you should also know how they are doing it, as well as why they developed the idea in the first place. The more you know about the uses for your product, the better you will be at developing creative solutions that meet your customers' needs.

2. Know your customer. It is surprising how many salespeople cannot describe their typical customer and give a brief description of why the customer wants to buy their product. As George C. Scott said in the movie *Patton*, "Weigh into them." Know as much as you possibly can. I'm not talking about personal information, although that can be very valuable. I'm talking about professional information. Know the corporate structure and who reports to whom. Be able to answer questions like: Who are the rising stars and why? What areas are politically sensitive now and why? Is the company expanding or shrinking? What departments are hiring new personnel? Determine the patterns and conditions for your typical buyer and then examine your accounts to discover who fits the profile.

3. Understand your sales method. This may seem obvious but unless you know how you are selling you can never fix any problems that are occurring. Become a student of the way you sell — the process — so you can make adjustments in your approach as necessary. Break the sale into identifiable steps. Make sure that you have a method of evaluating how well you are doing. Be detailed about what the next step in the process should be. For example, if you are calling on a new account and go into the call with the objective: "I will try to uncover needs," you are simply wasting your time. That objective is too vague. Restate it as: "I will determine who in the account purchases widgets and when they are planning to buy some more." Now you have a specific target at which to shoot. You, as the salesperson, need to know where your sales are and what you need to do next to move closer to closing the business.

4. Use NLP information to help make the sale. The more you know about your customer and the way they buy, the better off you will be. NLP can provide you with a tremendous amount of valuable market research data. Keep track of important NLP-related information like V/A/K preferences, metaprograms, key words and gestures. You will usually find that patterns among your customers develop. For example, you may find that the prospects who eventually buy your product or service have a particular sensory preference or set of metaprograms. Once you have a pattern, you can decide if it is one you should try to emphasize more in your presentation to get more of those types of buyers. Or, alternatively, perhaps you should consider if your presentation is already slanted too much in one direction and is driving away potential business. In either case, the better your information, the better your planning, and the greater your sales.

5. Use modern technology to your advantage. Computers and data bases are indispensable to the modern salesperson. The salespeople in our firm use a personal computer, a relational data base and a phone headset. If they are talking with a customer on the telephone, they can have a complete account history including correspondence, purchases and personal notes on the screen in less than 10 seconds. They can take notes, enter orders and schedule appointments while on the phone and print letters and envelopes before the customer hangs up the telephone. They record as much NLP information in our data base as possible and then perform sorts to determine who is buying our products. We know if a mailing that heavily stressed goals produced a better response than one that emphasized problems. Does it make them more productive? You bet! Modern tools allow you to work a larger area and make more sales due to increased efficiency.

6. Continue your selling education. This should not be limited to just books on sales. NLP provides tremendous insight into sales even though most of the books about NLP are therapeutic in nature. Keep driving, adjusting and learning. I have compiled a bibliography of the books and tapes that I felt were most helpful to my career. This list was derived from the over one hundred books and tape programs that I have studied on selling. If you are interested in receiving the list just write to me at the address below.

Understanding your customer and how well you are approaching them is vital in selling. Good Luck and Good Selling!

© 1989 THE HARBINGER GROUP

W. Scott Phillips *is a partner of The Harbinger Group, a sales training organization. Prior to joining the firm, he worked in the optical scanner industry and was consistently in the top five in a field of over 1200 sales professionals. He is co-author of the new self-study program* Connecting: Sales Rapport Thru NLP *and is co-authoring the upcoming book* Firepower: The Ultimate Arsenal for the Sales Professional. *Contact him at P.O. Box 493, Coppell, TX 75019, 214-506-9682.*

CELEBRATING OUR 10th ANNIVERSARY

NY TRAINING INSTITUTE FOR NLP

Anné Linden, M.A., Founder & Director

Experience yourself learning this leading edge technology developing your potential increasing your communication excellence

10 Years providing high quality
NLP training and service.
CERTIFICATION PROGRAMS ■ WORKSHOPS
ERICKSONIAN HYPNOSIS ■ BUSINESS CONSULTATIONS
AND SHORT-TERM THERAPY

NYC CERTIFICATION PROGRAMS

25th
Practitioner
begins October 6th

12th
Master Practitioner
begins September 22nd

6th
Trainer
begins September 21st

CERTIFICATION PROGRAMS given regularly in Brussels, Paris and Holland.



NY TRAINING INSTITUTE
for NLP
155 Prince St.,
New York City, NY 10012
(212) 473-2852

Call/write for a free course catalogue or more information

OPEN HOUSE PARTY
Come Celebrate With Us
October 1st 2-6 pm

SPECIALIZED WORKSHOPS

- Advanced Hypnosis Training
- Freedom from Compulsive Eating/Dieting
- Use both Minds to Achieve Sucess
- The Child Within
- Advanced Reframing
- Stress Management
- Improve Your Memory
- Strategies for Negotiation
- Learning Self-Hypnosis.

SPECIAL FEATURE

NEURO-TECHNOLOGY and MIND MACHINES

By Kenrick E. Cleveland

You sit down in a comfortable chair, don the electrical headgear, flip a switch on the small control console by your hand, close your eyes and sink into a state of deep relaxation. A half-hour later as you turn off the machine and remove the headgear, you feel extremely alert and lucid. Your brain is now functioning far more effectively than it was before. Your memory — your ability both to memorize new information and to recall information you have already learned — has increased dramatically. Your ability to think creatively, to solve problems, has expanded. The speed with which your brain cells pass messages among themselves has increased. In fact, many of your brain cells have actually grown — a microscopic examination would show that the brain cells have developed more dendrites, the branching filaments that carry messages from one cell to another, and more synapses, the junctures between brain cells across which impulses are transmitted. You are more intelligent than you were a half hour before.

Such devices now exist and are being used by increasing numbers of people.[1]

This scenario is rapidly expanding across America and other countries. The implications for NLP Centers, Trainers and therapists, let alone the interested person who wants to maximize their brain, is staggering. Read on and we'll look at these breakthroughs, examine some of the research and take an overall look at the field and equipment that's creating such excitement.

Since the dawn of time, humans have searched for ways to improve the mind and human performance in general. In the 60s, drug experimentation was the in thing. In the 70s, biofeedback gained in popularity. Now, in the 80s, NLP is modeling the strategies of geniuses. In the future, electronic neuro-technology will assist in augmenting the functioning of the mind in ways only dreamed of in science fiction novels. The future is here now!

Fact or Myth

The physical size of the brain, that is, its weight, number of brain cells and the thickness of the cortex, is determined by heredity, and once born a person can't change any of these factors. This is what has been traditionally taught, however, studies now indicate that not only can you change thoughts and emotions but also the physical structure of the brain itself by altering the type of external stimulation the brain receives.

Experiments by biological psychologists Mark Rosenzweig and colleagues at the University of California, Berkeley, discovered some amazing things about brains. Back in the 20s, a scientist discovered that some rats ran mazes better than other rats. Rosenzweig, Krech and Bennitt wondered if there was a difference in brain chemistry between the rats that ran the mazes effectively and the rats who were slower. In particular, they were curious to discover if certain types of activities (such as learning and memory) would result in higher levels of a certain brain chemical called AChE. To test this, they took rats with different levels of AChE in their brains and and compared their performance in different brain-intensive activities such as maze running and, sure enough, the rats with higher levels of AChE did much better.

Here's where it gets interesting though. They decided to try the experiments from the reverse, that is to attempt to alter the amount of the chemical AChE by altering the rats' environment. In other words, they knew that the rats with greater amounts of AChE performed better than rats with lower amounts of AChE, so, could they, by altering the rats' environment, actually produce changes in brain chemistry and structure and thus smarter rats?

The researchers chose rats that were genetically bred to be equal. They then created three different environments for them. One-third of the rats were put in regular cages. These were labeled the standard environment. One-third were put in what was called an impoverished environment — they were kept in solitary isolation, sounds around them were kept to a minimum and lighting was very low. The last third were put in an enriched environment where they had 10-12 other rats to play with, multi-leveled living quarters and swings, slides, ladders and other toys to play with.

After a period of time ranging from a few days to a few months, the researchers measured the amount of chemicals in the brains of all three groups. Without question, the rats in the enriched environment had more of the brain chemical. They all started out equal, yet with proper stimulation the rats from the enriched environment increased their output of AChE. Rosenzweig reported that, "rather than cortical AChE activity being a fixed individual characteristic, as we had supposed, it could apparently be altered by experience!"[2]

This was pretty phenomenal in and of itself; however, there was one more discovery that really shocked these researchers. During their testing, they weighed each of the brains of the tested rats. After several years of studying the chemical effects, it finally dawned on them that the brains of the rats from the enriched environments were actually heavier. They checked and re-checked their figures to make sure they were correct. The scientific community was absolutely shocked, yet research came in to validate these original findings. Here's what they found:

Michael Hutchison, in his book, *Mega Brain*, reports on these findings:

"In all cases the rats from the enriched environment:

- Developed increased thickness of the cerebral cortex.
- Had a 15 percent increase in the actual size of individual neurons in the cortex.
- Had an increase in protein in the brain paralleling the increases in cortical weight, proving that the growth effect was on tissue and not just on fluid content of the brain.
- An increase in the amount of dendritic branching (dendrites are the hairy branching fibers which project in large numbers from the body of each neuron, and which receive inputs from other neurons and conduct them to the cell body, thus an increase in branching means a greater number of potential inputs, and a greater amount of potential information available to each neuron).
- An increase in the ratio between the weight of the cortex and the weight of the rest of the brain (thus the enriched environment does not simply stimulate and trigger generalized growth throughout the entire brain, but is specifically beneficial to that area of the brain devoted to thinking, learning and memory).

And other important supportive findings."

So what does all this really prove? Many things actually. Perhaps one of the most important is the findings that you are not "stuck" with what you were born with. You can change it if you want to and, fortunately, as a result of these breakthroughs, neuro-technology exists that is readily available to assist.

Types of Neuro-Technology Available

There are several types of Mind Machines available today. They basically fall into three categories: A) Electro Stimulation, B) Light and Sound Stimulation and C) Pulsed Electromagnetic Fields.

All three of these categories are particularly exciting and contain unique benefits. Further, it is possible to combine these different types of equipment and obtain powerful synergistic effects far beyond what just one alone could give.

Electro Stimulation

Electro stimulation is used for many things, among which are eliminating depression, eliminating certain types of drug and alcohol addiction, increasing a sense of well being, balancing the neuro-chemistry and, in general, providing the stimulation discussed earlier in the article for an "enriched environment." It is also possible to achieve an entrainment effect with some of these devices. The feeling one achieves while using these devices is truly exciting. Generally, small electrodes are connected to the hollow behind the ears. When the unit is turned on, a pleasant buzzing sensation is felt. The effect from one of these sessions (generally 30 to 45 minutes) can still be felt several hours to several days later. Another nice feature of this type of equipment is that a person can walk around, watch TV or do whatever while using it.

Pulsed Electromagnetic Fields

Pulsed electromagnetic fields can be used for many different things. One of the reported effects is that they can substantially increase the amount of oxygen in the blood. This could have a beneficial effect with athletes for peak performance. It also reduces the healing time of broken bones (some report by as much as 50%) and it reduces the healing time for flesh wounds such as cuts and abrasions. These effects are brought about by increased oxygenation and blood flow to the affected area. Another benefit is that small units (about the size of a large pack of cigarettes) can be used to eliminate the negative effect of "electronic smog" such as is emitted from computers and florescent lights. They can also be used to achieve an entrainment effect and thus produce altered states of consciousness.

Light and Sound

Light and sound machines, however, produce such a powerful effect that they may change the way we look at learning and personal change. These instruments use flashing lights (usually inset in a pair of goggles, in the better units) coordinated with synchronized sound (delivered via headphones) to create powerful altered states of consciousness in just minutes. This is accomplished through photic stimulation and a multitude of synchronized sounds that can include sounds slightly out of phase with one another. This creates a frequency that entrains the brain.

One of the advantages of these light and sound machines is that, for the NLP practitioner/therapist, it provides a powerful induction and integration environment that virtually assures induction in everyone. In my experience, everyone who experiences this epuipment has a profound experience. One of the ways this can be used is for trance training. This greatly speeds up the process.

Perhaps one of the most spectacular ways light and sound equipment can be used is for super learning and/or integration. In the book, *Superlearning*, by Ostrander and Schroeder, details are given that when used will greatly increase a person's ability to remember information. The light and sound machines accomplish this with greater control than ever before possible. A further use of these machines is in the integration of information. NLP has long used altered states to integrate information that has been presented. A multi-user light and sound unit can accommodate this with great proficiency and precision. A multi-user light and sound machine is a unit that allows 5 to 50 people or more, depending on how you have it configured, to all use the equipment simultaneously. These are becoming more and more widespread today.

In this article, we have just skimmed the surface of the new breakthroughs in neuro-technology. This field is expanding rapidly and new discoveries are being made all the time. In upcoming issues, we will continue this special feature, presenting additional research and information. In the next issue, light and sound equipment will be featured, since it is of immediate interest, and specific research will be presented along with strategies on using this equipment in groups and individuals. The future is here now!

[1]Hutchenson, Michael, *Mega Brain*, Ballentine Books
[2]Rosenzweig, Mark R., "Experience, Memory and the Brain," *American Psychologists*, 1984

© 1989 KENRICK E. CLEVELAND

Kenrick E. Cleveland *is a Certified NLP Trainer through the Society of Neuor-Linguistic Programming and founder of Anchoring, a sales training and consulting firm. He is the author of* Mastering Sales/Influence: A Home Study Course, *as well as an upcoming book on influence. He can be reached by writing Anchoring, 23704-5 El Toro Road, Suite 408, El Toro, CA 92630 or by phoning 714-472-3732.*

BACK ISSUES

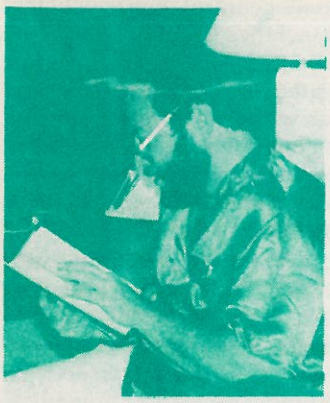
1-ACORN
~~2-FOOTPRINTS*~~
~~3-PASSAGES*~~
~~4-CHRYSALIS*~~
~~5-EMERGENCE*~~
~~6-DAWN*~~
7-ESSENCE
8-PEACE
~~9-CROSSROADS*~~
10-DOLPHIN
11-ELEVEN
12-L'CHAIM
13-MANNA
14-CHOICES
15-BOUNTIFUL
16-CORNUCOPIA
~~17-TRAVELER*~~
18-SOLSTICE
19-WINTERSUN
20-CHRONOS
21-TILLER
22-TWENTY-TWO
23-SURVEYOR

Back issues are in limited supply. They are available while supplies last for $3 each, US ($5 each, foreign, US funds), postage included. For a Back Issue Index, send a stamped, self-addressed envelope with your request.
**SOLD OUT*
Due to many requests, we are now offering photocopies of our Sold Out issues, bound in magazine format just like the original printings. Sent first class mail in envelope for $5 each, US ($7 each, foreign, US funds), postage included.

Mail check or money order and issues requested to:

RAPPORTER
740 E MINGUS, #2013 / COTTONWOOD, AZ 86326

SPECIAL FEATURE



JAY C. POLMAR, PhD

ETERNAL YOUTH
Part I

"To save a man's life against his will is the same as killing him." — **Horace**

Since the beginning of time, people have been looking for the fountain of youth. Everyone wants to be younger (except perhaps for the very young of course) and no one wants to grow old. Did you know that you don't have to grow old, that the fountain of youth is within you? While most of you probably don't believe what I am saying, I think that I may interest you in this youthing concept so that you can stay "forever young" by using the power of your own mind.

I'm sure you've all seen the "Good Morning America" television segments with the many people who are celebrating their 100th birthdays. The reporter would usually ask a question like, "To what do you attribute your longevity"? As you may remember, the answers always vary...some say, "I don't know, but I've smoked a pack of cigarettes every day since I was 16!" Others say, "I never go to bed without a shot of whiskey!" And, on the other hand some state, "I've never had a cigarette or a drink in my life, and have always ate a healthy diet." Since these people have nothing in common, what do you suppose ties them together?

While I cannot, with any conscience at all ,suggest that you drink alcohol, use cigarettes, or take drugs, there is a common denominator to all of these older people. Ida P. Rolf, another health professional, said many years ago:

> *Certainly there is a phenomena properly called aging. Glandular and functional changes are part of this. But, if we could be sure that we would stay active, independent, busy, and spry right up to the last chapter and the last page, the terror of old age would fade to a chimeral ghost.*

Longevity means long duration of life. Maria Ebner Von Eschenbach stated:

> *You can stay young as long as you can learn, acquire new habits, and suffer contradiction.*

STAY FOREVER YOUNG

From our research those who live long lives have a healthy, curious, positive attitude towards life. They live their lives to the fullest, and refuse to think of themselves as old. Both Bob Hope and George Burns are living examples of this. These wonderful examples of successful long-life are truly living proof that *"Until death, it is all life."* (Cervantes).

Yet while the older generation worries about the problem of growing old gracefully, and not showing too many wrinkles, the younger generation worries that it might not be able to grow old at all due to world problems and power-crazed governmental leaders. The process of aging has always been a confusing subject for us all. Some of us worry that no matter what we do or how (holistically) we take care of ourselves, when our number is up, that's when wel will go, and there's nothing we can do about it.

So mankind has been searching for the answer to this challenge of the ages...the answer to the question of everyday survival, longevity and the subject of immortality. In trying to find the answers, humanity has often turned to religion, or science, the occult, mind-altering drugs, and so forth. Most of the time, these things usually end up as crutches to help man hobble through life, never really coming up with the right answers. They may find a little peace of mind, but then one day turn around and say. "But why am I sick and getting old, anyway?"

> *Happy in our obtuse way, devoid of intuition or foresight, we give no thought to the future, to misfortune, to old age.* — Colette

It is the purpose of this article to help the reader understand his or her relationship with life, with the Universe, and to find that hidden youth that resides within all of us to make ourselves feel free, young, healthy, and alive. The first step is to believe in your mind that you are really a young person. If you truly believe you are young, you will begin to act young and to feel young.

Your first thought right now is probably ... this is not anything new ... I already knew this, and you might have a sincere desire to put this article down, and to somehow think about it. That could be your intuition communicating.

Or you might have an "on second thought" and really want to throw the ridiculuos article out. That's the survival mind saying, "Oh yeah! You've always gotten along ok with you current belief systems, why change. You can't live forever, you know!"

Then you might try and logically contradict and disprove what I have just told you. But, just for today, play the role of student, and play at my game of maya, illusion and make believe...just like when you were a child, pretend. Put aside all your doubts, disbeliefs, skepticism, judgment, former ideas and habits. Make believe that what I'm saying is true. What I am saying is just think differently, begin today, and you may be pleasantly surprised.

❐

This series continues in our next issue.

Jay C. Polmar, PhD *specializes in Holistic Health and Brain/Mind sciences. In addition to authoring two books, Dynamic Speedreading and Finanacial Success, Dr. Polmar uses his extensive talents and abilities in many areas, including teaching courses in subjects ranging from Self-Empowerment (a 16-hour course in brain/mind programming), Stress Management (a corporate program) and Attitudinal Healing to Accelerted Learning Dynamics. He can be reached at 109 Executive Drive, Suite A-7, New Port Richey, FL 34652.*

SPECIAL FEATURE



RENE PFALZGRAF
Founder
NLP Arizona, Ltd.

BEYOND TIME: LifeLine Therapy™

As Wyatt Woodsmall pointed out in Issue 20 of the RAPPORTER, LifeLine Therapy™ is the study and application of the structure of time, beliefs and values on individual and organizational behavior. And, as Wyatt so accurately recounted the evolution of the concepts of time and the origins of the codification of the subjective structure of time, I would like to present the origins of the concepts of belief lines and value lines.

In the summer of 1987, while working on a self-modeling project, I began to map the submodalities of what I believed, what I doubted and what I disbelieved. At that time, I noticed that my own internal system had streamlined the storage of my beliefs into a linear structure so that I could tell whether I believed, doubted or disbelieved a particular concept by finding the location of that idea or concept on the linear structure. At that time, I mistakenly thought that this was a structure which was specific to me, rather than a more universal structure.

At that time, I was experimenting with a number of techniques and, as I used them on myself, I changed and re-arranged some of the fundamental structures of my values and beliefs without realizing that I had done so — and, as a result, the linear structure that I had before seemed to have gone away.

In the late winter of 1988, when I was again involved in modeling a particular set of behaviors which I had in order to discover how it was possible for me to do those behaviors, I became aware that the belief line which I thought had disappeared had not disappeared, but had changed location. In addition, I discovered that my values were ordered in a similar linear structure.

It was at this time that I began to work with clients utilizing these particular structures. In general, my clients fell into two categories: people who were able to easily become aware of their own internal process and those who had great difficulty or were unable to be consciously aware of their internal representations.

It was the second group which led me to begin to develop processes to bring about internal adjustments to the structure of time, beliefs and values *which did not require any level of conscious awareness of internal structure.* The inability to consciously perceive internal structures and representations is a reflection of specific internal filters or "smoke screens" which have the purpose of preventing conscious access to specific information or experiences which, for one reason or another, are deemed "dangerous" by the unconscious. Over time, several effective techniques have evolved and these will be the subject of future articles.

The first group of clients, on the other hand, provided information which pointed to the fact that each person has subjective internal structures for beliefs and values. And, just like time, the structures of beliefs and values are seldom perceived consciously by a person unless they are asked to become aware of the structure. So it is that people are usually able to access a specific memory of a specific event without being consciously aware of how they have time structured. And a person can know that they believe or disbelieve something without being consciously aware of how they have structured the storage of their beliefs.

This means that people are generally aware of the end product of a search through values or beliefs and are only aware of what value or belief they have accessed, rather than being aware of the structure of information storage or the process of the search. However, it is the very structure and process that determines the speed and effectiveness of the search. As I pointed out in my article, "The Structure of Beliefs and Values," in Issue 17 of the RAPPORTER, it is possible to install beliefs or re-arrange values in a matter of seconds using LifeLine Therapy™ techniques. For more detail on how to elicit belief and value lines and how to do a "Six-Second Belief Installation," please refer to that article and its sequel.

In the summer of 1988, I began working with grief and grieving. My initial approach was to use more standard NLP techniques to help people resolve their grieving process. It was at this time that my father died and I had the opportunity to go through the grieving process first hand.

One of the first things I noticed was that I was not going through the steps which many people believe are necessary. In fact, within 18 to 20 hours after learning of the death of my father, I had completed most, if not all, of the process. Since NLP came about by modeling exceptional performance and since my reaction to this event was certainly an exception to the way most people in our culture handle grief, I decided to model what had taken place.

The result was that I put together what I considered to be the essential elements of the process. The result of using this process on another person was the test of the effectiveness of my modeling. The clients I have used it with have experienced grief dissolving in 5 to 20 minutes. I am continuing to test the procedure and refine it and I will discuss it at length in another upcoming article.

It was in August 1988 that I shared my findings with Wyatt Woodsmall and, shortly afterwards, Wyatt and I discussed combining the time line work that he had done with the work that I had done on values and beliefs as an initial base for what Wyatt suggested we call LifeLine Therapy™. And so, LifeLine Therapy™ came into being.

At approximately the same time I developed what has become known as the "Phoenix Technique" — a single intervention which creates major identity-level shifts by altering values, beliefs and time simultaneously. After the development of this process, it then evolved into other processes that have proven very effective in more specific applications.

My latest work has been focused in the area of emotional and feeling responses and how to adjust these responses so they are more appropriate and effective for the individual.

You can look forward to seeing articles on many of the developments mentioned in this article and other important topics in upcoming RAPPORTER issues. Wyatt and I will make sure that you, as a reader of the RAPPORTER, will be kept abreast of all of the latest developments in the field of LifeLine Therapy™.

Since Wyatt and I have not yet set a date for the first LifeLine Therapy™ Certification Training, we would appreciate your calling us and letting us know that you are interested so we can make arrangements for that training.

And now, since we have taken a look at the history and an overview of some of the technology of LifeLine Therapy™, it is time to begin taking a look at how time, values and beliefs interrelate.

What is the relationship between time and beliefs, between beliefs and values, and between values and time?

Each one of these structures in one sense stand alone and yet each of these structures depends on the other. Time is the storage of all of a person's memories — past, present and future, i.e., those things that a person believes did happen, those things the person believes are happening at present and those things that they believe will be happening or might be happening in the future.

As a person generalizes information from their particular memories, the person then creates beliefs consistent with the generalized information. Anything which is inconsistent with those beliefs may either become distorted to become consistent with the beliefs or deleted so that the inconsistencies no longer produce evidence in opposition to the beliefs.

From all of the beliefs that have been generated from those memories of past, present and future, there is a further distillation of content to form the more generalized structures known as values.

If there is a conflict between perception of present reality and preconceived beliefs or values, the first reaction will be to distort or delete the present-time information so that it is consistent with the present beliefs and values. In the same way, if at some point in the future, there are some beliefs that are perceived to be inconsistent with present values, the interpretation of the belief will first be distorted so that the belief is consistent with present values and, if that fails, the belief will then be deleted or deemed irrelevant to this situation in order that the value can remain intact.

As has been stated in an earlier article, if a new belief is installed or values are re-arranged either by using submodality mapping or the much more efficient LifeLine Therapy™ installation procedure (see RAPPORTER Issue 17) and, if these beliefs or values are inconsistent with the person's present memories, one of two things will happen: 1) the newly installed belief or value will unmap, i.e., beliefs will regain their original submodalities and will shift their location on the person's belief line and values will unmap and reposition on the value line or 2) the person will hold the belief or value intact and will tend to delete and distort both present-time perceptions and memories in order to be consistent with the new beliefs.

In the second case, a person will often delete substantial portions of past memories to prevent the belief or value from being undermined. The result can be to lose touch with reality.

In both cases, the reaction demonstrates that the procedure was unecological and that the client would have been better served if their past was substantially restructured. This is generally done by the use of change personal history, fast phobia technique, VK dissociation or removal of certain sections of the time line.

The least ecological method is, of course, the removal of sections of the time line. If every behavior has a positive intention behind it, which is supposed to be one of the presuppositions of NLP, then the responses and experiences in any portion of a person's time line have positive intentions. And, since this is true, if these intentions were given additional ways to be carried out, the dark events on a person's time line could become brighter and more supportive of what they wish to accomplish.

Blowing up sections of a time line and then installing new sections on the time line is different than doing a change personal history or the other techniques mentioned. Installing a new piece in the time line gives the person only one path through that particular portion of the time line, whereas, doing a change personal history allows the person to have multiple routes through that particular situation that had been perceived to have been there.

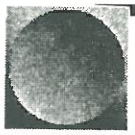
If the supposed NLP presupposition of "requisite variety" is true, then having more than one choice about how to experience a particular situation or having more than one way to act in a particular situation is desirable.

By doing "cut and paste" on a person's time line, one past has been substituted for another. The person has no more choice in situations — they just have a single different choice than they had before. In addition, if the piece that is installed has been substantially generated at a conscious level, it is highly probable that it will be fairly unecological.

If, on the other hand, change personal history is used, a second path through that portion of the time line has been constructed. If after doing this, the change is flowed forward through the time line, the person now has two parallel sets of experiences. Each of these sets of experiences has strengths and weaknesses, has different opportunities for modeling of behaviors and will produce somewhat different beliefs and values. The unconscious can then synthesize new sets of behaviors, beliefs and values from the composite of these two experiences of the same life, which will produce greater flexibility and choice in many areas of the client's life.

From doing this, the person will have the initial experience reframed. In other words, the meaning of the event (when they remember how they originally thought it had happened) will be changed. Their perceptions and attitudes about the event will also be changed because the old way of perceiving the situation is no longer the only way of perceiving how the event happened. This can allow a person to be empowered by past traumatic or upsetting events so they gain useful knowledge for the future.

Changing past events in this manner can lead to changes that are more far reaching than the modification of the original behavior and this leads to the topic of how to generate generative change.



EASTERN NLP INSTITUTE

"META MATRIX™"

Come experience Joseph Yeager's reveloutionary break through 'Meta Matrix™.' Learn about the most important discovery in NLP in recent history. *Aug 7-9, 1989, Princeton Marriott, Forrestal Village, Princetion, NJ*

ONE-DAY TECHNIQUE DEVELOPMENT PROGRAMS

"Persuasive Skills"
Saturday, Sept. 9, 1989

"Interpersonal Influence"
Saturday, Oct. 7, 1989

Call to register and for additional details.

10 MONTH TRAINING

Enrollments are now being accepted for our outstanding **Practitioner and Master Practitioner** certification program beginning **October 21, 1989.** For 10 weekends, you will learn from the state-of-the-art Master Trainers and Developers of NLP.

Princeton Marriott, Forrestal Village

Box 697
Newtown, PA
18940
(215) 860-0911

Training authorized by the **Society of NLP and NBCC**

Call or write for additional programs.

There are four different levels on which changes can be generated for an other or one's self.

The first is behavioral or remedial change in which a single behavior is substituted for another. This is the least pervasive or powerful way to bring about change and can be done by simple anchor collapses or chains. In this case, the client replaces a particular response which they had been having with another response in some particular situation.

The second level of change has to do with shifting the way the client goes about doing what the client does in a particular area. This can be done by altering strategies generating the required behavior. Because strategies are used in different contexts, making a change at that level will tend to impact all of the areas where a person uses the strategies. As an example, a client I once worked with had difficulty in choosing what she thought were healthy foods to eat. After changing the decision strategy she used for choosing foods to eat, she found that she also was making better decisions in other areas of her life.

The third way in which change can be made is by shifting particular beliefs or belief structures. Because the choice points in strategies, i.e., trigger points and exit points, are effected by a person's model of the world, which is expressed in beliefs and values, shifts in beliefs will potentially impact the application of many diffrent strategies, and because each strategy has many different behavioral applications, the changing of beliefs can then have an extremely wide impact on behavior. This is also the first level where it is generally agreed that generative change can be made.

The fourth level of change is created by shifting values. Values are supported by multiple beliefs and when values are re-arranged, a number of beliefs may be re-arranged in the process. This, in turn, will effect many different strategies, which, in turn, will effect many, many different specific behavioral situations. Changes made at this level are most likely to have widest behavioral impact on a person, therefore, changing values is the most effective place to bring about generative change.

There are basically two ways to approach changing a person's beliefs or values. The first is from the "bottom up" and the second is from the "top down."

The bottom up method begins at the behavioral level and reprograms either individual powerful events or the time line, and then allows the effect of this reprogramming to filter up into beliefs and values. As has already been pointed out, since time, beliefs and values are interactive, the kinds of changes that are possible are limited by the present beliefs and values that are already in place.

The other alternative is to make a change at the level of values or beliefs and have it filter down. This, in turn, will change the meaning of the events on the time line. It will result in changes in the submodalities of particular memories that would have been inconsistent with the new beliefs or values, which, in turn, will result in a shift in the perceived meaning of the events.

Both the "bottom up" and the "top down" approaches to change will be covered in my next series of articles, in which I will begin covering specific techniques that can be used to generate generative change.

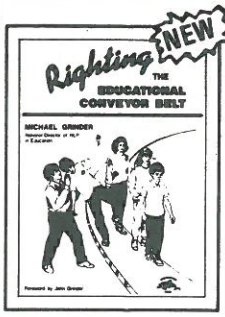
❐

© 1989 RENE PFALZGRAF

Rene Pfalzgraf *is the Founder of NLP Arizona, Ltd. and has been certified as a Trainer by the Society of NLP. He has a bachelors degree in Psychology, a masters degree in Business and is presently working on a doctorate. He has been providing NLP trainings in Arizona for the past three years, including introductory seminars, practitioner trainings, master practitioner trainings and business training. He also has been involved with developing many new personal-change techniques and is presently working on several books relating NLP to business and to personal change. He may be contacted by writing NLP Arizona, Ltd., P.O. Box 39539, Phoenix, AZ 85069 or by calling 602-433-2280.*

METAMORPHOUS PRESS

EDUCATIONAL RELEASES



Michael Grinder stresses the multisensory approach to learning – not just notetaking and lecture, but techniques that involve the students' senses so that they learn through hearing, seeing, touch and movement. Following the models of NLP, **Righting The Educational Conveyor Belt** presents new ideas for educators that will reach students on an individual basis as well as in group settings. This book gives teachers new, remarkably successful ways to teach.
1-55552-002-2. . . . . .softcover $14.95
SPECIAL TIL 6-30-89 . . . . . $12.95



Not Pulling Strings takes a new look at the process of music education. It widens the view of the current system of music education by showing how accurate learning takes place and the factors that can help or hinder learning. **Not Pulling Strings** describes how communication between teachers and students can be more effective when teachers evaluate their lessons by the response they get, rather than what they intend. This book will interest musicians in particular and will be intriguing reading for everyone interested in the process of learning.
1-55552-000-6. . . . . softcover $9.95



"If you enjoy teaching, used to enjoy teaching or would like to enjoy teaching, **Classroom Magic** has something for you." . . . . . Bruce Dillman-VAK. Specific methods for applying the most advanced communication and linguistic techniques to your classroom. Enables you to: enhance perception in yourself and your students; speak directly to the unconscious mind; promote profound and lasting behavioral change; deal effectively with special learners; and have more fun while teaching! Written as a 38 week curriculum for both teacher and student.
0-9613-1727-2 . . . . . .softcover $12.50



We do children a great service by giving them skills and knowledge for taking control of their inner emotional environment regardless of "what happens." Based on concepts found in Rational-Emotive Therapy, **Thinking, Changing, Rearranging** guides children in examining their own thinking, inner language, and belief systems to learn for themselves how they go about creating those "rotten" days. Counselors, teachers, and parents will find this book a valuable tool.
0-943920-30-2. . . . . softcover $7.50

"Providing Resources For The Positive Changes One Desires"

SEND FOR FREE CATALOG

To Contact Our Ordering Department Call Toll Free

1-800-937-7771

METAMORPHOUS PRESS, INC.
P.O. Box 10616
Portland, OR 97210-0616

Please include $2.75 shipping and handling per first item and $.75 for each additional item.

BOOK REVIEW



NANCY BEPLAT
Partner
Key Concepts

Righting the Educational Conveyor Belt

By Michael Grinder

I've been waiting for almost a year to get my hands on Michael Grinder's *Righting the Educational Conveyor Belt*. The publishers kindly sent me a pre-publication review copy. By the time this review appears in the RAPPORTER, the book will be available for purchase. My suggestion is to get a copy without delay and see for yourself that it's been worth waiting for.

While I was considering the content of this review, I took time out and talked to Michael briefly on the telephone. He knows his subject first-hand from 17 years experience as a high school and middle school classroom teacher. For the past five years, he's been presenting special training for classroom teachers in the northwest, so his data are based on his own and on many other teachers' experiences and observations. I commend Michael for his perseverance in expanding precious time, energy and resources to write in a most useful format; one which at the beginning of the process was new to him. I admire his patience and forbearance in attending to the details which help form an elegant and practical book.

I find two aspects of this book particularly enlightening and exciting. The first is the author's synthesis of NLP and hemispherology theories to explain his observations of what he calls right brain visual orientation. The second is his inclusion of numerous skills and ideas for ways to work with groups of students, while appropriately taking care of individual student needs.

In the chapter title, "Hemispherology: Another Model," Michael notes that most of the time students who are identified as "visual" using an NLP model are also identified as visual with the Swassing and Barbe behavioral indicator chart. He has noticed a pattern of exceptions to this correlation. The exception is a student who is "visually oriented" using the NLP model and "kinesthetically oriented" using the Swassing-Barbe model. He wondered if another model might better describe this pattern and suggests the following combination of hemispherology and NLP. His model shows a visual capability on each side of the brain, while most hemispherology models place visual on one side.

ELEGANT AND PRACTICAL

LEFT BRAIN	RIGHT BRAIN
AUDITORY	KINESTHETIC
VISUAL LEFT	VISUAL RIGHT

> The left brain visually 'sees' symbols (letters, words, etc.), while the right 'sees' specific concrete objects. (p. 42) Research supports the idea that, in general, our educational system is geared toward left-brain skills. A right-brain visual is likely to have difficulty reading because he sees concrete, specific objects rather than abstractions. (p. 42)

I find that a large percentage of NLP writing and training is geared toward one-on-one or very small group interaction. Michael remembers that teachers are dealing with groups of 20 to 35 students and addresses the issue of working with larger groups while accounting for individual students needs. One example is the use of anchoring. If a teacher wishes to invoke discipline, he selects a unique spot in the environment and uses visual and auditory cues which are saved for this particular purpose. This technique addresses the group as a whole.

A teacher may wish to have effective ways of disciplining one or more students while keeping the rest of the group comfortable:

> A teacher is at the kidney-shaped reading table at the back of the room. The students with her are doing fine. One or more students in the rest of the class need to be put back on task. The teacher freezes the group with her by touching a student on either side of her in a calm way, saying in a very relaxed way, 'You're doing fine; just a minute.' She corrects the student(s) at large, takes a deep breath, breaks her physiology, looks back at the students near her with her face relaxed, releases her touch on either of those students, and they resume reading. (p. 162)

As I read and thought about ideas in this book, I made an internal wish list.

1. I wish I'd learned these skills in college education classes. I would have been a more effective teacher.

2. I wish I could have known about some of these skills as a parent. I would have had fewer headaches and more behavioral choices.

3. Oh! My! I wish I'd had the wisdom to know that when I was in school it wasn't that I was dumb, only that I was living in an inflexible system.

I'm considering how to apply these skills (with a few alterations) in other settings. I'll put my wishes into action.

The author presents his ideas by using a combination of metaphors and stories, by suggesting specific skills and their appropriate contexts, and by citing examples of specific applications. In addition, he provides worksheets for self-evaluation and self-teaching/learning throughout the book. The book contains an index, bibliography and special annotated bibliography of other books pertaining to education plus a guide to the most recent books on the human brain.

As a music specialist, I've had the good fortune to work with a number of local teachers who have attended one or more of Michael Grinder's training institutes. They speak highly of the skills they learned and with great fondness and respect for their teacher. When I've observed them working, I've noticed how smoothly and effectively they interact with their students.

❐

Nancy L. Beplat *is a Certified Trainer of NLP. She is a partner of Key Concepts, a musician, visual artist and teacher. She is a PhD student in The Fielding Insitute's Human and Organization Development program. She can be reached at 40645 Little Fall Creek Road, Fall Creek, OR 97438 or by phone at 503-746-8409.*

BEYOND SELF AWARENESS



WYATT WOODSMALL
Founder
National Training Institute for NLP

LIFELINE THERAPY™ — Part V

Myers-Briggs Personality Inventory and the Time Line

There is a correlation between Myers-Briggs categories and the classes of emotions that people are most likely to experience. Feelers are always experiencing the past, Sensors are in the now, Intuitors are in the future and Thinkers are atemporal. Feelers have associated memories of the past which are frequently right in front of them. Thinkers have dissociated images of the past, present and future. Sensors have images of the present right in front of them and may have their past and future blocked from view. Intuitors have images of the future right in front of them.

A tentative typology of time lines of the various Myers-Briggs types is as follows.

ISFP Artist - Observant, loyal helper - In time associated in past and present with past focus and now inside of them

ESFJ Provider - Practical harmonizer and worker with people - Through time associated in past and present with past focus and now inside of them

INFP Questor - Imaginative, independent helper - In time associated in past and future with past focus and now inside of them

ENFJ Teacher - Imaginative harmonizer and worker with people - Through time associated in past and future with past focus and now inside of them

ISFJ Conservator - Sympathetic manager of facts - Through time associated in present and past with present focus and now inside of them

ESFP Entertainer - Realistic adaptor in human relationships - In time associated in present and past with present focus and now inside of them

ISTJ Trustee - Analytical manager of facts and details - Through time dissociated in all time with present focus and now in front of them

ESTP Promotor - Realistic adaptor in the material world - In time dissociated in all time with present focus and now in front of them

ESTJ Administrator - Fact minded, practical organizer - Through time dissociated in all time with secondary focus on the present and now in front of them

ISTP Artisan - Practical analyzer - In time dissociated in all time with secondary focus on present and now in front of them

ENFP Journalist - Warmly enthusiastic planner of change - In time associated in future and past with future focus and now inside of them

INFJ Author - People-oriented innovator of ideas - Through time associated in future and past with future focus and now inside of them

ENTJ Strategist - Intuitive, innovative organizer - Through time dissociated in all time with secondary focus on future and now in front of them

INTP Architect - Inquisitive analyzer - In time dissociated in all time with secondary focus on future and now in front of them

ENTP Inventor - Inventive, analytical planner of change - In time dissociated in all time with focus on future and now in front of them

INTJ Scientist - Logical, critical, decisive innovator - Through time dissociated in all time with focus on future and now in front of them

Redecision Process

It is possible to change decisions that were made in the past. Have the person go back on their time line to a point an hour before the decision was made. Where is the decision now? It is "not yet." At this point, have the person re-decide or make another decision. Then have them trace the consequences of this new decision along their time line into the present.

Time lines may also assist in evaluating options. Have the person change their time line to through time. Then have them consider each option and trace the consequences of that option along their time lines into the future. After they have done this with each option, have them select the one that is best for them.

BEYOND SELF AWARENESS
AUDIO TAPES

Experience personal growth and spiritual evolution while being guided by Wyatt Woodsmall, one of the leading experts in Neuro-Linguistic Programming.

Learn How To:

- Get into your deepest meditative state more quickly than you ever thought possible — and move on from there
- Control internal dialogue
- Explore the principal Visual, Auditory and Kinesthetic submodalities
- Increase relaxation and expand awareness
- Much, much more

To Receive Your Copy:
Send $15 (US) Check or Money Order to:

RAPPORTER
740 East Mingus Avenue, #2013
Cottonwood, AZ 86326 USA

Modeling and Collecting Resources

It is possible to use time lines as a rapid way of collecting resources and modeling various forms of expertise. Have the person go back on their time line to access whatever resources they need in a certain context. Have them bring these resources back along the time line integrating as they go until they are presently available in the now. Then have them future pace into the future to see if these resources are sufficient.

To model, have the person go back along their time line to where they encountered the person that they want to model. Then have them observe the other person and transfer the skills and behaviors to their own time line. Have the person collect whatever other resources they need and future pace. An alternative is to have the person float way above their own time line until they can see time lines of other people running parallel to theirs. Have them select the time line of the person they wants to model. Have them float down into the other person's time line and experience it directly. They can also travel backwards and forwards on the other person's time line to experience that person's resources. When they have experienced the other person fully have them float back to their time line bringing the necessary resources with them. Once they reach their own time line, have them integrate the other person's resources into theirs.

Programming the Future with Time Line

Time line can facilitate the process of goal setting and future programming. First have the person decide what they really want in the future. Have them ask themself if, when they think about what they really want, do they think about it in the future or do they think about it as now? Have the person write out what they really want in the future.

Make sure that what they want is not an "emotional state" (such as confidence), because, by using NLP techniques, they can have any emotional state now. Putting a date in the future for an emotional state only delays it. One can always have any emotional state now.

Use the NLP well formedness conditions for outcomes to assist the person in formulating what they want. Make sure that the outcome is stated in the positive, is ecological, is self-initiated and maintained, is appropriately contextualized, is congruently desirable and that it has an evidence procedure which is sensory specific.

Once the person formulates their outcome, have them float above their time line to a place above that point in the future when it would be most appropriate for them to have accomplished the desired result. Next have them bring up the picture of what they want. Have them float into their body in the picture (associate) and experience the feelings of having what they want. Adjust the submodalities of the picture (brightness, size, color, focus, etc.) until the feeling reaches maximum intensity. When the picture is most real and desirable have the person step out of the picture (dissociate) so that they can see themself in the picture.

Have the person put the picture in their time line. Then have them from the same location (above the appropriate point on their time line in the future) turn around and look back toward now. Have them notice that all the events between then and now are changing and rearranging themselves so as to totally support them having what they want in the future.

Have the person float back to the point above the present and look toward the future. Have them notice that the accomplishment of the event that they want sets a direction of accomplishments which continues on out into the future.

Next have them float back along their time line to its beginning in the past. Have them turn around and then come forward on their time line from the past toward the present and have them collect resources (feelings and learnings) that will assist them in achieving their outcome in the future. As they pass now have them store all the resources in the appropriate place where they will be available to ensure their outcome in the future.

Have them once again float out to the point above their outcome in the future and turn and look back. Have them notice that the process is already installed and that events are rearranging themselves to ensure their outcome. Then have them return to the now, secure in the knowledge of how to program the future.

The Bardo Process

According to *The Tibetan Book of the Dead* the "Bardo" is the place that one returns to between incarnations. The Bardo process is a spiritual process for integration and discovering one's life purpose. A version of it was first suggested to me by Leslie Poms.

Have the person float above their time line and travel out to the end of their time line in the future. From a point above the end of their time line in the future have the person notice that there is a discontinuity and then their time line continues. Have them also look up and notice a cloud of white radiant light. Have them leave the end of their time line and travel into that cloud. As they do so they will experience feelings of warmth, joy, peace and love. They have been to this place many times before, and they will come here many times in the future. In this cloud they will experience beings who are there to love and guide them. Have them ask these beings what they came into this incarnation to accomplish. What lessons do they yet need to learn and what do they yet need to do. Once they have received this information, have the person return to the end of their time line. Reassure them that they can return here whenever they choose to do so. On the end of their time line have the person look back to the future and determine what they have yet to accomplish to complete thier mission in this incarnation. Once they determine this, have them determine what resources they will need to carry out their mission. Then have them float back along their time line to the beginning of this incarnation

MISS AN ISSUE?

DID YOU MOVE
without notifying us?

TEMPORARILY AWAY
without notifying us?

Is your
ADDRESS UNKNOWN
by the Post Office?

Your next issue will be sent upon notification.

In all these cases, the US Postal Service has discarded your issue and notified us (for a 30-cent charge). Bulk Rate mail is only forwarded by the US Postal Service if **you request this service and pay the forwarding charges** (see the US Postal Service's Change-of-Address form). Remember, your non-deliverable issue is not returned to us nor is it forwarded to you or held unless *you* request these services from your local post office.

If you desire replacement issues, they are available for $3.00 each, US ($5.00 each, foreign) in US funds drawn on a US bank, postage paid, unless Sold Out ($5 each, US or $7 each, foreign).

Our mailing list is updated prior to each mailing with the latest information either you or the Postal Service has provided to us.

(or further if necessary to gather the necessary resources). Have the person then move back along their time line toward the now collecting necessary resources as they go. When they arrive in the now have them look out into the future and plan how they will use those resources to fulfill their destiny. Once this is done, have them float back into the now, experiencing a new sense of joy and well being.

Temporal Language

One of the things that makes Richard Bandler so effective is their use of temporal predicates. Knowing how a person stores time internally allows one to pace the other person's internal world and then change it. An example of Richard's use of temporal language is as follows. "Go inside and **try in vain** to have the same problem. It was a terrible problem, wasn't it? You want to **make changes**, haven't you? What would it be like when you have made those **changes, now**? In the future as you look back and see what it was like to have had that problem. As you **think about it now**, if you could **make this change now** for yourself so that **you could stop** . . . having **made that change** and see yourself now. Do you like the way you look if you could **make that change** and look back at yourself having made that **change now!"**

Why Time Line Works

Time Line Therapy™ works most effectively when the person delivering the instructions is totally congruent and confident. The notion of "time lines" is a metaphor. Time line therapy is a global reframe. Like all global reframes, it is powerful because it enables the individual to bring under conscious control things that are normally out of conscious control. It changes environmental variables into control variables. No one knows whether there are previous incarnations or not. When given the previously mentioned instructions, many people are able to access experiences which they believe happened in previous incarnations — and this can change the way that they experience things in this incarnation. There is a certain measure of comfort in dealing with things in a previous incarnation. One can be much more detached from something that happened to oneself in a previous incarnation. Also there is comfort in thinking that we are not responsible and that by changing the past we can change. If people buy into the time line process, it can lead to rapid and effective change. Whether people buy in or not will depend on the congruence of the programmer.

Values and Beliefs

One experiences the future in terms of desires, wants, goals, preferences and expectations. These were generated in the past and are experienced in the now as a source of direction for the future. One cannot change the past or the present, but one can determine the future within limits. People want certain futures and want to avoid other futures. They act in order to bring about the futures that they want and to avoid the futures that they don't want.

These actions are determined by two components. One is the things that one wants to achieve or avoid. The second has to do with what actions one believes will lead to or bring about those futures. In programming the future values and beliefs merge. One forms certain generalizations about the way the world operates. The most important of these have to do with the causality of the world, i.e. with what follows directly from or is a result of what. These generalizations may or may not be accurate. They are stored in memory in the form of beliefs.

One may have a fixed goal and variable means to achieve it. Whether something will be a means or not in achieving a set goal is determined by one's beliefs about the consequences of actions in achieving results. The situation is further complicated by uncertainty and risk. Uncertainty has to do with the fact that many variables are unknown and that the generalizations may be probabilistic. Risk occurs because certain actions if they fail to produce the desired future may instead produce an undesired future.

Values determine either directly or indirectly what one will want, desire, or prefer. Values are those things that one is willing to invest time, energy and resources to achieve or avoid. They are those things that one moves toward or away from.

Values are distinguished from facts. One merely recognizes facts. One must select out values. Facts reveal "what is." Values reveal "what ought to be." Facts consist of statements about what is real, what is true, and what events are constantly conjoined (causality).

"Value" is a nominalization. Valuing is an human activity. For any thing, attitude, ideal, purpose or goal to be of value, it must be selected out, i.e. it must be the result of an activity of judging or preferring.

"Beliefs" are what one cognitively assents to be real, true, or causally connected. Remember that a "belief" is also a nominalization. "Believing" is an actual process. What one believes may be true, false or undeterminate. This depends on the way the world is. Also one may vary in the degree of credence they bestow upon a belief. Thus one may be certain, uncertain, or doubtful about something. This depends on one's degree of confidence in their experience of how the world is.

Believing is often contrasted with knowing. Knowledge is often defined as justified, true belief. Thus, in order to know that something is the case, three conditions must be fulfilled: 1) it must in fact be the case, 2) one must believe it to be the case, and 3) one must have justification or cause to believe that it is the case.

Expectations have to do with beliefs, and goals or outcomes have to do with preferences. Both are critical components of conscious and unconscious choices.

The mind/body uses submodalities to distinguish between levels of belief, hierarchies of needs, desires, wants and values, degrees of expectation, the true and the false and the real and the imaginary.

Value Lines

Values are those things that a person moves toward or away from. They are those things that a person invests time, energy and resources to achieve or avoid. Values represent a person's preferences. These preferences may be moral, aesthetic or simply utilitarian.

If a person is able to arrange a list of things or events in order of importance to them, then they must have some way of doing this. What submodalities would be most appropriate to evaluate experiences in terms of? Potentially every thing in the world and every experience in one's life can be an object of value. The potential field of values surpasses the chronology of one's past in terms of the number of things to be ordered.

Given the complexity of values it would be more appropriate to represent them with an analogue submodality than a digital one. It would be most efficient to choose a visual submodality, and the visual submodality with the greatest range is, as with time, the submodality of location on a line. Thus a value line is the most efficient way to rank order preferences. It is the most efficient way, but this does not mean that most people represent values this way. This is because most people have a very limited range of value classifications.

Some people do, in fact, represent values digitally. For some of these people everything is metaphorically black and white. Things are either good or bad, right or wrong, or valuable or worthless. These people are very rigid in their thinking and are usually considered bigoted and intolerant.

Other people still experience values digitally, but metaphori-

cally do so in terms of certain discrete shades of gray. These people have between two and some small number of value categories.

Other people represent values analogically. For them there are metaphorically an infinite number of shades of gray. These people are usually viewed as more tolerant and enlightened.

People who have a narrow spectrum of values or who have their spectrums compressed at the ends are not able to effectively distinguish degrees of goodness or of badness or of evil. The person who feels that a couple who have premarital sex or who use drugs have committed a horrible act will have no room on their scale of values to contemplate the horror of an event like the holocaust or a nuclear war. These people have had their consciences anesthetized by the trivial. They have no comprehension of something that is truly horrible. On the other end of the scale are people whose ideas of goodness are so trivial that they have no comprehension of truly heroic acts.

People may have their values arranged spatially. The ideal form would be to have values arranged linearly on a curved or straight line. Some people have values arranged in a closed line such as a circle or a heart shape. The disadvantage of this is that two or more values may share the same priority. This leads to value conflict which may make actions and decisions difficult.

To assist people in value conflicts have them determine what submodalities that they use to sort values. Then have them create a "value line" and map their values onto it.

People may also have the problem of not having their values prioritized at all. This also makes decision-making difficult. These people need assistance in identifying and prioritizing their values. It is helpful in doing this to also map the values onto a line.

Belief Lines

Beliefs are what one cognitively assents to be real, true or causally connected. One believes things with differing degrees of certitude. For some people everything is either true or false, real or unreal, and believable or unbelievable. These people use digital submodalities to distinguish between what they believe and what they don't believe. This makes them very rigid in their thinking. Other people use digital submodalities but have three belief categories which are true, false and indeterminate. These people are more tolerant and better adjusted to reality.

Other people use analogue submodalities to sort beliefs into varying degrees of credibility. These people have much more flexible models of the world. They have some things that they strongly believe, some things they less strongly believe, some things they are leaning towards believing, some things they are neutral about, some things they are leaning towards disbelieving, some things they tend to disbelieve, and some things that they strongly disbelieve. This wider spectrum gives them greater latitude in planning and pursuing their outcomes.

There are many things in the world about which a person does not have sufficient knowledge to render an informed opinion. People who sort their beliefs using an analogical submodality are in a better position maintain neutrality than those who sort them with a digital submodality.

Beliefs play a critical role in human performance. Beliefs may be devided into several categories. Some beliefs are metaphysical and have to do with the structure of reality. Other beliefs are objective and empirical and have to do with the way the world is. These beliefs are subject to intersubjective verification. Other beliefs are about the way we are. They may be objective or subjective and may are may not be subject to intersubjective verification.

Some of the important beliefs about the way we are have to do with our capabilities and identity. These are subjective. They play a vital role in determining our actions. As Henry Ford once said "Whether you believe that you can or believe that you can't, you are right." People are rarely able to do things which they believe that they can't do, and people are far more likely to succeed at something if they believe they can. Belief in the self is critically important as every writer on motivation has stressed from time immemorial.

Many people are not sure what they believe about themselves. There is a distinct advantage in having one's beliefs arranged on a line from strong doubt to strong belief. The advantage is that for any given statement a person needs only to look to see where it is on the line to find out what they believe about it. If they don't believe it and it would assist them to do so, then all that they need to do is to move it to the location for something that they strongly believe.

Lifeline Therapy™ explores the structure of a person's values and beliefs and changes the way that they use submodalities to make these critical distinctions. This is similar to changing the structure of a person's time line. The result is a radical change in the person's ability to adapt to reality and to get the outcomes that they desire.

❐

© 1989 WYATT WOODSMALL, PhD

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 "Beyond Self Awareness" workshop 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 at The National Training Institute for NLP, 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

REMAIN SANE!
Read . . .

The book that showed thousands of Americans how to transform their lives.

James A. Takacs

YOUR MIND CAN DRIVE YOU Crazy

(only if you let it)

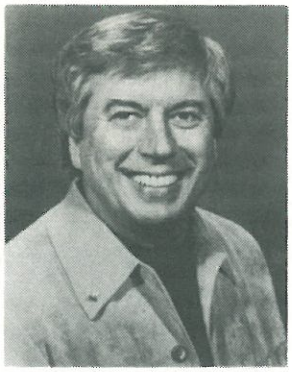
3rd Printing!

To Order
Send $9.95 + $1.50 S & H to:

RAPPORTER
740 E. Mingus Ave., #2013
Cottonwood, AZ 86326

Chapter 1
Conscious & Subconscious Mind
Chapter 2
Our Human Emotions
Chapter 3
The Words We Use
Chapter 4
Hypnosis/Alpha State
Chapter 5
The Conning Tower
Chapter 6
The Rules of the Mind
Chapter 7
The End of Puppeteering
Chapter 8
Love vs. Sacrifice and Need
Chapter 9
The Game of Life
Chapter 10
Plus/plus Equals Freedom
Chapter 11
Myths of the Male Image
Chapter 12
Guilt
Chapter 13
The Five Deadly Sins
Chapter 14
Hello Murray? It's Me!
Chapter 15
Reaching the Alpha State
Chapter 16
Alpha Breathing

POTPOURRI



JAMES A. TAKACS
Co-Founder
Sound/Mind Research, Inc.

LEADERSHIP vs SURROGATE PARENTING — Part I

I'm sure you've all heard the old saw, "I've got good news and I've got bad news. . . " Well, you've just heard it again, and it's true. Which would you like first?? The bad! OK.

None of us got the right parents, to begin with. By "right" I'm referring to those people who while rearing us, took care of our wants, desires, and needs. No matter how great they are, no matter how much we love them, no matter how much tender devotion exists or doesn't — the simple truth is that they didn't or couldn't or wouldn't measure up to our standards of being taken care of. Regardless of our successes, our folks failed us from time to time along the way.

Over the past 30 years of working with and educating people, I've heard the refrain over and over again: "My dad did everything in the world for me BUT. . ." "My mom's the greatest BUT . . ." "My parents sacrificed everything just so we could get an education BUT. . ." Now, mind you, these were not the whining complaints of middle-class malcontents caught up in the rebellion of the 60's — these are statements by very sincere people who treasure their parents and their upbringing, *but* somewhere along the line, these wonderful people fell short of our expectations, and even though we went inside to mutter our displeasure, we couldn't help but say that "the folks just don't understand." I've been on both sides of this oxymoronic situation so I know whereof I speak.

Each and every one of us at some time has held out for something, no matter how esoteric or practical or desirable, that our parents just couldn't muster. We tested them and found them wanting. "They don't understand" we would wail. No one took pouting lessons, yet we all do it perfectly — we had to practice somewhere and on someone — and who would allow us to indulge ourselves more readily than our folks? Despite their shortcomings, they were the only people in our lives who had the patience it took for us to work out our anguish generated when we encountered the world on its terms.

Later on, we attempted to dramatize our frustration using our friends, but we quickly learned they wouldn't tolerate our guff, since they had guff of their own to project. So we joined forces using those areas of common "misunderstanding" to stand firm and hold off the tide of "old fogey-ism." Now mind you, I'm not talking about 21 year olds — these people are only SIX!

As time moves on, so do we, looking now for someone to take up the slack for us — someone who will really do it for us. At first it's teachers — but they quickly prove as limited as our parents. Next we move on to some celebrity that we can worship from afar — and pretend some special relationship exists. These fantasies are real to us — but they are, still and all, fantasies. Then the *National Enquirer* throws cold water on our dreams and we move on again. Soon hormones intercede and romance looms large on the horizon. Now we drag out all the paraphernalia we've stored up to engage in the battle of the sexes. The scenario expands in all directions at this point but regardless of how we t-r-y, we still can't find the "right" person who will do it for us.

I once encountered a woman who was passionately in love with her fiancee and she was counting the seconds until her wedding day. She went about purring her soon-to-be married name, rhapsodizing about their perfect future life together. Then she slipped in the word: *but* behind which she enumerated a list of things about him that would have to change. She also referred to marriage as "putting a ring through a man's nose."

Males are no better off. We line up looking for women who match up with our specifications (sometimes based on Mom, sometimes the antithesis of Mom) but these get swept up under the rug when Cupid's arrow strikes. We say we got most of what we wanted in a mate, say 3 out of 5 — but, oh, those 2 points we didn't get count for 95% of our muttering later on.

The point I'm making here is definitely not to re-ignite the battle of the sexes; it is instead to point out the ironclad unconscious agreement we make about others being able to satisfy us the way we want to be satisfied. We get the notion that someone outside ourselves has the power to make or break the quality of our lives if we could only get them to do it! This has nothing to do with love; it has to do with fully expecting some other person or persons to make available to us some resource we alone are capable of creating.

Later on in life, once we've exhausted our expectations — the ones we've attached to our mate and our children — we look to doctors, therapists , medicos and gurus to tell us, teach us, treat us — do it for us!! in just the way we want it done. BUT no matter how sincere and justified we feel about what we feel is still missing, they reveal themselves as just human, and again let us down.

But we're unconscious and in this unconscious state we confuse parenting with leadership. We tend to intermix them and we are continually frustrated not knowing why we can't get people to move and do things. We experiment endlessly, first giving more, then giving less, then giving nothing but threats, then rewards. It makes no difference which side of the game we play on — the giver or the receiver - either side leaves us discouraged.

At this point, clarity demands that we make the distinction between parenting and leadership and I trust, at the end of this article, we will look back and see all the possibilities having opened up for you as you made the changes in your relationships, parenting when it's called for and offering leadership when that becomes necessary.

PARENTING: a condition of relationship in which the Parent solves problems for the Child and acts for and in behalf of a less competent Child; the Parent provides solutions for whatever the Child creates and uses its own resources to aide, support and sustain a Child who has few developed resources of their own; the Parent supplying a missing element in the nurturing-nourishing-protection process; and to provide example as such to make growing up not only possible, but also desirable and justifiable.

Parenting continues unabated for four years at which time, ideally, leadership is introduced into the youngster's daily routine of living. Unfortunately, in the United States, Parenting continues unabated, long, long, long, long after it needs to be phased out. Some people never stop Parenting their children which, sadly, creates bitterness and deep resentment in the family unit. Sadly, this condition sometimes erupts in violence, rebellion and addiction. (More on that later.)

LEADERSHIP: condition of relationship in which the Leader creates problems for Subordinates to solve; the Leader maintains the agreed-upon direction/intention of the group and creates problems which will s-t-r-e-t-c-h and encourage the others to elicit and develop qualities, traits, gifts and other resources from Self and thus enriching everyone else in the process; the Leader recognizes and acknowledges the emerging talents of those who follow and

returns to them any and all credit associated with their achievements.

Companies which exercise pure Leadership traits grow at phenomenal rates, almost effortlessly, and are in the forefront of their service or industry. Families which convert gradually to Leadership, are the manifestation of love, caring and mutual respect. Marriages blossom continuously and friendships become the space in which two or more people get to create miracles together.

Does this sound fanciful to you?? A little of the "too good to be true" creeping into your thinking?? Think it sounds too complicated to be utilized in daily living?? Think again.

For nine years I taught a seminar entitled, *TALENTED PARENTING*. In two long weekends, parents learned to make the distinctions I've related here — and began applying the principles involved in making these distinctions — and the results proved to be only a little less than astonishing. Children responded beautifully to leadership when introduced in stages and as rigid Parenting was gradually reduced, the children turned into natural leaders. The process couldn't have been easier and more nearly natural.

As I said, Parenting goes on uninterruptedly for four years. During that time, the parent takes up the slack in almost every area of the Child's daily living. As the Child is too small, too awkward, too inexperienced, too vulnerable to do much on their own, the Parent wisely steps in to make living comfortable, enjoyable and SAFE.

Leadership training begins with the Child's fourth birthday party. It should be everything a Child could want — clowns, balloons, toys, games, eats and goodies, and lots and lots of friends. At the end of the ceremony, after the Child has opened their final present, both parents step up and announce with great pride that "Amanda now gets to have her first family job — (i.e.) bringing in the morning paper! — and we know she will do a good job." At the age of four, any child, boy or girl, wants nothing else than to please mom and dad, and are usually underfoot anyway, wanting to help out. So giving the Child their first real family job will make them proud, as well as useful. Now don't expect perfection out of a four-year-old. They'll be days when the Child will forget or is too sleepy or too cranky or doesn't feel well or gets too busy playing or fooling around. That's when the parent demonstrates leadership — by not running to the rescue. Leave the newspaper lying where it lays!! It doesn't matter if it is snowing or raining or whatever — just leave the paper out there. Let the Child experience the consequences of not doing their job. Your disappointment at not being able to read the morning paper will be painful enough for her to deal with — so you needn't scold or complain or preach (and above all refrain from guilt-making). After a few goof-ups and your concurrent disappointment, she'll make darn sure she gets the paper for you.

By the time her fifth birthday party rolls around, Amanda will be ready for her next family responsibility — say, making sure the family pet has fresh water every day. Then patiently let them integrate that job into their daily life. (Sneak the poor cat some milk if its saucer stays dry too long, like say two days). Refrain from any coercion or preaching — just let them know that Pussy likes to be treated well just like they like to be treated well. At age five, that's easier to understand than any sermon on ethics, morals, and guilt. Don't worry, the cat will survive as long as you stay on your toes. After a bit, you'll not have to concern yourself about its welfare.

Now, Amanda is bringing in the morning paper and watering the cat. At age six, add the third family job; age seven, add the fourth, and so on. By the time the Child is sixteen, they will have been awarded a total of 13 family jobs, making them a full-fledged contributing member of a thriving family. They won't feel oppressed because, after all, they've been serving and contributing to the family all their life and the Child's parents have wisely acknowledged and praised them all those years for doing so well. Because the Child has contributed and served well, the Child's self-esteem will be high, her image of herself will be that of a worthwhile person and she will KNOW that she's loved and respected in her home. Home becomes her sanctuary from the hubbub of the world and she will continue to make it a place for her solace and restoration. After marriage, you can count on the Child re-creating the same type of home with a family of their own.

One of my clients had a little girl, age six, who was becoming more and more difficult to deal with. My client was a typical young mother, so typical in fact that she confused her own insecurities with what her young daughter was feeling; consequently, she accused her daughter of causing her much worry and distress. Well, the kid was itching to help her mother and all mom could do was insist she do it herself since "Barby" couldn't do it right! I asked her how long it took her to do the things that Barby wanted to do? She said a long time. I asked her if she thought Barby was a slow learner and she said, NO! on the contrary, Barby learned "too" fast. So I trained her to convert Barby's eagerness to help into a benefit instead of using it as a drawback. I literally walked her through the process.

At a dinner party Mom was preparing for, Barby wanted to "help out." Instead of chasing her away, as usual, Mom showed her how to set the table, which forks, spoons, knives, glasses, etc. went where and how each place setting should look. Once she was sure she understood, Mom left her alone with her job. It took her an hour, but she had the table looking very good once she finished and she proudly told her Mom how much fun it was — so much that she wanted to help in the kitchen. Mom said, "we're almost out of time, so why don't you go upstairs and get dressed for the party?"

This was astonishing to the kid since she was usually dismissed for the evening to her room to watch TV. Now, she was being included in all the festivities, and wow! She flew upstairs to get dressed. She was going to be at the party!

While Barby was upstairs dressing, the guests began to arrive. As each couple was welcomed, Mom took them aside and told them Barby had set the table, and she (Mom) expected them all to compliment the table settings and say how nice everything looked. Barby had reversed the forks but Mom notified everyone that they were not to notice that small error. During dinner, as people continued to remark on how nice everything looked, Mom gave Barby all the credit for it — and the kid just sat there and just beamed!!

I recently had lunch with "little Barby" — now a grown woman with a new family of her own. She remembered me from the classes her mom took, of course, and so she started to reminisce about how her Mom had changed so much since then. She remembered, as one of her earliest and strongest memories, the table-setting incident I described earlier; she said it was one of the proudest moments of her young life and that the memory had sustained her beautifully for years while growing up. She relayed the incident to me as though I had never heard it before — and she beamed as she retold it. She had a big smile on her face and she chuckled with satisfaction. I didn't tell her that I already knew about it for that would have diminished a very happy moment for her. (I re-anchored her to it as a self-promoting good feeling anchor). She said her Mom trained her well, so as soon as her baby daughter was old enough, she would begin training her as well.

You see, one good deed begets another!

Excerpts drawn from material used in his "Talented Parenting" and "The Other Side of Love" Seminars.

© 1989 JAMES A. TAKACS

James A. Takacs *is a Co-Founder of Sound/Mind Research, Inc. He is also a co-developer of Audiotronix™ technology — the use of sound and sound patterns to stimulate change in brain functioning. He is 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.*

STEPS TOWARD INNER PEACE

PEACE PILGRIM
1908 - 1981



On her pilgrimage from 1953 to 1981:

"A pilgrimage is a gentle journey of prayer and example. My walking is first of all a prayer for peace. If you give your life as a prayer you intensify the prayer beyond all measure."

Peace Pilgrim walked more than 25,000 miles across this country spreading her message — "This is the way of peace: Overcome evil with good, falsehood with truth, and hatred with love." Carrying in her tunic pockets her only possessions, she vowed, "I shall remain a wanderer until mankind has learned the way of peace, walking until given shelter and fasting until given food." She talked with people on dusty roads and city streets, to church, college, civic groups, on TV and radio, discussing peace within and without.

Her pilgrimage covered the entire peace picture: peace among nations, groups, individuals, and the very important inner peace — because that is where peace begins.

She believed that world peace would come when enough people attain inner peace. Her life and work showed that one person with inner peace can make a significant contribution to world peace.

HARMONIOUS PRINCIPLES FOR HUMAN LIVING

Part III — Four Purifications

Purification of the Body Then I discovered that there were some purifications required of me. The first one is such a simple thing: it is *purification of the body.* This has to do with your physical living habits. Do you eat sensibly, eating to live? I actually know people who live to eat. And do you know when to stop eating? That is a very important thing to know. Do you have sensible sleeping habits? I try to get to bed early and have plenty of hours of sleep. Do you get plenty of fresh air, sunshine and contact with nature? You'd think this might be the first area in which people would be willing to work, but from practical experience I've discovered it's often the last because it might mean getting rid of some of our bad habits, and there is nothing we cling to more tenaciously.

Purification of Thought

The second purification I cannot stress too much because it is *purification of thought.* If you realized how powerful your thoughts are you would never think a negative thought. They can be a powerful influence for good when they're on the positive side, and they can and do make you physically ill when they're on the negative side.

I recall a man 65 years old when I knew him who manifested symptoms of what seemed to be a chronic physical illness. I talked with him and I realized that there was some bitterness in his life, although I could not find it at once. He got along well with his wife and his grown children, and he got along well in his community, but the bitterness was there just the same. I found that he was harboring bitterness against his long-dead father because his father had educated his brother and not him. As soon as he was able to relinquish this bitterness, the so-called chronic illness began to fade away, and soon it was gone.

If you're harboring the slightest bitterness toward anyone, or any unkind thoughts of any sort whatsoever, you must get rid of them quickly. They aren't hurting anyone but you. It is said that hate injures the hater, not the hated. It isn't enough just to do right things and say right things, you must also *think* right things before your life can come into harmony.

Purification of Desire

The third purification is *purification of desire.* What are the things you desire? Do you desire new clothing, or pleasures, or new household furnishings, or a new car? You can come to the point of oneness of desire just to know and do your part in the Life Pattern. When you think about it, is there anything else as really important to desire?

Purification of Motive

There is one more purification, and that is *purification of motive.* What is your motive for whatever you may be doing? If it is pure greed or self-seeking or the wish for self-glorification, I would say, *Don't do that thing.* Don't do anything you would do with such a motive. But it isn't that easy because we tend to do things with very mixed motives, good and bad motives all mixed together. Here's a man in the business world: his motives may not be the highest, but mixed in with them are motives of caring for his family and perhaps doing some good in his community. Mixed motives!

Your motive, if you are to find inner peace, must be an outgoing motive — it must be service. It must be giving, not getting. I knew a man who was a good architect. It was obviously his right work, but he was doing it with the wrong motive. His motive was to make a lot of money and keep ahead of the Joneses. He worked himself into an illness, and it was shortly after that I met him. I got him to do little things for service. I talked to him about the joy of service and I knew that after he had experienced this, he could never go back into really self-centered living. We corresponded a bit after that. On the third year of my pilgrimate route, I walked through his town and I hardly recognized him when I stopped in to see him. He was such a changed man! But he was still an architect. He was drawing a plan and he talked to me about it: "You see, I'm designing it this way to fit into their budget, and then I'll set it on their plot of ground to make it look nice." His motive was to be of service to the people that he drew plans for. He was a radiant and transformed person. His wife told me that his business had increased because people were now coming to him from miles around for home designs.

I've met few people who had to change their jobs in order to change their lives, but I've met many more people who merely had to change their motive to service in order to change their lives.

❐

STEPS TOWARD INNER PEACE is not copyrighted and you are welcome to reprint it in whole or part. It has been translated into a few languages. We hope it will be translated into many more and published in every country in the world.

The Friends of Peace Pilgrim *wish to continue the spirit of offering her message without charge. Unpaid volunteer workers and many small donations make continued distribution possible. In addition to the book,* Peace Pilgrim, Her Life and Work in Her Own Words, *they have other Peace Pilgrim materials, including audio and videotapes, pictures, postcards, and copies of the* Steps *booklet in Spanish. For a current list write to: Friends of Peace Pilgrim, 43480 Cedar Avenue, Hemet, CA 92344, or call 714-927-7678.*

EVENTS LISTING

SEPTEMBER 1989

September (Programs Begin), Washington, DC
Practitioner, Master Practitioner and Modeling Certification Trainings, *Wyatt Woodsmall;* contact National Training Institute for NLP, 703-979-3835

September 2-3, Park Cities, Utah
NANLP Western Regional Conference; contact Ann Lazerus, 801-521-0200

September 9, Princeton, New Jersey
Persuasion Skills; contact Eastern NLP Institute, 215-860-0911

September 9-10, Indianapolis, Indiana
NANLP Central Regional Conference; contact Laura, 317636-6059

September 11, New York City
Advanced Hypnosis Training; contact NY Training Institute for NLP, 212-473-2852

September 15-17, New York City
Freedom from Compulsive Eating/Dieting; contact NY Training Institute for NLP, 212-473-2852

September 21-22 (23-24), Las Vegas
NLP & Ericksonian Hypnosis, *Tad James;* contact ProfitAbility Group, 1-800-NLP-7870, ext. 800

September 21-25, New York City
Trainer Certification Training; contact NY Training Institute for NLP, 212-473-2852

September 22-24, New York City
Master Practitioner Certification Training; contact NY Training Institute for NLP, 212-473-2852

September 22-24 (Program Begins), Amherst, Massachusetts and Vernon, Connecticut
Master Practitioner Certification, *Richard Clarke and Elizabeth Hearn;* contact New England Institute for NLP, 413-259-1248

September 28, New York City
Beyond Master Practitioner Training; contact NY Training Institute for NLP, 212-473-2852

Last Day of the Month, Worldwide
World Healing Meditation; contact Quartus Foundation, 512-335-8346

Do you want:
Improved Therapeutic and Consulting Skills?
The Right Person for the Job?
Motivated Employees and Better Managers?
Reduced Turnover and Improved Sales?

Do you want to:
Discover Useful Ways to Effectively Apply Metaprograms in Areas Outside of Hiring?
Attain Better Understanding of Metaprograms?
Improve Your Skills in Using Metaprograms?

Rodger C. Bailey, foremost authority on Metaprograms and one of the nation's leading employee development experts has just what you need!

The Harbinger Group Presents

THE LAB PROFILE SELF-STUDY PROGRAM

The Kit Includes:

- 117-Page Training Manual
- 6 Audio Cassettes with Rodger Personally Addressing Key Points and Specific Industry Applications
- Practice Material to Ensure that You Can Quickly and Easily Use the LAB Technology

Here's How to Order:
Send $195* (US) Check or Money Order to:

RAPPORTER
740 EAST MINGUS AVENUE, #2013
COTTONWOOD, AZ 86326

*overseas orders add $20 shipping & handling



WORLD HEALING MEDITATION

In the beginning
In the beginning *God*.
In the beginning God created the heaven and the earth.
And God said Let there be light: and there was light.

Now is the time of the *new* beginning.
I am a co-creator with God, and it is a new Heaven
that comes,
as the Good Will of God is expressed on Earth through me.
It is the Kingdom of Light, Love, Peace and Understanding.
And I am doing my part to reveal its Reality.

I begin with me.
I am a living Soul and the Spirit of God dwells in me, as me.
I and the Father are one, and all that the Father has is mine.
In Truth, I am the Christ of God.

What is true of me is true of everyone,
for God is all and all is God.
I see only the Spirit of God in every Soul.
And to every man, woman and child on Earth I say:
I love you, for you are me. You are my Holy Self.

I now open my heart,
and let the pure essence of Unconditional Love pour out.
I see it as a Golden Light radiating from the center of
my being,
and I feel its Divine Vibration in and through me, above
and below me.

I am one with the Light.
I am filled with the Light.
I am illumined by the Light.
I am the Light of the world.

With purpose of mind, I send forth the Light.
I let the radiance go before me to join the other Lights.
I know this is happening all over the world at this moment.
I see the merging Lights.
There is now one Light. We are the Light of the world.

The one Light of Love, Peace and Understanding is moving.
It flows across the face of the Earth,
touching and illuminating every soul in the shadow of
the illusion.
And where there was darkness, there is now the Light
of Reality.

And the Radiance grows, permeating, saturating every
form of life.
There is only the vibration of one Perfect Life now.
All the kingdoms of the Earth respond,
and the Planet is alive with Light and Love.

There is total Oneness,
and in this Oneness we speak the Word.
Let the sense of separation be dissolved.
Let mankind be returned to Godkind.

Let peace come forth in every mind.
Let Love flow forth from every heart.
Let forgiveness reign in every soul.
Let understanding be the common bond.

And now from the Light of the world,
the One Presence and Power of the Universe responds.
The Activity of God is healing and harmonizing
Planet Earth.
Omnipotence is made manifest.

I am seeing the salvation of the planet before my very eyes,
as all false beliefs and error patterns are dissolved.
The sense of separation is no more; the healing has
taken place,
and the world is restored to sanity.

This is the beginning of Peace on Earth and Good Will
toward all,
as Love flows forth from every heart,
forgiveness reigns in every soul,
and all hearts and minds are one in perfect understanding.

It is done. And it is so.

The Rapporter wishes to thank the Quartus Foundation for generously providing us with information about The Planetary Commission. For more information and up-dates on the effect of the ongoing World Healing Meditation, contact the Quartus Foundation, P. O. Box 27230, Austin, Texas 78755-1230, (512) 335-8346. Beautiful color 11 x 17 World Healing Meditation posters can be ordered from them at a cost of only four for $1.00.

RAPPORTER
Journal of Human Performance Technologies

740 EAST MINGUS AVENUE, #2013
COTTONWOOD, AZ 86326 USA

BULK RATE
US POSTAGE
PAID
COTTONWOOD, AZ
PERMIT NO. 44

THIRD CLASS

ADDRESS CORRECTION REQUESTED

BRIDGES ISSUE #24 JULY 1989

Newly Revised and Improved! Rick Cleveland's
PRACTICAL USE OF NLP IN BUSINESS

Home Study Course — Level 1 (Basic)

VERBAL PACING AND LEADING
COMPOUND SUGGESTIONS
VERBAL RAPPORT
NON-VERBAL RAPPORT
STATE ELICITATION AND ANCHORING
ELICITATION AND UTILIZATION OF VALUES
FUTURE PACING
12 PROFESSIONALLY MASTERED 90-MINUTE AUDIOTAPES PLUS WORKBOOK
MUCH MORE

$325

Home Study Course — Level 2 (Advanced)

EMBEDDED COMMANDS
CAUSE AND EFFECT
IMPLIED CAUSE AND EFFECT
SINGLE BINDS
DOUBLE BINDS
5 PROFESSIONALLY MASTERED 90-MINUTE AUDIOTAPES PLUS WORKBOOK
MUCH MORE!

$225

Add $10 S&H each (Foreign Add $20 S&H each)
Allow 4 to 6 weeks for delivery

"Rick Cleveland is one of the few people in the NLP community who is actually doing NLP in Business as opposed to just talking about it.

"His command of Language Patterns and use of them in a business context is unsurpassed in the NLP community. For those interested in the use of NLP in Business, this is is an unprecedented opportunity to study at home with one of the leaders in the field."

Wyatt Woodsmall, PhD
Founder
National Training Institute for NLP

SAVE! Order Complete Course (Level 1 and 2) for Only $500

To Order, Make Check Payable to:
RAPPORTER
740 EAST MINGUS AVENUE, #2013 / COTTONWOOD, AZ 86326