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By popular request, Advanced Behavioral Modeling, Inc. will again offer its highly successful residential Modeling/Master Practitioner Certification program February 24-March 11, 1990. The 5th Annual Trainer Certification Training will be conducted August 11-26, 1990.

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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, traditional and Ericksonian hypnosis 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 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.

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ANNUAL SUBSCRIPTION RATES (10 Issues)
Published every 5 weeks year round

	U.S.A	OTHER
USA & POSSESSIONS, 3rd Class	$35	N/A
USA & POSSESSIONS, 1st Class	$50	N/A
CANADA & MEXICO (Sent Air Mail)	N/A	$50
ALL OTHERS, Surface Mail	N/A	$50
ALL OTHERS, Air Mail	N/A	$75
CURRENT ISSUE	$ 4	$ 6

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PUBLISHED BY RAPPORTER PUBLISHING CO.
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BEHAVIORAL MODELING



WYATT WOODSMALL
Chairman
Advanced Behavioral
Modeling, Inc.

STRATEGIES— Part VIII
Registration or Encoding Strategies

Registration or encoding is the doorway to the learning and memory process. This involves becoming aware of new facts and making an active effort to transfer them to long-term memory. Something cannot be remembered unless it is put in in the first place. How it is put in will effect how it can later be read out. Certain things assist in the registration process.

There are eighteen principles of learning and remembering regarding registration. These are:

Selectivity of Input or Perception

One needs to decide which external impressions to allow into conscious awareness. In other words, one should choose what impressions to delete from awareness to start with. In mysticism, it is often said that the body has three foods. These are ordinary food and drink, air and impressions. In the same way that stale or poisonous food and drink can harm the physical body, inappropriate or poisonous impressions can harm the mental body. Newspapers and television and the external world are filled with negative impressions. One should be highly particular in choosing what one reads, watches and listens to. The first guardian of sanity is close control over the impressions that one chooses to permit to pass through the doors of perception.

Selectivity of Encoding

One needs to decide which facts to master and which ones one can safely ignore. One cannot learn everything, and one can never know all that there is to know. One must choose between what to remember and what to forget. The "need not to know" is just as important as the "need to know." In the current educational world, one is more frequently evaluated on their ability to determine what is important to retain than on their ability to retain. In reality, one is graded on their ability to determine what the teacher thinks is important and to learn that. In other situations, one must choose carefully what to retain and what to forget based on their interests and needs.

Motivated Interest

One needs a realistic goal and a strong thirst for knowledge. One must use the power of interest to assist in learning. Motivation is critical in learning as in anything else. One does not learn well when one is bored, tired, stressed or fearful. The keys to motivation are having powerful outcomes to move toward or away from. When the attainment or avoidance of these outcomes are attached to learning, then one will exert the necessary time, energy and resources to master the material at hand.

Emotional Significance

People remember very poorly anything that is not personally relevant to them. They remember easily anything that has relevance or significance and, particularly, emotional significance. In order to learn a body of material, one must connect this to their values in some way. Values are the wellspring of emotions. If something has value, a person is more likely to remember it. If they can see no value in it, then they are likely to forget it.

Meaningfulness

Man is a meaning-creating species. This distinguishes him from all other animals. People do not just passively absorb information. They interpret it or give it meaning by associating it with things that they already know. People always strive to make sense of their experience. It is difficult to remember nonsense syllables or things that do not make sense. Understanding is critical to learning. It is difficult or impossible for a person to become involved in something that has no meaning or doesn't make sense in some way. Once something makes sense, is understood and has personal meaning, then one can become involved with it and register it. Once something has meaning, then it can be associated in a person's mind with other words or facts that they already know. To fully register information, one must personally think and rethink in their own mind the words of a teacher or writer until they are truly understood. Once one reaches the answer through their own individual reasoning, their understanding is permanent and unforgettable. One has to do this for oneself and usually by oneself.

Intention to Remember

Intentionality is related to the first operational principle of NLP, which is "know your outcome (goal or purpose)." Intentionality may be viewed as a "will (or single-minded purpose) to achieve" a certain outcome. Intentionality is related to purposiveness. It is the source of the energy that underlies motivation. One reason that NLP is successful is because it is purposive, i.e. it is goal- or outcome-directed. The intention to remember is an overall positive attitude that automatically triggers subsidiary attitudes such as paying attention, getting a fact right the first time, and striving to understand. Intentionality is the active component that makes learning succeed. It is the wellspring of effort. Without effort there is no action.

Concentration

Concentration is losing oneself in the thought one is thinking, the activity one is engaged in or the subject which one is studying. It is giving 100% of attention to one thing. The greatest enemies of concentration are external and internal distractions. Internal distractions are thoughts and emotions that come from within. The greatest sources of these are personal problems, fantasies or daydreams and mental fatigue. The primary causes of mental fatigue are boredom and difficulty. Some ways to minimize internal distractions are planning ahead, eliminating daydreaming and fantasizing, dealing with personal problems in advance, dealing with anxiety, setting realistic goals, using a reminder list, switching subjects before boredom occurs and creating interest in the subject at hand. To minimize external distractions, select a quite comfortable place with good lighting and a comfortable desk and chair, make sure that you have everything that you need in advance, and don't fight hunger, drowsiness and the need to go to the bathroom.

Listening

Hearing is automatic and mechanical, but listening is a learned skill which requires directed attention and concentration. Listening or the absorption of the meanings of words and sentences by the mind, leads to the understanding of facts and ideas. Some keys to effective listening are the maintenance of an optimum physiological and emotional posture, connecting what is heard to the known, and repeating back to oneself in one's own internal voice exactly what the speaker is saying.

Note Taking

Listening and note taking are inseparable partners. The only way to listen is to take notes. Listening combined with note taking requires that one pay attention and prioritize and organize the material presented. It is necessary to take notes because one forgets massively and rapidly. Without written notes, one cannot recapture, study and learn what was presented auditorially in class. Without notes, one is stuck. Once notes are taken, they should be organized and reviewed. The first review should be right after class and subsequent reviews should occur often. Students who don't take notes or who don't study their notes remember less than 20% of a lecture after two weeks, whereas students who take copious notes and review directly after the lecture and several additional times over the two weeks will remember between 90% and 100% of the material.

Basic Background

The more one learns, the easier it is to learn more. One's understanding of new material depends entirely on what one already knows. The old is the key to the meaning of the new. When learning first occurs in an area the pace is slowest, because one has to build up connections. As one makes more and more associations, the pace continues to increase. The expert can learn more rapidly about an area because they already have a well-developed map of the territory.

Meaningful Organization

The personal organization that one imposes on material is critical to learning. It is much more difficult to learn facts in isolation than when they are connected together in a meaningful way. The ability to organize information is critical to registering it. One should begin with basic definitions and cluster facts and ideas into categories and concepts that are meaningful. If possible, these categories and concepts should be connected with laws or correlations and these should be further organized in terms of theories. The key is for an individual to organize the material to be learned in a way that makes sense to them.

Relaxation

Learning occurs best when the body is in a relaxed, alert state. Stress, tension, worry and fear are the worst states for learning to occur. To learn best, one should put themselves in an optimum physiology. This includes an optimum physical and emotional posture. One key to a relaxed, alert and stress-free posture is breathing. It should be diaphragmatic, slow, smooth, silent and regular with no jerks or pauses.

Distributed Practice

A person learns better when they use relatively short study periods broken up by rest intervals than when they use long, grinding-it-out sessions. (This does not apply to creative work or synthesis which needs to be completed at one setting.)

Breaks

A planned series of breaks during a study period or lesson increases the probability of recall. Five-minute breaks every half hour are recommended.

Nutrition

A healthy diet that consists of high-energy foods helps to produce a proper learning state.

Exercise

A rhythm of vigorous physical activity and periods of concentration helps to keep the mind alert and promote learning.

Rest and Sleep

The mind/body does not learn well when it is fatigued or sleepy. There is evidence that much learning is consolidated in sleep. A restful night's sleep is conducive to both an optimum physiology on the morrow and an integration and synthesis of the day's input.

Premature Closure

The greatest enemy of success is success and the greatest enemy of learning is the belief that one already knows. The first rung of the learning ladder is unconscious incompetence. At this stage, one is ignorant and doesn't know it. The second rung of the ladder is conscious incompetence. The awareness of ignorance is the beginning of knowledge. As soon as one believes that they know something, the mind begins to close down. A person learns best when they believe that they don't already know it all.

Summary

These eighteen principles are critical to the registration process. For information to be remembered, it must be first perceived and encoded. For this to happen most effectively, the learner must be in an appropriate physical, emotional and mental state and the material must make sense and be meaningful, relevant, properly organized and interesting. ❐

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Continues in our next issue with "Retention Strategies."

Wyatt Woodsmall, PhD, *Certified NLP Master Trainer and Master Modeler and Founder and Chairman of Advanced Behavioral Modeling, Inc. and Director of 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 human typological analysis, advanced behavioral modeling, negotiations, training, and NLP and personal growth. He will be conducting The First NLP Business Certification Training Dec. 2-10, 1989 in the Washington, DC area and a residential Modeling/Master Practitoner Certification program in February and July 1990. He can be reached at Advanced Behavioral Modeling, Inc., at 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

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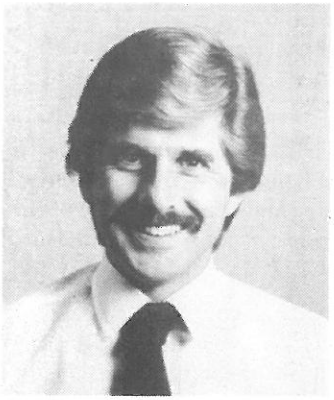
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SPECIAL FEATURE



TAD JAMES
Founder and Chairman
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THE SECRET OF CREATING YOUR FUTURE
Part VI — TIME LINE and PERSONALITY

The Wizard said, "Would you like to learn about what the arrangement of the Time Line means in terms of a person's personality?"

"I would," said Milon. "That would be helpful for me in learning how to deal with different people. Could you tell me?"

"Listen," said the Wizard. "The Time Line that runs front to back we call 'In Time,' meaning essentially that you are in the Time Line or inside your experience of time. In-Time people tend to be caught up in the moment. If you are an In-Time person and you and I have an appointment at 2:05, you probably will not notice. Maybe even 2:15 you will not notice. In-Time people tend to want to discover what life is and adapt to it.

"The classic organization of the Time Line of a Through-Time person is left to right. The Through- Time person will have their life all laid out in advance — they pretty much know what they want in life and, as opposed to the In-Time person who aims to adapt to life, the Through-Time person will know what they want and make life adapt to them.

"Now, any combination or any difference in these two Time Lines will cause a combination of In-Time and Through-Time personality traits."

Milon realized that this was the organization of his Time Line.

The Wizard continued, "So somebody who is Through Time will view time as ordered, linear, sequential and they will carry organizers and love them. There are people that carry the little organizers and hate them — they are In-Time people. But the Through-Time people carry the organizers and they love them.

"In order to plan, it helps to be Through Time. That is why when you write down your goals, you walk out on the Time Line and look around. When writing goals, set up the organization of your Time Line so that it is in front of you and crosses the room from left to right, and walk out in the future to the date and time that you are planning. Planning needs a Through Time perspective. Yet, when you are working at something that you need to focus in on, if you need to be really in the moment, then that requires an In-Time perspective.

"When you think of it, a long time ago, before there were factories, actually before there were clocks, there was not any need to be on time because if you and I were going to have a meeting we'd get together by the big oak tree next to the stream the third full moon after the snow melted. If I did not show up for a couple of days you would sit there and wait. You wouldn't care. You would be catching a few rabbits to eat. That was pretty much true until the Industrial Revolution. When we invented factories, we began to need people who showed up on time. Before there were factories, people used to work at home. They would do piece work in their houses or they would work somewhere, but before there were clocks there was no need to be on time. So most people were In Time in those days. Beginning with the Industrial Revolution, we began to need to be at certain places at certain times. If they opened the factory at nine o'clock and no one was there, who would catch the pieces that ran off the end of the conveyor belt and put them in boxes? Nobody. The Industrial Revolution created the need to be on time, so we created schools for our kids that started at nine o'clock, just to train the kids so they'd be on time so that they'd make it to the factory on time. So, Through Time is an invention of modern man. Through Time is linear and sequential, much like the conveyer belt.

"So, your Time Line is organized in a certain way and how your Time Line is organized will make a difference in how you experience time and how you deal with time.

"That is the second 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 *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 videotape program for making your future your own. More information is available by calling 808-521-0057.*

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BASIC NLP



DRS. TAG & JUDITH POWELL
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MASTER SECRETS TO IMPROVE COMMUNICATION

PHASE THREE: MASTER SECRETS TO TELL HOW ANOTHER IS THINKING

Another exciting area of data from the NLP world deals with the physical signs of data processing.

It appears that when you ask someone a specific type of question, their eyes will automatically move in a prescribed manner.

Physical Clues to Visual Processing

For example: If you ask a question that requires their processing mode to recall a visual answer, their eyes will generally look up and to the right or left.

Although there are exceptions to most rules, we can generally say that eyes looking up and to the right or left, will indicate that the person you are watching is processing visually. This does NOT mean, at this point, that this person is a visual person. We will examine that possibility later.

How you construct the question to be asked, discerning an individual's visual processing, is very important. A question that involves sound or feeling will not work: it must be a question that would evoke a visual answer. To make the matter even more interesting, there are two types of questions for visual processing. As we will find out later, these two types of questions also apply to the auditory processing.

TWO FORMS OF QUESTIONS

There are two forms of questions that evoke specific processing, and give physical data that we can see and use to improve communication.

1. A **recall** question — a question that requires the recall of data filed in a person's memory bank (brain).
2. A **construct** question — a question that requires construction of new data, using imagination or creativity.

Recall Question

A "recall question" would require, what at this point we would call, visualization. This type of question will stimulate the recall of previously stored data (memories). This data could be pictures, sounds, or feelings. There should be nothing new created here: The person with whom you are communicating should already know the information, and simply recall the answer.

If you were asked, "What does a red rose look like?" you would simply go to your memory bank, and recall a memory of a living or artificial red rose or simply recall a picture of a red rose you have seen in the past. This recall process takes a matter of seconds. If we accept a very simple version of a split-brain model, we might expect this data to be stored predominantly in the right- brain hemisphere.

Construct Question

A "construct question" would require a person to use their imagination. This type of question will lead to the construction of NEW pictures, sounds or feelings. The data must be created from previously stored fragments of information.

If you were asked, "What does a blue rose look like?" the process might be more complicated. You might first search your memory for a blue rose: If nothing was found, you would recall a red rose; then recall the color blue; and then make the red rose blue; thereby, constructing a new image of a blue rose. After this processing, you would then have an image of a blue rose in your memory. From then on, you would just recall what a blue rose looked like — no need to construct it again. This analytical processing might cause you to use your left-brain hemisphere.

Note: Always Test with questioning before assuming the following information to be true.

PHYSICAL DATA

Visual Recall

When you ask a specific question requiring a visual-recall answer, you will see the eyes of the person asked go up and to your right.

Example: "What is the color of your house?"

Visual Construct

When you ask a specific question requiring the construction of a visual answer, you will watch the eyes of the person asked go up and to your left.

Example: "What would your house look like if it were painted green with big, pink polka dots?"

Special Visual Processing Information

Eyes defocused and unmoving could also indicate visual accessing. When their eyes are up and moving left to right, back and forth, it often means visual construction is in progress.

TESTING IS IMPORTANT

How To Test

These eye movements are correct for most people, however, there are many exceptions. You can be most effective by asking several different questions and checking the results. You may find the positions reversed in a particular individual and, in some rare cases, be entirely different. You will frame your questions to fit the conversation, usually areas of interest to both parties.

We will assume from here on, that all people fit our perfect model. Just remember, that in actual use, you must "calibrate" the eye movements in each individual.

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Continues in our next issue.

Dr. Tag Powell and Judith L. Powell *have taught thousands of people The Silva Method during the past 11 years. 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.

SPECIAL FEATURE



RENE PFALZGRAF
Founder
NLP Arizona, Ltd.

LifeLine Therapy™
GENERATING GENERATIVE CHANGE
Part II — Submodalities

What are submodalities? Submodalities are the distinctions of the modalities Visual, Auditory and Kinesthetic. These particular distinctions have a direct bearing on how the information that is within a person's information system will be processed.

Within each modality there are several distinctions:

Visual: Light/Dark, Large/Small, Close/Far Away, Color/Black and White, In Focus/Out of Focus, Movie/Still, Panoramic/Bordered, Associated/Dissociated, Location — Top to Bottom and Left to Right, Depth/Flat.

Auditory: Loud/Soft, Close/Far Away, High Pitch/Low Pitch, Fast/Slow, Location — Top to Bottom, Left to Right, Front to Back, Content Positive/Negative. (In addition, the auditory can be external remembered or internal digital.)

Kinesthetic: Relaxed/Tense, Warm/Cool, Tactile/Proprioceptive, Size, Location.

In addition to the modalities, all submodalities fall into two additional categories. The first category contains those submodalities that can be altered along a spectrum (most of the submodality distinctions) and the second category includes those submodalities that are either/or (Associated/Dissociated, Panoramic/Bordered). The first group is sometimes referred to as analog submodalities and the second group as digital submodalities, since the first group is like a dimmer switch and the second like an on/off switch.

Any state that a person experiences has representations in one or more of the modalities and it is the submodality distinctions that help create the experience. If the submodalities are altered, the experience (at least for that instant), is also altered. Since this is true, it is possible to change a person's state by altering the submodalities. When this is done, care should be given to ecological concerns for the original behavior, because submodalities do not have built-in ecology checks. Because this is true, it is desirable to do other work which will address the ecology before using the submodality manipulations.

There are several categories of submodality interventions, two of which will be covered in this section. The first group utilizes "Mapping Across," and the second group utilizes "Driver Submodalities."

ELICITING AND MAPPING SUBMODALITIES

The first step in doing a "Mapping" is to find out what the submodality distinctions are for each of the states, i.e. problem and desired state. This is done by asking the person to think of a time when they were experiencing the problem state and then asking them to describe the Visual, Auditory and Kinesthetic distinctions. As an example (Operator=O, Client=C):

O: Think of a time when you had experienced the problem .... Thank you .... The image that you are seeing, is it large or small?

C: Small.

O: Is it bright or dim?

C: Dim.

O: Is it close or far away?

C: Far away.

Etc.

After all of the submodalities for the problem state have been recorded, ask the client to clear their mind and then ask them to think of the resource/desired state that they would like to have instead. When they have accessed the state, go through the same procedure and record the submodalities of the desired state.

At this point, you have the submodalities of two states, one that has been perceived as a problem and one that is thought of as desirable. The next step is to direct the client to think of the problem state and then have them alter the submodalities of that state, one at a time, until they match the submodalities of the desired state. When doing this, it is useful to map only the submodalities in one or two of the modalities and leave the third modality as a check to see if the change is ecological. If the third system does not map over spontaneously, then it can be assumed that there are some ecological concerns that need to be taken care of.

Application #1: Generating Understanding

In this, you will map the submodalities of something that a person does not understand. This should be something that they are trying to learn and they have not yet comprehended, rather than they do not understand what decision to make (such as whether to stay in a relationship or not).

The next thing to do is to map the submodalities of something which is similar that they do not understand; e.g. a person does not understand a math problem and the same person understands other math concepts. In this case, you would map submodalities for both states.

Once this is done, the submodalities for the state of confusion are changed so that they match the state of understanding in two of the three modalities. If the third modality spontaneously maps, the person will probably understand the material on the spot. If the third modality does not map over spontaneously, you have created an intermediate step which will allow the person greater clarity about what they need in order to create full understanding. This way-point will help the person move from confusion to understanding more rapidly and will result in the person learning related material more quickly.

Application #2: Creating Creativity

By doing this, the client will become more creative in a variety of contexts.

The procedure is basically the same. First you elicit the submodalities for a situation wherein the person would have liked to have been more creative but was not, then you elict the submodalities for a situation wherein the client was creative.

After you have done this, you can then map the submodalities of one or two of the modalities, remembering to keep at least one of the modalities for an ecology check.

Once you have generated creativity in the first problem state, it can be very useful to generalize this behavior into other resourceless states. The ability to create new responses can be very helpful in any state that had been previously perceived as resourceless.

In both of these techniques, it is extremely useful to generalize the change into as many contexts as possible. If you are aware of the person's time line structure, you can have them float to the very beginning of their time line and add these new resources to the "younger you" and have them move along the time line to the present and into the future.

If, on the other hand, you are not sure of the time line structure or have not elicited the time line, you can accomplish the same types of change by either selecting a number of past events and future events to have the person rehearse or you can utilize the time line by presuppositional language.

Once the change has been taken to multiple contexts, the probability that it will have impact in areas of the client's life other than those on which you were working directly is greatly enhanced. By directing changes to generalize, it is possible to make any change more generative.

Conclusion

As has been pointed out, submodality interventions do not have built-in ecology checks, so it is important to have a way of checking to see if the change is totally acceptable to both the conscious and unconscious parts.

One advantage of both the Generating Understanding and Creating Creativity procedures is that once two of the three modalities have been mapped, whether the third modality maps or not is of less importance because the client is learning to move from one state to another. When the third modality does not map, you have created a midpoint between the two previously disparate states so that the person now can move in a series of steps from one state to the other, instead of in one leap, as was the case before doing the technique.

Secondly, you are creating resource states with each of these techniques rather than adjusting the client's internal operating system, which is the case when you install beliefs. Poorly chosen or unecological belief changes can generate more problems than they solve.

By speeding up the rate at which a person is able to assimilate information and understand it, you have allowed the person to learn things more quickly. By generating creativity, you have given the person an effective way to exit resourceless states. Both of these qualities can generate change far beyond the problem situation with which you began.

In my next article, we will look at how to use driver submodalities to generate generative change.

❐

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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.*

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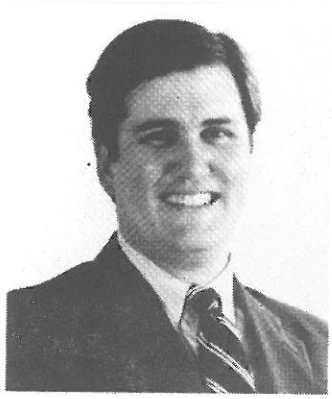
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NLP IN SALES



W. SCOTT PHILLIPS
Partner
The Harbinger Group

AFTER HOURS
A Guide to Effective Networking — Part 1

When I was young, my next door neighbor and best friend was a boy named Mike. We did everything together including trying out for the "Kittens," the local baseball team. When you are only eight years old, playing on the Little League team is not simply important, it becomes your life; at least it did for me.

I worked hard everyday and got pretty good. Good enough, I thought, to make the team. On the final day of cuts (yes, cuts! only the best players made this squad), my name was left off the final roster. I was crushed and Mike was outraged.

You see, of the players that made the team, with the exception of Mike, all of them lived in the coach's neighborhood and were friends of the coach's two sons, who, incidentally, made the team as well.

That season, Mike batted .400 and I watched from the stands. I learned one of life's lessons early: It's not what you know, but who you know that matters.

Business mixers. Office parties. Trade shows. Just the mention of these group meetings and a normally successful and confident salesperson turns to mush. It is amazing how many salespeople are confident while making sales calls, but when put in a pseduo-social environment their stress level rises dramatically.

The reasons are complex, but they boil down to the fact that sales calls are structured and group meetings are not. In a sales call, salespeople know how to behave and what to expect from their role. They understand the clear boundaries between their objectives and those of the customer. In groups, the roles become fuzzy and there is confusion about what to do. The socially hesitant salesperson is no less engaging than before, they just suffer from poor networking skills.

Networking is a buzz word that has received tremendous attention lately. Unfortunately, though talked about, few people actually work at improving their skills. In this issue, we will uncover some of the typical reasons why people are hesitant to network. In Part II, we will discuss the skills and knowledge you need to network effectively so that group interactions will be both enjoyable and profitable.

Before beginning, we must first ask ourselves: Why? Why bother with improving our skills at working a room?

The answer is obvious. People buy from people they know and like. Professional and civic meetings provide you with essentially free advertising. People often attend these meetings because they are interested in meeting other professionals. Every gathering provides a wonderful opportunity to make connections and lay the groundwork for future business.

So, wouldn't it be nice to be able to glide through the group graciously and elegantly; connecting with people easily, establishing business contacts, and making friends along the way?

"But I feel uncomfortable in groups." This is a typical response to working a room. The reasons for it are varied, but usually they fall into one of three groups.

The first group is part of a belief system we brought with us from childhood. Have you ever been told, "Don't talk to strangers"? It is a phrase that is pounded into us by our parents when we are small. Back then, it was a necessary protective measure, but now it sits in the back of our conscious mind and inhibits our networking ability. Freeing yourself from this emotional baggage is vital for networking success. It could be very beneficial to examine your own belief systems when it comes to meeting strangers. You may find that once productive beliefs may now be hurting your performance.

The second group feels uncomfortable because of today's informal social climate. In past years, it was considered inappropriate to walk up and introduce yourself. If you wanted

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to meet someone, you simply asked a mutual acquaintance to provide an introduction. At most social functions, the host was responsible for mingling and providing introductions for the guests.

Today, that formality is essentially gone. Unfortunately, many people still cling to the idea that it would be improper to introduce oneself; however, in our current social environment that is simply not true. If you are interested in meeting someone new, you are perfectly within your right to introduce yourself. The message here is that everyone is approachable and you should take advantage of the increased freedom these etiquette changes have provided.

The third group believes "good things come to those who wait." While it is true that if you wait, good things may come your way, it is not true that you will make more valuable connections by standing alone in the corner. This group is afraid to "put it on the line" in a social situation. Salespeople deal with rejection everyday, but many of them rationalize it by thinking "it's nothing personal; it's just part of the job." When they move into a group setting, suddenly rejection gets personal and they withdraw rather than risk emotional injury.

The problem begins before they ever arrive at the function. Many people think about how they will feel when no one talks to them. They imagine themselves standing alone near the buffet table, restroom or exit and having a terrible evening. These thoughts become a self-fulfilling prophecy; the fear of opening up causes people to withdraw. This scenario causes more ineffective networkers than any other.

The solution is to change the way you think about your role at the meeting. Think of yourself not as a guest, but as the host. In this role, it is your job and your obligation to make people feel welcome and comfortable. Think about active networking as a way of helping to make the party a success. Imagine mingling effortlessly and meeting the people with whom you want to connect.

The first step to better networking is to identify what keeps you from meeting people. In the next article we will cover effective strategies for making the meetings you attend both enjoyable and profitable.

Good luck and good selling.

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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.*

Revelation does not flow from the unconscious; it is master of the unconscious . . . it takes possession of the existent human element and recasts it: Revelation is encounter's pure form.

— Martin Buber

RICHARD BANDLER

PRESENTS

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NLP IN EDUCATION

THE EYES HAVE IT . . . . *EYE STRATEGY*
By Larry Gilbert

A pencil in the eye can cure learning disabilities! That's not all it would cure!

I can't believe my fingers actually wrote that. More precisely, a pencil or similar object can be used to indicate visual problems that directly effect reading speed, comprehension and general reading difficulties. We use it *with all clients.*

This test has nothing to do with "20/20" vision, but deals with near-point vision. Harmon Distance is 12-16 inches from reading surface to eyes and is the realm of near-point vision. With people who profess to be or who have been labeled learning disabled, it's particularly enlightening.

Here's What To Do

Sit across from client and hold pencil about 12-18 inches away from nose, about eye level with pencil held vertically. Have client watch pencil/eraser-top movements *without moving their head.* Move the pencil in a lazy figure 8, with the upstrokes being at the midline or nose of the client. Move at a reading speed. The eyes should move smoothly and together.

What you're looking for is a hestitancy in one or both of the eyes. Using your sensory acuity, you'll be able to notice even the slightest inconsistencies.

What Happens

As the eyes cross the midline, dominance switches. If there is a hesitancy, then the eye loses its place on the line. A situation develops wherein the individual reads the same piece over several times and still doesn't understand what they've read! Concentrating harder causes the neck to tighten, the eyes start to burn and a headache is probably forthcoming.

Benefits

By developing an effective **eye strategy,** visual learning strategies are enhanced. Faster changes and longer lasting ones are achieved.

Many of the "slow learners" we deal with have **poor eye strategies**. In one group, 85% of the poor learners had eye problems!

Remediation

We use a three-fold process.

Eye Exercises: "Palming" is an example of one of the many eye exercises we use, and is simple and easy to do. The eyes are covered by cupped hands and one looks — sees — into the blackness of the cup while relaxing and breathing. Other specific exercises include simple thumb exercises and yardstick focusing. Behavior or Developmental Optometrists specialize in **near-point vision** work. A referral may be called for.

Visualizing: The client visualizes the condition cured and works "as if." Ecology is also checked for secondary gain. Some authors postulate that eye problems are indicative of emotional problems.

Reframing/Change History: Used when appropriate.

These three techniques seem to work well together.

Case History — Eyving's Story

Let's call him Eyving, a 38-year-old male. He was referred for spelling help. His inability to spell interfered with job advancement, etc. Additionally, his right eye turned out and he told me he was nearly blind in that eye! He was going to be a security guard.

We did the three steps outlined above. For visualizing, I had him imagine his eyes coming together for his new purpose in a smooth and helpful way. He was to do this each time he *palmed,* which was a minimum of three times a day.

Later he wrote me, "... as I palmed, I also *imagined* two blue laser beams coming out of my eyes, very straight and very true... I decided to try it on my shooting ... it worked! I now get a 2-inch spread at 50 yards. Before meeting you, I couldn't even see the target at 50 yards. Both eyes are working and looking forward!"

A Southern California school district used a remedial program in their elementary schools, "Developing Vision Skills." Their concern was a substantial number of school children with tested 20/20 vision who were still having problems seeing/functioning in class. A remediation program followed under Title IV-C. Results showed a substantial improvement. Unfortunately, like the "Jedi Project," it got a "Thanks, it works, but no thanks."

More Information

Dr. William H Bates pioneered this work in *Better Eyesight Without Glasses. Total Vision* by Dr. Kavner is also a good updated text. *How to Develop Your Child's Intelligence,* Dr. G.N. Getman, is the indicated book for Behavioral Optometrists.

❐

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SPECIAL FEATURE

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.

PEACE PILGRIM
Her Life and Work in Her Own Words
Compiled by some of her friends

GROWING UP

I had a very favorable beginning, although many of you might not think so. I was born poor on a small farm on the outskirts of a small town, and I'm thankful for that. I was happy in my childhood. I had a woods to play in and a creek to swim in and room to grow. I wish that every child could have growing space because I think children are a little like plants. If they grow too close together, they become thin and sickly and never obtain maximum growth. We need room to grow.

We begin to prepare for the work that we have to do and customarily we have no idea what we are preparing for. So as a child, I had no idea what I was preparing for. And yet, of course, I was in many respects preparing. I was preparing for the pilgrimage when I chose my rule of "first things first" and began to set priorities in my life. It led to a very orderly life and it taught me self-discipline — a very valuable lesson, without which I could never have walked a pilgrimage. I carried it right into my adult life.

I received no formal religious training as a child. (It would be less that I would have to undo from my mind later on!) My first view inside a church was when I was twelve years old and I looked through the door of a Catholic church to watch janitors clean the cathedral. When I was sixteen, I entered a church for the first time to attend a wedding.

When I was a senior in high school, I began to make my search for God, but all my efforts were in an outward direction. I went about inquiring, "What is God? What is God?" I was most inquisitive and I asked many questions of many people, but I never received any answers! However, I was not about to give up. Intellectually I could not find God on the outside, so I tried another approach. I took a long walk with my dog and pondered deeply upon the question. Then I went to bed and slept over it. And in the morning I had my answer from the inside, through a still small voice.

Now my high school answer was a very simple answer — that we human beings just lump together everythig in the universe which is beyond the capacity of all of us, and to those things together some of us give the name God. Well, that set me on a search. And the first thing I did was to look at a tree, and I said, *there's one.* All of us working together couldn't create that one tree, and even if it looked like a tree it wouldn't grow. There is a creative force beyond us. And then I looked at my beloved stars at night and *there's another.* There's a sustaining power that keeps planets in their orbits.

I watched all the changes taking place in the universe. At that time, they were trying to keep a lighthouse from washing into the sea. They finally moved it inland and said they had saved it. But I noticed all these changes and I said, *there's another.* There is something motivating towards constant change in the universe.

When I reached confirmation from within, I knew beyond all doubt that I had touched my highest light. Intellectually I touched God many times as truth and emotionally I touched God as love. I touched God as goodness. I touched God as kindness. It came to me that God is a creative force, a motivating power, an over-all intelligence, an ever-present, all pervading spirit — which binds everything in the universe together and gives life to everything. That brought God close. I could not be where God is not. *You are within God. God is within you.*

I feel sure I was being prepared for the pilgrimage when I red the Golden Rule in history, "Do unto others what you would have others do unto you" — expressed in a lot of different ways and pointing out that every culture had one. It got an inner confirmation from me. It affected my entire life. In fact, there were certain offshoots of the Golden Rule which carried over even into the pilgrimage. When I was in high school, I had a little saying, *If you want to make friends, you must be friendly.* If you analyze it, that is an offshoot of the Golden Rule. It is a recognition that people react according to the influences brought to bear upon them. I have it in my life today with my little saying, *If you want to make peace, you must be peaceful.*

I put the Golden Rule into practice just beyond my student days. I was given a job that one of my girl friends wanted, and I was elected to an office in the community club that she also wanted. She thought she hated me. She said all kinds of mean things about me. I knew it was a very unhealthy situation. So I hauled out the Golden Rule — I thought of and said every possible kind thing that could truthfully be said about her. I tried to do her favors. It fell to my lot to do her a significant favor. And to make a long story short, when she was married a year later I was maid of honor at her wedding. See how a little bit of spiritual practice goes a long way?

I know I was being prepared for the pilgrimage when I made certain choices. For instance, I was in grammar school when I was offered cigarettes from a package, which I did not smoke but my friends did. In high school I was offered all kinds of alcohol which I did not drink but my friends did. Then just after my student days I was faced with a kind of test because all of my friends at that time used both alcohol and tobacco. There was such a push toward conformity in those days — they call it peer pressure now — that they actually looked down on me because I didn't do these things. And gathered in someone's living room I said to them, "Look, life is a series of choices and nobody can stop you from making your choices, but I have a right to make my own choices, too. And I have chosen freedom."

I also made two very important discoveries as time went on. In the first place, I discovered that making money was easy. I had been led to believe that money and possessions would insure me a life of happiness and peace of mind. So that was the path I pursued. In the second place, I discovered that making money and spending it foolishly was completely meaningless. I knew that this was not what I was here for, but at that time I didn't know exactly what I was here for.

It was really the realization that money and things would not make me happy that got me started on my preparation for the pilgrimage. You may wonder how in the world I got involved with money and things in the first place, but you see, we are taught these sets of opposites which are extremely confusing.

On the one hand, I was trained to believe that I should be kind and loving and never hurt anybody, which is fine. On the other hand, I was trained to believe that, if so ordered, it is indeed honorable to maim and kill people in war. They even give medals for it. Now that one did not confuse me. I never believed there was any time under any circumstances when it was right for me to hurt anybody. But the other set of opposites confused me for awhile.

I was trained to be generous and unselfish and, at the same time, trained to believe that if I wanted to be successful I must get out there and grab more than my share of this world's goods. These conflicting philosophies which I had gathered from my childhood environment confused me for some time. But eventually I uprooted this false training.

❐

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Fairbanks	2:00 am	Ottawa	7:00 am
Frankfurt	1:00 pm	Paris	1:00 pm
Geneva	1:00 pm	Perth	8:00 pm
Honolulu	2:00 am	Rome	1:00 pm
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Mexico City	6:00 am	Vancouver	4:00 am

SPECIAL FEATURE

An Invitation to The Citizens of the World

In the name of peace . . . .

Annually on December 31st, hundreds of millions of concerned world citizens gather at 12 noon Greenwich Mean Time to think, visualize, pray and meditate for peace. You are invited to participate in this Global uniting of hearts and minds. Can you imagine a time when everyone living on this planet comes together in spirit — AT THE SAME MOMENT IN TIME — willing to put aside personal views, dogma and prejudices, in the name of peace? That is the goal of December 31st, World Healing Day.

Each citizen is the most important one, because that citizen may be the one more needed to make a difference. It is a big step to know and accept that, I am, an important link in the creation of world peace. The purpose of this article is to give every citizen the opportunity to take that one step that will positively contribute to world peace.

This is an invitation to all men, women and children of the world. We are affected by the lack of peace, from the very personal to global proportions. Within each of us is a deep desire and longing to live in peace with all members of the human family — to live in cooperation and harmony with the nations of the world. There is no easy, quick solution. Peace will come as we, the citizens of the world, begin to take the steps that lead to peace.

As we turn our thoughts and intentions toward creating peace, we can settle our differences and reconcile with each other; mend and make well the earth; unite as a whole in spirit, mind and heart to create a peaceful world environment. Not just the absence of war, but a state of cooperation, regard and harmony among all peoples, groups and nations. This is the ultimate purpose of World Healing Day. Annually, we celebrate together as we see the vision of peace unfolding in the world.

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Mail to:
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I agree to be a part of the Worldwide Healing Group that will unite in spirit at 12 noon Greenwich Mean Time on December 31st each year to help heal and harmonize the Earth and all forms of life hereon.

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NLP IN BUSINESS

HOT BUTTONS (Continued)
By Kenrick E. Cleveland

In the last issue, you learned the basics of how to elicit hot buttons. In this article, I will discuss the methods of utilizing the hot buttons once you have got them and I will further detail how to think about the entire line of criteria that will enable you to use it with far more effectiveness.

The easiest way to teach this information is to do so by example. Let's assume you are selling training to someone. The question to ask, you remember, is: "What's important about (fill in the context)?"

So let's ask: "What's important about learning to sell more effectively?"

Prospect: "I will make more money."

You write this answer in the criteria tree like this:

More Money _____ _____ _____ __

You then ask: "What will making more money do for you?"

Prospect: "I will know that I'm becoming a better salesperson."

You write the answer in the criteria tree like this:

More Money, Become Better, _____ _____ __

You then ask: "It is important to become a better salesperson, isn't it? Let me ask you, though, what's important about becoming a better salesperson?

Prospect: "I will be seen as a leader in my field."

You write the answer in the criteria tree like this:

More Money, Become Better, Leader, _____ __

Finally, you ask: "That would be great, wouldn't it? But, out of curiosity, what's important about being seen as a leader in your field?"

Prospect: "It would give me the clout to do what I really want to do, which is to own my own company in this field."

You write the answer in the criteria tree like this:

More Money, Become Better, Leader, Own Company __

You now have one line completed of your criteria tree for this prospect. As you look at what you have here, do you see how each successive answer you got gave you better and more powerful information to use to help you close this sale?

Now, to go further into our example, I will list the rest of this sample criteria-tree elicitation. If you were doing it, you would simply continue as I have demonstrated. Here then, in full, is the elicitation:

More Money, Become Better, Leader, Own Company __

Less Time to Close Sales, See More People, Recognized as Top __

Confident, No More Worry, Stronger Closer, Get Bigger % __

Flexibility, Close Higher %, More Skills to Teach Salespeople at Own Company __

Now, we will deal in detail with how to use this information. First, you now have the raw information you need with which to make your presentation. Let's say, for example, that your training not only will increase a person's ability to sell, but it will also help them to eliminate phobias. Would you push this point as one of the major reasons why this person should buy? NO, you would not, because nothing like that is contained in his criteria. Would you talk about how you can help him to close more sales? Yes, because that is one of the things he wants.

There are two major ways you can use criteria. You can fulfill the client's criteria, that is, you can demonstrate directly that what you have fills their needs (criteria) or you can leverage the criteria, that is, you can simply state their criteria and link it linguistically to your product or service and your client will believe that their criteria is being met.

Let's learn now how to do both of these methods. Fulfilling your client's criteria is very simple and consists of bringing up their criteria and demonstrating how your product or service can provide the fulfillment of their criteria.

Fulfilling Criteria (Using above criteria elicitation)

You: "John, you mentioned that you would like to close more effectively. In our training you are given many methods that will teach you how to do this. Let me ask you this, how would you know that our closing techniques would meet your needs of closing more effectively right now?"

Prospect: "Well, you could tell me about a few of them and, if they are different from what I already know, then I would believe that it would help me."

Note: Do you see the prospect's convincer strategy from the answer above? It is Auditory, Few (probably 2-4 times), as well as they are using the differences category, aren't they?!

You: "What kinds of closing are you currently using?"

Prospect: (He describes what he's doing.)

You: (Describe two or three closing techniques that are different from what your prospect is doing and he will believe that your course fits his needs of improving his closing.)

You can use this technique for any criteria you can fill.

Leveraging Criteria

Now let's learn how to leverage criteria. First, let me just state that this is a very powerful technique and should only be done if you know for sure that you can really give the prospect what they want.

The way to leverage a person's criteria is to attach the criteria linguistically to your product or service. Let's look at an example. Using the criteria we elicited above, it might go something like this.

You: "John, in listening to what you've said, I believe you realize what most leaders in sales-oriented organizations realize — that good sales training increases flexibility, makes people better closers and promotes upward mobility. In our last class, one of our best students, who, by the way, just became the general manager for Xyz Corporation, told us that he really believes in training because when you get to the top, it's important to be able to show your salespeople that anyone can do it if they will apply the correct techniques."

John: "Yeah, you're sure right about that. It also keeps a person sharp and tuned up all the time."

You: "Absolutely! Also, with better skills, one is able to increase your confidence, John, and that leads to better results and a bigger percentage of the people that you are already seeing, saying yes, and that sure is a good feeling isn't it?"

John: "Yes, it is."

You: "Not only do we do all this, but we go much further than most trainings go because, if after one year, you haven't made at least as much as what you are going to pay for this course in extra sales, beyond what you would have normally earned, we will give you back the difference between what you have earned and what you have payed us. Now, if you make more money than what you have payed us, we won't even make you give us a percentage of it. Isn't this a great way to ensure that you get what you want here?!!!"

In order to make best use of this example, look at the full listing of criteria that we used as an example earlier on, and look at how I linked his criteria to my training.

More Money, Become Better, Leader, Own Company __

Less Time to Close Sales, See More People, Recognized as Top __

Confident, No More Worry, Stronger Closer, Get Bigger % __

Flexibility, Close Higher %, More Skills to Teach Salespeople at Own Company __

There's actually one more way to use criteria. I did it in the above example, as well, and that is to simply say as many of your prospect's top criteria as you possibly can within the same paragraph. You should try to use three or more top criteria in very close proximity to one another and you will get spectacular results.

Okay, look above at the listing of the full criteria tree (two paragraphs up) and note that at the end of each line there is a blank line. The information that goes on this line governs the entire line of criteria and determines how you should use it to your fullest advantage.

The information that goes here is called:

Towards/Away

This is a very useful metaprogram that will enable you to determine the best way to utilize the criteria that you have elicited. Here's an easy way to think about it: All criteria serve one of two purposes —they either serve to move you towards a particular goal or to move you away from some problem.

The question to ask to determine whether a criteria is towards or away is: "What will having (name criteria) do for you?"

You will get basically one of two types of responses. For move-towards responses, you will hear words like attain, goals, achieve, gain, move towards, accomplish. For move-away responses, you will hear words like get away from, eliminate, avoid, exclude.

You can use this question to learn about any particular criteria, however, since each criteria on the criteria tree controls the previous one on the line, you could simply determine whether the last criteria is towards or away and you will know what the whole line is. The rule to follow is: Whatever the last criteria in the line is in terms of towards and away determines what the entire line will be. So, if you are talking about the first or second criteria in a line and you know what the last criteria is, you will talk about it the same way.

Example:

More Money, Become Better, Leader, Own Company __
Less Time to Close Sales, See More People, Recognized as Top __
Confident, No More Worry, Stronger Closer, Get Bigger % __
Flexibility, Close Higher %, More Skills to Teach Salespeople at Own Company __

Let's take the first line above and ask about the last value.

You: "What will owning your own company do for you, John?"

John: "It will show that I'm attaining my goals just as I have planned."

You know from this response that this is a move-toward response, so you mark a "T" in the last line of the criteria like so:
More Money, Become Better, Leader, Own Company, T

Now, anytime you bring up making more money, becoming better, being recognized as a leader or John owning his own company you will do so by using move towards words.

Example:

You: "John, as you look towards own your own company, accomplishing your goals of making more money and becoming better as a salesperson take on a very important meaning to you don't they?"

Can you see how I'm using towards words to talk about this line of criteria?

Now let's take line three of the criteria tree:

Confident, No More Worry, Stronger Closer, Get Bigger % __

The second criteria gives us a clue that the entire line is away from, but let's ask the question and see what we get.

Example:

You: "John, what will having the ability to get a bigger percentage of the people you are presenting to say yes do for you?"

John: "Well, I won't feel my time is being wasted."

What John wants to get away from is his time being wasted. The way that might sound in your presentation is as follows:

You: "John, when you consider what it will be like to be closing more of the people you are currently presenting to as a result of taking my class, you will see how you have become a much stronger closer. In this way, you won't feel bad about wasting your time and that will certainly eliminate the worry, won't it?!!!"

Okay, now you know how to elicit and use criteria in a special way called the criteria tree and, to add to that, the power of the move toward/away metaprogram.

Its very important to practice with this skill as the ability to use it naturally is the only way it will actually work in practice. If you don't know how to do it well and you try and use it on a prospect, you probably won't get far. I would recommend practicing on at least 6 to 10 people before you attempt to use it with a prospect. When you get the hang of this and it rolls naturally off your tongue, you will have acquired one of the most useful of all skills possible for sales or any form of influencing you want to do.

In the next issue, I will give you the system I teach on the best method of organizing your sales presentation. This will work for any type of influence that you would like to use it on. In the mean time, put this material to work and surprise yourself with the larger checks you will start bringing in.

❐

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Kenrick E. Cleveland *is a certified NLP Trainer through the Society of NLP and founder of Anchoring, a sales training and consulting firm that does performance-based consulting and training. 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.*

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BOOK REVIEW



NANCY BEPLAT
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Superteaching: Master Strategies for Building Student Success
by Eric Jensen

What would it take to have a great education system? Eric Jensen, in his book *Superteaching: Master Strategies for Building Student Success,* has an abundance of material which, if implemented, will lead in this direction. If you are involved in teaching of any sort, you'll appreciate having this book as a resource.

Excellent teachers make a difference. Start today to become more of the excellent person/teacher you can be. Jensen exhorts the reader to have a grand vision as a guide and then be a model of that vision to the best of their ability. He stresses the importance of making a personal commitment for educational reform.

As you build a good foundation of self-esteem, you will be taking the first steps toward excellence. The author presents a wide range of strategies for enhancing one's teaching skills. Jensen discusses how to make meaningful, well-planned presentations. He devotes four chapters to ways of attaining positive student-teacher communication patterns. The book contains a plethora of strategies for encouraging and achieving student mastery of the learning process. Jensen advocates using a grand vision as a focal point for action.

I figured I got my money's worth when I found the chapter on "How to Successfully Close a Class." I've been dissatisfied with the results of my closures. I've been thinking of and experimenting with strategies for making more effective closures and I'm delighted to find relevant information in Jensen's book. I'd like to share some of his thoughts on this subject. He writes: "A successful closure to a class includes three things: a sense that something was accomplished (movement occurred), that it was worthwhile both internally and externally (validation) and that it is complete at least for now (wholeness)." (p. 127) Closure is as crucial to a good learning experience as the introduction and presentation. It is a time for gathering the pieces together and for generating ideas on application. This is the time for creating a sense of continuity by connecting what has been accomplished with a preview of what is to come. It is important for the teacher to reserve ten to fifteen percent of the total presentation time for the purpose.

I could have been overwhelmed with the abundance of information included in the book. I commend the author on his excellent format which assisted me in finding the references I was looking for. Each chapter begins with a short list of objectives. The chapters are chunked into medium and small segments and end with a list of key points. The author includes an appendix with information on sources for specialized training, more detailed explanations of NLP and Accelerated Learning, miscellaneous resources and a pertinent bibliography. I recommend the addition of this book to your library.

❐

Superteaching: Master Strategies for Building Student Success is available now from Metamorphous Press, Inc., 1-800-937-7771.

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.*

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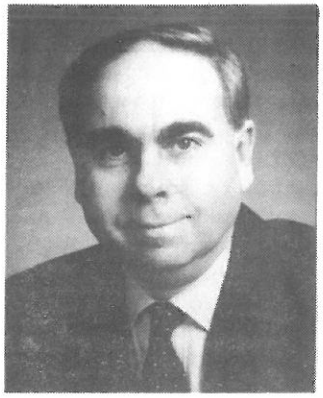
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THE META EMOTION PROCESS

What is a feeling or an emotion? Feelings and emotions are really meta to what we directly experience. A feeling or an emotion is a sensation, with an evaluation added to the sensation. It is the sensation that is primary. For example: we may be angry. How do we experience anger? There is a direct connection between the mind and the body. What happens when we're angry? We're breathing in a certain way, we have tension in a certain part of our body, we have sensation in a certain part of our body. Anger is simply a cluster of sensations, a cluster of physiology, a cluster of breathing.

As a demonstration, take about 15 seconds and get totally depressed. How do you get depressed? What do you do to make yourself get depressed? Now, lift your head, look up, breathe through your diaphragm, open your shoulders. Now, in that position, again get yourself depressed. Remember, keep your head up, shoulders open, breathing from your diaphragm. Can you be depressed now?

What follows is a series of processes designed to allow you to get in touch with and understand our human machine. The goal is to begin to get in touch with the fact that we operate out of a series of habits.

First, sit in a comfortable position and cross your legs. Notice that you have one leg on top of the other. Now, switch the position of your legs. How does that feel? Uncomfortable? Can you only cross your legs one way and have it feel comfortable? When you cross your legs *differently* from what is normal for you, does it feel uncomfortable? Now, fold your hands in your lap, putting one hand on top of the other. Now, switch your hand positions. How does that feel?

One of the first people to come to the West and teach a lot of the aspects of mysticism in a modern garb was a man by the name of Guirdjeff. He was born prior to World War I, in an area that is now a part of Russia on the Russian-Turkish border. He lived and taught in Russia until the time of the Russian Revolution, when he left, eventually migrating to the West, where, for the first time, he presented certain understandings. As a young man, he traveled extensively throughout central Asia, as well as penetrating deep into the heart of Asia. One of the things Guirdjeff talks about is that we each have an habitual set of postures and our entire life is experienced in those postures and that the only experiences we ever have is being in one of those postures or moving from one posture to another. This is a very small repertoire of postures and locked in with these physical postures are also emotional and intellectual postures, since the mind and the body are intimately connected. When we want to go about beginning to change and evolve by breaking down some of these physical postures we're in and learning to adopt other physical postures, then the emotional and intellectual postures will also begin to change. Frequently, one of the reasons why it's difficult to change emotionally and intellectually is because we're so rigid and "wired into" the physical postures. In NLP terms, the various thoughts and emotions are anchored to these postures. Since mind and body are part of the same cybernetic system, as we change one, the others should naturally change.

One of the people who has done more to embody this in our society and one of the people who was most heavily influenced by Guirdjieff in this area was a man by the name of Moshe Feldenkreis — one of the true geniuses of our century. In addition to creating freon and bringing judo to Europe from Japan, he was a multi-talented young physicist and engineer who was able to do an amazing number of things. He was strongly influenced by Guirdjeff as he developed two lines of his work. One was a line of work which he called freedom and movement or awareness and movment. This is a series of movements you go through to begin to get in touch with the mechanical nature of your moving. We find that we all have these postures, these movements that we make and a lot of these are not particularly effective postures, although they are "hard-wired" into us. A second line of Feldenkrais' work has to do with structural re-integration, which is something that not very many Feldenkrais practitioners are trained in doing, having to do with working with stroke patients in order to help them recover a lot of their lost abilities. He was able to do miracles in working with people who were afflicted with polio and other diseases, helping them to restore basic ranges of movements that they'd lost. This involved hands-on work. He would determine what range the people had lost worked with them to build up alternative codings in the brain.

So, what we want to do is to begin to get in touch with some of the rigidity in our ways of moving and being. One of the major rigidities in our ways of moving and being revolves around our way of breathing. Breathing is the most powerful control mechanism you have in working with a person. You can pace people's breathing in order to get in to rapport with them. When you access the different representational systems, you tend to breathe in different locations. Visual people breathe high in the chest; auditory people breathe mid-chest; kinesthetic people breathe from the lower abdomen. Babies breathe diaphragmatically. One of the reasons we have so much stress in our society is that most Type-A people breathe high in their chest. When you breathe high in the chest, you must breathe rapidly because of poor blood-gas profusion. Due to gravity, most of the blood in your lungs goes to the lower portion of your lungs, therefore, if most of the air you're taking in goes to the mid-chest and you have poor blood-gas profusion, you've got to breathe more times (more rapidly) because you're not taking in as much air with each breath.

It's interesting that yogas measure life in terms of breaths and not in terms of time. The normal rate of breathing, according to CPR techniques, health books, etc., is 12 to 16 breaths per minute. In our society, that is considered the normal rate. The yogas consider that to be a sorry commentary on the sad state of our society. They say that, although it may be typical, it's not

normal. In fact, they say that if you're breathing more than 5 or 6 breaths a minute, then you're experiencing a great deal of stress. Suppose your life was measured in terms of breaths and you're breathing 6 breaths a minute if you're a yoga and you're breathing 12 to 16 times a minute (or higher, if you're one of the stressed-out types), who do you suppose is going to live longer? Breathing is one of the keys to relaxation and getting in touch with the energy flows of your body.

Emotions are connected to physical postures. In order to express certain emotions, you have to get into those physical postures. If you want to change your emotions, one of the things you do is simply put yourself in another posture. One of things the yogas do is to learn and get in touch with the sensations and breathing patterns connected to each emotion. Then all they need to do is adapt a particular physiology, and breathe from that location and experience those sensations in their mind and they can have any of the emotions that they want.

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Wyatt Woodsmall, PhD, *is an NLP Master Trainer and Master Modeler. He has pioneered in applications of modeling in government, business, industry and spirituality. He is teaching the special "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.*

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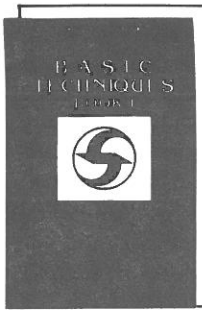
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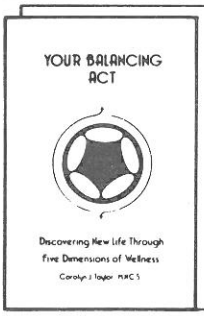
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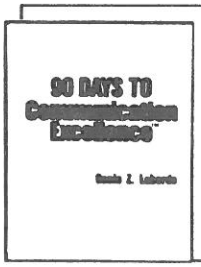
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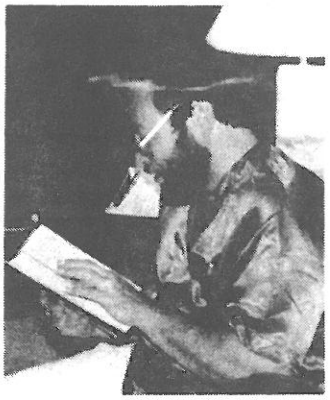
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SPECIAL FEATURE



JAY C. POLMAR
Consultant

ETERNAL YOUTH — Part IV

The final proof of all this research and left-brained reasoning and right-brain philosophies lies in comparing the immortality of your body to that of the universe. It is easy to think of time as being an unending series of moments, isn't it? Most of us are not sure when the universe began or when it will end, if it ever will. So we need to start thinking of ourselves in the same way. Since the universe is eternal, nature is eternal, and we are a part of nature, and a part of the universe, then we must be eternal as well!

If we exist in the Universe which is infinite, limitless, then we must be infinite and limitless. If the Universe is eternal, then we must be eternal. It's as simple as that. If we identify with the Universe and accept the fact that we are a part of it, then we can see ourselves as infinite and eternal.

To be the best you can be . . . . that is what we are taught since we were very young. You must become consciously aware of your new identity, your eternality and then you will become the best you can be. If you can identify your body as being part of the eternalness of the Universe, then you will be eternal. Therefore, your body will never wear out . . . . it will never die. Think of yourself as not being born of your parents, but as being born as part of the Universe, a child of the Universe.

For some people who believe in reincarnation, the need to come back again and again for the perfection of their soul is their reality. I personally believe it is redundant and boring and there must be a way to choose perfection in this lifetime! Why do we have to wait for a countless number of lifetimes, when it can be achieved right here — right now.

Everyone has something unique and wonderful to contribute during this lifetime. If we concentrate on those things that we have that are unique and wonderful and forgive ourselves for our shortcomings, we will have a more positive outlook on life and be able to see our perfection more clearly.

> *"You cannot hope to build a better future without improving the individual. To that end each of us must work for his own improvement and, at the same time, share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful."*
>
> — Marie Curie

Helping others can help you to create a healthy, youthful body . . . . you just have to follow the instructions and will your brain/mind to youth your body. Imagine yourself with a youthful, vital and vibrant body. Think young, act silly, try something different in life. Life can be one glorious experience after another. You'll be surprised to find a very young person hiding inside of you! Think of it this way: What do you have to lose?

Your mind can create a new, healthy, youthful body. Mentally accept that you are eternal and you will be eternal. If there are people in Russia, Mongolia and elsewhere who can life to be 150 to 200 years old, and older, why can't you?

OF COURSE YOU CAN!!!

DON'T WORRY —BE HAPPY!

❐

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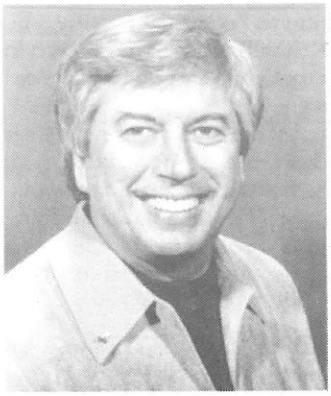
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LEADERSHIP vs SURROGATE PARENTING
Part III (Continued)

Item #1 Look into the space around you and notice, are your friends and loved ones worn and tired? Do people burst into smiles when they see you or do they give you a simple, monotoned "hello?" Do you get a consistent "nothing" when you ask what's new?

Fatigue and exhaustion are not the result of hyperactivity, nor is the natural extension of hard work. Fatigue and exhaustion come directly from the lack of contribution, whether it be conscious or unconscious. "Withholding" is a process by which we use up more and more energy to keep our unwanted energy in check. The more it builds up, the more strength we have to use to keep it down. It is much like a pressure cooker with the steam building and building, requiring more and more strength to keep it from exploding. Like pressure cookers, humans, too, explode — and the fatigue turns into fury.

Every case of serious overweight that I have encountered, every client I've ever had who was fighting the Battle of the Bulge, every unhappy soul that I've worked with who was trapped in Fat City, initially suffered from fatigue and exhaustion which quickly turned into fury. Food is not the enemy for these folks — and counting calories just distracts them from the true cause of their dilemma. Fury, Rage, and seething Anger fuel their appetites, so that food becomes anaesthesia used to dull those forbidden feelings. Every single case involved a person who was denied their right to be heard, and to contribute to make a difference. Each case had its own story attached, but distilled down to the essence revealed the same, fundamental cause.

Maggie came to one of my seminars looking much like one of those comic balloons you see in Macy's Thanksgiving Day Parade. Jolly, robust, smiling and FAT. She wore only Muu-muus — homemade at that. She'd billowed in cheery and friendly — and that same smile remained stuck to her face no matter what took place around her. After the seminar was over, she disappeared for about six weeks. She returned for some private instruction in self-hypnosis and during one of the sessions, the bubble burst and her story poured out: She and her husband were both highly trained and successful real estate brokers. After they married she quit her position (she co-owned their company) to have and then rear the children. She had four. Her husband insisted she not work (not contribute); she had to stay home with the children. He bought her every appliance and convenience known to modern technology to make her work easier. She lacked for nothing and neither did her children. They became more and more difficult to handle as the years went by and, with her forced isolation at home coupled with the trials and tribulations with her offspring, she ate. SHE ATE! Boy, how she ate!! And how she swelled up! She gained 140 pounds. And, no matter what she ate, nor how much she ate, she was always tired and exhausted. She attributed it solely to her physical condition.

She was disappointed that she couldn't use the self-hypnosis to generate more good energy and good feelings. What she was unconscious of was the fact that to feel anything she would have to feel everything and being a good mother and good wife, she would not allow herself to feel her fury and rage at being cooped up. She felt utterly useless — and her husband would always pooh-pooh that notion by pointing out how much responsibility she had just taking care of the family.

She cried and cried. Crying is another way to avoid feeling angry — and from the flood of tears, I got just how furious she was. We created a gentle, gradual release mechanism for her to use to dissipate some of her anger and, feeling much better, she left. Again for about six weeks.

She returned a changed woman. In the interim between visits, it seems her husband had a heart attack from overwork and stress. Lying helpless in the hospital with tubes running out of him in all directions, he was hardly in a position to object to his wife returning to work. He was working on a multi-million dollar commercial sale of property that had to be completed, so Maggie took over and worked on it for five days straight. Even though she had been away from the business for 14 years, she still had enough experience and skill to do what was necessary to consummate the deal. Day and night she studied, and worked, and visited her husband.

With all she had to do, she turned over the running of the house to the kids — she gave them no choice: cook, clean and take care of yourselves or starve, go dirty and live like pigs. She just didn't have time for them just then. They responded reluctantly at first, then enthusiastically. Going home after school became something of an adventure for them and they were amazed at how much work keeping house entailed. They gained a new appreciation for Mom.

Low-and-behold, once the deal was clinched, Maggie discovered that she had eaten very little over those entire five days. She didn't eat because she wasn't hungry. And she wasn't hungry because she was contributing. She took on the challenge and bested it. Her husband started to protest about her "interference" but now she pooh-poohed him. As soon as he could be told, she announced that since the kids were able to take care of themselves, and her too, she was returning to the company to take up where he left off. He was put on a no-work-for-six-months regimen and this gave Maggie plenty of time to get firmly back in the saddle.

By the time the husband returned to work, Maggie had jettisoned 114 lbs and was now wearing beautifully tailored suits and stylish dresses. Slim and trim she presented a beautiful image that enhanced their business even more. Everyone was blown away by the change in her — especially when she told them that she hadn't dieted at all — and could eat anything she pleased.

Several years later, with the children grown and off to college, I had dinner with this couple. She looked marvelous with a glow of accomplishment that was unmistakable. Her husband recalled the incredible change in her — and he also confided that he had been jealous of his wife when they first married (she earned more than he did) and he was determined to assert his masculine dominance. He also confessed that he had been a fool. Maggie nodded eagerly in agreement.

I've witnessed this same-type scenario dozens of times. All the self-hypnosis in the world, all the counseling, all the therapy, counts for absolutely nothing until the anger is dissipated by the subject as s/he once again begins to make a contribution. It has nothing to do with being "busy"; nor does it have to do with taking

on responsibility. It does have to do with the individual accessing their own resources to make a difference in the world. Many people have careers dictated by their parents. These people work hard and gain weight. Others are afraid to share their dreams so they settle for something acceptable. These people work hard and gain weight. Still others are trained to be indulgent and indolent. They work not at all and gain weight. Of course, "scientific" explanations abound with talk of heredity, metabolism, body chemistry, calories (oy, those calories) exercise, and a host of other "expert" reasons. But, they all boil down to one thing: the lack of contribution. Reason: over-extended parenting.

Item #2

How good are you at eliciting compliments, favors, and gifts? Yes, I said "eliciting." You do, you know, whether you care to acknowledge it or not. We do let people know about those special moments in our lives and we do "hope" that they'll remember. We love to have people like us, and we do enjoy compliments, no matter how foolishly we behave. I love people to remember my birthday. I enjoy being told when I do something well. I bask in the glow of pride and accomplishment when I achieve something extraordinary. And I let people know that I do. Hey, and other people respond cheerfully. I used to be a putz — I'd deny, I'd play modest, I'd be sarcastic. And I turned people off. Worse yet, I didn't know how to turn them back on. I sure screwed up a lot of nice relationships.

Then one day, I met someone who wasn't nice about what I was doing. As a matter of fact, she told me off in no uncertain terms. She told me the truth, and I've never forgotten it. As I've already said, babies contribute by making you smile, or doing a little dance, or sharing a soggy cracker with you. Those babies grow up and continue to want to do the same. Socialization makes us pull back so that the only touching we can do, unrestricted, is with our voices. So we say nice things to others. And we enjoy doing this. We feel cheated, frustrated, and highly incensed when it is thrown back into our faces — especially when what we gave is reduced to some paranoid ulterior motive. It is for the other person that we accept compliments, gifts, and praise.

Suppose it is not sincere, then what?? Who cares?? It makes no difference whether it is real or not. Who cares if they really don't mean it! Soak it up anyway. Put away your application for friendship and stop qualifying people! Just say, "thank you," for goodness sake. Remember the Golden Rule: you get what you prepare for! Get ready for lots of compliments and you'll get them. Remember also it's you who make you feel unworthy — so nuts to that feeling! Treat yourself to something new.

Item #3

You and I can't help ourselves, we have to be right. About everything. The difference between us is simply a matter of style. So how do you manifest being right?? Are you critical? Do you belittle others? When someone tells you about some event or item, do you have to top them, exceed them in some way? Do you make it unsafe for others to tell you the truth?

The mind's main function is to make right. Some people call this making sense. But, whatever you call it, the mind has to be right. Each of us has one of these so it stands to reason that each of us (+-) views everyone else as defective in some way (-+). Being right = +- so no one volunteers to be a -+. A +- and another +- will fight because each one thinks the other has nothing to contribute. If there is something wrong with you, you sure as hell don't have anything I can use.

This is the primary message we send when we make-wrong. So if you don't think I have anything to offer, well, since I have to be right, like you, then to hell with you!

This is nutty enough but when we start making wrong the very people we are obliged to support, then we entire into Ulcer Land. A Game becomes a Game when we identify the opponent. The opponent is the target of the game we are playing. The opponent is, of course, on the other team. We have to defeat the other team. So when you make your boss wrong, you've just upped your stress level as you made your job into something it was never intended to be. If your boss is wrong (opponent) then s/he can't contribute to you — you'll only see contribution as "control." Further, you will actively work against them which will cause a breakdown in communication and authority. Then the Game becomes a War. And you get to be right. Dead Right.

Can you imagine working in a place where everyone made their boss look good? Can you imagine how you'd feel working with people that made you look good? I'm not talking about manipulation and phoney-baloney brown-nosing. I'm talking about doing your job so well that your boss comes out looking like he has a world-class winning team. He gets promoted — and so do you. I think this is called Synergy.

It's also called Leadership. And Loyalty.

Item #4

Do you feel responsible for others around you being happy? Do you take on other people's problems? Do you find yourself preoccupied with someone else's state of mind? This is a prominent trap that we all fall into, from time to time. When we do, we Parent. When we Parent, we limit the other individual's personal power and we rob them of the choice of which feelings serve them better.

Some people are reared with the notion that their lot in life is to be an "object of concern." With that "concern" they experience themselves as real. So, they live their lives eliciting as much "help" as they can to the extent that will drain their "victims" to the point of exhaustion. Here we have the corollary to Item #1.

Frequently the person who feels responsible becomes a therapist or a counselor. This profession allow them full range of options as to limiting someone else under the guise of "help." These people are not the least bit shy about relating this to their listeners. They state quite clearly that they are in the therapy profession to "help others." With "help" there is always a "helper" and a "helpee." Like a dance, the limited one comes to have their limits reinforced as someone else assumes their burden. The enabler claims satisfaction from "nurturing" the client and society gives this claim full agreement and approval.

One of the presuppositions of NLP states: Change is client-initiated and client-maintained. I suspect the purpose of this is to prevent an unnatural dependence on the part of the client as well as relieve the Practitioner of any parental responsibility. That responsibility is best handled by the client themself. I like to think that each individual has fully everything they need to do anything they choose — they simply don't have the cooperation of others in order to initiate that choice.

Once an individual is allowed to fully experience their feelings, they will also experience the consequences of the behavior accompanying those feelings. If you unwittingly rush in to take up the slack, and make "everything all right," then you interfere with that person's right to choose and you will be penalized for it, on down the road.

At times when there is a serious illness, or a death, I've seen many a person go up to the Grieving One and put an arm around their shoulders. Ostensibly, it is to comfort that person. What they actually do is anchor the person to that painful experience while, at the same time, attempting to stop the expression of grief and sorrow. Why? Because someone else's sorrow triggers their own and so they must STOP! that demonstration in order to recover their own sense of comfort. A truly compassionate individual will refrain from touching (anchoring) during those painful moments and will encourage the grieving person to fully express their sorrow. Too often, by inhibiting that sorrow and pain, we actually interfere to the extent that the other person grieves longer and harder with more lasting consequences.

Mrs. Jones was brought to me by her clergy. She was deeply depressed and almost reduced to a slovenly vegetable. Her only son had been killed in a highway accident 18 months before and

she had yet to come to grips with her loss. All her well-meaning friends and family had been doing everything possible to "cheer her up and make her feel better," but to no avail. She simply deteriorated more and finally almost stopped functioning at all. The day she came to my office, she was still wearing her old bathrobe over her nightgown, her hair was unkempt, and she was obviously unwashed for some time. Alone, with me, she just stared off into space saying nothing. I told her if she wanted to cry, please go ahead, cry to her heart's content. She blinked a few times, and then the dam broke. She sobbed those heart-rending sobs that seem to emanate from her soul, and she kept it up for almost two hours. She went through two boxes of tissue, plus some paper towels; she was soaked with her own tears all the way down to her knees. During her ordeal, I sat at my desk reading a couple of magazines to demonstrate my intention to simply let her be. She understood.

Then she talked and talked and talked. For the next three hours she poured her heart out. She talked in a way that seemed to me like lava flowing from a volcano — it poured out of her, sometimes coherent, other times a jumble. By the time her husband returned for her, she was a changed woman. Though her face was swollen, her eyes were bright, and she was doing her best to clean up her appearance. She even chided her husband for bringing her to see me in such a unsightly condition. With that they left. She returned three months later (we had agreed that she could grieve and cry all she wanted to for the next 90 days) still missing her boy dreadfully, but now, smartly coiffed and dressed, she was once again a full functioning human being.

Item #5

Do you believe that "It is more blessed to give than to receive?" Do you find people "ungrateful?" Do people pay you back when you lend them money? Do you feel hurt when someone doesn't reciprocate with a gift or favor?

Without retraining, we tend to feel unappreciated by those we go out of our way to honor, please, and remember. Actually, we grow up thinking that we can earn or buy someone else's love and affection. You and I both know that that's not possible.

First, pretend with me, that all the people in your immediate world constitute the entire population of the planet. Then pretend that we all share the same belief, "It is more blessed to give than to receive." Good. Now to show our love and affection, we all give according to that belief. And, we all want to be more blessed, not less. Okay, what happens? If we all want to give to be more blessed, then tell me, who is there left to receive what we have to give???? How do we know that what we have to give is valuable since no one will take it from us?? Make sense?? Give someone you love something that you know will please them — and watch them refuse it! Now, how do you feel.

Okay, now load someone up with all kinds of goodies, but at the same time, shy away from accepting anything from them in return. Notice what happens. This is the process by which many well-meaning but unconscious parents cripple their young. The young ones grow up with nothing going for them but the parent's largesse, confusing their "toys" with their own self-worth. Associated with their "toys" they become greedy and manipulative which they know only exacerbates an already distressing situation. These "spoiled" children grow up with a hateful desire to get even — and their parents are at a loss to understand where all that hatred came from.

Sometimes this situation is manifested a little differently. The grown child becomes obsessed with other people's inefficiency as an adult. S/he will create a business which is then staffed with people who are grossly incompetent. That way the boss gets to do most of the work themselves because "you can't get good help these days." This strange situation is an acting-out of their own childhood role as the recipient of all those goodies, without the opportunity to respond in kind. The incompetent employee gets paid no matter how many times s/he screws up and the boss has to finish the job by themselves.

Conclusion

We do create out own reality. This is both a blessing and a bane. We can continue to recreate what we've already grown weary of, over and over again, or we can go outside our originating experience and initiate something new. We can generate our own behavior and create our own life style, or we can continue as a Child or a Parent, repeating the unworkable simply because it's familiar.

We've barely scratched the surface of all the possibilities available to us. This article represents only a small beginning to a subject that can be extended over every day of our lives. We have to live it day by day, so why not live it in a new and refreshing way? Live Life as if it were a fascinating Laboratory — complete with some wanton experimentation. Stop being typically yourself! Start surprising people with some refreshing changes that will also enable them to follow suit. Remember, you are the Trainer in other people's lives and they treat you exactly how you trained them to. So go for the best.

Excerpts drawn from material used in his "Talented Parenting," "Live It, Don't Die-t," and "The Other Side of Love" Seminars.

❐

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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.*

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5th NLP Practitioner Certification Training, *Gordon A. Sherley;* contact Sherlco Corporation, 403-240-3565

December 1-3, Montreal, Quebec, Canada
Beliefs, Values and Criteria (Advanced),
Anne K. Entus, PhD;
contact Metaformation, Inc., 514-486-1282

December 1-3, Forrestal Village, Pennsylvania
Ericksonian Hypnosis Certification,
Dr. Anthony Scannella;
contact Eastern NLP Institute, 215-860-0911

December 1-3, San Francisco Bay Area
Self-Concept, *Metha Singleton;*
contact FuturePace, Inc., 415-485-1200

December 1-14, Orange County, California
NLP Practitioner Certification Training (small group),
Tad James, PhD; contact ProfitAbility Group,
1-800-NLP-7870, ext. 800.

December 2-10, Washington, DC Metropolitan Area
The 1st NLP Business Certification Training,
Wyatt Woodsmall, PhD and Richard Graves;
contact The National Training Institute for NLP,
703-979-3835 or 703-250-4836

December 8-10, Winnipeg, Manitoba, Canada
Practitioner 3; contact Metaformation, Inc.,
514-486-1282

December 8-11, Brussels
Practitioner Certification Training;
contact NY Training Institute for NLP, 212-473-2852

December 15-17, Montreal, Quebec, Canada
Practitioner and Master Practitioner Apprentice 3;
contact Metaformation, Inc., 514-486-1282

December 15-17, Toronto, Ontario, Canada
Detecting Deceit;
contact NLP Institutes of Canada, 416-977-7810

December 16-17, New York City
Improve Your Memory;
contact NY Training Institute for NLP, 212-473-2852

December 29, Manhattan, New York
New Year's Goal Setting Workshop, *Jeff Thaw;*
contact Success Dynamics, 718-461-3220

December 30, Long Island, New York
New Year's Goal Setting Workshop, *Jeff Thaw;*
contact Success Dynamics, 718-461-3220

December 31, Worldwide
World Healing Meditation;
contact Planetary Commission for Global Healing,
512-537-4689

RESOURCE GUIDE

If you're looking for books, audio and videotapes, and other products covering neurolinguistic programming and related fields, here's who to contact. (We haven't intentionally omitted anyone; if you'd like to be included in our Resource Guide, send us your most recent catalog or brochure.)

The Changeworks
P.O. Box 4000-D, Berkeley, CA 94704, 415-540-5707

Eastern NLP Institute
P.O. Box 697, Newtown, PA 18940, 215-860-0911

FuturePace, Inc.
P.O. Box 1173, San Rafael, CA 94915, 415-485-1200

Georgian Bay NLP Centre
P.O. Box 1210, Meaford, Ontario N0H 1Y0, Canada,
519-538-1194

Grinder Resource Center
1803 Mission Street, Suite 406, Santa Cruz, CA 95060,
1-800-338-4667

Grinder, DeLozier & Associates
200 7th Avenue, Suite 100, Santa Cruz, CA 95062,
408-475-8540

Metamorphous Press, Inc.
P.O. Box 10616, Portland, OR 97210-0616, 1-800-937-7771

National Association of NLP
310 North Alabama, Suite A-100, Indianapolis, IN 46204,
317-636-6059

National Training Institute for NLP
801 South 20th Street, Arlington, VA 22202, 703-979-3835

New York Training Institute of NLP
155 Prince Street, New York, NY 10012, 212-473-2852

NLP Arizona, Ltd.
P.O. Box 39539, Phoenix, AZ 85069, 602-433-2280

NLP Comprehensive
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NLP Products & Promotions
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619-538-6216

Powell Productions
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813-530-0110

ProfitAbility Group, Inc.
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Honolulu, HI 96813, 1-800-NLP-7870, ext. 800

Southern California Center for NLP
2075 P.V. Dr. N., Ste. 200, Lomita, CA 90717-3726, 213-833-4234

Southern Institute of NLP
P.O. Box 529, Indian Rocks Beach, FL 34635, 813-596-4891

Success Dynamics
P.O. Box 6749, Fresh Meadows, NY 11365, 718-461-3220



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 Commision. For more information and up-dates on the effect of the ongoing World Healing Meditation, contact the Quartus Foundation, P.O. Box 1768, Boerne, TX 78006-6768. Beautiful color 11 x 17 World Healing Meditation posters can be ordered from them at a cost of only four for $1.00.*

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