RAPPORTER

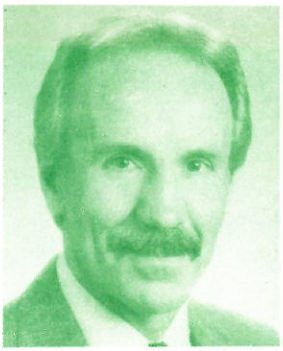
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OUR PURPOSE AND PHILOSOPHY IS:

- *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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THIS 'N THAT!



PAMELA LIEBERMAN
Editor

HAPPY ANNIVERSARY!

This issue of the RAPPORTER marks the beginning of its fifth year of publication! Issue #1 — which featured Tony Robbins — "hit the streets" February 27, 1987. And what an exciting journey these past four years have been — full of changes (from changes in production methods and location to self-change), growth and learnings, wonderful people, delightful experiences, and a plethora of challenges.

A few months ago, Art Giser mentioned to me that he often shares the story of the beginnings of the RAPPORTER with his students and clients — why? — as an example of overcoming obstacles, holding fast to a dream, and turning "impossibles" into possibilities. Since Art wasn't the first one to make such a comment to me, I thought perhaps it was time to share a bit of the beginnings with you.

The RAPPORTER "officially" began at the close of Robbins' *Fear into Power* four-day workshop the second weekend of December 1986. Here's what led up to that moment:

I had moved to the Los Angeles area from Arizona in September of that year — in a state of exhaustion. For those of you who need a strategy for achieving burn-out, here's the one I used: I'd spent the two years prior to this move researching and writing a business plan (on the strength of which I eventually received a $1/4 million bank loan) for a new venture of mine, while maintaining a full-time position as vice president of research and development for an international printing firm, and running a graphics design business of my own. Concurrently, I co-founded and co-directed The Entrepreneurs' Forum, founded and facilitated a Women-In-Business support group, led seminars on "How to Write a Business Plan" and was a speaker at about a jillion functions in both the private and public sectors. Here comes a key piece: During this period of my life, in order to carve out more time, I first stopped running, then meditating — the two things, I came to realize, that had kept me balanced and centered, and from which my energy and creativity flowed. Then, just as everything was about to fall into place, it all blew up (and that's another story!).

For the first time in my life, I "gave up," called on my family for help, and ended up living with and caring for my aged grandmother in California. After working hard all my life, doing everything "right," there I was, penniless (having put my savings of a lifetime into the above-mentioned venture), with all my dreams in ashes — and asking myself, "How did this happen?"

Then I heard a snippet of an interview with Tony Robbins on the radio — and I *knew* "it" was the answer, even though I wasn't too sure what "it" (NLP) was. I called Tom (the late Thomas Bjorkquist), who was still living and working in Arizona, to tell him about the workshop I was going to attend and he immediately made the decision to attend, too. (Tom and I had been friends since 1973, traveling companions and partners since 1975.)

Others — both in and out of the NLP community — mock the Firewalk Experience — not me! I LOVED IT!! I remember feeling the intense heat of that 12-foot long path of glowing coals on my bare legs and being absolutely terrified — and taking that first step anyway. I fell in love with NLP that weekend, at the end of which I turned to Tom and said, "Let's start an NLP newsletter."

I was excited about this new-to-me field of NLP and wanted to learn more about it, so I had asked several of Robbins' staff members if an NLP journal or newsletter existed as I wanted to subscribe and was told that none did. (Of course, as I was to find out later, two quarterly newsletters did, and still do, exist: the *VAK* and the NANLP newsletter.)

Since Tom and I had previously developed and produced two different newsletters, and I wanted to earn the money to attend a practitioner training, it seemed logical to fill a perceived need by creating "the first" NLP newsletter. The first step was goal setting. From this list of goals came the "Purpose and Philosophy" of the RAPPORTER. Then I wrote an "for-internal-use-only" mini business plan covering the first three years, from which I got my next "first step."

After creating the design of the fledgling publication, I made a list of what was needed to get an NLP newsletter up and running. The list contained two major chunks: people and "things." Immediately, the first of the "plethora of challenges" presented themselves: how to get started with no contacts in the field (people) and no capital to invest (things). (Although the act of writing demands I tell this story in a linear fashion, it all — the people part and the things stuff — really happened simultaneously.)

Let's start with the "how-tos" of getting a publication produced when you have no money to pay for the "things" that are necessary, i.e., typesetting, paste-up, printing and marketing. I was told — by "experts" — that it was impossible. "Uh-huh," I thought, "so is firewalking and I did that!" By this time, I had some smaller chunks to work with and started with "how to" get the typesetting done (a logical first step, as typesetting is the first step in the production process). I decided to get a job as a typesetter in order to have access to the typesetting equipment I needed. Using the rapport skills I'd learned during the "firewalk weekend," I created a job opening for myself at a local publishing house (within two hours of making the decision to do so) and started working there the next day (this brings us to the first week of January 1987). I traded overtime pay for use of the typesetting equipment — and that's how the typesetting for the first issue of the RAPPORTER was accomplished. I sent the completed galleys to Tom in Arizona, where he prepared them for the first press run. Using the same strategy (i.e., trading overtime pay for stock and press time), Tom accomplished getting that first issue printed.

By the time that first issue rolled off the press, it had become obvious that if the RAPPORTER was to achieve its goals (as stated in our Purpose and Philosophy), producing it as a newsletter on a part-time basis was out of the question. A new format was called for — that of a journal — and that meant I needed even more time. So, I looked for and found a position as a part-time typesetter in a small print shop — again, bartering my work in exchange for use of the typesetting equipment. So, with the typesetting being done in California and the paste-up and printing being done in Arizona, the second issue was produced — this time as a journal.

Once more, I discovered I needed more time — and more flexible hours — in order to keep the RAPPORTER going on schedule, so I quit the part-time job and developed a training program for typesetters which I sold to owners of small print shops and taught evenings — this time, in exchange for use of their typesetting equipment and the actual printing. And, issue #3 was out!

By the fourth issue, enough income from advertising sales and subscriptions had been generated to pay for producing that issue.

And I was even more in love with NLP than ever — for it was those few skills I'd at learned at Tony's workshop that gave me the "difference that made a difference" to rise from the ashes and start anew. It sure didn't hurt, either, that I *believed* the presuppositions of NLP as I'd been taught that weekend, including "there is no such thing as failure, only feedback," "people have all the resources to do anything they want," "any project can be accomplished by anyone if it is designed and sequenced properly," and, above all (for me), the concept of "requisite variety ..." — flexibility was certainly a key factor then and remains so today! In the next issue, I'll share with you my wonderful "people" stories from those early days.

There is, however, one last thing I'd like to share with you this time, and that is the affirmation I've been using for years. Although I would like to credit the author, I haven't been able to trace down its origin.

I EXPECT MY WORK TO PROSPER

God is my Silent Partner, and we are working together for good. We deal honorably with others who are involved in a similar business, and we have no sense of competition. We prosper because we are honest. A spirit of service imbues our work. Our partnership is a happy one.

I recognize this as a declaration of what I believe to be true and accept it as my working hypothesis. I see my activities in the business world as a part of a larger picture. I keep my business affairs in good order with my Silent Partner's help. Today I am guided and prospered, and I follow an Inner Guidance which leads me to the right place at the right time and to the right people.

So be it.

Here's a tip I received from Rene Pfalzgraf regarding "doing" affirmations — as you write (or say) each phrase, notice if any "part" objects and immediately do a squash!

ANNOUNCING THE RAPPORTER BOOK CLUB!

If you're a current subscriber, you've also just become a member of the RAPPORTER BOOK CLUB. Membership in the Club entitles you to savings of 10%-40% on selected book titles. We'll be carrying the NLP "standards and classics" and, in each issue, we'll print a list of an additional dozen or so books and tapes of newer NLP titles and selections from other (related) fields. I'm selecting the books now, and will print the titles available in both categories — "oldies but goodies" and "flavors of the month," in addition to ordering information, in our next issue.

INTERNATIONAL NEWS

From a letter I received last month:

The Swedish NLP Association was formed during the fall 1990. This is a non-profit organization with the intentions of serving its members with high-quality NLP, through seminars and "Inter-Vision" meetings. We have a newsletter and your articles and ads on NLP are welcome.

Address: Swedish NLP Association, Kyrkogardsgatan 45 C, S - 752 24 UPPSALA, Sweden; Fax and phone: 46 18 551178.

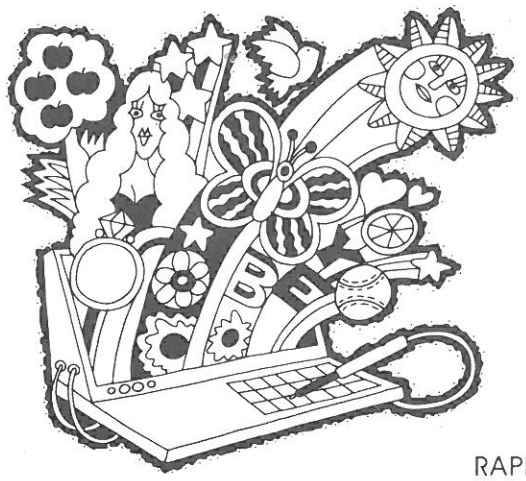
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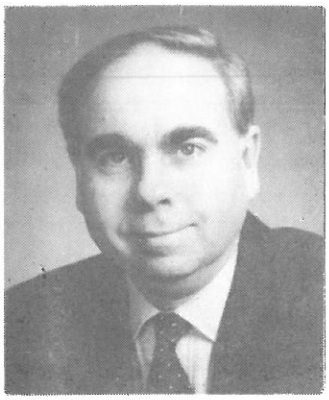
Our printer (Fran's Print Shop in Cottonwood, Arizona) has been working hard at getting good-quality recycled paper stock in the various weights, finishes and colors that her customers demand and has succeeded in putting together an excellent line of papers to choose from. At last, we're able to print on recycled paper and maintain our quality!! Additionally, we're now experimenting with using soy-based inks instead of the petroleum-based inks commonly used. The soy-based inks not only help the environment, they also provide an additional market for US soy bean farmers. Please encourage your local printers to investigate, if they haven't already, environmentally friendly papers and inks. Thanks!

I heard this brief snippet of medical news on the health segment of a local newscast the other night and want to pass it along: there has been available for the past two years a device called a cochlear implant which allows a child born deaf to hear!!! The physician on the show mentioned that **90%** of the children who could be helped aren't being reached, due to lack of knowledge that such a procedure exists. I'm printing this bit of information so you can pass it along to friends, relatives and doctors if you wish.

— Peace, *Pam*



BEHAVIORAL MODELING



WYATT WOODSMALL
Chairman
Advanced Behavioral Modeling, Inc.

ADVANCED BEHAVIORAL MODELING℠
UNITED STATES DIVING MODELING PROJECT

The United States Diving Team demonstrated its prominence to the world in both the 1984 and 1988 Olympic games. The US's lackluster performance in other Olympic sports further enhanced the excitement of the diving competition. After the 1988 Olympics, most of the US team retired from active competition. The other two countries that are the US's major competition are China and the Soviet Union. Most experts have predicted that the Chinese champion Tan Liangde, who won the Silver Medal in the 1988 Olympics, will win the Gold in 1992 Olympics in Barcelona, Spain.

A LOOK AT THE COMPETITION

Diving is quite different in China and the Soviet Union than it is in the United States. In both China and the Soviet Union, children are selected as young as six years of age to begin training. Both countries have rigid selection criteria. Children are selected because of body type and body alignment. They are then developed through a progressive program of rigorous training. The emphasis is on endless repetition, on working hard, and on total standardization of the training program. They may train eight to twelve hours a day. They are taught to do dives exactly the same way every time. Their entire program is geared to sameness. Also, Chinese and Soviet divers are completely subsidized by the state. The only life they know is training. The benefits to them are the opportunity for international travel and the prestige of being on a national team. Also, Soviet and Chinese children quickly realize that the swimming pool is one of the most pleasant places in town to be in a world that offers little in the way of recreation and comfort.

Both the Chinese and the Soviet teams rely heavily on inside modeling. Chinese and Soviet divers spend endless hours watching tapes of Olympic champions and trying to match their physiology as closely as possible. Both the Chinese and the Soviets have powerful programs. When it comes to working hard, no one can touch them. The Western world views training as something adjunct to life. For the Chinese and the Soviets, life is training. But their greatest strengths are also their major weaknesses and, fortunately, the US has a powerful and secret weapon that is already beginning to stem the Red tide and help the US to maintain supremacy in diving for years to come. More on this weapon in a minute.

TRAINING THE HOME TEAM

Diving in the United States is quite different than in China and the Soviet Union. In the US, diving is often viewed as a country club sport. There are few adequate facilities for potential divers at which to learn. More and more diving boards are being removed from country clubs and recreational pools because of escalating insurance rates brought on by the failure of insurance companies to distinguish between diving accidents caused by kids diving in from the side of the pool and relatively rare accidents on boards. Also, there is no standardization of diving training in the United States. Children learn to dive on their own or with inadequate coaching. As a result, they develop bad habits which must later be unlearned. Finally, there is little incentive to become an elite diver. There are no professional divers. In other sports, athletes have the lure of a professional career. Most athletes choose sports other than diving that offer more prestige and have more potential for making money. To become an elite diver in the US, one must both train and earn a living at the same time. Also, one must usually pay a coach for training. At the end of one's diving career, one must find another job and get on with life. Given these circumstances, it is amazing that the US has remained competitive at all.

While the Chinese and Soviet programs rely on sameness and repetition, the US program has relied on difference and adjustment. Because most divers have developed bad habits as children, US elite coaches have, of necessity, become "fix it coaches." They teach their divers how to adjust in order to achieve correct form. US diving is difference oriented. Elite US divers are taught how to adjust continuously to perfect the dive, whereas Chinese and Soviet divers are taught to do the dive the same way every time. The problem with the Chinese and Soviet systems is that divers are not taught to adjust for environmental variables. When the wind blows, Chinese and Soviet divers freak, while Americans — who are taught to adjust — take it in stride. The Chinese and Soviet divers have tried to copy the form of previous US Olympic champions, but what they fail to realize is that this is not what made these US stars champions to start with. These US divers were able to adjust at every point on their dives to made them perfect. It was this ability to detect and correct for minute differences that make them champions.

As one US former diving champion put it:

> I'm a real perfectionist. But that is the irony. In order to do it perfectly, I have to let go of perfection a little. For instance, in diving there's a 'sweet spot' on the board, right at the end. I can't always hit it perfectly. Sometimes, I'm a little back from it. Sometimes, I'm a little over. But the judges can't tell that. I have to deal with whatever takeoff I have been given. I can't leave my mind on the board. I have to stay in the present. I have to be relaxed enough to clue into the memory tape of how to do it. That's why I train so hard — not just to do it right, but to do it right from all the wrong places.

LIMITS OF INSIDE MODELING

There is a real lesson to be learned here. Some people associate modeling with simply copying physiology. This is sometimes called "inside modeling." The lesson is that inside modeling or modeling by copying physiology only works for a few very simple skills. It works best for modeling gross motor movements but fails with fine motor movements which require internal feedback and adjustment. Many athletic programs have gone the way of the Soviets and the Chinese who try to copy physiology and think that this will lead to skill mastery. Between 1984 and 1988, divers around the world continually tried to copy the physiology and form of US champions. They could occasionally do one dive that "looked like" the US champions, but they could never do a dive "like" the US champions. This is because they ignored the internal process that was the key to the US champions' unparalleled success. US diving champions were the world's most successful divers not because they could do the dive the same way every time, but precisely because they never did the dive the same way. It was their ability to notice near imperceptible differences and make incredibly refined distinctions and adjustments that made them what they were. No amount of copying their physiology will ever produce the results that they did, because the physiology alone without the accompanying internal process is inadequate. Many divers can get to the right place. The secret is to do it "from all of the wrong places," and that takes more than physiology. It takes the ability to adjust continuously.

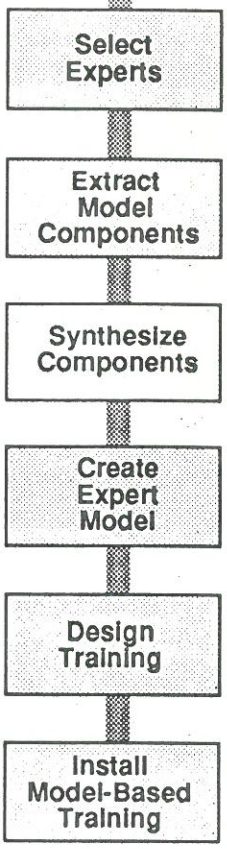
THE US TEAM'S SECRET WEAPON

The US's previous Olympic champions have all retired from active competition, but the Chinese team, which was the US team's closest competitor in the 1988 Olympics, will be virtually intact and four years stronger for the 1992 Olympics. The American team will largely be new to Olympic competition. As a result, many international diving experts predicted a down-turn in the US's competitive performance. These experts have already been proven wrong, because of an exciting program undertaken by United States Diving which is the governing body of diving in the United States. As mentioned earlier, US diving has a powerful and secret weapon.

This weapon is a powerful technology for replicating excellence called Advanced Behavioral Modeling℠ (ABM). ABM is a powerful synthesis of techniques drawn from cognitive behavioral modeling, artificial intelligence, human typological analysis, motivation theory, values research, accelerated learning, kinesiology, and neurolinguistics. ABM was developed over a six-year period by Dr. Wyatt Woodsmall and Richard Graves. It has been rigorously tested and validated with outstanding results in both the private and federal sectors.

Based on its proven track record of success in performance enhancement, United States Diving awarded Advanced Behavioral Modeling, Inc. a contract to model top US divers and to design a training program to transfer these skills to a select group of those divers considered most likely to win medals in the 1992 Olympics.

From Jan 31 to Feb 8, 1990 four modelers from ABM, Inc. modeled three of the US elite divers at Mission Bay, Florida: Kent Ferguson, Kelly McCormick and Wendy Wyland. The four modelers —Wyatt Woodsmall, PhD, Richard Graves, Frank Gruber, MD and Marilyne Woodsmall — worked in close cooperation with four-time Olympic coach Ron O'Brien. Both coach O'Brien and the elite divers were extremely excited about



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the information elicited. As a result of the ABM process, several of the divers began to make some immediate improvements in their already elite performance. ABM, Inc. personnel began to work one-on-one with Kent Ferguson, who was especially excited about what he learned from the elicitation process. Kent was able to discover and correct a flaw that had caused him to blow a crucial dive in the 1988 Olympic trials. This dive has cost him a spot on the Olympic team. Kent said that just this one point alone made the ABM℠ elicitation process invaluable to him.

From Nov 6 to 11, 1990 ABM modelers again traveled to Mission Bay to work with 10-meter platform specialist Matt Scoggin and to do further work with Kent Ferguson. Matt was excited about the results of the modeling process. Kent had been working with the ABM suggestions and was excited about the results that he was getting. The ABM, Inc. team gave him further suggestions for improvement.

These suggestions paid off in a big way between Jan 3rd to the 13th, 1991 at the VI World Aquatic Championships in Perth, Australia. Going into the World Games, the Chinese champion, Tan Liangde, was predicted to win the Gold Medal, but the Chinese were in for a big surprise. During the preliminary trials, Tan finished first and was a heavy favorite going into the finals. Kent was not feeling well and finished sixth in the trials. Everyone told him that he would be scored poorly by the judges in the finals because he had not placed in the top three in the trials. Kent was undaunted. The night before the finals he focused his full energy and attention on the program that ABM had worked out with him. This program continued from the moment he awoke the next morning. It continued on the way to the finals of the World Championships and at the Championships. Between every one of his eleven dives, Kent would find a quiet, secluded place and continue the program he had rehearsed so carefully with the ABM, Inc. team. Kent had learned that what you do between dives may be as important, if not more so, than what you do on the board. The results are history. When the competition was over, the American who wasn't given a chance was wearing the Gold and the Chinese champion once again found himself finishing second to the Americans. The American fortunes are once more on the rise. The next chapter in the story will unfurl at the Olympics next year in Barcelona. Stay tuned for further results.

The exact results of the ABM, Inc. elicitations are, of course, proprietary to US Diving and ABM, Inc., but it can be said that elite divers like Kent Ferguson have some incredible strategies for time distortion, for being able to make mid-dive corrections, for motivating themselves, and for dealing with the stress of competition.

The ABM, Inc. team will do several more elicitations and will then design an installation program. During next September, the ABM, Inc. team will spend several days working with four-time Olympic Coach Ron O'Brien to train other top US diving coaches and then several more days working with these coaches and a group of elite divers selected by US Diving as most likely to win medals in the 1992 Olympics. Undoubtedly, Kent Ferguson will be among them. Follow-up projects with US Diving and other Olympic teams are already under discussion. For further results, check the sports pages of your newspaper.

© 1991 WYATT WOODSMALL, PhD

Wyatt Woodsmall, PhD *is co-developer of Advanced Behavioral Modeling℠. He is a leading consultant on performance enhancement. For more information, call ABM, Inc. in Arlington, Virginia at 703-979-3835.*

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HYPNOSIS



RENE PFALZGRAF
Founder
NLP Arizona, Ltd.

MILTONESQUE METAMODEL — PART 3

Since you have been reading this column now for more than several issues and you have been practicing all of the different learnings at one level or another, you may have noticed that you are now ready to continue learning even more, so that you can be an even better communicator.

In this article, we will take a look at the Generalization patterns and how they can be used in a Miltonesque way. There are several kinds of generalizations. The first — Universal Quantifiers — are patterns that eliminate the exceptions and make things seem like there is only the rule. The second are Modal Operators, of which there are several types. Modal Operators delineate what it is that either motivates or demotivates a person. And so let us begin in general with Generalizations.

Examples of Universal Quantifiers are: "always," "all," "every," "never," "totally," "everyone," "none," etc. Each of these words implies that whatever is being stated is done so without exception. When you use these patterns, you will want to set them up so that the generalization slides into place gently and subtly so that the listener will find himself gradually relaxing as he begins to think of how it might be true, or how something or another thing could be true, even before anything specific is said, so that everything that you say will always go into place in a way that will be just right for that person and will dovetail perfectly with what it is that they had in mind in a way that will work every time and is totally customized just for them.

When you do this, in just the way that will be demonstrated, you may find in time how perfectly and exactly this always works and it may seem that all situations can be resolved because every situation has a solution waiting to be discovered.

So let us begin to notice what has already transpired as you began to read this article. After setting a frame of what would be discussed, the next thing that occurred was to familiarize you with the terms and then to begin to mention how you would want to set up the presentation of the Universal Quantifiers so that they would slide into place. This was the set up so that the Universal Quantifiers would slide into place. From that point on, there were a number of statements containing Universal Quantifiers. Any one of these statements might have triggered a challenge from the listener if they had been presented without a setup, but when they are presented in context, they will slide by as they have already done.

By doing this, the presupposition of success has been established. When a statement like, "...everything that you say will always go into place in a way that will be just right for that person..." produces a reaction of nodding your head in accord, it means that the proper set up has occurred, and that success has been established by presupposition. This has happened because of "everything," "always," and "just right." Each of these conveys a concept without exception. As long as the client (the person being spoken to) does not object, it means that the presuppositions have been accepted at an unconscious level.

When the client can begin to accept the presupposition that change is or has already taken place, it will enhance the change that has already been brought about. Another step that can be taken to further ensure that the client will continue the changes that have been set in motion, is to create motivation. One of the elements in creating motivation is the effective use of Modal Operators.

There are several types of Modal Operators. The first is Modal Operators of Desire, such as "want to" or "desire to." This usually is the least motivating form of the Modal Operators. While it is true that the Modal Operators of Desire are often used in describing what someone would like to be doing or would like to do, they are much less useful in actually getting a person to do something. In general, other Modal Operators will be needed.

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The next classification is Modal Operators of Possibility/Impossibility which are "can" and "could" vs "cannot" and "could not." This group focuses either on ability or inability. Each looks at the situation without exception, and so it will be necessary to establish the capability to bring about change if change is going to be brought about.

The next group is Modal Operators of Necessity. These are words like "should," "must," "have to," and "need to." For each person, there will be a hierarchy of necessity. Some words will be more demanding and motivating than others. If you can discover that hierarchy and then employ it, you will begin to discover that it is easier to motivate a person to do something.

If you would allow yourself to think about this for a minute, you might begin to realize that there are some things that you want to accomplish. And as you begin to imagine how you might accomplish what it is that you want to accomplish, you might begin to notice that there were things that you had thought you couldn't do and things you aren't yet sure that you can do and those things that you are sure that you can and will do. And after you have done that, you might begin to realize that if you do what you want to do, you will be able to do things that you know that you should and since as you complete that, the things that really need to be done will get done. And as you think of the fact that everything that you want to do requires that you do some things because you have to do some things whether you like it or not. You might have already realized how you can feel more motivated in some way or in every way so that you can always feel more like accomplishing what you want and are now willing to start doing it now.

Each of the skills that you have read about can be of value to you in many ways. In fact, every skill has its useful applications, and since you might want to master these skills, you will need to study and practice every day. Because if you want to become as good as you can become, you will have to practice in productive ways while paying attention to new learnings which will always come up unannounced.

As you begin to review what you have just read, you might become more aware of how you might string concepts and thoughts together in better ways, because you would always want to allow yourself to improve in every way, and since this is something that you would want to do, you may find that you are doing it more easily, since you are beginning to realize that you should spend time practicing how to utilize these patterns more effectively. In fact, you may, from time to time, find yourself in a situation in which you will need to be able to use these patterns, and since it is hard to predict just when one of those times will be, you will have to be ready all of the time.

❐

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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 four years, including introductory seminars, practitioner trainings, master practitioner trainings and business training. He also has been involved with developing many new personal-change techniques, including Belief Lines and Values Lines and is co-developer of Lifeline Therapy™ He 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 2800-291, Carefree, AZ 85377 or by calling 602-252-4840.*

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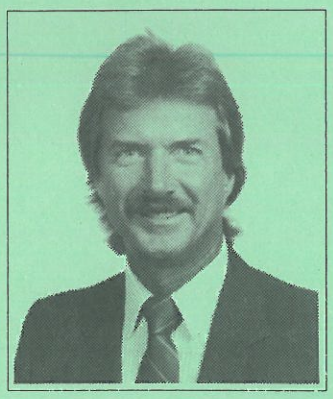
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SPECIAL FEATURE



LEE KUNES
Director of Education
Sequoia Institute of NLP

HIGHER SELF
The Ultimate Part

When I began the practice of NLP, I was often asked what type of a practice I wanted to create. It seemed to me that as powerful as the techniques of NLP were, there was still an elusive "something" that was missing from the practical aspects which I had been taught. As I considered the question I soon realized that elusive "something" was the connection to our spiritual being, the connection to our Higher Self.

Traditional NLP, as I had been taught, involved the modeling of experience and the techniques of transferring that learning to others. Little mention was made at the time of my original training of any connection to our spiritual side and how we might access this spirituality to complement the classical tools of NLP.

Since those early days I have found models within the NLP community which do integrate the NLP tools within a holistic framework, notably Dr. Tad James, whom I greatly admire for his willingness to take the risks associated with expanding the concepts of NLP into the spiritual realm. We are truly much more than cause and effect biological systems. We are beings of light with a wonderous capacity for love and play and joy. We are the "otters of the universe," fun loving, game playing beings on a magnificent learning adventure.

One of the presuppositions of NLP is that we do not care if something is "true" or not, but rather that it works. The concept of "parts" is like that. Each and every one of us has a "part" that can be called our Higher Self. It exists. Through our Higher Self we can access an entire universe of information. We can reach out and touch the very essence of who we are. We can have an undeniable answer for a material question. We can begin to understand that we really do live in choice — that we choose our experiences, our mates, our emotions, and our dreams in order to learn higher lessons.

CASE STUDY

"Mary" came to the office for a session on weight control. She was a family therapist and had been practicing for about 15 years, including 3 years teaching a weight control clinic. Still she could not keep her weight off. She would work diligently to lose a few pounds, only to gain it back again a few weeks later.

I began by asking her to relax and go inside to a place that was a very special place for her. Then to fully associate into the experience; see the sights, feel the air and hear the sounds. Then I began the traditional 6-step reframe technique. The "part" of her that was responsible for the weight gain refused to communicate, even at the unconscious level.

Then I asked her why we create the experiences we do in our lives (a presupposition).

She replied, "I suppose in order to learn something".

I asked her what she had learned from being overweight (another presupposition).

She replied, "I have learned much about loving others for what they are inside. I have learned compassion. I have learned what it is like to be rejected for how you look. I have learned how painful it can be to limit the possibilities in your life. I have learned how horrible it feels when you give up your own power whether it is to food or to drugs or to alcohol or even to another person."

Then I said, "What wonderful lessons to learn. Do you know that when we create our experiences in order to learn, sometimes we learn the lessons and forget to change the experience. In fact, we often just keep learning the same lessons over and over again. Do you think that you have learned your lessons yet from this experience?"

As she was considering this I said, "Don't take my word for it. Your life is YOUR experience. Why don't you ask your Higher Self if you have learned your lessons."

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She went inside for a moment and replied, "My Higher Self said that I have learned my lessons very well."

Then I said, "Ask your Higher Self if it is necessary for you to maintain this weight in order to learn any other lessons."

Another moment and she replied, "My Higher Self says it is not necessary."

"I agree," I said (confirmation). "And what new experience will you now create in order to learn your next lessons?" (New direction)

She replied that she already knew what she was going to do next.

Then I said, "Ask your Higher Self if it will agree to guide you in losing your extra weight in a manner that is consistant with your needs and good health."

She replied, "My Higher Self said 'It's about time' (laugh)."

Finally, I said, "Ask your Higher Self if it will now agree to CONTINUE communicating with all of your other parts as you create your new experiences now and in the future." (Presuppose and generalize across the system)

She replied, "My Higher Self said 'It's good to have you home again'." (Major physiology shift)

I followed this with a future pace of the "new her" in her "new experience," an ecology check and a few minutes of soft music to allow some time for integration.

Follow Up

Four months after this visit, "Mary" reported a significant loss of weight and a substantial increase in energy. She reported being much happier in many other areas of her life and has since referred other clients to me for weight control and other problems. She also reports being so busy in her new experience that she seldom has time to think about eating.

In today's pressured and stressed society, we often lose contact with our spiritual side. By integrating the Higher Self back into the whole, we quite often notice remarkable changes in areas of the personality besides the "presenting" area. This connection can be made easily during any trance work and the physiology shifts which occur when the connection is made can be quite amazing. So consider giving your clients a little gift of Higher Love. While you're inside making other changes, take a moment to clean up the connection to the Higher Self. It costs so little and we all will benefit. For after all, it is YOUR experience too, is it not? ❐

Lee Kunes *is Co-Founder and Director of Continuing Education for Sequoia Institute of NLP. He specializes in a holistic approach to personal growth and excellence at the visionary level. He offers trainings in the US, Canada and Europe through his "Living In Choice" workshops and is presently working on a book,* Modeling the Visionaries. *He has been working with visionaries for the past 15 years in the business start-up and venture capital community. He can be reached at Sequoia Institute of NLP, P.O. Box 5726, Redwood City, CA 94063, 415-366-5153.*

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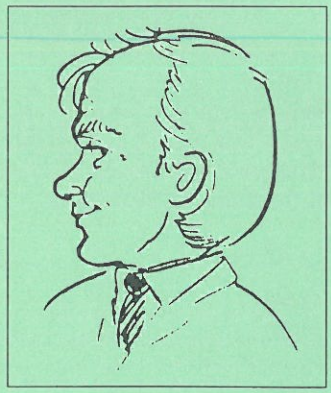
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SPECIAL FEATURE



TAG POWELL
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DISCOVER YOUR MANTRA MEDITATION POWER

Hours before, the icy cold had numbed his fingers. His thick gloves had been cut through by the razor sharp rocks days ago. The blood on his hands was frozen. OM .... He told himself, "Only a few more feet" — he had been telling himself that for weeks. MANI PADME .... The howl of the wind had, days earlier, turned to a shriek. Although ever present, the wind seemed now distant. "Was he going deaf?" he wondered. AUM .... "I can go on," he told himself. AUM .... but every muscle in his body seemed to ache as he pulled himself up. "Just one more time." MANI PADME .... That "one more time" had already taken place a thousand or more times that day. AUM .... but he began to feel that this time it was different. He scratched the ice and snow from his goggles. Almost blinded, he could barely see. Then, suddenly startled, he *could!* He was able to see .... plateau — nothing was above him! He crawled on his knees for a few feet in order to muster up the energy to gain his footing. He pulled his body to a standing position, and took a deep breath. As he inhaled, the frozen air cut into his lungs like a torch. He exhaled as he shouted! OM MANI PADME AUM .... He had done what no man had ever done. He had climbed to the top of Mount Everest. Om Mani Padme Aum... Mount Everest had been conquered by the courage of Sir Edmund P. Hillary and a few mystical words.

"Om Mani Padme Aum," the first words spoken atop Mount Everest, is known as the Universal Mantra and is said to be the secret strength for many great people and religious leaders. In the first part of this article (this month), we will explore Mantra Meditation and how to use this Universal Mantra. Next month, you will have a month's practice and will discover your personal secret mantra. You will uncover your personal mantra with a system said to be thousands of years old from the Sanskrit Alphabet.

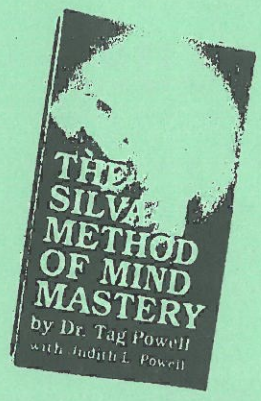
The joy of meditation has been experienced by millions. Many church groups practice meditation. Yogis of many different classes and types all practice some form of meditation. Commercial teachings, such as Transcendental Meditation (passive meditation), have millions of practitioners. The Silva Method, a dynamic meditation, has over eight million graduates in over 80 countries. The members of AA and most twelve-step programs speak of practicing prayer and meditation in the eleventh step. (Notice that AA is distinguishing between prayer and meditation.) When you add together the various systems and groups, the numbers of meditators continues to spiral upward.

What is meditation? The answer is almost as much of an enigma as the process itself. Each practitioner claims to have the ONLY system. Most will agree it is a method for quieting the mind. At Alcoholics Anonymous meetings you may hear that prayer is talking to God and meditation is listening to God. Certainly listening to the "inner voice" is easier with a mind quieted by the practice of meditation.

The prime element of Mantra Meditation is its passive, non-directive nature. Quieting the mind to a void state, then allowing thoughts to slowly bubble to consciousness, is a method for reaching one's true inner-self. Some may call It ATMAN or Godhead, and for some, Christ Consciousness. The mantra, literally translated, means Instrument of Thought. It is a sound usually composed of two or more letters from the Sanskrit alphabet. As far as we understand, the mantra was originally a special sound that caused a certain vibration within the mind-brain that induced a relaxed, altered state of consciousness. Each mantra was selected by the Master for their student; chosen to connect the novice with the vibratory rate of their own Higher Self.

The Power Of AUM MANI PADME AUM

The Universal Mantra word is said to be OM or AUM, the permissible name for God. Both Om and Aum are the same



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word with different pronouncements. The Universial Mantra OM MANI PADME AUM is said to cause the mind and body to vibrate at the frequency to be "one" with God or the Universal energy. This Universal Mantra has been used by athletes, as well as statesman. Many attribute the experience of great energy and clarity to this mantra, simply known as MANI. And it is recorded to be the first words spoken by Sir Edmund P. Hillary at the end of his historic climb to the top of Mount Everest.

How To Use The Universal Mantra

The pronunciation of the famous mantra starts with a low guttural sound to cause a dynamic vibration in the skull. The Om is extended for a long period of time ending in a sustained MMMMMM vibration. Some feel that rolling the tongue upward toward the roof of the mouth helps to obtain the correct tone. MANI PADME is spoken rapidly as a single word. AUM is spoken as if it were an exclamation point — a punctuation at the end of the mantra. To practice, find a quiet place where you will not be disturbed; dim the lights if possible. Loosen any tight clothing. Find a comfortable position, feet flat on the floor, and (many feel) hands open with your palms upward resting on your knees.

Speak the Universal Mantra aloud, over and over to yourself. This allows the sound to vibrate through the head. Say it over and over at a slow speaking rate. Feel the viberation in your skull .... let it flow through your mind and in your atmospheric aura (imagine it surrounding your body) in a rhythmic manner (not too rapidly, but not too slowly). After awhile, it will flow on its own accord at its own speed.

You can continue repeating it aloud in this rhythmic manner for about 20 minutes. At the end of 20 minutes, you will most likely (automatically) stop .... feeling very refreshed, alert, and serene.

A word of caution: Since this is a very energizing type of meditation, do not do it before bed, unless you want to stay up all night! Practice this Universal Mantra until next month and we will explore how to discover your own secret mantra attuned to your personality from the Sanskrit alphabet.

❐

Dr. Tag Powell, *an award-winning trainer who has taught thousands of people life-improement techniques for the past 13 years, is a Certified NLP Master Practitioner and Associate NLP Trainer from the Society of Neuro-Linguistic Programming through the Southern Institute of NLP. In addition to teaching the Silva Method of Mind Development, Dr. Powell has written several books, including the bestselling* The Silva Method of Mind Mastery for the 90s. *You may contact him at Powell Productions, 11701 South Belcher Road, Suite 123, Largo, FL 34643, Fax 813-536-3681 or call 813-530-0110.*

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REMEDIAL ENRICHMENT: A PROPOSAL FOR ALL STUDENTS

By Dr. Lloyd Flaro

In the school system, a classification system has been set up to separate students into various categories according to levels of competence, performance, achievement, intelligence and skill development, to name only a few. At each end of the "slot spectrum" this Gaussian perspective in the form of a bell curve labels individuals as being somewhere along this demarcation line: on the left side, for instance, the student is categorized as being a slow learner or learning disabled, while on the right side of the spectrum, the child is identified as being gifted. Somewhere in between the left and right side is a band called the "average student syndrome," which, in reality, caters to mediocrity and ignores learning excellence. This position may sound pejorative and, to some extent, it is, but the truth of the matter is that the educational system caters to the average student: the one who fits the system — "Procrustes Pedagogical Placement Program Planning Practices." If the student performs according to the standards and criteria set out by this Five P Committee, s/he will be justly rewarded for his/her endeavors and achievements. On the other hand, students who perform below or above the educational standards are often considered "problems" because the present educational programs or the curriculum content do not offer these students sufficient and necessary experiences to perform at different levels of learning.

Special Educational Programs

To accommodate to the different levels and types of learning, many educational institutions have developed and implemented programs designed to address the educational needs of students at each end of the spectrum. At the lower end of the "slot spectrum," students are typically labeled as being slow learners or learning disabled and remedial instructional programs are offered to correct the learning problems. In these situations, students identified as having some sort of achievement difficulty — they fall below the standards of excellence developed by the Five P Committee — are seen in a resource room with specially trained educators and taught specific strategies to remediate the learning deficits. More often than not, however, the programs are chunked-down versions of the existing curriculum programs with the results being rather poor.

At the other extreme are students who excel beyond normal standards of achievement. These students exhibit patterns of exeptionality and are often labeled gifted. Their intelligence — that is, their IQ — usually falls above the 130 score which represents approximately three percent of the general population. Characteristically, gifted students learn information quickly and can recall factual information accurately; employ all representational and cognitive systems in an integrative and balanced way; are self-motivated and independent learners; are flexible cognitively and behaviorally and adapt to situations and problems very easily; usually possess a fount of information on a variety of topics; exhibit high achievement performances, achieving at high levels of educational excellence and can manipulate ideas and concepts with great precision.

More often than not, gifted children become easily bored with the present educational practices and classroom approaches to learning. As quick learners, they do not need the repetition and routine seen with teaching average students. Once they have learned a concept, they grasp it rather quickly and can almost immediately apply it in a variety of situations. In essence, they need a learning environment that is challenging — that is, forces them to expand upon their present abilities and competencies, that nurtures and fosters present skills and thinking processess and that teaches them how to problem solve as well as problem finding. In order to fully compensate for their highly developed and refined intellect, enrichment programs have been developed to challenge their intellectual competencies and develop generative learning. The programs established for gifted children are doing better than their counterparts at the other end; yet, many gifted children voice their dissatisfaction with their programs, claiming that they are imposed by outside authorities, rather than by their interests and motivations.

Be that as it may, what happens to the students who don't exactly fit these categories, but who exhibit patterns common to both? What happens to the student who is learning disabled — who possesses a high intelligence but who cannot learn in certain subject areas? And what happens to the slow learner who manifests exceptional ability in another area, such as music, art, spatial, mathematical or even psychomotor? What provisions are being made for this group of students who may possess other types and degrees of intelligence as suggested by Howard Gardner (1983) in his book, *Frames of Mind: The Theory of Multiple Intelligences*?

The Origins of Remedial Enrichment

The concept of Remedial Enrichment came into existence approximately four years ago when I worked with a group of grade six students who were having academic problems in the classroom. There were eight students involved in the project, all experiencing moderate to severe deficits in creative writing and

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the ability to put their thoughts down on paper. Typically, this group of students was several years below their present grade level of achievement as compared to other students of the same age. The one outstanding characteristic identifying this group of students was their performance on the WISC-R, the Wechsler Intelligence Scale for Children-Revised.

The WISC-R is an intelligence test which provides the teacher and counselor with three scores: Verbal IQ, Performance IQ and Full Scale IQ. The Verbal Score measures the student's verbal comprehension ability through the administration of a variety of subtests: Information, Vocabulary, Comprehension and Similarities. The answers to these subtests requires verbal responses without any motor activity. The Performance Score measures the student's perceptual organization abilities and other nonverbal capacities with motor activity via several subtests: Picture Completion, Picture Arrangement, Block Desing, Object Assembly and Coding. Finally, the Full Scale Score provides a composite or overall assessment of the individual's general intelligence.

The above is a brief description of the WISC-R but, be that as it may, it should give the NLP educator a sense of what it comprises and what it requires of the student completing the prescribed tasks. The students who participated in the Remedial Enrichment Project all had severe discrepancies between their Verbal and Performance IQ scores. One student, for example, obtained a Verbal IQ of 100 and a Performance IQ of 142, with a Full Scale IQ of 130. This placed him in the gifted range, but present difficulties in Language Arts placed him in the Learning Disabled category! All eight students fell within this range with the average difference being 26 to 30 IQ points. This type of discrepancy, in the psychometric literature, is often attributed to neurological impairment or brain damage of some degree. Indeed, any spread between Verbal IQ and Performance IQ socres of 15 points is suspect. According to Sattler (1988) in his book, *Assessment of Children's Intelligence and Special Abilities*, any number of factors may account for verbal-performance discrepancies:

1. Cognitive Style
2. Emotional Disturbance or Brain Damage
3. Motivation
4. Processing Deficiencies
5. Output Deficits
6. State Control
7. Sensory Deficiencies

All of the above are, indeed, possible interpretations of the verbal-performance discrepancies, but when further investigations into the nature of the problem is undertaken, some interesting patterns begin to emerge. First, none of these students used internal dialogue in their thought processes; second, all students were simultaneous learners (seeing it all at once), using pictures and feeling to organize their cognitions, concepts and ideas; third, every student was an incredible artist, able to draw with three dimensionality, spatial precision and minute visual details; fourth, they overspecialized in one or two representational systems and totally ignored the other ones (this exclusion phenomenon frequently is seen in many students labeled as learning disabled); fifth, they all were introverts who sat in the back of the classroom and did not participate in classroom discussions unless asked by the teachers. More often than not, they were drawing or doodling as the teacher lectured or the other students verbalized their thoughts; sixth, they were perceived by peers and teachers as being exceptionally creative but unable to express themselves on paper. Finally, their eye-accessing cues were mostly in the visual processing modes with little or next to none in the auditory cognitive modes. Frequently, they looked down and to the right to get a feel for what they were doing or drawing. The latter patterns showed up in head movements, because these students

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typically exhibited an up-and-down pattern and exhibited no side-to-side movement. This was congruent with the breathing patterns associated with visual and kinesthetic processing, as well as the body-type typologies.

Remedial Enrichment for All Students

Further work with these students revealed specific processing deficits and representational deficiencies in conjunction with overspecialization or cognitive systems and underdeveloped learning strategies. Over a period of several months, meeting with them once a week, a series of experiences, tasks and activities were designed to activate and install more efficient strategies wth recursive self-corrective feedback loops to promote generative learning strategies. This included the ability to understand their thinking and learning styles, how their brain worked most efficiently, what processes needed to be added to their existing learning styles to expand the student's cognitive distinctions and choices when learning new material.

In addition, they were taught how to use submodality distinctions to code information and facts solidly into long-term memory and what retrieval strategies could be employed to access the stored information. This included eye-accessing cues, naturally occuring anchors, physiological states and lead representational systems.

As an example, most students had trouble keeping their internal images in consciousness when they simultaneously employed internal speech to describe the events, activities and characters in the creative stories. Naturally, anchoring was used to stabilize the images as they engaged in internal dialogue. Similarly, external visual stimuli were used to provide the basis for learning a framework for asking appropriate questions as well as for generating the written content. For other students, state control was also employed to reduce any anxiety so that purer cognitive access of information was available for further learning.

The implications of all this are that not only can students be taught to use their strong systems and processes, but, at the same time, experiences, activities, tasks and assignments can be employed by the NLP educator to remediate deficits and deficiencies and provide enriching activities for the strong, dominant preferences and learning processes. Some of these strategies can be installed without the awareness of the student; just remember Miuagi's teaching to Daniel in the movie, *The Karate Kid:* an excellent example of installing skills, competencies and abilities subliminally.

Remedial Enrichment is the attempt to provide the experiential, conceptual and cognitive basis for developing an integrated human being who can use all cognitive, affective and conative processes for generative learning. The concept of Remedial Enrichment presupposes that students can learn to rectify underdeveloped areas of learning while simultaneously engaging in enriching learning experiences and curricular processes. This suggests that educators will need to be trained in specific pedagogical and educational enrichment approaches and methods designed to consciously develop, arrange, deliver and evaluate Remedial Enrichment programs to alter, modify and develop more effective, efficient and self-corrective learning strategies. How would you, as an NLP educator, implement a Remedial Enrichment approach in your classroom? How would you have to arrange your classroom to accomplish this task? What curricular experiences, lesson plans and pedagogical methods would have to be developed to simultaneously and strategically remediate problems and tactically develop special abilities and exceptional qualities?

The concept of Remedial Enrichment is based on the premise that many educators falsely assume that students coming into the educational system possess adequate cognitive and affective entry characteristics appropriate for learning within the educational system. In other words, it is assumed that students have acquired the prerequisite competencies, skills and abilities through historical experiences and environmental stimulation. This is a dangerous assumption for educators to make in light of the fact that few educational systems have set up screening procedures to detect students with potential learning problems. Be that as it may, it should be mandatory that all teachers develop curricular approaches which will address all cognitive systems, learning styles and thinking styles, thus ensuring that all areas contributing to the learning process are developed within the Remedial Enrichment framework.

In a future article, more specific strategies will be outlined to indicate how this can be developed and used to create students who can learn easily and efficiently and who do not exhibit learning disabilities. It's time that NLP educators and practitioners pool their resources and techniques so that we can eradicate the disease called learning disabilities. It's this author's belief that the development and utilization of the concept called Remedial Enrichment can make this dream into reality — it can mend broken dreams.

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SPECIAL FEATURE



RENE PFALZGRAF
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THE NLP PRACTITIONER TRAINING
Part 6 — Metamodel, Ritual, Superstition and Precise Thinking

It has been said that if you can't do Metamodel you can't do NLP. Since someone like Milton Erickson was able to bring about far-reaching change long before Metamodel was publicly presented, what is it about Metamodel which is so important to doing NLP?

It would seem that it is possible to do a wide variety of the NLP techniques — perhaps all of them — without knowing any of the Metamodel challenges or knowing how to consciously generate any of the Metamodel patterns. So what is it about Metamodel that is required if you are going to do NLP?

One thing that Metamodel offers is the ability to create greater precision in thinking. This is both in the thinking of the client and the NLP Practitioner. It is the greater precision of thinking afforded to the Practitioner which yields the greater results, because without precise thinking it is impossible to do NLP precisely.

It is often thought in NLP circles that it is the client who needs his thinking adjusted and made more effective, but the interesting thing is that it is the NLP Practitioner who must ensure that his thinking is precise because it is impossible to do NLP precisely without precise thinking.

How is it that Metamodel facilitates precise thinking and what does precise thinking do for you? To answer the first part of this question let us look at what Metamodel questions accomplish.

When a person speaks, all the information to make the statements understandable are available to the speaker, but not necessarily to the listener. So it is the listener, who by asking the indicated Metamodel questions, gathers the additional information needed to make what is said understandable. This is the way that it is supposed to work, and yet there is a hitch, a problem. What if the speaker is unable to remember, recover the information, and is therefore operating in a model of the world built on either incomplete or fallacious information and experience?

In this case, the speaker is demonstrating some of the mechanisms by which the problem is held in place. But what if the person who cannot recover the implied information is the NLP Practitioner instead of the client?

This brings up the concept of superstition versus ritual. It is said that John Grinder has said that all that is necessary to bring about change is to create a ritual and follow it. Ritual may or may not be rationally, logically or scientifically grounded. A ritual becomes a superstition when the person accepting the ritual believes without verifiable evidence that the ritual must be true and accurate. Since most (and perhaps all) rituals were to some extent arbitrary in their conception and inception, it is useful to note that rituals may only be precise in their execution. In fact, it may be that all rituals are only a way to accomplish an objective, and that other ways of accomplishing the objective may be equally or more effective. And each of these ways is in itself another ritual, another procedure.

So it is that any ritual can be used. In fact, fallacious logic and irrational procedure can be used to produce effective results some of the time, and as long as this procedure is ultimately known by the operator to be arbitrary and irrational, it remains a ritual but not a superstition. Let us look at an example.

Sometime ago a psychologist was featured on *60 Minutes*. This psychologist had a large private practice in South Carolina. Part of his clientele were indigent workers who believe in "Root Medicine" (something similar to Voodoo or Juju). This psychologist studied "Root Medicine" and became a "big and powerful" practitioner of "Root Medicine." He used it with a number of his clients to bring about change. For him "Root Medicine" was a ritual because he realized that, at present, there was no scientifically acceptable proof that the practices of "Root Medicine" really work. Therefore, he did not "believe" in "Root Medicine" in the same way that the people for whom he did "Root Medicine" believed in it, and yet he used it regularly and congruently. He realized that whether the procedures actually did what they were supposed to do or whether they triggered some other process which produced the desired result in some other unrelated way, that the ritual "produced" the desired result. The people for whom he did "Root Medicine" were, on the other hand, quite superstitious because they accepted "Root Medicine" to be as real and verifiable as gravity.

It is the ability to recognize that what you believe to be true may not be true, and that whether it is true or not may have no bearing on its effectiveness for you which allows you to move from superstition to ritual. The advantage of ritual over superstition is that it allows for flexibility. This is because superstition is based on a belief that is treated as absolute. Because the belief cannot be challenged, the behavior, i.e. superstition, must be carried out.

Because ritual can be seen as arbitrary rather than absolute, it offers the possibility of changing to another ritual depending upon the context and the effectiveness of the present ritual, because all a ritual is is a procedure. So how does this relate to Metamodel?

Metamodel provides you with a series of precise questions for recovering various kinds of information necessary for full understanding of any communication. It also offers each person the opportunity to ferret out his or her own superstitions and change them into rituals. This gives increased behavioral flexibility.

Everyone deletes, distorts, and generalizes when communicating. The question is whether you are able to recognize when you are drawing erroneous conclusions — creating a superstition. In order to be able to recognize erroneous conclusions, precise thinking is needed, and precise thinking can be brought about by employing Metamodel questions.

To do NLP well, it will be necessary to be aware of the foundation of what you are saying. You must be aware of generalizations, distortions, and deletions that you yourself are making, and be able to evaluate objectively how accurate and complete the data upon which these distortions and generalizations are based.

To do this, you must be able to recognize and question each of the Metamodel patterns. As you begin to do this, you will have opened the door to more precise thinking, and in turn to more precise action. In addition, you will better be able to recognize and question the patterns when they are used by someone else, and this will enable you to work more effectively with each and every client.

Each of the Metamodel groups: Distortions, Generalizations, and Deletions, offers different insights. Distortions demonstrate portions of a person's model of the world. It is possible to determine how that person believes actions are caused, and what conclusions the person has already drawn about situations, interactions, and relationships.

Generalizations give insight into how discerning a person is in placing something into a given category or how much volition they give themselves in a situation.

Deletions demonstrate if there are gaps in the internal information flow, as well as how much information is actually communicated outwardly relative to the amount of information processed internally.

So you might be wondering how asking Metamodel questions will result in precise thinking or you might be wondering why you would want to bother with rituals or superstitions to begin with? Of course, the first question is easily verifiable and the second question only demonstrates the fact that the person who would ask it has not yet realized that everything that anyone does is either a ritual or a superstition and nothing more. So what I would like to do is to begin to look at some closely held beliefs that some people believe are very important to believe if one is going to embrace a particular doctrine which is becoming more popular at the present time. These beliefs are as follows:

EVERY BEHAVIOR HAS A POSITIVE INTENT (FOR THE PERSON DOING THE BEHAVIOR.)

ALL COMMUNICATIONS ARE REDUNDANT.

THE MEANING OF YOUR COMMUNICATION IS THE RESPONSE THAT YOU GET.

PEOPLE RESPOND TO THEIR MAP OF REALITY, NOT TO REALITY ITSELF.

REQUISITE VARIETY: THE ELEMENT IN A SYSTEM WITH THE MOST FLEXIBILITY WILL BE THE CONTROLLING ELEMENT (IN THE LONG RUN).

PEOPLE WORK PERFECTLY.

PEOPLE ALWAYS MAKE THE BEST CHOICES AVAILABLE TO THEM AT THE TIME.

EVERY BEHAVIOR IS USEFUL IN SOME CONTEXT.

CHOICE IS BETTER THAN NO CHOICE.

PEOPLE HAVE ALL THE RESOURCES TO DO ANYTHING THEY WANT.

THERE IS NO SUCH THING AS FAILURE, ONLY FEEDBACK.

ANY PROJECT CAN BE ACCOMPLISHED BY ANYONE IF IT IS DESIGNED AND SEQUENCED PROPERLY.

It can easily be seen how, if one were to mindlessly accept these statements without questioning and verifying them in one's own experience, that a great many kinds of superstitious behaviors could be produced. So let us begin to unpack the holes in these thoughts.

In all of these statements, either directly or by presupposition, we have the Metamodel pattern of Lost Performative. In this pattern, the person under whose authority the statement is being made is missing. In other words we do not know who originally drew the conclusion.

To all of these statements we could ask, "According to whom?" In each of these examples the answer would be the same, "John Grinder and Richard Bandler." Two people with whom some of you may be slightly familiar. Now, even though the answer to this question is accurate, specific and to the point, it does have one flaw, and that flaw is that even though they said it, they were mind reading (another Metamodel pattern) at the time.

If we assume that they knew what they were talking about, then we would be entering into their mind reading which is how group hallucinations are created. To prevent that, the next question will unpack our mind reading. In its most basic form the question is, "How do you know that?" But in this case the

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question is, "How do you know that what they stated was true or not?" This requires giving evidence from your own experience rather than citing the fact that these two characters have written some books, as if that constituted evidence.

Since each of the questions mentioned to this point can be used for any of the statements, they will only be presented once. It will be assumed that you will have asked and answered each of these questions for each of the statements before proceeding on to answering the other questions which will be presented in a moment.

It also should be noted that unless you personally are aware of extensive evidence or have a tremendous amount of scientifically replicable experience which supports or refutes these statements, the correct answer to the question, "How do you know that?" is, "I don't."

Let us look at the first of the statements:

EVERY BEHAVIOR HAS A POSITIVE INTENT (FOR THE PERSON DOING THE BEHAVIOR).

After answering the questions we have already covered, the next question you will want to ask will unpack the Metamodel pattern of Universal Quantifier. The question is, "Every?" How is it possible for someone to believe that every behavior that everyone has done, is doing or will do always has a positive intent for that person without exception? Is it possible to know that with absolute certainty? Remember that a ritual does not have to be true to be useful, but a superstition requires you to accept without question certain beliefs. You are the one who will have to choose which you would prefer: a superstition which locks you in or a ritual which provides you with options.

What about the second statement?

ALL COMMUNICATIONS ARE REDUNDANT.

Again, we can see that a Universal Quantifier has been used Is it really impossible to communicate without being redundant? The question isn't whether most communications are redundant or whether it is very difficult or almost impossible to communicate without being redundant. The real question is, "All, without exception?"

In addition, we have some other loopholes. First is the Nominalization, "communications." Because you would want to know, "How specifically are we communicating?" And you would want to quantify the Unspecified Verb by asking, "How are they redundant?" And, of course, the Simple Deletion requires the question, "Redundant to whom and about what?"

At this point, you can begin to realize that there may well be a great deal of information that has been implied and which may or may not have been verified.

You may have also begun to notice that even those statements which do not have "Always" in them have implied "Always." So to each of these statements we can add a generic question of, "Always, without exception?"

Let us skip several of the next statements, because they will only require the questions that we have used so far, and so that we can focus on a new question. The next statement we will question is:

THE ELEMENT IN A SYSTEM WITH THE MOST FLEXIBILITY WILL BE THE CONTROLLING ELEMENT (IN THE LONG RUN).

The new pattern here is Cause and Effect. And the question to ask to unpack it is, "How, specifically, does having the most flexibility result in having control?" And, again, you will want to begin wondering if this is true without exception and for all time because you will notice that this statement implies that it either may not be true or is not true in the short run.

In addition, you might begin to want to know, "What, specifically, is an element? What exactly is a system? Flexible in what way, specifically? How exactly will this element be controlling? And controlling of who or what and for what?"

As you may already be aware of, the statements that we are challenging are considered to be the presuppositions of NLP. The purpose to challenging them is to facilitate your ability to use them as the basis of effective ritual rather than the chains of superstition.

For each of the statements, you might want to begin to question how true the statements really are, and you might also begin to question how you know whether your answers to the questions are accurate or not. In other words, are you simply bending outward reality to fit presently held superstition or are you really viewing what you are doing accurately?

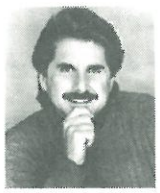
It is the ability to question and to act in ways which are different than accepted ritual or superstition which allows for new learnings and an understandings and grasp of the mechanisms that are at work, because true mastery is the ability not only to follow rituals effectively, but also to be able to break rituals effectively.

If you would like additional information on Metamodel, please refer to my articles on Metamodel I, II, III in previous issues of the RAPPORTER. And so until the next issue of the RAPPORTER, dream wonderful dreams and practice enjoyable practicings as you constantly continue to more fully master each and every learning that you have learned and those which you have yet to learn fully so that your life may be all you have dreamt it would be and more.

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WORLD HEALING MEDITATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is done. And it is so.

The RAPPORTER *wishes to thank the Quartus Foundation for generously providing us with information about The Planetary Commission. For more information and up-dates on the effect of the ongoing World Healing Meditation, contact the Quartus Foundation, P.O. Box 1768, Boerne, TX 78006-6768. Beautiful color 11x17 World Healing Meditation posters can be ordered from them at a cost of only $1.00 each plus $1.25 posage for four or less.*

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