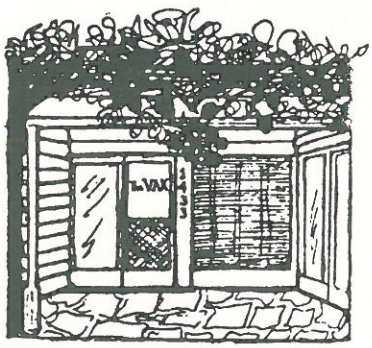
THE VAK

International NLP Newsletter

Volume V, Number 1 *Winter 1986/1987*



OATMEAL INTO ART: The Perception of Structure

Susan James and Anne Linden

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

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RICHARD BANDLER: "TROUBLED GENIUS"

Richard Bandler, co-developer of NLP, was arrested on November 3 in connection with the murder of a neighbor in Santa Cruz, the San Jose *Mercury News* reported in its November 17 issue.

Friends and colleagues were stunned by the news. In an interview with the San Jose newspaper, psychiatrist Robert Spitzer, a longtime friend of Richard's, said: "It is totally out of character. I would be very surprised if he would do something so stupid and impulsive and weird."

The *Mercury News* described Richard Bandler as "iconoclastic....an acknowledged genius in his field" who grew famous for "fast, elegant results that produced startling changes in people."

Robert Dilts said he had come to think of Richard as resembling Mozart in the movie *Amadeus* and said, "He's brash; he's brilliant; he's unconventional....He's also very sensitive...."

Bandler's lawyer, M. Gerald Schwartzbach, of San Francisco, expressed strong concern about the police investigation thus far. He told *The VAK*:

"Police and prosecution appear to have some type of vendetta against Richard, and they are violating not only his constitutional rights but the rights of his friends. It will be a real battle to stop the system from steamrolling over Richard Bandler."

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Analogies for Training Technical Information

Stephen Stefano and Charlotte Bretto

Stories, or analogies, in one form or another have been used through the ages as a means of transmitting messages by association. Such stories - including epic poems (Homer), fables (Aesop), parables (Bible), yarns (Paul Bunyan), and fairy tales (Mother Goose) - have been used to convey a message about a particular situation or problem. Recently, this method of communication has been increasingly and purposely used in training and/or sales presentations. The primary objective of this article is to provide information concerning the effectiveness and proper application of analogies in technical sales training, specifically related to group diversity.

Successful technical training of a group of sales representatives should include an awareness of a number of distinguishing variables, such as differences in educational background, sales experience, race, nationality, sex, and geographic location. Of these variables, educational background and industry-related sales experience are most important when presenting technical information to classes of new sales representatives. Both factors impact on the interest, comprehension, and retention of the technical information and, subsequently, on the success of the training program.

Product knowledge, one's own and the competition's, is an essential component of selling in a technically oriented market. Sales trainers must convey product information in a most competent manner. Thus, one of the primary goals of the sales trainer is to maximize comprehension, interest, and retention in as many of the trainees as possible. This goal is extremely challenging because a trainer must now present technically oriented information that is neither too involved for the novice, nor too simplistic for the veteran. The trick is to maintain the interest and

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NETWORK

Metamorphosis
In honor of its seventh birthday, Transformation has transformed into Metaformation Inc. Anne K. Entus has been joined by Roger Levreault and Diane Hippell as co-directors. Marie Paule Julien and Claude Couture are the Quebec City representatives. The metamorphosis includes programs in French and a change of address: 235 Dorchester Blvd. E., Suite 202, Montreal, Quebec H2X IN8 Canada. Telephone is 514-397-9402/486-1282.

Annual NANLP Conference Set
The fourth annual conference of the National Association of NLP is scheduled for April 24-26, 1987 in New York City. The conference site has not yet been chosen. Anne Linden, Vice-President of NANLP, is Program Chair. Contact her at the New York Training Institute for NLP, 155 Prince St., New York, NY 10012 (212-473-2582) for details.

Metaphor Roundup
Bernie Cleveland is collecting metaphors, anecdotes, and stories from therapy, business, education, athletics, and the rest of life to be included in a book featuring the NLP community's favorite metaphors. Bernie promises that contributors will be credited and will receive a free copy of the book. You can send material to Bernie at The Connecting Link, P.O. Box 716, Stone Mountain, Georgia 30086 (404-979-8013). *The VAK* hopes Bernie will read this issue carefully and eagerly awaits its review copy.

NLP Gets an MBA
Grinder Laborde Associates has announced that courses in executive communication, based on NLP principles, will be part of the MBA program at JFK University in Orinda, California. An accredited university, JFK offers both graduate and undergraduate degrees.

Dr. Genie Laborde will teach the initial course, "Influencing with Integrity," in two weekend segments: January 30-February 1 and March 6-8, 1987. For more information call 800-228-4069 (in California, 415-326-5613).

OTCC
Dave Dobson will be spending much less time on the road, and much more time at home on San Juan Island, where he will be offering 4- and 5-day "fun shops." Numerous regional 2-day "get-acquainted" sessions on the OTCC model will be offered by Eric Oliver or other representatives in the coming year. Dave will also offer 1-day presentations at some of the regional sessions. Dates and locations will appear in *The VAK* schedule, or you can contact OTCC directly at 206-378-4999.

The VAK Goes West (Again)

As its readers know, *The VAK* has been vacillating between two homes. With this issue, *The VAK* returns to its original site under the persimmon tree in Palo Alto, California.

In so doing, *The VAK* regretfully leaves behind its staff, Bruce Dillman, who has instilled this publication with wit, creativity, information, and insight for many years. Bruce, who is wintering in Nebraska, is immersed in other tasks at present, but we hope to have many contributions from him in the future.

For those who wish to know who the new staff is: I am Agnes Waters, a former New Yorker who also went West (many years back). My background is publishing, primarily educational and technical, and NLP is a fairly new study for me.

This first *VAK* issue has been a challenge in many ways: disturbing news to report about an NLP prime mover and well-known colleague; a provocative dialogue between two prominent NLP teachers on the "right way to do NLP"; trying to match names and organizations; and cajoling two different computers into reluctant communication. It has also been very rewarding to find welcoming letters and a stack of thoughtful, creative manuscripts waiting to be published, and to talk with those of you who contribute so much to *The VAK* and to the field of NLP.

As *The VAK* goes through this transition period, I hope to have your support, suggestions, articles, ads, and subscription renewals. I encourage your comments: what would you like to see more of, or less of, in these pages? Let me hear from you.

AW

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The VAK encourages its readers to send manuscripts, schedule information, reviews and comments to the editor. Deadline for manuscripts and advertisements for the next issue is **February 1**. Advertising rates are available on request. Telephone: 800-228-4069; in California, 415-326-5613.

Please address all correspondence to

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Technical Analogies

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contribution of the entire class, rather than just a selected segment.

Before examining the use of analogies as a way to include all members of a sales training class, we should consider the two training techniques that are commonly used. The first technique entails identifying and addressing the lowest common denominator that exists in a sales class. This approach is most effective for trainees who have the least amount of related education or previous experience. However, the drawback to this method is that it jeopardizes the interest and contribution of those individuals with advanced education or experience. In addition, it compromises the perceived qualifications and sophistication of the trainer.

Conversely, the other method - presenting material solely in a technical manner - has risks as well. A trainer may lose the attention of the less educated and less experienced individuals. They most likely will interpret the information as being over their heads, if not esoteric. Both training methods are directed toward specific groups in a class and thus fail to include all the trainees.

Through the use of analogies, a trainer can present technical information that is interesting to the more skilled individual, yet not too complicated for the novice. This strategy avoids the obvious pitfalls of the other methods.

An analogy or a metaphor can be defined as the use of a specific term or action to describe another term or action because of some similarity between them or because of their relation to other things. An analogy may be presented in the form of a story or an example, with the intention of instructing or advising the listener, therefore creating a metaphor. Metaphors and analogies are similar in that they offer either an explicit or an implicit comparison. The major difference between them is that the metaphor generally involves a story which has a point of conflict that is dramatized, then resolved. By contrast, an analogy is a simple comparison and is often expressed in a statement rather than a story.

For example, our medical training includes teaching about the hypothalamic-pituitary-adrenal axis, a system which is very technical and not typically understood and retained by most trainees. For this reason we use a very simple analogy. The initial description is first given in specific technical jargon:

The hypothalamus monitors normally occurring steroids and hormones in the body. Once a need for additional steroids is detected, the hypothalamus releases a hormone called corticotropin releasing hormone (CRH). This substance initiates the release by the anterior pituitary gland of a second hormone, called adrenocorticotropic hormone (ACTH). Via the bloodstream, ACTH reaches the adrenal gland to increase the

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RICHARD BANDLER: "Troubled Genius"

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On December 1, a plea of "not guilty" was entered in court. A preliminary hearing has been scheduled for February 16 before a Municipal Court judge to determine whether there is sufficient evidence to proceed to a trial. In the interim, Mr. Schwartzbach has requested the court to reduce Richard's bail, which had been set at $500,000.

Those who wish to write to Richard or to contribute to his legal defense fund may do so through Fred Tapella, of Meta Publications, PO Box 565, Cupertino, CA 95015. "Attention Richard" should be noted on any correspondence to be delivered directly to him.

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Technical Analogies

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synthesis and release of glucocorticoid hormones (adrenaline and cortisol).

The next step is to take this information and create an analogy which accurately explains the physiologic activity. Typically this sounds as follows:

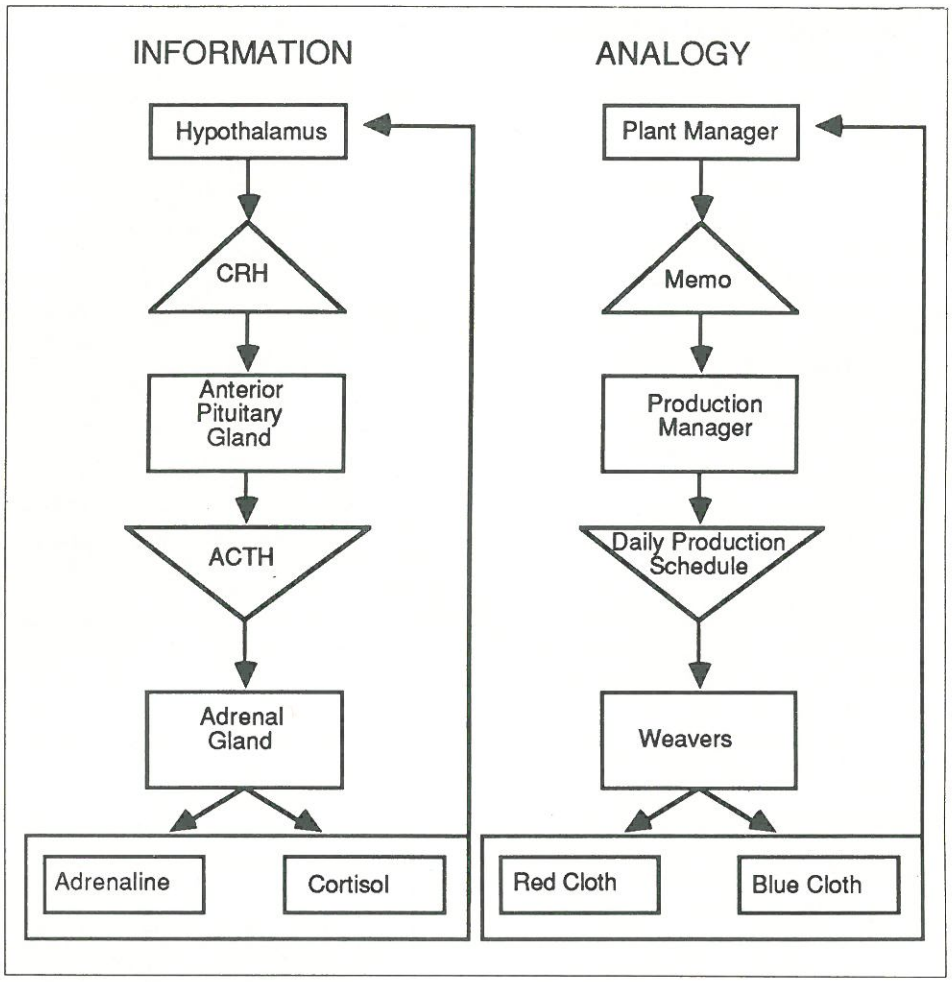
The hypothalamic-pituitary-adrenal axis is like a process found in textile manufacturing companies. The plant manager at ABC Textile Manufacturing, Inc., received a computer printout informing him that the present inventory of red and blue cloth is insufficient to meet sales needs. Immediately the plant manager sends a memo to the production manager informing him of the situation and requesting that the inventory return to the appropriate levels. The production manager fills out the daily production schedule specifying how much red and blue cloth needs to be produced. Upon receiving the daily production schedule the weavers begin producing red and blue cloth. At the end of the day, the plant manager checks inventory levels and adjusts production levels accordingly.

Although this comparison is somewhat simplistic, it provides an enjoyable opportunity for less educated, less experienced individuals to comprehend an issue that initially appeared difficult, if not intimidating. Moreover, by first describing the information in its proper, technical jargon, the trainer maintains the interest and contribution of the more educated and more experienced individuals.

At least one supplemental advantage is gained from employing analogies. Occasionally, the more educated and experienced individuals - who are perceived as possessing sound product knowledge - may not understand a specific concept. A simple analogy allows them the opportunity to grasp the information and obtain an effective comprehension level without damage to their confidence.

In creating analogies, a trainer should consider the following steps:

1. Examine the information to be presented;
2. Locate key nouns (people, places, things) in the technical information;



3. Locate key processes (verbs, adjectives, adverbs) in the technical information;
4. Select the content of the analogy (person, animal, abstract, etc.);
5. Create a key noun in the analogy for each key noun in the technical information;
6. Create a key process in the analogy for each key process in the technical information;
7. Design the analogy to be interesting and to provide a desired response.

In summary, it is necessary to structure the analogy properly. It is important that the key nouns and processes (verbs) in the analogy are parallel to those in the technical information. By simply listing the principals, as outlined above, a sales trainer can ensure competent application as well as effective comprehension.

Like the hypothalamus/plant manager of our analogy, a trainer of technically oriented information is providing directives, specifically, how to sell a company product. If the proper message is poorly comprehended, the trainees are less likely to maintain interest. With inadequate comprehension and retention, the finished product - selling ability - is severely compromised. On the other hand, when technical information is presented in an enjoyable manner so it is easily comprehended and retained, the trainer maximizes the interaction of class members. In this way, product knowledge - the major component of competent selling - is optimized, and the finished product - sales ability - is greatly enhanced. In essence, analogies are extremely powerful instruction tools when they are well structured and properly executed in technical sales training.

Charlotte C. Bretto is Chief Executive Officer of the Center for Professional Development (CPD), of which the Southeast Center of NLP is a division. Stephen Stefano is Associate Sales Training Manager for Glaxo Inc., a U.S. pharmaceutical company.

NLP: A Passion for Business

In this interview, Genie Laborde, The VAK *Editor, and Lisa Curry, an organization-effectiveness consultant, explored corporate attitudes toward NLP with the Director of Human Resources Development for a major international corporation.*

G - I'm curious about how you see NLP fitting into the corporate environment.

D - I'll tell you how I think you can successfully use NLP. First of all, don't call it NLP. Second, think about where it is you're trying to apply value for the organization: that is, do a proper analysis of the tasks and skills that managers need to do their jobs. It's very sloppy of NLP users to say, "Oh, we're going to help with *communication.*" It's such a big nominalization - who's communicating to whom and with what effect? By doing a front-end analysis you understand the skills that are required.

I teach NLP to managers in the context of other, standard pieces of training in such a way that it's never mentioned and I make sure that the modeling is done as well.

G - One of the things we're doing is eliminating the term "NLP" unless we have a client who specifically wants NLP.

E - Why are corporations hesitant to try NLP?

D - People have a fear of being manipulated. It's very possible to read *Frogs into Princes* and conceive of situations where you can be tricked. People know they have a very narrow conscious attention; they know that they can't pay attention to all sources of information. I've seen people with no NLP lead groups and gain agreement by moving their eyebrows. I've known other people who have browbeaten and tricked people - again, having no NLP, and yet they were successful. People are frightened - and quite rightly.

E - Genie and Lisa, have you heard similar concerns?

G - Oh, yes. Why do you think I chose that title [*Influencing with Integrity*] for my book?

L - At almost every session I run, I spend a half hour to 45 minutes on manipulation.

D - Bringing in a straight NLP package can create tremendous polarity in the participants - and lots of fallout. The assumption is that if you're successful - if you get promoted or you make something happen in a situation that had a low probability of success - then you've tricked people into making it go your way. I've had people come up to me and say:

"How did you pull that one off?"

"What did you do that time?"

"What are you doing to me now?"

G - Did you know that many corporations, including IBM, Chase Manhattan, and Pacific Bell, now include NLP in their staff training programs? I taught NLP to a group of auditors a few months ago and they loved it.

E - Timing may be a factor. A concept needs to be around for a while before people will try it. What other factors might influence corporate decisions about NLP training?

D - Well, it's known that NLPers are at war with each other. That's a signal to potential buyers that they don't do what they say they do. Remember, lots of training modules are available: management development, time management, getting feedback, assessment, objective setting. All of those have measurable results. People who sell NLP have been too precious, have used too many cute metaphors. They never show a bottom line. Therefore, they can give no assurance to would-be purchasers.

Because NLP is a "soft" science, you've got to be able to show that it's going to be of value. When the principal actors in it are fighting, the signal you get is that it's not settled down - not ready.

L - As an o-e [organization-effectiveness] intervenor, I've found NLP very powerful. And I've been able to demonstrate results. For example, I was able to translate between my company's system designers and programmers. Previously, computer programs had to be rewritten because communication was unclear. By translating, I cut down on both time and effort.

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Harvey Kaye,
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John Wiley & Sons, 1986.

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NLP: A Passion for Business

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E - So you were able to demonstrate savings in both time and money. Are there any other ways?

D - You have to address the bottom line - value to the customer.

G - We have received letters from seminar participants saying they have had measurable results. Last year Ford car sales were up 2%, yet one of my trainees' sales were up 14%, and he had 18% higher profits. Not only that, the automotive industry's sales force is known for 100% turnover; he had only 25%.

E - What other things do you see affecting corporate attitudes toward NLP?

L - The corporation is concerned about the individual gaining too much power. Every corporation is concerned about that - having individuals be more powerful. They seem as if they're outside the control of the organization, and they are. The corporation is right.

G - No, they're not right. Unless they empower people they're going down the tubes.

L - They're right about how they used to do it, but now they're going through a shift.

E - In *A Passion for Excellence*, the authors said that Pepsi had surveyed its top 470 executives and found significant job alienation. Managers complained that they didn't feel cared about as people, didn't know what was happening in the company, and were not being told how they were doing in their jobs. So the company is going to place more emphasis on feedback and on demonstrating interest in subordinates. The head of personnel said he hoped to accomplish this without "sensitivity" training courses, which he thinks don't work because "you can't take it to the workplace."

D - It's how you make money, how you increase value for the customer, how employee training will affect the corporation and make it better that's important.

G - Have you read *Re-inventing the Corporation*, which reports on trends, on what's going on now?

E - One thing it says is that corporations are changing, becoming more interested in employees.

D - But you can't have a Pollyanna approach. You think, "How do I get work out of this employee?" not, "How can I make things more comfortable for him?"

E - The book defines human resources as a company's "competitive edge" - one of the factors "reinforcing that economic imperative" for change.

D - How I'd like to meta-model that sentence! That's the sort of thing I make up for fun:

"It's imperative that we within the corporate environment ensure that syntony and the totality of the universe are included in our next strategic business plan."

E - No wonder they ask you what you're doing to them. Do you work mostly with scientists?

D - Yes, and they want results quantified; they want to be sure that there are no contaminants.

G - Well, more tests and research are becoming available. One study showed that of nine groups tested after a seminar all of them, 106 participants, showed a shift from external to internal locus of control.

Other studies show that leaders and managers who have internal control had more success, higher productivity, higher job performance, and their subordinates were better able to control their work than those who were externally controlled.

I have data from 1200 studies about I-E control, and I'm working now on an article for *Harvard Business Review*.

E - This is what you need; these are measurable results.

G - Positively. Add to this the Stanford University study which followed Stanford graduates for 20 years and found that the only variable between high earners and low earners was communication skills.

D - Great. I agree with the way you're going.

Genie Laborde is a partner in the management training and consulting firm Grinder Laborde Associates.

OATMEAL

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

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

Boundaries are made up of filters through which we process and interpret information. They occur at different levels of "reality": physiology, sensation, perception, and cognition. Filters can include representational systems, primary sorts (person, place, information, activity, thing), criteria, chunk size, time operators, referential index, and so forth. When the control (or the perception thereof) over which filters are used is internal, the existence of a boundary is more likely; when the use of particular filters is externally imposed, the existence of a "wall" is more likely. Walls (separation without exchange of information) can be useful initially in creating distinctions and providing protection; however, walls also can result in the isolation of useful resources. Over time, this can produce imbalance and lack of integration in the human system.

All therapeutic work involves boundaries: their creation, expansion, contraction, changing permeability,

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OATMEAL INTO ART

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reorganization, and restructuring. The establishment of boundaries is dependent on the physical and psychological development of the human being. The most fundamental boundary necessary for physical and psychological functioning is established earliest, while the more sophisticated and refined boundaries develop later through the process of more complex interaction with the environment. A perceived problem and the type of boundary involved determine how a therapist might approach the change process. Some clients are able to make profound changes in one, two, or three sessions; others need the therapeutic process chunked over time.

In exploring the creation of a way to think about doing NLP psychotherapy, we use the concept of boundaries and the developmental process as the basis on which to build an NLP frame for psychotherapy. This approach, a by-product of our individual models of the world, certainly does not represent the only possibility.

It is crucial for the well-being of the therapist and the client that there be some way for the therapist to begin to determine whether brief therapy or extended therapy is more appropriate for a client. That is, should therapy focus on a change in behavior involving a contextual/ situational boundary, thus taking several sessions using discrete techniques? Or should it focus more on issues of self, which may be better dealt with by chunking smaller, over time, and with added weight given to the relationship between therapist and client? (The process of creating and strengthening an internal frame of reference occurs over time.)

The choice of brief or extended therapy is extremely important because it affects the expectations of both client and therapist. Unrealistic assumptions about the length of time involved in the change process can be destructive to both therapist and client. Both need to be aware that while an intervention affecting a specific behavior may be effective, the wider implications for the cybernetic self-system must be considered.

To date, we have explored three viable, "working" types of boundaries. The first type, the "internal/external" boundary, is exemplified by D. W. Winnicott's description of the skin and the boundaries of the body: "...the limiting membrane that allows the human being to distinguish the difference between me and not me. That is, the distinction between external reality and internal reality (including perception of external reality)...."

The internal/external boundary begins to be established soon after birth and is critical to the development of all other types of boundaries. This boundary enables us to know the difference between dreams, fantasy, and waking reality, between our internal images and external visual stimuli, between what has occurred and what has yet to occur. This boundary enables us to make useful distinctions among internal parts. Without this type of boundary, development of a more sophisticated internal frame of reference is limited.

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

The third type of boundary is "context/situation." Such boundaries allow distinctions about people, place, activity, information, and thing - distinctions that facilitate the evaluation of appropriate behavior. Context/situation boundaries start forming around age five and continue developing throughout life. They enable us to know when we can swear or tell a dirty joke and when this behavior would be unacceptable. They also enable us to recognize the environmental cues that determine

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ERICKSONIAN HYPNOSIS

VIDEOTAPE REVIEW

Steve and Connirae Andreas

Spatial Reframe Technique,
Anne Linden, New York Training Institute for NLP, $45 (89 min.)

Introduction

This review is far longer, and probably more controversial than any *The VAK* has published so far. It would be much easier for us to not review this tape, and we wish we knew of a way to effectively discuss these issues without involving any personalities. However, unless a discussion refers directly to a sensory-based example of a particular piece of work, it is just words and will have little impact. Sloppy work will continue to go unnoticed and passed on as "exquisite NLP" for others to model. We decided to go ahead primarily because we think that the kinds of errors in this tape are very widespread and important to point out to the NLP community, particularly when demonstrated by a widely known person in the field.

The important issues we discuss in this review go far beyond a particular tape, or a particular person, to the future of NLP. We have worked very hard over the last eight years of our professional lives learning NLP thoroughly, and promoting it through detailed books and systematic training. We think NLP has tremendous potential for transforming the world - but only if it is done well. If NLP is to survive as a field of knowledge and as a practice, those who are involved in it need to work to improve it, particularly when someone with high visibility presents sloppy work to the public. Feedback is a basic principle of NLP; without vigorous feedback, NLP will not last long. Indeed this has already happened in some areas of the country, where NLP has a very bad reputation. We offer this review in the hope that it will stimulate more precise thinking about the practice of NLP.

When Steve first saw this videotape and Anne's two other videotapes at the NANLP annual meeting in New Orleans, he communicated to Anne that he thought the tapes had serious flaws that would publicly embarrass her, and suggested that she withdraw them from public sale until she had gotten other opinions. He also gave her advance notice that he would feel compelled to publicly point out the problems in the videotapes he had seen if she decided to release them. He promised to send her an advance copy of any review, and to make publication of such review contingent on offering Anne space and time to respond.

Editor's Note: Anne Linden read this review prior to publication. Her response begins on page 15.

Review

Although Anne says in the introduction that she developed this method, spatial sorting of parts using chairs was well-developed in Fritz Perls's Gestalt therapy in the 60s, and Bandler and Grinder elaborated a number of well-formedness conditions (both verbal and nonverbal) for this method in Part 2 of *The Structure of Magic, Volume II* (1976).

This tape is a good example of what happens when the intellectual understanding of a method is not supported by sensory acuity and nonverbal behavior, so the client is subjected to a mostly conscious-mind process without full unconscious participation. The client, Dennis, presents a problem state "not enough," in which he holds back. Although the gestures are not well-sorted initially, this is accompanied by a gesture of both hands toward his body, or close to his body, often with palms down, and his hands are sometimes partially clenched. He contrasts this with another experience of "abundance" or "enough," which is accompanied by a gesture of both hands palms up and reaching out.

These are the two parts that Anne works with during the rest of this long session. However, this is what Fritz Perls used to call a "false polarity." For instance, war and peace may seem to be opposites, but they are not. War is itself a polarity between the two parties to a conflict. Peace is an integrated state in which there is no conflict.

Dennis's conflict is such a false polarity, both linguistically and behaviorally. The opposite of "not enough" is another extreme - "too much," "overconfidence," or something like that. "Abundance" or "enough" is an integrated state without conflict as Dennis repeatedly states and demonstrates nonverbally. Behaviorally, Dennis's state of "not enough" is a conflict between moving forward and holding back, while his state of "abundance" is characterized by congruent gestures of moving wholeheartedly into action. A further confirmation that "abundance" is an integrated state is provided a little later when Anne asks, "How would you be different [if the conflict were resolved]?" As Dennis answers, we see the same congruent outgoing gestures he uses for "abundance" - leaning slightly forward with both hands out, palms up.

Another indication that "abundance" is an integrated state is provided by the fact that this state has *many* outcomes, and some of them explicitly mention wholeness: "healthy, whole, happy, active." In addition, this state is very nurturing: "I want him to know he's loved, has enough, is supported, that it's OK to make mistakes." Certainly this is *not* a case of antagonistic warring parts, which Anne says this method is appropriate for. Dennis's situation of having one objecting part (rather than a polarity) is more appropriate for six-step reframing or some other method. When Dennis first starts to be "abundance" he does this in such a powerful and integrated way that Anne notices, but since she presupposes that this is only a part of Dennis, she stops him and instructs him to play only a *part* of him! Dennis also looks very confused about how to be only "part" of him in this chair.

Since Anne accepts this false polarity to work with, the rest of what she does is muddled and unclear, as in the example above. We doubt that Dennis also has another extreme part - the other side of the "polarity" of "not enough" - but if he does, and this really is a case of polarities (two extreme, warring parts), then one of the parts was not dealt with in this session. In spite of this basic mistake, we have some additional comments about what Anne does.

One basic method in NLP is that when you backtrack someone else's experience, if you "steal" or mirror that person's nonverbal behavior, you

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OATMEAL INTO ART

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

The NLP patterns that are necessarily operative in the creation and maintenance of boundaries are: (1) an internal frame of reference, such that the criteria used to determine whether something is useful, safe, or desirable are internal; (2) the ability to notice differences, that is, mismatching, in relation to chunk size, criteria, primary sorts, representational systems, submodalities, and so forth ("...it is by this difference that we grow," states Winnicott); (3) the ability to change referential index, which enables us to change our point of view or perspective so that we can both identify with and be separate from others; (4) the ability to be in meta-position, or the choice to be associated or dissociated (permitting self-awareness, self-observation and awareness of "self-relationship"; (5) the ability to be through time, or the experience of time as a continuous, ongoing process that effects change, no matter how slight or small, and the experience of self as a dynamic process rather than a static (in-time) object.

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

Submodality work and the development of representational systems create and refine internal/external boundaries. Anchoring and future pacing change walls into boundaries by taking a resource (part) and connecting it to other contexts (or self system). The V-K dissociation affects time boundaries by moving from in time toward through time, and refines distinctions between internal and external reality by emphasizing different representational systems, and in some cases, self/other distinctions. The change history technique affects time boundaries - learning that a single trauma is not the end of the world - and self/other distinctions - the abandoned child who assumes he/she was abandoned because of something wrong with him/her.

Reframing can create boundaries where there are none by refining and strengthening the distinctions among internal parts. Reframing also transforms walls into boundaries by

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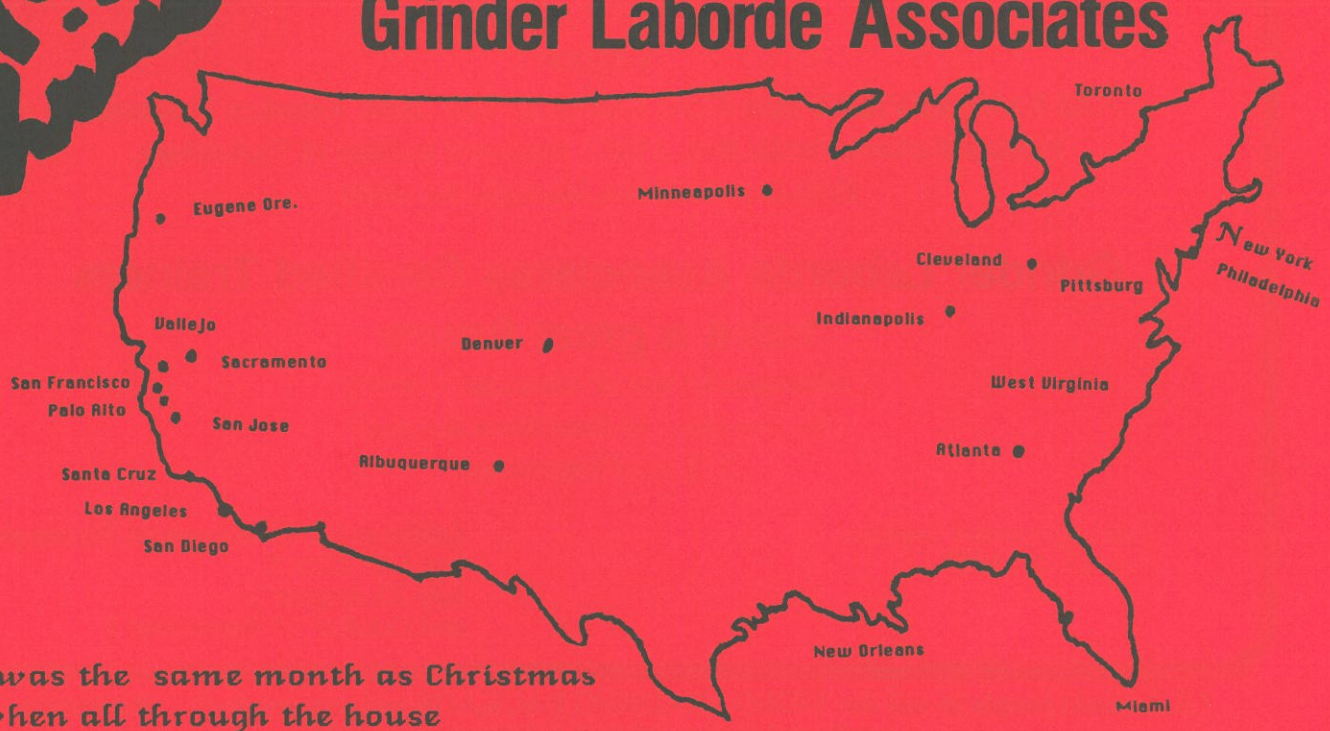
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FEBRUARY 1, 1987

A Universal Metaphor

Once upon a Universe, Mr. A. Square lived in Flatland, a two-dimensional place where the inhabiting geometric shapes appeared to each other as lines of varying lengths, depending on the angle from which they approached. Of a time, Mr. Square was taken into our three-dimensional Universe by a brilliant mathematician. When Mr. Square had experienced seeing the inhabitants of Flatland in their true shapes, he found that once he returned with this perspective, he could find the cues that told him the true shape of his fellow beings and he could use his own shape to help them get where they were going.

In a later story, which we don't have time for now, Mr. Square again came to three dimensions and learned to use a compass, rule, and pencil to change his own shape and that of others.

This closing metaphor, submitted by Norma and Philip Barretta, was produced by students at the L.A. Practitioners Training given by Grinder, DeLozier and Associates.

VIDEOTAPE REVIEW

continued from p. 8

both pace their experience and create a useful anchor for reaccessing that state. Anne does not utilize Dennis's nonverbal sort of gesturing forward vs. holding back. Instead she nonverbally gestures left and right (and Dennis corrects her by insisting that she use the other hand). Gesturing forward and back would have been a much more effective nonverbal pace.

Anne states several times that this method of "spatial reframing" is better because it allows the programmer to have direct access to the part. She never goes on to say how this is better. It is clear that using two chairs to sort polarities posed a problem for Anne with this client, since it provides no place for a conscious, meta-part (unless you add another chair). Dennis frequently takes this meta-position and reports on what his "parts" want to do. When Dennis says, "This part wants to support *it*self; *it* wants to be enough for *it*self," he is clearly not identifying with the part, but commenting as an outside observer. While Anne comments on some of these meta-positions and asks Dennis to *be* the part, she usually does so only after she's already let two or three other examples go by unnoticed. Because of this alternation, the chair cannot become a unique anchor for a single part.

The standard NLP visual squash allows the person's conscious mind to observe both dissociated parts simultaneously, and comment if he wishes, without interfering with the process of cleanly sorting the two polarities. Anne uses three chairs only at the very end of the session.

Anne repeatedly *states* the importance of keeping the parts cleanly sorted from each other. However, when Dennis says, "When I do it, it's great, um...but I don't know, there's still that...scary," she does not sort out the two parts that are clearly expressed. One of the problems with using two chairs as anchors to sort polarities is that you have to ask the person to shift chairs in mid-sentence when this happens, and it takes a long time for the client to get from one chair to another. A much better way to sort polarities is to use your own behavioral shifts to anchor the two polarities. In this case a forward or back hand gesture or upper body movement would be excellent, mirroring Dennis's own movements. Then you could anchor the two states cleanly by moving forward when Dennis says, "When I do it, it's great...," and quickly moving back as soon as he says, "but..." and expresses the other polarity.

At one point Anne says to the part that has been holding back, "The other thing which that part [abundance] wanted for all of Dennis was the ability to make screw-ups, to make mistakes, and for it to be OK. How is that?" Dennis replies, "That's comforting," and straightens up. Anne says, "You like that?" and then gestures for him to hunch his shoulders again as she says, "Stay in the part! Stay in 'me'!" Straightening up is congruent with moving toward mutual appreciation between the parts and integration, but Anne obviously interprets this as not "staying in role." She seems not to understand that as you transform a part, you will necessarily also change the person's nonverbal behavior when accessing the part. If you force the person to maintain the same constricted posture, you make it difficult or impossible for the client to change.

We agree with Anne completely on the crucial importance of chunking up to the outcomes of the parts - something which was not discussed in *Magic, II*, and is omitted by many NLPers. If, instead, you integrate at the level of specific behaviors ("This part wants to tip the cab driver fifty cents and the other part wants to tip one dollar"), you do not get the "mush" that Anne cautions against.

We prefer to get a bit more specified outcomes than the unspecified verb "moving" or the nominalization "security." Moving toward or away from what, specifically? And in what context? What does Dennis want to be secure from? How do the situations in which Dennis holds back differ from those in which he moves forward congruently? This kind of information would show the way to a more precise intervention. If you are just integrating outcomes, a nominalization does not need to be specified. However, later in the tape, Anne goes on to attempt to negotiate a specific solution, and she proposes a "Russian roulette" way of deciding to move or hold back: "Would you be willing, if you disagree three times, that you might let him take a chance once? It would be far better for both parts to agree upon an outcome-related test that is based on sensory information about the external, real-world situation. Since we don't have the necessary specific information, this is difficult to do.

The overall goal of sorting polarities is to clarify outcomes and then integrate them, or negotiate an agreement between parts with different outcomes. Since this is true, we do not understand (and Anne does not provide a rationale for) dividing the outcome of each part into two pieces: "What do you want for yourself [for the part]?" and "What do you want for Dennis [the whole person]?" If the *client* says that a part has an outcome independent of the person, this becomes important to deal with. If not, this instruction just creates an extra division of outcomes which later must be unified into a common outcome again. In our experience a part seldom has an outcome independent of what it wants for the whole person.

Anne does a good job of getting each of the two parts to appreciate the value of the other, preparatory to working out an agreement. However, the two parts never fully agree to work together toward a common outcome and are still wary *with* each other at the end of the negotiation, and so she arranges for the parts to seek an outside negotiator if they disagree in the future. Anne states twice that her goal is communication between parts; she thinks that integration creates a "mush." Anne's emphasis that the parts shouldn't integrate suggests that she has missed the distinction between integrating behaviors and integrating outcomes, as discussed earlier. If you first cleanly get the outcomes of the parts, integration means that the two outcomes can now be joined, and not be at war with each other. For example,

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ANNE LINDEN:
Response to Videotape Review

While I recognize the extraordinary time and energy the Andreases put into their rather lengthy and wordy review of my spatial reframe videotape, I question a fundamental assumption of theirs: that they are the arbiters of the "right way to do NLP." Indeed, I question that there is at all a "right way NLP should be done." Certainly, there are ethical issues related to any work one does with others and the basic precept "Do no harm." Beyond this, however, the most significant factor is the impact of one's work through time.

I, too, have spent the last nine years of my professional life studying, learning, doing, and teaching NLP. Simultaneously, I have maintained an active therapeutic practice, including the supervision of other therapists. As a result of my learning and experience, I have come to some different conclusions from the Andreases about the most effective way to communicate, work with, and teach others.

One example is working with the parts of an individual. I have found that individuals are like families, with parts that have different roles and outcomes for themselves as well as for the overall individual; just as members of a family have outcomes for themselves and for their family as a whole.

I believe that the richness of our humanness comes from the diversity of our parts - as long as these parts are able to communicate in a useful way, rather than fighting or being isolated. Without distinct and clearly defined parts there is no differentiation and a lack of access to our resources. Therefore, parts should not be integrated, as in merged; instead, a method for appreciation and interaction should be set up. I have found that the spatial reframe accomplishes this rather well. (By the way, I have always acknowledged that this technique was not original with me, but a collage of Gestalt, psychodrama, and NLP.)

While I appreciate the Andreases' input, I think that it would be more useful if their attitude left room for a dialogue and acknowledgment of the possibility that there are other ways to "do NLP." Personality differences and politics, when used as the basis for professional interaction (while perhaps inevitable), only interfere with the appreciation of the uniqueness of individuals and are certainly not useful in the positive development of a field, such as NLP.

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VIDEOTAPE REVIEW

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if you integrate the behavior of over-eating with the behavior of vomiting, you might get a bulimic, or someone who tries to stuff food in one side of his mouth while food pours out the other. If you identify outcomes, and discover that the part that overeats wants independence for the person, while the part that vomits wants to get responses from other people, you can integrate these outcomes effectively without creating a "mush." For instance, the "abundance" part Anne works with has multiple outcomes, but Anne does not object to this, or describe it as "mush."

When you integrate very different and dissociated parts (such as the drunk and sober states in an alcoholic), you initially get a prolonged confused state that indicates that a great deal of further reorganization is still required. Often the newly formed part needs to develop specific behaviors to carry out its joint outcomes (and these can be obtained through six-step reframing). This could be called a "mush," but it is certainly a very useful and essential state which makes this reorganization possible. With less extreme differences, such as Dennis's (there isn't *much* difference between tipping a cab driver fifty cents or a dollar!), full integration will occur with only a very brief period of confusion.

Another major comment on Anne's work throughout the session is that her backtracks are so long, slow, and redundant that they often pull Dennis out of accessing a state, rather than help to intensify it. The purpose of sorting parts is to get a clean and robust *experiential* access to each part, so that the subsequent integration can take place at unconscious levels in all primary representational systems - not just words. Usually this can be done much more easily in a few minutes than a half hour, by using lots of nonverbal anchors and far fewer words. (Leslie Cameron-Bandler's videotapes provide many exquisite examples of using a few words to quickly elicit useful states.) In contrast, Anne's backtracks are long, slow, and verbose. The purpose of a backtrack should be to deepen the access to the part (as well as to confirm your understanding).

Anne's last intervention, a modified visual squash in which the parts come together side by side but do not merge, is another example of Anne's overemphasis on words and her disregard for the vital importance of nonverbal unconscious responses. This entire process takes less than 80 seconds; Anne now goes to the other extreme and directs Dennis through the process so quickly that he doesn't have time to access each part fully.

If you want to get full integration of parts at all levels, you need to take the time to get a full nonverbal access (this is different from taking the time for long-winded backtracks), and use lots of hypnotic language patterns to create a context in which the client's conscious mind is only a passive observer of the many changes he witnesses in all three representational systems as his hands move slowly together of their own accord. Without this, you are "going through the motions" with the client's conscious mind, and very little change will occur, except in exceptionally compliant clients. It is strange that Anne does the visual squash *after* getting the parts to agree to specific new behaviors to cooperate. If the parts really are fully prepared to work together in new behaviors, they are already integrated and a visual squash is redundant. The visual squash is useful *before* getting specific behaviors, as a way to get all outcomes to cooperate together.

In spite of all these mistakes, Dennis is able to make some good use of the session. At one point he is "touched" by the other part's request, and does achieve some additional integration. Dennis certainly looks very pleased and congruent at the end of the session. However, he also looked very good as the "abundance" part at the very beginning of the session. The two parts were friendly at the beginning, and they are a little more friendly at the end.

We hope that many of you will take the time to think carefully about the issues discussed here, compare them with the videotape if you can, and make use of them in your own work.

Connirae and Steve Andreas are directors of NLP of Colorado.

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ANNE LINDEN: Response

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I have a follow-up report from the subject of my spatial reframe delineating the positive changes he experienced as a result of my work.

"During the demonstration I became aware that there *were* parts, sections of my being with their own individual goals, areas of hurt, protective apparatii, and personalities. I was struck particularly by the innocence and vulnerability of these parts and how deeply they were committed to me. I came to see how little I had listened to them and tried to ride roughshod over them, judging their impulses, and came to the *experience* of how unsuccessful an approach that was. The experiential realization came that they were going to survive as best they could with or without my cooperation and that opening that communication was pleasurable, illuminating, and the door to the approach that would allow all parts to get their own needs while participating consciously in the larger goal of the whole entity - me. It installed ownership of behavior that enabled me to work - that had only been theoretical beliefs before....having tools that work has increased my options and the quality of my participation in life."

Issues of competency rest ultimately upon the results of a person's work: that is, the impact through time that a therapist has upon his/her clients and the skill, ethics, and heart that a trainer's students demonstrate.

Anne Linden is Director of the New York Training Institute for NLP, the NLP Center for Psychotherapy, and Vice-President of NANLP.



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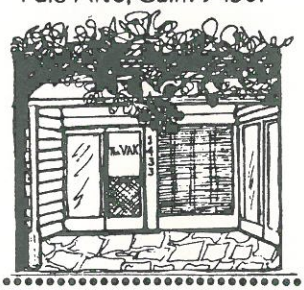
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OATMEAL

continued from p. 9

defining and acknowledging the positive intention or function of that walled-off, isolated part and by generating a cybernetic communication system that promotes integration within the system. Reframing expands flexibility of referential index and separates intention (internal reality) from behavior (external reality). When a part is walled off there is no access to that potential resource and the resulting isolation inhibits the ongoing integration of the system and the development of the full potential of the person.

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

As our research continues, we hope to develop a clarified and more easily implemented structure of boundaries that will facilitate effective NLP psychotherapy. We welcome any comments, questions, and examples of the above from our readers so that we may do a more thorough piece of work. We will be presenting our findings in more depth (including clinical experience) in subsequent articles to appear over the next year. Please send your feedback and information to: New York Training Institute for NLP, 155 Prince St., New York, NY 10012, c/o Boundaries Group. We wish to acknowledge the members of that group for their important contributions to the formulation of the ideas that we have presented in this article.

Susan James is a psychotherapist and NLP Master Practitioner. Anne Linden is a psychotherapist, NLP Trainer, and Director of the New York Training Institute for NLP and the NLP Center for Psychotherapy.

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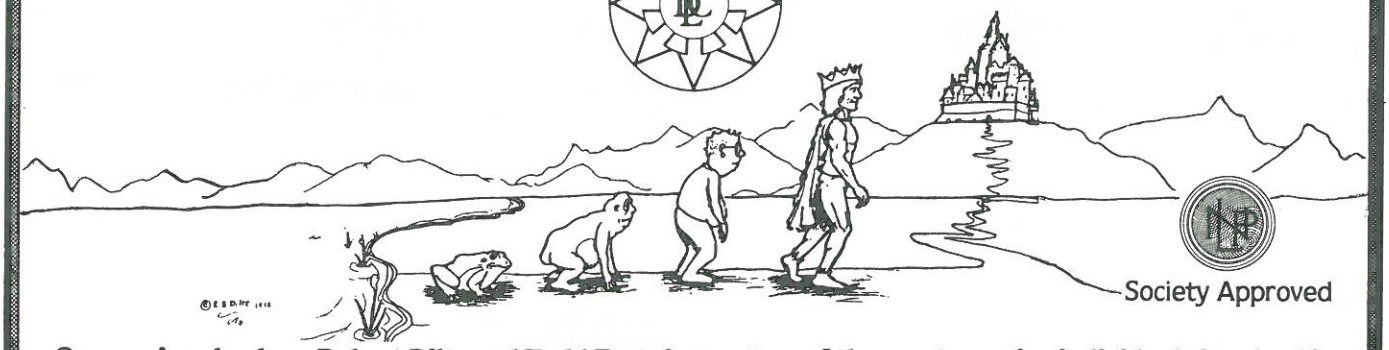
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