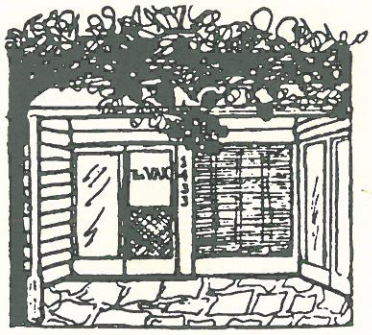
THE VAK



International NLP Newsletter

Volume VI, Number 3 *Summer 1988*

NANLP Meets in Chicago

Nearly 300 NLPers descended on Chicago to participate in the fifth annual NANLP conference April 22-24.

Richard Clarke, outgoing President and Director of the New England Institute for NLP, opened the conference and introduced the officers for the coming year. They included Association Manager Joyce Martello, President Cory de Torres, President-Elect Kay Grask, Vice-President Neva Arnold, and Treasurer Dennis Smith.

This year the conference was expanded to include a preconference session, formal exhibit facilities, planned occasions for people to meet and network, and two keynote speakers. Conference attendees were able to choose among 25 sessions offering a broad range of speakers and ideas.

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Enhancing Human Performance: The NRC Review

A controversial study conducted by the National Research Council for the U.S. Army and recently published by National Academy Press has concluded that many programs claiming to enhance human performance are difficult to evaluate, not scientifically proven, and therefore not appropriate for Army expenditure and use.

An NRC committee and its subcommittees set out to evaluate performance programs that might be of use to the Army, which emphasizes "attaining certain ideals, such as fearlessness, cunning, courage, one-shot effectiveness, fatigue reversal, and nighttime fighting capabilities." To this end, committee researchers explored NLP, sleep-assisted instruction, suggestive accelerated learning and teaching techniques, guided imagery, biofeedback, Hemi-Sync, stress management techniques, group cohesion, and parapsychology (including ESP and psychokinesis).

Seven questions guided the committee's evaluation:

- ☐ What changes will the technique produce?
- ☐ What evidence supports the claims for the technique?
- ☐ What theories stand behind the technique?
- ☐ Who will be able to use the technique?
- ☐ What are the implications of the technique for Army operations?
- ☐ How does the technique fit with Army philosophy?
- ☐ What are the cost-benefit factors?

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Response to the NRC Report on NLP

Genie Z. Laborde

The National Research Council was asked to "examine the potential value of certain techniques that had been proposed to enhance human performance. As a class, these techniques were viewed as extraordinary in that they were developed outside the mainstream of the human sciences and were presented with strong claims of high effectiveness." Thus opens the NRC report.

The committee introduces NLP with these words: "Respected and responsible people who have been trained in the system report positively on their perception of improved performance attributable to the system." After writing this, the committee places little credence in the reports of these respected and responsible people. The committee's task, as it sees it, is to scientifically prove these people right or wrong.

The report goes on to describe NLP in these words: "Neurolinguistic programming is a system of procedures and models that purports to enable people to increase their communication and influence effectiveness." So far the committee's words and my experiences with NLP coincide.

Now the committee begins to explain in more detail what NLP is and bogs down. "At the core of NLP is the belief that, when people are engaged in activities, they are making use of a representational system. . . ." Committee members might have checked this out by reflecting on their own thinking processes or asking questions of their co-committee members. Instead they went to the library to find out whether this was true or not. They even went to Richard Bandler to find out whether "standard NLP analysis applies primarily or exclusively to right-handed people." Bandler "told the subcommittee that the handedness requirement was no longer considered a restriction on the generality of the NLP model. The basis for the shift on reliance on hemispheric

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NETWORK

Weary Playboy Readers?

The VAK has heard that many readers are thumbing endlessly through issues of *Playboy* searching for a story about Richard Bandler and NLP. A word of comfort to these tireless readers. The *Playboy* writer assures *The VAK* that the story will not appear before the fall, at the earliest. *The VAK*, always eager to help its readers, will try to get the exact date so you will not exhaust yourselves in the search.

NLP Paper Available

A paper supporting the concept of matching sensory predicates was presented at the 1987 annual meeting of the Western Psychological Association. "Neuro-Linguistic Programming, Matching Sensory Predicates, and Rapport," authored by George Schmedlen, Don McCormick, and Ansel Woldt, is available from ERIC Document Reproduction Service (#ED 281 138) or from Don McCormick, Antioch University, 4800 Lincoln Blvd., Marina Del Ray, CA 90292.

International IV: A Dutch Treat

A 21-day intensive training and certification program gets underway July 4 in Amersfoort, Holland. The training includes practitioner, master practitioner, and advanced levels, and a 10-day hypnosis certification is also being offered. Departure date is July 2, so call 813-596-4891 for information.

Also in Holland, the Instituut voor Eclectische Psychologie (IEP) is offering many NLP programs in English. Scheduled in the months ahead are Terpsichore Trance Therapy with David Akstein of Brazil (August 20-21); Clinical Hypnosis with Bruce Tanenbaum (September 23-25); and A Unified Field Theory of NLP with Robert Dilts (October 17-19). IEP can be reached at Staringstraat 1, 6511 PC Nijmegen, Holland (31-80-230837).

NANLP Regional Conferences Scheduled

Just back from Chicago, or so it seems, regional NANLP groups are already planning fall meetings. In the Central Region, a September 10-11 conference is scheduled for Cincinnati. Jerry Konecki is the contact: 400 East Randolph, #3429, Chicago, IL 60601 (312-856-1185).

The Mountain States Region has also chosen Sept. 10-11 for its meeting in Denver. Contact: Gary Smith, Balance Point International, P.O. Box 1052, Denver, CO 80211.

The Northeast Region is heading for Boston November 18-20. Contact: Karen Bading at the New York Institute for NLP.

And in Canada, the second annual conference is scheduled for October 29-30. Contact: Russ Miland, 12 Princess Margaret Blvd., Islington, Ontario M9A 124.

Quebec Conference

Quebec, with its 6 million French-speaking inhabitants, has been the center of increased NLP interest over the past 10 years, reports Joanne Riou. An outgrowth of this interest is the NLP conference to be held in Montreal June 18-19. Contact Joanne for more information (514-679-3571).

GLA: Changing Partners

On May 16, John Grinder sold his partnership share of Grinder Laborde Associates to Genie Z. Laborde. Future plans are being finalized now and will be reported in the next issue.

NANLP Meets

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The preconference group supervision session, led by Suzi Smith and Don Davis, provided a means for working through difficult client situations or letting go of blocks to professional effectiveness. Discussions quickly focused on how a person gets in his or her own way. Strongly dissocciated clients and weight loss outcomes were among the topics worked with during this one-day session. Supervised individualized role-play was used to identify areas in need of work, and suggestions for improvement, as well as positive feedback, were provided immediately.

One of the highlights of the conference was the networking party on Friday night, which featured 20 networking tables, each with a different topic, such as "ethics," "consulting," and "therapy.

The two keynote speakers offered some thoughtful ideas and insights. John Amatt gave an exciting slide presentation about his ascent of Mount Everest and urged conference attendees, like the mountain climbing team, to push their limits and leave comfort behind in order to grow. (Some of his comments appear on page 3.) Leslie Cameron-Bandler discussed concepts and strategies she has developed over the past ten years and covered the new Imperative Self* Therapy she is currently teaching.

Additional notes on the conference appear on page 3.

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2 years, $48.

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Telephone: 800-228-4069; in California, 415-326-5613.

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1433 Webster Street
Palo Alto, CA 94301

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NRC REVIEW

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The report rambles through its review with vague uneasiness, reflecting the discomfort of scientists confronting claims and results that cannot be statistically measured and graphed. The committee itself comments on the difficulty of transferring qualitative findings to a science community looking for quantitative data; yet it depends heavily on data - or lack of data - in the scientific literature for its conclusions.

Remember, however, the purpose of the study: to determine whether any of the current programs that claim to enhance human performance would be of use to the Army. Among the programs the committee felt might be of use were guided imagery and biofeedback. Others, such as suggestive learning and stress reduction techniques, were recommended for further investigation.

A surprising finding was that high cohesion in a group is not always associated with better group performance: "Taken together, the pattern of available evidence is not encouraging for organizations that might want to promote and develop cohesion in order to improve desirable organizational outcomes."

The report does contain a useful summary, a partial glossary (but don't expect to find a definition of NLP), and some interesting information, much of it concealed in paragraphs of waffling and/or academic circumlocution. The report also raises interesting ethical questions: "At what point should one view a soldier's stress reaction as legitimate and even valuable? Should we be concerned with the long-term effects of any interventions that permit us to teach more efficiently and more effectively the various arts of war?"

In its study of NLP techniques, the committee interviewed Richard Bandler (1986), who recommended their review include recent books by Robert Dilts. The committee received a presentation from Robert Klaus and input from "NLP practitioners employed by the Army." It also commissioned a background paper, "Matching and Other Influence Strategies," by D. Pruitt, J. Crocker, and D. Hanes of the State University of New York at Buffalo (available from National Academy Press).

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John Amatt: Key Notes from the NANLP Conference

- As children we challenged and pushed our limits. As adults the process is harder. We need to push our limits to continue the process of growth.
- Like Alexander Graham Bell, we need to "leave the beaten track and dive into the woods." How rarely do we think about the alternatives - other ways of obtaining our goal in life?
- In North America, people stagnate because of comfort; we must leave comfort behind.
- Conditions on Mt. Everest proved different from the climb plan. Tragedies and adversities forced the climbers to open their eyes to reality; change was necessary if they were to continue the climb.
- Change is adversity; change is discomfort, change is uncertainty; and change is something nobody likes. But change is absolutely essential if we are to continue our growth in life.
- Take time to learn the lessons from each experience. A summit is a plateau of accomplishment, from which you can look out on other opportunities.

NANLP Conference Sampler

There is not enough room to describe all the conference presentations, but here is a sampler:

Steve Andreas, from NLP Comprehensive in Colorado, demonstrated Richard Bandler's Mood Generator pattern to a packed room. Moods differ from feelings by being more stable and longer lasting. Based on submodaltites, the Mood Generator can be used to install a good mood in the place of a bad mood. During the demonstration, many subtle visual and auditory points were covered. The group exercise gave everyone a chance to try out this new-found tool.

Past President Kathryn Williams presented a session aimed at the NLP business consultant. She told us that there is a gap into which many NLP Practitioners fall when they target the business community for consulting or training. When NLP is taught, it's common for the examples and exercises to refer to theraputic situations. This, when coupled with NLP's specialized vocabulary, can spell disaster for the NLP business consultant.

Kathryn gave examples of how to reframe NLP to the business community. There were a host of handouts, most of which could be used by participants in their consulting work. A couple of exercises rounded out this informative session.

Geof Cheek presented a session on auditory rapport skills, stressing that using these skills would result in significant improvement in relationships. He indicated that this set of skills seems to be used least effectively by the NLP community. His purpose for the session was to provide us with several practice exercises that we could use at home to improve these auditory skills. Our first exercise was to mirror a partner's name. Then we proceeded to distinguish between various finger snaps. By the end of the session we were matching and mismatching tempo, tone, volume, timbre, and word stress.

Ed Reese presented material from his new book *Beyond Selling*. The discussion focused not only on ways to use NLP in selling, but also in our personal lives. Ed explained how to use NLP skills in a selling situation and how to sort criteria. The session concluded with a practice exercise in which we used the techniques discussed to sell to our partner.

Rita Cashman presented an overview of her High Performance Counseling approach. This is a one-to-one business consulting program which she has evolved while working with several client companies in the Chicago area. She works with individuals from two to eight sessions, in the workplace, to help individuals achieve personal, professional, and company outcomes. She showed how she gathers information from the buyer of her services (not necessarily the individual whom she counsels) to make sure she can be of service to the company as well as to the individual with whom she would work. Rita effectively demonstrated that the business consultant needs to know the industry of the client company to be an effective consultant.

The VAK *thanks Rodger Bailey, Jim Mantock, and Scott Phillips of The Harbinger Group, Dallas, Texas for their report on the NANLP conference. The Harbinger Group specializes in business applications of NLP (214-506-9682).*

Response to NRC

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specificity was not theoretical but pragmatic. Bandler stated that NLP was a system based on modeling, not theory. Any aspects that worked were retained; those that seemed incorrect, such as the limitation to right-handed individuals, were dropped."

Here the committee abruptly dropped the subject of Bandler on NLP. One can almost sense the committee's disapproval of generalities that change because of pragmatics.

Then the committee addresses the "modeling" aspect of NLP, and reports that restricted modeling of another is used in influencing, and more extensive modeling could be used in the development of training protocols, though this is seldom accomplished. The following quote sums up the committee's position on modeling: "In sum, then, the absence of any evaluation of the effectiveness of NLP and the lack of any scientific basis for it constitute serious reservations against using it for expert modeling purposes, despite its uniqueness."

This is clearly the most fascinating and puzzling part of the committee report - its skepticism of modeling as an effective learning strategy. If any number of the committee are parents, they could hardly have overlooked the way their children learn. They were looking in the literature for proof of something that every parent already knows - modeling works.

Had they noticed the similarity between modeling and observational learning, they could have consulted scientific studies by Albert Bandura, in his work on observational learning and identification. Bandura concludes that observational learning and identification are natural learning techniques which are effective.

In discrediting the specific moves in NLP modeling, because of lack of written evidence or double-bind experiments, the NRC committee seems to discredit modeling as a learning procedure. The committee falls into a similar "lack of evidence" trap in discrediting core presuppositions of organizational development.

After reviewing the literature, the committee found what most NLPers know and accept: "Overall, there is little or no empirical evidence to date to support either NLP assumptions or NLP effectiveness."

In fairness to the committee, here is what it says about setting up the evidence: "The lack of evaluation is not apt to be easily remedied . . . a successful evaluation is a major enterprise." The committee goes on to say "an extended time frame" would be necessary and "how long a time is an unsettled question." So the committee admits evaluation would be difficult and

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NRC REVIEW

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The committee found that evaluation of NLP techniques was both lacking and difficult, and cited phobia cures as one example where confirming follow-up studies were lacking.

On modeling, the committee found itself in a quandary: while "NLP provides a convenient, existing way of modeling . . . the absence of any evaluation of the effectiveness of NLP and the lack of any scientific basis for it constitute serious reservations against using it for expert modeling purposes, despite its uniqueness."

The committee's problems with NLP went further. To the question, "Does NLP work?" the committee replied: "There is insufficient information to provide a definitive answer to this question. . . ." Yet the committee noted: "Respected and responsible people who have been trained in the system report positively on their perception of improved performance attributable to the system. . . ."

Years ago, I read a remark made about another report that had been prepared by a prestigious committee. Alfred Kahn, former head of the FAA, summed up the result. The report, he said, had "the incisiveness of a marshmallow." The NRC report, however well-intentioned, has the same biting edge.

Editor's Note: A response to the NRC report from Genie Z. Laborde begins on page 1.

Master Teaching Techniques

Bernard F. Cleveland

The following excerpt is from the fourth edition of Master Teaching Techniques, *which applies neurolinguistic programming principles to teaching and learning in the classroom. Central to the process is the concept of "learning patterns" and how teachers can help students develop patterns that will expand their learning styles.*

In the 1960s Dr. Roger Sperry began to practice split-brain surgery techniques to alleviate severe epileptic seizures in selected patients. In this procedure the corpus callosum, the 200 million nerve fibers connecting the left and right brain hemispheres, is severed. Consequently, the epileptic seizures are limited to one hemisphere, leaving a second hemisphere to function undisturbed, and the patient is able to function more normally. As a result of the surgery, the normal transmissions that integrate the two hemispheres cease. However, the lack of communication between the two hemispheres does not affect the normal daily experiences of the patient because both hemispheres receive the same information.

For the first time, it now became possible to feed information to a single hemisphere and to determine if there were any differences in the way each hemisphere functioned. From a small number of such cases, generalizations were made that the left hemisphere tends to be linear, sequential, structural, and verbal, and that it controls speech, computes mathematical functions, and organizes and categorizes. It was also generalized that the right hemisphere controls the non-verbal, that it experiences life in a visual and spatial context, that it is more spontaneous and holistic (adept at visualizing whole patterns). (For some people, especially left-handed people, these functions may be reversed.) Thus the hemispheres were supposed to have both specialized skills and distinctive cognitive styles.

There is now considerable controversy over the accuracy of these generalizations. Two of the leaders in testing split-brain patients, Dr. Jerre Levy and Dr. Michael Gazzaniga, have had major disagreements over the information resulting from those tests.

Levy, whom Sperry sides with, believes that the right brain is specialized for holistic processes and that the left brain is necessary for analytic purposes. Gazzaniga, in his book, *The Social Brain*, contends that the data are too limited for such generalizations, and that what is important is not where things are located, but that specific tasks are handled by specific brain systems. He proposes a modular brain theory, which states that the brain is a vast confederacy of hundreds or thousands of independent modules. These modules process information from a person's internal and external environment, and each module activates its own thought and actions. The modules express themselves by stimulating us to engage in a certain behavior, or by communication to the module responsible for our ability to verbalize, and the information is then expressed verbally. He further states that the brain also has a module, separated from the speech module, and probably located in the left hemisphere, that acts as an "interpreter" - it constructs theories as to why we do certain things.

Furthermore, Gazzaniga states that visual imagery is separate from our visual system and that mental images are created in a module located in the left hemisphere. This contradicts the popular theory that visualization is a right hemisphere process. What is thought of as our "unconscious" mind, he theorizes, is actually composed of modules that are conscious, but are non-verbal. Their inability to communicate directly with the verbal module does not mean that these modules are "unconscious." This idea could explain our intuitive abilities. . . .

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Response to NRC

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does not attempt to answer how long a time period would be needed.

What follows are quotations from the NRC report with my responses based on eight years of personal experience in NLP and fifty years of personal experience using many of the techniques, the effectiveness of which is denied for "lack of evidence." This refusal to credit personal experience as valid evidence, even when shared by a majority, is an outdated approach to evaluating psychological theory. The works of J.C. Eccles, Lee J. Cronback, Charles Tart, and Robert Mager would have presented the committee with additional options for evaluating the effectiveness of NLP.

NRC:

"Some reports are negative with respect to the efficacy and usefulness of NLP, but the majority are from satisfied trainers who believe that NLP has improved their communication skills and made them more effective in exercising interpersonal influence. While subjective feelings of change are not necessarily a reliable guide to program efficacy, they do suggest that the NLP system may be effective in increasing self-confidence in its trainees."

Response:

Why "self-confidence" instead of "effectiveness?" How arrogant of the committee to know more about the results of the NLP training than the people who took the training and who reported their "subjective" evaluations.

The committee seems unable to face the fact that scientific study of human beings can and should include self-report. Lee J. Cronback, in his seminal work *Essentials of Psychological Testing*, devotes 73 pages to self-report and writes, "The first personality questionnaires were developed in an attempt to study the inner world of perception and feeling." NLP is primarily focused on perception and feelings, so self-report is more than appropriate; it is the most appropriate evaluation of NLP.

In *Facing Reality*, J.C. Eccles writes, "As I come to consider the nature of man, I discover that I have access to privileged information about one - namely myself with my self-consciousness." If Eccles is right, I am an expert on me. No committee is going to know more about what is going on in my head than I do.

Not only does the committee reinterpret the conclusion of the majority, but it also manages through its selection of words to suggest that the "self-confidence" is based on empty air.

The NRC committee seems to overlook that finding the correct method of determining effectiveness is essential, as Robert Mager emphasizes in *Measuring Instructional Results* when he writes, "Unless the measuring instrument matches the thing to be measured, we just haven't got a chance of learning what we want to know." The committee wanted to know whether NLP was effective in influencing and modeling, but the questions it asked were about eye movements, left-handedness, and dendrite-to-axon neurological connections. Self-report would not be conclusive and scientific studies always "indicate"; none of them "prove." Self-report would have at least answered the right questions.

Cronback is joined by the noted scientist and psychologist Charles Tart in suggesting self-report as a valid method for studying perception and feelings.

Cronback goes on to say this about self-report: "The simplest view of the self-report is to treat it as a record of typical behavior, which the subject is in a uniquely excellent position to observe." Then later he writes, "To make an important point, on an opinion questionnaire, faking is rarely a problem."

It is true that self-report is not always totally reliable; however, in the absence of "hard data," self-report should not be invalidated.

NRC:

"At the core of NLP is the belief that when people are engaged in activities, they are making use of a representational system."

Response:

Try thinking in any form other than pictures, sounds, feelings, smells and tastes (representational systems). Even second-level abstract thinking evolves from and is based on sensory data.

The main problem about proving the eye movements and their correlation to perceptual processes is that once you have seen this, checked this out verbally

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SCHEDULE OF NLP-RELATED ACTIVITIES

JUNE

16	How to Influence with Integrity	New York	GLA
17-19	Prac Cert Trg	Albany	NYT
18	How to Obtain Rapport	San Jose CA	GLA
20	Intro to NLP (free)	Albany	NEI
21-23	Sales Excellence	SantaClara CA	GLA
22-26	Modeling with John Grinder	Monterey	GDA
24	Intro to NLP (free)	Amherst	NEI
24-27	Master Prac Cert Trg (begins)	Vancouver	CO
25-26	Intro to NLP	Rhinebeck NY	NYT
25-26	Intermed Hypnotherapy	New York	EGE
26-7/6	Assoc Trainer Res Cert Program	Santa Cruz	DLC
27-7/8	Institute on Education	Portland	GDA
27-7/19	Summer Intensive Cert Trg	Ottawa	NLC

JULY

4-24	International IV - Holland	Amersfoort	SOU
7	Basic Ericksonian Trg	Los Angeles	SCC
8-10	Adv Hypnosis & NLP - J. Grinder, J. DeLozier, P. & N. Barretta	Los Angeles	SCC
9-10	Ericksonian Hypnosis	New York	EGE
11-8/6	Educators Residential Prac Trg	Santa Barbara	CO
12-14	Communication Excellence	SantaClara CA	GLA
14	How to Influence with Integrity	New York	GLA
15-16	Business Applications of NLP	Chicago	NIC
15-24	Advanced Training	PajaroDunesCA	GLA
16-17	Success in Love - Leslie Cameron-Bandler	San Francisco	FP
16-17	Intermed Hypnotherapy	New York	EGE
18-29	Institute on Education	Spokane	GDA
20	P/MP Testing - John Grinder	Ottawa	NLC
20-24	Stories That Change People - David Gordon	San Francisco	FP
22-31	Ericksonian Hypnosis Cert	Cape Cod	NYT
25-8/13	Residential Prac Cert	Santa Cruz	GDA
30-31	Write Your Own NLP Book-M.Lebeau	San Francisco	FP

AUGUST

1-12	Institute on Education	Eugene OR	GDA
1-24	Emprint Trg	San Francisco	FP
3-7	Prereq to Personal Genius	Portland	GDA
3-21	Imperative Self Therapy	San Francisco	FP
5-7	Reframing	New York	NYT
8-27	Summer Intensive	San Francisco	CAS

NLP Sources

AUS Australian Institute of Neuro-Linguistic Programming
P.O. Box 1
University of Queensland
St. Lucia, Queensland 4067
Australia (07) 369-2821

CAS NLP Center for Advanced Studies
511 Sir Francis Drake Blvd. #C-213
Greenbrae, California 94904
415-491-1111

CO* NLP Comprehensive
2897 Valmont Road
Boulder, Colorado 80301
303-442-1102

CPD* Center for Professional Development
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CQP Centre Quebecois de Programmation Neuro Linguistique
180 Victoria, Longueuil (Quebec)
Canada J4H 2J5
514-679-3571

DLC* Dynamic Learning Center for NLP
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Ben Lomond, California 96005
408-336-3457

EGE Esther G. Enterline, Ph.D.
144 West 95th Street
New York, New York 10025
212-865-9648

FP Future Pace, Inc.
P. O. Box 1173
San Rafael, California 94915
415-485-1200

FW Freedom Workshop
Box 5881
Berkeley, California 94705
415-428-1184 / 841-7047

GDA* Grinder DeLozier & Assoc.
200 7th Avenue, Suite 100
Santa Cruz, California 95062
408-475-8540

GLA Grinder Laborde Associates
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LP New Learning Pathways
6000 East Evans #2-250
Denver, CO 80222
303-758-6361
California: 415-547-3766

MET Metaformation, Inc.
3538 Marlowe Ave.
Montreal, Quebec H4A 3L7
Canada
514-486-1282

SCHEDULE OF NLP-RELATED ACTIVITIES

AUGUST
(continued)

8-9/4	Summer Residential Intensive	Cape Cod	NYT
14-26	MP & Modeling Cert Program	San Diego	NPP
14-31	MP Resid Cert Program	Santa Cruz	DLC
17-21	Training Trainers	Monterey	GDA
19-21	Basic NLP Trg I	Montreal	CQP

SEPTEMBER

3-4	Ritual in NLP	Melbourne	GDA
3-11	Master Prac Trg	Brisbane	AUS
7-11	Attention Training	Sydney	GDA
8-11	Adv Submodalities Cert Trg begins	Toronto	CO
10-11	NANLP Central Regional Conf	Cincinnati	NANLP
10-11	NANLP Mt. States Regional Conf	Denver	NANLP
10-11	Introductory Workshop	Hartford	NEI
10-11	Ericksonian Hypnosis	New York	EGE
16	NLP Seminar (free)	Toronto	NLC
16-18	Adv Submodalities Cert Trg begins	Chicago	CO
16-18	Eating Disorders	New York	NYT
17-18	Introductory Workshop	Amherst MA	NEI
17-18	Intro to NLP	Toronto	NLC
17-18	Intermed Hypnotherapy	New York	EGE
17-24	Ericksonian Hypnosis & NLP	Arlington VA	GDA
22	NLP Seminar (free)	Ottawa	NLC
23-26	Adv Submodalities Cert Trg begins	Austin TX	CO
24-25	Introductory Workshop	Hartford	NEI
28	Therapist Supervision begins	New York	NYT
29	Open House	New York	NYT

OCTOBER

1-2	Intro to NLP	Ottawa	NLC
7-8	NLP Presentation Skills	Perth	AUS
7-20	Residential Submodalities Trg	Boulder	CO
17-18	Introductory Workshop	Amherst MA	NEI
17-18	Intro to NLP	Toronto	NLC
17-18	Introductory Workshop	Amherst MA	NEI
17-18	Intro to NLP	Toronto	NLC
17-11/5	NLP Cert	Perth	AUS
22-23	Intermed Hypnotherapy	New York	EGE
24-27	Professional Negotiation Skills	Ottawa	NLC

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* These organizations offer ongoing certification programs. Contact them directly for training dates and locations.

Teaching Techniques

continued from page 5

If Gazzaniga's theory turns out to be accurate, the idea of a person being right-brained or left-brained makes little sense. It may be that the brain structure of some people causes them to rely more on their non-verbal module. (We have referred to these people as being "right-brained" in the past.) Since most schools have traditionally used such teaching techniques as lectures, which appeal to the student whose brain structure allows easier access to verbal modules (formerly "left-brained" students), the needs of the student who processes through his non-verbal modules have been ignored. There is a need for educators to teach in ways that will reach both types of student. The educational experience and/or learning will also be more fully integrated and, therefore, learned and retained. (For ease of understanding, the remainder of this chapter uses the terms "left-brained" and "right-brained.")

To carry this idea further, more educators are now exploring learning style differences. Some of us prefer to learn by visual means (through pictures, visual demonstration, and by making and using mental images); others prefer to learn predominantly by auditory means (listening to words or sounds and through the use of internal dialogue); while others prefer to learn predominately by kinesthetic means, individually. Some people learn best in the morning, while others learn better in the afternoon. Educators need to be able to vary their teaching styles, because with all of the variables that operate in an educational environment, there is not one educational teaching method that best meets everyone's learning style.

Learning style characteristics and ways to teach those learning styles are discussed by Bernice McCarthy in an excellent book entitled *The 4Mat System*. McCarthy classifies the "Type One" learner as an "innovative learner." Innovative learners are interested in personal meaning. They learn by watching, sensing, and feeling. They tend to be "idea" people, and have plenty of innovation and imagination. Type One learners need to be given reasons why they have to study a particular unit or activity.

McCarthy classifies "Type Two" learners as "analytic." Analytic learners love facts and enjoy forming models and concepts. Analytic learners rely heavily on learning by reflecting on ideas. In comparison with Type One learners, analytic learners see the facts of the situation, rather that the reasons for studying the material.

"Type Three" learners, McCarthy categorizes as "common-sense learners." \Their learning style makes use of concrete experiences, with emphasis on how something works. Abstract ideas are of little interest to this group of learners; their overriding need is to know the way school will help them function better in "real life." The common-sense learner draws inferences through kinesthetic experiences.

McCarthy classifies the "Type Four" learner as a "dynamic learner."

continued on page 13

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ERICKSONIAN HYPNOSIS

Response to NRC

continued from page 6

with others and experienced this correlation in your own thinking, you become a believer, and proving it seems as futile as proving that the sun rises in the east and sets in the west.

In my opinion, the core belief of neurolinguistics is dovetailing. Dovetailing is knowing what you want, finding out what the other person wants and searching together for creative ways to win/win. All the other facets of NLP are simply optional behaviors to use while setting up a win/win solution. The committee did not address this at all.

NRC:

"Some people trained to maintain eye contact as a communication skill can appear to be manipulative."

Response:

GLA trainers do not train people to maintain eye contact because if you do, visuals cannot think.

Manipulation is different from eye contact. Manipulation is when you do not care about the other person's outcome. If you are concerned about the other person's outcome, then all sorts of borderline behaviors become acceptable. Dovetailing encourages acceptance of the differences between two people.

NRC:

". . . others attending to the system's procedures during ordinary conversation may seem to be distracted."

Response:

Well, yes, they may. They may even *be* distracted - this is a beginner stage which fades fast. So what? You are not a concert pianist after one lesson.

NRC:

"If NLP has an effect, we think it's social, rather than neurological. In other words, when you are being responsive to me, I am going to let you influence me."

Response:

Well, if you let me influence you, your neurology changes. Read Issy Katzeff's comments in *Fine Tune Your Brain* for an expert's opinion of this point.

The next quote sums up the committee's report on NLP.

NRC:

"Does NLP work? There is insufficient evidence to provide a definitive answer to this question. . . ."

So the committee decided not to answer this question.

The NRC committee was asked to determine the effectiveness of NLP as an influencing or modeling procedure and the committee studied amateur studies of eye movements. The committee asked the wrong questions and largely ignored the responses of those qualified to answer because their answers were not organized into published psychometrically based experiments. The eye movements information could be totally incorrect, but those looking for eye movements might change their behaviors in ways that made them more effective in both influencing and matching the behaviors (modeling) of another. Simply by shifting your attention to another (looking for eye movements), you become more effective in both influencing and modeling. By the end of the report, the committee was beginning to suspect something of the sort.

Genie Laborde is the author of Influencing with Integrity *and* Fine Tune Your Brain *and a partner in the international consulting firm Grinder Laborde Associates, Palo Alto, California.*

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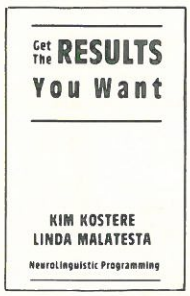
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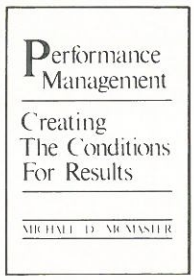
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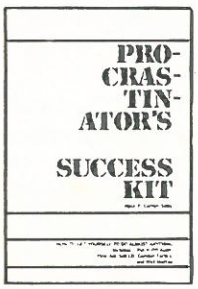
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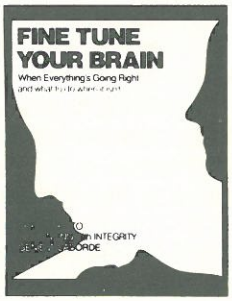
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Teaching Techniques

continued from page 9

Dynamic learners learn through the process of self-discovery. They seek to determine what can be developed from concepts and ideas. They adapt well to change, even seeking it, and they tend to be flexible in their relationships with others. Dynamic learners learn concretely and seek to process their learnings in an active way. . . .

McCarthy found that by far the largest percentage of students had right-brain dominance. Teachers, however, with their emphasis on the cognitive aspects of education, primarily instruct for the left hemisphere. McCarthy believes that teachers need to adapt their teaching styles to reach all four learning styles. . . .

Three of the four types of learners identified by McCarthy are right-brain-oriented. "Type One," the "innovative" learner, is imaginative and seeks personal meaning in his work. "Type Three," the "common-sense" learner seeks concrete experiences that will aid him in real life. "Type Four," the "dynamic" learner, prefers learning via self-discovery through concrete experiences. Although currently there is no research which supports this idea, observation indicates that these three types of learners prefer to process and to learn information through visual and, particularly in the case of "Type Three," kinesthetic means.

McCarthy's "Type Two," or "analytic" learner is fact-oriented and prefers to develop models and concepts. The "Type Two" learner is left-brain-oriented and, therefore, finds it easier to be logical and verbal. Learning information for this student will probably be easier using visual and auditory means.

Although too new to be extensively researched, McCarthy's learning style ideas hold promise because they attempt to meet the needs of each type of learner, one-quarter of the time. The 4Mat System also teaches both right- and left-brained activities for each type of learner. Another advantage of her ideas is that no special instrument is necessary to identify the students.

Teachers would find a fertile field in eliciting learning patterns from each student type and installing them in students needing or desiring such patterns. With the analytic learner, install creative, holistic, or intuitive patterns. With the right-hemisphere-oriented student, install logical, analytic, and linear patterns. A case in point centered around two such students. One student was fact-oriented, logical (a typical left-hemisphere analytic student), and had a high grade-point average. When it came to artistic activities, he was unable to match his normal achievement.

The second student (a typical right-hemisphere-oriented individual) was exceptionally creative in work, in music, and in theatre. In those subjects reflecting the creative areas, she did exceptionally well and received high grades; in the more analytic and logical subjects, she did poorly. The teacher elicited the learning

continued on page 14

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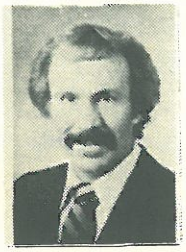
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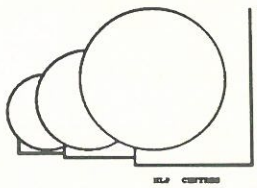
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Teaching Techniques

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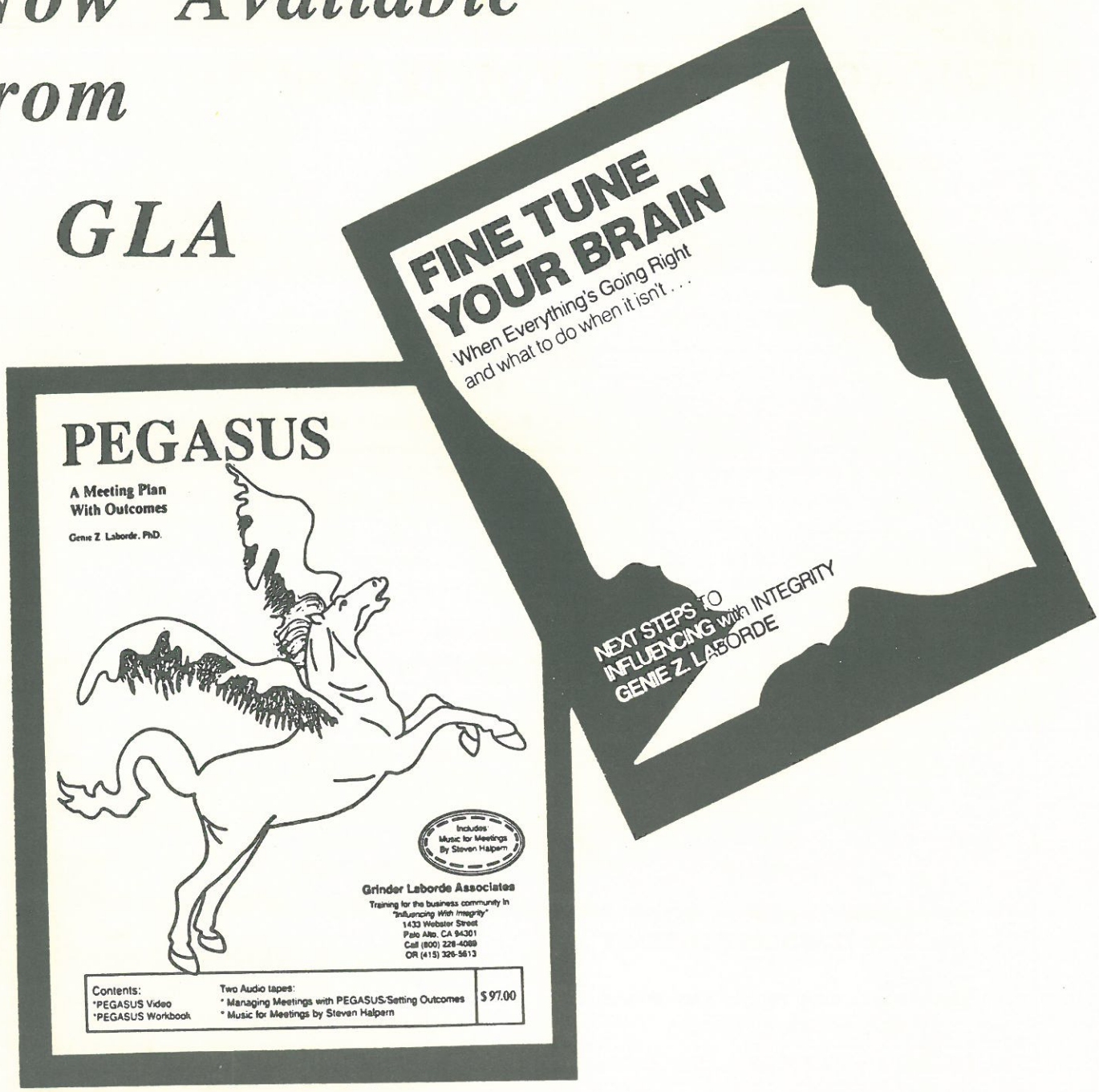
pattern which served the analytic person well and installed it in the creative student.

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Bernard Cleveland, Ph.D., is an educational and business consultant who has taught at all levels, including graduate courses for teachers.

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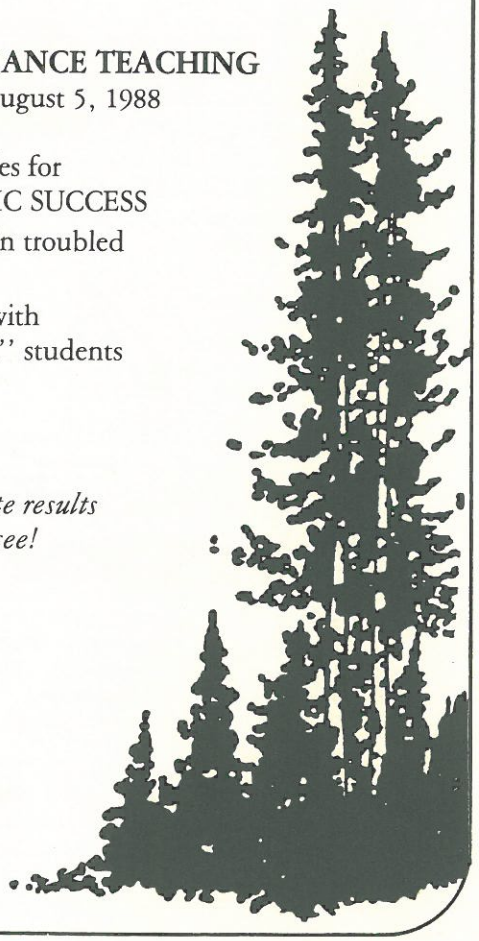
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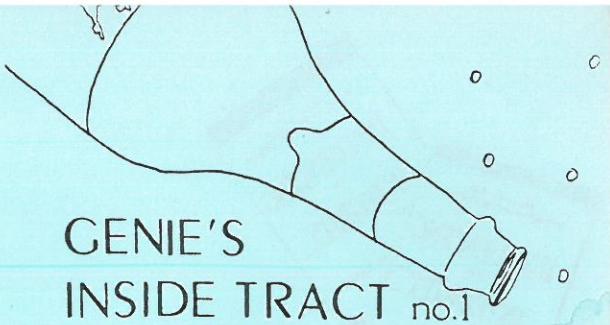
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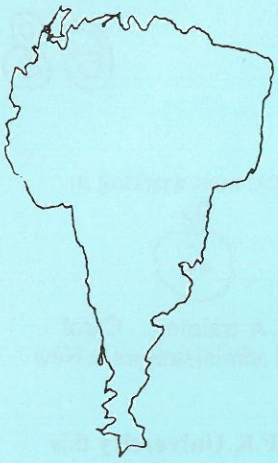


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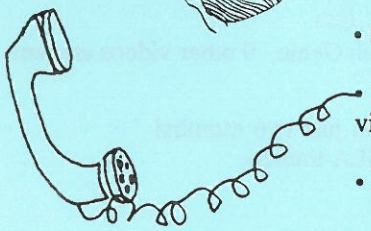
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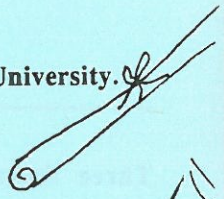


• **Shell Oil** in South Africa purchases the training package.

• **"Teleskills"** video module completed. Voices and representational systems correlated for video training.



• Ken Roffman becomes certified GLA trainer in **St. Louis**.



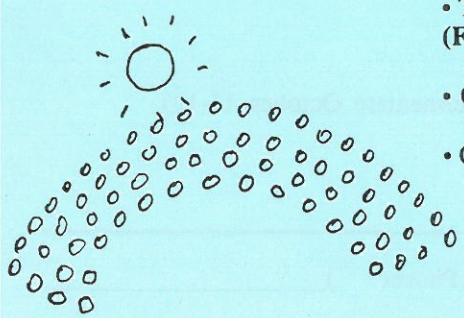
• Robin Pratt, Ph.D. Psychology, supports Genie at **MBA** program at **J.F.K. University**.

• Toni Erlich certified as GLA trainer at NECA in **New York**.

• **Lease program** for videos instituted.

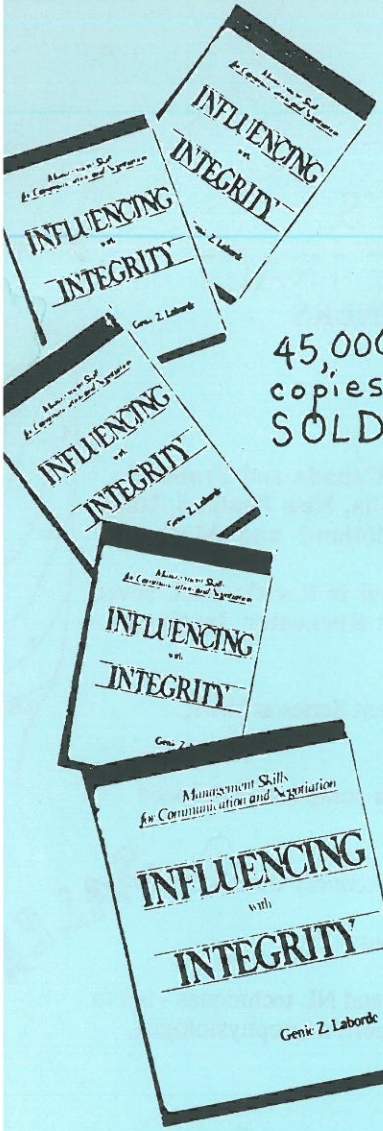


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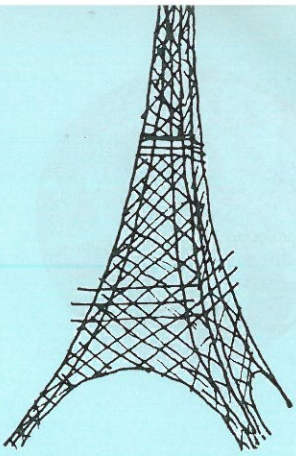


• Genie addresses **800 trainers** in Sun City, Africa.

• Genie spends early December in **London**, certifying Colin Pritchard as a GLA trainer.



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68

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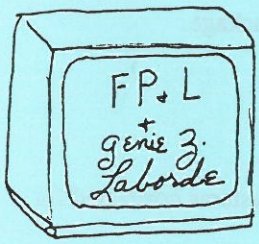
• MBA program at **New School for Social Research** introduces GLA training. Carol Colone teaches MBA candidate auditors and Toni Erlich teaches hospital administrators at New School.

• Robin Pratt will teach 3rd class in Communication Excellence at **J.F.K.University** this summer.

• **First Super Advanced Training** graced by FP&L, Chase Manhattan Bank, H-P, and RIT. *Next Super Advanced Training is January 14-22, 1989.*

• **IRS** - new client. Completed first seminar in Cleveland. Interest from the IRS across the entire U.S. and Alaska.

"Let's dovetail your audit..



• Genie designs new psychometric instrument, **Strategies.**

• Florida Power & Light's Advanced Training - 1st in-house Advanced is a success. **15 trainers in FP&L.**

15 in FP&L

• **Paradigm** video being edited by FP&L. Joint venture with Genie. 9 other videos are part of the joint venture

• **PEGASUS videos** sold to **40** leading edge companies in just two months! These are goods sales leads. Names available to GLA trainers.

How can you become a GLA trainer?

Three Steps:

(1) 3-Day Seminar (Communication Excellence™, Sales Excellence™, Negotiation Excellence™, Intermediate Neurolinguistics)
(2) 8-Day Advanced Training
(3) 3-Day Supervision at first training (certification)

1988 Advanced Trainings: July 15-24 (Intermediate July 12-14) ; **October 14-23** (Intermediate October 11-13)

Yes! Please send me information:

Name_____ Company_____

Address_____ City_____ State____ Zip_____ Phone( ) _____

For more information, please call 800-228-4069 or, in California, (415) 326-5613.