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DOING CONTENT-FREE THERAPY WITH IDEOMOTOR SIGNALS

By Larry Bellinger

In 4 weeks, I was scheduled to make a presentation to a group of psychologists, social workers, and counselors at a rehabilitation hospital. The topic? "Resistance is No Longer an Issue" (I thought this would be a better pace for them than "Resistance is a comment on the ability of the therapist.")

So why was I having these problems with Sandra? Was this...RESISTANCE?!?

I checked the rapport. I rubbed my nose. Eight seconds later she rubbed her nose. I slowed by breathing...Sandra slowed hers. I blinked my eyes faster; she did the same. No problem there.

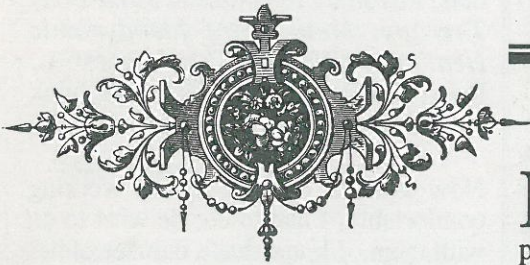
Our predicates matched and there were no problems with conversation, either general or specific to her problem. I could challenge her Meta-Model violations and she would find the deep structures, apparently unperturbed by this type of probing. Most of the Desired State and Present State questions were answered with ease.

Her present problem was an illness, and she had all the right criteria and values for successful work. As a matter of fact, it almost seemed too easy. She said, with great congruence, "I know I'm making myself sick."

She was aware of several problems that revolved around things that happened when she was 6. The first occurrence of pain was at that age. She recalled that from ages 4 to age 7, she had frequently been left alone; she remembered one specific incident at age 6 of being left alone, of deciding that she wanted to die, and writing a suicide note (this incident was located by anchoring her current pain, and threading back in time through other similar experiences). She was aware of secondary gain in considerable detail, telling me that her illness provided an excuse when she didn't want to do something, that it "took responsibility away," that it "gave her permission to be less than perfect," that it "gave her permission to be overweight and not to exercise," that it "made it okay not to dress stylishly" and that it allowed her to have someone take care of her. She even held the belief that she had within her the resources to get rid of the disease.

A NLP'er couldn't ask for a better setup: some Change History work to clear up the past, some Six-steps and New Behavior Generators to create ways of living healthfully, sub-modalities to clean up the residues and some trance and time-line to futurepace and supercharge the package, and the outcome is a healthy, happy client.

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It didn't work that way.

I work in 2-hour sessions. I had spent 8 hours with this woman, and hadn't accomplished a single thing but gathering a lot of information.

ME: "Take that picture and put it on the wall there in the farthest corner."

SHE: "This feels very weird."

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ME: "Go inside and find the part that creates that behavior."

SHE: "I don't like this. I feel dizzy."

ME: "Float above your timeline..."

SHE: "I'm getting a terrible headache."

ME: "Of course, the nice thing about trance is you can choose whether you want to be deeper with your eyes open or with your eyes closed."

SHE: (with a sudden jerk) "This is making me very nervous."

In short, every time I tried to do something that should create change, she would develop anxiety. We were simply unable to complete any technique.

Naturally, I reframed this as a demonstration of the remarkable power of her protective part, and told her how happy she would be when it learned to protect her from feeling ill. This provoked a minimal cue--a slight head nod--but no progress. Attempting to get her to negotiate, or even communicate with the protective part, created anxiety. Attempts to do this at an unconscious level brought me this message from her protective part: "I'm more powerful than you." I agreed.

At times, I was tempted to try to get her to ride with the anxiety and see if she could get through it. I didn't, because I had told her that what we would do would be comfortable and wouldn't hurt. This had been an important rapport builder.

Still attempting to get negotiation going with the protective part (but wanting her conscious mind to be more aware of the process because she was becoming frustrated), I decided to teach her ideomotor signals. At first I tried a Chervil pendulum, but the pendulum would cycle through several different motions for each question without settling on any one response.

I switched to finger signals, and that was difficult, too. Instead of getting lifting, Sandra was getting sharp pains in her fingers. Since her protective part seemed intent on opposing everything I did, I told a metaphor about people who believed in the "no pain, no gain" philosophy, making it sound like I believed it. IT WORKED! For "Yes," her right middle finger raised, for "No" her left middle finger went up, for "I don't know" her right thumb rose, and for "I don't want to say" she got a tingling numbness in both hands. (For an excellent discussion on the development and use of ideomotor signals, I strongly recommend *Mind-Body Therapy: Methods of Ideodynamic Healing in Hypnosis*, by Ernest L. Rossi and David B. Cheek. [See book review in Anchor Point, June 1989.]

Now that she had the signals working comfortably, I had to decide what to do with them. I knew that a number of her problems seemed to relate to the age of six, and I really wanted to do a Change History. I didn't want to challenge that protective part in any way. Could a Change History be done entirely content free?

I filled some time by teaching her how to use finger signals to find lost items and while I thought about what to do next, she found some missing recipes. Then we went through the following:

ME: "Since your unconscious is so powerful, and so good at protecting the child within you, I'd like to see if it is powerful enough to expand its protection to the whole Sandra organism."

SHE: (Slight head nod, no verbal or finger response.)

ME: "Are you, Sandra's unconscious mind, aware of something that happened when Sandra was 6 that relates to her current problems?"

SHE: (Finger signal-Yes.)

ME: "Can you go to that experience now and examine it, being sure to keep it from Sandra's conscious mind?"

SHE: (Finger signal-Yes.)

ME: "Please signal with your 'yes' finger when you're done."

SHE: (Pause of about 3 minutes, then finger signal-Yes.)

ME: "Are there things that the adult Sandra knows and can do now that would have helped the 6-year-old Sandra in this situation?"

SHE: (Finger signal-Yes.)

ME: "Are there things that you know that would be useful to the 6-year-old Sandra in this situation?"

SHE: (Finger signal-Yes.)

ME: "Does 6-year-old Sandra need anything more in this situation than what you and adult Sandra have to offer?"

She: (Finger signal-Yes.)

ME: "I wonder if you could go back to that situation and go through it again, only this time introduce the 6-year-old to the two of you, and both of you give her your resources to help her through the experience."

SHE: (Finger signal-Yes.)

ME: "Please do so, continuing to protect Sandra's conscious mind, and signal with the 'yes' finger when you're done."

SHE: (Another 5 minute pause, with a considerable 4-tuple shift in the last minute, then a yes finger signal.)

ME: "Please set up a communication between the adult Sandra and the 6-year-old, so that they can never be separated again."

Questioned after the experience, Sandra said she was aware of flashes-images of parts of faces, buildings and

walls, but nothing that showed enough to identify consciously.

The first change she notices was that in visiting her mother for a period of 2 1/2 hours, she had no headaches or desire to run away, and that the experience was "very different." She said that before our session, 15 minutes with her mother had been her limit.

Sandra has not yet cured herself, but she is having pain-free days, and days when "I just feel GOOD." Before, having a single minute when she felt good was cause for comment. Her protective part has become an ally in her change work. And I'm ready for the Rehab Hospital.

~~~~~  
Larry Bellinger is an NLP Practitioner and hypnotherapist with a private practice on a mountaintop in Upstate New York. Interesting, provocative, and challenging communications may be sent to him at RD#2, Box 2521C, Lake George, NY 12845. Other types should be sent to George Bush, 1600 Pennsylvania Ave., Washington, D.C.



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# Six Challenges of Leadership

By David E. Weber

At the private school I attended from 7th through 12th grades, all students had to participate in a program of military studies. As younger boys, we suffered through martial peonage, yearning for the day when we, as seniors, would take our turn as leaders in the program. Late in our junior year, however, the board of trustees decided to abolish the military program by the end of that school year. Suddenly, the values and expectations we had been holding became, to us incoming seniors, obsolete. We felt outraged.

Many people react similarly to the political life, social values, and economic conditions of our era. However, Patricia Auberdeno and John Naisbitt<sup>1</sup> pronounce inescapable a major paradigm shift, an evolution of completely new fundamental values and priorities, a change already in progress. Our society, they suggest, must of great necessity accept such realities (they name ten) as:

-the shift from an industrial society to an "information society;"

-a movement from monolithic, hierarchical organizations to an entrepreneurial revolution and explosion;

-a change from a homogeneous (overwhelmingly white male) work force, to a diversified one.

"Great necessities call forth great leaders," wrote Abigail Adams to Thomas Jefferson in 1790<sup>2</sup>. A "great leader" in this era, suggest numerous executives, management experts, and organizational developers, is a transformative leader:

The new leader...is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change.<sup>3</sup>

Many independent as well as mainstream experts have expressed convergent ideas about transformative leadership.<sup>4</sup> From this pool of

material, six challenges emerge which suggest a model for transformative leadership:

- Challenge 1: To set the vision
- Challenge 2: To commit through personal deployment
- Challenge 3: To engage through caring
- Challenge 4: To influence through enrollment
- Challenge 5: To transmit the organizational culture
- Challenge 6: To accomplish through empowerment

In this article, I will discuss these challenges, describe a transformative leader, and relate a basic NLP skill to each challenge; to suggest at least one way that each challenge can translate into behavior.

## The State of a Transformative Leader

A leader accesses a particular state when acting transformatively. John Heider, a leader and teacher of leadership skills, calls that state "the tao of leadership."<sup>5</sup> (The Chinese term tao means the essential, unadorned, natural way in which a process--in this case, leadership--happens or works.)<sup>6</sup> This state enables the leader to attend to the present; to act with a wide, rather than narrow, band of choice; and to ultimately raise all who are involved in the leader-follower transaction to a higher level of excellence (even consciousness). Heider likens this state to the attentive, nurturing state a midwife must enter when she facilitates the task of birthing.<sup>7</sup>

Bob Swiggett, CEO of Kollmorgen, which manufactures printed circuits, offers another metaphor to describe that state:

The role of the leader is the servant's role.... It's supporting people, running interference for them. It's com-

ing out with an atmosphere of understanding and love.<sup>8</sup>

Access to this state enables a leader to meet the challenges of transformative leadership, and perform the correlate behaviors easily and effectively.

## Challenge 1 To Set the Vision

In 1928, Bill Paley literally pictured Americans in all parts of the country, then and in the future, tuning into his struggling radio network and receiving quality entertainment, news, and education. The images of those people was alive in his mind, a vision that indicated that his goal had been reached. His network, CBS, became the dominant force in American broadcasting for 50 years, with Paley at its captain.<sup>9</sup>

Paley performed the crucial task for any effective leader: declaring the organization's values and identifying what results those values will generate. Max De Pree, CEO of Herman Miller, Inc., a Fortune 500 furniture manufacturer, believes that a leader encounters "a lot of debts to the future.... Momentum is one... [and it] comes from a clear vision of what the corporation ought to be...."<sup>10</sup>

The NLP principle of perceptual position (i.e., first position, second position, etc.) can help a leader create such a "mental image of a possible and desirable future state."<sup>11</sup> Try this process as a leader: Mark out three spaces, one for each position. Consider first position your own, as leader. Second position belongs to the vision, which at the beginning of this process may be a bare glimmer of an idea. From third position, observe, coach, and give feedback to the holders of the other two positions.

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With the positions clearly marked out, revolve among them, talking out the idea, animating the idea itself by giving it voice when occupying second position. This process will enable you to develop a rich, sensory-based vision. (You can do it alone, as set out here, or with members of your organization participating with you.)

## Challenge 2 To Commit through Personal Deployment

Sam Walton founded Wal-Mart department stores. The chain currently has over 700 outlets. Walton visits each one every year, communicating his commitment to the people, systems, and results of his organization.<sup>12</sup>

As a leader, deploying yourself--venturing out, putting yourself "out there" about your vision, goals, and organization--does not simply mean traveling far and wide. Indeed, it more importantly means having three attributes:

- **Learning** Effective leaders, particularly ones who transform their people and organizations, view themselves primarily as learners. For 3 months in 1985, an intrusive Japanese news magazine, *Shukan Gendai*, investigated reports (proven false) of unprofessional conduct within a consulting company in Tokyo. The company president, an American, referred to the period as "the *Shukan Gendai* training," framing the harassment as simply a learning opportunity.
- **Trust** Irwin Federman, CEO of Monolithic Memories (semiconductors), calls trust the "risk game" because to get it you have to give it. A transformative leader prepares stakeholders to work in line with corporate vision, then trusts that they will do so, monitoring to offer assistance as necessary.
- **Consistency** In a leader, followers seek identifiable, dependable positioning, a well-defined values base to operate from personally. Revered, honored, and successful leaders in diverse fields have consis-

tency of position, if not the positions themselves, in common: from Vince Lombardi (the importance of fundamentals in football, the importance of love within a team) to Mahatma Gandhi (non-violence is essential), from Walt Disney (creativity elevated to highest priority) to IBM's Buck Rogers (focus on quality execution of even the smallest details), from Winston Churchill to Mary Kay Ash (models of determination and perseverance).

In NLP terms, personal deployment relates to congruence. John Grinder, in a presentation skills training in September 1989, called congruence "the minimum ante" for a presenter. That also fits for a leader. Congruence implies a recursive connection between values, state, and action. To develop that requires vigilance as a "meta-person" to yourself.

## Challenge 3 To Engage through Caring

The Armed Forces Staff College trains talented, high-ranking officers how to lead and control large military units. Several years ago, combat commander Lieutenant-General Melvin Zais spoke there about the secret of successful leadership:

**"The one piece of advice which I believe will contribute more to making you a better leader...is that you must care... If you care, you listen to your junior officers and soldiers... You care if you really wonder what your soldiers are doing on their off-duty activities... You really need to like soldiers... You just have to really...feel good about being with them."<sup>13</sup>**

He could have said that a transformative leader must connect deeply with stakeholders by taking on their concerns, seeing through the eyes of those concerns. This ties in with what in NLP occupies the top rung of importance in human relationships: rapport (and attendant concern for ecology). We often teach rapport as a collection of actions and movements. It is indeed useful to develop skill with these tools. A transformative leader, however, thinks of rapport at a deeper level, developing

it not from physiology but rather from state. The transformative leader will access a state of truly wanting to know what's important to the other person, what really makes that human being tick. It's what Zais referred to as caring. (Interestingly, when rapport develops out of a specific state of interest and curiosity, the physiological aspects of rapport are soon observable).

## Challenge 4 To Influence through Enrollment

People typically attempt to influence others through logic and reason; sometimes through emotional messages without focus; and sometimes through emotional manipulation. In contrast, a transformative leader enrolls others. To enroll someone, is to communicate how the outcomes of one person offer another person an opportunity to live in alignment with deepest values and highest priorities. Enrollment has a tangible emotional texture to it, which may be missing when influence takes place as a result of logical discourse.

The experience of enrollment is "encouraging the heart"<sup>15</sup> of the other person, connecting with that person emotionally, with the result that the person understands how his or her deepest values and needs are addressed by the proposal. A well-known example of an enrollment presentation is Dr. Martin Luther King's "I Have a Dream" speech. By speaking from the heart, and linking his proposal with values that most Americans would appreciate ("the American Dream," "Brotherhood," "Freedom," "all men are created equal"), King enrolled millions in his plea who may not have responded as well to a logical treatise on the evils of racism.

An enroller's message *speaks of what is important to the receiver*. A transformative leader uses that common ground to demonstrate how committing to a certain course of action lies on that ground. To influence through enrollment, you must know what truly drives the listener. In a company, for example, it may not be

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money, security, and benefits. According to a 1983 study, these were not even in the "top ten" qualities people seek in a job; personal development, personal autonomy, and respect entice people more.<sup>16</sup>

In NLP, we call such drivers *criteria*, "standards by which we evaluate our experience and the world around us."<sup>17</sup> In an organization, a leader knows some criteria of those followers who *connect* with the organizational values and vision. In any case, a transformative leader will listen for criteria words that signal those drivers. These words (or two- or three-word phrases) mark out ideas to which the person responds especially positively. Shifts in voice, posture, facial expression, and gestural patterns let you know which words carry special meaning and attraction. Leaders who structure their messages around those ideas *enroll* their followers.

Successful enrollment also depends on how you deliver your message. Associating into it, bringing it to life with a willingness to engage your

emotions and the other person's, lead effectively to enrollment. You must yourself be enrolled in your message before you can enroll someone else.

### Challenge 5 To Transmit the Culture

A culture is essentially a system for developing, codifying, and communicating desired behavior. For example, a vital behavior for members of a hunter-gathering culture is looking at specific terrain and knowing what sort of food is available there. Such behavior is not so vital to members of a farming culture.

Any group of people that remains together for a period of time collects shared values, priorities, vocabulary, patterns of communication and leadership, and common history in a form we know as its *culture*. In an organization, the leader plays a significant role in embodying and teaching the behavior and attitudes which comprise the group's culture. For example, in Pepsi Co, fostering the entrepreneurial spirit internally has become a primary corporate

value. As a result, Andy Pearson, the president, asks people--in hallways, at lunch, at meetings--"how's your test market?" like a broken record.<sup>18</sup> Jan Carlzon, CEO of Scandinavian Airlines System, wants his primary employees to learn and remember the primary importance of customer service. He continually discusses and unearths ways to improve it, to add value to the "moments of truth," as he refers to customer face-time with SAS personnel.<sup>19</sup>

Stories within organizational cultures educate about values, motivate, and comprise the common history. In Proctor & Gamble, for example, they tell of a sales manager who flew and drove hundreds of miles in 1 night to handle a problem with a single bar of soap in a backwater store. More elegantly than a memo or manual, that story teaches P&G's emphasis on product quality.<sup>20</sup>

A transformative leader will engage in ritual and celebration to enhance the cultural ties. Renn Zaphiropoulos, CEO of Versatec

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(electrostatic printers), says, "If you're going to give someone a check, don't just mail it. Have a celebration." To distribute bonus checks to 2,000 people, he rode into the auditorium on an elephant, serenaded by the Stanford Marching Band.<sup>21</sup>

The skill of using stories to transmit culture relates to the use of metaphor in NLP. Attend to what goes on in your organization on a regular basis as grist for your metaphor mill: What is the best thing that has happened in your organization this quarter? Which salesperson really demonstrated corporate values in a sale? What stories from other organizations can you borrow?

### Challenge 6 To Accomplish through Empowerment

Jan Carlzon once said, "We had a vision: to be the 'businessman's preferred airline for Europe.' But everyone else had that vision. The difference was: we executed."<sup>22</sup> Carlzon put his finger on what either vindicates or discounts meeting every other leadership challenge: *execution, accomplishment*. To ultimately make things happen, a transformative leader considers power as an abundant resource to be shared.

To achieve the position of number-one on-time airline, another Carlzon goal for SAS, he empowered a key manager with 6 months' time and 1 million dollars to do whatever worked. Four months and half-a-million later, SAS hit that target.<sup>23</sup>

Transformative leaders empower by giving followers a say in the process of reaching goals. This fosters ownership of desired results (as does encouraging employee stock purchase, as Fred Schmid electronics stores and Public Supermarkets do). Factories which give every line worker a button to push to stop the line (many companies would not

**"For every crisis there is an equal and opposite inaction."**

- Anonymous

consider doing this because stoppages cost money) experience high rates of productivity and morale and low rates of defects and union grievances.

A transformative leader can use the meta model to empower stakeholders. Instead of telling a follower what to do, ask "How specifically would you accomplish this goal?" When a stakeholder has considerations about taking on a responsibility or performing some task, ask "What would happen if you did it?" A conversation primarily involving answers to such meta model questions can help to enroll a follower in execution and accomplishment.

### Conclusion

During my senior year, most of us survived the paradigm shift. Transformative leadership, carried out with skills such as the ones presented here, can "midwife" the shift during our era.

In 1803, the 35 members of the Lewis and Clark expedition set out from St. Louis to explore the new land between the Mississippi and the Pacific. After 28 months, all except one man returned safely. Their experience would forever set them apart because they were the first to cross the continent. Good luck on your adventure into the new land of transformative leadership.

**David Weber started and operates ORENDA Consulting in Denver, Colorado, a training and organizational development enterprise. David has worked in training and development since 1977. He has a M.S.Ed. from the University of Southern California, and is a Master Practitioner of NLP. You can contact him c/o ORENDA Consulting, 2565 So. University Blvd., Suite 404, Denver, CO 80210, Tel. (303) 722-1328**

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- 16 Cameron-Bandler, Leslie, Gordon, David, and LeBeau, Michael. *The Emprint Method*. San Rafael, CA: FuturePace, Inc., c. 1985, p. 80.
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- 22 *Ibid.*, p. 218.



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# HEALTHY OBSESSION: A CREATIVE VISUALIZATION TECHNIQUE FOR ACTING-OUT ADOLESCENTS AND OTHER YOUNG PEOPLE WHO HAVE LOST THEIR WAY

By Estelle R. Berley

Part of the problem of acting-out adolescents is that they have not learned to postpone present gratification for future gain. Many of them are from disengaged or dysfunctional families, so that the positive identifications which enhance superego functioning are lacking. The following technique helps to correct these deficiencies. It enhances self esteem, provides clear goals, and (if practiced regularly) furnishes internal controls to guide and direct behavior. Although this case references a male figure, the procedure works equally well for either gender.

The procedure is as follows: Instruct the young person to visualize himself as he would like to be in 10 years. Have him project this image on a blank wall in the office. Vivify

this image: the clothes worn, including colors, style, etc.; the house he will be living in (and with whom); the car he drives (make, model, style and color); the profession he follows. Name this person after the client (e.g. Carlos in 10 years, or Carlos 10.) Then, on another blank wall, have the client visualize himself in 5 years, and again vivify it: clothes worn, style and color; where and with whom living; what activity they are engaged in doing, etc. Name this person (e.g., Carlos 5.)

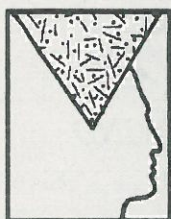
Then say, Carlos 10 is totally dependent on Carlos 5 to get him where he is going. He can only do what he's going to do if Carlos 5 does what he needs to do.... And Carlos 5 is totally dependant on you (the client), right now, to get him where he's going.

Nobody in the world is as dependent on you as Carlos 10 and Carlos 5. If you let them down, if you screw up, Carlos 5 can't get where he's going, and Carlos 10 can't either. They need you to help them. If the young person plays on a team, make the analogy to his team mates needing his help to win. Point out that Carlos 5 and Carlos 10 need him right now even more than the team mates, who could call in a substitute. But there is no pinch-hitter for Carlos. So that when somebody says, let's skip school, or let's do drugs, Carlos right now must remember his responsibility to Carlos 5 and 10 and not let them down.

The young person must rehearse this procedure each week, so that these future selves become as real and compelling as any other companion or trusted relative, and their needs take precedence over present gratifications.

I have used this procedure with clients ranging in age from 13 to 18 and with problems such as: drug abuse; stealing; truanting; defiant antagonistic behavior at school and at home; and promiscuity. Every client, no matter how initially refractory, enjoyed the procedure, entered into it with enthusiasm, and cooperated fully. Moreover, after experiencing this creative visualization, most of the young people attended their treatment sessions with greater regularity, and with generally improved attitude. Preliminary evaluations of behavioral improvements have been positive.

Estelle R. Berley is a licensed clinical social worker and certified hypnotherapist in private practice in Washington, D.C. You may contact her at 3535 Chesapeake St. N.W., Washington, D.C. 20008.



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## Destination Canada: Regional Conference A Success

By Kris Johnson

Destination Canada was the theme for the National Association of Neuro-Linguistic Programming Canadian Regional Conference held recently in Ottawa, Ontario. Reverend Fred Miller, who has been working with Robert Dilts on propelling limits, was the Keynote Speaker. Exploring inner space beyond identity was the topic of his lecture.

At least six of the provinces in Canada were represented by conference attendants. There were also some Americans who made Canada their destination for the weekend. Twenty-two workshops were offered which included such topics as: health, business, education, therapy, team building, imperative self therapy and rapport.

There was a luncheon buffet Saturday afternoon where donations were

given towards the cost of the conference. The conference turned over a financial profit. There were also a lot of people who registered for NANLP membership, said Patricia O'Reilly, the Canadian Conference Chairperson.

A murder was committed Saturday night during the murder mystery hour. Conference attendees interviewed suspects with their NLP skills to try and solve the pseudo murder mystery before the detective who was assigned to the case could.

"In true NLP style, people at the conference got to challenge their flexibility as they extended their own boundaries into new areas of NLP," said O'Reilly.

The six special interest sections were included on the conference agenda

which allowed attendants to meet other peers in their section. The six special interest sections are Clinical Applications; Modeling Performance Enhancement; Business and Organizational Applications; Education, Teachers and Parents; Health; and Trainers. "The purpose of the sections are to facilitate the networking of members in their own professional fields and to provide a vehicle for members to develop the applications of NANLP in their specialized area of interest," said O'Reilly.

O'Reilly invited NANLP members to sign up for the special interest section that suits their needs and interests within the field of NLP by simply contacting the NANLP Office (317) 636-6059 or by writing 310 N. Alabama Suite A100, Indianapolis, IN 46204.

# THE EXTERNAL REFRAME

by Sylvia Runkle

In these days of submodality swishes and other quick fixes, it sometimes seems passe to address the old standbys like the six-step reframe. But, I expect, it will always be a favorite of mine, perhaps because I am so genuinely enchanted and entertained by the delightful and creative parts my clients present me with. How else can one sit in their office and communicate with a little witch on a broom who flies around crying, "I'm free! I'm free!" or a burnt baked potato that calls out in a weak voice, "Help me," or an eyeball the size of an ostrich egg. The life of an NLP therapist need never be boring.

I am sure the idea of externalizing the part for a reframe is nothing new to many of you, but I cannot remember ever seeing it in print or learning of it in a training. I have simply combined

the tools of the conflict resolution process with the six-step reframe. I find it tremendously beneficial to use with clients who have difficulty accessing awareness of kinesthetic responses. I also use it to add variety and freshness if I have already done two or three reframes with a particular client.

With some clients, it proves to be an extremely powerful experience to externalize a part. I usually decide to bring a part out if I have asked for communication from a part and the client is unaware of any response, or if calibration or intuition indicate this is more appropriate for this client.

The technique is simple. I simply say, "If you could hold the part in your hands in front of you, how would it feel? If it had weight, how

heavy would it be? If it had temperature, would it be colder or warmer? If it had texture...density..., etc. If you could see it, what would it look like? What shape would it be? What color would it be?" I would go for visual (V) or kinesthetic (K) first depending on how I calibrate the client. I generally save auditory for last for reasons I will explain below. I have found I rarely have to ask all of the questions above. In most cases, as soon as I ask them to hold the part in their hands I hear, "Oh, its round and black and heavy and has spikes like porcupine quills," or whatever.

Once V and K are well established, I go for the positive intention. I explain that the part is doing something positive for the client and direct the client to ask the part what that positive purpose is. I have found it is generally much easier for a client to get this information directly from the externalized part in the hands than from a part signaling from the inside.

But, in many cases, the greatest benefit from this technique is when I ask, "Tell me about the voice." "Oh, it's thin and weak." or "It's kind of raspy and coarse." "Have you ever heard this voice before?"

This question often triggers an immediate age regression. The face crumples, the body shrinks, the tears flow as the client says in a small voice, "It's my Mother's..." or "It's my Father's..." or some other significant person of an earlier time.

This doesn't always happen, but it happens often enough to make a point about it. When it does happen, I may continue the reframe; but more often, it is useful to move into a change history completing the reframe later if appropriate.

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Let's take the burnt baked potato, for an example. This was a morbidly obese woman in her early 50's. She had seen a psychiatrist off and on for 25 years for depression. He had suggested to her that she may have been born depressed. She came to me to work on the weight problem. When I asked her to contact the part responsible for her depression, she was unable to access awareness of a signal (after all she had been insulating herself with all that fat for a long time).

"Well, if you could hold that part in your hands in front of you, what would it look like?"

Looking into her hands, "It's black and charred, just like the potato I left too long in the microwave yesterday, charcoaled all the way through."

"What does it feel like?"

"Heavy and rough and hot."

"If it had a voice, what would it be saying to you?"

With a look of surprise, "It's saying 'Help me, Help me!'"

"What does the voice sound like?"

"It's very thin and weak, like old geriatric patients in the hospital."

"Have you ever heard this voice before?"

Slowly, quietly, "It's my Dad's."

She went on to explain she was an only child, loved and somewhat spoiled. Her parents were somewhat older and her mother died when she was 16. She was left to care for her father who was often down with terrible headaches. No doctor could help him but it fell to her to try and, of course, she never could. When she married, she felt that she had abandoned him. She realized now that she

had gone into nursing as a way of making up for never having been able to help her father.

This client was quite amazed that all this came out. She said that in the years with the psychiatrist, they had explored her relationship with her mother but it had never even been hinted at that the depression might have stemmed from the feeling around her father and his illness.

We also worked with a number of other issues. After this experience, she found it easy to access internal signals from parts. This client has made remarkable progress and has to date lost 48 pounds. Her internal parts are insisting she lose the weight at a slow but constant rate.

In the case of the round, black shiny object, this is a young man who developed his sexuality with a 47 year old woman during his high school years and since has had only short-term relationships with older women. He has found himself unable to relate to women his own age. This client was extremely depressed with signs of being suicidal. We had done other work and had good understandings of what stopped him, but the depression lingered. I began to reframe the part that kept him from opening up to what he really wanted and knowledge of this client had me bring the part outside. It was a very simple and quick piece of work. The part was as I described above— round, black, shiny, and heavy, like iron. It didn't talk to him directly, but when I asked for the positive intention, he got the answer, "Protection." We talked a bit about protection and then I called in (out) the creative part and did a classic reframe.

In the final step, I ask the client to observe the ways in which the part they are holding has changed. In this case, it had shrunk to less than half its original size and was much lighter. I decided this was enough change for now. I had him take the part back inside and have the changes it represented flow throughout his body, filling not only his body but the energy field surrounding his body. The client left stating he felt better than he had in a long time. The difference was easy to calibrate.

If there is anything that stops you, the reader, from using this variation on the reframe for positive outcomes and personal transformation, take the part that is holding you back... If you could hold it in your hands...what would it feel like? What would it look like? If you could ask it what it is doing for you, what would it say? What would it sound like? Have you ever heard that voice before? And when you have the answers to these questions, you may use all the tools you have at your disposal to entice this part to change in new and wonderful ways and you may just find yourself already using skills you didn't know you had.

Sylvia Runkle is an NLP Master Practitioner who maintains a private practice doing Personal Growth Counseling, Performance Coaching, and Business Consulting.



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# HOT BUTTON EFFECT

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## Understanding Complex Equivalences & Behavioral Complex Equivalences

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By Rachel Beth Hott

**W**hy read this article? Well if you are a newcomer to NLP this article is directed to you. If you are one of the old guard, then consider this article the equivalent of Monarch notes. In 1000 words or so I will explain a NLP concept which in a practitioner training may take 3 to 6 hours or even more to learn. Thus the power of words.

This article will explain the concepts of, Complex Equivalences (C.E.) and Behavioral Complex Equivalences (B.C.E.). When I first learned these terms I emphasized the word equivalence. When asked what my C.E. was for support, independence, aggression or hunger, I was able to explain easily because I knew what C.E. meant. Several practitioners have been confused because they tried to learn the label instead of understanding its meaning.

As was stated in the "Models of The World" article (Anchor Point June 1989), each person represents experiences through their five senses. When working with therapy and business clients it is critical to determine how they represent their experiences so that as a NLP practitioner you can best understand their subjective reality.

One of my recent consulting jobs was with a group of directors. One of the directors had been told that she was not assertive enough. I directed the group to describe what each person meant by assertive. One director said it was showing that you can't be stopped even if you are told "no." Another said it was the way you enter a room, and if you have something

important to say, you let everyone know. Another said it was forcefully putting out your viewpoints. The director who received the feedback felt that assertive was stepping on other people's toes and therefore was not respectful. Since respect is her highly valued criteria (we will cover criteria in a future article), it prevented her from being assertive. However, when she heard each person's equivalences for the same word, she was able to reexamine her own model of the world and question her C.E. This group process was valuable for everyone because it brought to light that each person is a unique individual. As each person listened to the other they could have made several choices: To listen and say that the other people were wrong, to listen and be curious about the other definitions, or to listen and continue to think they understood the other person.

Thinking that you understand the other person relates specifically to C.E. Every time a person makes an utterance, they are coming from their model of the world. Rarely do we have the same pictures, sounds, feelings, tastes or smells as another person. Unless they are a NLP junkie I recommend asking them what they mean by "commitment" or what's your perception of "commitment" or how do you represent "commitment" (represent may not be meaningful to someone outside the NLP circuit). If they are a NLP junkie then go right ahead and say, "So what is your C.E. for commitment?"

The difference between Complex Equivalence and Behavioral Complex Equivalence is the word BEHAVIORAL. When you are exploring the C.E. of a word, you may get one example, several examples, or a simple definition. In the

examples you are listening for the sensory based descriptions. For example, a client of mine wanted to be more confident in front of his peers. His C.E. of confidence was to look, sound and act like Sir Galahad. He recalled a time when at a professional meeting he was able to make some comments that were opposing many other viewpoints. He labeled this experience "confident behavior." After gathering information regarding his C.E. for confidence, I had an understanding of his meaning, not label. (This will be discussed further in a future article on the Meta Model.)

On the other hand, a B.C.E. for confidence only describes the behavioral representation. Behavior includes actions and words. To elicit this information you can ask, "How would you know if you were X?" or "What does someone do to be X?" His B.C.E. for confidence was to be grounded in his body, breathing fully and deeply, and to remain outwardly focused. He did not know how he would sound and this became an area to work on. In my management workshops, identifying participant's B.C.E. for listening has proven to be a valuable learning for all. It is insightful to explore people's B.C.E.s because it quickly identifies the millisecond ability to make generalizations.

How often do you look at someone and simultaneously label their behavior. They look attentive, patient, bored or confused etc. If you ask yourself what your B.C.E. is for these states, you may find that you are imposing your model of the world on others. Just because someone is sitting back, looking up at the ceiling, and tapping their foot does not particularly mean that they are impatient, bored or concentrating. As a skilled observer, you can notice whether

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**"Some drink deeply at the fountain of knowledge - others only gargle."**

- Anonymous

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these behaviors occur as a pattern. You can describe these behaviors to the other person and ask them what it means. It is valuable for the other person to receive feedback about their behavior and the responses that it elicits in you and others. Let's say for example that it is your own self improvement that you want to work on. You have decided to become *outrageous*.

1. Identify your B.C.E. for outrageous.
2. Behaviorally demonstrate what you do now that is closest to outrageous.
3. Shape your behavior to match what you have identified as outrageous.
4. Demonstrate the behavior in front of others and ask them to label it.

Remember they may have a different label for the behavior. Use their perceptions as feedback. Ask them what they would need to see your behavior as outrageous. Then, of course, you are shaping your behavior according to their model. That becomes the dilemma. However, it is essential that you remember that you and everyone else are labeling behaviors based upon perceptions. When you are in a personal or professional relationship, it is helpful to know what an individual's B.C.E. is and, if necessary, how to shape your behavior accordingly.

I worked with a husband and wife who were trying to improve their relationship. She felt unappreciated. He said he showed he appreciated her by consistently sending flowers to her office. When we discussed her B.C.E. for "appreciated," she said she wanted to be told how attractive she was. It was very unnatural for her husband to verbalize this regularly. However when he realized that in her model of the world that would mean he appreciated her, he felt that it was worth changing his behavior to please her.

I remember when a friend told me that I had really hit her hot button. I was confused because I had not recalled saying anything to stir up controversy. She elaborated and said that I had

shown her respect and support in my behavior and that really let her feel appreciated. Now I was even more confused. How had I hit her hot button if she recounted all those things. Then I had a momentary chill up and down my spine. Aha! Hot buttons are not necessarily negative charges. I never knew that because my C.E. for hot button was about being irritated. However, here was another person thanking me because I had hit her hot

button. My C.E. was expanded. I felt like a new person.

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Rachel Beth Hott is Co-Director of Advanced Communications Training, Inc. (ACT) with Steven Leeds. ACT offers practitioner and master practitioner trainings, business consultations, and private therapy work. Rachel can be reached at 31 Washington Square West, Penthouse B - New York, NY 10011 or you can call her at (212) 529-9227 or (201) 509-9599.

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## ...From the Older Tales of the Nomadic Light Patrol

By Nelson Zink

Long ago, one very cold winter, in a land of sparse timber and scattered brush, twins, a brother and sister were hungry. The sister went to her mother and asked to be fed. Instead of preparing a meal, mother told them to go hunting. "Try your bow and arrow," she said. "Perhaps they will feed you."

So the twins gathered their bows and quivers and set out. Four days they hunted, following scattered animal tracks. From time to time they would catch a glimpse of an animal in the bushes, but then it would vanish and they ran after it until they were out of breath. With bitterness, each blamed the other for spoiling the hunt and loud recriminations filled the air. Finally exhausted and very hungry, they both wanted to return home, but they were too embarrassed. They decided to go to their grandfather's lodge, half-a-day's distance away. Perhaps he would care for them.

Their grandfather welcomed them, sat them by the fire and gave them food to eat. And as they ate they told grandfather of their misfortunes. Grandfather listened patiently to each outburst of self pity. "Hmmm," he said. Finally the twins were full and fell asleep close to the warmth of the fire.

In the morning, the two felt much better and decided to venture on. They thanked their grandfather and, gathering their things, prepared to leave. At the lodge door he stopped them. "You catch nothing because you know nothing," Grandfather said. "When you have knowledge you will succeed."

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Nelson Zink is an NLP Master Practitioner with a private practice in Embudo, NM. © 1989 Nelson Zink. Used With Permission.

**Neuro-Linguistic Programming, NLP**, n. 1. *original*: a field of study for modeling experience and behavior. 2. *common usage*: the set of powerful communication and behavioral change techniques that were the by-product of modeling. (Unfortunately, the original meaning has nearly been lost over the years with only a few developers remaining who actually model.)

**NLP Practitioner**, n. 1. a person who has attended an NLP training and learned a hodgepodge of distinctions and techniques to do to others. 2. a person skilled in NLP communication and change techniques; knows "what to do when" to facilitate profound change. (Unfortunately 1 and 2 are often very different.)

**NLP Modeler**, n. 1. a person who attended an NLP training and liked the word. 2. a person who can detect and understand patterns underlying experience and behavior, describe those patterns, and create formats for making the desired experience and behavior available to others, i.e., transfer skills. (Fortunately, one of the early developers, David Gordon, NLP Trainer, NLP Modeler, and co-author of *The Emprint Method*, has designed a new comprehensive training, EXPERIENTIAL DYNAMICS, with two tracks—one for learning the nearly lost art of modeling and another for learning how to become a SKILLED Practitioner of the powerful applications.

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By Steve Watson

**W**hat do you tell a 20-year-old woman about to set sail on the waters of matrimony? What kind of navigational aids could she use? Will she know how to deal with the sudden squalls and high seas? What does she know about righting a nearly swamped schooner. Can she learn how to recognize when to tack into the wind when to run before it...?

As father to six kids and a foster child, I've already launched four out onto the depths. Number five (Wendi) broke the news recently and plans for the ceremonial beginnings are set. It occurred to me that the first four got some pretty good advice, but all married before I had acquired the set of tools and processes known as Neuro-Linguistic Programming. What can I tell/show/demonstrate to her as *father to daughter* that could be really useful?

### RAPPORT

Pacing and leading, pacing and leading, pacing... How many times have I utilized behaviors to set the stage for changes in therapy and supervision? How many times have I done that with my daughter? And have I explicitly pointed out how she can use the idea of pacing with words, with gestures, with posture, with tone of voice, with criteria words to maintain the beautiful rapport she now has with her beloved? Or to use matching and mirroring behaviors to help discover how her mate is thinking and feeling? Or how to create the moment when communication can begin even when a conflict arises by pacing the other's concerns before stating your own? Yep, better put that down on the lists.

### DISSOCIATION/ ASSOCIATION

Reflecting upon the early years of my own marriage, I can't help noticing how much I dissociated from any strong emotion and how much my loving wife stayed fully associated with all her feelings. How did we do it? How did we stay together and communicate?

Does my daughter Wendi realize she can have a choice about how to meet her own situations? And that it can be very useful to mentally step back from one's self - from one's feelings - to take a wholly different perspective and learn from it? Will she be willing and able to fully embrace the joy of a moment when it's in memory as well as when it happens? Will she have the courage and intelligence to do either or both (associate or dissociate) with the pains and the pleasures of married life to continually update, learn and grown in her relationship?

Well, better to have her know how to do it so she can make a choice. What else?

### ALTERED STATES

This was something that my wife could have used at least six times giving birth. (I've since noticed that by the time the youngest ones reached adolescence, she had learned to radically alter consciousness to promote survival.)

When my oldest daughter had a natural home birth, it turned into a serious problem necessitating an emergency hospitalization. She ex-

perienced a great deal of pain and difficulty. At about the same time, I was involved in some training in hypnosis. When her number two child was on his way, I approached her about how she was going manage the birthing. "This time," she said, "she was going to a birthing room in a local hospital but still wanted to have the baby without anesthesia."

"How would you like to have the baby with virtually no pain?" I asked.

"I'd like that fine!" she said.

After a few sessions of practice in trance behavior and reframing labor pain to "working hard and feeling good about the result" she was ready.

Baby boy born, no problem, no pain, no epesiotomy. She was "like rubber" according to the doctor and yet she was fully alert and cooperating beautifully with the process. After receiving her new son immediately after the birth, she was just tired from "working hard."

Definitely got to teach Wendi this one. How many times she might thank herself for learning how she can do this for herself, I can't say.

What else? There's so much. I wish I had more time to teach her. Submodality changes; first, second and third positions, criticism strategies, creating well formed outcomes...

### CREATING YOUR OWN FUTURES

Thirty-four years ago, I had two specific scenarios that would run in

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my mind and take up a fair amount of my free time. One was a richly detailed movie with myself as the main figure performing as a professional baseball player. The other was a further away (and up to my right) somewhat fuzzy but still bright and attractive. It was labeled "psychiatrist."

I played 4 years of minor league baseball with a modicum of success. The label "psychiatrist" changed several times and settled into "therapist" but that too was achieved several years ago. There are new movies running in my mind featuring a rather spry older guy.

How can I show my daughter Wendi how she can begin to take charge of her future and to involve her husband in it, and later her children? Can I tell her precisely how her representation of future expectations can be formulated and updated so that she is continually drawn toward making it a reality? How shall I alert her to the possibility of inadvertently creating

futures from which she can only reap sorrow? And can she get the feel for adapting her futures as she gets more information so that she avoids unnecessary disappointment?

Whew? That's a big one that will probably require more ongoing conversations that we will have time for prior to the wedding. In fact, I can just see visiting her and her husband next year in California. Having already achieved a comfortable relationship with my son-in-law, we are on their patio having this very interesting conversation and... is that my grandchild crawling toward it's mother...?

Steve Watson, NSW, LCSW is a licensed clinical social worker with 29 years of experience in therapy. He is a Master Practitioner in NLP, an associate trainer with NLP Comprehensive and NLP of Utah. He conducts NLP workshops at Weber State College and Westminster College in Utah. He is available for specialized NLP presentations and can be reached at (801) 479-8813.



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## New Book Review

### HEART OF THE MIND:

Engaging Your Inner Power to Change with Neuro-Linguistic Programming

By Connirae and Steve Andreas,  
Real People Press,  
Softcover \$9.50, 263 pgs.

If you've had trouble explaining what NLP is to your mother and your friends...have I got a book for you! *Heart of the Mind* is by far the most useful book to date put out by Real People Press. This book has something for everyone. *Heart of the Mind* presents 21 chapters of detailed accounts showing specifically how people have changed their lives by using NLP patterns.

The Forward encourages the reader to learn from these examples, but also warns "NLP is a very powerful set of methods, and anything so powerful can be misused. If you decide you want to learn to use NLP methods, we urge you to get thorough 'hands-on' experiential training before becoming too ambitious."

Each chapter deals with a specific topic, ranging from Resolving Internal Conflict to The Naturally Slender Eating Strategy. This is a book that even Uncle Harry who up to this point thought NLP was some kind of weird voodoo practice will appreciate. *Heart of the Mind* is easy to read and hard to put down!

Each case study explains in detail how a particular NLP process has worked with individuals in a therapy setting. The material is presented in a very personal, realistic manner making it easy to identify with and also eliminating the dry, boring, and pretentious technical style which other similar books fall prey to.

For example, Chapter 14 deals with Recovering from Shame and Guilt. The first part of the chapter details two women's accounts of how they dealt with shame using NLP in a personal therapy session. The chapter

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then specifically outlines The Shame Resolution Process so you can test the results out for yourself. The chapter also explains the difference between Shame and Guilt and includes information on how to resolve Guilt feelings by adjusting your personal standards.

Many chapters give step by step accounts of processes that you can use for yourself or the neighbor next door. A few of methods that are given in step-by-step form are: Six-Step Reframing (Positive Intentions - Ch. 8), The Fast Phobia Method (Phobias, Trauma, & Abuse - Ch. 7), A Self-Healing Outline (Engaging Your Body's Ability to Heal (Ch. 20), and Releasing Codependence: Reconnecting with Self (Becoming More Independent in Relationships - Ch. 3).

Chapter 9, entitled Parenting Positively, outlines a five-step process for Accessing Your Own Parental Wisdom. The chapter also explores finding out your child's positive intention, building non-verbal rapport, building self-worth, plus temporary and permanent language patterns.

I have only one complaint about the book. Although step-by-step specifics of how to do the Allergy Technique exist elsewhere (See Anchor Point, October 1987), I would have liked to have seen this included in this book as well. While Chapter 5, Eliminating Allergic Responses does a good job of general coverage of this area with a case example, more specifics could also be beneficial.

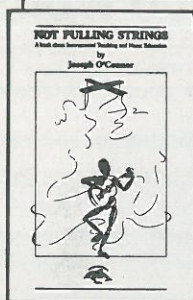
Other useful chapters are Responding Resourcefully to Criticism (Ch. 6), Making Decisions (Ch. 16), Positive Motivation (Ch. 15), and Learning to Spell (Ch. 2). While I have only given you a small sampling of the book, there is a wealth of information for positive changework. The book includes familiar NLP techniques as well as new patterns and is highly recommended. Don't be surprised if you make some degree of personal change just while reading *Heart of the Mind*. I know I did.

Reviewed by Ilissa L. St. Clair



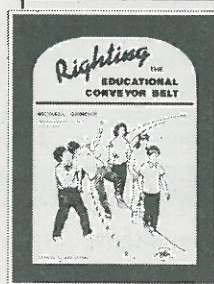


# NEWEST NLP RELEASES



**Not Pulling Strings** is a new look at the process of music education. It widens the rather narrow current view of music education by showing how accurate learning takes place and the factors that can help or hinder that process. Although teachers tell students what to do, they rarely tell them how to do it, and both are equally important. Consequently, success is often either a matter of luck or raw talent. The book shows how teachers can evaluate their lessons by the response they *get* rather than what they *intend*, and therefore communication between the student and teacher is enhanced considerably. **Not Pulling Strings** deals with the personal psychology of both student and teacher and how their attitudes can aid or frustrate the learning process. It bears relevance to all teachers, and indeed everyone who is interested in learning to learn.

1-55552-000-6. . . . . paperback \$9.95



**Righting The Educational Conveyor Belt** successfully applies the techniques of NLP to the classroom. By coaching over 100 teachers a month in their classroom, the author has elicited patterns of excellent teaching and explained them in practical terms. They are formulated for immediate usage in both regular and Special Education on all grade levels. Teachers, administrators, parents and homeschoolers will find valuable insights within this book which can be easily implemented.

1-55552-002-0. . . . . paperback \$14.95



How do people think when they are talking to you? Where do they store memories? How can you be sure that what you say to another person is received as the same message that you sent? How can you help others to change negative behaviors into positive actions? Some of these questions about the complex process of communication are answered in **Basic Techniques, Book II**. This is a workbook of NLP, a profound and powerful model of verbal and nonverbal behavior and patterns. **Basic Techniques, Book II** is the book for students of NLP who wish to reinforce and enhance their

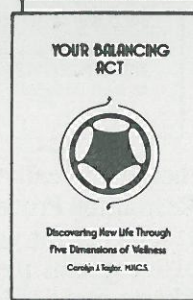
already existing skills. Written in an easy to follow format with illustrations, this book offers instruction and exercises that can be done by 2-3 people, in small groups, or individually.

1-55552-005-7. . . . . paperback \$10.95



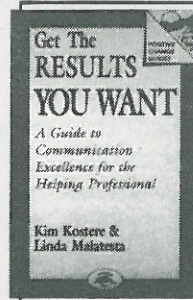
The belief is common among children that they *have* to feel a certain way because of what happens. As long as they attribute the quality of their emotional state to some force outside themselves, they remain blind to their role in creating their day and feel powerless to change it. We do children a great service by giving them skills and knowledge for taking control of their inner emotional environment regardless of "what happens." Based on concepts found in Rational-Emotive Therapy and NLP, **Thinking, Changing, Rearranging** guides children in examining their own thinking, inner language, and belief systems to learn for themselves how they go about creating "good days" and "bad days." Counselors, teachers, and parents will find this book an invaluable tool. The Foundation for Self Esteem gave Jill Anderson its Golden Apple Award for her outstanding contribution toward the development and furtherance of self esteem in education.

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The workbook format of **Your Balancing Act** aids the reader in developing the necessary skills to change the beliefs that cause distress and dis-ease. Presented in an easily read and understood format, this book is a must for anyone who cares about their health or the quality of their life. The novice in NLP will find the book easily managed as it is written in an introductory format. Further, this book should grace the desk of every health practitioner.

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**Get The Results You Want** provides effective methods for "getting results" in your life. This book offers a systematic explanation of the basic principles of NLP as they apply to psychotherapy; it can be used by anyone who wishes to increase his/her options in creating change. This book teaches how verbal and non-verbal communicating techniques may be used to overcome present obstacles and to formulate strategies for success in the future. For people in helping professions, and anyone who aims for excellence in communication, **Get The Results You Want** is a powerful resource for inner-personal change.

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# EXPLORING CODEPENDENCE: A DIALOGUE

By Sally Chamberlaine and Jan Prince

## WHAT'S IN A NAME?

Codependence has been called an overspecialization in second position. Certainly, the codependent spends a great deal of time focusing on others and anticipating their needs, desires, and wishes, but is he, in fact, in second position?

Considering that second position is described as seeing the world through the eyes, (feeling feelings, hearing sounds, etc.) of another person, "Pure" second position should seem to require the absence of the "seer's" own perceptions and/or motivations.

For example, if I, as a codependent, assume second position with a friend because I want something in return, (i.e. love or attention) my own needs are a major component of that experience. If on the other hand, I assume second position with, say, an accident victim on the 6 o'clock news, my own motivations are probably irrelevant. I may find myself identifying with the anonymous victim, but my behavior is not designed to control the person or the situation. Still a third aspect of second position arises when the codependent person becomes embarrassed "for" someone to whom he is closely related. Seeing the friend or relative commit a faux pas elicits in the codependent all the anguish inherent in having committed the blunder.

Is the term "second position" equally description of all three scenarios? Please write and share your impressions with us. What is your experience? How would you describe the perspective of the codependent?

## MAGICAL PARENTS

Sometimes a client has had so much physical or verbal abuse in their childhood that using the reimplanting method (See "Phantom Anchor" Anchor Point, October 1987) to empower the parents and restructure the memories is not comfortable to them. In cases such as these, "Magical Parents" process is effective. (Editor's Note: While the following process expresses a female client the processes is effective with either gender.)

**STEP ONE:** Ask the client to list on the left half of a sheet of paper the things she needed as a child from her mother and never received. Next, list on the right side across from those needs, the qualities a woman or mother must possess in order to fulfill them.

### NEEDED FROM MOTHER

Protection from Fathers Anger  
Consistent Emotional Behavior  
Hugs/Holding  
Playing Together, Joy

### QUALITIES NEEDED TO FULFILL

Strength, Self-esteem  
Self-Confidence, Health  
Warmth, Compassion  
Happiness, Playful Personality

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**STEP TWO:** Ask Client to think of people she knows or she as read about who have those qualities. If one woman personifies all of those qualities, then that person can be used. If no one person has all of the qualities, build a composite person. Give the composite "magical mother" a name.

**STEP THREE:** Have the client do Steps One and Two again, addressing qualities needed in a father.

**NEEDED FROM FATHER**

Gentleness

Take Me Places With Him

To Be Held

Support

Nice Toward Mother

Tell Me I was pretty

**QUALITIES NEEDED TO FULFILL**

Compassion, Strength

Playful, Outgoing Personality

Warmth

Strong Self-Esteem

Self-Worth

Awareness of Impact on Child

**STEP FOUR:** Discuss with the client how these two people (Magical Mother and Father) would feel about and relate to one another and how that would have impacted her if these people had been her parents.

**STEP FIVE:** Using a hypnotic or relaxed state, take these new parents back to the client's birth. Have them thank the old parents for their help and let them know that from now on the "Magical Parents" will be the child's caretakers.

**STEP SIX:** Take the new parents to several negative incidents in the client's childhood memories and replay them adding the qualities of the new parents. Have the client note how differently these incidences unfold.

**STEP SEVEN:** Ask the subconscious to spirit the new parents to all those times when the child needed them. Ask that the client to feel the support and love of these people with them at all times.

**Case History: Mary's Story**

Mary is a woman whose performance anxiety was keeping her from progressing in her dance class. On a scale of 1 (safe) to 10 (terrified), she calibrated her fear level at a 9. I conducted the Sanctuary/Child guided fantasy (see Anchor Point, September 1989 issue), the phobia cure, and a reframe. These techniques lowered the fear level to a 2.

Several months later, she came in to see me. Since her phobia was no longer a factor in her dancing, she had the opportunity to become aware of a core belief that "I am being a fake." We discovered that her mother and father had used shame, criticism, and embarrassment to keep her in line, and that her self image was one of a cowering small child. It was hard for her to imagine her real parents with the qualities she desired, so I helped her to list the needs she had as a child and the qualities the parents would need in order to fulfill them.

She developed a composite for both parents. The Magical Mother was full of joy, creativity, grace, and compassion. She named her Dancing Spring. Dancing Spring was the motivator for Mary, an example of how to approach life. The Magical Father was a calm, gentle and intelligent man who comforted her, told her stories, and was an example of compassion. She named him Gentle Soaring Bear Hawk. In a hypnotic session, we took the parents to *the child in the sanctuary* and left them there to be with her in her growing up.

She reports that even now, months later, that when she is on the side of the stage, preparing to go on, she feels, sees, and hears Dancing Spring and Gentle Soaring Bear Hawk beside her, whispering words of love and encouragement.

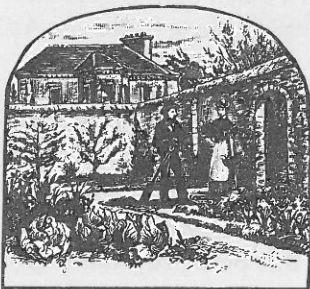
This process can also help the client build a healthy relationship model. It has been theorized that we internalize one parent and marry the other. If this is true, building an internal image of healthy parents will aid in choosing healthier mates.

### Suggested Viewing

**FAMILY BAGGAGE - A Comedic Drama for Adult Children...** A new look at codependence is available on video tape cleverly, dramatically and artistically offered by Errol Strider and Lou Montgomery. Distinctly adult fare, these two tapes depict nearly every imaginable result of growing up in a dysfunctional family and span emotions from sadness to hilarity. Possible impetus for discussion in therapy groups or individual therapy, we feel Family Baggage - A Comedic Drama for Adult Children of Dysfunctional Families to be insightful, poignant and sometimes painful. Most of the sixteen scenarios are entertaining and though some seem to us to be too long, the tape is worth the visit. Available for \$129.00 plus \$6.00 handling, MCF Corporation, 7660 Valmont Road, Boulder, CO 80301 (303) 444-3850.

**Sally Chamberlaine, NLP Master Practitioner, combines 7 years NLP experience with 3 years focus on codependence. Sally has an M.A. in English Education. Her experience includes teaching, NLP training, and counseling. She has a private practice. Send correspondence to 1830 Lehigh Street, Boulder, CO 80303 USA or call (303) 494-1908.**

**Jan Prince is a Certified NLP Practitioner with over 5 years experience working with individuals and groups. Jan is a mediator and communication consultant for business. She has a private practice. Send correspondence to 360 S. Garfield Street, Suite 650, Denver, CO 80209 USA or call (303) 388-2419.**



## PREREQUISITES TO PERSONAL GENIUS

TURTLES ALL THE WAY DOWN

### JUDITH ANN DELOZIER

The Iroquois Indian myth of the creation of the earth describes it as an island in the waters of the Universe. This island is supported on the back of a giant turtle. All of the creatures of creation, the finned, the winged, the four legged all walk side by side with the people, the two legged on this Turtle Island.

How can we, as humans, use our uniqueness amongst these creatures to not only profit ourselves and our species, but our fellow living creatures and our planet?

From time to time special kind of geniuses are present on our planet. Such people as Gregory Bateson, Milton Erickson, Virginia Satir... What is it which makes these individuals so special? How is it that their talents so benefit humanity and the environment?

Judith Ann DeLozier and John Grinder have studied the structure of human genius for over a decade, isolating and modeling patterns of excellence consistently present in geniuses in our society, independent of their personal or professional history.

This training will focus on the patterns which are the prerequisites to personal genius. Specific guidelines and exercises designed to develop and integrate these prerequisites into your own functioning will be provided. The structure of this training is to transfer the competencies and understandings which are the naturally occurring patterns of human excellence and genius to the participant.

Judith Ann DeLozier, co-author of *Turtles All the Way Down*, and co-developer of Neuro-Linguistic Programming will be presenting *Prerequisites to Personal Genius* February 1-4 in Rochester, New York. Judith DeLozier's design for this training is to insure that participants make the arrangements, both structural and dynamic, which are the preconditions for the development of personal genius in each of us. This design will include:

- "I" as a function. (e.g. the blind man exercise)
- Wisdom, context and the loop. (e.g. triple description)
- Balancing conscious/unconscious interfaces. (e.g. stopping the world)
- Exploration of traditional cultures as a balanced model. (e.g. Turnbull's BamButi, experiences in African dance singing and percussion)
- Personal organization model. (e.g. organization of "demon" states and controllers)
- The training of attention
- Assignment of Stability and entropy. (e.g. logical levels)
- Perceptual Filters. (e.g. walking in someone else's shoes)
- Language as a tool. (you are not what you say you are, nor what you are described as)
- Commitment states.
- The Batesonian research model. (thinking about thinking)

Design: Judith DeLozier • Presenter: Judith DeLozier • Quality Control: Judith DeLozier

FEBRUARY 1-4, 1990

Registration: Thursday 8:30-9:30  
 February 1: 9:30-12:00 1:30-5:00  
 2: 9:30-12:00 1:30-5:00  
 5:00-7:00 dance & drum  
 3: same as February 1  
 4: same as February 4

**Radisson Inn Rochester**  
 175 Jefferson Rd.  
 Rochester, NY 14623  
 (716) 475-1910

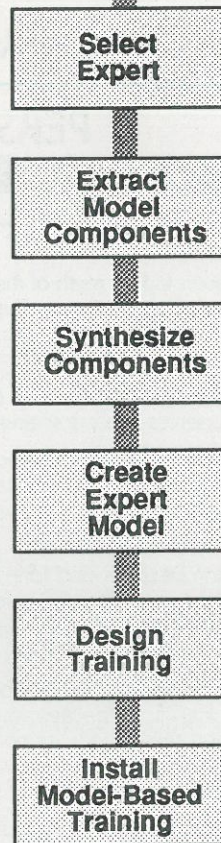
Room rate: Single \$50. Double \$55.

Cost: \$650. (\$600. if \$200. deposit received by January 5, 1990)

For complete information:

UPSTATE CENTER FOR NEURO-LINGUISTIC PROGRAMMING  
 (716) 271-4370 • 125 Bonnie Brae Ave., Rochester, NY 14618

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Wyatt L. Woodsmall, Ph.D.  
Richard T. Graves

February 24 to March 11, 1990

Washington, D.C. Metro Area

\$2500 (Non residential)

#### For further information, contact:

Advanced Behavioral Modeling, Inc.  
801 South 20th Street  
Arlington, Virginia 22202

[703] 979-3835 or [703] 239-8581

## Facts you should know about modeling

Modeling is the process which generated the trail of techniques that are marketed commercially as NLP. Modeling captures, encodes, and transfers the skills and abilities of expert performers.

Advanced Behavioral Modeling<sup>SM</sup> (ABM) is a cutting-edge technology which expands the original NLP modeling process developed by Bandler and Grinder in the early 1970s.

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ABM was created and developed by Wyatt Woodsmall, Ph.D, and Richard Graves over a six year period. ABM has been rigorously tested and validated with outstanding results in both the private and federal sectors. Models have been developed for clients on marketing, sales, negotiations, photography, interrogation, and military marksmanship, to name a few.

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# Coming Events

## ACCELERATED LEARNING INSTITUTE OF NEW ENGLAND

79 Westchester Road - Newton, MA 02158 (617) 964-0160

Feb. 10 PhotoReading Begins

## CENTRE QUEBECOIS DE PROGRAMMATION NEURO LINGUISTIQUE

3826 Saint-Hubert, - Montreal, Quebec H2L 5A5 CANADA (514) 281-7553

Dec. 1-3 Meta Program

## DESTINY PYRAMID

50 Graydon Hall Drive, Ste. 1008 - Toronto, ON M3A 3A4 CANADA (416) 449-9901

Jan. 27 Photoreading Begins

## DYNAMIC CHOICE

3116 Kimlee Drive - San Jose, CA 95132 (408) 929-8635

Jan. 20 PhotoReading Begins

## EXCELLERATED LEARNING INSTITUTE

79 Westchester Road - Newton, MA 02158 (617)964-0160

Feb. 10 PhotoReading Begins

## FUTUREPACE, INC.

P. O. Box 1173 - San Rafael, CA 94915 (415) 485-1200

Jan. 24-28 Basic Distinctions Begins

Feb. 28 Modeler Track Begins

Mar.28 Change Track Begins

## GRINDER, DELOZIER & ASSOCIATES

200 7th Avenue, Suite 100 - Santa Cruz, CA 95062 (408) 475-8540

Jan. 27 One Day Intro Course (San Francisco, CA)

Jan. 28 One Day Intro Course (Los Angeles, CA)

Feb. 3-4 Practitioner/Master Practitioner Phase I Begins (San Francisco, CA)

Feb. 10 Practitioner/Master Practitioner Phase I Begins (Los Angeles)

Mar. 10 Practitioner/Master Practitioner Phase II Begins (San Francisco, CA)

Mar. 24 Practitioner/Master Practitioner Phase II Begins (Los Angeles)

## INTERNATIONAL NLP VI

Box 529 - Indian Rocks Beach, FL 34635 (800)633-4891

Practitioner, Master Practitioner, and Trainer Training (Titisee, West Germany)

## LEAD CONSULTANTS, INC.

P. O. Box 664 - Reynoldsburg, OH 43068 (614) 864-0156

Jan. 8-12 Level One NLP Training

## LEARNING STRATEGIES CORPORATION

6490 Excelsior Blvd., Ste. W302 - Minneapolis, MN 55426 (612) 925-5565

Jan. 5 PhotoReading Begins (St. Cloud, MN)

Jan. 5 PhotoReading Instructor Training Begins

Jan. 6 PhotoReading Begins

Feb. 16 PhotoReading Begins

## METAFORMATION, INC.

3538 Marlowe Ave. - Montreal, PQ H4A 3L7 CANADA (514) 486-1282

Dec. 1-3 Beliefs, Values & Criteria

Dec. 8-10 Practitioner 3 (Winnipeg)

Dec. 15-17 Practitioner & Master Practitioner Apprentice 3 (Montreal)

## NATIONAL TRAINING INSTITUTE FOR NLP

801 So. 20th Street - Arlington, VA 22202 (703) 979-3835

Feb. 24-March 11 Modeling/Master Practitioner Training

## NEW ENGLAND INSTITUTE FOR NLP

RFD #3-AN, Pratt Corner Road - Amherst, MA 01002-9805 (413) 259-1248

Dec. 9-11 Finbarr Nolan - Renowned Irish Healer

Jan. 12-14 Robert Dilts - Group Systems, An NLP Frontier

**NEW YORK TRAINING INSTITUTE FOR NLP**

*155 Prince Street - New York, NY 10012 (212) 473-2852*

Dec. 16-17 Improve Your Memory  
Jan. 19-20 Learning Self-Hypnosis  
Jan. 27-28 Strategies of Negotiation

**NLP CENTER FOR COUNSELING AND TRAINING**

*1703 Waterview - Richardson, TX 75080 (214) 234-5699*

March 22 Clinical Master Practitioner Training (Jonathan Rice)

**NLP CENTRE**

*338 First Avenue - Ottawa, Ontario, K1S 2G9 CANADA (613) 232-7782 or (416) 283-3461*

**Toronto Region (416) 283-3030**

Dec. 8-11 Patterns of Excellence  
Dec. 10 One Day NLP Seminar  
**Water-Wellington Region (519) 741-5740**  
Dec. 2-3 The Mainspring Seminar  
Dec. 17 One-Day NLP Seminar

**NLP COMPREHENSIVE**

*2897 Valmont Rd. - Boulder, CO 80301 (303) 442-1102*

Feb. 2-5 Trainers Training  
Mar. 16-17 Language Patterns & Submodalities Refresher  
Mar. 18 6-Day Advanced Andreas Intensive Begins

**NLP INSTITUTE OF CHICAGO**

*1940 N. Sheffield - Chicago, IL 60614 (312) 271-9578*

Dec. 8-11 Strategies for Health and Well-Being  
Dec. 13 Free Introduction Evening  
Jan. 12 Practitioner Training Begins

**NLP PRODUCTS AND PROMOTIONS/RICHARD BANDLER**

*13223 Black Mountain #1-429 - San Diego, CA 92129 (619) 538-6216*

Feb. 12-24 NLP Practitioner Intensive Certification

**NLP RESOURCE CENTER/FAMILY THERAPY INST. OF ALEXANDRIA**

*220 So. Washington St - Alexandria, VA 22314 (703) 549-6000*

Dec. 9-10 Imperative Self Demonstration and Introduction  
Feb. 9-11 Robert Dilts - Advanced Patterns: The Latest Developments

**ONE MIND**

*818 North Nottawa - Sturgis, MI 49091 (616) 651-9917*

Feb. 24 PhotoReading Begins (Kalamazoo, MI)

**SOUTH CENTRAL INSTITUTE OF NLP**

*P.O. Box 15757 - New Orleans, LA 70175 (504) 895-3665*

Jan. 19 NLP Practitioner Program Begins  
Feb. 3 Power Writing

**SOUTHERN CALIFORNIA CENTER FOR NLP**

*2075 P.V. Dr. N., Suite 200 - Lomita, CA 90717-3726 (213) 833-4234*

Jan. 13 Hypnosis Certification Training Begins

**SOUTHERN INSTITUTE OF NLP**

*P.O. Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891*

Jan. 6 Practitioner Training Begins (Jacksonville, FL and Ft Lauderdale, FL)  
Jan. 13 Practitioner Training Begins (Huntsville, AL)  
Jan. 13 Practitioner Training Begins (Miami, FL)  
Jan. 20 Practitioner Training Begins (Tampa, FL; Atlanta, GA; and Huntington, WV)  
Jan. 27 Practitioner Training Begins (Birmingham, AL)  
Feb. 7 Begins Residential Ericksonian Modeling Hypnosis begins  
Feb. 23 10-Day Intensive Residential Modeling Masters begins  
Mar. 17-18 Leadership Skills (Robert Dilts)

**SUCCESS DYNAMICS**

*67-17 Fresh Meadow Land, Ste. 2 - New York, NY 11365 (718) 461-3220*

Jan. 13 PhotoReading Begins

**UPSTATE CENTER FOR NEURO-LINGUISTIC PROGRAMMING**

*125 Bonnie Brae Ave., Rochester, NY 14618 (716) 272-4370*

Feb. 1-4 Prerequisites to Personal Genius with Judith Ann DeLozier

VANTAGE POINT CONSULTING GROUP  
11913 Mill Wright Parkway - Austin, TX 78750 (512) 258-2729

Feb. 17 PhotoReading Begins

CONFERENCES

*1990 Annual NANLP Conference*

April 27-29 - Baltimore, Maryland  
For information: Laura Shaw  
National Association of NLP  
310 N. Alabama, Suite A100  
Indianapolis, IN 46204  
(317) 636-6059

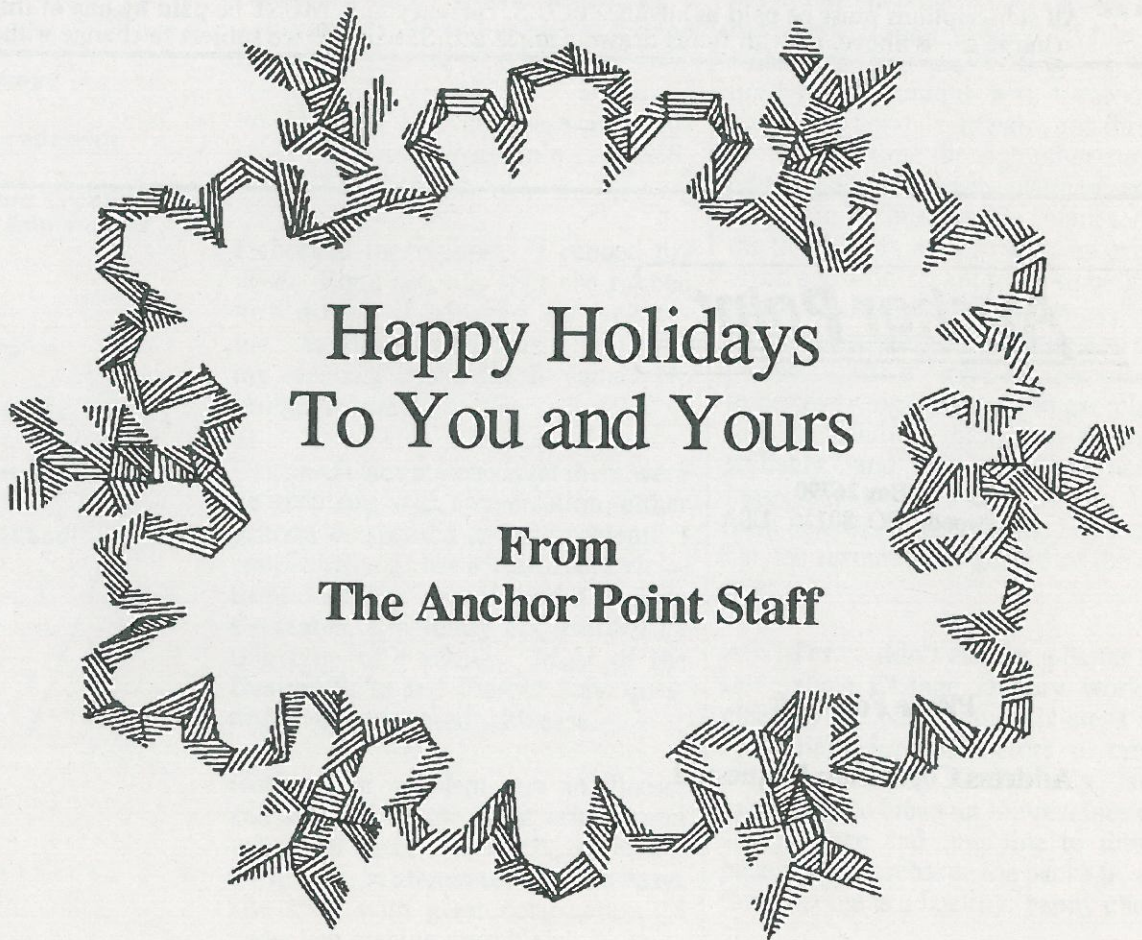
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Listings in this Coming Events calendar are free (as space permits). To have your NLP-related training/seminar listed, send information to:

Anchor Point Events Calendar  
P.O. Box 26790  
Lakewood, CO 80226 USA

(Please send listings in for Events Calendar 3-4 months prior to the event. Deadline is the 15th of the month to appear in the following month's issue.)

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To You and Yours

From  
The Anchor Point Staff

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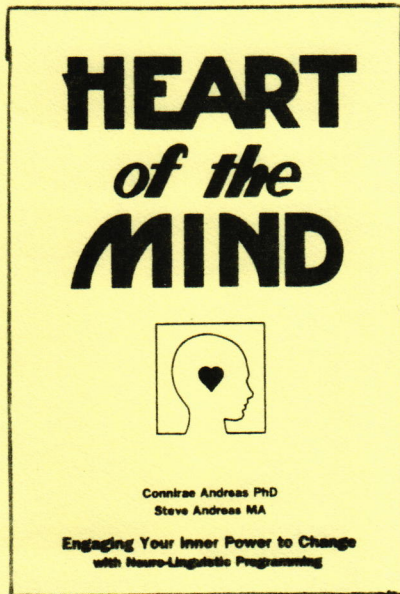
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*Engaging Your Inner Power to Change with Neuro-Linguistic Programming*

By: Connirae Andreas, Ph.D. and Steve Andreas, M.S.

Real People Press, \$9.50

This book will be one of your NLP favorites. *Heart of the Mind* is a fascinating collection of easy to read case studies. Each chapter demonstrates a specific NLP technique in action; many chapters also include step by step instructions which the reader can learn from and use themselves. This book covers a broad range of techniques including **NEW MATERIAL NEVER BEFORE PUBLISHED!** Some of 21 chapters include: *Engaging Your Body's Natural Ability to Heal, Eliminating Allergic Responses, Positive Motivation, Making Decisions, Parenting Positively, Becoming More Independent in Relationships, and the Naturally Slender Eating Strategy.* Excellent!

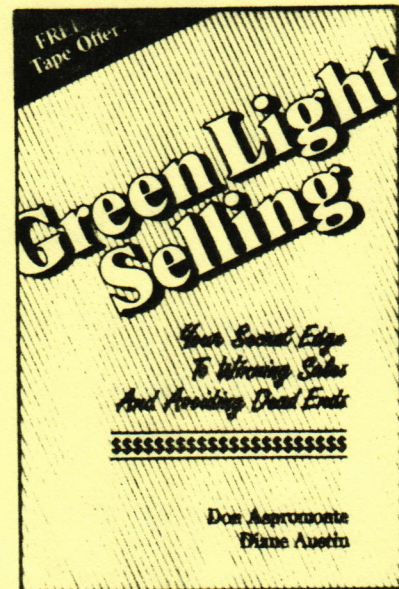
## **GREEN LIGHT SELLING:**

*Your Secret Edge To Winning Sales and Avoiding Dead Ends*

By: Don Aspromonte and Diane Austin

Cahill Mountain Press, \$14.95

If your sales quota is a dot on the distant horizon you need *Green Light Selling*. Finally, an NLP based sales book that tells you the HOW and WHY of selling. After 10 years of modeling top salespeople (pro's who are consistently 30% over their quotas), the authors developed an underlying sales structure which will work for any product or selling style. Presented in an easy to follow 5-step model, this book can help anyone sell well beyond their current levels. This book offers **INFORMATION NOT AVAILABLE ELSEWHERE** and includes a certificate for a **free instructional cassette tape**. Great Buy!



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