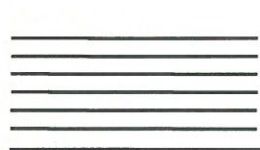


Anchor Point



Memories of Summer

September 1993



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NLP

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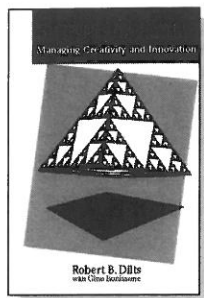
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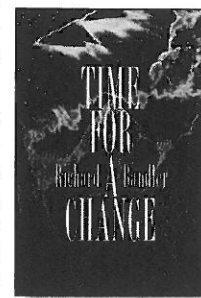
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From the Editor -

"Cat Tails of Summer"

We had been driving for quite awhile now on unfamiliar roads. The gas tank was a little lower than I like it to get, and since we didn't know what lay ahead I has thinking pretty seriously about turning around and retracing our route. The day was still, hot, and dusty - the air made your throat dry and feel like talking too loud would make it shatter. We were mostly quiet; going down that road and getting mildly worried. Then, just around the next turn was a brightly painted house. There sat **The Cat**.

The cat could care less. It merely observed and noted the goings on in its immediate realm. Unlike me, it was obviously not sweating the day. I contemplate hard working, sweaty cats - large blue-collar cats, applying deodorant to their furry little arm pits. Nope, this cat is not into stress. The animal kingdom seems mostly rooted in what is going on, *here and now*. While dogs do occasionally dig for past buried bones; I've never had a cat confide concern to me about stock options, interest rates, or unsympathetic in-laws.

I've noticed most people travel down the road suffering from Time Deplexia - cats do not. Our awareness is generally slightly into the future (running out of gas) or dipping back into the past (that SOB who yelled at me yesterday). Generally, NOW is lost upon us - we are too busy being unaware and hanging out in the *past* or in the *future*. One of the largest problems in the world is the time spent reacting to and battling with time phantoms; what we *thought happened* (through our filters) or what *might happen* (through our filters). In business or therapy, reacting to time shadows put us out of sync and causes big, unnecessary problems.

Old fur ball doesn't care we *might* be lost, *might* starve, *might* have to walk for gas. It is watching a butterfly float by. The Cat knows Reality is now in front of your nose. What can you do but take its picture?

Summers almost over. Hot dusty afternoons are starting to slide into cool foggy nights. Soon early mornings will find the trees painted with frost. Enjoy the sunshine now, for soon it will be going into hiding.

-Michael

ANCHOR POINT is a monthly magazine presenting recent developments and practical applications utilizing Neuro-Linguistic Communication and related technologies.

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Interview

A conversation with one of the co-founders of NLP

John Grinder: Model or Archetype?

by Jean-Pierre Routhier

Taking a few precious minutes from the seminar they were giving in Montreal -

John Grinder and Carmen Bostic St Clair agreed to meet me in a small cafe in the charming City of Outremont straddling picturesque Mount Royal, on the Island of Montreal, Quebec. John Grinder graciously and freely let me share with you his most up-to-date ideas, thoughts, and sometimes just plain trivia in a heartwarming exchange.

AP: In July 1979, over 12 years ago, Daniel Goleman had an interview with you that was published in *Psychology Today*. He interviewed you at length about the then burgeoning field of NLP. What changes do you think an outside observer would have noticed between NLP then and now?

JG: There are many ways one could answer this question. To be

quite frank, all of the work in Neuro-Linguistic Programming since "The Structure of Magic" can be thought of as taking one of the meta-model distinctions in that book and applying it to the world; namely the verb specifier challenge: "How, specifically... (whatever the verb is)," and related to that, the basic epistemological question: "How do we know...(that)?"

My impression from what is published in NLP today is that about 90% of it is simply variations on the "Classic code" of NLP.

If you think about it that way, you can't help but wonder what NLP would have been and what it can still become if someone took some of the other meta-model questions

and pursued them down to their natural course!

AP: Another way of answering my question is to go back to 1979 and take a look at the events that took place around that period...

JG: Well, 1979 was the last year that Bandler and I even pretended to be associated; since 1977, we didn't really work together.

AP: Really, what happened?

JG: Richard and I got a very amiable divorce. He went in one direction and I went in another direction. I published a book on business practice with Michael McMaster in 1980 and I have worked with a number of people over the years.

But although I continued to model excellence in various arenas, the real next logical level leap, the next "Quantum Leap" was in 1984. This was a workshop with Judith DeLozier and a book called, "Turtles All the Way Down." That was an attempt, an interesting attempt I think, to build upon the first set of patterns that Bandler and I initiated.

AP: Would you say that your present work builds upon "Turtles?"

JG: Definitely. What's interesting about this (interview) is the reflection on my own work, my own interests, because I feel that I'm doing the best work of my life right now, superior to even the work I ever did with Bandler.

That reminds me of a book, a black book. We called it the "MetaBook." It wasn't a published book, it was just a book that Richard and I kept because we were discovering things so fast we didn't have time to explore each one. This includes all the submodality patterns: all the timeline patterns came straight out of the "Meta-Book."

AP: And where's the book now?

JG: Well, Richard was awarded the book by default during the divorce proceedings. (Laughs softly) He claimed he couldn't find it so he ended up with it!

AP: During the seminar you just concluded, you seemed very concerned with the "Ecology," I would say, of what people do with your training. How do you feel about that?

JG: In 1984/85, I made an attempt to put certain frames in place, a sense of aesthetics..., ethical and ecological frames around the technology, because one of the things that bothered me was that the trainings we were doing were creating technicians, worse, technicians with no souls. Let me explain: I mean tech-

nicians who used the material without influencing themselves.

AP: Could you be more specific?

JG: These people had technical tools which were far superior to anything else but they hadn't developed the ability to create a context which was appropriate to the level of sophistication they could reach with their tools. They had no epistemology, no meta-environment. In a word, their thinking was too narrow and non-systemic.

"pursue your dream and once that one is within reach, always have another dream waiting..."

AP: Do you mean that their thinking was linear, a simple "cause-effect" model of the world?

JG: That's right. That's an important part of it. Cybernetically, you cannot say that a component "commands" other parts of the same system. There are elements in every system which are more privileged in the way they affect the rest of the structure. In such thinking, there is no room for value judgments, no room for attributing errors or faults.

It is a relational, holistic concept. NLP is based on cybernetics. It

follows that the technology must be used in its context. NLP is dynamically applying the systemic model to the world we perceive.

AP: So you weren't quite happy with the results you were getting?

JG: After I wrote "Turtles," I took a step back and wondered, "Instead of looking at the symptoms, how do I go about finding out the easiest point of access to the system I want to change?" and "what change must I bring about that will best echo through the system?"

AP: Do you have an example?

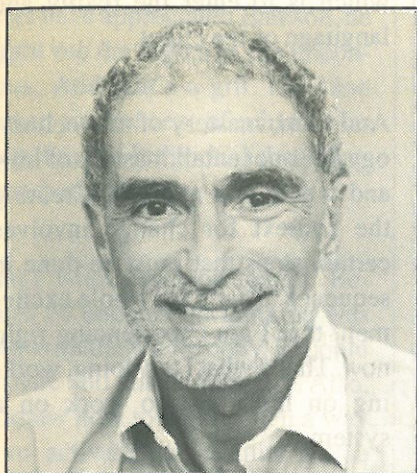
JG: One comes to mind. I did a series of consultations for Xerox about the time of the book with Michael McMaster. They were very successful but I was disappointed at the same time because I entered at the wrong level. It was sales and advertising work and it was my impression that the people in there were looking for quick and easy tricks and had no appreciation of the philosophy underneath it in terms of empowerment. This was sort of problematic for me because I wasn't sure I really wanted to be the one to put that material in that context.

One typical result of the public seminars I did then was that the people would go back to their corporations full of excitement and enthusiasm only to find out that they were now completely alien to the culture they came from.

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AP: What did you do?

JG: I just quit. I refused doing any more consulting in the business world. I was optimizing the person but not the system they were supposed to be part of and this was creating problems for them. I was very concerned about the ecology of what I was doing.

AP: It's abundantly clear that you no longer work at that level. What are you working on now?

JG: About 3 years ago, Carmen (Bostic St Clair) came with a challenge: namely to figure out the difference between the successes she had observed and participated in during her years as a professional negotiator, manager and

CEO in the world of business in North America.

Based on her initial challenge, we have now built up a string of superb case studies which will one day be part of a book. We now work within corporations, but on a systems level. One of the things we do typically is to create a participatory structure such that the people who actually do the work are closely connected with the people who make the decisions.

But our work doesn't take us to the training room. In fact, we're even willing to argue provocatively that training is unethical! How can an ethical consulting group train outside of the everyday work processes and then ask that the employees figure out how to transfer

those learnings back into their daily activities? We believe that one of the tasks for ethical consulting groups is the absolute tailoring of their contribution to the specific requirements and precise context of the client corporation.

AP: It sounds as if you are working in the domain of corporate culture change.

JG: Yes, that's right and the process is called business process redesign. It is an empowering process which enlists the intelligent and appropriate participation of the most qualified members of the company in designing a set of business processes which are tailored to the specific requirements of that particular company.



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AP: And how do you make these changes happen?

JG: We have a set of diagnostic processes which allows us to identify leverage points in the full system just like we picked leverage points in therapy. Our work takes

us from the boardroom all the way to the factory floor.

AP: NLP was born over 18 years ago. Why is it taking so long for it to "catch on?"

JG: I can think of three reasons. One, the patterns that Bandler and I coded, along with other co-workers since the early days, are patterns of individual intervention and until you learn to operate in a system, you don't know what you're doing.

Second, well-intentioned, enthusiastic NLP-type people go in with their attention on what is NLP instead of obeying the first law of NLP, even at the individual level, which is to enter the reality and language of the client.

And third, mastery of the technology does not entail mastery of how and where you apply it. Creating the context for change involves certain steps that must be done in sequence. That's the whole excitement that I am experiencing right now. That's what I am doing, working on how best to work on a system.

AP: Do you think of yourself as a role model?

JG: What a surprising question. My whole life, I have worked very hard not to say to the world "I'm a model" but to be a model which I myself would respect if I were someone else. I made a personal commitment to myself long ago that I would not embody incongruities and if I discovered incongruities in my behavior and thinking, I would remedy these immediately, like I did the public seminars training business people we spoke about earlier.

AP: Gregory Bateson and Milton Erickson influenced you considerably. What were some of their main contributions?

JG: First, Bateson made it possible for me to model a superb thinker. When he was answering one of his student's questions, you

"Some people never learn anything because they understand everything too soon."

- Alexander Pope

could actually hear the quality of his thinking, it seemed.

And about Erickson, he taught me something without which I could never have appreciated Bateson, he taught me the logics of the unconscious. And that's a gift. Erickson pushed the concept of mind so far deep into the individual that it became body thinking.

That's what Erickson taught. Because he understood thinking was done with the whole body, he could sit there and read it perfectly. Also, he knew how to talk in such a way as to activate the circuits at the right levels.

Getting back to Bateson, he tried to go in the opposite direction from that of Erickson. He tried to help Westerners escape from the idea of identity as ending at the skin, to what he called "minds at large" and finding out how this connectedness works in communities. Gregory often found himself in an awkward position historically: the people whom he wanted to influence, to quote: scientists, didn't understand him. And the people who did support him actively were people who intuitively knew that he was right.

AP: Any regrets?

JG: When I look around the world and I see people looking to find the "right answers" rather than creating the contexts which allow people to explore multiple choices and the consequences of the choices, I start to get a little shaky

about how much of this I should have made public.

AP: What message would you think important for the NLP community to remember?

JG: I want the whole NLP community as it exists to know that there is a new game in town. And it's the game of how you use cybernetically sound principles of systems to bring change about. One other thing: we are now in the process of developing codes to do things in the domain of Corporate culture. This entails setting a pattern to create a self-correcting learning organization. That's about as far as I want to go in the way of details.

AP: A last comment?

JG: There is one thing I would like to say and that is: "pursue your dream and once that one is within reach, always have another dream waiting on the other side of that one so that when you finish you may go on to the next."

Jean-Pierre Routhier, Certified Master Practitioner, holds a Diploma in Adult Education. A former President of the Association Quebecoise de PNL, author of several articles on NLP and its business applications, he conducts seminars and workshops in French-speaking Quebec. He is presently writing his Master's thesis, inquiring whether NLP can be perceived as an appropriate vehicle for communications training in business contexts.

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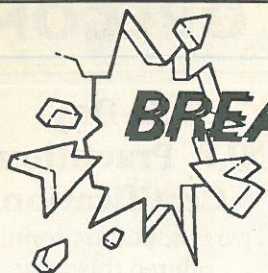
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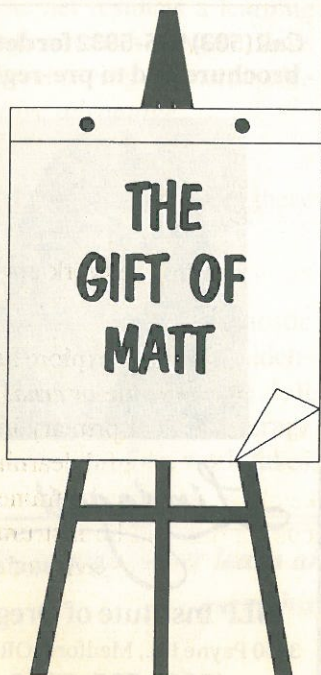
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Logical Levels of Learning

What influence does one's internal state have over meaningful and lasting learning?

by Mike Matulovich

Facilitating a change in behavior is one of the primary outcomes required in the training and development of people. But, just how successful are we as trainers in offering learners options and more appropriate behaviors? And, furthermore, how effective and lasting is the learner's change to a new behavior? Often a trainer is criticized for producing little more than some *halo effect* in a learner, who, shortly after the training session, slips back into his less effective ways of doing things.

How we can influence learners to install new strategies and behaviors into their repertoires and how we can facilitate these learnings becoming integrated into themselves *permanently*, is the *holy grail* sought by every trainer journeying through the land of options and learnings.

Often learners fully understand what is being taught, achieve excellent results when tested, and

adequately demonstrate the acquisition of new skills when doing skills practice, role-plays, and simulations; yet do not effectively implement these skills outside the training environment. The well-known phenomenon of state-dependent learning certainly explains to some extent why the learnings are often not cross-contextualised from the training

environment to the work environment.

This article will explore further and discuss how the *internal state* of the learner is of primary importance for meaningful learning to take place; and how the trainer can focus on this and be instrumental in ensuring the longevity of skills acquisition.



Logical Levels of Change

Logical Level	Related Question	Outcome
<i>A - am - who I am, my identity</i>	<i>the who</i>	<i>vision/purpose/mission</i>
<i>B - beliefs - my belief system, values & standards</i>	<i>the why</i>	<i>motivation/permission</i>
<i>C - capabilities - my capabilities, paths & strategies</i>	<i>the how</i>	<i>direction</i>
<i>D - doing - what I do, specific behaviors</i>	<i>the what</i>	<i>actions</i>
<i>E - environment - my environment, external context</i>	<i>the when/where</i>	<i>boundaries/constraints</i>

Figure 1

Based on the work of *logical levels of change* by Robert Dilts (one of the significant contributors in Neuro-Linguistic Programming) it is clear that when a learning is integrated beyond the level of *behavior* into the levels of *capabilities*, *beliefs* and especially into the level of *identity*, the new skill acquired is most likely to be translated into action on an on-going basis.

In order to explain this process of integration of skills, it is necessary to briefly explain the five tier model of logical levels as developed by Robert Dilts (see Figure 1).

• Environment

Refers to the type of training room, equipment, etc. that is external to the learner. External stimuli affects the emotional states of the individual and hence his responses

and reactions; and it is important to take these into consideration as part of the training process.

• Behavior

Refers to the specific actions and activities that the individual engages in and demonstrates. These tasks and exercises involve a considerable commitment of the learner's neurology and often serve as a primary test of the training goals.

• Capabilities

Refer to the mental strategies and maps that the individual develops to guide his specific behavior. It is important to remember that simply engaging in behaviors does not insure that learning will take place. The cognitive strategies that are taught for learning HOW to select and guide these behaviors determines whether or not some-

one actually develops the capabilities necessary to continuously perform the behavioral skill he is learning. The degree to which the individual is able to generalise something to new situations outside of the training context, is a function of his mental capabilities, which gives direction to his activities.

• Beliefs

Refer to values, meta-programs and the belief system of the individual. It is important that learnings fit into the personal and cultural belief system of the individual for them to become integrated, and to ensure replication of the activities outside of the training environment. Beliefs primarily have to do with motivation and permission. If the desired activity is linked to an enabling/empowering belief, then it is more likely to be incorporated into the individual than if it is linked to a disabling/limiting belief.

"It is one of the commonest of mistakes to consider that the limit of our power of perception is also the limit of all there is to perceive."

- C.W. Leadbeater

- **Identity**

Refers to the sense of self experienced by the individual and is at the core of self-worth and self-image. This is the deepest level of incorporation of information, skills, purpose for what one has learned, and commitment to putting it into action. So identity has primarily to do with vision, purpose and mission, and is at the core of all meaningful behavior.

Implementation

An example of how a trainer can facilitate the integration of a newly learned skill into the *identity* of the learner is as follows:

The trainer has taught the learners some skill (e.g., how to sharpen a drill bit on a grindstone). He explained and demonstrated it, and then set them up to practice it. After several exercises, the trainer facilitates the evaluation of the skills practice:

Trainer: How do you think you managed the situations in the skills practice exercise?

The trainer invites the learner to be self-evaluative, which starts the process of internalization.

Learner: I did them correctly. In fact, the observer said that I sharpened the drill bits very well.

Trainer: Good. Now, because, you did very well, what does this new behavior tell you about your abilities?

The trainer elicits from the learner a statement of generalization indicating a link between the behavior and some capability - something that the learner "can do," or is "able" to do.

Learner: Well this shows me that I can correctly use a grindstone to sharpen drill bits.

Trainer: Good, and what is important to you about your ability to use a grind-stone correctly?

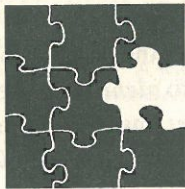
The trainer elicits from the learner a belief statement, indicating a link between the capability and a personal belief. At this level, the trainer may also ask a "why" question. "Why" is appropriate here because the trainer wants to elicit something from the learner's belief system. So, for example: "Why is it important for you to use a grindstone correctly?"

A belief statement in this context is often a statement containing a value judgement. The construction of the reply may contain the words: "If....then...." The belief may be an enabling/empowering belief or a disabling/limiting belief. It is important for the trainer to elicit an enabling belief in order to continue with the process.

Learner: Working with sharpened tools is important because it saves time and gives better quality results. OR: If I make the effort to sharpen tools correctly, then the rest of the job will go smoothly.

Trainer: Good. So then, if it is important, what does sharpening tools correctly on the grindstone tell you about yourself, every time you do the job correctly which, you know, leads to better quality results?

The trainer elicits from the learner an identity statement, indicating some link between his personal belief system and his own identity - whether present or future. An identity statement is when the learner refers to himself in a positive resourceful manner: eg., "I am a caring person." If the learner has difficulty making the connection into some statement of



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identity, the trainer can use a more hypothetical frame by saying: "So then, if it is important, what *could* sharpening tools correctly on the grind-stone tell you about yourself, every time you *did* the job correctly which, you know, leads to better quality results?" - the trainer uses the past tense when referring to the skill that he *assumes* has already been acquired.

Learner: Well, I guess I'm a conscientious machine operator. **OR:** Well, I guess I'll be a conscientious machine operator.

Trainer: Good. So every time you make the effort to correctly

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sharpen tools, you're a conscientious machine operator.

The trainer uses present tense to install or reinforce the statement of identity.

Trainer: How do you feel about that?

The trainer may also use other language patterns to reinforce the integration: "I'm sure you feel good about being a conscientious machine operator, now?" **OR:** "How do you feel about being a conscientious machine operator, now?"

Learner: Yes, it feels good.

If the trainer calibrates that the integration is not a full association, he can respond to the learner's comment about "it feels good," by saying: "Yes, *it* feels good; and how do *YOU* feel about being a conscientious machine operator, now?" When the learner responds: "Well, I feel good," then the integration is effective.

Future Pacing

To ensure that the integration from *behavior* into *identity* will result in *permanent* manifestations of the required appropriate behavior, the trainer then future paces the acquisition of the new skill. He does this by asking the learner to *imagine* a future situation when he will use the skill, and to think about it. The trainer must introduce this part of the exercise elegantly, that is without the learner wondering what the purpose of the exercise is all about. The purpose of the exercise is to get the learner to *mentally* rehearse using the skill in future situations, so that the learning is more effectively installed into his memory.

In order to be elegant, the trainer may use statements such as:

"What I would like you to do is to just run through a few times in your mind various occasions when you will/could use this skill and feel good about the new way of handling the situation. Make it happen just as you want it to happen, and take all the time you need to feel good about what you have learned and what you are now doing." The trainer then calibrates the learner's non-verbal cues and anchors the positive ones with whatever anchors he was previously using during the integration process, (eg., the verbal anchor: *good*).

As NLP Practitioners, we know that the importance of rehearsing the future implementation of some skill is that the learner will rehearse a *successful outcome*. This then becomes the foundation for the effective and lasting acquisition and application of skills.

Conclusion

By facilitating the process of integrating the *behavior* into the *identity* of the learner, and by then future pacing it, we as trainers will be assured of making significant contributions towards the application of new skills in the required working contexts.

Mike Matulovich runs his own management and training consultancy, Interactive Dynamics, working with various companies especially in the fields of communication, management development, and industrial relations. He has specialized in the area of human resource development for the past 12 years. He holds BA and MBL degrees from the University of South Africa. He is a full member of the Institute of Personnel Management, a registered Training and Development Practitioner with the South African Board for Personnel Practice, and a Master Practitioner in Neuro-Linguistic Programming.

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Delivering What
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Outcomes in Corporate Consulting

Clear Outcomes Add Value

While the skills of setting outcomes for personal change are a cornerstone of NLP training and practice, the challenges posed by setting outcomes for organizational change are rarely addressed. This skill area, perhaps more than any others, distinguishes the realistic, effective business consultant from the crowd. Setting outcomes, or contracting, is as essential an element in corporate work as it is in therapy, training, or any practice.

The presuppositions implicit in corporate consulting are different from those in therapy practice. Certainly the values of respecting people's uniqueness, maintaining ecology, and establishing explicit outcomes are important in both settings.

In organizations, however, there is a more complex authority structure. Participants may be required to be involved in a class or a project, rather than having opted for it themselves; the payment for service comes from a corporate entity, rather than an individual; the decision to hire the consultant or engage in a project can be made by people with widely varying agendas; and the culture of the organization acts as an invisible filter with significant implications for what choices individuals will and will not make. All this is in addition to the individual's filters, culture, etc.

Multiple Agendas

The training or organizational development group which contracts for the services, for example, brings you in because they are attempting to build a culture of empowerment. The top executive who grants permission, tells people to get involved, and perhaps provides the budget, wants participants to feel their time was well spent and wants to see some return on the investment - such as reduced costs, increased production, faster time to market. The quality manager who supports the program wants increased compliance with quality standards and a positive attitude about

continuous improvement. The line manager whose people will be spending their time wishes this weren't happening at all. And the administrators want to make sure they have your tax I.D. number and that all your invoices are properly authorized!

Managing all these relationships and differing desires is a central element in operating as a consultant. Perhaps all the extra work involved will explain to therapists why business consultants may charge higher fees for their contact time with clients - it's all the time outside of sessions that is required to keep projects happening successfully. When a consultant - either inside or outside the organization - is aware of the need for continuous clarity about outcomes and agreements - he or she can prevent many breakdowns and add considerable value for the client.

Actually, the contracting process is a substantial part of the work to be done in organizational practice as well as in education or therapy. As I recently pointed out to a colleague who was frustrated with a client's confusing behavior, the reasons they need us are the same reasons they can't reach agreement to begin the project. If we can help them reach mutual understanding about the need for consultation and set explicit, shared outcomes, we have helped them begin to move beyond whatever impasse brought about the need for help. If we can't get them to that point, we don't get the opportunity to work with them at all!

More and more commonly, organizations hire consultants (as well as employees) to accomplish their goals. The gains to both sides of such agreements can be many. Often, the use of consultants is actually a clue that the organization is not working properly, and as often, it is a sign that it uses its resources wisely.

Building Expertise

Business consulting has evolved in a far less formal way than psychotherapy, in that there are few standard-setting organizations, and professional development is a very individualized path. Most of us learn from role models, from our own trainers, and

by Lucy D. Freedman

from whatever works in the marketplace. By continually improving the skill of making agreements, we learn each time how to do it better.

While the benefits of contracting are clear, the organizational culture and the anxieties of the consultant will likely resist the explicit goal-setting and process discussions that are the touchstones of clear outcomes. Contracting systems and individual skills and awareness can help take people past their resistance and into the zone where they benefit most from having set up effective working agreements.

Several recent writers have contributed helpful ideas to break through the resistance and set solid outcomes. Peter Block, in *Flawless Consulting*, addresses the contracting process in depth. He brings a kind of gestalt perspective to the world of organizational development (OD), encouraging consultants to address and work with the resistances and the vulnerabilities of themselves and the client. Chris Argyris of Harvard introduced a technique years ago that assists consultants in small group work to identify their internal dialogue, particularly the fears and concerns that

result in their making defensive (rather than client-oriented) moves. Between client and consultant, the tendencies to undermine the contracting process are always factors to contend with. The naive consultant who doesn't realize this can at best achieve results through luck, and at worst, perpetuate and reinforce the shortcomings of the organization.

The contracting process, properly done, is a form of organizational development in itself. In the contract are the seeds of a project's success or failure, or, more precisely, the potential for its success. Even without mistakes, OD projects are not assured of success, since the forces at work in organizations are multiples of those in an individual human being, and organizational therapy has at least as much working against it as personal therapy.

Three Little Questions

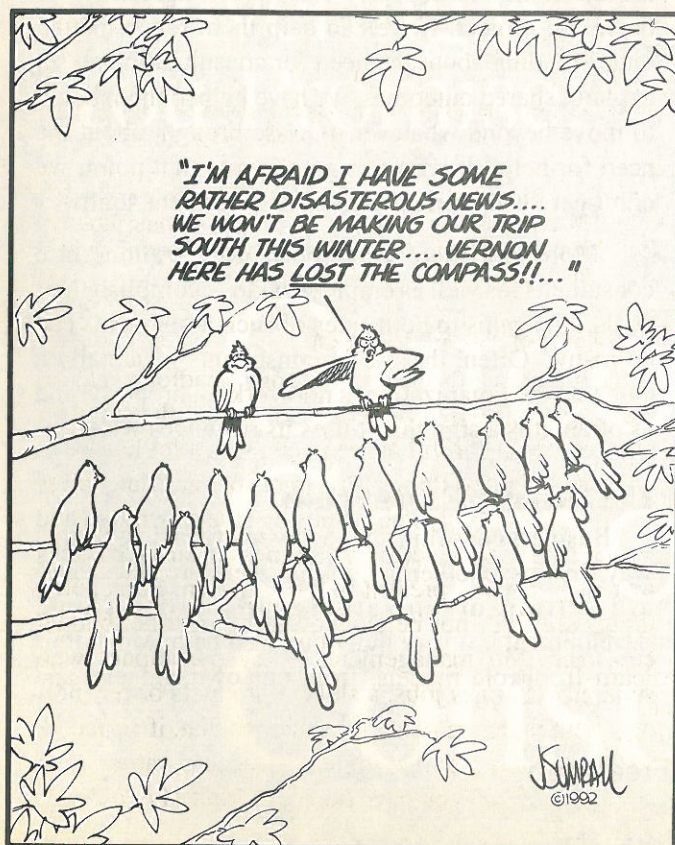
It is surprising how powerful the basic NLP goal-setting questions are even with all these forces at work. If we ask clearly, then use meta-model questions to probe the answers, and if we ask the right people, these three questions work wonderfully.

- 1) What do you / we want?
- 2) What will that get you / us?
- 3) How will we know when we get there?

These well-known procedures for establishing direction, motivation, and evidence for change are the cleanest starting point.

If the consultant takes into account the various people and roles that may be involved, reiterations of these questions can head off many misunderstandings. Thus, we become clear that the executive has certain outcomes and criteria, the line manager and quality manager have their own, intended participants have their own, administrators have their own. As the consultant, we get to use this information three ways:

- 1) as a basis for developing our offer to work with the organization,
- 2) as a guide for maintaining relationships with the various parties, and above all,



3) as a diagnosis of the extent of differences among the parties.

The resulting agreements may show up as the stated objectives for the training program or consulting project, the basis for reporting results to top management, and the procedures for the administrative relationship such as sign-offs or invoicing.

More Smart Questions

In addition to these basics, experienced consultants do a certain amount of "fishing" by exploring questions in nearby waters. Some of the questions are asked of the client, participants, or third parties, some are asked only within the consultant's group, to surface unconscious resistance and agendas outside of the client's setting.

This is not an exhaustive list; the imagination of the consultant and his or her willingness to face uncomfortable self-examination are the only limits to what may need to be asked. But after years of experience, consultants develop a sixth sense that suggests questions to ask.

Here are some that may uncover important assumptions and agendas:

- What do you expect the response of the other parties involved will be if this project is successful according to your desired outcomes? (Ask about each involved group)
- If you have done a similar project before, what have you learned?
- Are there any notable failures in the past? What prevented them from working?
- What can you lose by doing this project? What can the others involved lose?
- Who are the informal leaders in the group? Have they been involved in the planning?
- Is there anyone who would benefit if this project failed?
- What is your opinion of the likelihood that we will reach the goals as planned? (In one training session on Equal Employment Opportunity in the 70's, I asked a class full of EEO officers whether they believed there would be Equal Employment Opportunity in their lifetimes. Most of them didn't. No wonder they tended to dismiss the value of what they were learning, until we addressed this belief).
- How much is the current situation costing you? How much do those costs have to be reduced for the expenses

of this project to be justified? How will you measure the change?

- How is the current situation benefiting you?
- Who can kill this project and under what circumstances?
- Who else in the organization would be likely to support this project if needed?
- How is this situation a result of outside forces? (Responses may point to a need for taking ownership of the situation, or for developing a strategy to affect the outside forces directly).

Getting these answers from the client and from your own intuition can guide you in setting up agreements, and sometimes in deciding not to because you, as a consultant, cannot bridge irreconcilable differences, or change someone on behalf of someone else.

It's important also to examine your own part of the contract, so you don't walk into your own blind spots. Some questions you can ask yourself:

- Why me? Who else could do this job?
- Am I taking on the problem?
- Am I promising solutions that depend on others outside of my influence?
- Do I genuinely support the business objectives of this client?
- Can their goals be reached in an easier way by using a different approach (e.g., why do they need a training program if a skills problem could be solved by putting an instructional sign over the work area)?

Go Slow to Go Fast

While it seems easier to plunge headlong into an exciting and needed project than to take the time for reflection and careful agreements, it is a lot harder to take care of these things later than sooner. Many cries of "foul" are simply indications that the consultant had not had the experience or willingness to surface issues that were already present in the situation. Sure, some things still will not be evident ahead of time: budget cuts from top management, a key participant who suddenly changes jobs, a shift in products or technology. But there are many other things that, if surfaced, will work toward the project's success rather than against it. Once you have done this kind of exploring,

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you are on firmer ground for making an offer and your client knows that you are thoroughly and truly committed to having the project work.

Components of the Contract

Consulting situations are so different that contracts have many forms. The main elements that need to be there are:

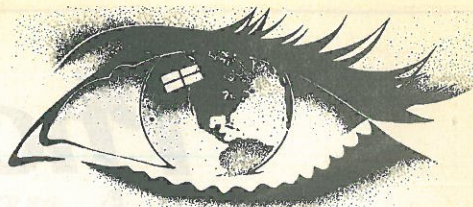
- What your intended outcomes are,
- Who will participate over what period of time,
- How you will be paid,
- How you will report to each other as it goes along, and
- What each of you will do.

This last one is worth addressing for a moment here, because it is important to realize that the consultant has requirements of the client, which need to be stated. Often, consultants are afraid to ask or they assume the client knows. Among other things, the consultant should ask explicitly for feedback from the client as the process goes along, and make it safe for the client to give that feedback. It is not an easy thing to do, and can save a project from going off the rails.

When you feel complete with the agreement you are making, check one more time to make sure that you have covered the three basic goal questions: what do we want, what will that get us, and how will we know when we get there. If those are solidly in place, you've already provided a worthwhile service and have done your part to set up a success.

Whether you are an experienced practitioner or new to the field, give yourself a regular "contracts checkup" to keep your practice healthy. The satisfied clients, who got what they were promised, and were helped to make it work, will feed your business for a long time.

Lucy Freedman is President of Syntax Communication Modeling Corporation. She trains managers, technical professionals, sales people, and trainers in communication, coaching, and consulting skills. Syntax offers a Trainer Institute twice a year.



Root Canal Advice

On a class evaluation in college I once wrote, "I would rather have a root canal than take this class again." Yes, the evaluations were anonymous. If root can tops you list of nasty things to do, a new study recommends that you get tough and go through with it. A patient is up to 54% more likely to have a tooth pulled if root canal treatment is delayed for more than 4 months. To save your tooth, you need to face the music. Make your dental visit tolerable by requesting headphones during the procedure. Choose music that is soothing to you. Takes that produce a hypnotic state may help the mind work with the body to manage pain during a root canal. After the procedure is over, listen to soothing music at home while visualizing a swift recovery.

Getting Found

"The world is round, we'll get there," my husband often tells me when he hasn't even bothered to get directions to where we are headed. We often get in the car with directions no more specific than "On the west side of town, third house down from the light, the one with a blue Honda in front." I'm always surprised when we often actually get there. Budget Rent A Car recently conducted a survey about what travelers say about getting lost. While the results were not broken down by gender, I have some comments about who might have answered in each category.

- 3% blame the navigator.
Who do you think blames whom?
- 36% ask for directions. Most likely the women.
- 7% keep driving. Definitely men.
- 46% consult a map. This could should be congratulated for having the forethought to put a map in the glove box.
- 7% claim they never get lost. Most likely the men.
- 3% ad advance directions. Probably women.

ReCycle Mania

Recycling is politically correct these days. It's unfortunate that during the opulent 80's it wasn't cool to reuse your resources. According to Peter Ince, a research forester with the US. Department of Agriculture Forest Service in Madison, Wisconsin, one adult loblolly pine tree is felled for 23,000 sheets of standard-size paper. It takes 15-18 years for another pine tree to mature. If you are interested in helping save some trees, look into the many recycling options now available. Call local trash companies and ask if they offer curbside recycling programs. Take old newspapers to recycling centers. Many grocery stores now accept paper in addition to aluminum. Use old paper for packaging when sending your Christmas presents. Use newspapers instead of paper towels when washing windows. Be creative and save some trees!

Falling in Love Can Be Hazardous to Your Health

From an associated Press article comes the story of a lover's tragedy. Seem that two young lovers in Cologne, Germany were embracing on a balcony outside a building where they had attended a party and fell 13 feet to the pavement below. The woman died from her injuries and her boyfriend was in serious condition. Be cautious when hugging on anything other than solid ground.

Getting the Scoop on Getting Old

Call 1-(800) 222-2225 to connect with the National Institute on Aging. The Institute offers information on health care, exercise programs, social security, and the needs of older people. More than 200 organizations that can provide additional information are listed in the Resource Directory for Older People, also available from this number.

≡ by Genevieve Wooden

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I put off starting a new job a few weeks to take this course. I have no doubt that I will make up that time many times over in the next year. J.B.

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It stimulated my interest for reading and motivated me to read for pleasure. J.S.

I have recommended this course to my friends. They agree that I have changed for the better. I am more relaxed and self-confident. T.I.

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A mind expanding experience that's opening new doors. It is already helping my business. B.S.

If you hunger to learn more, expand your horizons, remember better and more quickly, use more and more of the grey matter, then you cannot pass up this course. R.M.

This course gives me a way of keeping abreast of information I need both professionally and personally. M.M.

This should be a required course. T.B.

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Little Things Mean A Lot

by Steve Watson

The conversation with David Gordon in the June '93 *Anchor Point* rankled this writer just a bit because of what seemed to be an elitist tone. That any serious NLP practitioner should re-examine the roots on NLP with its fundamental process of modeling is an ideal that I would be happy to espouse. The fact remains, however, that literally millions of people out there know little or nothing about NLP. The "hook" by which many will become interested is *technique*.

Whenever I am asked to give an introductory talk on NLP, I am always looking for an opportunity to **demonstrate** what can be done with this process. One of the most sure fire techniques I use in demonstrations (regardless of the interests or background of the audience) is the Fast Phobia Cure. This technique is so elegant and swift (and so effective) that virtually everyone who sees it done is greatly impressed. This inevitably leads to an inquiry as to what else can be done with NLP and **then** we can have a discussion about fundamentals and how valuable it can be to learn the whole process.

When you deal with business managers or company owners, they want to know how NLP **techniques** can favorably effect their

employee's work performance and lead to improvement in products, services or increased efficiency in production. The bottom line is profit.

The NLP classes I teach under the social work program at Weber State University are limited in scope. I teach 4 workshops, each is 2 days in duration and they cover skills and material roughly equivalent to the first 6 to 8 days in a standard practitioner training. Taking all the workshops still leaves students quite a bit short of being fully trained in NLP. From the 100 new students I get each term will come maybe 10 or 12 who become quite engrossed with the NLP process and they will ask for more. I tell them where they can get it and a fair number of these individuals have in fact gone to full practitioner and master practitioner trainings. But it was the measly techniques that got them interested in the first place.

Students take the 4 classes billed as NLP I, II, III, and IV for several reasons: They have heard that the classes are different and fun; they have heard that they are easy classes for the grades; they have had friends who came to the classes and who got some significant problems solved; other instructors recommend the class for practical methods that are help-

ful in their fields (business and medical tech departments have referred a number of students lately); social work students who must complete a practicum find the **techniques** very helpful after hearing mostly about theory in class. The bottom line for a majority of these students is *what will be useful*.

To give the reader an idea about how students use the information and skills they learn in their daily lives, the following are fairly typical applications of NLP skills that even the student of limited scope NLP training can achieve.

Jean, A Mother and Housewife

Jean is an attractive lady in her late 30's who is coming back to college to prepare for the not too distant future when children will not be her major concern most hours of the day. She came to the NLP classes hoping to find some things to help her in this quest for tools to assist in crafting an interesting future. She wrote three short papers on how she applied NLP **techniques** with her daughter, her husband, and a friend.

Daughter:

"My 11-year old came to me with hurt feelings one evening. Her response to my inquiry as to what

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had happened was, 'I don't want to talk about it.' I could sense that this was deeper than the usual 2 minute hurt, so I asked her to come to the bedroom with me. My usual tactic would have been to hold her and encourage her to talk to me. But, I decided to just lay down on the bed by her and hold her in my arms, and mirror what she was doing, which was saying nothing. I matched her breathing and body posture. Within a few minutes, she began to softly cry and talk to me about the offense she had perceived. It was a sweet and wonderful experience. I was amazed at how quickly a response came from the mere

matching of breathing and mirroring of body posture."

An example of pacing learned the NLP way.

Husband:

There was fairly serious disagreement over the sale and subsequent purchase of a home - her husband was obviously displeased with her lack of support for decisions she didn't agree with.

"I would usually withdraw from such conversations and say to him that I will be glad to talk when there can be an atmosphere of calm and rationality. This time, however, I chose to mirror the behavior. There was risk in this for me, because I do not enjoy being in oppositional entanglements. I felt tight in my stomach, but my intent was to mirror the tone, body pos-

ture, and behavior that was being directed at me yet stay emotionally detached from what was being said (third position). I used a loud voice though lower in volume than his, mirrored his breathing and eye movements (which would be direct and straight ahead but sporadically move down and right accessing kinesthetics). Gradually, I slowed the body movements and breathing and lowered the volume of my voice and he began to do the same. The outcome was that we both listened to the thoughts and feelings of the other with an honest intent of understanding. We still disagreed on some fundamental issues but the rancor was absent. I may not choose to pace him this way every time, but it is certainly a useful option and, in this case produced a worthy outcome."

Friend:

"My friend was struggling with a very important decision. She was seriously considering ending her marriage and living alone with her 4 children but she was also very committed to preserving her marriage because of the vows she had taken, which are very important in her religion. I had had similar concerns in the past and I asked her to follow my directions. I was not going to tell her what to do but I was going to try to help her realize how she was thinking. I asked her to get in touch with the part of her that desired to remain in the relationship with her spouse.

The visual pictures that came to mind were of her and her spouse as they happily walked through mountain trails, being together with family in the front room on

***"Reality is still the only
place to get a good steak."***

- Woody Allen

special occasions, being together as grandchildren came into their lives. When I asked her to access the side of her that desires to live alone there were also images but accompanying the images was an immediate sense of an increase of energy. She saw herself working to accomplish her purpose and goals in life, being with her children in happy times, facing challenges with confidence, strength and personal power.

When we attempted to integrate the two parts, it was obvious to her that the independent scenario dominated. This didn't provide her with a solution but it did seem to make clear to her that the marriage was not as highly valued as it once was. She thanked me and determined to confront her husband in a way that would help decide the issue. I suggested that a good marriage counselor might be helpful in her efforts. It was a very powerful and humbling experience for both of us. I appreciated more than ever my NLP teacher's emphasis on ecology when working with other's minds."

Dawn, A Single Working Woman

Dawn is a pleasant woman in her late twenties who is in the medical field already as a nurse and is going to medical school. She came to the class after a friend of hers (also a nurse) recommended it. Her friend found that she could get a lot better responses from patients when she applied some of the things she learned from NLP. Dawn had occasion to try these techniques with a son and a patient.

Son:

"He's my gifted and talented underachiever who continually procrastinates on school work and chores. I used the standard swish after I asked him if he wanted to be free of his dawdling behavior. His response to my question was a very energetic affirmative. The dawdling was almost always preceding by my calling him by his first name, John, and saying "would you..."

I had him visualize listening to me asking him to do something. (The cue image) Then, I had him visualize himself as a responsible, hard working young man quick to act upon reasonable requests. (The desired self image) Then, I had him shrink the desired self image down to a small corner picture in the cue image. With my hands, I directed

the Swish with a vocal swoosh sound, enlarging the self image to completely replace the cue image, big and bright. We repeated the sequence until it was difficult for him to visualize the first cue image. I then asked him to do a couple of simple things which would usually produce the dawdling behavior (go eat his breakfast and get cleaned up for school). He did them without dawdling or arguing. To my surprise, John has begun to time himself to see how quickly he can accomplish jobs he has been given. So far, he has reduced his time for making his bed from 3.5 minutes to 1.5 minutes."

Patient:

"Brian had been a victim in an automobile accident with a drunk driver. He was first in intensive care where after he was medically

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stabilized, he learned that he was going to need reconstructive facial surgery. He had developed a fear of going back to the hospital and he was also developing ulcers. The latter had a lot to do with being angry with the drunk driver and the justice system who, it seemed to Brian, did not punish the driver enough for what had been done to him.

While I established rapport with him through pacing, I found that he had great interest in the astronaut program. I asked him if he would like to go on a imaginary trip as an astronaut. He was eager for blast off! After he had relaxed completely, I suggested that we make this a really useful trip and that he could do this by loading the rocket ship with 'garbage capsules' that were full of fears and

anger. We then flew to a planet far away. It was a very ugly planet. He described it to me and decided that this planet would be the perfect place to jettison the garbage capsules. We then proceeded to a beautiful planet, full of beautiful and fun things. 'Courage Candy' bloomed on the trees, and 'Forgiveness Flowers' were in abundance. He then loaded the storage bays of the ship with Courage and Forgiveness and returned to earth. We then had a discussion of how things would be when he came to have his surgery and how the realities of the justice system worked in the long run. Brian seemed very content with our work and it eased his feelings considerably. He is almost looking forward to the surgery and the burning in his stomach has diminished according to him."

Conclusion

Simple techniques that have had quite an impact on several lives all because NLP is out there saying to those who have come to listen: Use your brain for a **change**.

Little things mean a lot and will continue to mean a lot to a lot of people. We will always need the purists to remind us where we have come from, but let us not demean the products and spin offs, the methods and techniques which can bring much joy and relief to many.

Steve Watson is a licensed clinical social worker with 29 years of experience in therapy. He is a NLP Master Practitioner and conducts workshops at Weber State College and Westminster College in Utah.

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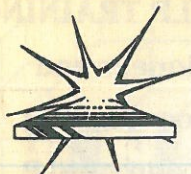
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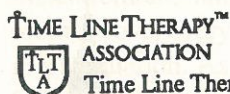
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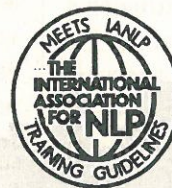
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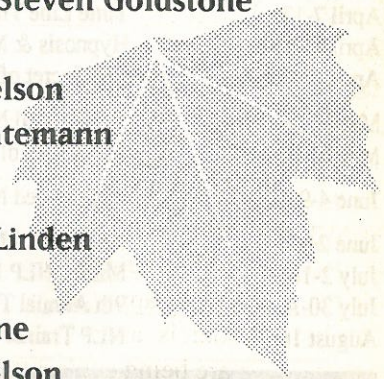

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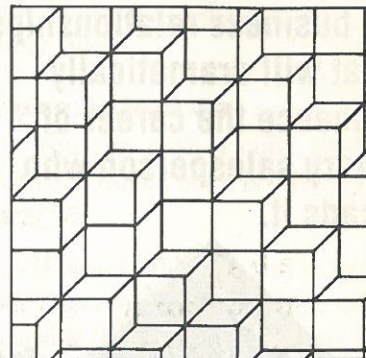
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The Cube: An Ecology Model



By Rodger Bailey, MS

What would an ecology model be? In NLP, we are often told to “check the ecology” of a particular change or behavior. In business, we need to make sure that interventions in a company are appropriate (ecological) before we apply them. An ecology model is a tool for making sure we are being ecological.

This ecological model has 6 parts to it. When I talk with people about these 6 parts, I sometimes discover that it is difficult to remember all the parts, so I have developed a metaphor which helps me and others keep track of all “sides” of the issue.

The metaphor is a cube. A cube has 6 sides. Each side has the same value as the other sides. This means that any view of a cube will be equal to any other view of that cube. But, let us discuss the factors needed to be ecological first, and see how it fits the cube later.

In NLP, we frequently discuss the following factors: Process, Structure, Context, Content, Measurement, and Meta. These seem to cover everything about any given situation. As I discuss these factors with various people in the NLP community, we cannot find cases, concerns, or issues that fall outside these six factors. Let us review these six factors to make sure we know what they mean.

The 6 Sides of an Issue

Process: This is how things move. When searching for Process, I ask myself, “What’s the sequence?” For a person, this could be the strategy (at a micro level) or the chain (at a macro level). For a business situation, it could be the procedure or the flow of work through a work station or a department. In sports, it could be the sequence of mental and muscular steps. In medicine, it could be the progression of an illness or the sequence of therapeutic steps. Process is always about the movement of things or concepts through time. It is often about the details of that movement.

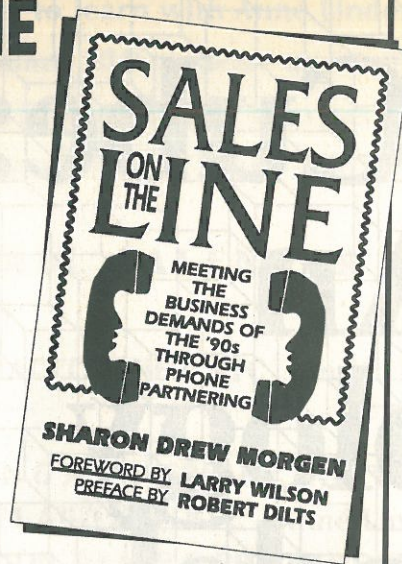
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sun, the air and how the plants are responding to that "culture." In psychotherapy, it could be the rapport the therapist has with the client (or lack thereof) and how the client responds.

Content

This is the story or the meaning. When searching for Content, I ask myself, "What is the overt meaning here?" For a person, it could be their occupation or beliefs about themselves. For a business, it could be the kind of business (manufacturing, service, distribution) and what they provide (the kinds of products or services). In agriculture, it would be the kinds of plants. Please don't confuse this with Structure (lists and inventories). Structure is more of the map, Content is more of the territory.

Structure

These are lists, rules, inventories, and relationships. When searching for Structure, I ask myself, "What are the resources and their relationships?" For a person, it might be the internal or external resources they have. For a business, it might be the inventory of spare parts or it might be their organizational chart. In sports, it might be a team roster and the statistics of individuals or the team. In education, it might be the teachers qualifications or the list of students in a particular class. Structure is frequently a list, often shown in boxes

connected by lines showing relationship (rather than sequence).

Context

This is the environment and the response to that environment. When searching for Context, I ask myself, "What are the other things that are around this and what are the responses?" For a person, it could be certain things and how that person responds to those things. In a business, it could be the marketplace and how the marketplace is responding to the company or its products or services. Also in business, this could be the corporate culture. In agriculture, it could be the soil, the rain, the

Measurement

This is how we keep track of what (it involves counting of some type). We can measure height and weight and the results would be Structure information. Here we are not concerned with the results as much as the technique of Measurement "(how we measure)." When searching for Measurement, I ask myself, "What is being counted here?" or "What counts here?" For a person, one might count on what others say or maybe notice for themselves. For a business, it might be counting widgets, dollars, failures, or successes.

Meta

This is the overview. When searching for Meta, I ask myself, "How does this fit with others like it?" or "Is there anywhere else where this happens?" But, I ask

"If you aren't fired with enthusiasm you might be fired with enthusiasm."

- Vince Lombardi

this question about the other five factors. So, I might examine how this Process is like (of different from) other processes, how the Structures in use here are like (or different from) other Structures, what about this Context in relation to other Contexts, etc. . . For a person, I might discover that the person uses the same Process in two different Contexts, and the person achieves their outcome in one Context, but not in the other. For a business, I might discover that when a Process is used with one set of resources, the outcome is unpredictable. But when that same Process is used with another set of resources, the outcome is predictable and appropriate. Here, we are not examining the internal workings of Process, Structure, Context, Content, or Measurement. We are simply examining how these factors relate to other common factors.

Well, this all seems highly technical, let us look at some examples and see if this makes sense when we apply it. Consider a psychotherapeutic (or executive coaching) case: A woman has stomach pains at the office almost every day. She has no pains at home or driving home. Sometimes she has the pain driving to the office.

It is easy to make a leap and say that there is something about the Context, "office," that she uses to make herself have these pains. I'm not going to argue with that leap.

As you learn to use The Cube for intervention, it becomes clearer that it is also a diagnostic tool. For now, let us concentrate on planning our intervention.

Cube Axiom 1

An intervention that addresses only one side of the cube has limited staying power.

Cube Axiom 1a

You cannot pick up a cube with one finger.

Given these important points, let us put together an intervention that addresses more than one of the cube sides (Process, Structure, Context, Content, Measurement, and/or Meta). What we will want to achieve is to "change more than one of these factors" with our intervention.

So, we will want an intervention that changes Process (what steps she uses), Structure (what resources she uses), Context (where/when it happens), Content

(what it is/means), Measurement (how she counts it), and/or Meta (how does it fit with others).

Cube Axiom 2

An intervention that addresses only one side of the cube may result in unpredictable changes to other sides.

Cube Axiom 2a

You can push a cube around with one finger, but it is difficult to steer.

If we take the easy way out and our intervention is to change only one side (let's say the Context), we could get unpredictable results in the other 5 sides. For instance, If our intervention is for her to stop going to work, the results could be disastrous: Process (she may need

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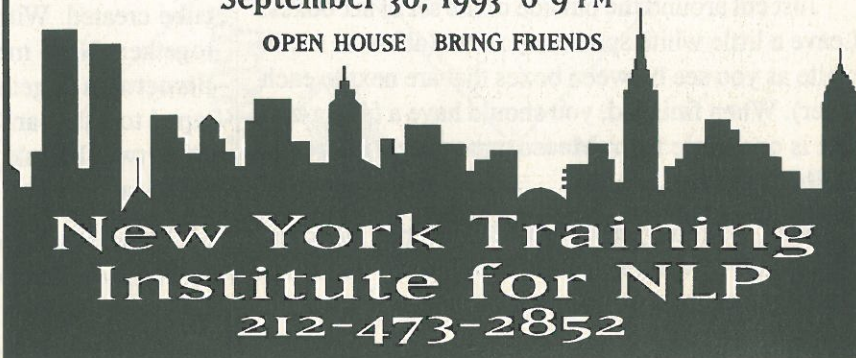
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to continue her work process and so she starts doing it at inappropriate times or places), Structure (this could result in the loss of financial or interpersonal resources), Content (she may lose her identity if she thought of herself as a worker), Measurement (receiving a paycheck may be the only way she measures her success), Meta (she may no longer fit in with her social peers).

Cube Axiom 3

An intervention that addresses 4 or more sides of the cube has the best chance for long-term success.

Cube Axiom 3a

The more sides of a cube you hold, the more secure is your grip.

So, in designing our intervention for this person, we must explore all 6 sides of the issue and account for the information that is uncovered. Then use that information in designing the 4, 5, or 6 sides

into our intervention package. So, our diagnosis really needs to include Process (what steps she uses), Structure (what resources she uses), Context (where/when it happens), Content (what it is/means), Measurement (how she counts it), and Meta (how does it fit with others).

So, our intervention for the presenting problem might include a series of individual interventions. An example (without specifics) might be: new strategic chains for Process and Measurement, a set of verbal reframes for Structure and Content, disassociation for Context, and some submodality work for Meta. Together these individual interventions could make an ecological intervention for the presenting problem.

In business consulting, I have given the 6 sides of the cube labels that are more business-like. Process is Process Flow, Structure is

Resource Structure, Context is Culture, Content is Expertise, Measurement is Financial & Measurement, and Meta is Management Overview.

In the world of business consulting, a currently popular intervention is Quality Management. It goes by a variety of names (Total Quality, Quality Systems, Total Quality Management, etc.). This intervention is applied for problems as diverse as low employee moral, decreasing sales results, manufacturing quality problems, customer dissatisfaction, and so on.

What is interesting about this kind of intervention (Quality programs) is that it addresses only one side of the cube. The intervention is focused on the culture (Context) of the company. There are many success stories within this new Quality field. But, there are as

Make A Cube for Yourself

For those of you who are visual or kinesthetic, here is an example of The Cube you can make for yourself. It is an example of the business language Cube (See page 31). I suggest that you copy this onto some stiff paper or paste it into some card stock. Otherwise you will cut up your copy of *Anchor Point* and that is too valuable to cut up.

Just cut around the outside of the set of six boxes. Leave a little white space as you cut (about as much white as you see between boxes that are next to each other). When finished, you should have a fat zig-zag that is one piece from **Measurement & Finance to Culture**.

Now, you are going to make a series of folds. Each fold you will make will be so that the boxes are facing out (whatever is under the boxes are together).

After you fold, make a crease along the fold line. Fold between each two boxes that are side-by-side. For instance, fold between **Culture** and **Expertise**, then fold between **Expertise** and **Process Flow**, and so on until you have a crease between each of the boxes. You will find it easier if you unfold each before you start folding and creasing the next.

Next, if you start to move the bottom tip of **Culture** toward the bottom tip of **Process Flow**, you will see that they come together and you have half a cube created. With a little tape, you can hold them together. Now move the bottom tip of **Resource Structures** together with the other two you just taped together and use a little tape to hold it to the other two. I think you should be able to see how to finish your Cube.

I hope this helps you as much as it has helped me to clarify situations, make decisions, and design interventions.

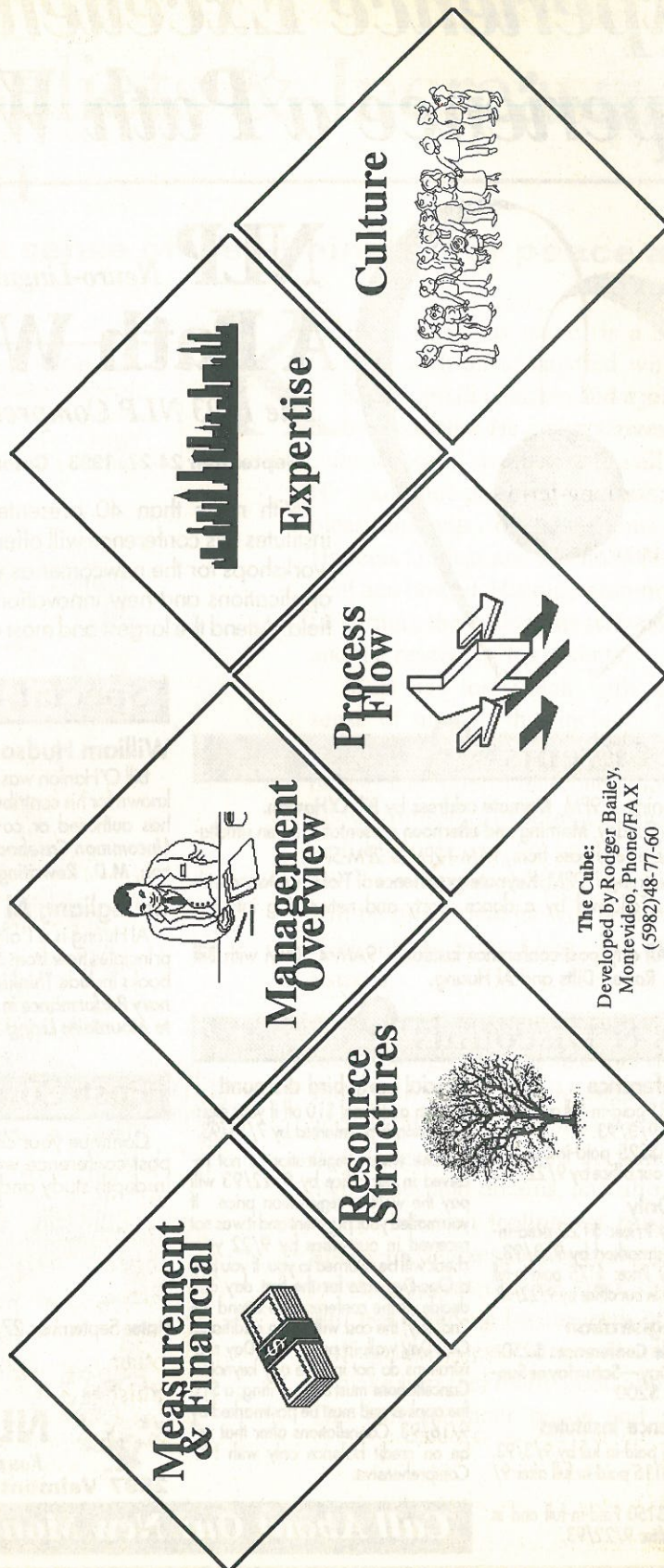
many (or more) unsuccessful interventions.

The normal Quality intervention has employees being taught that they have the right to influence how their work is done (Empowerment). They are given some tools (part of the Measurement for their tasks) but they are left alone to come up with Process, Structure, Context, Content, (the rest of the) Measurement, and Meta. The results are unpredictable (well, maybe if you understand The Cube, you could predict the outcome).

But, because the success stories are so exciting to business people, they continue to buy these Quality Programs in hopes that this time it will work. What needs to happen is for the Quality intervention to be a series of interventions that covers all 6 sides of the issue.

The Cube can also be used in personal decision-making. When evaluating a problem, make sure you look at all the sides of the issue. It is the same in psychotherapy as it is in business consulting - make sure you get all the information in your diagnostic step and then plan an intervention that is ecological.

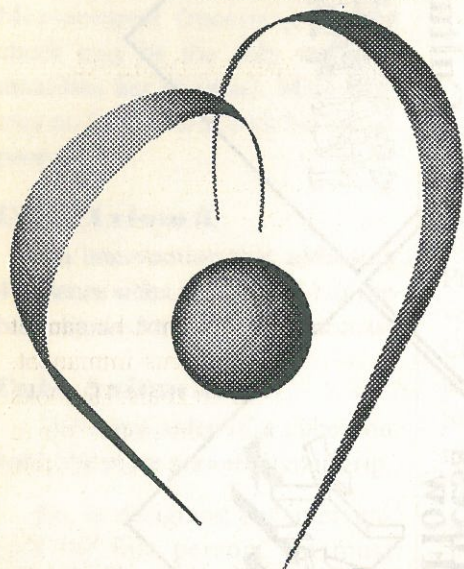
The Cube is an example of a decision-making model. It is a model for ecology. It can be used as a guide for making decisions and planning interventions that are ecological.



The Cube:
Developed by Rodger Bailey,
Montevideo, Phone/FAX
(5982)48-77-60

Rodger Bailey is currently living and working in Montevideo, Uruguay. He can be reached by FAX from 7PM to 7AM EST, at (5982)48-77-60. He can also be reached on Compuserve (73377,2704).

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Updating Beliefs & Increasing Self-Esteem

How does one attain a sense of well-being, inner peace and inner calmness?

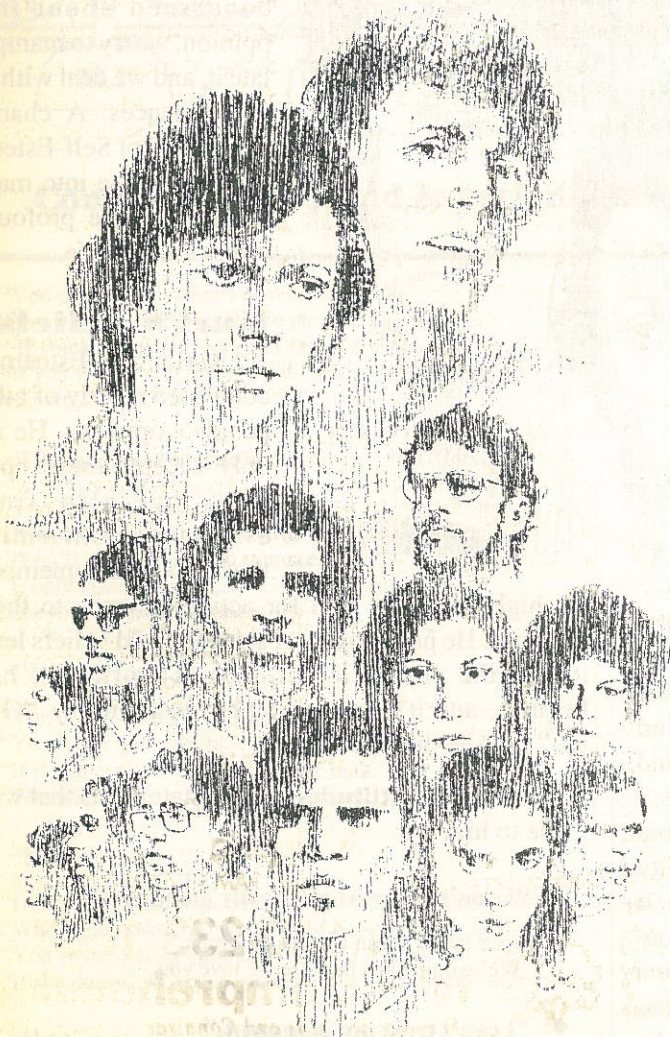
This article is the third in a continuing series on Self-Esteem (see March 1993 and August, 1993). For the sake of clarity, each article will focus on one aspect of Self-Esteem. Therefore, each article, pattern and idea is a component of a larger and more complete pattern change. We welcome your suggestions and feedback.

Karl (a fictitious name) is a 35-year old male with an unsatisfied wife, two unhappy, small children and a job he says is beneath him. He characterizes his life as a constant, unsuccessful struggle for small successes.

He could not please his parents; he cannot please his wife. Divorce seems immanent. He feels aimless and has no goals. He looks bent and bowed. His only ambitions seem to be earning the love of his wife and children, and the respect of his parents.

Karl has lost touch with a particular sense of himself that includes feelings of inner peace, well-being and joy. His old beliefs lead him to the conclusion that if he allows himself to experience inner peace and well-being, he will become a bad person, he will hurt the people that love him, his life will be ruined and he will be alone forever. Karl suffers from a bad case of low Self-Esteem.

It is a while before he can even shift his focus enough to recognize that the relationships with his wife, children and parents are very unsatisfying *to him* as well as to them. And longer still, before he remembers his own hopes and dreams, and allows himself to feel his own feelings of frustration. He finally recognizes that even the greatest approval, support or care from these people will not make up for the lack of that inner feeling. Their best loving will not be enough to make him feel really good about himself. The lack of inner peace and well-being



by Ben H. Leichtling, Ph. D.

leaves an emptiness that even the highest opinions of others cannot fill.

Beliefs and Self-Esteem

There is a sense one simply has of Well-being, Inner Peace, Inner Calmness, Being OK, etc. in which there is no self assessment. There simply is "Being," "Is-ness." Sometimes, we recognize that we have just had that experience. Usually, when we are in that State, we do not recognize it. **Our focus** is on the situation at hand. That State has been pointed at by many people from many perspectives. Descriptions only point towards the experience. Its power is in the experiencing; not in any describing or understanding.

Ancillary or peripheral to that experience is the concept of Self-Esteem. Self-Esteem is an opinion. It is an opinion about ourselves, about the world in general, and about our abilities, accomplishments and capabilities in the world. Presupposed in that opinion are the acts of examining ourselves (dis-sociation), selecting standards for comparisons, **making judgments and giving meaning or value to the judgments.**

Usually we attempt to give importance ("solidity, weight") or validity to some of our opinions by calling them "Beliefs" or even "Reality" or "Truth." Most people make some distinctions between beliefs and those opinions by calling them "mere" opinions and "beliefs." For many, beliefs are "carved in stone," "the Truth," almost unchanging and usually more general. And, of course, there will be submodality differences between the two categories of opinions. It is not that beliefs are simply equal to opinions or are unimportant. It is important to many people to have a special category of opinions to which they passionately commit their actions at any moment. We *do* make choices and we *do* take action. Whatever our internal

coding and processing, the content, the specific opinions chosen as guides will determine the directions we take in our lives. We are well-served by:

- **Reviewing the criteria we use in deciding which opinions will be the basis for our actions.**
- **Carefully choosing the opinions which guide our actions.**
- **Updating our choices continually or, at least periodically.**

Self-Esteem is an opinion at such a high level of abstraction, that it generalizes through all areas of our lives. We are concerned about that opinion, we try to manipulate it, and we deal with its consequences. A change at the level of Self-Esteem will generalize into many areas and have profound effects on our life.

Karl's Beliefs

Karl's Self-Esteem is composed mostly of other people's opinions. He not only accepts these opinions, but also finds evidence confirming them. And he remembers

the high prices he paid for acting contrary to those opinions. He has clusters of strongly held beliefs leading to the conclusions that he's worthless, he's helpless, and it's hopeless; he should simply "Give up." And he did and does.

Some of **his attitudes** and the statements that were made to him are:

- **"I don't know what's really going on."**
"Your father doesn't really get drunk."
"We're doing this because we love you."
- **"I can't trust my judgment."**
"You don't know what you really want, I know best."
"You don't really feel that way, you must feel ..."



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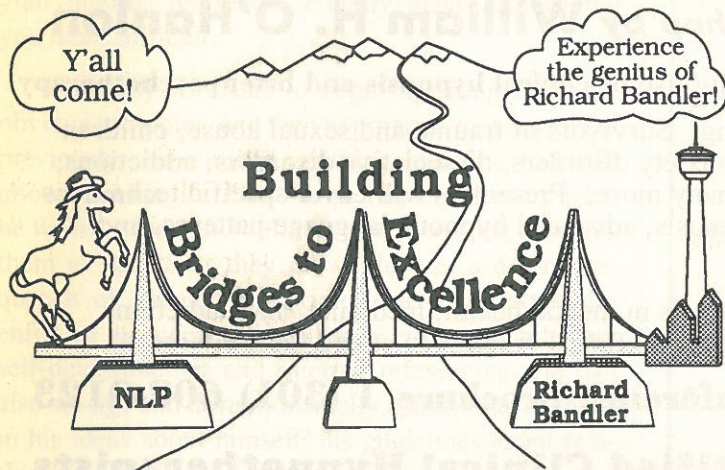
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"You don't know what's best for you."
"You always make the wrong choices."
"If you knew what was good for you, you would ..."
"If you were a real (nice, good, caring, responsible) man, you would ..."

• "I'm not good enough."

"You're just like your father."
"You don't deserve good things."
"You'll never earn what you need."
"It only takes one mistake to ruin things forever (and you've already made it)."

• "It's my fault."

"You always mess things up."
"You never get it Right."
"If she doesn't love you, it's your fault."
"When things go wrong, it's your fault."

• "I'm too weak."

"Don't hope for things, you'll only be terribly disappointed."
"When you make mistakes, you'll be scarred for life."
"You're not strong enough to make it alone."
"If she doesn't love you, you'll never find anyone else."

• "I'd better not risk anything."

"It's not worth the (inevitable) pain."
"The deck is stacked against you."

"Even if you get what you want, it will be flawed, you'll be disappointed and crushed, and it will be too much for you."
"You're too sensitive."
"You'll never recover from that."

General Method of Updating Beliefs to Increase Self-Esteem

1) Framing Karl's Time Path and His Beliefs.

Looking back over his Time Path from Now, Karl recognizes these beliefs. He even recognizes that they all have implied or stated Universal Quantifiers (always, every, forever, never) and/or Modal Operators of Necessity (have to, must, better, should, ought). He also knows that he has many more like them. He sees that he counts those incidents that reinforce his attitudes and he discounts incidents that contradict his attitudes. He can even attach many of those ideas to specific people in his life. But, at this point, that knowing is all mental. The attitudes are still there, sitting on his Time Path. He knows that he acts as if he still accepts them.

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2) Updating Beliefs and Building Self-Esteem.

He is stunned when I ask him, "Which of your ideas were you *supposed* to change as you grew?"

For example, "Are you *still* supposed to believe that Santa Claus lives up in the North Pole with Mrs. Claus and a bunch of elves? Are you *really* never supposed to touch matches? Are you *really* never to cross the street unless you hold your mother's hand? Are your parents *really* always right about everything? Are you *really* supposed to make everyone happy? Is it *really* right for people to put you down? Are you *really* supposed to let them?"

Or, "Are you *supposed* to grow and learn how to do things for yourself? Are you *supposed* to grow and learn to make up your own mind about what you'll believe, how you will act, what guidelines you'll have in life and what you'll accept from others?"

He had never before thought of beliefs as attitudes and guidelines that he is *supposed* to choose in order to help him be more effective. He had never thought of his Self-Esteem as merely an opinion about himself. He had not recognized that accepting the opinions of others had diminished his Self-Esteem. He had never before thought of the *natural process* of updating attitudes (guidelines, beliefs, rules, opinions).

But now, as an adult, it is readily apparent to Karl that grownups force their rules on children for many different reasons, and not always in the child's best interests. In addition, those rules are almost always stated as universal commands. It's as if the typical developmental sequence is first to give children rigid, universal rules of conduct and then, over time, to adjust and modify those rules as the child becomes more and more capable of distinguishing important differences and of understanding the consequences of different

"Man is the animal that intends to shoot himself out into interplanetary space, after having given up on the problem of an efficient way to get himself five miles to work and back each day."

- Bill Vaughn

actions. Most adults simply forget to remind children that they are supposed to update those early rules as the children grow more experienced and wiser. The natural and expected sequence is that you are *supposed* to update and reinforce your *internal reference*. Of course, some adults actively try to prevent that updating of the child's internal reference. Development of your internal reference certainly makes controlling you more difficult.

It is easy for Karl to begin updating from the obvious examples, and then to progress to many of the previously unexamined, limiting ideas he had still allowed in his life. He is helped by considering what he wants to teach his children now, and what he wants them to update as they grow. He sees a natural sequence of change from rigid, universal, externally enforced attitudes and guidelines, to more and more self-determination and internal referencing. He can also see age and developmentally appropriate changes in his ideas about himself, his guidelines about relationships and his estimations of the effects of living with that sense of inner peace and well-being as an adult.

3) Past Pacing

In a number of specific situations, Karl practices converting the outdated "rules" into "attitudes/opinions/guidelines," writing or illustrating them on "Postits," and giving them back to people on his Time Path. He replaces those outdated Postits with updated Postits containing his adult guidelines, adjusted for different situations and circumstances, with attitudes supporting the path he wants to take as an adult. He practices this replacement procedure with one example from each of the clusters of attitudes listed previously. As he does this, new clusters become apparent to him and he practices changing one of each of these. When he finally feels confident that he knows the process, he is ready for a large scale change.

He moves on his Time Path from past to present, as if he is a locomotive with a snow plow, clearing his Time Path of debris (all the old Postits and people). He replaces these with the new Postits containing all his adult attitudes and guidelines. Each of these is backed by examples of experiences demonstrating the accuracy of these guidelines. Each is also backed by examples that point to the limits or boundaries of these

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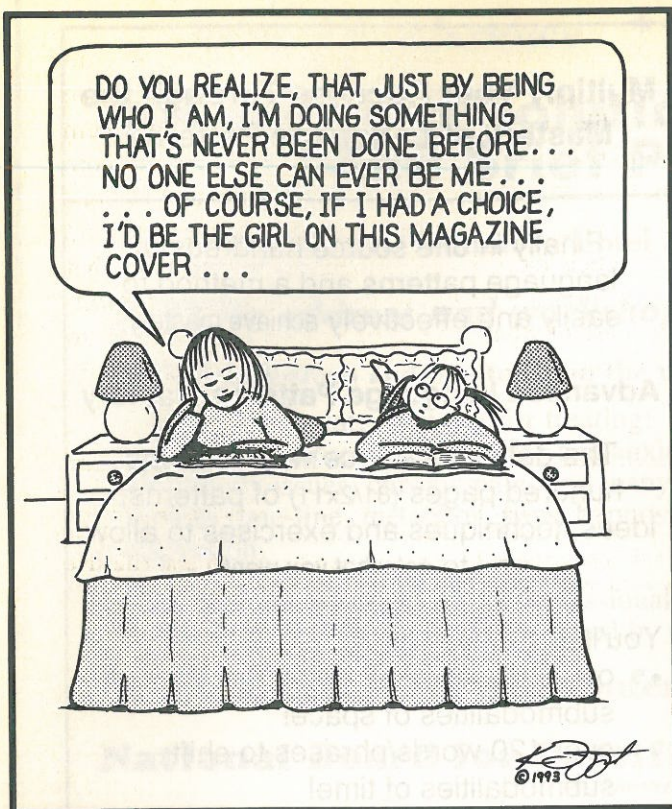
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guidelines. After repeated trips on his Time Path, he even recognizes his past attempts to develop his own internal standards.

4) Future Pacing

As important as Past Pacing is, Future Pacing is more crucial. This is where your determination, intensity, perseverance and resoluteness must be natural and automatic. Karl extends his movement into the future. He allows his guidelines to evolve further. He brings in new ideas in new areas in which he wants change. As he continues this process, his Time Path gets brighter and broader. He feels a real sense of stability and continuity, both when he is on his Path and when he is looking at it. He also develops a sense of his own desires and standards, what he wants for himself, and what will be satisfying for him. As his sense heightens, he becomes more and more clear about some of the directions he wants to take. He experiences an increasing sense of well-being and inner peace. He also develops an increased sense of his ability to survive the probable ups and downs of life, and even of his resilience in response to challenges. His Self-Esteem increases. With these experiences in mind and body, he returns to the present.

Comments and Other Applications of the General Method

Please see the previous articles (March and August, 1993) and Erik Karlson's article (October, 1992) for details in using and clearing the Time Path. The Updating Paradigm illustrated in these articles (focused on Resources, Self Image and, now, Beliefs and Self-Esteem) provides an extremely effective overall structure for updating goals, directions, coping strategies, memories, etc. Many standard patterns can be used within the Updating Paradigm.

It seems to be very important to convert the outdated "beliefs rules" into attitudes, opinions and, eventually, into guidelines chosen for effective action. Also, it seems very important to recognize that since the person is now an adult, they can protect themselves better from the old people, punishments and consequences that were predicted (e.g., "If you trust yourself, you'll fail" or "If you do what you want, you'll be all alone.")

Post-its, as carriers for both old and new beliefs, are a very powerful metaphor. Many people physically write their beliefs on different colored Post-its. Some people trash their old Post-its. Others save some Postits in a special place they already have for ideas and things that they once thought were important, but no longer care about (like the toys and games they once really wanted). Having beliefs written or illustrated on Post-its, seems to make it natural that the updating process will easily and automatically continue through time.

The metaphor used in clearing the Time Path and replacing the outdated beliefs must, of course, be adjusted for each individual. Karl wanted to feel like a powerful locomotive.

For Karl, the expression, "You were supposed to update..." was very freeing and powerful. He felt that he now had permission to install his own standards and he moved rapidly to update. Other people may take, "supposed to" as a strong pressure and another indication that they have failed. In that case, the language of choice and opportunities would probably be more effective. In addition, it may be important for them to realize that what matters most is that they finally do update their guidelines and do become more effective in their life.

The focus in this article is on releasing adults from outdated beliefs, external standards and low Self-Esteem. The general idea of updating beliefs is also very useful for parents who are worried about what to tell their children. Now there is plenty of time, and even a process, by which their children can update their own guidelines. Many parents now feel free to give their children the simple, universal and effective guidelines that are age and developmentally appropriate. There is no need to prematurely present ideas and complexities that children don't want to know about yet or are simply too young to understand.

Results and FollowUp

Karl's Self-Esteem (his opinions about himself, about the world in general, and about his abilities, accomplishments and capabilities in the world) increased, his use of internal references increased and he was much less dependent upon external approval or praise. He has an increased sense of inner peace and well-being. His drive towards fulfilling and actualizing himself also increased.

He looks very different now. "I've been OK all along. I'll be OK, no matter what. Now I feel like an adult, like a man." He reports that his beliefs seem supportive and now make him feel stronger and more resolute. He feels reconnected to his hopes and dreams. As much as he would like his family to appreciate him, it is much more important that he act in ways that honor, himself. He has steadily developed an expanding sense of what is possible for him and he begins to take risks. He is much more purposeful about moving ahead.

Ben H. Leichtling, Ph. D., is in private practice in Denver, Colorado. In addition, he is a teacher and a developer of people's potentials; helping them make smooth and effective transitions in personal, career and business situations.

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NLP and the Art of Motorcycle Maintenance

NAANLP President-elect Carl Palmer gained deep rapport with his Harley Davidson motorcycle recently when he rode his bike all the way from Denver, Colorado to Milwaukee, Wisconsin. Carl wasn't alone in his adventure though. He made the journey with his brother and later met up with 60,000 other motorcycle riders to celebrate the 90th anniversary of the Harley Davidson.

"People came from all over the world for this event, there were people from Japan, Denmark, and Germany to name a few places. On the morning of the gathering, there were bikes coming into the meeting place from all different directions. Descending on Milwaukee were 60,000 riders and the noise and feeling that it encompasses...there are no words to describe it. The whole city rumbled!," said Carl

"It was a gathering of people from all walks of life and there was no 'class' awareness, that was real nice. I had a vice sense of independence, I saw the diversity of this country and the ease of rapport with people. If I had it all to do again, I would have spend more time there," he said

When asked to share some of the wisdom he gained from his experience, Carl replied, " If you're ever thinking of doing something that will be a lot of fun, but you're worried about time or money, my only suggestion to you is to just do it! Life is too short to sit and debate it."

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Interesting Facts

- ✓ Today, there are approximately 129 NLP institutes around the world.
- ✓ The concepts and applications of NLP have traveled as far as Europe, Latin America, South Africa, Saudi Arabia, Australia, Hong Kong, Japan and the West Indies to name a few places.
- ✓ Over 80 books have been published about NLP and dozens more are in the making

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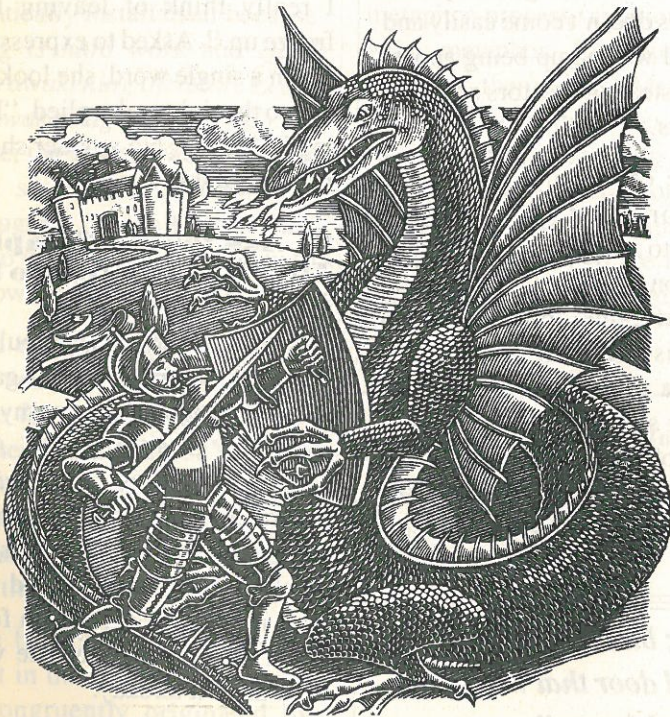
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Kris Johnson has been a journalist for 9 years. She has a BA in Psychology and Languages and is a master Practitioner

The ABC's of creating brilliant therapeutic metaphors.

Chunking the Wiley Metaphor



by Nelson Zink

Therapeutic metaphors have held a hopeful but disappointing position in NLP. The theory is elegant and easy to understand. Because the brain's organization is metaphorical in nature, changing one's fundamental operating metaphors will change one's basic functioning.

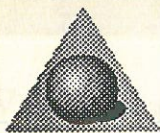
Change the boy's metaphor and you change the boy. Simple. But the way it has turned out hasn't been so simple.

Metaphors are the linguistic equivalent of dendrites in the brain. Dendrites connect one neuron (or group of neurons) to another neuron (or group of neurons). Quite literally dendrites are the brain's connectors. Since everything can't exist at the same place at the same time, the brain spreads it out keeping the inherent connections intact with dendrites.

It's difficult to wrestle the concept of metaphor into a single iron-clad definition. Several closely related but technically distinct cousins to the metaphor exist: similes, personifications, paradoxes, metonymys, oxymorons, apostrophes, chiasmus'.

As the purpose of therapeutic metaphors isn't literary in nature, we can fish with a finer net and include all cases where two unlike things are explicitly compared so as to suggest an identity between them. Example: *Time is money*.

Metaphors also come in different degrees of relatedness.



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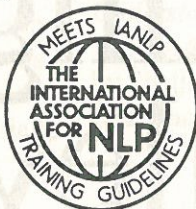
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A is vaguely related to B.

A reminds me of B.

A suggests B.

A is like B.

A is B.

Some consider metaphor to be the core of linguistic (and especially poetic) creativity. Aristotle singled out the capacity to create metaphors as the very mark of genius and herein lies the crux. For those of us who aren't geniuses or overly endowed with linguistic creativity, the ability to craft bril-

liant and scintillating therapeutic metaphors doesn't come easily and in the end we end up being appreciators instead of creators of clever metaphors.

To be effective, a therapeutic metaphor must be carefully matched to a client's internal representation of reality. This whole therapeutic-metaphor-creation business is somewhat analogous to creating a perfectly fitting pair of shoes for someone. An immense number of very precise measurements will be required. But fortunately there is an easier, sim-

pler way. Working from a mold of the person's feet bypasses the whole measuring process and we can do the same with therapeutic metaphor. We can use the client's brain to create the metaphor best suited for them. We don't have to go through an endless series of fittings, since it was the client's mind that created the metaphor it will fit perfectly.

Here's how:

1) Elicit the Current Operating Metaphor.

With the client's close involvement, reduce the presenting problem to a metaphor. The example I will use involves a woman who wanted to quit her job and go into business for herself. Everything seemed to be in order except she recoiled at the thought of leaving her job. "It doesn't make sense," she explained, "but when I really think of leaving I just freeze up." Asked to express leaving in a single word, she looked up and to the right and replied, "Leaving is death." No wonder she was having trouble leaving!

2) Ask for the Metaphor They Would LIKE to be Operational.

I then asked, "How would you like your leaving to be?" Again up and to the right, "I want my leaving to be an awakening." Asked "What you want is 'Leaving is awakening'?" she gave a congruent affirmative response. It should be obvious that this second metaphor is too big of a stretch for the client to implement or she would have done it already.

"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."

- Alexander Graham Bell

3) Chunk the New Metaphor

You now have two metaphors: the old one which is operational and a new second one which your client would like to be operational. In my case, the old *Leaving is death*. (A -> B) and the new *Leaving is awakening*. (A -> C). At this point, the old metaphor (*Leaving is death*) is dropped, forgotten and never mentioned again. You will now create an intermediate step in the new metaphor between A and C by asking, "What else is awakening?" thus creating a third metaphor (D -> C). My client thought for awhile and responded, "Hard work is awakening."

4) Get All the Ducks in a Row

I then asked, "Is leaving hard work?" If the answers you have received are congruent, the metaphor from Step 2 will now automatically install itself because *Leaving is hard work* and *Hard work is awakening* therefore *Leaving is awakening* (A->D->C). In my case, the women went through several skin color changes, and then laughed, "I don't know what I was so afraid of. I know how to do it now!"

You can allow plenty of latitude in what is used as a metaphor because few brains operate under strict literary guidelines. Your client's metaphors may not make a lot of sense to you. The rule is: "If it has meaning to them, it has meaning for them."

The beauty of this process is implicit in the fact that any metaphor congruently originated by your client MUST fit them perfectly. We have removed the one

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difficult step in the therapeutic metaphor process, creation of the wiley metaphor. Let your clients do it for themselves. Metaphors, like most other processes, can be chunked and you can help install a new operational metaphor by reducing it to understandable sized elements. Often two are too few, four too many, and three just about right.

Nelson Zink is a master of the metaphor and the author of the book *The Structure of Delight*.

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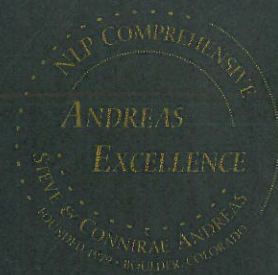
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