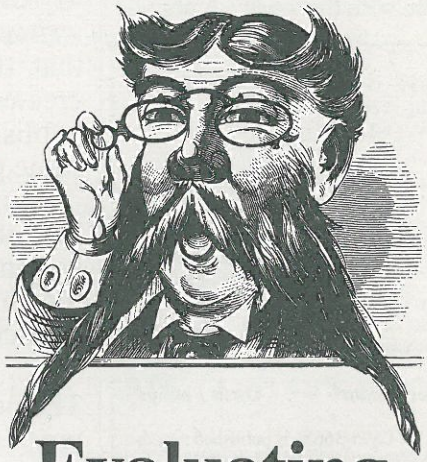
Anchor Point

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The Picky Reader's Guide to Evaluating NLP Training Materials



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By Pat Wagner

Have you visited a good bookstore lately? The psychology and self-help sections are now much more than mass market best sellers. The shelves are loaded with well-written, well-designed and cleverly packaged training materials, including audio packages, video tapes, and workbooks. Self-published and small press materials have the professional look of the big houses. So why does so much of the material that comes out of the NLP world not live up to the standards of the rest of the training universe?

It pains me, particularly since I am such a big fan of the NLP technology. I find if I try to introduce the material via most of the existing books and training manuals, I will hear the same complaints over and over again from my more discriminating clients and colleagues.

1. The information is poorly written - bad grammar, spelling mistakes, and stilted sentence structure. I hear a lot of comments about the "self-indulgence" of the transcript approach and the need for editing.

2. The materials are priced much higher than the rest of the market. The perception is that the pricing structure is either for the corporate market or for "true believers" who will pay any price for the wisdom of the gurus.

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3. The materials are not well produced. People expect top-notch material to look top-notch, and a number of clients mention the amateurish quality of the execution - poor graphics, poorly produced videos (as compared to similarly priced products) and unprofessional book design.

4. The obscurity of the jargon and the arcane images used in many of the published materials make it difficult for many intelligent readers to feel comfortable with the work. A common complaint focuses on the perception that the information is written for "insiders."

5. The similarity in the writing styles among several of the leading NLP authors leads some people to think that there is a personality cult among the top NLP trainers. The same phrases and sentence structures are used over and over again; it is very much like reading a series of books written by the same author.

My own experience as a technical writer and editor has taught me that these perceptions are often created by a specific kind of self-published author. Let me describe some of the characteristics of this person. When you look at this list, think back to your own experience and see if any part of this model reminds you of any of your own colleagues.

The person most likely to produce written materials that do not live up to the promise of the content is:

a. A charismatic speaker who is accustomed to great success in front of an audience.

b. An innovator who is on the cutting edge of the field and who has written extensively for the academic or corporate world.

c. A loner of high intelligence who is often the smartest person in the room.

d. A perfectionist who has trouble delegating and who does not take criticism well.

e. An inventor who is immersed in his or her own work to the point of being out of touch with the best work in related fields and is very quick to dismiss competitors.

f. A maverick who likes being on the outs with the establishment.

g. A leader who lives, works, and plays with his or her admirers and fellow travelers almost all of the time.

It might sound to some readers that I have described some of the best people they know! And they are probably right. The brilliant and exciting human beings who are the most dramatic and positive influences in our lives are often the least skilled at getting their ideas down on paper and out into the world. In fact, those of us in the publishing community who have had to deal professionally with these brilliant and exciting people have learned an important lesson over the years.

●

Brilliant, wonderful people need editors, designers, and marketing specialists more than anyone else. And they need people who are not impressed with how wonderful they are or how wonderful the content of the material is, more than any other type of author.

●

Here are 10 things you can do to improve the quality of your own printed materials.

1. Always use at least one editor to go through the final product with a fine-toothed comb. On an important project, I have at least two editors: one who is a good copy editor who can correct my grammar and pinpoint inconsistencies in the content and one who knows the market I am writing for and who can make useful suggestions as to the structure and presentation. My most valuable talent as a writer is that I am willing to seek out ruthless editors. The result is that I always sound better.

2. Cultivate friendly critics outside of the NLP community to evaluate your work. If they don't understand what you are writing about, neither will all of those new clients you are trying to sell to.

3. Budget more time for production. Listen to the experienced people who

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want you to add weeks or even months to your production schedule. Even your best NLP skills can't keep the Postal Service from losing your type or lightning from striking your print shop; I know, because it has happened to me.

4. Budget more money for production. The training market is very competitive and the extra money you spend on having your materials professionally designed and typeset can increase their sales substantially. Every piece you produce is a potential marketing tool to people outside the NLP community. Pretend that the CEO of an important company is going to see your latest manual in the office of her best friend.

5. Spend some time looking at and listening to training materials from people outside the NLP community. Ask friends and colleagues for recommendations of their favorite products; you might even ask your local self-help bookstore what is "hot" these days. Ignore the content if you must, and look at how the material is organized and packaged.

6. Learn a little about the psychology of technical writing. I have seen some of the best NLP trainers violate the basic rules for preparing educational materials (e.g., using a new word before it is defined, and/or using circular definitions that are meaningless to the novice).

7. If you are working from a desktop publishing system, invest in some of the design books that show examples of well-designed manuals and newsletters. Some systems even offer templates that design the work for you!

8. Hire the best people you can afford and let them do their job without interference. Always ask for at least three references and request to see samples of their work.

9. Hire the best people even if they are not your friends and be very wary of the lowest bidder. In many cases, the lowest bid on a job will come from the company the most desperate for the work and the most likely not to do a good job.

10. Consider that it is better to produce a more modest product that is really well-done than to plan something grandiose where you must cut corners because you don't have enough time or money. A good example is the person who demands the best quality glossy paper and then uses inferior artwork. The expensive paper will actually make mediocre artwork look even worse.

Finally, here is one suggested model for evaluating educational materials in the NLP world. Intelligent consumers who are willing to say no to a product and who are able to give specific reasons why can do more than anyone else to improve the quality of the products in the marketplace. Because I put an extremely high value on the information in the NLP model (in fact, I believe NLP has saved my life) I want the materials my Neuro-Linguistic Programming colleagues to produce to be the best.

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1. Is the material new or is it the same old stuff?

2. Are there Tables of Contents, page numbers, Glossaries and Indices to help you find specific information?

3. Are there typographical errors, grammar and spelling mistakes, and awkward sentences in every chapter? (Do you get the feeling the material was rushed to press without a thorough editing?)

4. If you read the information out loud, does it sound natural? Do you run out of breath at the end of the sentences on a regular basis because the sentences are so long and tend to run on and be redundant so that you forget what the beginning of the sentence was about, and what is the point anyway?

5. Does the price of the material compare favorably with other training materials?

6. Can you hand the information to someone important in your life without feeling like you need to apologize for the way it looks?

7. Do you feel obliged to explain to friends how to read or use the materials because the explanations are not adequate?

8. In the case of video tapes, could you use them even if you lost the manual? Is the lighting and background(s) consistent throughout? Is the same material repeated several times (a great way to pad a tape)? Do the trainers distract the viewer with inappropriate clothing, jewelry, gestures, or giggling?

9. Do you feel that the material was thrown together and that the author is more interested in your money than giving you a high quality product?

§

What about your experiences? What NLP products have you been less than satisfied with in the last few years? Are there any sacred cows that you feel need to be exposed? Use your best skills as a communicator and tell *Anchor Point* what you would like to see improved. If you are not sure why you don't like a particular product, tell us what it is and perhaps we can give you an objective critique.

One last thought: experienced professionals without NLP training might not be as elegant or effective in the way in which we offer criticism as the experienced practitioner. You can help us offer our advice in a manner that is more effective. At the same time, we can help you improve the way you communicate on paper.

Pat Wagner and her partner Leif Smith own Pattern Research, an information systems design company in Denver. She has a degree in journalism and theater and is a radio talk show host in Denver on KNUS-AM. Pat has 20 years of experience in the publishing field as a printer, publisher, bookstore owner, editor, and freelance magazine and technical writer. She is a columnist and contributing editor for The Bloomsbury Review, where she specializes in nonfiction books. She is also a trainer and speaker and has conducted over 600 workshops in communications theory and practice. Some of her best friends are NLP practitioners.

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SUCCESSFUL INTERVENTION WITH A CASE OF NAIL PICKING

By Estelle Berley

This utilization principle, which is the basis of many successful short-term interventions, states: use what the client brings to you. NLP practitioners will recognize the resources accessed and applied in the following treatment.

A woman whom I had met at a party recently consulted me for help in controlling her compulsive habit of picking at her nails. She would rub each finger until she found a rough place, and pick and bite at it until the finger was sore; and although she had often attempted to stop, she was unable to do so. She told me she did not want psychotherapy; she only wanted to stop this painful and ugly habit. Her fingers did indeed look sore and inflamed.

My client, a divorced woman in her 40's, guessed she had been doing this since she was 12. Her mother had died around the time of onset, and her father soon remarried a woman who always picked on her and "had a mean mouth." In the course of our conversation, I had also learned that my client was an independent and thrifty person and a fiercely protective mother. Twenty-five years ago when she learned she was pregnant with her first child she decided to stop smoking, even though she had just purchased a carton of cigarettes. She gave them to a neighbor and never smoked again. She said, "I stopped smoking all by myself, so I ought to be able to do this too." But she had been unsuccessful in her attempts to stop.

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When she came to my office, I set the fee slightly lower than my usual hourly rate, but required that she pay for three sessions in advance, with any unused sessions to be refunded. I had her consider how she would deal with hangnails, now that she had decided to stop biting her fingers. Then I mentioned that there were several different methods for treating this problem, and that the success of any one of them seemed to depend on the accuracy of the therapist's assessment of the client's personality. "I think you're an independent person who likes to do things for yourself," I told her. She readily agreed with my analysis.

I ascertained her feelings of triumphant self-congratulation at having stopped smoking and anchored them to a visualization of her fingers in a healed and attractive state. She grumbled at this, claiming she had already tried something similar and nothing worked. Then I said to her, "How much hypnosis do you need to really listen to what I have to say?....You have ten fingers....They're all yours....you can't give them away, you can't give them to a neighbor, they're all yours to take care of....And not one of them can feel safe and know that it is safe from being picked on or chewed out....Now what I want you to do is this:...choose one, just one, that will be safe and protected and know that it will never be picked on or chewed out again."

A client who has had an intractable problem for a long time tends to give a polarity response to anything perceived as advice. She said, "I already tried that. I've got one finger on each hand that is hard to reach."

I nodded and said, my voice tinged with scorn, "Sure, you can do it the easy way...or you can do it the hard way. Pick one finger that will be safe."

She responded, entranced, "Yes, I can do it the hard way!"

I indicated that our session was over, and advised her to call me when she knew how she wanted to proceed. She was dismayed at the brevity of our contact and disappointed that I did not set another appointment. She left my office in a state of irritated confusion.

Four weeks later she called to tell me excitedly that she had indeed stopped picking at her fingers. Two weeks after her call I met with her, to exclaim over her beautiful hands, congratulate her, and refund the unused portion of her payment.

The analysis of my intervention is as follows: In setting the fee as I did, I used the resource of her thriftiness to enhance her motivation; the final refund served additionally as a reinforcement of her success. By accepting the accuracy of my personality assessment as determining the efficacy of the treatment she was placed in a bind from which the only escape was to be cured. The actual method of cure, choose one finger, etc., was adapted from an Erickson case.[1] My own addition to this method was in the procedure: to access her maternal protectiveness and apply it to her own fingers, which were reframed into representing herself as a child.

Reference

1. *Healing in Hypnosis*, Vol. I, Milton H. Erickson, ed. by Rossi, Ryan & Sharp, Irvington Publ. Inc., N.Y. (1983) p.259-260.

This case was presented at an American Hypnosis Training Academy workshop on January 6, 1990.

Estelle Berley is a licensed clinical social worker and certified hypnotherapist in private practice. Correspondence should be addressed to: Estelle R. Berley L.C.S.W., 3535 Chesapeake St. N.W., Washington, D.C. 20008.



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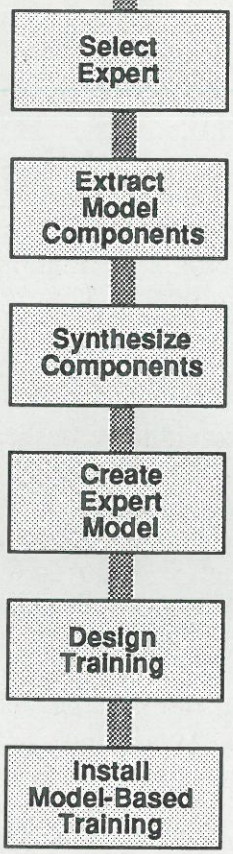
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AN ATTITUDE ADJUSTMENT

By Diane D. Famiano-Lutzinger, M.A.

I agree with Harlan Cleveland in *The Knowledge Executive* that "The steepest part of the learning curve is attitude." However, I feel attitude can be "adjusted" more easily and effectively if one has the "tools" for the job at hand.

Many people in my life thought I could have tried "harder" in school and maybe I could have. Following a few years behind a brother who was considered by some to be "a genius," I wanted very badly to be a good student. If having the WILL to succeed was all I needed, I would have made all A's, instead of failing Algebra, French, and being on scholastic probation my freshman year in college.

After discovering some tools and developing others with which to use my brain successfully, I have had the pleasure of working with many struggling students who have found a way to learn that suits them. One of the things students often need is an understanding of how they can be more in control of their choices than they think they are. Often students are demotivated by frustration and lack of understanding.

Bob was one such teen. He was a handsome, though slightly built, 16-year old. Bob attended a private school in Atlanta, but was about to be kicked out because he was not making the grade. No matter how hard his parents pushed, how much his counselors encouraged, or how many times his teachers told him his "test scores indicated better performance," Bob didn't maintain his grades.

Oh, he would have flashes of improvement—just enough to keep him hanging on and everyone wondering! Working with Bob in counseling, I discovered that he was the youngest of four boys and his older brothers were already very successful in "normal business" careers. Bob wanted to be a model (and could have been!) and a photographer. He was very creative, verbal, witty, and aware of important matters in the world.

"I'd rather fail by myself than pass because of you."

His well-intentioned parents had tried everything they knew—alternating punishment and reward—to try to encourage and "make" Bob succeed. Tensions ran high and the impasse came when the stakes became GETTING THE DRIVER'S LICENSE! However, grades did not increase—just blood pressures!

Bob had several emotional blocks to "applying himself." I have found these patterns of blocks very common with teens. As we all know, teens are very interested in becoming autonomous human beings. "I'd rather do it myself," is the cry! And that appears to include, "I'd rather fail by myself than pass because of you." Now that may sound extreme, but I've checked it out.

Teens put themselves in a double bind, no-win situation in an attempt to run their own lives. The curious thing is that IT'S THEIR "JOB" TO LEARN TO BE INDEPENDENT. And this conflicts with the parents "job" to take care of them and lead them to adulthood.

When I ask most students who are "not living up to their potential" if they WANT to fail, the answer is always "no." Often, it is "No, but..." The "but" includes the double bind that is set up.

The double bind is this. "I resist studying because they bug me to do it. If I study because THEY told me, THEY get the credit for my success. If I study because I WANT to, they say 'See, we knew you could do it' and they STILL get the credit." Most kids can't articulate this right out, but when I use the following technique (borrowed from Tom Crum, Aikido Master — author of *The Magic of Conflict*) they recognize the pattern that is going on with their parents.

I asked Bob to make a fist with his right hand and stick out his arm with his elbow slightly bent. I did the same with mine. Then I put my fist against his and began to push slightly. He began to push back until we were both exerting great force toward one another and NO ONE WAS WINNING. I asked "Why are you pushing?" With a sheepish but knowing grin, Bob put down his arm and said,

"Whoever fights monsters should see to it that in the process he does not become a monster. And when you look long into an abyss, the abyss also looks into you."

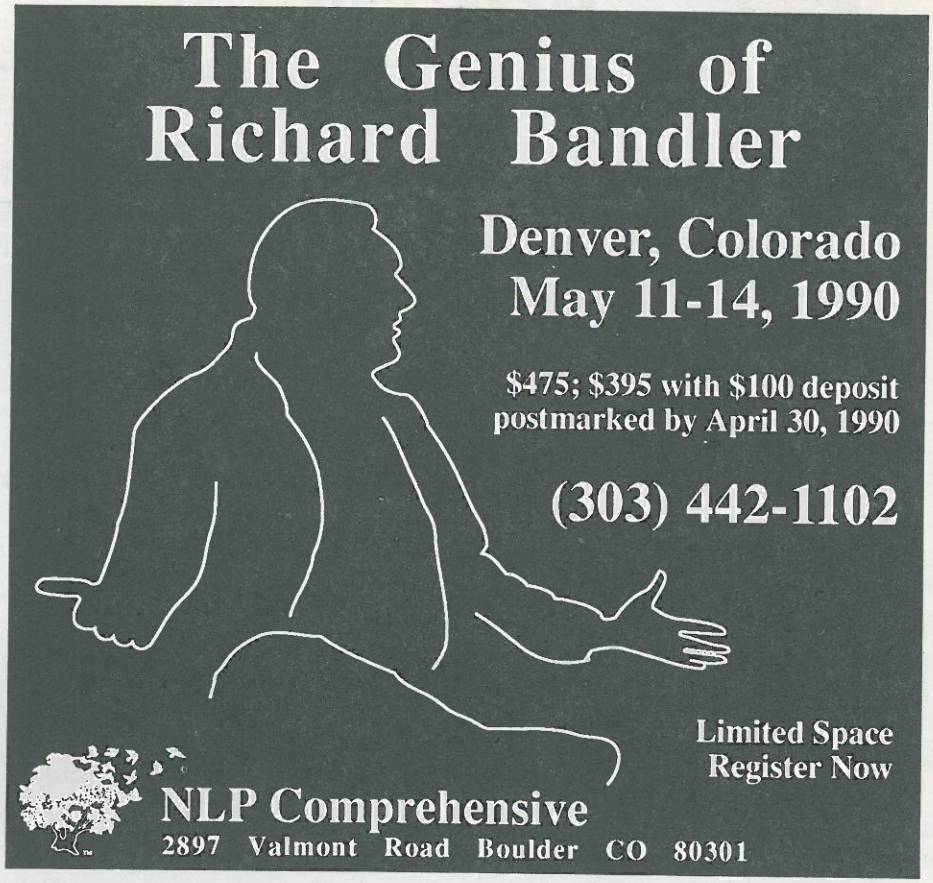
- Nietzsche

"Because you were pushing." That is the standard answer. (I have only had 2 students in all my teen workshops who didn't push back and lowered their arms as I began to push!)

Then, Bob and I discussed **who wins** in the situation in which his parents push and Bob pushes back. He knew NO ONE WINS, but his fragile, newly developing ego couldn't "stop pushing." He didn't know another way to be his own person AND study to make better grades. As we suggest in NLP, his behavior had a POSITIVE INTENTION for his emotional equilibrium. He wasn't trying to be "oppositional" even though the RESULT appeared that way. And Bob even recognized his parents' positive intention—for him to have a good education and a good life.

So, now what do we do? We reframe "controlling one's life" for starters. (A reframe is a way of looking at something in a new way which often provides a new set of feelings and behavioral choices. For a step-by-step example of using reframing effectively see Anchor Point, March 1988, *Reframing the Sugar Habit*) I asked Bob if he liked his parents running his life. A resounding "No" was the answer. "So why do you keep letting them? Every time you RE-ACT to their push, THEY are driving your behavior, just like I made you push against my fist!" Chagrin mixed with amusement spread across Bob's face.

In my workshops, I suggest the axiom "ACT, DON'T REACT!" Most kids think by "not doing" they are making a choice and are taken aback to think their self-defeating behavior is IN THEIR CONTROL. Often they must give up the "blame game" when they get this new perspective (frame).



I asked Bob if he would be **willing** to let his parents win TOO. He wasn't too sure he would win if they won. This is not a concept we are normally taught; i.e., in competition two sides can win.

The next step was to discover OUTCOMES. In NLP outcomes must have the following parameters:

1. Be stated in the positive.
2. Be testable.
3. Be sensory based (see, feel, hear it.)
4. Be in the person's control.

I asked Bob, "What would you really want to have happen IF I had a magic wand?" He wanted to make good grades, get his driver's license, and be able to feel he could DO IT HIMSELF. Then, Bob's parents entered the discussion.

I went through the same exercise with the parents, up to the point of outcomes. When asked what their outcomes were they stated, "For Bob to make good grades, for Bob to stay at XYZ private school, and for them to be able to relax and trust Bob could do it on his own." These were normal outcomes for parents. However, the first two outcomes are NOT in these parent's control NO MATTER HOW HARD THEY PUSHED. (Refer to #4 in the parameter of outcomes list—"be in the person's control.").

We reworked the parents' outcomes to include peace of mind and trust; which they could have if they saw certain behaviors from Bob. These behaviors included daily study, absence of pink slips, and an increased grade point

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average over a 6-week period. Often parents say things like "do better and we can trust you to do it yourself." "Do better" is often too vague for the parents to recognize when they have it and too vague for the student to know how to comply. That is why we specified small chunks of observable behavior for Bob to know WHAT to do and for his parents to recognize WHEN he had done them.

Bob agreed to the WHAT (he had to study) if his parents would let him choose WHEN to study, HOW to study, and HOW long to study without the "reminders." His parents reluctantly agreed to "remain silent" when I described the pattern we were dealing with.

The pattern we are working with is common to many people, but especially to teens. It is called the POLARITY RESPONSE. It is an unconscious reaction to language, "parental" language, even if it comes from our own head. Words such as *have to*, *must*, *should*, and *ought to*, leave us feeling we have "no choice." That causes the independent part in us to react just the opposite with a defiant "Oh, yeah." Now this is often a behavioral "Oh, yeah" and it is often unconscious. It is the pattern we hear called "resistance" or referred to as "oppositional."

Parents can avoid engaging this response by using language such as "it is important that you..." or "have you considered." I realize that often parents must be parents and set rules. I totally support this. However, if the process of setting rules includes the LANGUAGE OF AGREEMENTS, less conflict results. This is exactly what we did with Bob and his parents. We defined specific agreements, recognizable outcomes, and acknowledged who had responsibility (not BLAME) for each outcome.

Before the new behaviors began, I asked everyone to imagine what life would be like if they obtained their outcomes. Each had a positive response and a good feeling when they could see the future in this way. Previously they were "looking at" more of the same—conflict. Consequently, everyone would RE-ACT to what they IMAGINED, even before the other party spoke or had a chance to act. And the game of "YOU HAVE TO—NO I WON'T" was in full swing!

It was very difficult at first for the mother to agree, because she felt she would be abdicating her responsibility to "help" her son. However, when she realized she could still "help" him in this way, she tentatively relaxed. We also agreed that the parent's current behavior could resume if Bob's grades did not change within the up coming 6-week session. When she realized NOTHING was being taken away from her, she felt much calmer. We needed to satisfy the positive intention behind her

"A man must not swallow more beliefs than he can digest."
- Havelock Ellis

current "bugging-him-to-study" behavior (Bob's words).

The process of change to this point was not instant. In addition to the agreements, I worked with Bob to show him how homework, study, and learning could be easier and less time consuming. Teenagers seem to have a clock that only ticks in the present. They often do not plan or even **think** ahead, unless it is something that makes them feel very, very good. Like GETTING THE DRIVER'S LICENSE. Bob was like this. He could imagine the event and feel very good about it, but he would skip the HOW and WHAT he must do to "earn" it according to the parents' rules.

Even when he did **think ahead** about what he had to do, he would be overwhelmed by TOO MUCH to do and DON'T KNOW HOW to do it. Therefore, he would goof off with his friends—it felt better than the defeat and despair he painted for himself. (Remember those positive intentions!)

We began to CHUNK his tasks into manageable units. Since Bob is very visually oriented (future photographer), we set up a calendar with SMALL tasks he could check off and feel good about. If he considered skipping a task (like math homework) he had a strategy to engage himself. He would envision himself in class being prepared and FEELING GOOD. He would then tell himself he could "just do a little of it." This would "kick start" his motivation to do his homework. Once he began, his natural desire to learn took over.

He came in laughing one day, because he had visualized himself in such a real manner that he THOUGHT he had done his homework and was truly flabbergasted to realize he had IMAGINED it. That is why he now makes a check mark on his calendar—a touch of reality.

I went on to validate his creative aspects by explaining how the right brain and left brain have different tendencies and thought processes. This explanation is often very freeing for students. I point out that the right brain is in charge of intuitive, big picture thinking, movement, spatial perception, and rhythm. The left brain tends to handle words, details, logic, sequential thinking and facts.

A friend of mine, a successful strategic planner for a major financial group, who had been "kicked out of more schools than most people attend" gave me the following analogy. The left brain is like a train on a track, less flexibility, sees things sequentially, in order, and can only turn certain places. On the other hand, the right brain is analogous to a helicopter—it sees the big picture, can move quickly (or hover), and is very flexible.

Bob seemed to understand that his thinking was fine, especially when he learned he could get his "helicopter to fly straight" during school through some of the techniques we used. He could quit feeling different, something many right-brain dominant kids feel because our schools often use more left-brained teaching.

In order to "balance" the hemispheric activity of the left and right sides of the brain, Bob learned to do some exercises from the field of Educational Kinesiology (See Anchor Point, March 1988.) To stimulate both sides of the brain, one must engage in cross lateral movements. One of many exercises Bob learned was the Cross March. He "repatterned" his

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hemispheres by marching in place, touching his left knee with his right hand and alternating to touching the right knee with the left hand for several minutes. His "whole brain" thinking was affected by "turning on" both hemispheres, making all learning tasks easier.

Bob is in college now and doing very well. He's even considering going into business with his father. Learning how he learned and how he blocked himself allowed him to follow paths he hadn't considered before. Also, in finding out that his attitude was for his survival and that he could really choose for himself, he could stop REACTING and have many more choices available to him.

The techniques and processes students can learn in order to fit into the current educational system can go a long way toward buttressing their performance and their self-esteem. We have the tools to give them and no one need suffer for lack of KNOW-HOW.

Attitude is often a function of not enough or not the right kind of information. Teachers and parents can learn more in order to help their students overcome self-defeating attitudes so that we all win at the education game.

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Diane Faminao Lutzinger, M.A. is President and Developer of The Learner's Edge Programs for students and teachers. She is a certified Trainer with 13 years experience in the field. She has been a consultant to business and education and has taught internationally and on television. She may be reached at The Learner's Edge, 12830 Hillcrest - Ste 111, Dallas, TX 75230 USA or phone (214) 401-2906.

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Erickson's Oral Tradition: Your Rite of Passage

By Perla Knie, M.A.

Milton Erickson, teller of tales, put the spotlight back on the unconscious with his mastery of the oral tradition, his presuppositions, and his methodology.

By lucky happenstance, I discovered an analysis of the oral tradition's folktale[1], found more of Erickson, and a wonderful ancient road to actualization. It seems the journey of the folk hero (more primal than Joseph Campbell's hero) is a universal initiation rite of passage, transposed into the sphere of fantasy. Embedded in the folktale is a sequence of internal symbolic experiences that shape external behavior. Inner reality becomes outer events, 'obscure' objections are overcome, and long-lost powers are revived.

Thus, the form, not the content, holds the power. This form can be used to write a personalized, revision of the tale. Combine it with Erickson and NLP, and you create a powerful rite of passage. To take this journey requires a certain mindset, and the following presuppositions:

"The most beautiful thing we can experience is the mysterious. It is the source of all true art and science."
- Albert Einstein

"Wealth of thought is not always proportionate to volume of words."
- Soren Kierkegaard

A) You are goal and action oriented.

B) You welcome obstacles as opportunities to learn skills.

C) You act alone, yet have a connection to the power of the universe.

D) You transpose psychological issues into external events.

E) You act with impeccable assurance.

The folktale journey is contained in a tale that takes the journeyer through a change of experiences-events. The sequence is:

1) You start with an outcome.

2) You set out on a journey to another land (the unconscious.)

3) You meet an ally.

4) You climb a mountain or fly to the clouds.

5) You receive a symbolic gift, (a key, a sword, advice.)

6) You are given a task(s).

7) You overcome the obstacles, slay your dragon.

8) You are transformed, reintegrated at a higher level.

9) You return to collect your reward, your goal.

This rite of passage journey is strangely similar to Erickson's Squaw Peak task[2]. He might instruct a person with a problem/outcome to climb Squaw Peak:

"You can take a step with your conscious mind placing your foot carefully, and you don't know how your unconscious is going to alter your posture, change your muscle set. You can think about an idea consciously, and your unconscious can let you - go into a trance - really work on it. Take another step with your right foot, consciously placing it carefully, and the same thing is true about your unconscious with that step, and with the next step.

The same things are true, and unconsciously - go into a trance - as you climb Squaw Peak. When you reach the top, you can sit down, think over your life, and talk it over with me, you will be pleased with the things I say, and you will - get a new view of everything - , then - look over your life from that place - ."

Notice the similarity to the events in the folktale journey. Notice the *going someplace else*, *climbing to new height*, *new perspective*, *having an ally* (Erickson), *the advice as a gift*, etc.

To practice this exercise, first select a partner. Next, you and your partner set an outcome. Your partner then takes you through the Squaw Peak experience. You will emerge with a refined outcome, an experience with an ally (your un-

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conscious), and an awareness of the resources you need to achieve your outcome. Next, you ask your unconscious what belief stops you, keeps you from your goal. (What *should*, or *should* not, is your 'dragon'?) Then you will have the major pieces around which you write yourself a tale (using the 1-9 sequence) with which to take your journey.

You need to pick a metaphoric space for the tale, since the journey is symbolic. If you use royalty in your tale (symbolically if your outcome is about power), you seek a kingdom. If it is about wealth, you seek a treasure. If it is about marriage and family, you win the prince or princess.

You also pick your characters, your ally (can be an ordinary person), your gift and your task. When you write your tale, remember to keep it abstract, limiting specific details, so that the unconscious has to do a transderivational search to find it's meaning for you. All is foreground and action. The magical and the ordinary stand side by side. Time exists only as a deadline and things occur in multiplicities (in 3's etc.) The writing is rhythmic, repetitious. It may have reframes...fee, fie, foe, fum...

Your tale can also be a revision of an old one. You can make it a spiritual journey. The self, itself, can be a cast of characters. Brothers who err can be parts of the self. As you integrate your opposites, the whole triumphs over the part.

When you finish your tale, your partner will read it to you meaningfully. Listen to it again and again.

At some later date, you take your outcome out into the world, and put your plan into action.

As a designer of your own personalized tale, your own universal rite of passage, you can confront yourself, the world, and the cosmos. Rite on!

References

1. *The European Folktale: Form and Nature*, **Max Luthi, Translated by John Niles, ISHI, Philadelphia, PA, 1982**

2. **As suggested by S. Langton in a group therapy conference workshop.**

Perla Knie, M.A. is a Certified Master Practioner and Hypnotherapist. She is a staff therapist at the New York Training Institute NLP and a Founding member of NANLP. Perla specializes in male/female sex roles and their underlying mythology. She also has a private practice in New York City, 49 West 12th Street, New York, NY 10011.

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CODEPENDENCE : A DIALOG

By Sally Chamberlaine & Jan Prince

- How do you define identity?
- How do you define codependence?
- Is an NLP practitioner who has no personal experience as a codependent less capable of treating codependent clients?
- What are your views concerning the theory of codependence?
- How much should NLP practitioners emphasize validating the perceived reality of their clients, and if they do spend time doing this, how does it compromise the short-term therapy policy of NLP?
- What techniques do you use that seem to get the most improvement with your codependent clients?

We sent the above questions to several individuals in the fields of NLP and codependency intervention requesting that they choose three questions to respond to for our column.

This month's dialog response is from Connirae Andreas. Connirae is co-author of *Heart of the Mind* and *Change Your Mind and Keep the Change*. She has edited a number of books by NLP co-founders Richard Bandler and John Grinder. Connirae co-directs NLP Comprehensive, a Boulder-based training organization offering NLP training at all levels.

"To drift is to be in hell; to be in heaven is to steer."

- George Bernard Shaw

*** What are your views concerning the theory of codependence?**

The theory behind codependence has been around for quite a while in family therapy, and I think it is a good one. A basic tenet of family therapy is that instead of diagnosing one family member (i.e., the alcoholic or drug abuser) as sick, it's valuable to consider the whole family system, and how each person plays a role in both the problem and the solution. While the alcoholic member has the most visible need for more personal resources, the "codependent" spouse may have equally significant (though less visible) personal needs.

With the label "codependence," we observe again what an attractive label can do for marketing. An important idea that barely made inroads into common thinking when family therapists were its "keepers" has become a household term.

For many, having a label like "codependence" has provided a way to recognize that more might be possible for themselves. It has given spouses who have only worked hard to improve someone else a way to think about the value in doing it for themselves. The label has also validated the experience of children who grew up in dysfunctional families. Many of these children went on to attain outward success, but with an inner emptiness where it would be nice to have something we loosely call "self-esteem." Now we have something to call this sense that something is missing. And whether or not we describe our family backgrounds as dysfunctional, most of us welcome having a stronger sense of ourselves.

The danger of this kind of term, of course, is that it sounds like a trait -- like having blue eyes, or brown hair. "I'm 5 foot 7 inches, and I'm codependent." It can become a part of someone's identity, rather than a doorway to a new identity. Another danger is that we NLPers start to think of codependence as one thing. It's important to remember that codependence is a nominalization, just like love, support, etc. The first step is to find out what someone means specifically when they use the term. "What do you mean when you say you're codependent? What do you do that you don't want to do? What are the experiences you want to have that you haven't yet had?" I have heard people relate very different experiences, yet describe them with the same general label -- "codependence." Using language that uniquely describes the client's situation and the client's goals also helps our clients focus on where they are going rather than where they have been.

The aspect of codependence theory I think we can all benefit from is this: If we find ourselves

thinking our best friend or our spouse has problems, we can ask ourselves, "Why did I choose this person? What in me needed something in her/him?" When we start wanting to redo our spouses or wanting changes for our spouses, it is often a mirror to useful directions for our own growth.

*** How do you define codependence?**

I think of codependence as wanting responses from someone else, or depending upon someone else to respond in a certain way to have our own outcomes met. This could be any range of responses. We could be dependent upon someone else needing us, or dependent upon someone else to take care of us, etc. I think of the difference between codependence and a healthy relationship as that in a healthy relationship we enjoy and value the other person's contribution to us, without feeling a need for it.

*** If I am codependent, should I work with someone who is/was codependent?**

This depends upon whether your primary goal is to "hang out with someone like you" or to gain personal transformations.

When I want personal work, my first criterion is to seek someone good and experienced. In addition to skill, I like working with someone who will validate my experience, but who isn't likely to have the same blind spots I do. I want someone I can trust to be personally honest with me. I prefer someone who won't insist on acting completely separate and different, but who is willing to touch my experience, and understands the way in which he or she could be like me.

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In professional therapy and counseling, there is a great tendency for the professional to act very impersonal, as someone who never has problems and is superior to the client who has problems. One value of the codependent and Alcoholics Anonymous (AA) movements is that a reversal has taken place in this attitude. Now you have to be an alcoholic or a codependent to help one. I think both groups are missing the point. We don't need to have had a phobia to help someone else get over one. We don't need to have been a disorganized person to help someone else gain organizational skill, or to have been entirely unmotivated to help someone with that difficulty. The same is true in assisting codependent clients.

I believe what is important is that we have a sense of equality with our clients. It's important that we truly know they are making the best choice available to them. The song, "There but for fortune, go you or I..." comes to mind. Having been an alcoholic or a codependent is one way to get that understanding, but it's not the only way.

A possible disadvantage in going to a "recovered codependent" is that they may not be quite recovered yet. I recently talked with a man who feels that many codependence "characteristics" have applied to him, and feels very positive about his benefit from seminars he has attended with Robert McDonald and Lara Ewing. This man is very capable with NLP, and fortunately he recognizes that in the past he was passing on some of these codependence characteristics to his clients. The more fully we as change agents can demonstrate solutions in ourselves, the more easily our clients can take them on.

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The advantage of someone who comes from a dysfunctional family is that they can sometimes get rapport more easily, and can serve as an example that it's possible to survive horrible experiences and become someone resourceful. This can be an important credibility builder.

An obvious flaw in thinking "I have to work with someone who is a codependent" is that this presupposes uniformity of experience -- that all codependents are alike. If the therapist assumes that I am qualified to work with codependents because I am one, that therapist is more apt to miss important data about how this client is uniquely different from them. A much more useful perspective is to recognize that if I come from a dysfunctional background, I have a great advantage in establishing rapport and appearing credible. However, my real effectiveness comes in being good with NLP -- being good at identifying the structure of limitations, the structure of solutions, and knowing many ways to get there.

*** What methods do you find most useful in dealing with codependence?**

Since codependence is a very broad label, I find most if not all the methods from NLP to be useful.

Lately I've been using two new patterns I've been formulating over the past few years. Lack of self-esteem and self-valuing are often considered the basis of codependence, and the new patterns, which may be added to our Master Practitioner Trainings, focus on these qualities. Increasing self-esteem as a given sometimes makes other desired changes immediately fall into place, and other times provides the needed foundation for making other important and useful changes. Both of the new methods are geared toward getting a core shift in self-esteem, or self-valuing, and I will share the specific steps when I feel the methods have been sufficiently field tested.

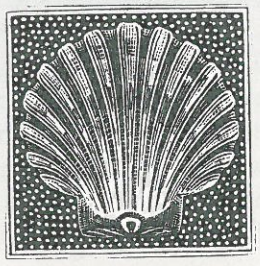
Other methods I use are in *Heart of the Mind*, our most recent book. Several methods specifically for codependence that relate to building self esteem and independence are presented step-by-step in Chapter 3. Processes to begin healing guilt and shame, prevalent emotions in codependence, are in Chapter 14.

§

We'd like to thank Connirae Andreas for this month's feedback. In that the focus of our column is a dialog, we extend the same request to answer these questions (from the beginning of the article) to all of you, and hope that the insights included here will encourage you to send us your ideas, perceptions and experiences.

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

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Back to Basics: USING THE META MODEL TO GATHER INFORMATION

By Rachel Beth Hott

Once again you have entered the land of familiar ground or new territories depending upon who "you are." This article attempts to cover basic NLP matter in a simplified style. Recently I was observing our Assistant Trainer, Kathy Mazetti, teaching the Meta Model to our practitioners. It was her first time presenting to the group and I had the opportunity to hear the Meta Model taught from a fresh perspective.

In terms of simplicity, Kathy identified some very clear foundations for understanding the Meta Model. First she identified it as a "Know Nothing Model." When someone speaks, we often respond as though we know what they mean. There are times when we are lucky and respond accurately. However, there are also times when we have interpreted what they said and made an error. If you act *as though you know nothing*, then you can question statements and get higher quality information.

When you are speaking with someone and they say, "I have to justify everything with you." That statement is identified as the surface structure. If you ask a question such as "Everything? Is there one time you didn't have to justify with me." The resulting response you get will be the deep structure (what they really meant). The deep structure is where the person's representation of the experience is stored. This representation is a more accurate description of what they are trying to say.

"Rich people plan for three generations. Poor people plan for Saturday night."

- Gloria Steinem

The Meta Model is used to get to the deeper structure of what the real meaning of the communication is and can be used:

- To allow you to learn about other's model of the world.
- To keep the listener from interpreting.
- To enable the speaker to become aware of his/her own processes.

When the phrase *Model of the World* is used, the image of filters is often described to explain how each person views the world through their filters and as a result they react and/or operate in accordance. Three filters that are part of everyone's processes are *deletion*, *distortion*, and *generalization*. (See Anchor Point, June '89). When someone speaks, they are demonstrating their filter through one of the Meta Model patterns. Before we explore what these 9 Meta Model patterns look, sound, and feel like, let's first do an inventory of two jargon words that are used in the model.

Challenge is what you say to a person when they have made a statement. You are asking the person a question to obtain their deep structure. When you ask a question, remember to pay attention to the way you present your question. If you say, "How specifically?" with a loud volume and nasal tonality, you are not likely to get the response you want.

Prediction is determining the response you are going to get. You don't know what the content will be but you do know the form in which the content will be given. For example, if someone says "I have decided," you can predict that if you say, "Decided about what?" you will get the missing information.

Make a point to learn the following 9 "Meta Model" patterns. Some of them will feel familiar to you because either you or other's around you use them. There is nothing inherently bad about using these patterns (although they have been called violations they do not indicate wrongdoings). Actually there is no way not to use a Meta Model pattern in your speech. If the patterns are familiar become more aware of your process, and notice whether you use them frequently. If the patterns are unfamiliar to you, begin to pay more attention to other people's linguistic styles as well as your own. It is possible that these are patterns that you use but are out of your conscious awareness.

The 9 Meta Model Patterns

1. **Deletion** (Something or someone is missing)
   - The Challenge: "Who/what?" or "with whom/what?" or "for whom/what?"
   - The Prediction: To recover the deleted material.

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- Examples:

"I am finished."
Challenge:
"Finished with what?"

"I understand."
Challenge:
"Understand what/whom?"

"I am not happy."
Challenge:
"With what/whom?"

"This is better."
Challenge:
"Better than what?"

2. **Lack of Referential Index** (Vague information)
- The Challenge: "Who/what, specifically?"
- The Prediction: To specify the referential index.
- Examples:

"The school is very demanding."
Challenge:
"Who, specifically is demanding?"

"It is dangerous."
Challenge:
"What, specifically is dangerous?"

"I love adventures."
Challenge:
"What adventures, specifically?"

3. **Unspecified Verbs** (Verb is too vague)
- The Challenge: How, specifically...?
- The Prediction: To get more specificity or the complex equivalent.
- Examples:

" She spoiled me."
Challenge:
"How, specifically did she spoil you?"

"I understand it."
Challenge:
"How, specifically do you understand it?"

"He integrated his parts."
Challenge:
"How, specifically...?"

Now that you have read three patterns, take a moment to pause and integrate. Say or write three sentences that clearly contain one of these three patterns; Deletion, Lack of Referential Index or Unspecified Verbs.

For example; *Can you get that thing? I wish she would stop picking on me. They are all out to get me.* When you have decided which pattern is best represented then use the correct challenge for each statement. Either say the challenge out loud or write it down. The pattern in this example is Lack of Referential Index. The challenge for this example would be: What thing specifically? Who specifically? and Who specifically? Do this practice session at least three times using all of the first three patterns. If you want, you can practice this with another person who may have been reading this article over your shoulder. (This previous sentence is an example of the Mind Reading pattern below). As you continue reading each pattern, allow yourself to stop after another set of three and practice the same exercise.

4. **Nominalization** (a process that has been made into a static event)
- The Challenge: Turn noun into a verb and challenge as "unspecified verb."
- The Prediction: To get a specified verb or complex equivalence.
- Examples:

"I am having problems in my relationship."
Challenge:
"How, specifically are you relating?"

"I can't arrive at a decision?"
Challenge:
"How, specifically are you deciding?"

"I need to work on my anger at my mother."
Challenge:
"How, specifically are you angry at her."

LIMITS OF THE SPEAKERS MODEL

5. **Universal Quantifiers** (All, each, every, no one, everyone, never...)
- The Challenge:
  a. Exaggeration- "Everyone?", "Always?"
  b. Counter-example- "Has there ever been a time this did not happen?"
- The Prediction: To get a counter-example.
- Examples:

"You always give me a hard time."
Challenge:
"Always!!" or
"Has there never been a time when you have not felt I am giving you a hard time?"

"No one gives me respect?"
Challenge:
"No one?" or
"Has there ever been a time when you were respected?"

"Every time I hear her voice I get angry?
Challenge:
"Every time?" or
"Has there ever been a time when she spoke when you did not get angry?"

6. **Modal Operators**
- (Of Necessity- need, must, have to, should, etc.)
- (Of Possibility- can't, impossible to unable to, etc.)
- The Challenge:
  (Necessity) "What would happen if you did (not)...?"
  (Possibility) "What stops you?" or "What would happen if you did (not)?"
- The Prediction:
  (Necessity) Projected Effect.
  (Possibility) Subjectively Identified Cause or Projected Effect.

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- Examples:

"I can't do it."
Challenge:
"What stops you?" or "What would happen if you did?"

"I have to do it."
Challenge:
"What would happen if I didn't?"

"The Meta-Model is impossible?"
Challenge:
"What stops you?" or
"What would happen if you did?"

SEMANTIC ILL-FORMEDNESS

7. **Cause-Effect** (Someone or something causes someone else to feel, think, or behave in a certain way)
- The Challenge: "How, specifically, does X cause Y?"
- The Prediction: The Subjectively Identified Cause or Complex Equivalence.
- Examples:

"He makes me angry."
Challenge:
"How, specifically, does he make you feel angry?"

")She depresses me."
Challenge:
"How, specifically does she cause you to feel depressed?"

"The trainer confuses me."
Challenge:
"How, specifically does the trainer get you into a state of confusion?"

8. **Mind Reading** (Someone claims to know what someone else is thinking or feeling)
- The Challenge: "How do you know?"
- The Prediction: To get the complex equivalence.
- Examples:

"She's upset with me."
Challenge:
"How do you know?"

"Of course he knows I'm angry with him"
Challenge:
"How do you know?"

"He is so calm."
Challenge:
" How do you know?"

9. **Lost Preformatting** (The individual who is making the statement is deleting him/herself as the source)
- The Challenge: "For Whom?" or "Who says?" or "According to Whom?"
- The Prediction? Recover Referential Index.
- Examples:

"It's wrong to steal."
Challenge:
"Who says?"

"NLP is great."
Challenge:
"For Whom?"

"Nuclear power is safe."
Challenge:
"According to whom?"

As a final integration, say or write one sentence with several patterns. For example: *These articles are always full of stimulating ideas.* Now you begin to rip the sentence apart bit by bit with challenges from any appropriate pattern. *Which articles specifically? Always? How specifically do you get stimulated? Which ideas specifically?* Continue practicing with new sentences until you have exhausted yourself and the exercise. After these practice sessions you are ready to take the Meta Model on the road. (See *The Meta Model Sentence Exercise*, Anchor Point, November 1989)

In both my personal and professional life, I find the Meta Model to be a necessity in really understanding another person's subjective experience. I recently used the concept in a conversation with my 3-year-old son, Daniel. Our neighbor was walking her new dog and said hello to us. Daniel didn't smile or look at her. She commented that he must still be very sleepy. I knew he had been awake for a long time and after she left I asked him how come he had not said hello. He said he was "shy."

Shy is not a word that we have used to describe his behavior and I asked him what he meant by shy. He said, "When you don't know the person." I said "That may be true, but you do know Peggy." Then he added, "I liked the other dog better." My neighbor was walking was her new dog, Cloe. Her old dog Muffin had died. Daniel's behavior, which he labeled shy, was in response to Cloe. After he said that, we talked about our memories of Muffin. It was a very touching moment. If I had not asked a question to gain deeper meaning into his world, I believe that moment would have slipped by.

Warning: Questioning someone's surface structure when you are first establishing rapport may effect your level of rapport. There will be times when you need to accept someone's surface structure and make a mental note regarding something they had said. Once rapport has been established, you can deepen rapport by asking a question that will give you fuller meaning of their experience.

If you want to learn more about the Meta Model read:

Bandler, Richard and John Grinder, *The Structure of Magic - Volume 1*, Science & Behavior Books, 1975.

Laborde,Genie Z., *Influencing with Integrity*, Syntony Publishing, 1983.

Cameron-Bandler, Leslie, *Solutions*, Future Pace, 1985, Appendix 1.

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

Product Reviews

Presenting Willie and His Friends: A Manual for Creating Stories to Build a Child's Self-Esteem
By: Martha F. Wiglesworth
110 pgs. $35.00/$2.50 postage & handling
Potentials: P.O. Box 336 - Cynthiana, KY 41031

Once upon a time, Martha Wiglesworth created a rabbit by the name of Willie. As rabbits go, Willie had a very special mission, to help Martha communicate with her granddaughter Jessica who lived far away in another town. Willie helped Martha and her granddaughter form a special bond. Fortunately, Martha decided to share Willie with "the big world" so *other Jessicas* might have the privilege to discover Willie and learn the lessons he holds.

As a product, this is a How-To-Kit comprised of 6-parts: Theory; Skill Development, A Guide to Improving Your Stories, Sources and Resources, Two Audio Cassette Tapes, and Text to the Audio Cassette Tapes. The package contains a 110 page manual in a 1 1/2" loose-leaf 3-ring binder and a pouch that holds the cassette tapes.

Martha Wiglesworth has cleverly incorporated the metaphors for self-esteem created by the late Virginia Satir into her stories. 12 stories are included on the audio tape kit and set to music (designed especially for the tape) and narrated by the author. Although the stories are clearly audible, a professional storyteller would have added the sense of wonder these stories deserve. However, for the do-it-yourselfer, having the transcripts of the stories available is a nice touch (one can examine how the stories have been put together.)

In the manual, the author goes into a great deal of detail explaining the importance of self-esteem. She explains how "stories may describe ways in which the hero or heroine deals with external events (behaviors). The solution, however needs to come about in a way which will reinforce the child's belief in his/her inner resources. This serves to build self-confidence." The *golden key*, *my detective hat*, *the magic compass*, *courage stick*, and *the seed* are all elements of the Satir self-esteem maintenance tool kit which are used in the stories. Satir's 4-step model of change is also explained.

Mrs. Wiglesworth's practical manual gives interesting tips to help the reader prepare their own story. She suggests establishing and maintaining rapport, defining the desired outcome, then gathering information to make the story specific to the listener. She also suggests that the reader begin to think metaphorically, develop their analogy muscles, and learn the language of vagueness. These concepts are explained in detail. Supplemental exercises are given as the "12-step story telling formula" is described. These exercises will help you build valuable resources. For example, you can begin a notebook of metaphors and story starters to draw upon for creating future stories. A great way to deal with storyteller block!

This program is loaded with valuable information. The author included an extensive list of references: an annotated bibliography, information on collections of metaphorical stories for children, sources for audio and video cassette tapes on the subject, plus where you can get additional story-telling training. A handy index to exercises and charts will help you find the information you want more quickly.

This educational package is well organized and typeset for easy reading. This product would be great for elementary educators, children's counselors, and parents/relatives that would like to communicate more effectively with children.

With this product in hand, all you need is a little creativity, imagination, and the desire to begin weaving those magical tales! ☐

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This is a fine product, and an excellent example of a well thought out, professionally produced piece of work. The studio lighting, camera work, and excellent sound quality of this tape is technically far superior to the majority of NLP videos currently on the market today. It was a pleasure to not have to squint at the screen, strain to hear, focus and adjust the bizarre colors on the picture, or guess what in the world that disembodied voice from the audience was asking.

The video began by building the credibility of the presenter before she was introduced. This nice touch allowed the viewer time to slide into the presentation without being dropped directly into a lecture without some background. The presentation was filmed in 3 camera format, allowing the viewer to see the presenter from several different angles, and included cut-ins of the audience for visual variety at appropriate times. The clothing worn by the presenter was simple and tasteful which added to her credibility. She projected a professional demeanor, thus you were not distracted and could easily focus on the material presented and not the presenter.

Maryann Reese had her material so well organized that her presentation flowed with grace, style, and natural humor. She gave excellent real-life examples from her own widely diverse background and also solicited the audience's relevant questions and comments. (And yes, you could hear them clearly.) The audience participation actually added to the believability and content of the presentation. Reese was always able to use the audience's questions and comments to expand her presentation without wandering aimlessly and getting lost in the material.

The content of the video is divided into three individual segments. Segment One discusses criteria for sorting styles. Explaining how individuals sort for people, places, activities, information, and things. After a short break the discussion continued with sorting for self and others; and visual auditory and kinesthetic preferences.

Reese taught the participants a game called "I can trust that..." which adds resources and understanding to deal with repeatable, predictable situations that would ordinarily drive you crazy. If your *significant other* is a "leave the cap off of the toothpaste type" and you are a "put the cap on type" - rather than getting sucked into the crazy-making that normally happens when you discover that *they've done it again* - you can reframe the situation so that your thinking becomes, "I can trust that they will leave the cap off." The cap being off becomes as assured as the sun coming up in the morning. You accept and adjust to the others sorting patterns (habits.)

Segment Two explores sorting for matching and mismatching, general and specific; positive and negative; and approach and avoidance. Segment Three goes into sorting for the time variables of past, present, and future, and also according to associations and disassociations.

This video is an excellent mixture of information and an able presenter who is personable and possesses an eloquent speaking style. I recommend this video to anyone that deals directly with the public and has a need to understand how people operate. The material would be excellent for Realtors (especially those in relocation programs), personnel specialists, or those in human resource positions.

My only objection to this product is the price... a heady $250.00. The information on this tape is far too valuable to be available to only a few opulent organizations or individuals who can afford the ridiculously steep price. Hey guys, Batman: The Movie only costs $29.95. This is great information, designed to be used...set this video free.

Reviews by Ilissa St. Clair

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June 14-17 &	Ericksonian Approaches to Hypnosis

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Apr. 20-22	Master Practitioner Training Begins
Apr. 20-22	NLP and Kreativitat (S. Sommer/Aaron Saltiel)
May 24-27	NLP mit Kindren, Saltzburg (Jorg Pannenbacker)
June 2-5	Unified Field Theory, Saltzburg (Robert Dilts)
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May 12	Pathways to Your Choices - An Intro to NLP
June 8-July 4	Practitioner Summer Residential Training
June 12-July 1	Master Practitioner Summer Residential Training
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The NLP Connection - New Orleans (504) 891-1212	
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May 12	Summer Foundation Skills Intensive Begins
June 9	Personal Coaching Day

THE SHERLCO CORPORATION
2022 31st Street S.W., Calgary, AB T3E 2N2 Canada (403) 240-3565

Mar. 30- Apr. 1	Communication for Success - NLP Intro Workshop
Apr. - Jun.	NLP Business Certification Training

SOUTHERN INSTITUTE OF NLP
P.O. Box 529 - Indian Rocks Beach, FL 34635 (813) 596-4891

May 18	Practitioner Training Begins (Greensville, SC)
July 2-22	International VI NLP (Black Forest, Germany)

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

May 5	PhotoReading Begins

SYNERGETIC PSYCHOLOGY, INC.
13370 Old St. Augustine Rd. - Jacksonville, FL 32258 (904) 262-1883 or (904) 269-3143

July 9-21	NLP Mega Summer Workshop (Merida and Cancun, Mexico)

UPSTATE CENTER FOR NEURO-LINGUISTIC PROGRAMMING
125 Bonnie Brae Ave., Rochester, NY 14618 (716) 272-4370

June 15-17	The Artistry of Dynamic Presentation (John Grinder)

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

Apr. 21	PhotoReading Begins
May 5	PhotoReading Begins (Houston, TX)

WESTERN STATES TRAINING ASSOC./NLP OF UTAH
1569 East Waterbury Drive - Salt Lake City, UT 84121 (801) 278-1022

May 25	Business and NLP
June 2-3	Creating the Healthy You

CONFERENCES
1990 Annual NANLP Conference

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

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