NLP Connection

Volume VII, No. 1 The Journal of the International Association for Neuro-Linguistic Programming $3.00

In This Issue

The Power of Presuppositions in Therapeutic Change 1
by Steve Andreas

Proposed Guidelines for Ethical Research In NLP 14
by Oakley E. Gordon

Olympic Diving and Two Lessons About Modeling 15
by Wyatt Woodsmall

Announcements

Logo Contest 3
Membership Form 5
Southeast Region Conference 7
International Bilingual Congress ... 9
Calendar of Events 10
Call for Nominations 11
The Sponsorship Program 13
Advertising Lifelines 15
North Central Region Conference 17
Free Compuserve Sign-on Package 20
Index to Advertisers 21
IANLP Annual Conference 22
Leadership Roster 23
Research Database Grows 23
Interest Sections 23

The Power of Presuppositions in Therapeutic Change

by Steve Andreas

In this age of expanding knowledge about this very small world of elementary particles and this very large world of extragalactic astronomy, we are also learning new things about people's relationships with people. I believe that historians a thousand years from now will point to our time as the beginning of a new era in the development of humankind, the time when people began to live more comfortably with their humanity.

—Virginia Satir (1972)

In the book, *Virginia Satir : The Patterns of Her Magic**, is an analysis of fine details of Virginia Satir's verbal and nonverbal communication.

The heart of this book is a verbatim transcript of a 73-minute videotape session of Virginia working with a woman in a weekend workshop held in 1986 at the peak of Virginia's power and skill, only two years before her death in September 1988.

One of the most powerful patterns in the transcript of Virginia Satir's work is her use of presuppositions to change the woman's perceptions and beliefs. The power of presuppositions to bring about therapeutic change is vastly underappreciated, even by those with good hypnotic training. People can agree or disagree with direct statements, but presuppositions are typically accepted unconsciously and not even noticed consciously. Some examples of other master therapists' use of presuppositions illustrate this well.

Carl Whitaker

About eight years ago I observed Whitaker interview a couple on the first day of a weekend workshop. The couple had been divorced for five years, and had been in therapy longer than that. They sat next to each other in excellent nonverbal rapport, matching each other's body posture and breathing.

See page 3

* From *Virginia Satir: The Patterns of Her Magic* by Steve Andreas, © Science and Behavior Books, Inc. Palo Alto CA

NEW ENGLAND INSTITUTE FOR

NLP

NEURO-LINGUISTIC PROGRAMMING

Towards Greater Excellence!

TWO SPECIAL PROGRAMS WITH ROBERT DILTS

PATHWAYS TO LEADERSHIP III

The Micro Skills - March 13-15 - Vernon, CT

Pathways to Leadership is Robert's context for his annual presentations to our Institute with his latest material on leadership, modeling and communication skills. This year the focus will be on self-skills (the leader as consistent, congruent, creative and committed), relational skills and systemic thinking skills to empower the leadership potential in everyone to help create a world to which we all want to belong.

BELIEFS AND HEALTH

January 17-19 - Vernon, CT

An experiential workshop based on recent advances in NLP and the influence of mind-activities on healing and health. Learn how to eliminate unhealthy habits and replace them with healthy patterns of living, to transform beliefs to promote wellness and to retrain the immune system to cure allergies, overcome cancer, fight AIDS and promote resistance to disease of all sorts.

INTEGRATING SPIRITUALITY

Find out how NLP can contribute to your process of spiritual development. Learn how you can make spirituality more of an on-going experience in your life. Acquire an ability to live undistractedly in the present moment with perspective and peace. February 8-9, 1992 in Boston, MA area.

ERICKSONIAN HYPNOSIS CERTIFICATION

Integrating the classic work of Milton Erickson and Virginia Satir with more recently developed approaches, this training provides a thorough foundation in all of the basic language patterns, induction techniques and utilization skills used in modern Ericksonian Hypnosis. Come to this 78 hour (12 day weekend format) training to achieve behavioral competence. Begins January 25-26, 1992 in Amherst, MA. FREE introductory seminars.

THE ART OF MODELING

Learn a variety of methods to acquire skills of excellence in any area. These include stepping into the experience of another person, doing "trance identification" to access skills outside of conscious awareness, asking skillful questions to elicit the strategies of experts and acquiring the strategies of creativity of such masters as Disney and Einstein. January 4-5 and February 15-17 in Vernon, CT. Practitioner certification or equivalent required.

New England Institute for Neuro-Linguistic Programming
Dept. NLP, RFD # 3, 125 Pratt Corner Road
Amherst, MA USA 01002-9805
413/259-1248

PROVIDING HIGHEST QUALITY TRAINING AND CONSULTATION TO THOSE WHO WANT THE BEST.

During the interview, they were reasonable and considerate with each other. Clearly, they had worked through their differences over the years. I found myself wondering why they didn't remarry; they seemed to get along so well.

Since there wasn't much for Whitaker to do with the couple, he asked them to bring in their two teenage sons the next day. The "rebel" son who lived with the father did not come in, but the "model" son who lived with the mother did.

The contrast with the previous day was striking. The mother and father sat much farther apart, with the son between them and much closer to the mother. Although the father's behavior was about the same as on the previous day, the mother was transformed. She was far more animated and sexy, particularly when talking to, or about, her son—which was most of the time. She spoke at length about how many activities they shared, how she confided in him, how well they got along together, etc. Whether you call this "enmeshment" or "violation of generational boundaries," it was clear that the mother was overinvolved with her son, and was responding to him much more like a lover than a son.

Right after the mother had related yet another example of how well she and her son got along, Whitaker gestured to her and to her son as he said, "So your second marriage worked out much better than your first one," and then gestured toward the father. The mother looked as if her brain had stopped working for several seconds. Obviously she had never thought of her relationship with her son as a "marriage" before; from then on it would be impossible for her to keep from thinking of it in that way. As Whitaker is fond of saying, "People can agree with me, or they can disagree with me, *but they can't ignore me.*"

Much of the power of Whitaker's statement to the mother comes from his presupposing that they are married. She can agree that her second marriage is better, or disagree and say that it isn't better, but it is much harder for her to reject the presupposition that she is acting as if she is married to her son—particularly when she has just completed a long list of interactions that are typical of a good marriage!

Even if the mother consciously rejects Whitaker's remark, it will still have its impact. Since most parents don't want to be married to their children, the mother can't avoid considering her involvement with her son in this light. Before, she had only been thinking, "Do I have a close relationship with my son or not?" Now, she will think, "Is it too close? Am I treating him like a spouse?" and she will avoid acting in ways that are too intimate. The son will do the same with his mother.

Milton Erickson

In the late 1950s, Milton Erickson was a guest speaker demonstrating his work at the VA Hospital in Palo Alto, California. Psychiatrists brought in their toughest clients for Erickson to work with one at a time.

One of these clients was a young man who had committed a wide variety of serious violent offenses. He had been waiting in the hall, watching as other patients were taken in and brought out later—often still clearly in trance.

When they finally took the young man in, he had no idea what awaited him. Erickson first asked the psychiatrist, "Why have you brought this boy to me?" After the psychiatrist listed the many offenses the boy had committed, Erickson commanded the psychiatrist, "Go sit down." Erickson then turned to the boy, gazed intently into his eyes, and said, "How surprised will you be when all your behavior changes completely next week?" The boy looked startled and said, "I'll be very surprised!" Erickson then turned to the psychiatrist and said, "Take this boy away." The psychiatrist thought that Erickson had decided not to work with him. However, a week later all the boy's destructive behavior did, in fact, change completely.

see page 4

Logo Contest

We need a new logo for IANLP. So—Delve into your creativity and send entries to:

Laura Shaw
310 N. Alabama, Suite A100
Indianapolis, IN 46204

Entire Contents © 1991 IANLP. *NLP Connection* is a publication of the International Association for Neuro-Linguistic Programming (IANLP), published Quarterly. Editor-in-Chief: John Q. Parmater. Single issues: $3.00. Free with IANLP membership. IANLP is a non-profit organization for networking and informing the public of Neuro-Linguistic Programming (NLP) and related technologies with accuracy, integrity, and respect. Articles are not necessarily the opinion of IANLP.

Please submit articles, news items, comments, and advertising to:
John Q. Parmater, Editor
7630 Aquaford Place
Columbus, Ohio 43235
614-766-4657

Please address IANLP business to:
Laura Shaw, IANLP
310 N. Alabama, Suite A100
Indianapolis, IN 46204
Phone: 317-636-6059
Fax # 317-638-0539

THE TECHNOLOGY OF

CHARISMA:

The Next Generation of Leadership Strategy

In mid-1992, Prentice Hall Publishers releases an important book which breaks the charisma code, destroying forever the myth that it is a gift given only to a few. Charisma is revealed to be a precise form of communication. The book tells what it is, why it works, and how virtually anyone can develop it. Leaders and managers everywhere will want to acquire this powerful tool for their success.

◆ ❖ ◆

We are looking for people who want to run their own training seminars featuring this ***ground-breaking*** leadership technology. ***We will train you to run one-and-two-day highly-profitable seminars.***

More than giving you technical knowledge, ***we provide you with everything you need*** to enter, operate and succeed in an arena others only dream of entering. ***High-powered*** *materials* include 17 High-Profit Target Markets and how to penetrate them; the 90-day Target Market Saturation Strategy: ***complete*** sales strategies, seminar outlines, scripts, brochures and advertising layouts.

Best of all, ***we won't train you and forget you.*** As a licensed trainer, you ***receive on-going support*** from successful marketing and business professionals. They are there from step one through ***your on-going success as a thriving business owner and qualified expert*** on Charismatic Communication.

And remember, as a licensed trainer, you ***keep all your profits from these seminars.***

Call or write today for our information packet.

THE RICHARDSON GROUP, INC.

250 E. Grand Ave.,Suite 103
Escondido, CA 92025
(619) 747-7299

Erickson had undoubtedly noticed the boy's heightened receptivity, and decided to deliver the presupposition that all his behavior would change. Erickson didn't ask the boy, "Will your behavior change or not?" Erickson's question *presupposed* that the boy's behavior would change; it's only a question of how *surprised* the boy will be *when* it changes.

When the boy's response—verbal and nonverbal—told Erickson that the boy had completely accepted his presupposition, he knew he had succeeded, so he dismissed him to avoid undoing what he had accomplished. If the boy had said, "I *would* be surprised," or if he had looked doubtful, Erickson would have gone on to try some other intervention. However, the boy said, "I *will be* very surprised," indicating that he had accepted Erickson's presupposition that the change would occur.

There were other important presuppositions that supported this brilliant intervention. When Erickson asks, "Why have you brought this boy to me?" he presupposes that the patient is a child, with all that that connotes—being immature, having a lot to learn, being dependent, needing guidance, etc. Then when he commands the psychiatrist to "Go sit down," Erickson presupposes that the psychiatrist (who has been in a parental role to the "boy" he brought) is himself in a position to take orders from Erickson.

With these two short utterances, Erickson sets himself up as an authority superior to those who have been dealing with the boy—all by presupposition and implication. Without these earlier presuppositions, it is unlikely that his later question would have had such impact.

Most of the presuppositions that are useful in therapy are not as global as this example of Erickson's, or as stunning as the Whitaker example. Nevertheless, they can be just as effective in getting significant shifts in perception and behavior. A number of small presuppositional shifts can work together to affect families powerfully.

Salvador Minuchin

One of my favorite examples of the use of successive presuppositions is a session in which Minuchin is seeing a family for the first time.

The problem that brings the family in is that the ten-year-old son is sniffing gasoline. Immediately after the introductions, Minuchin turns to the boy and says,"I understand you like to sniff gasoline. What do you think you are, an automobile?" This joking comment had an immediate impact. Everyone relaxed a little, and the problem became a little less insoluble.

The joke is fairly obvious. Not so obvious is the presupposition that serious matters can be discussed with humor. Even less apparent is

Next page

ANNUAL MEMBERSHIP FORM

Please check the appropriate box:

- ❑ Corrections or changes
- ❑ Renewal at new level*
- ❑ Renewal ❑ New Membership

Levels of Membership:

- ❑ Associate $25, Non-certified
- ❑ Member, $40, Certified Practitioner/Programmer*
- ❑ Master, $55, Certified Master Practitioner*
- ❑ Fellow, $75, Certified Trainer*

(Non-US member: Add $10 for mailing costs)
*Please include copy of Certification.

Name:_____

Degree:_____

Co/Inst:_____

Address:_____

City/St/Province/Zip:_____

Country:_____

Phone(H):_____(W):_____

Please indicate the Section(s) of which you would like to be a member. The cost of section membership is $15 for the first and $10 for each additional section. The Trainers Section is included with the Fellow membership.

- ❑ Business Organizational Applications
- ❑ Clinical Applications
- ❑ Modeling Performance
- ❑ Educational Applications
- ❑ Medical Applications
- ❑ Research Applications
- ❑ Trainers/NLP (incl. w/Fellow membership.)

OCCUPATION:_____

PLEASE NOTE: Pursuant to the Revenue Act of 1987, we are required to advise you that your Association dues are not deductible as charitable contributions for Federal income tax purposes. Your dues payments, however, remain deductible as business expenses to the same extent as permitted under the law.

New Membership Brochures available from IANLP Office
Call Laura Shaw at 317-636-6059 or write her at
310 N. Alabama, Suite A 100
Indianapolis, IN 46204

Presuppositions continued

the fact that Minuchin has planted a presupposition by using the words "you like to." In contrast, "You sniff," or "You have to," or "You feel driven to" would deliver very different presuppositions about the problem. Those kinds of statements would presuppose that the behavior is out of the boy's control, and therefore difficult to change. "You like to" presupposes that the behavior results from the child's own *desires*, not some crazy or incomprehensible compulsion.

In his next statement to the boy, Minuchin builds on this: "Which do you prefer—unleaded or regular?" Everyone relaxes a bit more as this second joking comment shifts the family's attention again. They were thinking of the boy's behavior as a serious problem beyond everyone's control, not as an expression of the child's preferences. Of course, the consequences of sniffing gasoline can be serious. Nevertheless, refocusing the family's attention in this way makes the problem easier to solve.

Next Minuchin smells and then takes a sip of the herb tea he has been holding, and says, "I wonder what kind of tea this is." Then he turns to the boy, offers him his cup, and says, "Since you have a good nose, tell me what kind of tea this is." This comment builds on the previous ones, refocusing attention from preference to the learned ability that make preference possible. Minuchin has also presupposed that the boy "has a good nose," and is able to make some discriminations that Minuchin can't. This makes the boy superior to Minuchin in this respect, and alters the implicit hierarchy of the superior therapist/needy family.

When the family came in, they probably thought of the boy's behavior as crazy, incomprehensible, and uncontrollable. With three short comments Minuchin has transformed the family's perceptions. Now they are thinking of the behavior as an expression of the boy's preferences, and one that demonstrates a positive ability to discriminate. The "uncontrollable problem" is already three significant steps closer to a solution, because family members are thinking about it in a very different way. Rather than criticizing, reprimanding, or interrogating the boy, Minuchin has implicitly complimented him on his skill at discrimination. This provides a positive basis for guiding the boy toward using these skills in ways other than sniffing gasoline.

Of course, more needed to be done. Minuchin gathered information that demonstrated that the boy was a "parental child" with major responsibility for his four-year-old twin brothers, and he worked toward reorganizing the family so that the ten-year-old could have his own childhood, free of parental responsibilities.

Training in Presuppositions

Although these (and other) master therapists have demonstrated how to use presuppositions with powerful effect, very few therapy training programs systematically teach trainees how to construct them, or how to use nonverbal behavior to deliver them for full

next page

impact. Fewer still teach how to detect and use subtle nonverbal cues to know whether the presuppositions have been accepted or not.

There seems to be a widespread prejudice in therapy against any training that divides global generalizations like "human contact," "intimacy," "self-worth," "triangulation," "codependence," "enmeshment," etc., into their constituent perceptions, feeling responses, and behaviors.

Few people would say that a love of music will by itself produce a great pianist without considerable practice at scales, timing, different styles of music, etc. Yet often the same people will tell you that all you need to do great therapy is to be caring and sensitive.

Although language is one of the principal tools of a therapist, most therapists know no more about how to use language than the people who come to see them. Family therapy has had many notable successes; the evolution of the field will require fewer global generalizations and more precision.

For an example, let's return to presuppositions. After studying the work of Virginia Satir and Milton Erickson, Bandler and Grinder (1975a) delineated twenty-nine linguistically distinct kinds of presuppositions. The five categories of simple presuppositions are somewhat trivial and not particularly useful. However, the twenty-four complex categories are very useful. Since different clients respond more fully to certain kinds of presuppositions than to others, it's useful for a therapist to be able to generate every kind of presupposition at will. Since each kind of presupposition is clearly specified, if they are practiced one at a time, they can quickly become an automatic part of a therapist's verbal behavior. Without this kind of practice, most therapists use only a few presuppositions, and sometimes even use these in ways that *impede* reaching the goal, rather than in ways that support it.

After learning how to generate each kind of presupposition, the next step is to start with a specific outcome, such as to get a father to touch his child lovingly, and to practice constructing different kinds of presuppositions to elicit that response. "*As you touch your child lovingly* next week, I'd like you to pay particular attention to—"; "If you are looking carefully at your child *when you touch him*—"; "Do you think anything could stop you from carrying out your *wish to touch him more often*?"; "Do you think *your touching your child* more will actually allow you to notice your feelings of caring more fully?";"I'm wondering whether the second or third time *you find yourself touching your child caringly* will seem different from the first time.";"How will your wife respond as she sees *you touching Billy gently*?"; "Who do you think *already enjoys touching him the most*?"; etc. This kind of question can have tremendous impact, because in order to answer, the *father has to imagine the experience of touching his child.* In contrast, the father's experience would be very different if we asked, "What has made you so cold and distant with your son?"

next page

SEMINARS

NLP

NLP Certifications
- Practitioner
- Master Practitioner
- Trainer

Hawaiian Huna
- Introductory One Day
- Basic Intensive
- Advanced Intensive

Time Line Therapy™

- Time Line Therapy™ Certification
- The Secret of Creating Your Future

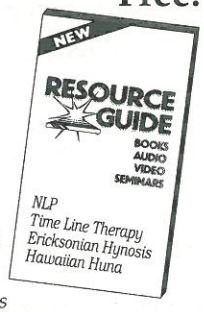
Hypnosis Certification
- Ericksonian
- Master Hypnotherapist

Featuring Master NLP Trainer and author
TAD JAMES, MS, PhD

DATES	PLACE	EVENT
1/23-1/26/92	Hawaii	Integrity of Loving
1/28-2/5/92	Hawaii	Huna Intensive
March 92	Calif.	NLP Practitioner Cert.

Accelerated Human Change Technologies

Free!



"I attended four 'time line' trainings from leading NLP trainers and I thought I knew about time line. However, Tad James' Time Line Therapy™ Certification was my most significant learning experience since first discovering NLP. Time Line Therapy may be to NLP what NLP was to traditional psychotherapy."

—Martyn Carruthers
Certified NLP Trainer

Call for your FREE Resource Guide of books, tapes & seminars: 1-(800) 800-MIND

Advanced Neuro Dynamics, Inc.
1833 Kalakaua Ave., Suite 908-NC
Honolulu, Hawaii 96815
(808) 941-2021 ◆ Fax: (808) 951-0417

After some practice generating presuppositions, it also becomes easier to recognize them in your own and the client's utterances. In an exercise trainees can be asked to write down their typical opening sentence to a client and then examine it for presuppositions. We suggest that you pause to write down your own typical beginning sentence to clients before reading further.

Many therapists start by asking, "How can I help you?" This presupposes "I can help you," a complimentary "helper-helpee" relationship. This is a "welcome mat" for future dependence and "passive" behavior.

By contrast, "What changes do you want to achieve today?" presupposes that rapid changes—plural—are possible, and also presupposes that the client is in the active role: The *client* is the one who both *wants* and *achieves* changes, not the therapist.

"What is the problem?" directs the client to the past, in a search for what didn't work. This is an invitation to endless "archaeology," a return to what Virginia Satir called "the museum."

In contrast, "What kind of a relationship do you want to have with your husband?" directs the client to think of desired outcomes. From there it is a shorter step to develop specific ways to reach those outcomes and leave the problem behind.

It is amazing how powerfully the presuppositions in the therapist's first sentence set a course for the therapy that follows. Often this direction is not a useful one, and the therapist will later complain that the client is resistant or "passive-aggressive," not realizing that this behavior is a predictable response to the therapist's own presuppositions. By sensitizing ourselves to our own presuppositions, we can find ways in which we may have been holding our clients back unknowingly, and we can use this information to generate more helpful presuppositions.

It is impossible to avoid using presuppositions. Every sentence we utter sends many signals to our clients by what we presuppose. The more we know about how we send these messages, the more power and impact every word can have.

Training in presuppositions also sensitizes therapists to the presuppositions in what clients say, pointing out exactly where their thinking is limited, and often suggesting what can be done to make it easier for them to have the new perspectives and responses they want.

Presuppositions of Time

Every sentence has a verb tense, which carries a time message to the client, and these can be particularly powerful. The past cannot be changed. While we can change our *present memories* of the past and our *evaluations* of the past with great benefit, most people usually perceive the past as fixed and unchangeable. However, the future is ripe with possibilities and alternatives.

Perhaps a wife says, "We always fight. It's a terrible problem in our relationship. And if the fight gets intense, he always hits me."

This woman is speaking of the problem as occurring *throughout time.* "We *always fight.*" "He *always hits* me." "It *is* a problem." This lets us know that she is thinking of the problem existing in the past, present, and future. Even though she is using present tense, the "always" indicates that she is generalizing throughout time. In contrast, she could have said, "He hit me when we fought on Saturday," which would limit the problem to a narrow and contextualized past segment of time.

My response to the wife might be, "So this *has been* a terrible problem. Each time you *have gotten* in fights, your husband has hit you." With these words, I am letting the wife know I understand what she has said. More important, however, the verb tense describes the problem in a way that *leaves* it in the past. Next I can begin to direct her thinking toward what she wants in the future—"And I'm guessing you both want things to be different."

Notice the difference in your experience if you think of some minor difficulty of your own, and say this sentence to yourself: "It *is* a problem, *isn't* it?"

next page

Southeast Region IANLP Conference

Lucy Freedman
Keynote Speaker

12 Outstanding Workshops
Friday Night Mixer

Mountainbrook Inn
Birmingham, Alabama
January 17-19, 1992

Contact: Edna Clay
2906 Garth Rd SE
Huntsville, AL 35801
(205) 881-0884

Now try saying, "That *has been* a problem, *hasn't* it?"

If you pay attention to your internal images as you do this, you will find that the location of your image of the problem shifts with each sentence. Typically the image of "It is a problem..." is more in front of you, closer, and associated, while your image of "That has been a problem..." is more to the side, farther away, and dissociated. Both sentences match your experience, but the second one leaves the problem *out of the future*, and literally clears the way for new behavior in a subtle, yet profound, way. If we use every sentence to communicate subtly that problems are unlikely to continue into the future, and that solutions are part of the future, we make it easier for our clients to develop and consider solutions.

Many therapies and therapists still direct their primary attention toward the past. While it is possible to speak of the past in a way that puts useful presuppositions in place, *it is much easier to slide in presuppositions of things being different, better, or solved in the future and present.* Even a brilliant therapist is operating with both hands tied behind his back if he limits himself to changing presuppositions about the past.

For example, let's say a client wants to lose weight. If I try to presuppose this problem has been solved in the past, I might say, "When did you first notice that you had solved your weight problem?" Since this presupposition is in direct contrast to the client's sense of what's real, it won't work. The client is likely to conclude that I'm crazy or stupid, rather than find it easier to change. "Anyone can see I'm still overweight!"

However, since the future hasn't happened yet, it is much more malleable. It's the easiest place to begin to put in presuppositions about change without violating the client's sense of reality. "What resources do you think *will allow you to lose weight easily*?"; "What *will be* your first indication that you *have* what you need to maintain your desired weight?"; "After you *reach* and *maintain* your desired weight, do you think you will *look back* and find it strange that you were ever overweight, or do you think you *will have* a feeling of understanding and compassion toward that old you?" Once the client begins to think of his desired outcome as something that almost inevitably will occur, it becomes easier to develop specific interventions to accomplish the desired outcome.

Here is a more detailed example of how to use time presuppositions to set the stage for change:

CLIENT: I *feel* like I can't stand up for myself with my husband. If I did, he'd think I was disrespectful. *Whenever* he *tells* me what he wants, I just *feel* overwhelmed, and I feel I *should* do it. But *I'm mad* about it at the same time.

Although this client doesn't say "always," she is speaking of the problem as continuing through time.

THERAPIST: So up *until this point in time,* you *haven't been* able to stand up for yourself the way you want to. You've often *felt* like you should do what he wants, but then you *have been* mad about it at the same time.

This restatement of the problem limits it to the past.

And how *will* you *be* responding differently when you *are responding* in a way that is fully satisfying to you?

Using "will be" asks the client to think of the solution in the future; "are responding" moves the solution into the present by shifting the verb tense. Later in the session, the therapist might put the problem even more completely into the past, and solidify the solution by saying, "Is it that you *hadn't* noticed the way in which your standing up for yourself is actually more respectful of your husband? Do you think that's what *kept* you from *automatically expressing your own desires* in the past?"

After some practice, you will find yourself combining different presuppositional forms and time frames into even more powerful messages. "How many times do you think you will have touched Billy lovingly when you first realize that it was this touching that makes him feel the strength of your love and connection with him?"

That sentence may seem a little unwieldy when you read it, because combined presuppositions have a hypnotic effect, particularly when they include several temporal shifts. The sentence starts in the present, goes into the future with "will," moves back into an earlier future with "have touched," goes back to the future with "when," heads into the more distant future with "first" (since it presupposes second and successive times), and moves back into the (future) past with "was," which is then transformed into the present with "makes." For a more in-depth discussion of this kind of use of verb tenses, see Chapter Two of *Change Your Mind—and Keep the Change* (1987).

Nonverbal Presuppositions

A variety of studies have probed the relative importance of verbal and nonverbal communication. Although these studies come up with different numbers, they all agree that the nonverbal component of communication is far more important than the verbal, imparting from 65 percent to 85 percent of the total impact. Although the nonverbal delivery of a presupposition is at least as important as its verbal construction, developing flexibility in nonverbal behavior is completely omitted from most therapy training.

For instance, in spoken English, questions end with a rising pitch, while statements do not. Commands typically end with a sinking pitch. If you ask, "How much do you love him?" and allow your voice to sink at the end, the apparent question covertly takes on the

next page

impact of a command, strengthening the presupposition that "you love him." Although most people respond strongly to such tonal communications, very few are able to recognize them consciously; this increases their impact.

Marking out part of a sentence that is presupposed or that constitutes a command with a gesture or by shifting voice tone or volume—or all of these—adds additional impact.

Although these "embedded commands" were an explicit part of Milton Erickson's work, few people use them systematically, particularly in the absence of a formal trance induction. Virginia, Satir, however, is one of the few therapists who used them fully, and this contributed significantly to her effectiveness.

Trainees can easily be sensitized to the impact of their nonverbal behavior in experiential exercises during which they can experiment. Trios consisting of client, therapist, and observer provide opportunities to identify how specific nonverbal behaviors support or interfere with the delivery of presuppositions (or any other intervention).

In the therapist role, trainees try out alternative behaviors and observe their impact on the client. In the client role, they become sensitive to their subjective responses to specific communications. This develops sensitivity to what clients experience, and indicates which specific nonverbal behaviors to watch for in clients. In the observer role, trainees learn to watch the nonverbal interaction between client and therapist, and notice what they both miss.

In both client and observer roles, trainees can provide specific feedback to the therapist, particularly demonstrations of alternative ways to communicate nonverbally.

How Presuppositions Work

Although linguists have described presuppositions for many years, until recently no one has explored how they actually work to change subjective experience.

One of the most frequently used types of presupposition is called "subordinate clauses of time," using such words as before, after, during, as, since, when, prior, while, etc. These words can help create presupposed sequences or links between experiences in time (in contrast to explicit, conscious links). It's actually easy to discover how presuppositions work; all it takes is paying close attention to your own internal images. For example, here is an experiment from *Change Your Mind—and Keep the Change* (1987 pp. 31-32)

Try the following experiment. First make a representation of "eating dinner at a restaurant."...Then make a representation of "discussing a proposal."...Now notice your internal experience of the following sentence: "Let's eat dinner at a restaurant before discussing a proposal."...Notice how the two representations become smoothly linked together in your mind. Unless you are adept at identifying presuppositions, this process occurs uncon-

See page 12

"BEACH TAPE"
Dr. Dobson's Self "Hypnosis" Audio Tapes

The Original "Beach Trip" and
The Introduction to "OTHER THAN CONSCIOUS COMMUNICATIONS"

Please send me ____ sets of Dr. Dobson's tapes

$19.95 + $2.50 shipping + 7.5% Tax, Wash. Residents

Name ( ) Telephone

Adress

City Stat Zip

MC ------ Visa ------ Expire Date ----------/----------

Card Number

Signature

Please mail your order to:
OTCC Inc., Box 697 Friday Harbor, WA 98250
(206) 378-4999 or (604) 748-4994 FAX (604) 746-8027

First International Bilingual Congress On Neuro Linguistic Programming

Buenos Aires, Argentina
March 27-29 1992

For Information Call Maria C. Penna
Honduras 4899 (1414)
Buenos Aires, Argentina

Phone: 54-1-72-2412
FAX: 54-1-803-5784

Calendar of Events

Advanced Neuro Dynamics, 1833 Kalakaua Ave. #908, Honolulu, HI 96815 800-800-6463, 808-941-2021, Fax 808-951-0417

January 11-12	Secret of Creating Your Future - Dallas, Texas
January 13	Hawaiian Huna - Dallas, Texas
January 11-12	Secret of Creating Your Future - Baltimore, Maryland
January 13	Hawaiian Huna - Baltimore, Maryland
January 23-26	Integrity of Loving - Kona, Hawaii
Jan. 28- February 5	Huna Intensive - Kona, Hawaii
August 1-16	7th NLP Trainer's Training - Toronto, Ontario

Chicago NLP Network

First Friday of every month - 708-975-9521 - Tim McPike

Eric Oliver - Meta Systems, Fort Worth, Texas 817-654-3655/206-672-7408

February 7-9	Social Hypnosis and The Mental Edge - Detroit, Michigan
February 21-23, 1992	Social Hypnosis and The Mental Edge - Detroit, Michigan
October 8-11, 1992	Personal Revolution Weekend - Detroit, Michigan

Freedom Workshop, 540 Alcatraz Ave. Suite 205, Oakland, CA 94609 510-428-1184

January 15	NLP Apprenticeship begins - Oakland, California; Write for other dates

MetaFormation Inc., (and Delozier Associates) 3538 Marlowe Avenue, Montreal, Quebec, Canada H4A 3L7 Phones: Canada 514-486-1282, USA 716-586-6773, Nils J. Sellæg (47) 2-11-38-28 fax: 2-11-38-15, Mexico (12) 12 09 87

Jan 17-19	Win-Win Relationships - Montreal
Jan 24-26	Win-Win Relationships - Quebec
Jan 31-Feb 2	Metasystems - Montreal
Feb 21-23	Creativity - Montreal
Feb 28-March 1	Mastery and Modeling - Montreal
Feb 28 - March 8	Master Practitioner Training, Part II - Martinique
Nov 91 - June 92	24-Day Practitioner Certification Training - Montreal, Quebec

New York Training Institute for NLP, 155 Prince St, New York, NY 10012 212-473-2852

February 1992	Winter Get-Away in St. Lucia

NLP of Ohio, 7630 Aquaford Pl., Columbus, OH 43235 614-793-9657

Jan 4-5, Feb 1-2	The Aligned Self - Parts I and II - Dayton, Ohio
Feb 15-16, Mar 7-8	The Aligned Self - Parts I and II - Columbus, Ohio
May 16-17, 23-24	The Aligned Self - Parts I and II - Cincinnati, Ohio
Mar 21-22, April 4-5	The Aligned Self - Parts I and II - Cleveland, Ohio
January 14-15	Generative Touch - Columbus, Ohio
February 15-16	Generative Touch - Cleveland, Ohio
March 7-8	Generative Touch - Cincinnati, Ohio

NLP Training Systems, Inc., 2129 Spring Garden St, Philadelphia, PA 19103 215-854-0800

Jan 25-26, 1992	Stances
May 2-3, 1992	Stances

CALL FOR NOMINATIONS

Please submit nominations by February 10, 1992.

We are asking you to nominate a fellow IANLP member for one of the following offices:

1. **President Elect.**

Four year commitment. To ensure continuity it is requested that nominations for President Elect be limited to those with prior board experience.

Person nominated _____Phone _____

2. **Vice President for Membership.**

2-year term. This person is primarily responsible for the production of the directory, efforts to publicize the organization, and recruiting.

Person nominated _____Phone _____

3. **Vice President for Programs.**

2-year term. This person is primarily responsible for organizing the National Conference.

Person nominated _____Phone _____

4. **Secretary.**

2-year term. This person is primarily responsible for recording the board meetings and distributing the minutes.

Person nominated _____Phone _____

5. **Mountain States Regional Representative.**

2-year term. This person is primarily responsible for representing IANLP at a local level, including membership activities, representing regional interests on the board, and organizing the regional conference.

Person nominated _____Phone _____

6. **Western Canadian Regional Representative.**

2-year term. This person is primarily responsible for representing IANLP at a local level, including membership activities, representing regional interests on the board, and organizing the regional conference.

Person nominated _____Phone _____

7. **International Representative.**

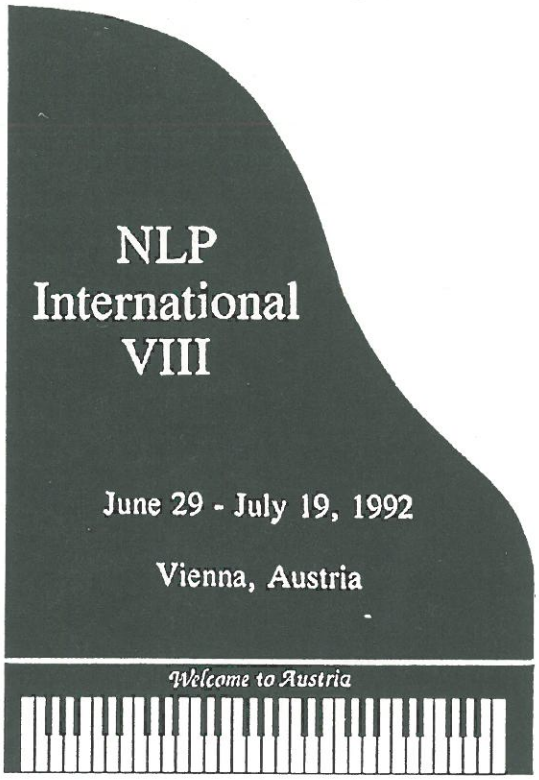
2-year term. This person is primarily responsible for representing IANLP beyond North America and representing international interests on the board.

Person nominated _____Phone _____

Please note:

1. Prior to nominating someone please ask that person if they are interested in serving on the IANLP board.
2. While the board will certainly accept nominations for the positions of Vice President for Membership and Secretary, the board recommends that Lyle Chubb (Vice President for Membership) and Tamara Andreas (Secretary) run unopposed as they were just appointed last year and there is a learning curve for these positions.

Please send your nominations to: IANLP Nominations Chair, c/o Tim Hallbom/Western States Training Associates, 2290 East 4500 South, Ste. 120, Salt Lake City, Utah, 84117. 801-278-1022.



For more information, please call:
1-800-633-4891 or (813) 596-4891
FAX: (813) 595-0040

NEW YORK TRAINING INSTITUTE FOR NLP
Est 1979

BOUNDARIES & SELF-ESTEEM TRAINING
with Anné Linden

an all new model ...
includes: The Boundary Model & Process™, The Enneagram, Identity & Self-Concept Model, Belief Chains, Self-Esteem Process

Jan 24-26, Feb 1 & 2, Feb 29 & Mar 1
(can be taken separately or the complete series)

"This is the best overall integration of the main parts of NLP accomplished so far ... & carried out in a manner that liberates NLP from excessive solution orientation & jargon"
Gad Horowitz, Ph.D. Professor

• ● •

WINTER GET AWAY
Feb 8-15

Indulge yourself with a fabulous vacation in the Dominican Republic & Boundaries-Self-Esteem Training
An incredible opportunity at low, low prices

for more information call:
212 • 473 • 2852

Continued from page 9

sciously. (Try reading that sentence *without* linking those two representations.) Now try a slightly different sentence: "Before we discuss a proposal, let's eat dinner at a restaurant." In this case, the first representation you make, "discussing a proposal," moves aside to your less-detailed peripheral visual field, in order to make room for "eating dinner at a restaurant." In each case the result is the same; the presupposed representation becomes linked to the other, more conscious one. The process of getting there is slightly different, due to the different order of the two sentences.

Now try using the word "as." Notice how you represent the sentence,"As we discuss the proposal, let's eat dinner at a restaurant." Now try the reversed sentence: "Let's eat dinner at a restaurant as we discuss the proposal." With both of these sentences, the two representations blend together into the same time-frame. Most people find the first sentence easier to process, because the very first word, "as," notifies your mind that you will be putting two representations together. The second sentence requires you to go back and change the representation you started with after it's already formed.

If you go on to experiment with the other time words listed above, you can discover for yourself how they alter your representations to link them together in your mind.

Although we can learn to focus on these subtle subjective events, in normal conversation we respond to them without being consciously aware of them. This is the source of their power.

When you know how different kinds of presuppositions affect subjective experience, you can decide what subjective experience you want to induce in a client, and then choose the presuppositions that will have the desired impact.

Sensory Feedback

After you have crafted a presupposition and delivered it exquisitely, it's important to be able to observe whether it has had the desired effect. Ultimately, "The proof of the pudding is in the eating," and the effectiveness of a presupposition is measured not by how clever it is, but by the response it elicits in the client.

Again, nonverbal responses will usually tell you much more than the verbal. Sometimes nonverbal responses will be obvious, and sometime they will be subtle. However, they will always be present, and detection is a function of two factors: 1) the therapist's sensory acuity—the ability to ***discriminate*** small shifts in posture, breathing, muscle tone, facial expression, etc., and 2) the therapist's ability to *elicit* robust responses through the therapist's own nonverbal expressive behavior.

When communicating with preverbal children, or with animals, you can use words, but since such children and animals don't know the meaning of the words, they are irrelevant. They will only respond to nonverbal tone, tempo, volume, etc. It is this nonverbal expressiveness that communicates the love, caring, and connection that the preverbal child experiences.

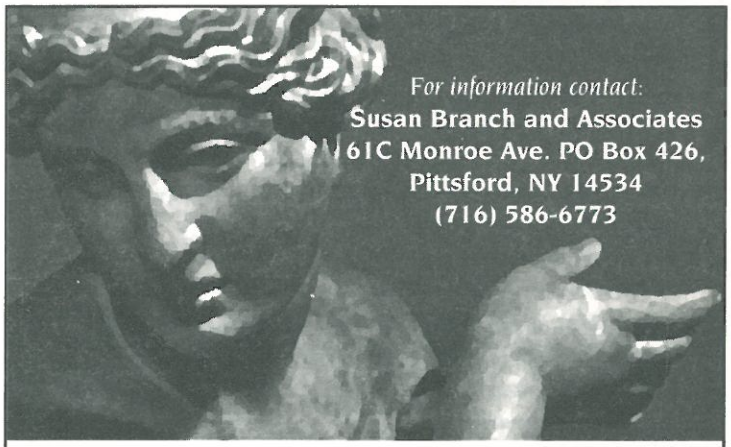
Experience with preverbal children or animals gives a therapist essential nonverbal skills for behavioral change. With that basis established, you can think of using language in the same way you have learned to use all you other behavior—*as a way to elicit appropriate responses* in the client. The next step is to link those responses, and contextualize them by linking them to appropriate cues. Virginia Satir's work demonstrates all these skills, and they can be taught in simple experiential exercises to add power to verbal presuppositions.

Taken from *Virginia Satir: The Patterns of Her Magic*, Science and Behavior books, Inc. Palo Alto, CA.

Bibliography

Andreas, Steve and Andreas, Connirae. *Change Your Mind - and Keep the Change.* Moab, Utah: Real People Press, 1987.

Bandler, Richard and Grinder, John. *Patterns of the Hypnotic Techniques of Milton H. Erickson, M.D., Vol. 1.* Cupertino, California: Meta Publications, 1975.



Susan Branch & Associates 1992 Programs

Practitioner Certification and Master Practitioner Certification *with Susan Grace Branch and Judith De Lozier* March 7&8, 21&22, April 4&5, 25&26, May 2&3, 16&17, June 8&9
$1695 • *Rochester, New York*

NLP Models of Hypnosis Certification *with Charlotte Bretto, Judith DeLozier and Susan Grace Branch*
November14-22
Free preview Nov. 5
$900 • *Rochester, New York*

Introduction to NLP
with Susan Grace Branch
❍ February 8 or ❍ May, or
❍ June 18, or ❍ December 3
$125 • *Rochester, New York*

Preview of NLP . . .
Free Evening
❍ Jan. 16, ❍ Feb. 6,
❍ Mar 19, ❍ April 30,
❍ June 18, ❍ July 9,
❍ Oct.22, ❍ Dec.10
Rochester New York

THE SPONSORSHIP PROGRAM

The 1992 Sponsorship Program is an opportunity to help fund and support the 1992 IANLP Conference in Orlando in April, while getting excellent exposure for you organization and/or project, program, or product. Your support results in a better conference and helps keep costs down which encourages better turnout and therefore better exposure for your organization and/or project, program, or product. (Circular logic, but it works!)

How Does the Program Work?

Early in 1992, brochures will be mailed to all member and non-member organizations listed in the IANLP directory. These brochures explain the program and how to become a sponsor. Individuals or organizations can sponsor the event of their choice on a first come-first served basis as follows:

Event •Welcoming Party • Keynote Speaker • Sunday Luncheon • Exhibit Party • Registration Materials

Sponsorship Levels • Full Sponsorship — $2000.00 • Co-Sponsorship — $1000.00 • Partial Sponsorship — $500.00.

What Are the Benefits?

As a sponsor of the IANLP 9th Annual Conference in Orlando, Florida, you receive:

•Prominent signage at sponsored event •Display advertising in conference program •Display advertising in NLP Connection • Special recognition at closing session •Specially designed sponsor certificate • Complimentary registration at the Conference • Special thanks in the NLP Connection

This year we have an added **Bonus** for early commitment! Anyone who becomes a sponsor before January 20 will also get advertising space in the pre-conference brochure that goes out to the membership. This will be 1/4, 1/2, or full page depending on the level of sponsorship.

Who Can Get Involved?

Although brochures are being sent to listed organizations, you may have something to promote that we are not aware of, or you may know of a non-NLP related business that might be interested in promoting itself to this group.

All members have the opportunity to support this program by giving consideration to the programs, projects, and products of the sponsors who are supporting the organization that support them and you. (The circle takes on a rich complexity of mutual support.)

Simply fill out the form below (a copy will do if you don't want to cut up your Connection) and mail or fax to IANLP, 200 Mariott Center, 342 Massachusetts Ave, Indianapolis, IN 46204, FAX 317-638-0539 or call Sylvia Runkle at 309-837-4205 or Wanda McGee in Canada at 204-452-2198.

Please send information on the IANLP Sponsorship Program to:

Name: _____

Organization: _____

Address: _____

City, ST., Zip: _____

Telephone: _____

Proposed Guidelines for Ethical Research in NLP

by Oakley E. Gordon, Ph.D

As chair of the research committee of the International Association of Neuro-linguistic Programming, I am interested in enhancing the quality and quantity of research in NLP. As one small chunk of this endeavor a set of proposed guidelines concerning ethical behavior in NLP research has been created. A draft of the proposal is presented below for feedback by the NLP community. Please send your comments and suggestions to:

Dr. Oakley E. Gordon

Southern Utah University

Cedar City, Ut 84720

My CompuServe mailing ID number is 70313,213

ETHICAL GUIDELINES

1) OVERVIEW

This document presents the IANLP guidelines for ethical research in NLP.

The role of IANLP in the establishment of standards and guidelines is currently under discussion (see Wyatt Woodsmall's article in NLP CONNECTION, July-August, 1991). Given this context, these guidelines are offered simply as a resource for individuals engaged in research in NLP.

2) SCOPE OF GUIDELINES

a) Some individuals engaged in research in NLP will be working within an institution or governing body that has its own rules for research on human subjects. The principles presented in this document are meant to supplement, not replace, those rules. Given differences in the sets of rules, the individual is advised to adhere to the more stringent of the two.

b) These guidelines are to be applied to research in NLP. 'Research' in this context refers to the collection of data for the purpose of adding to a body of knowledge. The term does not include exercises performed for training purposes or self-development. It is proposed, however, that ethical considerations should guide all NLP activities.

3) GUIDELINES:

a) RESPONSIBILITY. Every research project should have one or more individuals who are identified as the "primary experimenter(s)." The primary experimenter is responsible for insuring that ethical considerations are addressed and resolved, and that all members of the research team are adequately prepared to follow ethical procedures.

b) LARGE-SYSTEM ECOLOGY. Consistent with the NLP presuppositions concerning the systemic nature of the world, NLP researchers have the responsibility of addressing the effects their research may have on society.

c) SMALL-SYSTEM ECOLOGY Consistent with the NLP presuppositions concerning the systemic nature of the world, NLP researchers have the responsibility of addressing the effects their research may have on the individuals who participate in the experiment. Research with the objective of altering a participant's behavior should include procedures to protect both the interpersonal and intrapersonal ecology of the individual. Experimenters are encouraged to include 'Ecology' subsection in the 'Methods' section of their experimental report.

d) RISK EVALUATION. All interpersonal interactions have the potential of affecting a participant's ecology. It is the responsibility of the researchers to evaluate the degree of risk imposed by the study. Consultation with others not involved in the research project is strongly advised.

Research on human participants traditionally involves a cost-benefit evaluation where risk to the participant is balanced against the potential gain to science. Given the NLP emphasis of being an applied model rather than a theoretical model, it makes little sense to use potential gain to scientific theory as a justification for placing a participant at risk. Within the NLP model it is more reasonable to weigh potential risk to the participant with potential gain for the participant. The participant, as part of the loop, should be given the information necessary to make an informed choice about whether or not to participate in the experiment.

e) MINIMIZING RISK. The researchers are responsible for minimizing the risk faced by the participants. Possible undesirable consequences should be anticipated and resources for handling those consequences should be identified before the experiment begins. Resources should include, at the minimum, individuals who are highly skilled in NLP. Adequate protection may require the participation of professionals in other fields. For example, projects involving an intervention that could affect health may require a physician on the research team to provide adequate protection for the participants. In all cases, research involving interventions regulated by law must abide by those regulations.

The researchers are also responsible for providing a means to detect and correct undesirable consequences that occur after the research project has ended. The resources gathered together for the project must be available for a reasonable period of time after the project has ended.

Order The Series Of Newspaper Ads That

TRIPLED MY PRACTICE IN 30 DAYS

While Educating The Public About What I Do

Order From:
Sylvia Runkle
210 W. Jefferson
Macomb, IL 61455

Only $19.95

Advertising Lifelines

1992 Advertising and article due dates: January 15, March 15, May 15, July 15, September 15 and November 15.

Advertising rates are as follows: 1/4 page—$50, 1/3 page—$70, 1/2 page—$90, 2/3 page—$130, full page—$180. Please send articles and advertising to editor's address on page 3. Please send check with ad or if invoice preferred, add $5 to cost of ad.
Buy 6 ads for the price of 4! Call 614-766-4657

What did the Buddhist say to the hot dog vendor?

Make me one with everything

Anonymous

Georgian Bay NLP Centre

- Practitioner & Master Practitioner Training
- Language & Behaviour Profile
- PhotoReading Workshop
  Toronto Dates: Jan. 30 & 31 Feb. 7 & 28, 1992
  May 4, 5 & 11, June 1, 1992
  Ottawa Date: May 25 & 26 June 15 & 16,1992
- StressMap™ Workshop
- Call us about upcoming dates!

CALL FOR YOUR FREE NLP CATALOGUE:



•books •tapes
•videos •software
•and much more

Phone (519) 538-1194
or FAX (519) 538-1063
P.O. Box 1210
Meaford Ontario
N0H 1Y0

Olympic Diving And Two Lessons About Modeling

by Wyatt Woodsmall

The United States Diving Team demonstrated its prominence to the world in the 1984 and 1988 Olympic games. In these games Greg Louganis became the second person in the history of Olympic competition to win back to back gold medals in the three meter springboard and ten meter platform events. The lackluster performance by US athletes in other Olympic sports further enhanced the excitement of the diving competition. Greg demonstrated incredible control and courage after hitting his head on the board and returning to dive again.

After the 1988 Olympics, Greg Louganis and many others on the team retired from active competition. Now China and the Soviet Union are considered to be the United State's major competition. Indeed, most experts have predicted that the Chinese champion Tan Liangde, winner of the silver medal in 1988, will win the gold medal in Barcelona.

A LOOK AT THE COMPETITION

Diving is quite different in China and the Soviet Union. In both countries children as young as six are selected, after meeting rigid selection criteria, to begin training. Children are selected because of body type and body alignment, then developed through a progressive program of rigorous training. The emphasis is on endless repetition, working hard, and total standardization of the training program, with eight to twelve hours training a day. They are taught to dive exactly the same way every time. Also, Chinese and Soviet divers are completely subsidized by the state; indeed the only life they know is training. They have the opportunity for international travel and the prestige of being on a national team. Soviet and Chinese children quickly realize that the swimming pool is one of the most pleasant places in a world that offers little in the way of recreation and comfort.

Both the Chinese and the Soviet teams rely heavily on inside modeling. Chinese and Soviet divers spend hours watching tapes of Olympic champions and trying to match their physiology as closely as possible. Both the Chinese and the Soviets have powerful programs. While the Western world views training as something adjunct to life, to the Chinese and the Soviets, life is training.

next page

But their greatest strengths are also their major weaknesses, and fortunately the US has a powerful and secret weapon that is already beginning to stem the Red tide and help the US maintain supremacy in diving. More on this weapon later.

TRAINING THE HOME TEAM

In the US, diving is often viewed as a country club sport. There are few adequate facilities at which potential divers can learn. More and more diving boards are being removed from country clubs and recreational pools because of escalating insurance rates. Also, since there is no standardization of diving training in the United States, children learn to dive on their own or with inadequate coaching. Athletes choose sports other than diving that offer more prestige and have more potential for making money. To become an elite diver one must usually pay a coach, train and earn a living at the same time. Given these circumstances it is amazing that the U.S. has remained competitive.

While the Chinese and Soviet programs rely on sameness and repetition, the US program has relied on difference and adjustment. Because most divers developed bad habits as children, coaches have, of necessity, according to four time Olympic coach Dr. Ron O'Brien become "fix it coaches." They teach divers how to adjust in order to achieve correct form. Elite US divers are taught how to adjust continuously to perfect the dive, whereas Chinese and Soviet divers are taught to dive the same way every time. The problem with the Chinese and Soviet systems is that divers are not taught to adjust for environmental variables. When the wind blows, they freak, while Americans who are taught to adjust take it in stride. Chinese and Soviet divers have tried to copy the form of previous Olympic champions including Greg Louganis. However, they fail to realize that it is the ability to detect and correct for minute differences that make great divers.

Greg said, "I'm a real perfectionist. But that is the irony. In order to do it perfectly, I have to let go of perfection a little. For instance, in diving there's a 'sweet spot' on the board, right at the end. I can't always hit it perfectly. Sometimes, I'm a little back from it. Sometimes, I'm a little over. But the judges can't tell that. I have to deal with whatever takeoff I have been given. I can't leave my mind on the board. I have to stay in the present. I have to be relaxed enough to clue into the memory tape of how to do it. That's why I train so hard - not just to do it right, but to do it right from all the wrong places."

LIMITS OF INSIDE MODELING

There are two lessons to be learned about modeling. Modeling is a process for capturing, encoding, replicating and transferring human skills and abilities (i.e., expertise). The skills and abilities most desirable are those of experts. If one models mediocrity, one gets mediocrity. The result of the modeling process is a "model." When this "model" is installed in others the result should be an

Masters Certification
and
Advanced Trainings

NLP
SANTA FE

P.O. Box 9910
Suite C
Santa Fe, NM
87504-9910

(505) 758-3339

1992 Programs

Masters Certification
May 2-22
ACTIVE-CONTEXT training
30-50% will take place in the field
Meet and **Exceed** IANLP Guidelines

Hand Game™ Training
Oct. 12-16
Advanced sensory awareness through
Native American games
Managing anxiety and assessing risk

Patterns of Physiology
Sept. 14-18
Physiology explored in-depth
Rhythm-Trance-Patterns of physiology
NightWalking into the Non-Conscious

Mastering the Metaphor
Nov. 9-13
The creation of different types of metaphors
How and when metaphors become literal
Taught by Nelson Zink, author of
The Structure of Delight

Applied NLP - A More Practical Context

increase in performance to equal or near equal that of the expert. This is the only valid evidence that the model is successful.

Modeling should not be confused with the traditional educational process. Both claim to be able to transfer skills and abilities. The difference between them lies in the origin of the skills and abilities to be transferred. In the traditional educational process these come from both theory and experience. In the modeling process they come from decoding the unconscious competence of selected experts. In both cases the distilled skills and abilities are transferred through a training process.

There are two approaches to modeling in NLP today—inside modeling or modeling by imitation and outside modeling. Inside modeling involves pattern detection and transference. It detects and explicates patterns of behavior. It focuses on "what" an expert does in order to achieve a particular result. Outside modeling is recognized by sets of distinctions, procedures and processes that enable one to achieve a desired outcome. Inside modeling provides a set of tools. In many cases the patterns of experts have already been made explicit. The experts themselves may even have been able to explicate their own patterns. If the patterns are already explicit, then one should not refer to the process of their acquisition as "modeling."

Outside modeling goes beyond inside modeling to focus on "how" experts do what they do. Outside modeling focuses on the process used to generate the patterns that form the "what" of inside modeling. Outside modeling is recognized by specific sets of beliefs, values, meta program filters, physiologies, representational system facilities, and strategies that are used to generate the distinctions, patterns, processes, procedures and tools used by the expert.

In short, inside modeling explicates "what" experts do and outside modeling explicates "how" they do it. Inside modeling is like giving someone a fishing pole and a can of worms. Outside modeling is teaching someone how to make a fishing pole and find worms as well as how to use them to catch fish. There is a big difference between these two approaches. Inside modeling teaches one how to be successful by copying or imitating patterns. Outside modeling teaches one how to create and generate the patterns in the first place.

Modeling is neither easy nor simple. Anyone who claims it is has never done it successfully. What usually passes for inside modeling is the mere copying of physiology. Inside modeling or modeling by copying physiology only works for a few very simple skills. It works best for modeling gross motor movements, but fails with fine motor movements which require internal feedback and adjustment.

Many athletic programs have gone the way of the Soviets and the Chinese who try to copy physiology and think that this will lead to skill mastery. Between 1984 and 1988 divers around the world continually tried to copy the physiology and form of Greg Louganis. They could occasionally do one dive that "looked like" Greg, but they could never do a dive "like" Greg. This is because they ignored the internal process that was the key to Greg's unparalleled success. Greg Louganis was the world's most successful diver not because he could dive the same way every time, but precisely because he never dove the same way twice. It was his ability to notice nearly imperceptible differences and make incredibly refined distinctions and adjustments that made him what he was. No amount of copying his physiology will ever produce the results he did, because the physiology alone without the accompanying internal process is inadequate. Many divers can get to the right place. The secret is to do it "from all of the wrong places." This takes more than physiology; it takes the ability to detect and respond to incredibly subtle cues and to continuously adjust .

Another tragic myth regarding modeling is that modeling enables a person to learn to do anything they desire. Sometimes modelers talk as if anyone with the right strategy and physiology can do anything. Unfortunately this is not true. If only skill acquisition were that easy! The sad truth is that genius is based on a number of factors among which are: 1) A set of beliefs that support superior performance. 2) A set of values that motivate one to expend the time, energy and resources required to acquire expertise. 3) A set of perceptual filters and sorting patterns that enable one to acquire the necessary data from ones environment. 4) The ability to make

next page

Announcement and Call for Proposals

North Central Regional Conference

Robert Dilts
Keynote Speaker

Detroit Area
September 12-13
For information call:
313-545-5878

Proposals Due May 15, 1992

highly refined discriminations about that environment in one or more representational systems. 5) An optimal strategy or sequence of representational system accesses. 6) A means of decomposing tasks and a set of heuristics for focusing choices. Some modeling trainings focus on one or the other of these aspects and ignore the others. An effective modeling training considers all of them.

Modeling does not mean that anyone can master any skill as some trainers seem to indicate. If one does not already have the requisite perceptual filters, enabling beliefs, supporting values, representational system facility, strategy sequence, and strategic approach, then it may take years to develop them. Pre-selection buys more than training. It may be possible to train anyone to do anything, but it may take several lifetimes to do so. In the real world it is much more efficient to pre-select trainees with already developed perceptual filters and representational system facility. Pre-selection plus modeling is the key to increased individual and organizational effectiveness. With modeling it is possible to dramatically reduce training times and increase overall effectiveness levels, but this does not mean that one can somehow magically learn to do anything. NLP has an obsession with magic and brevity. Students are too often attracted to simplistic shortcuts that lead nowhere. The development of expertise requires time and energy. With modeling the time can be reduced but not eliminated entirely. There are no magic pills for excellence.

THE US TEAM'S SECRET WEAPON

The previous US Olympic champions including Greg Louganis have all retired from active competition, but the Chinese team, which was the U.S. teams closest competitor in the 1988 Olympics, will be virtually intact and four years stronger for the 1992 Olympics. Many international diving experts predict a down-turn in the U.S. competitive performance. These experts have already been proven wrong, because of an exciting program undertaken by United States Diving. As mentioned earlier US diving has a powerful and secret weapon.

This weapon is a powerful technology for replicating excellence called Advanced Behavioral Modeling SM (ABM). ABM is a powerful synthesis of techniques drawn from cognitive behavioral modeling, artificial intelligence, human typological analysis, motivation theory, values research, accelerated learning, kinesiology, and neuro-linguistics. ABM was developed over a six year period by Dr. Wyatt Woodsmall, Marilyne Woodsmall and Richard Graves. It has been rigorously tested and validated in both the private and federal sectors.

United States Diving hired a modeling company to model top US divers and to design a training program to transfer these skills to a select group of those divers considered most likely to win medals in the 1992 Olympics.

In early 1990 four modelers modeled Kent Ferguson, Kelly McCormick and Wendy Wyland at Mission Bay Florida. The modelers worked in close cooperation with Coach Ron O'Brien. As a result of the modeling process, several of the divers made some immediate improvements in their already elite performance.

This work paid off in a big way in early 1991 at the VI World Aquatic Championships in Perth, Australia. Going into the World Games the Chinese champion Tan Liangde was predicted to win the gold medal. During the preliminary trials Tan finished first and was a heavy favorite going into the finals. Kent finished sixth in the trials. Everyone told him that he would be scored poorly by the judges in the finals because he had not placed in the top three in the trials. Kent was undaunted. The night before the finals he focused his full energy and attention on the program that had been worked out with him. This program continued from the moment he awoke the next morning through the finals and championships. After each dive Kent found a quiet secluded place and continued the program he had rehearsed so carefully with the modeling team. Kent learned that what is done between dives may be as important, if not more so, than what is done on the board. The results are history. When the competition was over the American who wasn't given a chance was wearing the gold medal.

One diver, Mark Lenzi, was having difficulty with a reverse three and a half somersault, the hardest dive in the book. Two months later in the US Diving Championships Lenzi jumped off the board and into the record books by receiving the largest number of points ever awarded on a single dive in the history of world diving—101.85.

It can be said that elite divers have some incredible strategies for: time distortion, being able to make mid-dive corrections, motivating themselves, and dealing with the stress of competition.



The Aligned Self

The leading-edge workshop for transforming identity and building personal congruence.

Developed & Taught by
Connirae Andreas, Ph.D.

January 17-20, 1992

Boulder, Colorado

Space Very Limited!

Two Advanced Trainings

New ground-breaking material to assist us in transforming our "Inner Self."

TRAINING DESIGNED BY ANDREAS EXCELLENCE — STEVE & CONNIRAE ANDREAS — NLP COMPREHENSIVE · FOUNDED 1979 · BOULDER, CO

Relationship Alignment (Aligning Perceptual Positions)
This deceptively simple process yields powerful results throughout your life. It results in easily maintaining a solid sense of self, while fully acknowledging others. Particularly important with co-dependence and relationship issues.

The Five Core Outcomes
Many people spend a lifetime pursuing outcomes that don't deeply satisfy. You'll be guided in identifying and securing your own unique core outcomes.

Parental Timeline Alignment
A powerful method that enables us to transform the "sense of being" that emerges out of our cumulative past history.

Identity Alignment (Uncovering Your Inner Essence)
You'll experience this profoundly generative way to utilize *symptoms* as a doorway to pervasive change that goes far beyond the domain of a symptom. Particularly useful with major life issues including ***co-dependence, abuse, trauma, eating disorders, health concerns, and dealing with emotions such as anger, intimidation, guilt, shame, etc. Some experience this as "tapping into our spiritual essence."***

"Without question these are the most powerful techniques that anyone has developed. It's filled gaps in NLP."
—Keith Leech, Ph.D., Psychologist, Lincoln, NE

"As I use it with clients, something is happening way beyond the technique. It opens a door to something profound. I love it and am forever grateful to you for it."
—Jan Prince, Psychotherapist, Denver, CO

Prerequisite: NLP Master Practitioner Certification
Tuition: $450, $400 if $100 deposit is postmarked by December 20, 1991—Boulder, CO
The Aligned Self is part of NLP Comprehensive's NLP Master Practitioner Program. Master Summer Residential June 5th-July 8th, 1992

Other 1992 Locations
Salt Lake City, UT, Apr 10-13
(Master Certification Required)
London, England, May 1-4
Chicago, IL, Sept 11-14
(Practitioner Certification Required)

NLP Comprehensive 1-800-233-1657

Announcing

A "positive self-concept" can be a solid foundation for a rich and productive life. It can also result in self-importance, pomposity, and arrogance. In this unique workshop you will participate in the discovery of the elements of self-image, and in the development of a new NLP model of the self.

Prerequisite: NLP Master Practitioner Certification
Tuition: $180, $150 if tuition is paid in full and postmarked by March 6, 1992.

Weeds, Flowers & Vegetables in the Garden of Self-Esteem

An Advanced Research Workshop with
Steve Andreas, M.A.
March 28 & 29, 1992

NLP Comprehensive
Founded by Steve and Connirae Andreas, 1979.
2897 Valmont Rd • Boulder, CO 80301 • 1-800-233-1657 • Fax: 1-800-845-9275

NLP Book and Tape Store

NLP - The New Technology Of Achievement
only $49.95 before January 31, 1992

Free shipping on all book and tape orders placed before January 31, 1992

NLP Comprehensive

Extended Practitioner Training
Extended Master Practitioner Training
Columbus, Ohio, Fall 1992

Aligned Self • Tamara Andreas

No Pre-Requisites
Personal Transformation Seminars
Or Personal Consultation
Call for dates and locations
Material developed by Connirae Andreas

Generative Touch • John Parmater

Columbus, January 11-12
Cleveland, February 15-16
Cincinnati, March 7-8

NLP of Ohio • 7630 Aquaford Pl. • Columbus Ohio • 43235 • 614-7939-NLP • 614-766-4657

Free CompuServe Sign-on Package

by Martin Brossman

CompuServe, an international information retrieval service, is providing an introductory offer to all IANLP members. For no charge, members can receive a CompuServe sign-on package. CompuServe is the world's largest network of people with personal computers. CompuServe members can easily communicate with each other and have instant access to many types of information and services.

The sign-on package will give you a CompuServe password, a user identification number (ID) and $15 worth of usage time on CompuServe. To connect to CompuServe from your computer, you will need a modem, a CompuServe password, the local phone number used to access CompuServe, and some form of communication software.

To receive the introductory offer, call the appropriate number from the following list. In the US, call 1-800-848-8199; in the United Kingdom, call 0800 289378; in Germany, call 0130 37 32; in the rest of Europe, call (+44) (272) 25111 or (+49) (89) 66 550 111; and outside the US, Canada, and Europe, call 614-457-0802.

When you call CompuServe, you will hear a recording. Press 1 on your phone to become a new member. When the operator answers, ask for "representative or operator 331." You will then be able to order the free sign-on package. If you choose, at this time you may also purchase CompuServe Information Manager (CIM), a $10 software package which maximizes the benefits of CompuServe ($10 worth of on-line credit comes with CIM, which makes the software essentially free.) In the US, you can find out a local access number by calling the same 800 number and then pressing 3. For additional help, call me at 919-870-1873.

Getting an Edge in the 90's

Training in Neuro-Linguistic Programming

NLP Associates presents:

Practitioner Certification Training beginning February 1992 in San Francisco

This Training will emphasize:

- The concepts and techniques of NLP for Personal & Business Use
- Integration of NLP into daily life to get an edge in the 90's.
- Using NLP from the heart

Also in January:

Barrier Breakthrough Weekend
San Francisco, California

Personal Fulfillment Weekend
Sacramento, California

Call for dates and times

Call for further information and about free classes in January and February

NLP Associates Primary Trainers:

Art Giser (415) 861-0460

Nick LeForce (916) 920-1558

244 Herman St #2 • San Francisco, California • 94117

Index to Advertisers

Advanced Communication Training 21
Advanced Neurodynamics Inc 6
Genesis II 24
Georgian Bay NLP Centre 15
Metaformation Inc 18
New England Institute 10
New York Training Institute for NLP 11
NLP Associates 20
NLP Comprehensive 19
NLP International VIII 11
NLP of Ohio 20
NLP Santa Fe 16
NLP Resource Center 22
OTCC Inc. - Dave Dobson 9
Richardson Group Inc 4
Stances 21
Susan Branch and Associates 12
Sylvia Runkle 14

Advanced Communication Training, Inc.
A Center For NLP

Creating Ecological Relationships
"The Co-Operator Model" ™
May 16-17, 1992 in N.Y.C.

An Intoduction To NLP
March 15, 1992 in N.Y.C.

East Coast Summer Residentials
NLP Practitioner Training
Ericksonian Hypnosis Training
August, 1992 in Rosendale, N.Y.

Trainers: Steven Leeds and Rachel Hott and Kathleen Mazzetti

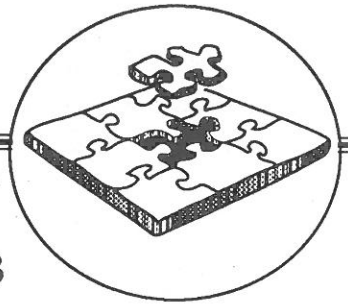
Advanced Communication Training, Inc.
31 Washington Square West
Penthouse B
New York, N.Y. 10011
212-529-9227
201-509-9599
(FAX) 201-509-9599

STANCES™

"...profound insights in a simple format...remarkable results with people..."

A holographic approach to personality; a breakthrough in interpersonal communications so powerful that in just one weekend it can change how you live and work with others.

Dates: Saturday & Sunday, January 25 & 26, 1992
Saturday & Sunday, May 2 & 3, 1992
Place: The NLP Training Center, Philadelphia *Fee: $225.*



NLP TRAINING SYSTEMS, INC.
2129 Spring Garden St., Philadelphia, PA 19103
(215) 854-0800

'Twas the night before Christmas and all through the house, not a creature was stirring except Mickey Mouse.

He's excited you see...Yes, he's filled with elation, for IANLP's coming from many a nation!

Learnings and sharings are no small endeavor. Skill, insights and knowledge that are just downright clever.

"Authentic Hearts..." Jean Houston's the keynote! Personal-world transformation and staying afloat.

Such talent, such wisdom...and so near his kingdom. Mickey muses and fusses, how can he say "Welcome?"

He'll send them his map of the territory they're near...of dreams and of wonder, of fun and good cheer.

Five minutes from Epcot and Disneyworld you see, makes Orlando in April the place you want to be!!!

9th Annual IANLP Conference

AUTHENTIC HEARTS
PREPARING FOR A NEW ORDER CIVILIZATION

April 24-26 1992 Orlando Florida Hyatt Regency

Earlybird Special — Save $50.00 when you pay IANLP membership dues and confirm your Conference reservation by December 31,1991.Pay only $200.00 to attend the Conference.

Hotel Reservations — 407-396-1234

For more information call Laura Shaw — 317-636-6059 or FAX 317-638-0539

ROBERT DILTS

Co-developer of NLP and one of its foremost trainers

Strategies of CREATIVITY and Structures of INNOVATION

Tools for personal and group activity for dreamers and managers

February 7, 8 and 9, 1992
Washington, D.C.

Registration Fee: $450.
$400 if registered by Jan. 17.
Visa / MC accepted



To register or request information about this or other NLP training in the Washington area:

NLP RESOURCE CENTER
The Family Therapy Institute of Alexandria
220 S. Washington Street, Alexandria, VA 22314
(703) 391-8564 or (703) 549-6000

Interest Sections Bulletin Board

For more information about the interest sections, call any of the following people:

Business - Peggy Dean 404-988-9186
Education - Edna Clay 205-881-0884
Clinical - Karen Edwards 617-927-9000
Modeling - Wyatt Woodsmall 703-979-3835
Medical - Janet Konefal 305-532-2553
Training - Tad James 808-521-0057
Research - Oakley Gordon 801-586-7899

For general information about interest sections, call René Pfalzgraf at 602-252-4840.

Attention!!
International Organizations

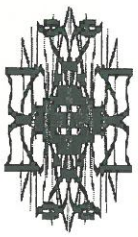
IANLP would like to contact other organizations and associations for NLP in all parts of the world. If you know of such an organization, please let us know how to contact that organization. IANLP wants to participate in greater world-wide networking. We invite you to write the IANLP Board of Directors with your ideas for networking and collaboration.

Send your information to Laura Shaw, IANLP, 310 N. Alabama, Suite A 100 Indianapolis, IN 46204

Ph: 317-636-6059

FAX: 317-638-0539

Research Database Grows



New references are continually added to the research database. For information, contact Lyle Chubb at Creative Growth Unlimited, 510 West Union Street, Newark, New York, 14513. (315) 331-0411.

Leadership Roster

EXECUTIVE COMMITTEE

President
Wyatt Woodsmall, Ph.D.

President-Elect
Douglas J. Sauber, M.Ed.

Vice President, Program
Teresa A. Robbins

Vice President, Membership
Lyle Chubb, M.A., M.Div.

Secretary
Tamara Andreas, M.M.

Treasurer
Julie A. C. Virgo, Ph.D.

Immediate Past President
Tim Hallbom, M.S.W.

BOARD OF DIRECTORS

Past Presidents
Kay Grask, A.C.S.W.
Cory de Torres, Ph.D.

Northeast Representative
Ann Gardner, Ph.D.

Southeast Representative
Frances Wiggins

North Central Representative
Beryl Tilbury

South Central Representative
Edit Rodas-Carroll

Pacific Representative
Danni Burton

Mountain States Representative
Carl Palmer

Western Canadian Representative
Steve Davis, Ph.D.

Eastern Canadian Representative
Deanna Sager

International Representative
France Camerlynck

ASSOCIATION STAFF

Joyce M. Martello, CAE
Laura S. Shaw
Cindy Riley

NEWSLETTER EDITOR AND COMMITTEE CHAIRPERSONS

Newsletter Editor
John Q. Parmater, B.S., MBA

Standing Committees

Finance
Julie A. C. Virgo, Ph.D.

Program
Teresa A. Robbins

Legal-By-Laws
Douglas J. Sauber, M.Ed.

Nominating and Elections
Tim Hallbom, M.S.W.

Professional Guidelines
Cory de Torres, Ph.D.

Ethics
Gordon Sherley

Research
Oakley Gordon

Public Relations & Membership
Lyle Chubb, M.A., M.Div.

Public Information
Gordon Gamm

Special Committees

Local Chapters
Carl Palmer

Sections
René Pfalzgraf

Management
Patricia O'Reilly

Long-Range Planning
Tad James, Ph.D.

ADVISORY BOARD

Leslie Cameron-Bandler
Richard Clarke
Robert Dilts
Dot Feldman
Marilyn Ferguson
George Leonard
Anné Linden
Virginia Satir (In Memoriam)
J. Rene Wilett, Ph.D.
Kathryn Williams

Generative Change

Stephen Gilligan, Ph.D.

Join Stephen Gilligan, one of the worlds foremost Ericksonian Psychotherapists and Hypnotherapists, for this generative three-day workshop.

Topics Include:

- Multiple Levels of Mind
- Prerequisites for Creativity
- The Interpersonal Mind
- Dissolving Fixed Patterns
- Generative Life Stories

Denver, CO
April 24 - 26, 1992

Register Now • Space Limited

Tuition: Early—$250 paid in full by March 13, 1992; $300 after March 13 and before April 10; $350 after April 10.

Metaphors of Identity



Operating Metaphors™ and Iconic Change

An Audio Cassette Seminar™

by Charles Faulkner

How do you know what to want? Your desires, deepest longings, even your hidden fears, are shaped (and revealed) by unconscious metaphors. This tape set teaches the keys to Operating Metaphors™ which determine our beliefs, values, actions, lifestyles, even our identities and how to change and enrich them. Includes follow-up interviews.

(Three audio cassettes with booklet in a binder. $29.95 plus $3.50 shipping & handling. Add $1 shipping and handling for each additional tape set).

Genesis II
Creating a World of Possibilities

Call or Write to Order & Register
(303) 823-5053
4640 Hygiene Rd • Longmont, CO 80503

NLP Connection
IANLP
310 North Alabama Street
Suite A-100
Indianapolis, IN 46204

Forwarding and Address Correction Requested

COLUMBUS DEC 16 '91 OHIO

U.S. POSTAGE 2.12≈ METER F9703177

VAN DER HORST, BRIAN
REPERE
78 AVENUE DU GENERAL MICHEL BIZO
75012 PARIS,
FRANCE