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HALLELUIA! ISSUE | **JANUARY 1990** | **#29**

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OUR PURPOSE AND PHILOSOPHY IS:

- *To provide the best and most valuable information available in the sciences of human change to our readers*
  by offering information from various fields of human behavior — including NLP, traditional and Ericksonian hypnosis and healing therapies — in order to provide many different models and strategies for interacting with clients, students, friends and relatives
- *To be instrumental in the reinstitution of personal freedom*
  by offering tools whose use empowers anyone to become a master of their own destiny
- *To stimulate and expand minds*
  by presenting techniques that effect controversy, stretching, change and enlightenment
- *To be a bridge of rapport connecting the many different approaches to the pusuance of success, abundance, peace and joy.*

In our first issue (aptly named ACORN), we stated "We honor and respect that different strokes apply to different folks." This is a cornerstone of our philosophy. We respect different approaches and are excited that there is more than one road to enlightenment. As we continue to investigate other than familiar beliefs and truths in order to increase y/our capability for communication and change, we will look at results ("what works") as our criteria for success.

Perhaps, by moving from judgment of how others choose to express to acceptance of—even delight in!—differences, we can move beyond our present situations, beliefs and concepts to re-establish rapport throughout the planet.

Peace, RAPPORTER

Opinions, comments, letters, drawings and other materials are invited for consideration. Submissions must be signed and names will be withheld upon request. If return of materials or a personal reply is desired, include a self-addressed, stamped envelope.

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HALLELUIA! ISSUE #29 1/90

Behavioral Modeling 2
STRATEGIES
Part X — Recollection and Recognition Strategies
By Wyatt Woodsmall, PhD

NLP in Business 6
QUESTIONS AND ANSWERS
By Kenrick E. Cleveland

Special Feature 8
WELL-FORMED OUTCOMES
Goal Setting, Information Gathering and *More* — Part I
By Rene Pfalzgraff

NLP in Sales 10
ADVICE FOR THE DISCRIMINATING SALESPERSON
By W. Scott Phillips

Special Feature 11
THE SECRET OF CREATING YOUR FUTURE
Part VIII — The Nature of Prosperity
By Tad James, PhD

Special Feature 13
THE EMOTIONAL TONE SCALE — Part I
By Edward E. Morler, PhD

Reviews 15
HYPNOTISM, IMAGINATION AND HUMAN POTENTIALITIES
By Barber, Spanos and Chaves
Reviewed by Nancy Beplat

Beyond Self Awareness 17
THE MAP OF INSANITY — Part II
The Nine Types of Insanity
By Wyatt Woodsmall, PhD

Potpourri 20
LONGING FOR THE PEACE OF THE GRAVE
By James A. Takacs

Events Listing 24

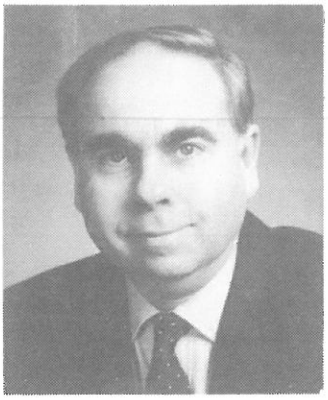
Resource Guide 24

World Healing Meditation . . . . . Inside Back Cover

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STRATEGIES
Part X — Recollection and Recognition Strategies

Recall is the third and final phase of the learning and remembering process. Once material is stored in long-term memory, the next task is to be able to access it on demand. Recall is the ability to recall facts when one needs to. There are twelve principles that govern this process.

1. *Association* — To remember a new fact, one should use association (the mind's glue) to attach it to a fact one already has in memory. One should then connect these facts to form a story. Strong associations create strong memory. (Note that association as used here has a different meaning than the state in which one's attention is captured by the immediate experience, as in 3 below.)

2. *Principle of Imagery or Mental Visualization* — Visualization is a powerful aid to recall. Studies indicate that the correct recall for vivid pictures runs 99% or higher. Interactive visualizations lead to the strongest recall. To recall material, it is important to translate it into static visual images such as pictures or diagrams or into dynamic visual images like movies. The ability to do this often involves visual construct. This may be the single most important key to the mastery of technical material. If one remembers with words only, then one will have to work much harder and will have a far smaller storage capacity. If one remembers with pictures, one can recall more quickly and with less storage capacity. Remember that a picture is worth ten thousand words and that the visual storage system may be accessed more rapidly than the auditory because the auditory requires time to play back the tapes. People who are good at remembering technical material do not have great memories. What they have is a great ability to construct pictures and diagrams to represent technical material.

3. *Associated and Dissociated States* — When one remembers what they actually saw and heard, they will reaccess the feelings associated with the experience. When they see themselves in the picture, they only access the feeling that they would have watching someone have the experience. Since no one ever actually sees themself in the picture (unless they are looking at a reflection), all memories in which one sees oneself in the picture are constructions. In remembering material, one will have a more detailed memory if one is associated to the experience in question.

4. *Active Involvement* — In general, the more active the involvement one has with the material, the stronger the learning is. To increase involvement, organize the material to be learned in the form of a story that is easy to visualize and dramatic, comic or vulgar.

5. *Synaesthesia* — Synaesthesia occurs when one expresses a memory generated in one sense, in terms of another sense. The more sensory channels that a memory accesses, the more complete will be the recall.

6. *Memory Pegs* — One of the best ways to remember lists is to use memory pegs. This involves first memorizing a master list of peg objects and then creating an active mental association picture connecting the items on the list to be memorized with the corresponding memory pegs. This involves creating a visual picture and then storing it as a memory.

7. *Mnemonics* — This is the process of using existing or creating new words, phrases, sentences or rhymes that are associated with difficult-to-remember principles or facts. This involves creating an auditory construction and then storing this as an auditory memory.

8. *Rhythm and Rhyme* — These are two powerful memory aides for recalling auditory information.

9. *Physical Activity* — To promote recall, make outward physical motion a part of the learning process. Read out loud, write it down and move around. This involves creating a kinesthetic sequence associated with the information and storing this as a kinesthetic memory.

10. *Physical Context and State-Dependent Learning* — One recalls best in the environment in which they learn. Much learning is anchored to the surroundings, and accessing these surroundings helps trigger the memory.

11. *Anchors* — Any memory attached to an anchor will be triggered by the anchor. To assist in recall, anchor the information to an appropriate stimulus. Ideally, the stimulus would be naturally occurring in the environment in which the information is required.

12. *Hypnosis* — Hypnosis may be used to assist recall. An appropriately trained hypnotic subject may have complete recall for an event under hypnosis. (Note that this does not necessarily mean that they will have conscious recall.)

13. *Principle of Articulation and Description* — One of the best ways to improve memory and increase intelligence is to practice giving detailed digital descriptions of fantasies and daydreams. This involves creating visual images and then describing the details of those images. This causes one to create in more detail and exercises one's descriptive faculties.

Recall is the fruit of memory. These principles indicate ways to facilitate this process.

BARRIERS TO LEARNING

There are certain barriers that block or interfere with the learning process. Among these barriérs are:

1. *Judgement* — People do not learn well if they think that they already know something. Poor judgement and unrealistic assessments of one's knowledge are the first barriers to learning success.

2. *Physical Disability* — Obviously physical and mental handicaps may serve as barriers to learning. They are barriers

which make learning more difficult but they do not prevent learning. Many physically and mentally handicapped people have been highly successful learners. Some of the so called "idiot savants" are learning geniuses in certain restricted areas.

3. *Culturally-Determined Responses* — People are conditioned by culture and habit to respond to new situations in old ways. Culture and tradition are often roadblocks against change.

4. *Passive Attitude* — In order to learn, one must want to learn and exert active effort. Much learning does occur passively, but a greater amount occurs when an effort is made to learn.

5. *Poor Self-Image and Self-Esteem* — This is one of the greatest barriers to learning. Henry Ford once said that whether a person believes that they can or that they cannot they are right. If a person believes that they are stupid or that they can't learn, then they will not learn well. If a person believes in themselves and in their own abilities and, most important of all, that they can learn, then they will. One source of poor self-image and low self-esteem is inappropriate comparisons. One should not compare themselves to an expert or to some ideal self or compare what they know to what there is to know. One always comes out on the bottom in any of these comparisons. The only comparison that one should use in learning is between what they know now and what they knew when they started learning. In this comparison, one always comes out ahead.

6. *Low Motivation* — Every teacher wants to train highly motivated students and is disillusioned because such students are rare. It seldom occurs to teachers that it is their responsibility to produce motivation. The motivation to learn is produced by a match between the needs and interests of the student and the subject matter. No one is highly motivated to learn things that lack relevance to them. Relevancy is the key to motivation. Motivation is the willingness to invest time, energy and resources to achieve or avoid certain things. To motivate someone to learn something, it is necessary to show a connection between the material and what the person wants to achieve or avoid. Once this occurs, low motivation is no longer a problem.

7. *Inability to Relax* — People learn best in an alert, relaxed state. Fear, stress and anxiety are the main enemies of relaxation and learning. Often classrooms are designed to increase rather than decrease these deterrents to learning. People can be taught to relax through the use of breathing and psychomotor movements. The teacher and educational system need to promote and foster an atmosphere conducive to optimal relaxation. Test and performance anxiety are a principal cause of stress. Well-managed educational processes minimize or eliminate this anxiety.

8. *Inability to Play (Heavy Seriousness)* — The time in a person's life when they learn at the most rapid rate is during early childhood. Learning should be fun and akin to play. Learning is far too important to take seriously. One should always strive to keep the child alive in themselves and in

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others. Heavy seriousness should be eliminated in life as well as in learning.

9. *Psychological Problems* — Personal problems are a major source of distraction and a major cause of loss of concentration. Personal problems become more relevant than the material to be learned. Every effort should be made to deal with personal problems in advance so that learning will not be interrupted.

10. *Inflexibility* — Inflexibility is as great a barrier to success in learning as it is to success in NLP. People who are unwilling to experiment and change make poor learners. The unwillingness to become "not me" is the greatest barrier to growth and change. The best learners learn to be systematically outrageous. If people think that you are crazy, then you can get away with anything. Also, you will have more fun in life and people will like you better.

11. *Inability to Concentrate or Focus* — This comes from a variety of sources as discussed previously. One must learn to direct one's attention, rather than having it captured by one's fantasies and by environmental distractions.

12. *Fear of Structure or Detail* — In learning, one must be willing to chunk down and to orient around structure. Fear of structure or detail usually comes from a sense of overwhelm. The cure for this ailment is proper chunking and sequencing. One is quickly lost without a map and, once lost, one usually gets even more lost. If one is given a proper map and slowly and systematically leads in the proper direction, then fear of structure and detail rapidly disappear.

13. *Inability to Explore and Capitalize on the Use of all Five Senses* — In learning, there is no substitute for clean, open sensory channels. Genius comes form refinement and discrimination in each of the senses. People who rely on only one or two senses are severely limited. Optimal learning occurs when all sense are utilized and developed.

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ATTITUDES OF A SUCCESSFUL LEARNER

Just as there are barriers to learning, there are certain attitudes that greatly increase one's probability of success as a learner. Among these are:

1. *Fascination, Curiosity and "How Is It Possible?"* — Curiosity is the key attitude in learning. One needs to look at the world with a sense of awe or radical amazement. This is called the "wide-eyed factor." The principal question underlying all learning is "How is it possible?" One needs to ask this question about everything.

2. *Wanton Experimentation* — Once one asks "How is it possible?" the next step in learning is to find out. This process is facilitated by an attitude of wanton experimentation. To find out how things work, query them. The best learners are constantly experimenting with things to find out what works best.

3. *Flexibility and Being Outrageous and Crazy* — The best learners have learned to be systematically outrageous. They are willing to experiment and try things. This flexibility allows them to experience new experiences and to grow, learn and change.

4. *View Life as a Challenge and Opportunity* — The best learners view life as a challenge that calls for discovering new and better ways to succeed more elegantly. They do not see things as problems but as opportunities to learn and grow. Also, they do not believe in failure, but only in feedback. Any lack of success is simply a process of learning something that doesn't work. They know that in learning what does work that they will discover many things that don't work.

5. *Move-Toward Goals* — It is more fun and less stressful to move towards than away. Good learners set high goals and work hard to achieve them. Learning is one of their greatest goals.

6. *Competence, Getting Results and Professionalism* — Good learners strive for competence in whatever they do. They realize that it is results that count and are always searching for a better way to get results. They value professionalism and eschew dilettantism.

7. *View Clarity as an Enemy* — The good learner knows that clarity is a great enemy. It is an enemy because it is something they never have. One can never know all that there is to know. All important decisions are made on the basis of insufficient information. Real-world knowledge is of probabilities and not certainties. Life always involves risk. Good learners always act on calculated risks and don't allow themselves to become paralyzed into inaction by waiting for a clarity that never comes.

8. *Integrity* — Honesty with oneself and others is the doorway to knowledge. Deceit is the greatest enemy of truth. Good learners have a passionate thirst for truth and an absolute abhorrence of falsehood. In learning, integrity is critical.

9. *Train Yourself* — Good learners learn to train themselves. They do not wait to be taught. They seize the initiative and make learning their responsibility. The first lesson they learn is that they can learn. The next lesson is in how to learn. After that, life becomes a search for better methods to learn and an accumulation of wisdom and discernment.

10. *Be A Learning Junkie* — Learning becomes not just a vocation but an avocation.

11. *Have Fun and Create More Ecstasy* — The learning junkie knows that life and learning must have purpose. The most worthwhile purpose is to make life better and more fun for oneself and for everyone else. The learner uses knowledge to eliminate sorrow and despair and replace it with joy and ecstasy and will not rest until this mission is accomplished for all humanity.

❐

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Continues in our next issue with "Functional Well-Formedness Conditions for Strategy."

Wyatt Woodsmall, PhD, *Certified NLP Master Trainer and Master Modeler, Founder and Chairman of Advanced Behavioral Modeling, Inc. and Director of the National Training Institute for NLP, has pioneered in applications of modeling in the governmental and private sectors. Richard Bandler, co-creator of NLP, has described him as "a walking encyclopedia of NLP," and as "one of the few people in NLP today who are actually doing modeling and extending the limits of its application." Doctor Woodsmall is co-author of* Time Line Therapy and The Basis of Personality *and is currently working on books on human typological analysis, advanced behavioral modeling, negotiations, training, and NLP and personal growth. He will be conducting a Modeling/Master Practitioner Certification program in February and July 1990. He can be reached at Advanced Behavioral Modeling, Inc., at 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

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It isn't my fault.
it takes forever to find a way out.

Chapter 2
I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in, again.
I can't believe I am in this same place.
But it isn't my fault.
It still takes a long time to get out.

Chapter 3
I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I fall in..it's a habit..but, my eyes are open.
I know where I am.
It is my fault.
I get out immediately.

Chapter 4
I walk down the same street.
there is a deep hole in the sidewalk.
I walk around it.

Chapter 5
I walk down a different street.

--Anonymous

NLP IN BUSINESS

QUESTIONS AND ANSWERS

By Kenrick E. Cleveland

When I first started writing for the RAPPORTER a little over a year-and-a-half ago, never did I imagine the overwhelming response I would be getting from you, the readers. It is really fun getting your feedback to my columns and I appreciate all the readers who have expressed their support for this information.

Many of you have written me asking me for specific advice. To that end, I decided that I would answer some of these questions in this column.

Question #1: You have mentioned in your articles that rapport is a double-edged sword. I don't really understand this concept very well. Could you explain it further for me?

Answer: Rapport has a tendency to turn against you if you don't have an outcome. Now the funny thing is that everyone, especially in sales, thinks that they have an outcome — minimumly to get the sale. However, on closer examination, they may have a more important outcome such as to be liked or to make friends or some other such thing. When this happens, rapport techniques tend to create a lengthy discussion that doesn't lead to a sale.

Have you ever gone into an appointment and started talking to the prospect and you get to talking about something that interests you and discover that an hour-and-a-half has gone by and you haven't talked about your product or service at all? You then finally bring it up and the prospect says, "Well, I'm really not in the market for that right now, but I sure enjoyed talking with you. Stop by next month and we'll see where I'm at then, OK?" If you've been in sales longer than about three months, you've had this happen and it's not fun.

The key to using rapport skills is to make sure that, when possible, you're not talking about some sport or the weather, etc., but that you are discussing the person's business and/or their needs. I often ask opening questions like these:

A. Tell me a little about what you do.

B. How long have you been doing it?

C. How did you get started?

D. Where are you from originally?

Since I'm selling sales training, these types of questions work very well for me. In general, they will work well for any type of product or service - just try and make sure that they somehow relate to what it is that you are selling.

Question #2: I find that reframing works best in therapeutic situations and not so well in business settings. Is this your experience as well? If not, how can I more effectively use them in business?

Answer: Often the best consultants and the best sales people see themselves as problem solvers. This seems to me to be rather therapeutic. Perhaps one of the worst things that you can do in a business is to come off using spacey therapeutic terminology, however, often the same principles apply.

I have noticed that too often people without much training in NLP are sometimes aggressive or abrasive in their use of reframes. For instance, in response to your question, an abrasive reframe might have been delivered thusly: "Do you also find that you're incapable of using intelligent business techniques in your therapeutic dealings?" or "So that tells me that you haven't been able to reframe business settings to appear more therapeutic so that you can use reframes more easily.". These are quite abrasive and totally unnecessary. Reframes can be delivered with grace and elegance when done properly — note the first sentence of my answer above. The best way to learn to utilize reframes in business is to first pick one of the several different types of reframes you'd like to begin with (the book, *Reframing,* by Bandler and Grinder, Real People Press, can give you some guidelines). Write down several objections you'd like to learn how to reframe and apply the reframming principles to them. Remember to keep the reframes soft and polite.

Question #3: I discovered language patterns in your articles that I have been closely following. I absolutely love them and think that they have the potential of being very powerful in helping me to influence people. In particular, I have been practicing with embedded commands and cause-effect types of patterns. My question is, how can I be sure that they are having the effect that I want them to have or for that matter how do I tell that they are having any effect?

Answer: That is a great question! When your presentation is using the basics of good influence skills such as rapport, gathering the prospect's criteria, using towards and away information properly, etc., language patterns are the next level of influence to bring to bear in your presentations. Ultimately, language patterns supercede even these good presentation skills (see my article in last month's RAPPORTER, entitled "Linking") when they are used properly.

I have several answers for you to this question. First, it's impossible to make a presentation to a prospect using language

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patterns and then go back and make the same presentation without language patterns and measure the difference in their response. So the bottom line is — you know language patterns work because of your subjective experience. This however, is the least effective way to determine that they are effective.

The best way to make this determination is to increase your calibration skills. Calibration refers to the process whereby you closely monitor the ongoing sensory feedback your prospect is giving you. What, then, is the sensory feedback you need to be watching for? One of the best ways to determine this is to ask a friend to help you in learning the impact that language patterns have. Then, talk to your friend using a high frequency of patterns and watch their response. Basically, you will find that people respond to language patterns that are being used properly by demonstrating a kind of trance phenomena such as the muscles in their face going flat or their the pupils dilating or overall body immobility and the like. These can all be signs that the suggestions you are using are working.

Remember that there are a few important rules to using language patterns that will always ensure that they work:

1. You need to use a high frequency of patterns for maximum impact.

2. Your suggestions all need to be "going in the same direction." That is, you can't be suggesting that a person buy from you now, while with your presuppositions be suggesting they do it some time in the future.

3. It's important with embedded commands to really **mark off the command** by changing the tone of your voice as you say the command, pause before and after the command, etc., as you use them.

Much time and practice could and should be devoted to the use of learning how to use language patterns. A goal could easily be set and accomplished to make them a natural part of your communication with others to emphasize certain points and greatly enhance your overall ability to influence.

Question #4: What are the best metaprograms to use in sales? I get a bit confused by all the possible metaprograms to choose from but I realize that they have a great deal of ability to assist me in my sales. Help!

Answer: I appreciate this question. Much noise has been made about the use of metaprograms — from attempting to catalog all the possible metaprograms to how to use them in therapy to selling to hiring and more.

Metaprograms are very useful in that they illuminate patterns that your prospect (in this case) utilizes and is influenced by outside of their awareness. In other words, metaprograms allow you to determine patterns in operation in your prospect, and if you align with them, that is, if you present your information according to their programs, you will more powerfully influence them. PROBABLY!!! I have found that this is true if you utilize the correct metaprograms. So which ones are the correct ones? They are the ones that influence the prospect the most and this can be determined by the fact that your prospect is very much operating on one side of the metaprogram. For example, If I asked you,"What's important about success?" and you answered, "I'm sick and tired of having to worry about making it. I want to know that I've done what it takes to make my life work the way I want it to so I can get rid of these tension headaches I get all the time," this is obviously a strong move-away response.

If you look at all metaprograms as two possible extremes such as the extreme of Towards and the extreme of Away From or the extreme of Internal and the extreme of External, it will begin to make more sense and you will be able to use these patterns more powerfully. The more your prospect is toward either of the extreme possibilities in the metaprogram you are eliciting, the more powerfully that metaprogram will effect them.

I generally elicit:

A. Towards/Away and I do this as I elicit criteria

B. Internal/External and I often will elicit:

C. Sameness/Difference

D. Convincer Strategy.

Keep in mind that the more you practice with metaprograms, the more you will be able to just "hear" them in use as you talk with your prospect. A good exercise for you would be to record several interactions with your customers and then listen for what metaprograms are naturally told to you without you having to elicit them formally. This is the best way to elicit them and use them. You have probably found that clients get a bit frustrated with your questioning if you attempt to elicit more than about three or four metaprograms of you are using a formal elicitation. The key is to practice with metaprograms until you can hear them in normal conversation and then elicit whatever you haven't heard that you think would help you.

Keep your questions coming in. I appreciate your feedback and will do everything I can to assist your learning. ❐

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Kenrick E. Cleveland *is a certified NLP trainer through the Society of NLP and founder of Anchoring, a sales training and consulting firm that does performance-based consulting and training. He is the author of* Mastering Sales/Influence, *a home study course. He can be reached by writing Anchoring, 23704-5 El Toro Road, Suite 408, El Toro, CA 92630 or by phoning 714-472-3732.*

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SPECIAL FEATURE



RENE PFALZGRAF
Founder
NLP Arizona, Ltd.

WELL-FORMED OUTCOMES
Goal Setting, Information Gathering and *More* — Part I

Goals are usually considered to be very essential to success. And it is true that if you know where you are going, you are a lot more likely to get where you want to be. But the way you go about setting the goal will have a great deal to do with whether you are able to attain it.

Each of the steps of the Well-Formed Outcome has a specific purpose, so let's go through the steps one at a time and look at what each of them does.

Step #1 — Know What You Want

Although knowing what you want seems obvious and quite simple, answering the question "what do you want?" is often harder for people than they originally think, as there is a condition that the answer must meet, and that is *the answer must be stated in the positive.*

It is amazing how many people know what they do not want. Of course, by stating what you do not want, you are rehearsing how to have it. (Remember negative embedded commands?) In addition, you are giving your unconscious mind some very interesting instructions. If it is supposed to produce some new behavior, you have now reduced the field from which it might choose by one choice, so now you have infinity-minus-one choices from which to choose.

Of course, with this non-specific direction to the unconscious mind, it is little wonder that when the person states their desired outcome as what they do not want, the success rate of attaining the goal is greatly diminished.

If you want your brain to rehearse what it is that you want to achieve, it will be necessary to state what you do want to achieve. By stating it in positive terms, the brain has a single target to rehearse, so that it can then begin to move towards it.

As an example, a person who wants to lose weight might say they "don't want to be fat." In order to help them state this in the positive, ask "What is it that you want instead?" This allows them to begin formulating where they want to go instead of what they want to leave behind.

Step # 2— How Will You Know When You Have It?

The purpose of this step is to help the person move from a general idea of what they want to specific, sensory-varifiable experiences they would be having when they have attained the goal.

This is very important because sometimes peple do not know that they are moving in the direction they want to be going or they do not realize that they have actually reached a goal towards which they have been moving.

Of course, this only happens to other people — at least, that's what we like to think! One of the easiest examples of this going wrong is in sales. From time to time, a sales person will have a client sold, but fail to realize it. What usually happens is that the sales person continues to present and the client becomes unsold and leaves.

This reminds me of a time when I decided to sign up with a particular long distance service. I was already familiar with the company and was completely convinced that this was the company with which I wanted to do business. At the time that I made this decision, long distance services were really fighting for business and no one ever just walked in the front door of the company and said, "I want to sign up." But that is exactly what I did.

It certainly confused the secretary as she scrambled to find me a sales person who might leave their desk and come take my order. When the sales person finally arrived, I was asked if I wanted him to show me how much I would save with his company over my present long distance carrier. I politely said that it would be unnecessary.

Since I was in the neighborhood, I thought I'd save time by stopping in the offices to sign up. Little did I know that sales people have to make a presentation no matter what! All I wanted to do was sign a contract so I get the service connected, and then be on my way.

This was easier said than done, because the sales person slipped into his presentation six times before he finally gave up and filled out the contract so I could sign it.

It is rare to have a buyer as dedicated as I was that day. Normally, the inability to notice that the goal has been reached — the sale made — will cost the sales person the sale.

Step #3 — Where, When and With Whom?

This particular step has two ways of being carried out and both of them are very useful.

The first way allows the person to clearly define and imagine what is to be achieved — not *how* the goal will be reached, rather *what* the final goal is.

This is a part of many different approaches to goal setting. By clearly picturing what will be happening when you have achieved your goal, you will more clearly and powerfully move towards the goal you desire.

To fulfill this task it will be necessary to construct an image, either consciously or unconsciously, of exactly what will be there when you achieve your goal. To do this, you will want to project where this will be taking place, when in the future and, if others are there, who they will be.

By doing this, Steps #1 and #2 are reinfored so they can be more completely ingrained into the unconscious.

In addition to doing this, there is another way to utilize this particular step. You may want to ask, "Where is it that you will be doing what you will be doing as you achieve your goal? Over what period of time will you be doing this? And, finally, with whom will you be working to achieve what you want?"

This version of Step #3 will create the actual experience of achieving what is to be accomplished. By doing this in conjunction with the first version of Step #3 you will create both the end target (first version) and the process of getting there (second version). By doing both of these you will better enable whomever you guide through this process to achieve what it is they have conceived.

Step #4 — What Are the Benefits of What You've Been Doing?

In this step, you are asked to re-evaluate the original behavior to find what there is of value in that behavior. Most people believe that their problem behaviors are BAD and WRONG, but it should be remembered that every behavior has a positive intention and that every behavior has an appropriate context.

Since this is true, there may well be some very useful resources in what had been the problem state, and you may begin to realize that even though you thought that the behavior was just a problem before, you are now realizing that this behavior did actually do something for you and that that something that it did was positive, even though the way you went about receiving this positive benefit may not have been as positive as you had thought that you wanted it to be, would in actuality, be something that if there were another way by which you would be able to actualize the intent of the behavior in a more appropriate and effective manner, you would gladly have the benefit right now.

And so the purpose of this step is to have you realize the benefits of the original behavior and to preserve those benefits while finding a more appropriate and acceptable way to gain those same benefits and more.

Step #5 — What Has Stopped You from Changing?

The answer to this question allows the client to become more conscious of where it is that the initial changes need to be made. After all, if the things that had been stopping you cleared up or went away, you would either become aware of some additional things to be worked on in order to do what you want easily or you would just easily do what you want to do.

This step marks a switch in the structure of what is being done in the Well-Formed Outcome. Up until this step, the main purpose of the questioning is to have the person being questioned become clearer about both the problem and desired states. In Step #5, the emphasis begins to shift from thinking about the outcome to more concretely taking action to bring it about.

Step #5 points to where to begin and from this point on, the Well-Formed Outcome will begin to focus on how to begin to bring this into action.

Step #6 — What Resources Do You Presently Have That Can Help You Attain Your Goal?

At this point, you are beginning to realize that you are at least partially capable of attaining what you want at the present time. This will help you become an active participant in attaining what it is that you want.

It will also point out that, although you may have felt that you were unable to take effective action before, it was only because you had not fully realized that you did have resources available to you, resources that were available in other areas of your life which, when brought into this area, allow you to accomplish more than you had originally estimated you could.

And once you have realized this, it may become evident that there are other resources you do not yet have, but that you can obtain if you want to, which leads us to the next step.

Step #7 — What Additional Resources Do You Need?

At this step you are asked to re-assess what you are already capable of doing and to assess what it is that you can do to become even more capable than you presently assess yourself as being. This assessment allows you to determine some of the areas onto which you can focus your attention, so you can maximize your chances of success and begin to move more powerfully toward your goal.

This brings us to Step #8, a step that is implicit in every form of goal setting, yet a step that is often not made explicit — a step that often separate the people who achieve what they want from those who do not.

What Is Your First Step?

This step makes the final transition from planning to action. Without bringing the plan into action, nothing will be accomplished and so people will often plan something extremely well only to sit around and not carry out the plan.

This also implies that there are three things that are necessary for effective action. The first is a specific goal or end point. The second is an overall view of what will be being done. And the third is a specific first step to set the process in motion. When these three essential elements are coupled with the additional steps in the Well-Formed Outcome, it becomes much easier to achieve your goals effectively.

So What?

In the eight steps of the Well-Formed Outcome, many things are brought into play. For those people familiar with metaprograms, it will be easily observable that one of the functions of the eight-step process is to balance certain metaprogram sorts and, by doing so, make it more likely that the goal will successfully be achieved. (For those who are not, please refer to my upcoming *NLP Master Practitioner's Handbook.*)

In my next article, you can look forward to some new twists in the use of well-formed outcomes and new ways to think about what a well-formed outcome is. For those of you who are looking for the next installment on Life Line Therapy™, it's in the works and will be in the RAPPORTER soon.

❐

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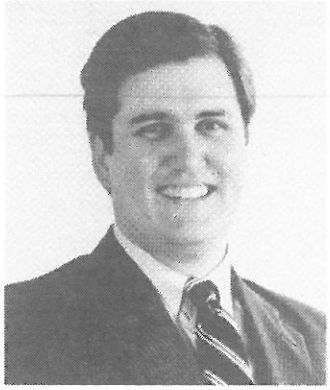
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NLP IN SALES



W. SCOTT PHILLIPS
Partner
The Harbinger Group

ADVICE FOR THE DISCRIMINATING SALESPERSON

The greatest and noblest pleasure we can have in this world is to discover new truths, and the next is to shake off old prejudices.

Although you are a salesperson, you are also a customer who is purchasing career development almost constantly. You are (or should be) continually evaluating new sales techniques that will make you more effective in your work. Reading this column is an example of what I mean.

Most people read "NLP in Sales" to further their understanding and ability as a salesperson. They go through an evaluation process to decide if the techniques will work for them. It is a discriminatory process that allows only the best and most useful information to be put into use. I know the information I provide is accurate because I have used it in many different selling situations and it worked for me. It may not work for you. That is why you should carefully evaluate any advice you are given because it may be a load of baloney.

The process I use to determine the value, worth or accuracy of selling advice is fairly straightforward and has served me very well. I hope it will work as well for you.

Whenever you come across new information about how to sell more effectively, first decide if the information being presented is true. Ask if there are ANY situations where this information might work. Focus on the results that are being promised. Are they better than what you are already achieving? Most advice will pass this initial test.

Occasionally you will find someone that knows nothing about selling and is offering outlandish advice or incorrect information. Run away from these people; they will only pollute your selling skills. It has been my experience that people with no sales experience can offer valid information, but it is usually limited to concepts and ideas and not practical techniques. I have seen books and attended classes where the advice being given would not only fail to work but would alienate my customer and probably get me booted off the premises. So be careful about accepting information that has never been field tested.

Next, decide if the information will work for your customer base. Very aggressive sales techniques can work in a door to door environment but fail badly with big-ticket items. Can you imagine saying "If you buy this jet plane today, I'll throw in a free watch"? Of course not. So decide if the techniques are appropriate for your customer base and your type of sale.

Now decide if the techniques are practical. This is the area in which trainers without sales experience usually stumble. Can the information be used in practice? Does it take too long to work? Is it worth the effort? Many people will put too much emphasis on techniques that return little or no reward. NLP is wrought with this kind of information. The techniques undoubtedly work in a clinical setting but measuring how much they effect the outcome of a sale is questionable.

I believe, for example, that developing complex embedded commands to make a sale is a waste of time. It is an interesting topic and one that can, no doubt, effect a close in some situations, but I have more important aspects of the sale to to which to devote my attention. In my opinion, embedded commands require more effort than the ultimate reward I receive, so I don't use them. In fact, I have never known or heard of a top-producing salesperson who consciously did use them.

The last test to determine if you will consider using a technique has to do with ethics. If you feel a technique is inappropriate, don't use it. Placing a loaded gun to a customer's head will produce a signed order, as will blackmail and physical intimidation but I won't use them. Some people do and some of them are in the business of teaching you how to do the same thing. I, personally, find the heavily controlling techniques of Tom Hopkins to be inappropriate for me and my customers so I disregard many (not all) of the principles he teaches — though they work well for others. Your sales presentation will only be congruent if you are using techniques with which you are comfortable.

Once you have accepted a technique as valid, work to become as proficient as possible before using it in front of a customer. Practice by yourself, role play with others and use the technique in non-selling situations whenever possible. For example, the rapport-building techniques of pacing and leading can be practiced very effectively at the shopping mall with sales clerks. Until you are comfortable with a technique don't begin using it with a customer.

Good Luck and Good Selling!

❐

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W. Scott Phillips *is a partner of The Harbinger Group, a sales training organization. Prior to joining the firm, he worked in the optical scanner industry and was consistently in the top five in a field of over 1200 sales professionals. He is co-author of the new self-study program* Connecting: Sales Rapport Thru NLP *and is co-authoring the upcoming book* Firepower: The Ultimate Arsenal for the Sales Professional. *Contact him at P.O. Box 493, Coppell, TX 75019, 214-506-9682.*

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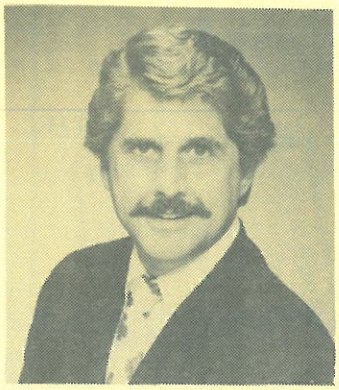
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SPECIAL FEATURE



TAD JAMES
Founder and Chairman
ProfitAbility Group

THE SECRET OF CREATING YOUR FUTURE
Part VIII — The Nature of Prosperity

"What is the nature of prosperity?" asked Milon. Why do some people seem to attract money, while others have so much trouble with it?"

"When people have trouble attracting money to them, Milon, it is because they do not understand these principles. It is often due to limited beliefs, or decisions," said the Wizard.

"What do I need to do to have money flow to me," asked Milon.

"Understand this," Milon, "it is not money that you want, it is prosperity. To cause money to flow to you is not difficult. It is only a matter of using the universal principles that you have already learned to cause the thoughts in your mind to center on the notion or idea of prosperity. You need to establish a deep understanding of the Laws of Prosperity, which I call a 'Prosperity Consciousness'.

"The Opposite is a 'Lack Consciousness'. A Lack Consciousness will inhibit the free flow of money into your life. That is not really useful for anyone. I have found that there are only a certain few beliefs that are necessary, and the Prosperity Consciousness will follow.

"Milon, this universe is an abundant universe. There is no lack of sufficiency in the universe.

"Next Milon, it is important to believe that the universe wants you to prosper. The universe wants to see that you have sufficiency, and that you have the abundance that you want."

"Okay," said Milon."

The Wizard said, "A great man once said, 'The only thing that a man has to discover for himself is whether or not the Universe is friendly.' Look, Milon, it is, is it not?"

Milon nodded, "yes."

"It is, and it wants you to prosper. Just look around you. There's infinite abundance. There is no lack of abundance in Nature. Do you understand?" the Wizard asked.

"Yes," said Milon.

"The next belief is that all prosperity begins with an idea in the mind. If the universe is pure intelligence, then it responds to your state of mind.

"All prosperity is first produced by the human mind. All business endeavors are built on ideas. Before the business opened its doors, before there was ANY money flowing into the business there was an idea. Any endeavor begins in the mind. So, all prosperity begins in the mind.

"If that is the case, then working harder will not produce more money, nor will working more hours produce more money. Increasing prosperity requires changing your thought processes so that they focus on prosperous thoughts. Money and its flow into a person's life are a direct result of the nature of the thoughts in a person's mind."

"What kind of thinking is necessary?" asked Milon.

The Wizard said, "Just effect a change in the quality of the ideas in your mind, so that the greater part of your thinking is of a prosperous nature, instead of thinking about what you lack. Bring about a change in your thoughts, and that that will produce prosperity. You can change the way money behaves in your life just by changing what and how you think about it. In fact, just by holding the idea that 'The universe wants me to prosper,' just the idea of an abundant universe — a supportive universe where there is prosperity for all — will produce a 'Prosperity Consciousness.' "That means that you believe that there is abundance, and 'enough' for everyone, and that everyone should be prospered. Just the idea of a sufficiency produces a sufficiency consciousness! On the other hand, thoughts of a lack of sufficiency, of a 'Lack Consciousness' will produce blocks (which you create) that restrict the flow of money to you.

"The human mind is infinitely powerful. The human mind, at its depth, is the same intelligence that makes up the universe. Like the universe, pure intelligence. You have that same power within you, and it is available to you. It is at your command. What keeps you from realizing your power is thinking that you don't have the power. If you believe this, then your thinking isn't in alignment with your goals, so you are less likely to get what you write down as a goal. You see, the mind always produces results exactly according to your instructions. If your thinking and goals aren't aligned, your thinking will win out.

"You're walking down the street, and perhaps you see something that you want, perhaps even something that they've written down as being a goal that you want (like a new car), and yet, even though there's a desire there, your mind says to you, 'Oh, you can't afford that!' You've done that, haven't you?"

"Yes," Milon answered.

"That kind of thinking restricts prosperity," said the Wizard. "As an analogy, the light in a light bulb might not even be enough for you to read your notebook — yhat is, if there weren't another source of light in your room. But the light in a laser has been sent to the moon and reflected back. Why? Because the light in a laser is aligned. Each ray of light is synchronized with each of the other rays in the beam of light.

"Without alignment of thinking, the mind is like the light bulb when it comes to your desires. The mind is filled with thoughts that aren't in alignment with actual desires (or stated desires).

"The sixth frame in Programming Your Future is to eliminate any thoughts that aren't in alignment (or don't agree with) with the desired goal, outcome or state. Work on your thinking, use the universal laws, and create thoughts that will support you in having what you want.

"Do you understand?" the Wizard asked.

"Yes," said Milon.

"Good. The next belief is that money is an abstraction — an abstraction of work. The value of the work you do, the amount of goods and services produced is measured abstractly by the value of money you are paid.

"If we take all the previous beliefs at face value, since all prosperity begins in the mind, and since money is an abstraction, then the greater the level of abstraction of an idea, the greater the value of that idea. As you increase the quality or abstractness of an idea, its value increases. That's why important ideas often strike us in their simplicity. It also means that as we increase the abstractness of the ideas in our mind, their value increases. The net result is an increase in our prosperity.

"Therefore, seek to increase the level of abstraction that you are capable of handling; seek to increase the level of abstraction

of your thinking. Do not strive to handle more detail, delegate it. Meditation, contemplation, and affirmations are all valuable in learning how to handle abstractions. This having been mastered, your personal connection to the universal intelligence will be established, and will be bringing you new ideas that will synthesize all the specific ideas in my mind. This will generalize, leading to ideas that are more powerful, and produce more income.

"Ideas come in hierarchies from specific at the lowest to abstract at the highest. In a hierarchy, the higher an item is the more it controls — the more abstract an idea is, the more general it is and the more other specific ideas it controls. The infinite Quantum level of the universe is pure abstraction, pure intelligence. So, when you increase your mind's ability to handle abstraction you will experience a connection to the universal intelligence. Then your prosperity will increase automatically, and so will your income.

"Is this making sense, Milon?" the Wizard asked.

"Oh yes," Milon said.

"That is good, Milon. Next, you need to understand that money has absolutely no intelligence of its own."

Milon gasped.

The Wizard continued, "However, most people act as if money did have its own intelligence. Most people act as if money had a mind of its own. They say things like, 'Money just slips through my fingers,' or, 'Money just doesn't like me.'

"Milon, if I put a 100 coins here on top of the table, they wouldn't do anything of their own accord. They wouldn't do anything unless someone came along and did something to them! Money follows your directions exactly. It won't come to you without your direction and it won't go away from you out without your direction.

"The final belief is that money demands you are aware of it at all times. This has to do with both your personal life and in your business. The key is, Milon, Money demands attention on money.

"You need to know where you are on a day-to-day basis. Shopkeepers in our town, for example, need to look at their income on a regular basis, perhaps as often as two to three times a week. In your life and in your business, you need to know what is going on regarding money.

"In business, Milon, 80 to 90% of the cases where a shop owner is in trouble, the shop owner does not know the financial situation. I'm not sure which comes first — lack of attention or lack of money — but they do go hand in hand. Look at your finances regularly. So, money demands attention on money: how much, where it's coming from, and where it's going!

"Do you understand?" the Wizard asked.

"Yes," Milon thought. And with that the Wizard was gone.

Milon continued staring out the window. Contemplating what he had learned.

He knew he was learning the secrets of the universe, and he felt thankful to the Wizard for sharing those secrets with him.

More next issue. See you then.

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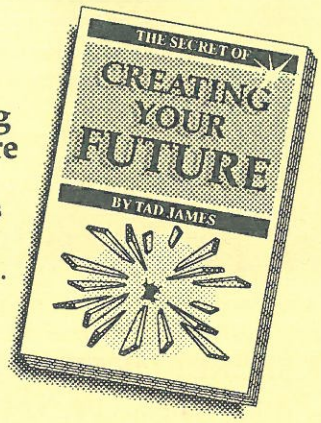
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THE EMOTIONAL TONE SCALE — Part I

By Edward E. Morler, PhD

DEALING WITH BEHAVIOR

Our behavior and how we create and perceive our reality (experience) is based on our beliefs and attitudes, which in turn effect how we think and feel, which thus impacts our choices and decisions. This sequence creates our "experience."

At the most fundamental level, belief is the foundation, experience the results — not the other way around. Some may say that our experience creates our beliefs and attitudes. This is valid only at a more superficial level and then only as reinforcement of the underlying belief. Our cultural, social, familial and educational backgrounds all colour and impact one's beliefs/attitudes, feelings/thoughts and choices/decisions and, thus, our behavior. However, they are of secondary, not primary, value in understanding and predicting behavior. This is exemplified by the fact that one cannot reliably or consistently predict specific behavior by knowing the social, educational or cultural background of the individual. The sequence is as follows:

Core Belief - Attitudes - Think/Feel - Decision - Choice - Experience - Beliefs/Attitudes - Think/Feel - Decisions/Choices - Experience - etc.

If two individuals share similar beliefs and attitudes, they will tend to "experience" the same events similarly. Conversely, if they have different beliefs and attitudes, they will "experience" the same events quite differently. Experience is relative to the beliefs of the perceiver.

Most of your evaluations of how people will behave is based on observations of their behavior. After several observations, you are able to — with increasing accuracy — predict how they will behave in the future. What you are actually doing is observing how they "experienced" something and interpolating back to yourself, "In order to experience those events that way, that individual must have these beliefs and attitudes, think and feel about that subject this way, and will therefore make decisions and choices that result in that 'experience.'"

Therefore, those who have developed an ability to simply look and observe, have the foundation to understand the entire belief system of any individual. It gives one tremendous powers to predict how someone else is thinking, feeling, what choices and decisions they will make, what they will "experience," and how they will behave.

We can analyze any one of these — the person's belief systems, their attitudes, how they think, their emotions or how they make choices and decisions — and be able to understand and predict the others. They are all interrelated.

There are many different models of predicting behavior. Some are more useful than others. In my estimation, the better ones are those that (1) utilize, as their core, one or more of beliefs, attitudes, feelings (emotions), thinking (cognitive), decisions and choices and (2) have more than a superficial understanding of the dynamics involved.

The model we are about to present uses at its core, emotions. Its value is that it deals with all the key elements that create behavior, it does not require an inventory (it is usually not appropriate to test your clients), it demands and thus develops good observation, it provides a basis to evaluate the person's chronic personality and, very importantly, it provides exibility in dealing with acute attitudes and behavior that may vary from the person's chronic pattern.

DEALING WITH EMOTIONS

Emotions themselves are not good or bad. They just are. We all have them. Some emotions are more desirable than others because they tend to be more constructive. Others are more destructive — if allowed to persist. However, a less desirable emotion like anger is not, in itself, inherently bad. Anger becomes destructive when it persists. To the degree people allow themselves to express what emotion they are feeling, that emotion will tend to release. To the degree people are not willing (for whatever reason) to feel, express, face or deal with any particular emotion, they deny it. It still exists, is suppressed, and will thus persist. Misemotion is not the expression of a less desirable emotion. Rather, misemotion is having an emotion (any emotion) and suppressing rather than expressing (releasing) it. This also pertains to the "more desirable" emotions. Someone who is feeling enthusiasm but suppresses it, perhaps because of a conservative or hostile environment, is being as misemotional as one who suppresses a feeling of anger or grief. Their resulting behavior may or may not be socially appropriate but they are being misemotional and the emotional, and thus behavioral, consequences of this type of denial/suppression are always negative. The fear of feeling



any one emotion, positive or negative, tends to limit the potential of feeling of any emotion. You cannot be selective. You cannot say, "I'm not going to feel anger but I will feel cheerful and enthusiastic." Shutting off or denying any emotion limits your ability to feel or express all other emotions.

Cultural and social demands do have an impact in this regard. Some cultures tend to suppress entire ranges of emotions more than others. It is not considered socially desirable to express hostility and upset in America (more or less so in the various subcultures). This is less true for most Latin cultures and dramatically more so for most (not all) Oriental cultures, thus the "enigmatic Oriental." Each culture, in various ways, tends to limit some aspect of emotional expression. This may have had some *socially* desirable or thought-to-be beneficial aspects but *emotionally,* it is always limiting.

All of us have experienced an entire range of emotions at different times. The *acute* emotion or tone reflects one's actual and real emotional response for the moment with regard to a specific event. A person's *chronic* emotion or tone is that emotional level or range where that person normally operates most of the time across most events. Both acute and chronic tones can be significantly different from one's social demeanor, which is that apparent emotional level one assumes for public view. One's social tone may be higher, lower or the same as one's acute emotion. The *command or influence* tone is that emotional demeanor one displays that will have the most effective chance of communicating with reality and persuasively to the other person given their existing emotional state.

An understanding of human emotions and reactions is vital to a better understanding of human interaction. It provides a basis to better deal with all personnel situations, including negotiations.

All emotions have their own specific characteristics and have a definite relationship (hierarchy, if you will) one to another. Once you are better able to discern from which actual emotion the person is operating (and differentiate that from a social facade), then, with amazing reliability, you can predict behavior and results that would manifest from a relationship with that individual or group. You then have a sound basis to make choices and decisions on how to either optimize the interaction or determine if you even want to interact at all.

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Continues in our next issue.

Edward E. Morler, MBA, PhD, *acts as an advisor, consultant and trainer in the areas of negotiation and presentation skills, working primarily with executives of Fortune 500 companies. In addition to extensive work with domestic negotiations, Dr. Morler has been involved in projects in France, Mexico, Canada, Costa Rica and the People's Republic of China. He spent three months in the PRC conducting negotiations on several projects including a US geothermal power plant installation in Tibet. What had been expected to be a two-year process was concluded within three months and was regarded as a "first." Doctor Morler is Founder and Chairman of Morler International Inc., a training firm specializing in customized interpersonal interaction workshops. He can be reached at Morler International, Inc., 1207 West Magnolia Blvd. Suite D, Burbank, CA 91506, 818-843-2388*

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REVIEWS



NANCY BEPLAT
Partner
Key Concepts

Hypnotism, Imagination and Human Potentialities

By Barber, Spanos and Chaves

The authors of *Hypnotism, Imagination and Human Potentialities* (1974) present a cognitive-behavioral view of what is traditionally labeled "hypnosis." They question and test whether it is necessary for a subject to be "hypnotized" in order to experience such phenomena as arm levitation, selective amnesia, thirst hallucination, etc.

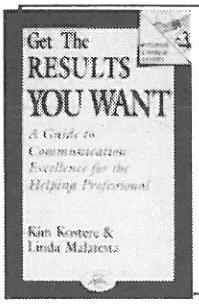
In working with hypnotic patterns and behaviors with students, I refer to ordinary circumstances where these phenomena take place (i.e. the time distortion that occurs for many people while they are driving on a familar route or the negative visual hallucination of misplacing something and then not being able to see it while searching for it, even though it is in plain sight). When I first began working with hypnosis/altered state patterns, I remembered my own experience of these phenomena. These recollections helped me feel safe when I was first experimenting with hypnosis skills. My students report that viewing hypnosis as an everyday event is comforting for them as well. The authors' explanation of hypnosis in a cognitive-behavioral framework gives me additional information to present to students showing the familiarity and naturalness of hypnotic phenomena.

The authors describe and analyze "hypnosis" by citing their own and other's studies of the phenomena. They give examples of their procedures for testing certain "hypnotic" patterns. The following experiment (Barber, 1969) is an example of the type of research performed by the authors. One hundred eighty-six college students were divied into three groups. Before being tested on specific tasks, such as arm levitation and selective amnesia, each group was prepared in a different way. Group A was given a 15-minute standard "hypnotic induction procedure" that focused on suggestions of relaxation, drowsiness, sleep, etc.

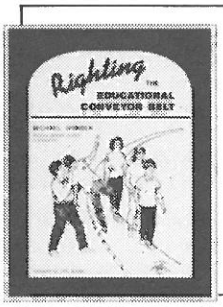
Group B was given "task motivational instructions" stating that their performance would depend on their willingness to imagine vividly and experience the descriptions given to them, that previous subjects were able to do this easily, and if they did their best to imagine well, they would have an interesting experience.

Group C, the control group, was only told to try to imagine what would be suggested to them.

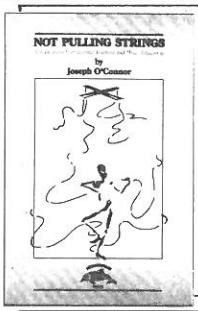
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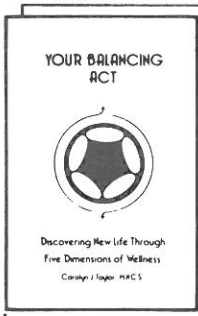
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The proportion of group members with a high level of task completion was distributed as follows: Group A, 53%; Group B, 60%; Group C, 16%. From this study, the authors conclude that either inducing a "hypnotic trance" or giving "task motivational instructions" to subjects will result in similar outcomes on the level of task performance. (The authors do note that skilled hypnotists tailor their instructions to each subject's ongoing experience rather than using a standardized induction as was done in the experiment. They discuss these factors in other chapters.)

What are the essential factors that must be in place for such phenomena as arm levitation to occur? The authors explain that the most successful subjects get involved by actively imagining the suggested theme. The subjects are able to do this by suspending their disbelief during the time they are participating in the activity. Barber, Spanos and Chaves describe the "hypnotic" experience as being similar to living inside the book one is reading or participating in the movie one is seeing. The subject has the sense of actively becoming one or more of the characters. This means that they must ignore temporarily the fact that these are only words on a page or flickering two-dimensional images on a screen.

The subjects who most easily complete tasks such as positive or negative hallucination, etc., use goal-directed or active imaging. It is not enough to merely envision the results, one does them with the sense of action and in a specific framework. In other words, it is easier for the subject to experience arm levitation if they imagine a helium-filled balloon attached to their arm, pulling it up slowly. In order to change the temperature of their hand, the subject may imagine they have it immersed in very hot or icy cold water.

The authors suggest that the wording, voice tone, tempo and pauses used by the operator are probably very important for allowing the suggestions to be carried out by the participant. They agree that further testing is needed in this area.

Barber et al are in the process of applying their findings to the design of a course called "Training in Human Potentialities." In this course, students are taught how to focus their thoughts, recall information, improve learning proficiency, control pain, and to control bodily processes by controlling their mental processes.

This book will be useful for anyone who is curious about the authors' experimental findings in "hypnosis." The authors present a different and complementary view of hypnosis to the hypnosis style of Milton Erickson.

❐

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MINI-METAPHOR

When my folks put me to bed, they would say to me very wisely, "It gets dark so that it will be restful for you to sleep. Now go to sleep in the nice, friendly darkness." And so to me darkness has always seemed friendly and restful. And when I'm either walking all night to keep warm or sleeping beside the road, there I am, in the nice, friendly, restful darkness.

— Peace Pilgrim

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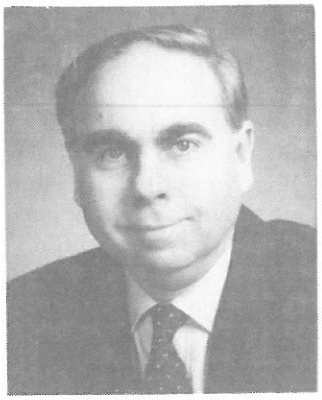
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THE MAP OF INSANITY
Part II — The Nine Types of Insanity

The forms of insanity divide down into nine major types, based on distortions, generalizations and deletions. There's a certain order in which we want to challenge these statements in our internal dialogue. Some forms of insanity are more pernicious and insidious than others because some of them are more powerful in preventing us from changing than others.

DISTORTIONS

There are a lot of things that prevent becomimg "not me," which is what change is all about, and distortions are some of the main ones that do that. The three classes of distortions are most insidious.

Cause/Effect

Cause/Effect is whenever you hear yourself saying in your internal dialogue: "He makes me feel ..." "This makes me feel ..." "This causes me to feel ..." "You make me think ..." "This causes me to think ..." Whenever you hear those things, immediately rephrase them as: "What is it about what that person is doing that causes me to CHOOSE to feel ..." or "... causes me to CHOOSE to think ..." because as long as you believe that other people have control over your thoughts and have control over your feelings, then you're always going to be a victim and, simply put, will always be at the beck and call of other people — you're always going to be responding to them pushing your buttons and you'll never be able to grow and evolve. As long as you believe you're not responsible, that you're not in charge, that you have no control over your feelings, that you have no control over your thoughts and that other people make (or cause) you to feel or think, then you're never going to be able to become "not me." You'll never be able to change. This is, perhaps, the most insidious form of insanity and one that that you've got to begin to deal first.

Mind Reading

Mind Reading is the flip side of Cause/Effect. Whenever you hear yourself saying, "He or she feels ..." or "He or she thinks ..." you should immediately ask yourself, "How do I know what they think?" or "How do I know what they feel? Perhaps I'd better check it out and ask them." It's amazing the number of times we assume we know how everyone else thinks and feels! We usually do this on a very simple basis: we assume that everyone else thinks and feels the way we do.

I've given this subject exhaustive study and have come to the conclusion that if everyone thought and felt the way I did, then, of course, we'd be a lot better off! And I've noticed that people don't! So, different people think and feel different ways. If we don't realize that, we tend to unconsciously operate out of this assumption, which results in projecting our thoughts and feelings onto others. We're frequently surprised when they don't seem to think, feel or behave in a manner that's congruent with the thoughts and feelings they never had that we projected onto to them because we had them! We're even more incensed and think, "How could they possibly feel or think that way?"

We need to be aware that we can't Mind Read, but we can calibrate and, by using NLP, we learn to pay attention to certain signs in the physiology. Calibration has to occur on an ongoing basis, so we have to continually calibrate. The best way is to ask. To find out what someone is thinking or feeling, the easiest thing to do is to ask them what they are thinking or feeling. Of course, there's a "Catch 22" that comes up here, and it particularly happens in relationships. That's the famous "Be Spontaneous" paradox: "My mate should spontaneously know what my needs are and meet them for me. After all, if they cared about me, they'd take the trouble to know what my feelings and thoughts are and respond appropriately. If I have to ask them for it, it doesn't count — because it's not spontaneous on their part and they're doing it because I asked them to do it and not because they wanted to do it." So, it's not that I want them to do it, I want them to want to do it. If they don't want to want to do it, then, "it doesn't count."

This is one of the problems that occurs as a result of Mind Reading and, once again, the solution is to ask for what you want, and ask people how they feel and how they think rather than assuming you've got the incredible ability to read minds.

Lost Performatives

The third form of distortion that is also particularly insidious is called by the unlikely name of Lost Performatives. Other names that might be appropriate are Superstition, Old Wives Tales or Scientific (or other) Dogma. These are statements about the world that are detached from the simple statement in front of them "according to such-and-such's view of the world, ..." All too often, we find ourselves thinking the world is a certain way and failing to understand that we have no direct perception of the world the way it is. All we have is a perception of our map; we never have a direct perception of the territory. All we can ever have is the statement of what our map is. When we begin to confuse our map with the territory, we begin to think we have direct perception of reality, and that's when we begin to have problems. When people make statements to you which purport to be about the way the world is, you immediately need to ask yourself in your internal dialogue, "Who says?" And when you make statements to yourself about the nature of the world, immediately say to yourself, "according to my model of the world" leaving you to understand that other people may have totally different models of the world and may see

things totally different from the way you do. Castenada says you have to have what he calls a "petty tyrant." A petty tyrant is someone who is constantly reminding you that your map is not the world. Whenever you get too sure about the way you see reality, then you begin to have problems. As long as you can maintain the distinction between the map and the territory by realizing you're never seeing reality directly, only your view/perspective/model of reality, then you can begin to move onward.

Those are the three forms of Distortion. As long as people are operating out of any of those, they've got real problems. As long as you're operating out of any of those, you're operating out of three forms of insanity. If you operate out of those three forms of insanity, obviously, you're going to be insane. Since we're looking for super-sanity, not in-sanity, you're not moving in the right direction — you're not even in the right ballpark.

According to what I've just described, we're all insane to some degree, so what we're striving to do, by metamodeling our internal dialogue, is overcome some of our insanity. The Gurjdieff work calls these insanities buffers; one of the major functions of buffers is to protect our assumptions at all costs. By removing these buffers or insanities we begin to remove some of our suffering and we begin to find we have more control over the world and we begin to find we have to be more responsible — which, of course, is something we many not want to be. Remember, I told you in the beginning that there is a down side to this journey and you have to decide whether you want to procede onward.

GENERALIZATIONS

The two forms of generalizations are also two of the biggest problems we can have — two more forms of insanity.

Universal Quanitifier

You're using Universal Quantifiers whenever you hear yourself saying things like: all, every, never, none, always. A Universal Quantifier is a statement in logic that holds true for everything in all domains. It only takes one counter-example to falsify one Universal Quantifier. There aren't many Universal Quantifiers that are true. Science is a continual search to try and find Universal Quantifiers; the Laws of Nature are an attempt to express Generalizations that hold up across all contexts.

When you hear yourself saying: "he *always* does ..." "she *never* does that" you might simply ask yourself the question "all?" or "never?" You could also ask yourself for a counter-example. If there's a counter-example, it means they don't do it *all* of the time, it means they do it *some* of the time. There's a big difference between *"all Dof the time" and "some* of the time." It may be *most* of the time, but it's still not *all* of the time. If it's most of time, then you can begin figuring out what triggers cause it to happen when and what triggers cause it to happen when not. You need to be aware of this insanity of taking one example and generalize it to mean that if it happened once, it happens all of the time.

Modal Operators

This is another fancy grammatical word for words like: have to, must, can, can't, should, shouldn't. There are Modal Operators of Possibility and Modal Operators of Necessity. Modal Operators are really very interesting: we use them to divide the world into various boxes, e.g., those things we should do and those things we shouldn't do, those things we have to do and those things we haven't to do, those things we must do and those things we must not do.

If your wanting to change is in the class of things you shouldn't, have not or must not do, it's going to be kind've hard to change. Now, the neat thing about Modal Operators is they allow us to divide up the world ahead of time so that in any situation we simply operate out of our own set of rigidities, rather than having flexibility.

Whenever you find yourself saying things to yourself like, "I *shouldn't* do that," "I *have to* do this" you might ask yourself the question: "What prevents me or what would happen if I did?" In other words, as long as you say "I shouldn't" you'll never consider the possibilities. As an example, Mr. Charisma says to himself, "That's an attractive woman over there. What would happen if I went over and talked to her? Oh, no, I can't do that. I shouldn't do that." As long as he's saying that, he never will find out. He could ask himself, "What would happen if I did? Maybe she'd talk to me. Maybe she'd like me. It might work out." At least, he'd know.

Modal Operators are what we use to divide the world up into different boundaries, decide what we can and can't do, where we are going to go and where we're not going to go. It's one of the ways we're able to put boxes around ourselves and limit ourselves. Now, what we want to do is to consider all options. Let's begin considering all possibilities and realistically evaluating things, rather than evaluating them in advance — which saves us the necessity of having to decide in the moment or in the now. Modal Opertors are simply a way of going into the future, boxing in our identity in such a way that we create the structure of our identity.

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Modal Operators are the structure of our identifications; having the identifications allows us to decide ahead of time what we're going to do.

DELETIONS

There are four types of Deletions. Deletions are sometimes a problem. They cause the least problems, because usually in our internal dialogue we know what's deleted.

The one type of Deletion that is particularly insidious is called by another fancy name that the philosphers dreamed up, i.e., Nominalization, which is an abstract noun, such as love, courage, hope, faith, peace, enlightenment. You know it's an abstract noun because you can't put it in a wheelbarrow. What's so insidious about these abstract nouns is that we take the living world, which we don't want to cope with, and we freeze it in place, turning it into a static object with which we can deal. Whenever you hear yourself using these Nominalizations (like love, peace, understanding) or hear yourself saying something like "I've made the decision ..." you should move beyond the Nominalization to the process that it is masking by asking, "What is it that caused me to decide ...?" It's a way of getting back to the experience that underlies the abstract concept. One of the ways of dealing with this insidious class of Deletions is to go back and continually restore the noun to a verb; go back to the activity level and see what action is going on as opposed to what abstract noun is being used to mask the activity.

There are three other types of Deletions that are usually not a problem and these are:

(1) Lack of Referential Index, which means we don't know who's doing it. Whenever we hear ourselves saying, "they" or "them" or "people" we might ask ourselves, "Who is 'they'?" Frequently "they," "them" and "people" are used almost like Universal Quanitifiers. It's that nebulous "them." Let's find out who, specifically, is involved, rather than dividing the world into "us" and "them" or saying "they" caused the problem. Who is "they?" Using "they" allows us to abstract from a few people and decide that everybody is that way. Whenever you hear yourself using "they" or "them" then you've got certain classes of insanity and you need to start breaking through to find out who "they" or "them" really is.

(2) Unspecified Verbs is another Deletion that we use occasionally and there's a simple way to specify verbs and that's to use adverbs. Adverbs simply give you more information about what happens with verbs. Unspecified Verbs are usually not a problem in your internal dialogue.

(3) Simple Deletions is a form of lying to yourself, a way of pretending that something is not there that is there. ❐

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Wyatt Woodsmall, PhD, *is an NLP Master Trainer and Master Modeler. He has pioneered in applications of modeling in government, business, industry and spirituality. He is teaching the special "Beyond Self Awareness" workshop throughout the country. Doctor Woodsmall is currently working on two books,* The Science of Advanced Behavioral Modeling *and* Beyond Self Awareness. *He can be reached at The National Training Institute for NLP, 801 South 20th Street, Arlington, VA 22202, 703-979-3835.*

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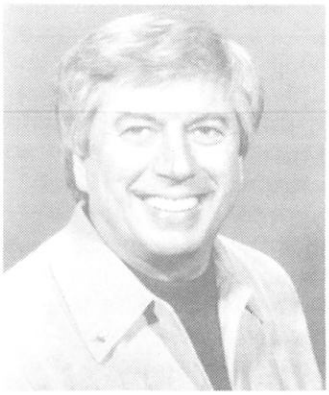
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LONGING FOR THE PEACE OF THE GRAVE

A short while ago, a good friend of mine invited me to accompany him to a "transformation" seminar so I could experience still another modality of change. When we got there, upon entering the dimly lighted seminar room, I noticed that all the participants were stretched out on their backs, eyes closed, hands folded wearing a slightly smiling expression on their faces. I was told to do likewise — and while I was lying there I suddenly realized what this resembled — being laid out.

After each of these "meditations" we would sit up and "share" our experiences. Each of the individuals, in turn, gave various glowing accounts of what had happened for them while in this passive state. Once everyone had completed sharing, we proceeded to do the exercise again. And again. And again. And again. Ad nauseum! I was bored stiff (literally) and I was also beginning to become irritated with all the passivity that was being presented as "transformation." I have nothing against meditating, nor do I have any objection to using hypnotic states to support and maintain goals and results. However, I absolutely revolt at the idea that the way to raise your consciousness is by going unconscious. And what is all this obsession with "quieting down" and "becoming peaceful"?

There's an appropriate time for everything, including rest and relaxation — but that is not the main objective of being alive. More than anything else, the obsession with R&R is more akin to death and dying. Let me elucidate:

Of all the activities that you will engage in, some you will do perfectly, some you will do well, some you will just get by with, and some you will screw up royally. That's the Game, and that's how you live and grow. The one activity that you will not screw up — the one activity that you will do flawlessly, without fail, the one activity you will do with absolute perfection is — DIE! When the time comes, no matter what else is happening at that moment, you (and I) will depart with precision and skill. Since that is the fate for all of us, dying requires no practice!

SO STOP REHEARSING!!

Stop retreating, stop withdrawing, stop all this passivity and get out there and shake yourself up. You are never more alive than when you are in the middle of some mess you've made and are fighting off those demons that threaten to overwhelm you. Your mind and body work in perfect harmony when you are a cold sweat about something and time is running out and you don't know what to do. You're never more sensuously alive than when you are in the middle of some hair-raising argument, waving your arms, stalking your opponent, and shouting obscenities. These are very unquiet moments in which there are many changes being made and many new opportunities being made available. But no! we've got to "get control of ourselves" "quiet down" and relax. Phooey!

In our society we extoll the virtues of our freedom of speech. But, we never seem to notice how suppressive our society is regardless of the lip service paid to free speech. Emotions are forbotten! If you smile, or laugh quietly, that's all right but, if you laugh uproariously, everyone will stop, glare at you, and tell you to "shut up" — you're disturbing people! It's also OK to feel anxious, bite your nails, tear a hanky to shreds, but if you cut loose and bawl your head off, someone will immediately move to quiet you down. If you cry too loud, someone official will shove a pill down your throat to sedate you. No one has any objection to your resenting something, and very few people will react to your scowling but get boiling mad, and raise some hell by telling someone off and wham!! someone will call John Law and it's the slammer for you for disturbing the peace. We go through Life always with our volume turned down and we seem entranced by the notion that the way to achieve growth and satisfaction is to turn the volume all the way off!

Now, honestly, does that make sense??

(Raising hell, by the way, does not mean violence and destruction — old VD. VD is the result of much unconscious repression and the resulting explosion destroys the object it is aimed at, regardless of who originated the interference. What I'm talking about is expressiveness in whatever state you're in. Please notice, you are not sleepy when you are arguing heatedly about some personal issue; you don't doze off riding the Matterhorn at Disneyland — you actually PAY to be frightened; and a good cry now and then leaves you warm, and soft, and open.)

About 15 years ago, a woman came to my office dressed in a long fur-collared coat, with scarf and gloves, wearing a woolen ski cap complete with tassels — a perfect picture of someone about to brave the cold and the snow. Only — the date was July 13th and it was near 90 degrees in downtown Los Angeles already. I noticed immediately that there was something different going on here.

When she sat down to talk to me, she asked that we turn off the air conditioning lest she freeze. We agreed to her request, but only for 15 minutes. Well, she sat there all bundled up explaining that she had suffered from depression for so long that her body temperature had cooled down considerably and that made her almost unbearably cold. She had to keep bundled up. She relayed her personal history and cited the many places she had gone to help cure her depression. After tens of thousands of dollars, she was still deeply depressed.

She wanted me to hypnotize her and "take it all away." Here was this very quiet, soft-spoken lady who never raised her voice, never shouted at her children, never screamed bloody murder when someone crossed her, never argued for a cause or a purpose, never intruded into anyone's conversation, never laughed outrageously at a joke, and never cried in a movie. The

lady struck me as being like a ripe plum — ready to POP any moment.

I declined her request. I told her she already had had a surfeit of "quieting" down — now what she needed was some real release. Of course, she could never be mean or behave badly, and she wasn't willing at all to use "bad language." I told Mrs. "Nice" that all that wasn't necessary. Then I got her to agree to follow my instructions to the letter: I instructed her to go to Disneyland the next day. She was told to arrive at 9AM and go directly to the Matterhorn. She was to ride that roller coaster all day taking breaks only for lunch and supper and calls of nature. Otherwise she was to keep riding until the park closed at 1AM. She was told to call me the day after completing this task.

Well, the next time I saw her she was dressed in shorts and a blouse, with her hair done up, swinging her straw purse and smiling from ear to ear. The lady lighted up! She had color in her face, and her eyes were ALIVE. Seems she had the time of her life — and her only question was, "Why hadn't anyone told her to do this sooner?" The youngsters at the Park "adopted" her and they kept putting her in the front of the line. So she got to ride ten times more than anyone else. What is the main activity we indulge in while riding a roller coaster?? Hanging on?? NO — screaming!! And the louder we scream, the more fun we have. Since everyone's screaming, no one seems to notice. Besides, who cares??? Once Mrs. "Nice" caught on, she started screaming up a blue storm — she aired all her frustrations while she carroomed around the track and the 16 hours seemed like minutes to her as she finally let go! She must have been a sight for sore eyes wearing her purple running suit, her tommy with tassel and matching gloves and tennis shoes — riding those bob sleds all day long. Toward the end of the day, she was laughing joyously and swapping stories with the people in line — entertaining them while they waited!

I didn't see her again for over two years. I heard from her family, however: "What did you do to our mom?? She's so different." I later learned that every year, on that same date, she goes back to Disneyland all by herself to "renew herself" on the Matterhorn. What a great way to learn and grow!!

See for yourself. Do this: Go to any theme park with a high roller coaster. Seat yourself by the EXIT so you can see the people as they come off. Notice that when people are waiting in line to get on, they are quiet, they move in small steps, they do a lot of looking down, and their breathing is very shallow. When they EXIT they are (a) breathing hard, (b) laughing, giggling, etc. (c) they're high stepping, moving much faster, and (d) talking animatedly. No one shuffles off looking down. They prance off, looking skyward.

The spell was broken, if only for a little while!

How did we all wind up in this condition? How is it that we all accept all this passivity in our lives? How is it that we consider all this (self) suppression "normal"? What is it that we use to keep ourselves so unconscious?

You don't think we're unconscious?? Well, the next time you go visiting, stay after 11PM and watch your host/s begin to eye the clock furtively, and if you stay after midnight, they'll probably become desperate enough to toss you out. "I have to get up in the morning," is a good excuse — as if going to bed had anything to do with getting up. Or — plan a surprise party for a dear friend and schedule it for 4AM! If you can get anyone to attend, then you'll wind up with a very irritated guest of honor. To me it seems that everyone should have three dates on their tombstones: Born 1930, Died 1960, Buried 1990. And the epitaph should read "He/She Got to Bed On Time!"

There are three decisive factors we experience in our childhood that shape and form our general context of reality and these three factors, buried deeply in the unconscious, constitute unbreakable chains that keep us weighed down and unresourceful.

The first one is the commitment to unconsciousness. Babies sleep a lot. They have a physical state that uses up vast amounts of energy to acclimate the organism to its new environment (adjusting all the systems to the new reality); they sleep so they can grow physically. But once they reach a certain age (4-6 months) They begin to explore that environment. Less sleep, more physical/mental activity. The need for sleep lessens proportionately to the increase in mental/physical active learning. However — along comes the grown ups who insist on putting the child to sleep!! Children are made to take naps, and to get to bed early. Dire, sometimes nameless consequences are predicted should the little one miss even a little sleep. This practice continues throughout our formative years and, because of this training, the majority of adults in this culture have as one of their prime values, SLEEP! We actually make unconsciousness so important that we are willing to live our lives that way.

Present someone with a problem to solve — chances are they'll say they'll "sleep on it." Or they'll lie down and meditate. I even heard one person say that they had to take an "emergency" meditation. Ever hear someone say that something was so exciting, "it just knocked me out"? Or have you ever heard of someone encouraging someone else to really have a good time this way: "go, knock yourself out!"?

The purpose of unconsciousness is to mask pain. Victorian ladies always fainted as a way of handling high-powered emotional situations — and this has largely been true of the stereotypical female role still offered today (as Dracula comes closer, our heroine faints). Males go unconscious, too, but they have different stereotypes to follow: the well-fed husband with the expanding midsection; the TV-sports addict, workaholics. What's so painful that we have to knock ourselves out regularly just to make it through the week? The brain learns so quickly

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that something doesn't have to be painful for us to zonk out — it just needs to promise pain someday, maybe, for us to slide into a deep trance.

There is another influence that dove-tails beautifully with our commitment to unconsciousness. It is the Heroic Model that underlies our personalities. In the beginning of Western Civilization, the Greek Model was used, naturally. The Greek Hero performed magnificently and achieved excellence despite his obvious flaws. Remember Achilles and his famous heel? This model allows us to achieve our dreams, fulfill our fantasies and realize our personal power and still have faults and shortcomings.

Then, for some unknown reason, civilization shifted from the Greek Model to the Roman Model. The Roman Hero is perfect, flawless, magnificently God-like in his/her performance and remains heroic until a blemish appears. We then junk'em and look for a new Hero. (We throw the baby out with the bathwater.) This Roman Model is preeminent in our society today.

At the unconscious level, we hold ourselves hostage to this Roman model of perfection. We can't do something because we have this, or that fault; this or that problem; this or that condition which keeps us away from our outcome. We chant the litany of "if only" and look for someplace to lie down or hide. We wait endlessly for that one blemish to go away before we get on with our dreams. We fantasize because the reality we've created is too painful to confront so we go unconscious.

And that's what I realized when I attended my friends "transformation" evening. There was little life in that group, only unconsciousness and passivity. I shared these thoughts with the group at the end and I was labeled "insensitive and critical." The group leader said I did not appreciate the "power of meditation." Well, maybe not, because all I saw was a lot of motionless people going nowhere and doing nothing.

I was also informed that meditation is the way to find out who you are. I disagreed happily. For me, the way a person finds out who they are is through relationships. That's their purpose, after all. Relationships allow for the interchange so that each of us can discover our strengths and our weaknesses, our high and low spots, our personal resources and our personal lack of same. And you do this at the moment of contact while you're in the middle of something, during the activity or event — not afterward in some trance.

Please understand, there is use for quiet times, but there is also much value in on-the-spot revelations and change. Handle the situation while you're still in it, then you won't have to go clean up your mess afterward. And it needn't be painful. You can make it some other way. We have such a fear of negative judgments that we are willing to sleep our lives away just to prevent ourselves from experiencing them. You can make it some other way. We can stay awake, and alive, just by letting go of our need to defend ourselves, and the need to be right.

We can all use more OOPS! anchoring.

Sure, there's a lot to say for being dead. First, it's the most predictable state there is. Everyone knows where you are, what you're doing, and who you're with (alone) every minute of the day.

Next — you have no problems. Income Tax, traffic, IRS audits, bills, mortgages, crabgrass, fungus, Jim and Tammy Bakker, etc., have no influence on you at all. You're beyond all that.

Next — you are totally secure. No one is going to break in on you, or disturb you in any way.

Finally, your future is all taken care of for you. You ain't going no place, never, no how. You're home and there you'll stay. No surprises, no unexpected developments, no interference. Just the peace and quiet of the grave.

So — in the meantime LIVE!! The next time you screw up, remember — a dead man can't do that. The next time you make a fool of yourself, SMILE!! and enjoy the moment because you're alive, and a dead man can't say that. The next time you feel lousy, remember — you're ALIVE!! and you can feel. A dead man can't make that statement. Take everything that Life has to offer and use it as a resource for a LIVING HUMAN BEING. Mine that sucker for all it's worth, and move ahead merrily. Make mistakes, make fingerprints, smudges, spots and stains, misplace things, forget things, show up in the wrong place — do all the things that ALIVE LEARNING HUMAN BEINGS DO and do them with knowledge that you are truly alive and well — and no longer interested in the peace of the grave.

Have fun while you experience more ecstasy. Why not, it's free. And so are you.

Excerpts taken from Jim's "Alpha Workshop" and his latest book, The Other Side of Love.

❐

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James A. Takacs *is a Co-Founder of Sound/Mind Research, Inc. He is also a co-developer of Audiotronix™ technology — the use of sound and sound patterns to stimulate change in brain functioning. He is a Certified Master Practitioner and a provisional NLP Trainer specializing in generic applications of NLP. He can be reached at P.O. Box 394, Tarzana, CA 91356, 818-881-1450.*

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February 2, Fairfield, New Jersey
The Basics in NLP, *John LaValle;* contact NLP Center of New Jersey, 201-770-1084

February 2-4, Manhattan
Enhancing Personal Excellence™, *Jeff Thaw and Kevin Dayson;* contact Success Dynamics, 718-461-3220

February 3 (Program Begins), **Massachusetts**
12-Day Ericksonian Hypnosis Certification Program; contact New England Institute for NLP, 413-259-1248

February 15-18, Southern California
American Board of Hypnotherapy Annual Conference, *Tad James, PhD;* contact ProfitAbility Group, 1-800-NLP-7870, ext. 800

February 16-18 Montreal, Quebec, Canada
Dynamics of Health, *Anne Entus, PhD;* contact Metaformation, Inc., 514-486-1282

February 17-18, Long Beach, California
Hypnosis Certification Training, *Norma Barretta, MA & Philip Barretta, PhD;* contact SCC/NLP, 213-833-4234

February 17-18, Fairfield, New Jersey
Close Encounters of the Married Kind™, *John LaValle;* contact NLP Center of New Jersey, 201-770-1084

February 22-23, Fairfield, New Jersey
Business Patterns, *John LaValle;* contact NLP Center of New Jersey, 201-770-1084

February 22-23, Manitoba, Canada
Creating Your Future, *Tad James, PhD;* contact ProfitAbility Group, 1-800-NLP-7870, ext. 800.

February 23-25, New York
NLP Practitioner and Master Practitioner Certification, *Jeff Thaw and Kevin Dayson;* contact Success Dynamics, 718-461-3220

February 24-March 11, Washington, DC Area
Modeling Certification Training Program and Master Practitioner Training Certification Program; *Wyatt Woodsmall, PhD and Richard Graves;* contact Advanced Behavioral Modeling, 703-979-3835

February 28, Worldwide
World Healing Meditation; contact Planetary Commission for Global Healing,512-537-4689

RESOURCE GUIDE

If you're looking for books, audio and videotapes, and other products covering neurolinguistic programming and related fields, here's who to contact. (We haven't intentionally omitted anyone; if you'd like to be included in our Resource Guide, send us your most recent catalog or brochure.)

The Changeworks
P.O. Box 4000-D, Berkeley, CA 94704, 415-540-5707

Eastern NLP Institute
P.O. Box 697, Newtown, PA 18940, 215-860-0911

FuturePace, Inc.
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Georgian Bay NLP Centre
P.O. Box 1210, Meaford, Ontario N0H 1Y0, Canada, 519-538-1194

Grinder Resource Center
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310 North Alabama, Suite A-100, Indianapolis, IN 46204, 317-636-6059

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Southern California Center for NLP
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Southern Institute of NLP
P.O. Box 529, Indian Rocks Beach, FL 34635, 813-596-4891



WORLD HEALING MEDITATION

In the beginning
In the beginning *God*.
In the beginning God created the heaven and the earth.
And God said Let there be light: and there was light.

Now is the time of the *new* beginning.
I am a co-creator with God, and it is a new Heaven
that comes,
as the Good Will of God is expressed on Earth through me.
It is the Kingdom of Light, Love, Peace and Understanding.
And I am doing my part to reveal its Reality.

I begin with me.
I am a living Soul and the Spirit of God dwells in me, as me.
I and the Father are one, and all that the Father has is mine.
In Truth, I am the Christ of God.

What is true of me is true of everyone,
for God is all and all is God.
I see only the Spirit of God in every Soul.
And to every man, woman and child on Earth I say:
I love you, for you are me. You are my Holy Self.

I now open my heart,
and let the pure essence of Unconditional Love pour out.
I see it as a Golden Light radiating from the center of
my being,
and I feel its Divine Vibration in and through me, above
and below me.

I am one with the Light.
I am filled with the Light.
I am illumined by the Light.
I am the Light of the world.

With purpose of mind, I send forth the Light.
I let the radiance go before me to join the other Lights.
I know this is happening all over the world at this moment.
I see the merging Lights.
There is now one Light. We are the Light of the world.

The one Light of Love, Peace and Understanding is moving.
It flows across the face of the Earth,
touching and illuminating every soul in the shadow of
the illusion.
And where there was darkness, there is now the Light
of Reality.

And the Radiance grows, permeating, saturating every
form of life.
There is only the vibration of one Perfect Life now.
All the kingdoms of the Earth respond,
and the Planet is alive with Light and Love.

There is total Oneness,
and in this Oneness we speak the Word.
Let the sense of separation be dissolved.
Let mankind be returned to Godkind.

Let peace come forth in every mind.
Let Love flow forth from every heart.
Let forgiveness reign in every soul.
Let understanding be the common bond.

And now from the Light of the world,
the One Presence and Power of the Universe responds.
The Activity of God is healing and harmonizing
Planet Earth.
Omnipotence is made manifest.

I am seeing the salvation of the planet before my very eyes,
as all false beliefs and error patterns are dissolved.
The sense of separation is no more; the healing has
taken place,
and the world is restored to sanity.

This is the beginning of Peace on Earth and Good Will
toward all,
as Love flows forth from every heart,
forgiveness reigns in every soul,
and all hearts and minds are one in perfect understanding.

It is done. And it is so.

The RAPPORTER *wishes to thank the Quartus Foundation for generously providing us with information about The Planetary Commision. For more information and up-dates on the effect of the ongoing World Healing Meditation, contact the Quartus Foundation, P.O. Box 1768, Boerne, TX 78006-6768. Beautiful color 11 x 17 World Healing Meditation posters can be ordered from them at a cost of only four for $1.00.*

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