THE DEVELOPMENT OF A SELF-GUIDED WORKBOOK BASED ON
THE CONCEPTS OF NEURO LINGUISTIC PROGRAMMING (NLP)
FOR USE BY INDIVIDUALS WHO WANT OR NEED TO
LOSE WEIGHT

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Social Science

by

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Spring 2009
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DEDICATION

This work is dedicated to my daughter, Angela Cerreta, to whom I am eternally grateful. Angie has not only gifted me with the priceless, amazing, and incomparable experience of parenting, but she is a great inspiration, delight, friend, and confidant. It is my hope that she will come to know the extent to which she has helped form the person I am today. To Angie, I offer my deepest appreciation, respect, and love.
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ABSTRACT

THE DEVELOPMENT OF A SELF-GUIDED WORKBOOK BASED ON THE CONCEPTS OF NEURO LINGUISTIC PROGRAMMING (NLP) FOR USE BY INDIVIDUALS WHO WANT OR NEED TO LOSE WEIGHT

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Obesity is the second most preventable cause of death in the U.S. and has achieved epidemic status. Long-term treatment of obesity is generally ineffective and the far-reaching affects span individuals, families, communities, the workplace, and the healthcare system. Neuro Linguistic Programming (NLP) is a model of communication that can help increase self awareness, as well as promote understanding and lasting lifestyle changes. The purpose of this project was to create and evaluate a workbook where NLP and integrated concepts could be applied to a population who desired to become more physically fit and/or achieve weight loss. Additionally, the author desired
to provide synthesized and integrated information through the literature review on NLP and obesity.

The target population for the use of the workbook was people who need, or desire, to gain increased levels of fitness and/or to lose weight. The literature review, and the author’s work with coaching clients, formed the basis for the workbook integrating and synthesizing information to create a self-guided curriculum based upon the NLP framework. The organization of the project included basic information and exercises to reinforce the material. The information was delivered in 12 sessions (since many weight loss or fitness programs run for a duration of 12 weeks, giving the body the chance to adapt and habitualize new exercise and eating programs) and provided in a self-guided format.

The workbook was issued, for evaluation purposes, to a group of participants who had committed to a 3-month workout and fitness program at a northern California sport and fitness club. The workbook was provided as an added bonus for their participation in the fitness program. There were seven teams of females, each consisting of four to seven members, all of whom exercised under the supervision of a fitness trainer twice per week. Workbooks were delivered and accepted by 34 of the 38 participants. Participants were told to work through the workbook at their own pace, completing all (or any desired sections) within the designated timeframe. Feedback from the participants was encouraged through the completion of the evaluation.

The purpose of the evaluation of the workbook was to obtain feedback regarding its usefulness, readability, and effectiveness. General information concerning
demographics, exercise habits, weight loss results, and progress towards other goals as a result of a new level of self-awareness was obtained through the evaluation form.

Of the 38 workbooks and evaluations voluntarily accepted, 29% of the evaluations were returned. The results showed that overall the project was useful, helpful, and informative. A large majority stated that the workbook helped to explore and gain increased levels of self-awareness and to make progress towards other goals. All participants stated that the workbook provided useful information and that they would recommend its use to a friend. One-hundred percent disclosed that they were; satisfied, somewhat satisfied, or very satisfied with the workbook: Additionally, all were educated, holding an AA degree or higher. The majority of the participants (64%) returning their evaluations had some level of post-graduate study. Three-quarters of the participants stated that the workbook did not help them lose weight. Seventy-three percent stated they had completed 49% or less of the exercises in the workbook.
CHAPTER I

INTRODUCTION

Background and Statement of Problem

The purpose of this project is to create a self-guided workbook (see Appendix A) for weight loss that incorporates Neuro Linguistic Programming (NLP) concepts which could be used in a future study.

Obesity

In recent years the problem of obesity in the U.S. has gained increasing media, governmental, and medical attention. Reported, in the U.S., as the second most preventable cause of death (Hession, Rolland, Kulkarni, Wise, & Broom, 2008), governmental agencies, medical practitioners, and private organizations are attempting to both educate the population on the problems related to obesity and to find solutions to the problem through medicine, as well as through personal decisions such as food choice, food quality, and exercise. Research is being undertaken by many sectors to determine the most effective ways to intervene, whether intervention occurs with individuals, families, communities, or within social networks. Extensive research is underway in the hopes of mitigating the global increase in obesity, yet while conclusive and permanent solutions are slow to come, the national and global population continue to grow larger, become less ambulatory and less active, experience greater health problems, and possibly become more discouraged about their inability to lose weight.
The World Health Organization defines obesity as “abnormal or excessive fat accumulation that may impair health” (2006). Obesity is not just an individual problem causing physical and emotional concerns or hurdles. It is becoming an important social issue as families, communities, work environments, and the health care system are being affected and impaired due to the complications or diseases many obese persons experience as a result of the extra weight. Obesity in America.org is a global professional organization for endocrinologists serving as a one-stop clearinghouse of information, state-of-the-art research, and key scientific trends regarding obesity and weight related issues. The organization reports that obesity “…is significantly reducing the quality of life among adults in our nation” and has a “hand in either causing or contributing to serious obesity-related health conditions” (Ridgeway, Jaffe, & Braunstein, 2005, p. 62).

A 17-year study on the Centers for Disease Control and Prevention website (2008) demonstrates there has been a tremendous increase in obesity in the U.S. during that time (Figure 1). The charts show that obesity is a non-discriminating issue, spanning across all age, racial, and ethnic groups, education levels, and geographic areas across the U.S.

Body Mass Index (BMI) is a universal scale used to classify a person’s weight based on an index of an individual’s weight-for-height ratio. Figure 1 shows the majority of states in the study of the 1990 adult population had BMI scores ranging between <10-14%. By 2007, the BMI scores show an overwhelming number of states BMI scores had increased to a staggering 20-29%. According to these sobering statistics, the BMI scores had doubled in a mere 17 years.
Figure 1. Obesity trends.


Due to expanding waistlines and an increasingly obese population, the term obesity has proven inadequate to describe the weight problem many individuals face today: Levels of obesity have been implemented to indicate specific categories, such as morbid obesity and super obesity.

Why is the problem of weight gain and the struggle with weight loss so prevalent in the U.S.? Why do people have such difficulty losing weight and keeping it off? Why is it that the medical field has not found the answer to treating this national epidemic? Is it only a medical problem? Why has society not used more pressure to gain help with weight loss and the treatment of obesity? With the incidence of adult obesity
and obesity-related health risks rising, perhaps more could or should be done to address this issue.

It is not always simply a matter of eating less and exercising more to control weight issues, but also perhaps having and making healthier more holistic food choices. Additionally, there are many other factors that also affect fitness levels and weight gain or obesity. Such obstacles and contributors to obesity (and to the difficulty of losing excess weight) include: behavioral, emotional, hormonal, environmental, cultural, genetic, familial, and/or other physiological or psychological factors.

Many people know, and the Surgeon General and other experts agree, that losing just 10% of body weight will help to improve one’s health and fitness level (Office of the Surgeon General, 2007). While this appears to be fairly common knowledge, and people are barraged with myriad ways in which to lose weight, the obesity problem continues to grow as a national epidemic.

At a certain point, extra weight and the complications and limitations of that weight, create a “catch 22” situation. Loss of weight and fitness become increasingly important to improve health, yet becomes more problematic as the body, due to size and physical limitations, becomes more impaired. This impairment further contributes to and compounds the original problem. Not surprisingly, people with such a problem oftentimes feel a sense of hopelessness and helplessness.

What are the problems people encounter when trying to lose weight? What holds people back from being successful with weight loss programs? What means exist for people who do not want to use drugs or surgery and for whom exercise is painful or near impossible? Is it possible for people to lose unwanted pounds based upon changing
their own thoughts, feelings, beliefs, and subsequently their actions towards weight loss?

Might a change in peoples’ attitudes about themselves contribute to weight loss success?

**Neuro Linguistic Programming (NLP)**

It is the author’s own struggle with weight fluctuation and her interaction with people who face weight-related discrimination and difficulty losing weight that created her interest in this issue. The author became aware of a system of thinking and techniques called Neuro Linguistic Programming (NLP), and related ways to create change, which helps people take more responsibility for their own lives, thereby positively affecting their personal results. The author began to wonder if the application of NLP techniques to the epidemic of obesity, successful weight loss, and weight management would create positive lasting results and if perhaps studies had been performed in this arena.

NLP is a controversial, heavily debated, yet lightly academically researched model of communication that claims to be able to help evoke and create behavioral change. NLP crosses the fields of psychology and sociology overlapping the fields of biology, mathematics, neurology, linguistics, and more (Thompson, Courtney, & Dickson, 2002; Betts, 1988). NLP is widely used in the public sector by business and personal development gurus claiming great success, yet its effectiveness has not been conclusively proven through academic or scientific studies.

Researchers have mixed opinions on the effectiveness of NLP. Many studies have been cited which have looked at a piece or narrow selection of NLP, while NLP proponents state that NLP is a system and generative framework. NLP originators state that “NLP can and does work for many people in many situations, but if we find that it does not work for us then they encourage us to try something else until we find a model
or parts of many models which does work” (Parkhill, 1985, p. 5). NLP often refers to Thomas Edison’s motto: “I have not failed. I have just found 10,000 ways that won’t work” (Brainy Quote, n.d.b). In those steps forward, lie the answers to successful change.

NLP founders Bandler and Grinder franchised their NLP trademark and subsequently developed training to certify at the practitioner, master practitioner, and trainer levels (Harman & O’Neill, 1981). As NLP training has become more widely available people, especially those in the helping profession (coaches, counselors, therapists) as well as those in business, law, and corporate settings, have taken NLP workshops and used the information in their work (Harman & O’Neill, 1981).

The integrity of the NLP practitioner becomes vital for two reasons: 1) NLP deals with the ways people think, process, and remember and since the practitioner is working with sensitive and potentially life changing information, care must be taken; and 2) the practitioner must take care to use the tools and techniques to help create ecological and ethical change with people who seek their help. Additionally, while training is helpful to practice NLP, neither certification nor state licensing is required at this time and there is no overseeing or watchdog organization.

Researchers have expressed concern with the lack of certification and licensure requirements. For instance, Harman and O’Neill fear that an attendee of one workshop could potentially use NLP with clients: Of further concern is that there is no special participant screening prior to attendance, therefore these researchers urge caution (Harman & O’Neill, 1981, p. 453). It is for these reasons some researchers have concern about the ethics surrounding the use of NLP.
With a deeper understanding of NLP, perhaps some of the ethical concerns surrounding the use of NLP can be alleviated since much of the NLP work can be done content-free. This means the client does not have to verify or verbalize their actual issue allowing the work to go on inside since the client’s focus and awareness is directed inward. Without disclosure of the actual problem or details of the problem to the therapist, it is much less possible for the practitioner to influence, interpret, or direct the client (Harman & O’Neill, 1981). Appropriate for a shy client who prefers not to discuss or disclose sensitive information, content-free NLP work can be beneficial.

NLP is used by trained (and sometimes untrained) practitioners to help people make change, for example to improve rapport, develop better techniques for communicating, negotiating, improving sales, or to change a habit – which could be directly applied to weight gain patterns. NLP uses techniques such as “the study of language patterns, patterns of motivation, how rapport is built, and how the individual codes data” to create behavioral change (Thompson et al., 2002, p. 292).

Many of the techniques in NLP can be self-applied, yet some are easier to use with the assistance of another person who has knowledge of NLP. Acquiring NLP skills requires interactive training. NLP information is widely and publicly available through books or taught in seminar format.

Many businesses teach NLP through workshops, seminars, and training programs. “There are three levels of certification granted by the Society of Neuro-Linguistic Programming: Practitioner, Master Practitioner, and Trainer” (Parkhill, 1985, p. 4). While certification is not required for the use of NLP, and information is readily
available in many books written about NLP and its tools and techniques, guided practice is helpful in learning how to work within the NLP framework.

NLP originators are not concerned that NLP has not been proven academically; rather they are interested that the NLP framework provides tools and techniques that can be used for behavioral change, helping clients move from where they are now to where they want to be. NLP is taught at levels, from practitioner to mastery and from mastery to artistry, further demonstrating an NLP model that encourages NLP practitioners to utilize everything, to keep looking for the difference that makes the difference, and to learn more about yourself and the world around you, understanding that the map is not the territory (Parkhill, 1985).

Over 30 years ago, mathematician Richard Bandler and linguist John Grinder developed NLP as a result of the study or observation of “the magical skills of potent psychotherapists” such as Virginia Satir (Family Therapist), Milton Erickson (Hypnotherapist), Fritz Pearls (Founder of Gestalt Therapy), and Gregory Bates (anthropologist) (Betts, 1988; Thompson et al.). Bandler and Grinder (1975a) developed NLP through information attained from the intensive and expansive study, documentation, and modeling of these well-known and successful therapists. NLP is basically a compilation of “the most effective techniques for building rapport, gathering data, and influencing change in psychotherapy, offering them only as an explicit set of tools which will help one become a more effective therapist” (Betts, 1988, p. abstract). While the founders did not believe they were theoreticians, they did examine “NLP’s relationship to traditional theories of psychotherapy” and believe their research revealed that NLP “is based on a well-constructed eclectic theory” (Betts, 1988, p. abstract).
Simply put “The techniques of NLP are the combination and refinement of the most effective therapeutic interventions” (Betts, 1988, p. abstract).

The literature review includes ideas from academic articles and primary source books concerning NLP in regards to obesity, weight loss issues, and peoples’ ability to make and maintain change. A brief history and background of NLP will be presented and the author will propose her own definition of NLP, as an overarching definition could not be found.

While the academic research concerning NLP may not be vast nor proven valid, detailed and relevant knowledge about NLP was available. No articles about studies directly linking the use of NLP to weight loss or obesity were found so this seems to be an area ripe for research.

As stated previously, it was the author’s struggle with weight fluctuation and interaction with other people who face weight-related discrimination and difficulty losing weight that caused her interest in the issue of weight loss: Well familiar with the struggle to stick to a weight loss program when results both elude and frustrate. About two years ago, the author became aware of a system of thinking and techniques called NLP and related ways to create change, which help people to take more responsibility for their own lives, thereby affecting their personal results. Beginning to wonder if the application of NLP techniques to the epidemic of obesity and successful weight loss/management would create positive lasting results or if perhaps studies had been done in this arena, the author decided to explore the concept.

In June 2007, the author completed NLP practitioner and master practitioner training and has since applied the techniques successfully to many areas for herself and
clients. As a personal and business coach and consultant the author helps people with a variety of issues such as: overcoming bad habits, changing a liked food into one that is disliked, improving self-esteem, helping move from no responsibility or indifference to self-responsibility and respect, improving rapport and confidence in the business or relationship setting, etc. The author has seen that NLP is often effective not only in evoking change, but in improving one’s personal responsibility for an issue. Having had opportunity to apply NLP to weight loss in a limited setting, the author witnessed some initial success when working with three people who came for help in losing weight (and secondarily improving self-esteem). This success has inspired her to dig deeper.

**Theoretical Base**

The information discovered and compiled by Bandler and Grinder (1975b) grew and evolved into the knowledge base of NLP which is generally included in the self-study workbook; largely based on the theoretical structures of NLP founders John Grinder and Richard Bandler and partly on other theorists including: Carl Rogers, Robert R. Carkuff, Virginia Satir, Fritz Perls, and Milton Erickson. Other concepts and theorists’ work resemble the techniques of NLP, such as the “map and territory” concept by Dr. Eric Berne and the “developers of transactional analysis (TA) and behavior therapy – some of which clearly set precedent for the methods of study and subsequent technical development of NLP” (Betts, 1988, p. abstract).

Theories provide the general framework and foundation for understanding, arranging, and summarizing information and can be useful in making predictions.
NLP itself is based on the modeling and a combination of the most effective techniques and theories in existence. NLP will be discussed at length in other sections of this thesis. However, some works of important theorists are discussed below, with author comments of their relation, contribution, or similarity to the NLP framework.

Theorist Carl Rogers participated in the development of the humanistic approach to psychology, focusing on the unique issues of being human. He included the uniquely human issues, such as self-actualization, health, the self, hope, and love, some of the personal factors that make up the human experience. The importance of Roger’s work in relation to NLP is the focus on self, hope, and finding or creating meaning.

Social scientist Robert R. Carkuff is known for his extensive work in the helping model and concepts such as empathy, respect, responding, exploring, acting, and understanding to help with therapeutic change. The connection of his work to NLP is the strong focus on helping the client become curious and expectant as the client explores, acts, and moves towards positive change through expanded choice and greater understanding. Additionally, Carkuff (1969) offers information about the learning process and how humans take the raw material of experience and translate it into meanings. Carkuff also offers three sources of learning: modeling, experience, and direct teaching. NLP practice is very interested in learning and encompasses Carkuff’s three methods of learning. NLP framework is also concerned with the meanings individuals give to specific experiences.

American psychotherapist, clinician, theorist, and teacher of family therapy, Virginia Satir was known for her Change Process Model and for her unique approach to family therapy. Additionally, her work had substantial influence on NLP. Some important
aspects which earn mentioning are: 1) the concept of the presenting or surface issue rarely being the real problem; 2) the goal to make change possible for everyone; 3) the three major components of organizing the reference structure\(^1\); (the context, the client’s feelings, and the client’s perceptions about what is happening); 4) communication postures, and 5) looking at how the client presents the past, present, and future in regard to the reference structure and generalizations or other rules the client has created for him/herself. Satir’s focus on teaching people about making and extending human connections was an important factor of her work and her concepts are taught at length in NLP. Satir’s work has had a strong influence on NLP since the founders studied her models extensively and later collaborated with her on a book project: *Changing with Families*.

Fritz Pearls, a German born psychiatrist, was concerned with therapy as a life enrichment tool using existentialism, teaching that meaning comes from an awareness of experience (Dye & Hackney, 1975). As his fundamental tenet, Perls believed that behavior is a form and expression of current awareness (Dye & Hackney, 1975). Perls is known for the development of Gestalt Therapy\(^2\) which is a holistic approach to working with a client to create behavioral change: it includes the learning about the client’s awareness of biological components of feelings and behaviors, perceptual arrangement, perception, and interrelationships with the external world.

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\(^1\) Reference structure: Per Virginia Satir, reference structure was another way of helping a client identify his model of the world. Her question, “How do you feel about your feelings about what is happening?” fits well with the NLP Meta-Model which helps the counselor and client understand more about the client’s self esteem which is “closely connected with the possibility of change” (Bandler & Grinder, 1975, p. 160).

\(^2\) Gestalt Therapy is “Psychotherapy with individuals or groups that emphasizes treatment of the person as a whole, including a person's biological components and their organic functioning, perceptual configuration, and interrelationships with the external world” (Dictionary.com, n.d.).
and interaction between the individual and his environment. Pearls’ concepts have become fundamental to NLP in many ways: 1) the importance of words, labels, and presuppositions (language patterns); 2) the use of pacing (becoming as much like the client as possible for a time); 3) the utilization of metaphor; and 4) the awareness of sensory changes to lead way to insights, ideas, or explanations (Lankton, 1980).

Milton Erickson is a famous psychiatrist known for his unconventional approach to psychotherapy, his contributions to family therapy, and his extensive work through the unconscious mind - using hypnosis, metaphor, and story - to bring forth creative solutions to client problems. Erickson’s ideas are pervasively used in NLP. In fact, Ericksonian concepts in the form of hypnosis, hypnotic language, learning through metaphor, and stories are taught throughout NLP training. The idea was to deliver a story that distracts the conscious mind, moving away from logical or direct comprehension, using specific and helpful ideas which are embedded inside the metaphor thus bypassing his clients’ search for meaning (Lankton, 1980). Erickson was known as a master of change through his use of storytelling and metaphor.

Satir, Pearls, and Erickson all are cited often as pivotal contributors to NLP through the learnings available in a situation, helping people turn their problems into assets, and modeling of their approaches to create positive change.

Limitations

There were a few predicted limitations for this project. While the author has worked as a life coach with clients on myriad issues and has used and studied NLP, she is not considered an NLP expert, nor is she an expert researcher. Trained and certified by
the Christopher Howard Company in June 2007, she is considered a ‘fourth generation’ master practitioner of NLP. The owner of the company, Chris Howard, studied under Tad James who studied under NLP founders Richard Bandler and John Grinder. The author states this information to be forthright regarding her experience and background with NLP.

As with any workbook, the usefulness depends on the individual’s situation and the relevance of the material for that person. The intent here is to provide an informational guide that can be used by individuals interested in learning about NLP and desiring to lose weight and gaining more control over choice, thereby changing the outcome.

It is unknown whether people who are members of a gym - or who participate in some fitness program - are more highly motivated to follow a weight loss program than average people who want to lose weight. Additionally, there may be some bias since the workbook is being evaluated only by those who are enrolled in the fitness program.

Another difficulty was the limited relevant and valid academic research found concerning NLP. The majority of the research found was conducted in the 1980s, about 10-15 years after the development of NLP, with a smattering of more current research. It was determined through the review of the literature that adequate and effective research for such a project requires both an academic mind and specialized knowledge and a command of NLP. Therefore, being experienced to some extent in each field, the author is in a unique position to review the academic literature on NLP and create an initial project which can later be used to study the relationship between the use of NLP and weight loss.
It is important to state that this body of work is not meant to be an all inclusive representation of all NLP principles and practices. It is also important to state that NLP is a vast and ever-evolving field.

Assumptions

It is assumed that the reader has strong reading skills and a good command of the English language, can follow specific directions, and is adequately motivated to do so. Additionally, it is assumed that the human body or mind will not do what it cannot do and secondarily that if an individual has difficulty understanding a technique or feels uncomfortable with a process, he or she will either stop using the technique or will seek help from a trained NLP professional or counselor.

People interested in using the attached workbook for weight loss should check with their physician before starting any weight loss or weight management program and should review any health considerations (physiological and psychological) with their physician carefully prior to starting any program. This workbook is not meant to take the place of counseling, coaching, or therapy and the author does not guarantee any results.

Definition of Terms

The following terms and corresponding definitions are provided so that a baseline of understanding is established for the literature review and the adjoining workbook.

**Anchor**

“A neurological association or link between a specific stimulus and a response or state” (Howard, 2006, p. 5.1).
Neuro-Linguistic Programming (NLP)

A methodology or approach to communication which includes a set of processes, tools, and techniques that can be used to evoke change by better understanding an individual’s interpretation, storage, and processing of past, present, and future experience through the use of an eclectic and effective smattering of best practices as derived from well-known therapists and approaches including: family therapy, cognitive-behavioral therapy, brief therapy, hypnotherapy, and Gestalt therapy.

Submodalities

“Subcategories within each Primary Representational System modality;” “the building blocks of experience;” the finer distinctions of thought and experience (visual: black and white or color, moving or still, bright or dim; auditory: internal or external, loud or soft; kinesthetic: location, size, shape, intensity) (Howard, 2006, p. 3.1).

Scope and Significance of the Project

The information discovered in the literature review provided foundational information for the development of a self-guided workbook, based on NLP concepts, as applied to weight loss and improved physical fitness.

The project was intended as an initial step giving an in-depth look at NLP with the development of a curriculum, in the form of a self-guided workbook, which could be applied in a future study concerning the relationship and results of weight loss with the use of NLP. The workbook was presented in 12 sessions with readings and exercises relevant to fitness, weight-loss, measurements, accountability, understanding, and change in the sessions. The design is such that the reader can complete the workbook
sequentially or by reading specific sections of interest once the initial introduction has been read.

This workbook is also intended to be used as a beginner’s guide for self-study, by an audience who wishes to increase their fitness level, decrease their weight, and take more personal responsibility for improved health.

It is the intent of the workbook to promote and provide the reader:

- Greater personal awareness.
- Improved understanding of the way language, thoughts, feelings, beliefs, attitudes, filters, etc. affect and create outcomes.
- Basic understanding of the NLP framework for creating personal change.
- Direction for forward movement towards the attainment of the outcomes and goals an individual desires.

The self-guided workbook was distributed to a group of individuals in Northern California - primarily females - who were enrolled in a fitness/weight loss program at a local sports and fitness club. Their participation was optional, voluntary, and offered as an addition to their fitness program. Familiar with the coaching process, the participants were each given a workbook and asked to complete the sessions and exercises at their own pace.

It was expected that approximately 50% of the participants would complete a portion of the workbook and submit an evaluation form. Given the interest in fitness and weight loss, it was also expected that participants utilize concepts in the workbook to assist them to make personal change during their fitness program. Some expected results were: greater adherence to regular workouts and monitoring of food intake, improved self
awareness of behavior and beliefs related to fitness/weight loss, loss of weight, progress towards other goals outside of fitness as a result of exposure to the workbook, and greater information regarding personal responsibility and change.

Obesity is a national epidemic and is fast becoming a global problem. Given the pervasiveness of obesity, ineffective treatments, and the problems which stem from weight-related issues, this project was important because it was intended to offer help - in the form of tools and techniques - by providing individuals’ information for behavioral change, accountability, and responsibility for improved fitness levels. In a time when obesity treatment generally fails, this workbook offered relevant and current information on obesity, weight loss, the mind-body connection, currently held views on best practices for weight stabilization and/or weight loss, and exercises to practice and internalize the learning.

Chapter I contains the introduction to the project, including an overview of obesity and the problems associated with this issue as well as the background of NLP. The project’s purpose, theoretical base, limitations, assumptions, definition of terms, and the scope and significance of the project are included.

The literature review in Chapter II covers a review of current research on obesity and explains NLP and how it might be used; discusses many facets and concepts of NLP; and looks at prior academic research. The methodology of the existing research for NLP is included as is information related to key theorists and concepts that relate to NLP.

Chapter III covers the methodology of the workbook where the development of the workbook and the evaluation are discussed.
The results from the participant survey and the evaluation (see Appendix C) of the workbook are provided in Chapter IV.

Finally, the author’s summary, conclusions, and recommendations for further research are included in Chapter V.

The project, the self-guided workbook, is provided in Appendix A.
CHAPTER II

REVIEW OF RELEVANT LITERATURE

Introduction

The purpose of this literature review is to evaluate the academic research available on Neuro Linguistic Programming (NLP) and obesity. This knowledge was used to form the basis of a self-guided workbook which can be used as a stand-alone application, with a trained NLP practitioner, or with an in-depth academic weight loss study.

Obesity

The Problem

The obesity epidemic is causing social, personal, and work-related problems as weight issues cause increasing impairments. Obesity can affect many aspects of an individual’s life (and lifestyle) including mobility, self-esteem, discomfort in social situations, depression, physical and emotional distress, and even discrimination (Ridgeway et al., 2005). What role does the food industry play? The government? The media? Families? Parents? Doctors?

Obesity “…is significantly reducing the quality of life among adults in our nation” (Ridgeway et al.) and has a “hand in either causing or contributing to serious obesity-related health conditions” (Ridgeway et al.).
Serious health problems that can occur as a result of overweight or obesity are: cardiovascular disease, diabetes, cancer, arthritis, breathing problems, stroke, metabolic syndrome, sleep apnea, high blood sugar, thyroid disease, polycystic ovary syndrome (PCOS), hypertension, and psychological disorders to name a few (Office of the Surgeon General, 2007; Ridgeway et al.). The incidents of adult obesity and obesity-related health risks are rising, and it is becoming a societal need to address this issue.

For a majority of Americans, eating habits are poor. Author Barbara Kingsolver states that approximately one third of the calories consumed currently come from what is known as junk food (Kingsolver, Hopp, & Kingsolver, 2007). According to Kingsolver et al. (2007), America is a nation with an eating disorder; and she believes that the population is aware of this problem. They warn, “The multiple maladies caused by bad eating are taking a dire toll on our health – most tragically for our kids who are predicted to be this country’s first generation to have a shorter life expectancy than their parents” (p. 18).

The damage caused by bad eating habits affects the U.S. health care system dramatically. Kingsolver et al. estimates that financial impact is as much as “one out of every three dollars spent on health care” and that one of “every seven specifically pays to assuage (but not cure) the multiple heartbreaks of diabetes – kidney failure, strokes, blindness, amputated limbs” (p. 116).

Kingsolver et al. asserts that

Nobody should need science to prove the obvious, but plenty of studies do show that regularly eating cheaply produced fast food and processed snack foods slaps on extra pounds that increase the risks of diabetes, cardiovascular harm, joint problems, and many cancers. (p. 116)
As a nation, Kingsolver explains, the majority of consumer food dollars are used to purchase cheap calories which contributes to the problem of medically compromised citizens due to weight issues and inactivity.

It seems most people understand that maintaining a healthy weight involves a balance between the number and source of calories consumed and the number of calories expended through movement (exercise) and regular physiological function of the body. For some, it is simply a matter of bringing this concept to their attention and offering support and information to help bring the intake and expenditure of calories into a healthy balance. However, for others the problems extend further and run deeper, as Kingsolver alludes.

Kingsolver is a strong advocate for healthier and more holistic food choices. She believes the quality of food has been compromised. “The first step toward valuing and trusting food is probably eating food that has some integrity” (Kingsolver et al., 2007, p. 292). She explains that cultures that hold the tradition of “food preparation and presentation in high regard don’t tend to bargain-shop for cheap calories” (Kingsolver et al., 2007, p. 292). Additionally, she says that the association of food with “emotional comfort can lead to scary habits and pitfalls, if the training ground is candy bars for good report cards…” (Kingsolver et al., p. 292). However it is not always just a matter of having healthier food choices available. Other factors have an effect as well.

While this appears to be fairly common knowledge, and people are barraged with myriad ways in which to lose weight, the obesity problem continues to grow as a national epidemic.
Perhaps people have a misconception that eating healthy is expensive. Kingsolver states that “Cooking is the great divide between good eating and bad” and that “the gains are quantifiable: cooking and eating at home, even with quality ingredients, costs pennies on the dollar compared with meals prepared by a restaurant or factory” (Kingsolver et al., p. 129).

There may be a misconception that losing weight is too difficult or that exercise has to be intense or pervasive. According to two leading professors who are also medical doctors, Dr. Roizen and Dr. Oz, an individual can learn to challenge the beliefs held about dieting, can learn rules to work with the body’s systems, and can feel and look better and be healthier. These doctors have designed a plan which is easy to understand and easy to follow. In their book, Dr. Roizen and Dr. Oz provide a foundation and formula for a change in lifestyle creating improved fitness.

The global professional society for endocrinologists, Obesity in America.org, is internationally known as a one-stop clearinghouse of information, promoter of state-of-the-art research around obesity and weight related issues, and a leading source of clinical advancements and research concerning endocrinology, hormone-related information, and metabolism in general. The parent entity, The Endocrine Society, and its public education arm, The Hormone Foundation, comprise a 14,000 member organization representing over 80 countries. The article, entitled “Economic Impact of Obesity,” explains that as of 2004, obesity was responsible for approximately 400,000 U.S. deaths each year as well as

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1 Drs. Roizen and Oz, two prevailing professors and physicians specializing in anesthesiology and internal medicine and surgery and cardiovascular care respectively, have written You on a Diet. Their book provides basic knowledge of how the body functions, so that a layperson can understand the relationship of food to the body’s systems. Additionally, they have provided both an eating and exercise plan which are basic, doable, and require little equipment or planning.
a cost of about $122.9 billion annually (Ridgeway et al.). The same organization also maintains that a staggering 30% of adults are obese and 66% are overweight.

E. Chester Ridgeway, medical doctor and past president of The Endocrine Society, states that a coordinated effort to combat obesity will be needed. He further asserts that adult obesity in America has “reached epidemic proportions,” that obesity is an “urgent health issue,” and additionally, that small steps can be taken to “beat the condition with a balanced combination of behavior change, medical/scientific understanding, and intervention” (Ridgeway et al., 2005).

Extensive research by endocrinologists leads to the understanding that “obesity has many underlying medical causes, which may not be controlled by diet and exercise. We must move beyond stigma and dedicate ourselves to combating obesity on all fronts – behavioral, nutritional and metabolic – a concept endocrine researchers are currently addressing” (Ridgeway et al.).

The pervasive problem of obesity has necessitated the use of specific category gradations to describe overweight issues which are based upon the Body Mass Index (BMI). BMI is a universal scale used to classify a person’s weight based on an index of an individual’s weight-for-height. The formula to calculate BMI is: (weight (pounds)/height (inches)$^2$) x 703. The resulting number is a percentage.

BMI (Body Mass Index) rankings are useful as a measure and in identifying trends because both the formula and the index are the same for both sexes and for all ages in the adult population (World Health Organization, 2006).

BMI categories are defined as (Collins, 2007; Ridgeway et al., 2005; World Health Organization, 2006; Office of the Surgeon General, 2007; “BMI,” 2006):
- Underweight = BMI less than 18.5
- Normal/Healthy weight = BMI of 18.5 - 24.9
- Overweight = BMI of 25.0 - 29.9
- Obese (categories below) = BMI of 30.0 or greater
  - Grade/Class I Obesity = BMI of 30.0 - 34.9 (Mildly Obese)
  - Grade/Class II Obesity = BMI of 35.0 - 39.9 (Morbidly Obese - over 100 pounds overweight)
  - Grade/Class III Obesity = BMI of 40.0 - 49.9 (Severe obesity)
  - Super Obesity = BMI of 50.0 - 60.0 (Malignant Obesity or Extreme Morbid Obesity, over 200+ pounds overweight)
  - Super-Super Obesity = BMI greater than 60.0

What are the problems people encounter when trying to lose weight? What holds people back from being successful with weight loss programs? What means exist for people who do not want to use drugs or surgery and for whom exercise is painful or near impossible? Is it possible for people to lose unwanted pounds based on changing their own thoughts, feelings, beliefs, and subsequently their actions towards weight loss? Might a change in people’s attitudes about themselves contribute to weight loss success?

Research Studies Related to Obesity

With the increasing problem of obesity and the concern of threat to public health—affecting individuals, communities, work environments, as well as the medical and political fields—researchers are attempting to discover effective treatment for weight related issues. The social, economic, and financial implications of the treatment (or non-
treatment) of obesity are huge. One of the biggest problems seems to be how to best utilize limited resources to help individuals who desire assistance in weight loss or weight management. In this section, several recent studies will be discussed which offer insight and action plans for the treatment of obesity.

Herriot, Thomas, Hart, Warren, and Truby (2007) performed a qualitative investigation which documented participants’ experiences while participating in a trial of selected commercial weight loss programs. Four diet programs—Atkins, Weight Watchers, Slimfast meal replacement, and Rosemary Conley (low fat and exercise plan)—were chosen and participants volunteered to enter the study and were randomly put into one of the four diet programs. The participants, with an average age of 42.3, volunteered to participate in focus groups divided by diet plan. These participants had already participated in a UK “Diet Trail” study. The participants, 32 adults, were monitored for weight, were asked questions, and were invited to freely share their opinions. The participants had already attempted numerous weight reducing methods and previous barriers to success included psychological and lifestyle issues. Overall, there was “no significant difference in absolute weight loss between the diets tested over a 6-month period” (Herriot et al., 2007, p. 73).

The first obstacle to success, according to Herriot et al. is psychological barriers which revolve around both dieting and exercise. Barriers include: emotions (upset, bored, stressed, depressed, and unhappy); being in the wrong frame of mind; experiencing a lack of motivation or will power; sabotage through ingrained habits; and a perceived lack of support. The second obstacle is in the form of lifestyle barriers which include: dieting concern as a result of commitments to family, work, and social life.
Previously motivations to diet included negative verbal comments from others; clothes that didn’t fit; the desire to purchase nice clothing; self disgust; confidence issues; seeing pictures of themselves; and being embarrassed over their body image. Motivations to participate in the study were similar: wanting to wear smaller sized clothing; desire for increased confidence; improved health; and better fitness.

Herriot et al. (2007) list several motivators which occurred during the study; regular accountability in the form of weigh-ins and support from other people were primary.

Herriot et al. (2007) offer several suggestions and observations for successful weight loss: 1) there is moderate evidence for using a multi-component commercial group program; 2) having had fewer previous dieting attempts; 3) possessing self-motivation and general efficacy and confidence as well as their expectations; 4) exercise is critical for those who desire to maintain weight loss and is the strongest predictor of being able to maintain weight loss over a 3-year period; and 5) inclusion in a commercial weight program offering effective weight control behaviors.

The same researchers state that any program encouraging regular exercise may contribute to increased weight loss and help with weight maintenance.

Conversely, they also offer comments regarding unsuccessful weight loss endeavors which include: repeated failed weight loss efforts which are detrimental to current dieting attempts; and the more radical the diet the less apt people will continue. The role of support from other people in regard to weight loss or weight maintenance is a prevalent concept in recent research. In fact, a study completed by Bahr, Browning,
Wyatt, and Hill (2009) discusses the importance of social networks to help mitigate the epidemic of obesity by exploiting the connection to friends of friends as a strategy.

Bahr et al. (2009) explain that most Americans are overweight if not obese and while the field of obesity recognizes the need for addressing this issue, it is also known that there are few effective treatment or prevention strategies. These researchers assert that maintaining a healthy diet and sustaining regular activity patterns are difficult in today’s society. Bahr et al. conceived a model, much like the simulations used to predict infectious diseases or voter behavior, to anticipate, analyze, and evaluate changes in obesity based upon variations in the population within each weight category.

The Bahr et al. (2009) simulation shows that an individual’s weight correlates with weight gain in friends or family. The interaction between the individual and those within their social network seems to bias their own weight. This phenomena, whether it occurs consciously or unconsciously, or deliberately or not, shows that the social network needs to be considered in regard to obesity treatment as well as one’s physical environment.

These researchers simulated large social networks ranging from 10,000 to 1,000,000 participants with each individual being given a random initial BMI from either the underweight, normal weight, overweight, or obese categories with random, but regular BMI updates. They designed the study to be consistent with the Farmingham observation where “an individual’s weight gain is positively correlated with the weight gain of family and friends” (Bahr et al., 2009, p. 2). The results showed that even with intentional weight loss efforts, an individual’s weight will follow the majority of their social network neighbors. This result creates a social force that Bahr et al. dubbed “carrot
or stick,” which pushes people toward a particular BMI class as determined by their friends or family associations. Law was used as an example to explain the phenomenon. If a dictator passed a law stating that anyone who is obese would be jailed, there would be “a strong incentive to push away from the obese BMI no matter what the neighbors are doing” (Bahr et al., 2009, p. 3). This push is an example of social force.

They found that people with similar BMIs clustered together into groups. Since almost all public health and population-scale behaviors are dominated by this behavior, this phenomena regarding obesity should be considered. The section will always form a cluster with the initial predominant BMI class. In other words, the simulations showed a tipping point where the dominant BMI quickly forms a cluster which expands to fill that entire population sector. The obese clusters recruit from overweight, overweight clusters recruit from normal, and normal clusters recruit from underweight. With the patterns’ continuance, eventually the clusters will pull from each lower category and expand the upper category. This has been demonstrated with the relatively recent additions of categories of obesity (mildly obese, morbidly obese, severely obese, malignantly obese, and super-super obese). As each group is eventually depleted, social forces show that the BMI distribution eventually and inevitably transitions into the next higher BMI cluster. Their models show that there will likely be a continuing shift toward obesity. Even successful weight loss then becomes temporary as shown by this model.

Bahr et al. (2009) believe that their simulations can help to understand why it is difficult for people to sustain weight loss, since any individual would have a difficult time sustaining weight loss given the push of the social network theory. They assert that
one way to help make sustainable change is to commit to a weight loss program with friends of friends rather than with friends or family. Moving outside of one’s social network, forming a weight loss cohort, seems to be successful according to their model. According to these researchers, when one is surrounded by friends of friends, or are on or near the edge of a lower BMI cluster, simulations show that the boundary shifts to encompass the friend of the friend into the lower BMI category.

Bahr et al. (2009) state that novel approaches to successful, sustainable, and far-reaching weight loss might be formed based upon this model. They recommend targeting people in the clusters who are the most highly connected as they play a disproportionately important role. Highly connected people have greater influence on their neighbors which means they can positively (or negatively) impact greater numbers of people. Focusing on celebrities, or other well-connected individuals, who are on the edge of a cluster would help with pinning. Pinning, the act of helping those in a specific cluster maintain their current weight, further helps the surrounding cluster maintain their current BMI. Their simulations shows that pinning the BMI of even one highly connected person helps to stabilize (or convert) an entire cluster (Bahr et al., 2009). If the identification of select people at the edge of a cluster is difficult, their model also shows that pinning the BMI of random individuals benefits the cluster. As one person positively affects another the number of people positively impacted grows with each conversion. This concept is described as a social multiplier (Bahr et al., 2009).

Since clusters - sensitive to social forces - tend to dominate BMI trends, targeting weight loss efforts toward random or select celebrity status people seems to be an effective strategy to help slow, maintain, or reverse the current trend toward increasing
levels of obesity. According to Bahr et al. traditional weight loss strategies and interventions will not work based upon their model. The person at the center of a cluster is difficult to effect a BMI change because of the social force of their surrounding neighbors. Even if that person manages to lose weight, the pull causes the individual to eventually return to their original weight – causing a cluster-based inertia.

According to this research, it seems the most effective ways to target widespread weight loss will be to offer social force (tax incentives, advertising, targeting key celebrities on the edge of clusters, and selecting a small percentage of random people) which will help stabilize and reverse the current trends toward obesity.

Predictive modeling, which can further test the effectiveness of long-term weight loss interventions, is still needed to further guide the choice of intervention strategies. However, this concept of utilizing social networks can help public officials and others better plan the allotment and commitment of resources so they are targeting to the most effective strategies in addressing the global obesity problem.

Concerned with the gradual increase in obesity in most countries, Hill, Peters, Catenacci, and Wyatt (2007) provide strategies which could be applied internationally to address the problem. Associated with America on the Move, an initiative which evolved from the America on the Move Foundation, the authors support the concept of making small lifestyle changes in the hopes of preventing the gradual increase in weight through adding more walking (increasing the number of steps per day by 2000) or by slightly reducing their daily caloric intake by 100. Recognizing heredity, environment, and behavioral for obesity, they reference and present information from several studies concerning the treatment of obesity and concur that the gradual weight gain has occurred
too quickly to have been a result of the genetic component. Explaining that economic factors have contributed to the obesogenic environment, the authors assert that the sedentary nature of both work and leisure activities further complicate the problem. Like other researchers and authors, Hill et al. (2007) also state that prior attempts to treat obesity in the population have been unsuccessful. These authors suggest a partial answer would be modification of the food environment, providing more information about food choices, restricting the availability of foods which contribute to weight gain, manipulating the price of foods such that healthier foods are less expensive while unhealthier foods are more expensive, and restricting advertising of unhealthy foods. Many of their suggestions are in sync with other researchers who recommend increased motivation as well as social pressure for positive change.

Hill et al. (2007) suggest that worksites could provide incentives for healthier behavior by implementing a healthy behavior work code (similar to a dress code); insisting that schools promote better learning and discipline in making healthier food behavioral choices; and that communities could be built in such a way that food and physical activity patterns could be changed.

Recognizing that obesity, once present is difficult to treat, the Hill et al. (2007) focus is to help people make small lifestyle changes in the hopes of preventing obesity through the maintenance of their current weight. Their belief is that it is easiest for people to make and sustain smaller lifestyle changes than to attempt larger change. Additionally, they state that initially the goal could be to stop the increase in obesity and then over a few decades, reduce obesity.
Looking at the role daily walking in free-living adults plays, Levine et al. (2008) created a study to measure and evaluate the change in measurements, walking duration and distance, between obese and lean individuals who were both overfed for eight weeks. The study, by Levine et al. (2008), shows that the physical activity of walking decreased with overfeeding in both populations. Progressive weight increase was found to be associated with a decrease in the distance walked.

In the Levine et al. (2008) study, twenty-two subjects, sedentary volunteers, were recruited to participate in an outpatient 11-week program. Meals were prepared through the Mayo Clinic General Clinical Research Center and participants were asked not to adopt new exercise patterns, but to continue their normal occupation and daily activities. During the first three weeks subjects received meals which helped them maintain steady-state body weight. For the last eight weeks, they were given 1000 kcal per day above the caloric need for weight maintenance. A physical activity monitoring system (PAMS) was worn by the participants for the last 10 days of the maintenance feeding structure as well as the overfeeding time.

The study found that free-living people, on average, walked approximately seven miles each day. All of the participants gained weight and their walking distance and time decreased. They “suggest that obesity is associated with a walking deficit of ~2 h [hours] of walking per day that occurs because walking bouts are shorter” (Levine et al., 2008, p. 553). These researchers believe that, as a result of their study, walking can be promoted as a tool to help manage weight in nationwide programs. Offering a few suggestions to add walking into occupation or leisure activities they suggest converting
one hour of work time as well as one hour of leisure time from chair-based to walk-based activities.

Kruger, Blanck, and Gillespie (2008) developed a study based upon the mailed, 2004 Styles survey, which targeted adults. After participant exclusions, the final sample included 648 men and 1065 women for a total of 1,713 subjects. Several behaviors were examined which are associated with weight loss maintenance of people who reported trying to lose weight. The survey questioned participant weight control behaviors, dietary behaviors, physical activity levels, and dining out behaviors.

The following came about as a result of the survey: 1) overweight or obese women were less likely to maintain weight loss than were women of normal weight; 2) women who reported 150-629 minutes of physical activity per week were more likely to maintain weight loss than sedentary women; 3) adults who did not eat at fast-food restaurants were more likely to maintain their weight loss than those who ate fast-food at least two times weekly; and 4) people who ordered reduced-size meals when dining out were more successful at maintaining their weight loss than those who ordered regular sized meals.

Kruger et al. (2008) also note that additional research should be completed concerning how people make behavioral choices.

A comparison of strategies for sustaining weight loss was undertaken by several researchers, many of whom were PhDs and MDs. Svetkey et al. (2008) used a randomized controlled trial which compared two weight loss maintenance interventions with another group which was self-directed. They conducted a two-phase trial with 1032 overweight or obese adults, who were recruited by mass mailings, flyers, radio
advertisements and print media. The clinical centers included four institutions: Duke University, Johns Hopkins University, Pennington Biomedical Research Center, and the Kaiser Permanente Center for Health Research.

Phase 1 was a nonrandomized weight loss intervention which lasted six months and Phase 2 was a randomized weight maintenance trial which lasted 30 months. During Phase 1, for approximately six months a trained interventionist led group meetings where individual goals were set. These goals included: 180 minutes of moderate exercise; reduction of caloric intake; adoption of a diet aimed at decreasing hypertension; and the loss of approximately 1-2 pounds per week. Additionally, participants were asked to keep a log of their food, caloric intake, and physical activity. During Phase 2 participants were randomized into one of three groups: the personal contact; interactive technology group; or the self-directed control group.

Of the 1,685 participants in Phase 1, 1029 entered Phase 2. The following overall findings were observed: 1) caloric intake was reduced and remained lower in both phases than at entry; 2) all groups regained weight after randomization, but each group at the end of Phase 2 remained lower in weight than at entry; 3) a sizeable group of participants in each of the three groups sustained clinically significant weight loss. This sustained weight loss is significant because even a modest amount of weight loss can create significant improvement in cardiovascular risk factors.

The researchers recommend that interactive technology can be widely disseminated and therefore can be integrated into an effective intervention. Like many other researchers, Svetkey et al. (2008) agree that despite the importance of the need for
effective weight loss strategies, little research has been completed which addresses maintenance of weight loss.

The Swedish Andersson et al. (2008) two-year study used an outpatient intervention method to motivate lifestyle changes regarding increased physical activity and food intake. They wanted to affect weight reduction as well as improved metabolic function in the participants. Subjects for this study, conducted by the Clinic for Obesity Care, were referred by clinics and general practitioners. One hundred women and 26 men completed the program. The researchers mention their natural inflow of patients was women - 74% of the participants in this study were women - who they state are more apt to seek obesity treatment. Andersson et al. (2008) noted that a majority of the participants had participated in weight loss programs in the past.

The subjects were divided into groups of eight to ten members - with men and women in separate groups. The important social support of the groups correlated to successful weight maintenance (Andersson et al., 2008). Participants were taught by a team of dieticians, nurses, physiotherapists, and physicians to provide a holistic message for lifestyle change. Each group received training which had an individual focus for behavior modification, setting goals, and creating new daily habits. The basic diet was based on the Swedish Dietary Recommendation of 1997 and recommended a balance of fat (25-30%), carbohydrates (55-60%), and protein (10-15%). Subjects learned healthy cooking - by being responsible for making their own lunches and dinner - and to make proper decision on portion control using the plate model where 1/3 to 1/2 of the plate consists of vegetables with the other half being shared equally between carbohydrates and protein.
The researchers reported slight weight loss results and additional weight gain afterwards, however; they additionally reported that “lifestyle intervention treatment including diet and physical activity is capable of providing a remarkable improvement in risk factors even at a model weight loss, and in the long term preventing more severe illness” (Andersson et al., 2008, p. 8). The same researchers stress that obesity is an issue which needs life-long treatment since it is a chronic condition with few treatment options.

A group of researchers in the United Kingdom performed a systematic review of randomized controlled trials of low-carbohydrate versus low-fat/low-calorie diets in relation to the management of obesity (Hession et al., 2008). Including all known randomized controlled trials of low-carbohydrate/high-protein versus the low-fat/high-carbohydrate approaches from 2000 to 2007, the review included thirteen of 123 articles. This study produced 1222 subjects, who met the evaluation criteria. Diversity was present in the participants with regard to weight, cholesterol, blood pressure, and favoring low-carbohydrate/high-protein diet. Of the 1222 subjects, 441 did not complete the study, creating an overall attrition rate of 36%. The outcome measures were weight loss, weight maintenance, and attrition rates.

In the analysis of these studies, the researchers found a higher attrition rate occurred with those following the low-fat approach as opposed to the low-carbohydrate approach. It seems that even with the Public Health preference for low fat/high carbohydrate diet, individuals preferred the low-carbohydrate/high-protein approach.

According to their review, subjects following the low-carbohydrate/high-protein method had greater weight loss after the 6 and 12 month time period. However, one of the articles reported that the mean weight between baseline and the 36 month mark
between the two approaches were not different. Additionally, they show that those using
the low-carbohydrate/high-protein approach had a significant improvement in HDL
cholesterol and triacylglycerols at the 6 and 12 month marks but that at 17 months the
difference was not significant (Hession et al.).

Hession et al. recommend that the effect of low-carbohydrate and very low-
carbohydrate approaches for the long-term be further studied as well as the influence of
behavioral therapy, exercise, and lifestyle choices.

To summarize the overall research on obesity, the author offers a snapshot of
the most effective currently recommended weight loss, weight maintenance, and obesity
treatment strategies:

- Participating in effective group or commercial programs
- Participating in multi-component programs
- Having a support system (or some type of support from others)
- Increasing self-efficacy and self-motivation
- Taking part in regular weigh-ins and monitoring of results
- Participating in exercise classes
- Using social networks to target both celebrity (or well-connected) individuals
  on the edge of clusters as well as randomly selected individuals to help stabilize and
  reduce clusters
- Utilizing social force (tax incentives, changes in law, advertising) to
  encourage weight loss efforts and to support the use of social networks
Developing a weight loss cohort comprising of friends of friends as support system

- Increasing daily walking
- Reducing caloric intake slightly
- Limiting or eliminating fast-food intake
- Having had fewer past attempts at weight loss
- Integrating a variety of behavioral modification efforts and lifestyle changes

The literature review of obesity shows that there is a substantial need to find specific tools to first create and then to sustain weight loss as well as to prevent weight gain in the first place. In order for this to happen the author feels there will need to be a coordinated effort from the medical, political, educational, and legal fields to assist individuals with proper and effective resources; and then motivating and encouraging them to make consistently appropriate healthful choices.

Neuro-Linguistic Programming

What is it?

Neuro-Linguistic Programming (NLP) seems to have many definitions, yet, based on a review of the literature, there appears to be no generally accepted definition. The concept of NLP is to take what works and dismiss the rest. The author has created her own definition of NLP and has included a selection of other researchers’ definitions.

NLP Definitions

Researchers and NLP trainers define NLP in their own way or tend to reference the various descriptions of NLP pioneers, Bandler and Grinder. The author has
come to understand NLP as: a methodology and approach to communication which
includes a set of processes, tools, and techniques that can be used to evoke change by
better understanding an individual’s interpretation, storage, and processing of past,
present, and future experience through the use of eclectic and effective best practices
which were derived from well-known therapists and approaches, including: family
therapy, cognitive-behavioral therapy, brief therapy, hypnotherapy, and Gestalt therapy.

The literal meaning of NLP based upon the parts of its name are:

- Neuro – neurological processes, brain function
- Linguistic – language
- Programming – patterns of behavior which have been learned experientially

Bandler and Grinder (1975b), founders of NLP, help explain this elusive and
complex concept of NLP: It “is not a new school of therapy,” rather it is a “specific set of
tools/techniques which are an explicit representation of what is already present to some
degree in each form of therapy” (p. 40).

Academic researchers explain their interpretations of NLP as:

- an eclectic, highly structured theory which is a “combination and refinement
  of the most effective therapeutic interventions,” which include “analytic, humanistic,
  behavioral, and cognitive theories used to improve communication, gather data, influence
  change, and build rapport, helping one to become a more effective therapist” (Betts,
- “a communication model that can be used as a facilitation method for
• a group of techniques that are designed to “help make you better at what you do” by understanding “yourself and others and teaches you how to communicate effectively” allowing the formation of better relationships (Thompson et al., 2002, p. 292).

• a system of interpersonal communication and behavioral change interventions whereby a practitioner assumes people code and store their experiences and information in specific representational systems based on their sensory modalities (visual, auditory, or kinesthetic, or auditory-digital); that people vary in their tendencies to encode their experiences using primarily one sensory modality; and that people communicate (internally and externally) using this representational system (Gumm et al., 1982).

• “a way of organizing and understanding the structure of subjective experience and is concerned with the ways in which people process information but not necessarily with the specific content of that information” (Einspruch & Forman, 1985, p. 589); “an extraordinarily complex model of human cognition and behavior…how to identify behavioral and communication patterns and interrupt these patterns in a deliberate way so as to achieve predictable outcomes” (p. 594); identifying and then interrupting “limiting behavioral and cognitive patterns and the generation of more useful and appropriate ones” (pp. 590-591); patterns of peoples’ interactions and that further had the basic premises been ignored, an essential element of NLP and a specific model and means of understanding and altering human behavior would have been missed (Einspruch & Forman, 1985).
• “The art of creating models of human excellence with a focus on communication and outstanding behavior in the fields of therapy, education, medicine, and business” (Sandhu, 1991a, p. 3).

Contributions of NLP

NLP trainers are quick to acknowledge the many contributions made by therapists, theorists, and researchers. The counseling and therapeutic field has acknowledged the contribution NLP has made, from being versatile and effective to providing behavioral change previously thought inaccessible; from the study of human excellence through language and motivation patterns to providing steps to build rapport; from teaching about what makes people tick to what makes them think and act in particular manners and finally determining the difference that makes the difference to effect change.

How NLP Works

Generally, practitioners of NLP are trained to listen acutely to the clients’ descriptions of their problem, while concurrently using sensory acuity to observe their overall feelings and structure of the description. A set of questions surrounding the problem might be asked next so the practitioner can identify the clients’ preferred representational system. Using similar systems the practitioner helps clients to identify where they are now and where they’d rather be, selecting a desired outcome. Using specific components of NLP, the practitioner strives to build strong rapport, leading to greater trust and understanding. The practitioner uses myriad processes or techniques, which eventually creates an environment whereby the desired change is not just encouraged, but more likely (Gumm et al., 1982).
Applications of NLP

As a broad framework incorporating the best practices and most effective tools offered through other therapies, it is natural that many NLP concepts have been geared toward counseling. However, other fields have also used NLP for both positive, and sometimes questionable, outcomes including: personnel training, marketing, education, sales, dating and seduction, wealth creation, management, coaching, and training.

Researchers Thompson et al. (2002) show that skills needed for effective sales can be found in the NLP framework (p. 296):

The significant and consistent increase in adaptive selling measure matches the skill base of NLP teaching that is concerned with behaviour change. If we accept the NLP presupposition that ‘the person with the most flexibility will control the situation’ (Stenhouse Consultancy, 2001) and that flexibility is part of training, there is a likelihood that the sales person will use different approaches in different situations (Spiro & Weitz, 1990 as cited in Thompson et al.).

NLP practitioners use a tool kit of information which helps their clients in many areas: rapport, teaching, training, meta-models, anchoring, phobia alleviation, belief change, reframing, focus, calibration, and making change in general.

According to global NLP seminarist Chris Howard, there are many components to NLP ranging from meta programs to language use, from filtering systems to modeling, and from representational systems to metaphor (2004).

Because NLP is a framework and not a theory, some researchers maintain that it is difficult to understand using the traditional counseling models’ perspectives, claiming that the more appropriate approach would be from a mathematic or biology framework (Einspruch & Forman, 1985).
Basic Themes of NLP

Basic important and powerful themes lay the groundwork for effective change through NLP and must be understood prior to effectively using the other tenets. Each of these themes are important in creating an overall outlook towards change, possibility, understanding, and building momentum.

Utilization. As shown through the work of Dr. Milton Erickson, the theme of utilization is that everything - behavior, communication, and symptom - is in some context useful and freeing in some regard (Harman & O’Neill, 1981). Utilizing everything, the sound of an opening door, the feeling of anxiety, or receiving disappointing news, can all be useful in some context, even if it is to provide an important learning. Utilization helps a client feel that perhaps there is nothing wrong and/or that there is always something to learn.

Intention. The theme of a good intention lying behind every behavior, even if maladaptive, adds further value, because it allows for the opportunity to redirect or reframe the behavior to another context in which the behavior might be useful (Harman & O’Neill, 1981). For instance, while someone might eat too much food causing weight gain, the intention might be to stay heavy so as not draw undesired attention from a suitor other than his or her spouse.

Focus. Since the 1800s, William James, the father of American Psychology is known for saying focus is everything. James asserted that through selective grouping, basically on what one chooses to, or not to, focus on creates a specific reality. Howard’s (2004) work in the NLP framework supports this idea that the main difference between
you and a person who is achieving the things you want to achieve is what you are focusing on.

**Perception is Projection.** *Perception is projection* is a popular concept among psychologists and is widely taught in NLP: meaning you cannot see anything outside of yourself that isn’t you. If you didn’t know about a certain belief, emotion, or action, for example, you wouldn’t be able to recognize it in another person. These imbedded beliefs, emotions, etc. can sometimes work against an individual. Often times, just becoming aware of limiting, and sometimes unconscious, beliefs can help decrease the power they hold (Howard, 2004). Assisting clients to move away from any disabling feelings or emotions is often an important goal for those in the helping field (Egan, 1990).

**Possibility.** If it is *possible* for one person to do something, then anyone can.

The basic concept of modeling (or mimicking) a person who is already successful doing that thing, brings hope to a client that it is possible for them to achieve when the individual has the same knowledge, training, and perhaps skills.

**Language and Presuppositions.** The use of *language* is a key to understanding modes of communication. Inside a client’s language lie hints about the true (sometimes subconscious) intent, beliefs, attitudes, and filters. Presuppositions are the mental assumptions or unique beliefs revealed by the construct of an individual’s language, which can be discovered by listening for the inherent meaning inside the language. There are many types of presuppositions:

- **Existence:** She threw a ball. (It is known that both a she and a ball exist.)
- **Awareness:** I got so angry I saw red! (Sensory language of anger, color, and seeing were used.)
Exclusive-OR: Would you like to wash the car today or tomorrow? (This means either but not both can be true.)

Cause-Effect: If you talk to me about your experience, then we can dissect it and come to an understanding. (One thing happens which causes or leads to another.)

No Failure, Only Feedback. The use of this theme, recognizing that failure doesn’t exist, rather that every experience offers feedback to be used to maintain direction, change course, or learn something, offers an empowering outlook which can keep an individual moving forward even in the face of adversity.

Filters and the Reticular Activating System. The use of filters helps the mind, consciously and unconsciously, sort what to look for. Humans are bombarded with two million bits of information and the mind processes about 134 bits, thus filtering becomes necessary to keep from overwhelm. As Howard (2004) explains, it is as if an individual is in a dark room with one flashlight which lights up what you focus on in that moment. Each time the light is shown in a new area; new possibilities appear, even though they existed there before the light reached them. The Reticular Activating System (RAS) is the system the brain uses to help process, sort, and accept information.

Meta-programs. Meta-programs are a set of several filters that help determine one’s experiences: motivation, orientation, success indicator, decision-making, convincer, leadership, energy direction, performance, work satisfaction, preferred interest, abstract, specific, comparison, challenge response, time awareness and focus. Each of these filters, when examined, help an individual understand the filters he or she uses to make sense of the world and operate within it.
Many areas of NLP have not been touched upon here, but a basic groundwork has been laid to help better understand the NLP framework. Just as there are many important themes, there are also many individual components of NLP which require further explanation.

Components of NLP

There are many intricacies and components of NLP and practitioners use many concepts, tools, techniques, and processes to help evoke a client’s desired change. Too numerous to include in this project, a selection of components will be included and briefly reviewed, although each could be a field of study or area of specialization in and of itself. Following is a synthesis of information describing the main tenets of NLP as well as some specific processes and applications.

Cognitive Fitness

Recent neurological research (Gilkey & Kilts, 2007), shows that any attempt to look at issues from another view (similar goal of NLP work) supports greater cognitive fitness. Research shows that “the brain’s anatomy, neural networks, and cognitive abilities can all be strengthened and improved through your experiences and interactions with your environment” (Gilkey & Kilts, 2007, p. 54). NLP frameworks support the idea of expanding choice, seeing things from another perspective, and creating or deepening neural-pathways.

Rapport

Developing good rapport is a foundational concept of NLP which, according to NLP practice leads to desired outcomes. There are two underlying principles to
establishing good rapport. The first is that similarity between people creates a tendency to mutual *liking*. The second is that there are varying levels of communication that exist beyond words (Howard, 2004). Being one of the major tenets of NLP, rapport basically means communicating with a level of trust inside a relationship. Falzett (1981) completed a study to determine if trust in a relationship is enhanced if the counselor matches the client’s preferred representational system (PRS). PRS is basically the preferred way the individual processes and communicates (audio, visual, or kinesthetic).

Falzett (1981) completed a 30-minute interview for each of the 24 right-handed female subjects in his study. The subjects were told they were to receive a personality assessment to increase personal risk and simulate a realistic counseling session. Two interviewers with limited counseling experience were used, one male and one female. A t-test showed no statistical difference between the male and female interviewer.

A series of questions were asked of each subject by the interviewer while the experimenter observed through a one-way mirror. The sessions were videoed. The subject was asked to acknowledge her internal response after being asked the question and the eye movement immediately before the acknowledgment was documented by the experimenter and the interviewer. After six questions, the experimenter and the interviewer tallied their scores to determine the subject’s PRS. In spite of minor disagreements, they were able to determine a PRS for all subjects.

Following the PRS identification, predicates were assigned to the interviewer based on the subject’s PRS (audio, visual, or kinesthetic). The subjects were divided into six groups, one for each PRS and one in which predicates were matched, the other in
which predicates were unmatched. Additional questions were asked using the appropriate predicates and subject predicates were tallied. It was found that eye movements were the most reliable means of identifying PRS with predicate usage less reliable. Each group’s level of trust was evaluated using a Counselor Rating Form (CRF) - Trustworthiness Scale.

The results of the study were that levels of perceived trustworthiness were higher when interviewers matched their predicate usage according to the subject’s PRS (Falzett, 1981). This study supports the NLP assertion that clients perceive counselors to be more trustworthy when matching is used.

Carl Rogers (1957) identified three traits—or attitudes which contribute to positive therapeutic change – empathy, positive regard, and congruence (Webbink, 1986). Rogers’ three attitudes are present when good rapport exists; and Dr. Milton Erickson believed that anything is possible in the presence of good rapport.

The NLP model emphasizes that once good rapport has been established, the therapist can gain access to the client’s subjective experiences: Then NLP processes can be used to examine the client’s belief system where information can be gained about their beliefs, attitudes, and behaviors, identifying conflicts or incongruencies so that an intervention can help create a new outcome (Sandhu, 1991b).

Rapport is established when the client and the therapist feel mutually intensely involved, and with a feeling of shared respect and warmth they interact and respond to one another.

Researchers Einspruch and Forman (1985) explain rapport in relation to the NLP framework. Rapport happens, operationally, once a client follows the lead of the
therapist willingly. So, once rapport has been developed - the helper meets the client where he or she is at and the client shows acceptance - the helper can then slowly begin to change his or her own language, behavior, gestures, or movements in an effort to lead and move the client to a more productive and positive state where change becomes more likely (Parkhill, 1985). This process is called pacing and leading (Howard, 2007). The helper keeps pace with the client until rapport is built, then gently and subtly begins to take the lead where the client begins to follow the helper and buys into the change work more readily.

General NLP knowledge identifies matching and mirroring as two ways to build rapport, which can be achieved in several ways: words, breathing physiology, movement, gestures, facial expressions, and vocal tone (Parkhill, 1985).

Empirical studies have demonstrated that matching and mirroring tends to happen naturally and unintentionally under many circumstances and that evidence shows mirroring is correlated with rapport. Research by Tickle-Degnen and Rosenthal (1990), described rapport as having three interrelating factors: positivity, coordination, and mutual attentiveness, with each factor being weighted differently at different times in a relationship.

One pilot study concerning mirroring was performed by Charny (1966), who found that mirroring, or congruent posture, as he terms it, increased during the therapy sessions; that the periods spent in congruency were positive, specific, and notably interpersonally oriented; and were positively related to the verbal interaction of the session.
Another study that investigated the effects of postural congruence of the counselor and the client’s level of empathy was completed by Maurer and Tindall (1983) who found that counselors who used mirror imaging of the arm and leg were rated as having a significantly higher empathy than those counselors who were incongruent in their posturing. Their study consisted of a 15-minute career counseling session with 80 high school juniors (40 females and 40 males) who were randomly selected. The counselors were both experienced counselors one of which held a doctorate in psychology and the other had completed the coursework. Maurer and Tindall research supports Charny’s research regarding postural congruence as well as the NLP tenet of creating rapport through mirroring.

However, rapport is more complex than matching representational systems. Rapport involves matching the client’s communication styles - verbal and non-verbal, conscious and unconscious - at many levels. This can include pacing and leading of the client’s breathing, movement, and linguistic structure (Einspruch & Forman, 1985). Some researchers agree that a number of studies may have contained methodological errors. Einspruch and Forman (1985) reviewed 39 studies through April 1984. In regard to rapport, they state that “all of the studies reviewed failed to provide adequate investigator training” (p. 593). They cite nine of the 39 studies that did not allow enough time for the investigators to master the NLP framework to fully establish rapport. They explain that it is a complex matter which requires matching at many levels, not just an arm or a leg, but movement which can be intricate, subtle, and minute as well as linguistic structure.
As inferred by several researchers, the depth and breadth of each component and theme and the complexity of NLP concepts may make it difficult to create methods for effective study of the NLP application and results. Therefore, invalid or inconclusive results may have occurred in some studies. Einspruch and Forman (1985) describe the Dowd and Hingst (1983) study which they state, did not provide adequate training for the master’s level students who assumed the role of investigator yet did not have experience as therapists. Their training consisted of four 90-minute sessions. The same researchers also assert that while some skills in identifying eye accessing cues are necessary, that limited training simply does not provide enough expertise (Einspruch & Forman, 1985).

Preferred Representational Systems

Researchers explain that the Preferred Representational System, also referred to as Internal or Primary Representational Systems (IRS or PRS), are important factors in NLP. NLP practice relies heavily on the belief that each individual has a PRS which gives clues as to the individual’s traits (Graunke & Roberts, 1985). Sandhu (1991a), agreeing that PRS is one of the tenets of NLP, explains that research studies concerning NLP have typically focused in two areas: eye movements and the PRS.

According to Bandler and Grinder (1976) the PRS is simply the system “the person typically uses to bring information into consciousness” (p. 26). NLP teaches that one’s experience is not just taken in and stored through those same PRS (or sensory systems), but processed that way as well. Each person takes in the world and processes what happens in life differently based upon the senses used. Therefore, senses are critical contributors to what people see, hear, feel, taste, and smell. Bandler and Grinder (1975a) proposed that people experience what happens in their lives by processing their reality
through the five sensory systems—visual, auditory, kinesthetic, gustatory, and olfactory—which become internal representations systems.

Bandler and Grinder (1976) also taught that matching an individual’s PRS is a fundamentally effective tenet of counseling. For example, a hearing (auditory) person might hear the original sounds when trying to remember something, while a seeing (visual) person might see a picture and a feeling (kinesthetic) person might have a certain feeling attached to the memory. People use each representational system but most have one they use almost exclusively (especially during problem solving or in times of stress) and such a reliance according to these researchers can lead to a model of the world that is impoverished (Harman & O’Neill, 1981). This understanding is important because as ACSW Lankton (1980) explains, external senses - whether conscious or unconscious—are translated into internal representations which determine behavior. Bandler and Grinder (1975a) state that NLP, like most therapies, finds ways for clients to practice, experience, and exercise their new choice, allowed by enriching their model of the world. Some therapies accomplish this practice and exposure via homework, tasks, or the like. NLP uses an array of tools such as homework, visualization, practice, anything to help the integration occur.

When a counselor knows the client’s lead representational system, the preferred method of communication can be used. The Harman and O’Neill (1981) journal article presented several techniques which they claim to be appropriate for counselors, including representational systems, anchoring, and reframing. Additionally, they discussed the contributions, implications, and cautions concerning NLP. The same
authors assert that knowing a client’s PRS can help develop more effective communication with clients, which can lead to increased feelings of trust and rapport.

There are three main ways or accessing cues\(^2\) to determine the preferred representational system: monitor the eye movement patterns, listen for predominant use of specific predicates (auditory, kinesthetic, or visual), or ask the client which he or she thinks is the preferred modality (Gumm et al.). Predicates are simply the words that describe parts of one’s experience which can appear as verbs, adverbs, and adjectives and correspond to the relationships and processes in the experience (Bandler & Grinder, 1976).

**Eye Patterns**

A person’s eyes can reveal a great deal about a person’s immediate state of being, or provide clues about whether a person is happy, ill, or in pain. The eyes show many emotions: including warmth, caring, interest, acceptance, empathy, and respect (Webbink, 1986). However, by watching more closely, the eyes may tell even more about an individual.

Harman and O’Neill (1981) agree that monitoring the eye movements can determine a client’s representational system (PRS) and that eye scanning is associated with the internal processing patterns when material is brought into consciousness (Harman & O’Neill, 1981). According to NLP practitioners and researchers, Dilts,

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\(^2\) Accessing Cues: Masters, Rawlins, Rawlins, and Weidne explain that accessing cues are the ways NLP users identify their clients’ favorite PRS and “can be done by listening to the predicates (verbs, adverbs, and adjectives) clients use in their sentences” (1991, p. 451). A kinesthetic client might say “I don’t grasp what you are saying, it’s beyond my reach.” A visual client might say “I don’t see what you are saying. I just don’t get the picture.” An auditory client might say, “I don’t hear what you’re saying. It doesn’t sound right to me” (1991, p. 451).
Hallbom, and Smith (1990), the PRS is determined by the direction the eyes go first (for a right handed person) when the person is asked a question (Sandhu, 1991a).

When an individual is asked to recall information that is not immediately available in his/her sensory environment, he/she goes through a process by averting the eyes momentarily to access the information needed, either through memory or construction: The direction and position of the eyes correspond to the representational system he or she is accessing (Sandhu, 1991a).

The classification for each direction the eyes move first is either V - visual, A - auditory, K - kinesthetic, or AD - auditory digital\(^3\) (Howard, 2004; Bandler, 1984). In reading the eye movements, the following can be applied as shown in Table 1.

To expand on the internal dialogue (A) and body sensations (K): When the eyes are down and to the left, the individuals are talking to themselves and are recounting their prior words around the experiences (AD). If the eyes are down and to the right the individual is accessing or feeling an emotion or some type of bodily sensation (K) (Parkhill, 1985). Based on Neuro Linguistic Programming (NLP), this is true for most (right-handed) people, although not for everyone, so counselors also need to pay attention and continue to gather information about the client in other ways as well.

Figure 2 shows the basic eye pattern concept based upon information from Howard’s Results Training Certification Manual (2006, p. 6.14) and from Bandler (1984, p. 159).

\(^3\) AD: Chris Howard teaches that Auditory Digital (AD) is another eye pattern that can be determined by the direction the eyes first go to when an individual is asked a question. People with a PRS of AD typically talk to themselves, hear inner dialogue, and learn best by hearing themselves internally repeat the information (2004, p. 6.15).
### Table 1

**Classification of Eye Movement**

<table>
<thead>
<tr>
<th>Accessing Cue</th>
<th>Representational System Indicated</th>
<th>Modality Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyes up and to the left</td>
<td>visual/eidetic imagery</td>
<td>V - visual</td>
</tr>
<tr>
<td>eyes up and to the right</td>
<td>visual/constructed imagery</td>
<td>V - visual</td>
</tr>
<tr>
<td>eyes defocused in position</td>
<td>imagery</td>
<td>V - visual</td>
</tr>
<tr>
<td>eyes down and to the left</td>
<td>internal dialogue</td>
<td>AD - auditory digital</td>
</tr>
<tr>
<td>eyes down and to the right</td>
<td>body sensations</td>
<td>K - kinesthetic</td>
</tr>
</tbody>
</table>


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**Figure 2.** Basic eye pattern concepts.
It is important to remember that “eye scanning patterns and representational systems are an important, but small, part of NLP” (Einspruch & Forman, 1985, p. 594). Gumm et al. provided a main study on eye patterns as the preferred modality for 50 right-handed female college students, recording their eye movements, along with tracking their verbal and self reporting regarding their representational systems.

As per NLP founders’ belief, Gumm et al. reference Falzett’s (1981) study explaining that when counselors matched the client’s PRS, the client did perceive the counselor to be more trustworthy. Trust is another important factor of establishing and maintaining rapport, so the PRS and rapport are closely tied concepts.

**Predicate Matching**

Predicate matching—by listening to and/or matching an individual’s language—is another way to identify and use the PRS. Parkhill (1985) explains that while humans have five senses, three are used most: visual (pictures or movies in their heads) auditory (hear original tones or dialogues, or replay an internal tape), and kinesthetic (associate sensations and internal feelings).

These three senses, VAKs, are utilized in NLP in many ways. For instance, listening for predicate usage of verbs, adverbs, and adjectives can give cues as to which PRS a client prefers and by using similar predicates can help establish trust and rapport. According to renowned personal development trainer Chris Howard (2004) and researcher Sandhu (1991a), clients demonstrate their PRS by the language they use as well as their eye patterns. When the counselor asks questions or makes statements which are matching, or similar, to the predicates the client uses it can create greater ease and clarity in communication between the helper and the client (Sandhu, 1991b). For
instance, if a client is explaining a discussion he had with his neighbor, he might say something like: “I needed John to really see what I was saying, to really look at the outcome, because he didn’t give an indication that he could envision the pathway to success.” You will notice the clues in his words—see, look, and envision—are words which describe a visual PRS. Alternatively, he might have said “I needed John to really hear what I was saying, to really tune into me, because he didn’t give an indication that he could resonate with the desired result.” In this case he left clues by using some auditory words like hear, tune into, and resonate. Had he been operating from a kinesthetic or feeling PRS, the statement might have been something like: “I needed John to really grasp what I was saying, to really get in touch with the outcome, because he didn’t give an indication that he could handle or even make contact with the tasks which will create the pathway to success.” The clues he would leave by operating from the kinesthetic PRS are: grasp, get in touch, handle, and make contact with.

Table 2 helps further explain the type of language, or predicates, that might be used by, or with, each type of PRS

Einspruch and Forman (1985), researchers who reviewed 39 studies on NLP, call Yapko’s research the most sensible research to date. Yapko (1981) studied the concept of matching the PRS by using an operational as well as a physiological indicator of rapport. However, the study is claimed to be inconclusive because he failed to control for contextual influence. Thirty graduate students were hypnotically inducted into trance on three occasions, using a different PRS each time. The sessions were taped and the trance depth was measured physiologically and recorded. The variable that was not controlled according to Einspruch and Forman (1985) is the effect of moving in and out
Table 2

Type of Language, or Predicates, That Might Be Used by or with Each Type of PRS

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words:</strong></td>
<td><strong>Hear, harmonize, listen, resonate, rings a bell, tune in/out, silence</strong></td>
<td><strong>Feel, sense, grasp, get a handle, make contact, tap into, touch, throw out</strong></td>
</tr>
<tr>
<td>See, picture, look, appear, envision, foggy, look, show, view, watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Statements and Questions:</strong></td>
<td><strong>Stop tuning me out!</strong></td>
<td><strong>I am beginning to grasp what you are describing.</strong></td>
</tr>
<tr>
<td>How do you see this happening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What you are saying seems foggy to me.</td>
<td>Please listen to what I am saying.</td>
<td>Can you feel what I am saying to you?</td>
</tr>
<tr>
<td>Look into that when you get time.</td>
<td>I understand you said it as clear as a bell.</td>
<td>What it boils down to is this.</td>
</tr>
<tr>
<td>I just laid eyes on the most beautiful baby.</td>
<td>I heard it through the grapevine.</td>
<td>Let’s lay the cards on the table.</td>
</tr>
<tr>
<td>I saw it coming!</td>
<td>I get tongue-tied around him.</td>
<td>Get a load of this!</td>
</tr>
<tr>
<td>You are a sight for sore eyes.</td>
<td>Sounds good to me!</td>
<td>You can really sink your teeth into this project.</td>
</tr>
<tr>
<td>Look down; it’s right under your nose!</td>
<td>You just have to listen to this!</td>
<td>He’s such a stuffed shirt!</td>
</tr>
</tbody>
</table>

of the states of trance. Yapko’s research did however, support Bandler and Grinder’s assertion “that matching primary representational systems enhances rapport” as each participant achieved greater states of relaxation when their PRS was matched during induction (Einspruch & Forman, 1985, p. 592).
The Dorn study (1983) utilized the PRS to help subjects reach deep induction. However, according to Einspruch and Forman (1985) they failed to consider the associations of assessing the PRS, by not considering the nature of stimulus-response which can affect outcomes. They further explain that the list of words the subjects could select from might have been anchors, rather than representative words from their PR. Many studies were invalid or inconclusive due to perceived methodological or logical errors, according to Einspruch and Forman (1985).

**Calibration**

Calibration means to recognize the client’s problem state from unconscious physiological signals by learning to become aware of what the client is communicating to you on all levels - words, physiology, and vocal tone - without assigning any specific meaning to those signals. Learning how to identify these very minute and subtle changes that can occur in a subject leads to the development and accuracy of sensory acuity skills.

**Sensory Acuity**

Sensory acuity simply means using finely tuned observation skills so that the practitioner is able to calibrate any small changes in breathing patterns, gestures, color changes, vocal tonation, and facial expressions. NLP practitioners use calibration through “sensory acuity to notice specific shifts in a persona’s external state, i.e., voice tone, posture, gestures, skin color, muscle tension, etc. to know when changes are occurring in their internal state” (Dilts et al., 1990, p. 119).

People give messages about themselves through not only their words, but their facial expressions and tone as well as their body movements. People are usually not as aware of their non-verbal communication as they are of their verbal communication.
Non-verbal communication is important partly because impressions are formed based upon non-verbal behavior (Wilkinson & Canter, 1982). Facial expressions or movements of the body may match the words being spoken, or they may contradict the message. Since an individual cannot avoid non-verbal communication of some sort in the presence of another, observation of these messages and looking for underlying incongruent meanings, etc. is an important part of communication (Wilkinson & Canter, 1982). The face has extensive mobility and flexibility which provide important communication, information, and emotional states concerning personality and identity. The congruence of posture and gait also can disclose one’s emotional state (Wilkinson & Canter, 1982).

Vocal components can also tell a great deal. Vocal factors include pitch, clarity, emotional tone, speed, fluency, cadence, tonality, timbre, volume, and/or emphasis on specific words (Wilkinson & Canter, 1982). The message can change based on an alteration of any one of these factors. Anthropologist Ray Birdwhistell (1970) teaches that the effectiveness of communication is revealed by 7% actual words, 38% vocal tonality, and 55% physiology (Howard, 2004). Birdwhistell’s concepts are taught in NLP training with a strong focus on each component. With non-verbal communication responsible for over half of the message, it further shows the importance of learning to calibrate, watching for minute shifts in physiological changes. Paying close attention to and utilizing all the methods of communication a client uses is an important factor of sensory acuity.

**Mental Imagery/Visualization**

Mental imagery, the practice of re-creating an experience or a skill through a mental picture, “is a valid mode of learning and acquiring new competencies” and, in
fact, “simulated experiences can establish neural readiness for real experiences” (Gilkey & Kilts, 2007, p. 56). Visualization, or mental imagery, is another important NLP tool advocated by NLP, Virginia Satir, and self-help books. Many of the NLP techniques which utilize mental imagery include: modeling behavior of other successful people; creating a fun and curious mental state appropriate for new learnings; the creation of new thoughts and new ways of accomplishing an action; the modeling of excellence in human performance; and the creation of transferable skill sets. It would appear then that use of mental imagery helps to expand neuro-pathways and contribute to greater cognitive fitness. A quote from Oliver Wendall Holmes is often heard when talking about NLP, “Man’s mind, once stretched by a new idea, never regains its original dimensions” (Brainy Quote, n.d.a)

When individuals visualize, or imagine material or an experience, they are more likely to be able to recall or reproduce that same material or experience at a later date (Parkhill, 1985). Visualization is used in many fields aside from counseling/therapy (Gestalt and cognitive-behavioral), including sales, sports, and health as example (Masters et al.).

Egan (1990) states that the power of the imagination is often underused and underestimated. While some report having trouble with mental imagery, it is a skill “which can be learned and the activities used to teach visualization are fun to do” (Parkhill, 1985, p. 13). Since visualization allows an individual to experience the future through (guided) fantasy, it allows the individual to experience and picture themselves performing the desired activity, having the desired behavior, etc. with ease. Within the NLP framework, this process is called future pacing and it can be especially effective if
sounds, pictures, and feelings (VAK) are elicited during the visualization. Using visualization to help future pacing can prepare for the future situation. When it happens, it is as if the subject or student has already experienced the situation successfully, making it easier and smoother the second time, or when the situation visualized actually occurs (Parkhill, 1985).

Mental imagery is used pervasively in the sports field. Olympic trainer Orlick (1986) used mental imagery to help his athletes handle change by first explaining the changes using clear communication so the athlete can “focus attention on what to do to correct the problem, rather than focusing attention on what not to do” (p. 62). Once the athlete has an understanding of what is being asked, he has the athlete “imagine (i.e., see or feel oneself) going through the new movement pattern successfully several times before actually stepping onto the floor, court, field, or course” (p. 62).

Orlick (1986) stresses the importance of phrasing the instructions towards the positive, especially when changing strategies or plans, “it is better to begin a statement with a do than with a don’t” (p. 62). He demonstrates his reasoning by asking the reader not to do a few things: “Don’t think of an orange. Don’t think of an egg. Don’t think of your favorite drink” (p. 62). In order to think of each item, you first must think of it, then dismiss it. As Orlick (1986) states, “What image came into your mind? Chances are that you created an image of those things I asked you not to think about” (p. 62). This is why Orlick (1986) reminds his reader to give feedback by stating “what you want them to do in positive concrete terms,” like “Remember to focus on…” (staying calm and relaxed) and not saying “Don’t be anxious” (p. 62).
Howard (2006) teaches that the brain cannot process double negatives directly; so it must think about that which it is told not to think about before thinking about what it was told: “You can’t think about what you don’t want to think about without thinking about it, think about that” (Howard, 2006, notes). He agrees that the phraseology is important when communicating with the unconscious mind.

The NLP swish pattern,\(^4\) used extensively in NLP, is but one process that uses visualization. Masters et al. (1991) have documented their clinical experience stating that “the swish pattern has been used to counsel clients with issues such as depression, anxiety, jealousy” etc. and that they “have successfully applied this intervention with both adults and children” (p. 80). Additionally they concur with the teachings of Virginia Satir and renowned NLP practitioners Andreas and Andreas (1986) who believed that the way people cope with problems are more destructive than the problems themselves. Masters et al. state that the swish pattern “is an effective visualization technique that can help clients change responses to social and internalized stimuli rapidly and permanently” (p. 88).

**Language/Quantum Linguistics**

Research shows that the language one uses is an important part of the helping process, and in fact of communication in general. For instance, directing the language towards the positive, as Orlick (1986) demonstrated, is an important factor for successful imagining. Falzett (1981) describes the NLP communication system as having a transformational grammar base. Further, humans receive data from their senses, and the

\(^4\) A step-by-step accounting of how to use the Swish Pattern is included in the attached workbook. This is based upon the procedure described by Masters et al. and the procedure learned by this author in her NLP RESULTS training 2006 with the Christopher Howard Training Company.
data is stored in their PRS via sensory modes. Since their demonstrated behaviors are
guided by these representational maps, the behavioral variety can either be enhanced or
impoverished by the limits set by the sensory modes (Falzett, 1981).

**Anchoring**

NLP techniques use the anchoring “process in a systematic way to evoke new
Anchoring is simply a deliberate process where a desired emotional state is
neurologically associated to a specific stimulus. The process of creating an anchor,
according to Howard (2004), involves associating the person into a heightened state
where a specific stimulus can be linked to the desired state. Harman and O’Neill (1981)
explain that it is possible to alter responses to past events, changing the present reaction
so there is no interference with current events.

To create successful anchors, counselors need to use sensory acuity skills,
paying close attention to changes displayed by the client, including: posture change,
“blushing or paling, breathing differently, tension of mouth, lips or jaws, alterations of
voice tone, each of which indicates feelings or emotions” so that the counselor can apply

Phobics experience such trauma that they try to avoid the situation all
together: When similar experiences or cues happen, the phobic is reminded and
experiences the same feelings. There are several processes which might be helpful in
phobic treatment. One set of researchers explains that several steps can be used to help
alleviate the phobia. For instance, in a “three-step visual kinesthetic disassociation
process, clients are taught to disassociate themselves from the negative feelings” then
“using anchoring, new resources are incorporated into clients’ behaviors so they can cope with their phobias without being overwhelmed” (Harman & O’Neill, 1981, p. 452). The last step is to have the client look to the future with their new resources; which lessens the pain and anxiety, thus allowing better coping skills.

Anchoring can occur consciously or unconsciously through repetition, intensity, etc., by associating a stimulus, whether it is visual, auditory, or kinesthetic, to a response, which, according to Masters et al., is simply another way to explain classical conditioning5 (1991).

The use of anchoring can take an individual back to some past experience or event. Perhaps remembering a certain fragrance of a flower triggers the memory of a special time associated with that scent, or the taste of homemade bread might be associated with a bad memory of a fight. Most people have experienced hearing a special song that brings back certain memories and the feelings that were associated with that time and song. This is one type of anchor that can be unconsciously set during a heightened emotional state (Harman & O’Neill, 1981).

Anchoring is used in psychological behavioral change. A main goal of using anchoring in NLP is to put more positive, competent feelings in place of an undesired feeling or past event, allowing for new coping skills (Harman and O’Neill, 1981).

Modeling

According to the Einspruch and Forman study (1985) “Persons who are extremely skilled at a task will have radically different processing sequences than those

5 Classical Conditioning: A form of associative learning that was first demonstrated by Pavlov. Associative learning is produced by presenting a neutral stimulus with a stimulus that holds some significance to the individual. The significant stimulus must evoke some type of innate or reflexive response. Associating the paired stimuli repeatedly causes a specific behavioral response.
who perform poorly on that same task” (p. 589). It is not only helpful to understand the way a skilled person processes information—by identifying their representational systems, through either eye scanning patterns or predicate usage—but it can allow their processes to be codified and then be taught to or learned by others. This is the concept of modeling, which is a popular and pervasive NLP concept (Einspruch & Forman, 1985). Ideally, modeling is simply a method of demonstrating how to do something well, effectively or appropriately.

Map is Not the Territory

NLP draws on a concept by Dr. Eric Berne, who put forth the idea of the map and the territory (Betts, 1988). Further explained, the “NLP model contends that humans never experience the reality of their world” “…that whatever the reality, it is only experienced through the representations made by the five senses,” making up the PRS and Bandler and Grinder’s postulation that “the map is not the territory” (Sandhu, 1991a, p. 14).

Since internal representations are not the actual world, but rather tools humans use to organize their experiences, it might be that neurological transformations may not be accurate (Sandhu, 1991a). Due to this concept, Bandler and Grinder explain that the main reasons people experience problems are due to distortions and disparity. Further, while people live and operate in a real world, they “do not, however, operate directly or immediately upon that world, rather, we operate within that world using a map or series of maps of that world to guide our behavior within it” (Sandhu, 1991a, p. 14).
Given the above concept, it is easier to understand why Dilts et al. reference the representational systems as the basic behavioral building blocks and why a great deal of emphasis is placed on the use and study of representational systems (Sandhu, 1991a).

**Reframing**

Reframing is a language tool which can be used to instantly transform one’s perspective of a currently held belief to a different possible interpretation (Howard, 2006). Two types of reframing are particularly helpful: Context and Meaning. Context reframe would be a response which takes the situation and turns it into another possible, better serving meaning. An example: “He takes forever to perform the simplest of tasks!” A response using context reframe might be: “Isn’t it great that he cares so much about doing a good job?” The meaning reframe changes the meaning of the statement, offering new possibility: “He hasn’t asked me out on a date for several days!” A meaning reframe might be: “Isn’t it possible that he cares so much about you that he doesn’t want to impinge on your time while you’re working on your project?” Reframes help shift negative attitudes to positive attitudes, helping an individual see the difference between intention and behavior, accelerating forward movement, improving outlook, breaking patterns of assumed negative meanings, and empowering new thought so as to expand the awareness of new possibilities.

The reframing concept is similar to Gestalt practice in that clients are encouraged to trust themselves and their own knowledge to determine appropriate personal needs and wants. The role of NLP supports this Gestalt practice by being respectful of clients’ integrity by helping them attach a certain behavior to a more useful situation or by separating the intention from the unwanted behavior, thereby allowing the
client to honor the good intention, but devalue the unwanted behavior (Harman & O’Neill, 1981).

One example of such a circumstance involves a woman who had struggled to lose 45 pounds and had not been successful on her own. Through NLP, it was discovered that a part of her that makes her gain weight intended to provide protection to her marriage; for she imagined that if she lost weight she might become more physically attractive to other men and might be tempted to be unfaithful, so the extra weight in her case allowed her that cushion. The NLP goal was to help her separate the “adaptive intention of protecting her marriage” from the “maladaptive behavior of overeating” (Harman & O’Neill, 1981, p. 452).

Modalities and Submodalities

Professors, researchers, and well-known NLP proponents, Andreas and Andreas (1986) state that NLP is based on the use of both modalities, “sensory-based representational systems” which “include visual (pictures), auditory (sounds), or kinesthetic (feelings) representations,” as well as the later finding of “the smaller elements, or submodalities, found within each of these modalities” (Masters et al., p. 81).

Submodalities include the smaller more detailed factors that fall under modalities. For instance, modalities include the following submodalities (Masters et al.; Howard, 2007):

- Visual Modality—Submodalities: shape, color, brightness, size, contrast, texture, distance, border, location, and association or disassociation.
- Auditory Modality—Submodalities: pitch, location, volume, rhythm, tempo, melody, inflection, duration, and timbre.
Kinesthetic Modality—Submodalities: pressure, shape, quality, intensity, movement, location, texture, speed, temperature, and direction.

The discovery and subsequent use of submodalities has greatly expanded upon both the number of NLP patterns as well as their efficiency; “behavior or state changes can be made more quickly and easily than was previously possible” (Masters et al., p. 81). This premise is also a tenet of NLP. If something can be done more efficiently and quickly, then it should be. Submodality identification and shifting can be useful in this regard and several NLP processes utilize both modalities and submodalities in observation and in changing them to create positive and effective change.

Meta-Model

The meta-model is similar to the Egan Model Stage 1 whereby responding/self-exploration is like NLP’s “deep structure,” based on deletions, nominalizations, and generalizations; and the concept of matching representational systems with the examination of NLP’s term deep structure is also much like the earlier stages in many counseling modes, according to both Carkhuff and Egan’s research (Harman & O’Neill, 1981).

The meta-model, discussed in detail in NLP founder’s original works, The Structure of Magic, Volumes I and II, includes several aspects of linguistic

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6 Egan developed a 3-stage model (or framework) which helps people both solve problems and develop opportunities. Besides the emphasis on empowerment, the person’s own agenda is also key, as is helping move the person towards taking action which is expected to lead to outcomes which the person chooses and values. “As with any model, it provides a map, which can be used in exploring, but which is not the territory itself. The model can and should be used flexibly. The model works best if attention is paid to Rogers’ ‘core conditions’, the helpers approach to the speaker being based on genuineness, respect, and empathy, and if principles of good active listening are remembered throughout. The Egan model aims to help the speaker address 3 main questions: ‘What is going on,’ ‘What do I want instead,’ and ‘How might I get to what I want?’” (Egan, n.d.).
communication, which among other things includes these three aspects: deletions, distortions, and generalizations (Harman & O’Neill, 1981). Since an important part of NLP is helping people who seek change to more fully and clearly communicate with others and themselves, taking more responsibility for their thoughts, actions, and eventual results, understanding the meta-model is useful.

The level of understanding created by the meta model is explained more fully by Harman and O’Neill (1981) as

a linguistic model from which counselors can gain access to clients’ ‘deep structure’ from their ‘surface structure’ statements…when humans wish to communicate…they form a complete linguistic representation of their experience; this is called the Deep Structure. (p. 450)

Use of the meta-model helps a practitioner understand how people internally transform their experiential reference structure into their linguistic surface simply by classifying the syntactical language mechanisms.

This technique supposes that clients’ structures can not only be elicited so that the way they view reality and limitations can be evaluated and manipulated, but also to help clients become aware of their reference structure as they “make a series of choices (transformations) about the form in which they will communicate their experiences” and that the “process of making this series of choices results in Surface Structure” (Harman & O’Neill, 1981, p. 450).

Meta model questioning helps the counselor bridge the gap between a client’s language and sensory experience (Lankton, 1980). The trick is to obtain information about the client’s sensory experience to better understand his internal meanings or representations. Some examples of meta model questioning include: To do what? Better

Harman and O’Neill (1981) explain that problems occur when clients, through their surface structure, “do not accurately reflect their experiences” (p. 450). This occurs in several ways. The first is through deletions where something is left out of a sentence (intentionally or unintentionally). The sentence, “I’m scared” is an example. In this sentence there is a missing part or unknown factor. To be of help, the helper needs more information such as scared of whom or of what – the unknown factor needs to be identified.

The second problematic factor is distortion which occurs through a process called nominalization. Nominalizations are nouns which are created by reifying verbs. A commonly used part of language, nominalizations actually do not represent anything tangible, rather they are created by an individual based on his or her reality construction strategy (Einspruch & Forman, 1985). Since these words are not tangible, according to Einspruch and Forman (1985), “there is no way that any of these words can be measured, either for a group or particularly by a paper-and pencil self-report inventory” and several studies they reviewed committed the mistake of trying to measure something which cannot be measured (p. 593).

Basically, this means that the process of nominalization occurs as individuals represent an ongoing process as being an unchangeable event; the ongoing process is stated as if it were not only fixed in the past, but an event that is finished, and far beyond the individual’s control (Harman & O’Neill, 1981).
This process of turning nouns into an action word, or nominalization, is done through the meta-model and use of this knowledge can actually be helpful in working through problems. For example; “empathy, ease, anxiety, and hostility are all nominalizations” as is “My Mom makes me angry” which is a nominalization-distortion because “the anger is attributed to someone else, rather than the person experiencing it” (Einspruch & Forman, 1985, p. 593; Harman & O’Neill, 1981, p. 450). Since no one can make someone feel a certain way, clients distort when they blame others and choose not to take responsibility for the actions and experiences which are under their immediate control (Harman & O’Neill, 1981).

The third issue concerns generalization; a general statement which is made that does not include specific information. As example, “They push me around” is a generalization, because they, a noun, does not actually refer to any one person or to any specific people (Harman & O’Neill, 1981).

**Future Pacing**

The last step in any NLP process or technique is known as future pacing which is the process of verifying that the changes completed in the session have integrated and are available to the client (Cameron-Bandler, 1978). Without future pacing, it is possible that the accomplishments of the techniques could be lost. Future pacing helps the client integrate, access, and verify the intervention was successful and available (Sandhu, 1991b).

The above NLP concepts provide a foundational understanding. Prior to looking at actual studies and their methodologies and findings, it is also important to understand some ways in which NLP might be applied.
Research Studies Related to NLP

NLP concepts have been researched in several ways; the following section covers such circumstances:

Teaching and Training

Millrood (2004), Doctor of Psychology and Education in ELT and Head of English Teaching Department at the University of Tambor, performed a study in which he taught teacher workshops simulating classrooms in the hopes of increasing teachers’ awareness of NLP and the role it can play in their verbal communication with their students. He subsequently discussed the pros and cons of using NLP in a classroom teaching situation. Millrood (2004) stated that NLP is known within the humanistic psychology framework as a resource used to augment language instruction. The workshops were found – according to self-observation and subsequent disclosure - to have enhanced teachers' awareness concerning learner congruence, so that they understand that they can either create or ruin this congruence in their classroom which means they either help learners to succeed or fail.

Millrood’s (2004) introduction of the use of NLP in classrooms was a large complex task, undertaken in Russia where teachers participated in three workshops to enhance their NLP awareness related to classroom discourse and to introduce NLP “techniques involving: teacher/learner rapport, modeling the learner, creating learner filters, pacing and leading the learner, elicitation and calibration of the learner, reframing, and collapsing anchors” (Millrood, 2004, p. 30).
According to Millrood (2004) many researchers agree in regard to the NLP arsenal of tools and techniques. Based on that inventory, he utilized concepts from other researchers in his workshop, including:

- Establishing a rapport between the teacher and learner/s (building an interpersonal contact with the learner through support, interaction, and empathy).
- Modelling the learner (offering strategies for the learners to achieve better results).
- Creating a learner filter (monitoring ‘correct’/’incorrect’ knowledge or behavior).
- Pacing with the learner (achieving harmony of teaching and learning in rate, style, and production).
- Leading the learner (introducing a cognitive challenge for the learner).
- Elicitation with learner (guiding the learner to an output).
- Calibration of the learner (recognizing individual differences in learners).
- Re-framing the approach (stopping unproductive teaching strategies, and providing better alternatives so as to improve learning opportunities).
- Collapsing an anchor (reinforcing learner achievement by emphasizing success).

Feedback from teachers suggested that “their implementation or misuse could lead to success or failure in learners.” For example “establishing a rapport could presumably be conducive to creating a comfortable and supportive atmosphere during a lesson” or “pacing with the learner could be part of the scaffolding system, created by the teacher to bring students closer to success” (Millrood, 2004, pp. 30-31). He also explains
that “neglecting or denying a rapport could be an adverse factor that might impede learner achievement” and “failing to keep pace with a learner could have a ruinous effect, especially on students with a low capacity for adapting” (Millrood, 2004, p. 31).

Thompson et al. created a case study to measure the impact that NLP training had in regard to both individual and organizational performance. Twelve organizations, providing sixty-seven hospitality workers, participated in this longitudinal evaluation which spanned five trainings which were designed for varied organizational levels and had different training objectives. Thompson et al. provided one of the first templates for longitudinal NLP studies. Having been produced in 2002, this is one of the more recent academic studies of NLP. Supplementing the original training, two half-day workshops were given at the six-week and six-month mark, providing a review of the original training, a time to practice, and a time for the researcher to gather additional data on the success of NLP (Thompson et al.). Taking measurements six weeks before and six months after training, the effects of using NLP in training could be measured.

Evaluations were based on the four level Kirkpatrick model: reaction, learning, behavior, and results. A satisfaction questionnaire was given with a 95% ‘good’ score and senior managers (76.9%) said that the training had a positive impact on their companies. Research indicated positive increases in interpersonal communication which was present after six weeks, and began leveling off or declining after six months. The questionnaire consisted of scales to measure: self-esteem, self-efficacy, adaptive selling, organizational commitment, and social desirability. In addition to the questionnaire which provided quantitative data, participants were asked to give descriptions of incidences when and how they used specific NLP techniques.
There was a rapid increase in learning which continued until the last training. It is unknown what the leveling off or decline after the four month period meant; it could mean that additional support or information was needed or it is possible that the peak performance had been met. There was a significant increase in adaptive selling, but the changes in the other areas were not significant.

Treating Phobias

A phobia is an intense, persistent, irrational fear with an aversion to an object or situation. Phobic responses can be the byproduct of some past traumatic experience and when presented with a similar experience can trigger the past event, causing the person to re-experience the original feelings associated with the trauma. Anchoring has been acknowledged as a successful treatment for phobics (Harman & O’Neill, 1981).

Researchers Krugman et al. (1985) completed a study on the effectiveness of the NLP phobia process. The study included 28 male and 27 female undergraduate Introduction to Psychology students who voluntarily wanted to alleviate anxiety in public speaking situations. Three graduate students were trained in anchoring and imagery by one of the NLP founders, Richard Bandler, who taught the graduate students NLP concepts in a workshop format over a four-month period. The students later served as the therapists for the study, performing pre-treatment and post-treatment assessments with each participant self-declaring their anxiety level and expected anxiety level prior to delivering a 4-minute speech. The participants stated their level of anxiety immediately after speaking.

The treatment format was taken from a Bandler and Grinder transcript where the client: 1) re-experienced a situation when he or she behaved with competency; 2)
competency feelings were anchored by a touch on the shoulder; 3) client was asked as an adult to mentally imagine watching the movie of the distressing childhood experience that he or she had associated with the problem; 4) client was asked to view the movie while the therapist touched the client’s shoulder activating the positive feelings of competency to reduce his or her anxiety; and 5) client was asked to integrate the childhood and adult images. Trained raters scored the participants’ observable anxiety levels during the speech. Immediately following the speech, participants reported their actual level of anxiety.

The Krugman et al. (1985) study data show that “expected fear was highly correlated with subsequent reports of experienced fear” and “self-reported fear was significantly correlated” (p. 528) with ratings during the assessments. The “analyses failed to reveal significant differences in pretreatment fear levels” (p. 528) and his research showed that the single-session NLP phobia treatment “was no more effective in reducing public speaking anxiety than a self-control desensitization intervention of equal duration or a waiting-list control condition” (p. 529) and that “any credible procedure appears to be capable of reducing irrational fears…it is likely that additional sessions of NLP would have resulted in greater improvement than that found in waiting-list or no-treatment control conditions” (1985, pp. 528-529).

Given the outcome, the Krugman et al. (1985) study resulted in the casting of doubt “on the effectiveness of NLP as a single-session treatment for anxiety” (p. 529). They also state that the results of this study tell: 1) “nothing about the effectiveness of these procedures when administered over a more extended period of time” p. 529; 2) findings “argue strongly for continued study of neuro-linguistic programming and other behavior change interventions that have achieved widespread popularity in the absence of
data supporting their utility” p. 529; and 3) if the NLP claim of treating phobias in one-
session were proven valid, NLP “would be more powerful than any known intervention
for anxiety yet empirically tested” (Krugman et al., 1985, p. 526).

Krugman et al. (1985) believe their findings
courage practitioners to develop a healthy skepticism about therapeutic
interventions that are seemingly magical but lack empirical support for their
effectiveness…and suggest greater caution should be exercised in making claims of
rapid success without controlled empirical investigation. (pp. 529-530)

Conversely, on the topic of phobia treatment, researchers Harman and O’Neill
(1981) state that the use of NLP can be very effective with phobics or other
psychosomatic symptoms as well as help for a variety of additional issues. While these
treatments have been aptly demonstrated across the nation, the researchers recommend
some healthy skepticism of the fast (10 minute) phobia cure. Additionally, systematic
research and evaluation of NLP treatments need to be completed and compared to other
counseling approaches.

While Harman and O’Neill do not offer information on the lasting effect of
the processes, Masters et al. do report this information for their two case studies,
explained in more detail in the Swish Technique section below. In one case study, the
effects lasted almost two years after the process and in the other, the effects had lasted for
almost a year (as of the date of their journal article). The fact that little information is
available regarding long-term success of NLP treatments means that there is a need for
additional research and longitudinal studies.
Swish Technique

The swish technique is “a generative NLP sub-modality process that programs your brain to go in a new direction” (Dilts et al., p. 202). The swish techniques works in the following manner, have the client: 1) think of a cue picture of the undesired state and then to make a picture that represents it; 2) make a picture about a desired outcome or a pleasant memory; 3) identify the submodalities and ask the client to “adjust the sub-modalities so that these pictures become as bright and vivid as possible; and 4) swish the pictures (mentally) several times, until the outcome picture takes over the cue picture” (Sandhu, 1991b, p. 26).

This is a technique that can be used to “neutralize the bad or compulsive memories from the subconscious mind of the client which is a storehouse of addictive compulsions and cravings” (Sandhu, 1991b, p. 26). Masters et al. state success in using the swish technique and discussed two case studies in which clients were directly helped using the process. The first was a young woman who had mitral valve prolapse and had suffered stress of a verbally and physically abusive father. She demonstrated intense anger and subsequently would have chest pains when she interacted with her father. After the swish pattern, the client was “able to ignore inflammatory comments from, to be assertive rather than blaming toward, and to converse comfortably with her father” (1991, p. 86). Masters et al. state that checking back with the client a year later, showed consistency in the result. Masters et al. explain that, in their clinical experience, NLP is believed to be an efficient model that creates rapid and lasting change and can enhance performance.
Their second case study involved a teacher who described “an abuse rage taking over” in regards to dysfunctional interactions with him and his spouse. Masters et al. began the intervention by explaining reflective listening and basic communication skills as well as mutually agreeing upon a set method to separate if the argument began to escalate. Following these concepts, the swish pattern was used to help change responses from “nagging, frustration, lack of security” to a more controlled accepting response (p. 88). The teacher described a “feeling better about his self-control than he had in years” and the swish pattern is credited with being the turning point, although both he and his wife remained in therapy for seven more months – whereby the couple learned about assertiveness and relaxing training, social modeling, “reanchoring, reframing, and other NLP patterns” (p. 88).

A two-year follow up confirmed “the lasting effectiveness of the swish for controlling his physical abuse response” (Masters et al., p. 88). However, because NLP uses several techniques and continues to look for means to help the client achieve their desired result, it would be difficult to separate the swish pattern from other tools and techniques.

Primary Representational Systems

Several researchers have looked at PRS in all of its forms as a means for change, building rapport, and improving communication.

Graunke and Roberts (1985) studied the use of sensory predicates and whether they were altered during varied imagery: The research was focused on only one aspect of the PRS model, the sensory predicates. Graunke and Roberts (1985) research coders “were the first author and two experienced therapists who had prior coding experience
and a basic knowledge of NLP” (p. 526). The study used 45 right-handed Caucasian, English speaking females from a large southwestern university: The participants’ ages ranged from 18-40 with the majority falling between 19-22 and each participant was given six imagery tasks in specified sensory modalities (visual, auditory, and kinesthetic) and four additional imagery tasks (1985, p. 525).

Each subject was given suggestions “to relax deeply, sit comfortably, close her eyes, and just allow images to enter into her mind” and between tasks were “liberally complimented” on “how well she was doing and asked her to count backward from 20 to 15,” and the subjects were given 2.5 minutes to describe the image and “if the subject stopped talking for over 10 seconds, the experimenter provided specific prompts” (Graunke & Roberts, 1985, p. 526).

Each coder scored 200 images that were randomly selected from transcribed session tapes. Since coders may have been able to anticipate the resulting answer or description, of a screech of chalk on a blackboard – generally an unpleasant auditory image – or a kiss from a boyfriend - which is usually seen as an enjoyable, kinesthetic image - there could have been some potential scoring bias (Graunke & Roberts, 1985). The study had several findings: 1) the most used sensory predicates were kinesthetic; 2) “most subjects were auditory types during auditory imaging tasks and kinesthetic types during kinesthetic imaging tasks” (p. 526); 3) “participants in this study were able to vary their use of sensory predicates according to the situational context or task demands; and 4) the majority of subjects preferred the kinesthetic mode” (p. 526) and “accordingly, almost all subjects had a kinesthetic PRS” (Graunke & Roberts, 1985, p. 526).
Fromme and Daniell (1984) also studied PRS using 32 male and 32 female students who individually were given a series of tests: a) Betts/Gordon Imagery Scales; b) Shipley-Hartford Intelligence Test; c) Alphabet Imagery Task; and d) Verbal Imagery Preference Scale. These tests were used to study factors related to NLP – verbal predicates, visual, auditory, etc. in communication.

Their study “failed to find support for any of the assumptions underlying Neurolinguistic Programming.” Based on this and prior studies, they perceived that NLP is “based upon invalid assumptions” (Fromme & Daniell, 1984, p. 390).

Following Falzett’s (1981) study in which eye movements were used to detect the PRS, clients in the Gumm et al. study perceived their helpers as being more trustworthy when the counselor matched the client’s PRS. Another study found that while matching of predicates resulted in the client perceiving the counselor as more expert, there was “no effect of this manipulation on the subject’s perceptions of the counselor’s trustworthiness or attractiveness” (Gumm et al., p. 327).

The Gumm et al. method to study PRS included 50 right-handed females who self-reported on their PRS and who were monitored for verbal responses and eye movements (p. 328). When their eye movements were tracked, the participants were seated and “surrounded by a white curtain, extending from the ceiling to the floor, which provided a homogeneous field except for a 10-cm wide vertical break occurring directly in front of the subject” with their “head…secured in a vertical position by a padded restraint that lightly clamped to the side of the head” (Gumm et al., p. 328). Each subject was recorded by video as they were asked 20 questions requiring various cognitive tasks while the therapist watched the subject’s eye movements (Gumm et al., p. 328). The
recording was taken through a one-way glass partition using the small slit in the curtain and raters later recorded the eye movement for each participant without knowledge of the questions the participant had been asked. This method tracked the lead or initial eye movement (Gumm et al.).

Gumm et al. (1982) found that his study represented “two consistent and unsuccessful attempts to empirically verify the postulate of NLP that a client’s PRS can be determined by employing any one of three different methods” (p. 329). There was a failure to find congruency among the verbal, self, and eye movement reports which could mean that a helper could have difficulty determining the client’s PRS.

A Mercier and Johnson (1984) study used similar methodology that was used by Gumm et al., studying classic counselor training films and later analyzing them based on parts of the NLP perspective (Einspruch & Forman, 1985).

Einspruch and Forman (1985) believe the Mercier and Johnson study used inappropriate logical jumps when “they predicted how the therapists in the film would use predication patterns in their own language and predicted whether the therapists would match or mismatch client predication on the basis of the system that the therapist followed.” Additionally “the investigators have failed to calibrate to the individuals being studied” (p. 593). According to Einspruch and Forman, similar mistakes were also made in the Ellis (1980/1981) and Frye (1980) studies (p. 593). Einspruch and Forman also claim that other studies failed to consider the NLP meta-model of linguistic communication, therefore committing major flaws (Einspruch & Forman, 1985).

Also studying eye movements, Sandhu (1991a) trained two graduate students, who were naïve to NLP eye-movements model, to score client eye-movements which had
been videotaped. They found that in stressed recalls the subjects accessed information using PRS. Between males and females there was no significant difference found. What was found, however, is the incidence of fuzzy PRS\(^7\) was much higher in women than in men, (12 vs 1) (Sandhu, 1991a). The study found that people can be categorized into PRS categories, but only when the subjects are accessing information during stressed recall. When clients answer without having to think hard, Sandhu found that “their eyes don’t shift in any particular direction,” nor did the subjects have conscious knowledge of the category with which they identify (1991a, p. 31).

Sharpley (1984) performed an extensive review of a variety of studies in relation to PRS. He found that eye movements, which are strongly advocated by NLP, failed to verify this particular process as better than chance in identifying the modality of utterances or the PRS of subjects” and that “findings of studies that used eye movements to establish the PRS prior to matching predicates must be questioned. (p. 246)

Graunke and Roberts (1985) stated that their study corroborated “Sharpley’s (1984) criticisms of Bandler and Grinder’s (1979) conceptualization of representational systems” and that “data are increasingly refuting the NLP assumption that each individual possess an overriding preference for one sensory modality;” and that “there is no consistent support for the NLP assumption that people communicate more effectively with others who use the same representational system” (Graunke & Roberts, 1985, p. 529).

\(^{7}\) Fuzzy PRS: Sandhu study showed more than one primary representation system is found in one client, thus the addition of a fourth category: visual, kinesthetic, auditory, and fuzzy (Bandler & Grinder, 1975; Lankton, 1980).
Sharpley (1987) refers to additional research of Atwater (1983) and Ehrmantraut (1983) who were both counselors and trained in NLP. Finding that it was no better than Carkuff—or generally trained counselors—NLP procedures were less effective than no-NLP procedures when growing skills in human relations. “The effectiveness of PRS matching for hypnotic induction” was found to have “no beneficial effects on the process of relaxation training” (Sharpley, 1987, pp. 104-105).

However, the Graunke and Roberts (1985) study provides support “for the assumptions that an individual’s expressive use of sensory predicates mirrors the modality generated during an internal imagine process” and that “Potentially a person’s internal experiences may be reliably detected, measured, and influenced by carefully listening to his or her sensory predicates” (Graunke & Roberts, 1985, p. 529). A review of seven NLP interventions, which include: “meta modeling, matching, overlapping, disassociation, resolving incongruencies, anchoring, and changing history,” was performed. This review suggested that “none of those interventions were based on the PRS concept” (Graunke & Roberts, 1985, p. 529).

A more recent study was performed by Millrood (2004) who reported that teachers achieved learner congruence using NLP techniques such as calibration, pacing, re-framing, leading the learner, and anchoring success. The findings from his study “seem to provide evidence that the teachers’ awareness of NLP potential in their discourse was raised, and participants in the workshops became more learner-conscious and flexible in their professional work” as disclosed through discussion and qualitative research following the study (p. 36).
Creating rapport presumably contributed to the creation of a supportive atmosphere during lessons whereby the teacher helped the student build success in learning. Creating learner congruence was found to be connected to the form of initiation, achieved by asking questions, explaining information, etc., and in the answers the teachers used to control, help, challenge, and evaluate (Millrood, 2004).

Defending study outcomes and expressing concern, one NLP founder, Grinder (1984) discusses research methodologies in a personal communication:

…I have built a series of models - step by step procedures which when followed yield predictable and high quality results in the real world. The isolation of one or more procedures in the artificial environment of a designed experiment is hardly practical in my understanding. (as cited in Sandhu, 1991a, p. 6)

According to NLP founders “they are modelers of desired behavior and their work should only be evaluated as a model” stating further that “ignoring whether it is true or false, correct or incorrect, aesthetically pleasing or not, in favor of discovering whether it works or not, whether it is useful or not,” they are concerned with helping clients get their desired outcome (Sandhu, 1991a, p. 6). Studies have failed to incorporate the overall NLP framework, and instead have evaluated just one or a few parts. The founders in contrast seem to be most committed to helping clients get their desired outcomes and report having done so successfully on a repeated basis. While they seem to be open to participating in scientific research, teaching some of the trainers in some of the studies, they taught only the part that was being studied, one facet of NLP. It is not known from this research whether they were involved in the formation and methodology of the studies, although the author expects they were not, based upon the way the articles were written.
Einspruch and Forman (1985) address the failure to understand NLP as a therapeutic approach by stating “Neuro-Linguistic Programming theory presupposes a particular approach to therapy that was not followed by the researchers in the works that have been reviewed” (p. 591) and proceeds to give several examples, including evaluation and comments pertaining to several of the studies included in this literature review.

Yet, some researchers believe it is next to impossible to accept new knowledge blindly merely upon the verbal assertions of its founders…especially in the field of counseling, psychology, and psychotherapy where people’s mental health and well-being are at risk, and liabilities are many, no practitioner can take risk to play with people’s lives. (Sandhu, 1991a, p. 7)

Given the lack of consensus of the effectiveness of NLP and the agreement that no scientific studies, using the full NLP framework, have been completed, there is still much disagreement over the acceptance of NLP in therapy and wide acceptance of NLP techniques in the business, personal development, and private practice arena. Basically, it seems that little has changed in regard to the understanding or proof of the effectiveness of NLP over the three decades since its inception. It is evident that additional research needs to be completed in order to reach an overall consensus which includes practitioners, researchers, and personal development trainers.

NLP Methodology

According to the literature, the methodology used to perform NLP studies has not been, in most cases, valid and/or conclusive about whether NLP is effective.
Although researchers have attempted to study parts of NLP, there have been mixed results and varied outcomes, and thereby, resultant controversy.

Several studies have been criticized for the lack of studies over time, lack of proper training and lack of use of the overall NLP framework, etc.

For instance, Thompson et al. reviewed 54 works, eight of which were research studies. They determined that no research included longitudinal studies, providing little evidence of NLP’s usefulness or effectiveness and just as importantly, no model for a valid analysis or template for future studies. Of the eight research studies, “four indicate positive benefits, and four indicate no measurable effect” (Thompson et al., p. 293).

The review of literature does not provide a firm base for a belief that NLP has a lasting effect. Many of the studies are arguably methodologically flawed (Einsbruch and Forman, 1985). Their ‘flaws’ raise considerable methodological and method issues. This view is supported by the positivist stance on Baddeley (1989) that a final verdict (on NLP) is withheld until further clinical studies and experimental investigations are reported. (Thompson et al., p. 293)

The Thompson et al. study involved a six-week training workshop. It seems that of the four measures used, three of them (self esteem, self-efficacy, and adaptive selling) appear to be valid intermediate measures for NLP. However they believe that there is “a need to triangulate the quantitative and qualitative data for two purposes: to provide additional evidence (or not) of efficacy, and also to explore the links between NLP and the three measures” (p. 297). These authors agree that the verdict on NLP is still unclear and while their study showed a positive effect during the actual training, the evidence of its effectiveness after six months was more mixed (Thompson et al.). This conclusion leads to uncertainty about the result of NLP’s effectiveness. Further
explained, these researchers were unable to determine if the decrease in effectiveness after six months was a result of “waning influence on the NLP intervention or to issues in longitudinal analysis” (Thompson et al., p. 297).

Millrood’s (2004) study found “the workshops seem to provide evidence that the teachers’ awareness of NLP potential in their discourse was raised, and participants in the workshops became more learner-conscious and flexible in their professional work” (p. 36). However, Millrood also states that NLP relating to classroom discourse still remains understudied.

Einspruch and Forman (1985) explain that there are a number of modifications that could be made in future studies to help improve research designs. A summary of their points and guidelines follow:

- Researchers should be trained for an appropriate duration of time by competent NLP practitioners.
- Pattern recognition skills and foundational information on presuppositions should be taught adequately.
- Studies involving rapport should rely on objective, sensory-observable measures of their procedures.
- Procedures should generally be applied at the individual level so that calibration to each person’s personal characteristics can occur. Individual data can later be summed to determine group data.
- Therapists with demonstrated mastery of the model and its techniques should be the only people delivering treatment for studies. Outcome measures should be
behavioral in nature. Additionally, if comparisons with other treatment approaches are to be used, the therapists using the comparative model should be equally proficient.

Einspruch and Forman (1985) further explain that how critical proper research methods are to evaluating the effectiveness of NLP:

The treatment of phobias with NLP is a specialized operation, because not every phobia is to be treated with the same techniques or for the same duration. Neuro-Linguistic Programming is a complex model requiring extensive training before a practitioner may legitimately undertake a study of this nature. One cannot simply attend one or two workshops or read a book and assume that he or she can effectively perform NLP therapy any more than this could be assumed for any other model of therapy. Given the current state of research on NLP, a more appropriate strategy would be to pose questions concerning the sensory-observable outcomes of therapy rather than investigate pieces of the model and their relationship to reified concepts.

In conclusion, on the basis of the research that has appeared in the literature, it is not possible at this time to determine the validity of either NLP concepts or whether NLP-based therapeutic procedures are effective for achieving therapeutic outcomes. Procedures generated from the NLP model must be used within the presuppositions of the model, and research on reified concepts is trivial in nature and is a distraction from the serious issues relating to testing the NLP model. Only when well-designed empirical investigations are carried out may we be assured of NLP’s validity as a model of therapy. (p. 594)

Concurring that there were flaws in methodology, Graunke and Roberts (1985) make the observation that

it is of interest that...a summary of seven NLP interventions (meta-modeling, matching, overlapping, disassociation, resolving incongruencies, anchoring, and changing history), suggested that none of those interventions were based on the PRS concept. (p. 539)

Graunke and Roberts (1985) also believe that additional “research is required to determine whether sensory predicates or other behavioral cues suggested by NLP are useful as psychotherapeutic tools” (p. 530).

However, Fromme and Daniell (1984) reference the Falzett (1981) study which was based on eye movements to determine preferred representational systems.
Fromme and Daniell (1984) state that “…this study leaves unclear whether the significant factor is matching predicate modality or simply engaging in matching as opposed to mismatching behavior regardless of content” (p. 387). They also concede that “…serious questions about certain NLP assumptions have been raised, but it is possible that methodological artifacts are important” and therefore need to be further evaluated (Fromme & Daniell, 1984, p. 387).

Bringing his concerns to light, Sharpley (1984) states that “perhaps the PRS does exist” but the “identification by either eye movements or self-report is not supported by the research data” (p. 247). This shows support for the “cuing effect of client verbalizations is valuable, not to identify PRS but to alert counselors to phrase their responses in such a way as to maximize empathy⁸ within the interview” (Sharpley, 1984, p. 247). He further explains that the “existence or stability of the PRS is irrelevant to predicate matching as a counseling process, and parsimony argues for the process rather than the as yet unverified theory” (p. 247).

In a later study Sharpley (1987) states that the possibility exists that only those with extensive training in NLP may prove that NLP can be an effective if elusive procedure. Conversely, it also may demonstrate a bias in the evaluation of its use where “it may be the conviction level of the counselor and not the specific treatment or approach to counseling used by the counselor that is the effective variable” (p. 104).

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⁸ Sharpley: “Empathy has been referred to by many authors as one of the primary ingredients of effective counseling (e.g., Ivey & Simek-Downing, 1980, Rogers, 1957) and if NLP is suggesting that counselors who demonstrate high levels of reflection and empathy will be more effective than those who do not, then little new is being said.” This further demonstrates that NLP is an eclectic compilation of some of the most effective tools and not necessarily a new theory.
Sharpley encourages that additional studies be completed. He states “that there are no data reported to date to show that NLP can help clients change” and that “a series of controlled studies using reliable indicators of change in clients’ behavior…is called for” (1984, p. 247). He reminds that “no psychotherapeutic procedure can claim credibility until it has shown its effectiveness with persons who present themselves for counseling…and that serious questions need to be decided by controlled studies with typical clients” (Sharpley, 1984, p. 247).

Additionally, Sharp (1984) brings several other issues to the table: concerning research problems: 1) two issues present a generalizability question, a) all of the studies to date were conducted in the U.S. without cross-cultural studies, and b) obtaining data through the use of psychology labs provides a limited population to study; 2) many of the studies used college-age students which is not a full representation of either the general (or the clinical) population; and 3) the sample populations of the studies were primarily female (and presumed to be right-handed) so again, these are not demonstrative of the general population.

Sandhu (1991a) rebutted some of Sharp’s comments. It seems that not only has there been a response by researchers to rescue NLP “from the sharp snatches and scrutinies of its critics,” (p. 8) but other researchers noted that Sharp’s review of NLP studies failed to address fundamental errors made in the methodological components—neglecting the NLP fundamentals such as pattern recognition, linguistic communication, and therapeutic intervention—for which Sharp was criticized (Einspruch & Forman, 1985, as cited in Sandhu, 1991a).
Elich, Thompson, and Miller (1985) conducted a study of eye movements and predicates, believing that if the therapist could determine the PRS of the client and interact using the client’s PRS, enhanced communication, trust, and therapeutic progress would be the result. Thirty-nine students which included 22 women and 17 men were asked a series of questions while sitting in an experimental room with blank walls and no windows. They were told ahead of time they would be taking an assessment using imagery. There were two judges, consisting of an experimenter and a graduate student, who separately rated eye movements from a video tape with their answers being compared later. The judges had an 83% agreement of the eye movement and an interrater agreement of .81 (Elich et al., 1985).

Eye movements did not occur in the predicted directions even though there was a high percentage of participants who reported images as their PRS. This might have been affected by the fact that the experimenter described his own PRS as being kinesthetic when he explained the instructions to the subjects about rating their own PRS. While there was a predominance of visual images and responses given, it may have happened as a result that the subjects were told that the assessment dealt with imagery – causing them to have an expectation of visual responses. No relation between imagery, eye movements, and predicates were found, thus either showing that their study does not support the NLP model and/or showing the difficulty “in interpreting the model itself” (p. 622).

Researchers familiar with NLP, and NLP practitioners knowledgeable about scientific research practices, have been challenged to enter the research arena themselves so that evidence can be provided to substantiate their claims of success and to alleviate
concerns that NLP has not yet been validated or verified scientifically (Sandhu, 1991a).
The dilemma seems to be that NLP practitioners are most concerned with helping clients obtain the desired outcomes, much like the NLP founders, and not as concerned with proving to academia that it is effective. The further dilemma seems to be that academic researchers either do not have adequate NLP training, interest, or accurate methodological components in place to provide indisputable findings in their research.
CHAPTER III

WORKBOOK AND EVALUATION

METHODOLOGY

The self-guided workbook concept developed as a result of the author’s coaching work with clients who participated in a 12-week fitness program which, besides regular work outs, included voluntary periodic coaching meetings. The author served as the life coach, using NLP technologies and other change techniques, for three such programs, gaining insight about fitness and weight concerns as well as observing issues with motivation, personal choice, and the need for more knowledge and support. In the coaching sessions, success concepts were discussed which helped participants set goals, gain information, and obtain new tools so they were better prepared to create a plan to obtain their desired outcomes.

In preparation for the coaching sessions, and in coordination with the literature review, the author integrated and synthesized information to create a self-guided curriculum based upon the NLP framework. Additionally, after the coaching sessions, the author noted the types of questions that had been asked and incorporated the answers in the curriculum of the self-guided workbook, attempting to create a one-stop resource.

While NLP is typically used between a helper and client, many books and other resources are available to teach individuals to use NLP concepts for their personal
use. With some specialized learning, basic information, and practice, through the use of the self-guided workbook, individuals can more readily craft their desired outcome.

The author first researched obesity and obtained a general understanding of the contributors to and problems associated with weight-related issues, as well as insight on current treatments of obesity. Additionally, the author gleaned currently held best practices from reading current literature on obesity. Next, the author completed a review of literature regarding NLP. An explanation of pertinent and uncommon terms was included to help the reader.

Discovering limitations and errors which were exposed in several research studies, the author gained a better understanding of what to include and omit in future studies concerning NLP. Several prior studies neglected to fully incorporate the overall NLP framework and instead focused on only one or two aspects of NLP such as eye movements or language usage, or personal representation systems. Since NLP is a pervasive and complicated group of themes, concepts, tools, and techniques, the author chose to include an overall exposure, explanation, and experience concerning NLP so that an overall NLP framework was included. A theoretical and academic presentation of NLP was delivered through the literature review and a hands-on experience was provided for the reader in workbook form (Appendix A).

The literature review helped the author understand the relationship between the difficulty of making healthier choices (to support fitness and possible weight loss), and the need for support, motivation, proper information and knowledge, and successful change strategies for people who desire to tackle this complex and difficult issue. This process provided a strong foundational base for gaining knowledge, explaining complex
themes and components of NLP, and providing specific tools and techniques for self
application through the workbook.

The organization of the project materials included basic information and
directions for the exercises which were delivered in 12 sessions. Many weight loss or
fitness programs run for a duration of 12 weeks giving the body the chance to adapt and
habitualize new exercise and eating programs. Since the workbook could be used for a
future academic study, the author chose to separate the material into 12 sessions which
could be utilized over a possible future 12-week study. The purpose of the workbook at
this time is to obtain feedback regarding its usefulness, readability, etc. Thus, the
participants in this experience were instructed to move at their pace and to provide
feedback after a specific time period.

The workbook format and exercises were derived from the author’s individual
work with clients who have also desired change – improved fitness, weight loss,
motivation to make healthier food choices – as well as through research. For a year’s
period, while the author worked one-on-one and in small group workshops, she kept
notes, developed pertinent exercises, and studied how the NLP processes could be
utilized around improved fitness and weight loss. In preparing for each session, the
author created a step-by-step plan to teach a concept, forming the initial ideas for the
various sessions and exercises in the workbook. After each meeting or workshop, the
author reviewed notes she had taken concerning participant comments, and she
performed additional research based on the discussions that had occurred. To meet the
needs and goals of the participants, the author located or created exercises to teach and
enforce relevant information. The organization of the workbook began first with some
general information about NLP. Followed with some enlightenment exercises so that the participants could get a realistic view of where they were in their own process, providing more motivation to change and to stick with the program. The exercises ranged from obtaining fitness measurements to initial fitness assessments to help participants gain a full understanding of their current situation. Then, to help inspire and create positive momentum, exercises were given which ranged from brainstorming possibilities to setting goals, and progressed to writing their own personal story. Other important exercises included assessing their strengths in regards to their weight issue, identifying and prioritizing their personal values, and learning how their choice of language affects their outcomes. The workbook was meant to provide a journey of self discovery, as well as specific information to create a healthier life, with exercises to reinforce the change.

For evaluation purposes, the workbook was used with a group of participants who had committed to a 3-month workout and fitness program at a northern California sport and fitness club. Approximately one year before the workbook was written, the author had approached a local fitness club with the concept of working with small groups of people who wanted to lose weight. The fitness club was initiating a new program around this concept, so the author became the life coach for the participants. Having the opportunity to successfully coach participants through two different programs at the local fitness club, the author had a built in group of participants (some new and some returning) who wanted to work through the new material presented in the self-guided workbook. Through the fitness director, the workbook was provided as an added bonus for their participation in the program.
Participants were told to work through the workbook at their own pace, completing all or any desired sections as they felt would be helpful. Participants were instructed to have completed their workbooks and workbook evaluations no later than March 27, 2009, giving them several weeks in which to use the workbook. There was no information on the evaluations which could personally identify any participant.

There were seven teams, each consisting of four to seven members, all of whom exercised under the supervision of a fitness trainer twice per week. The teams primarily consisted of women who live in northern California. A few weeks into the program participants were given the workbook to use on a voluntary basis in conjunction with their fitness program. The author met with each team and discussed the project and generally explained the goal and use of the workbook as well as the confidential evaluation process. Participants were assured that participation was voluntary and that the information collected in the evaluation would be kept confidential and reported upon generally in the project. There was no information on the evaluation forms which could personally identify any participant. Each participant was then given a copy of the Informed Consent Form (see Appendix B) along with their workbook, and evaluation form. Workbooks were delivered and accepted by 34 of the 38 participants. Four participants were either unable to be contacted or declined to participate. It was explained to the participants that exercises they selected to work through (all or any portion) must be completed and the evaluation form completed and returned no later than March 27, 2009. This allowed several weeks for the participants to complete their desired sections of the workbook. Feedback from the participants, whether positive or negative through the evaluation, was encouraged as well as any suggestions for constructive change.
At the end of the time period, the author met briefly with each team to collect the confidential evaluations personally. The author provided plain unmarked envelopes to the team members and once they folded and enclosed their evaluations in the envelopes, placed them in the collection bag, which was kept in the custody of the author.

The evaluation form included general information concerning demographics, exercise habits, weight loss results, and progress towards other goals as a result of a new level of self-awareness. Additionally, specific questions were asked in relation to the use of the workbook including:

- Were the directions and exercises easy to understand?
- What percentage of the exercises did you complete?
- How satisfied were you with the self-guided workbook?
- Would you recommend the workbook to a friend?
- Had you been exposed to NLP concepts prior to using the workbook?
- Would you like to cover the workbook with the author?
- Was the workbook easy to use?
- Would you like to attend a series of workshops to cover the material presented in the workbook?
- What did you like best about the workbook?
- What did you like the least?
- What could be improved to provide you with greater knowledge or service?
- Why was completing the workbook of value?
In exchange, each participant who submitted an evaluation received a coupon for a complimentary ½ hour coaching session with the author.

The object in having participants complete the evaluation was to identify the ways that the workbook helped them in general and to determine to what degree the workbook was helpful in achieving weight loss.

The evaluation form was designed to measure the usefulness of the handbook, as well as to collect basic demographic information, determine the education level, evaluate the ease of presentation and understanding of the material, and obtain participant suggestions for improvement of the workbook. The expected results for participants completing the workbook were to have a greater understanding of self, the power of choice, the methods and means to achieve desired results, and how to become more focused and motivated towards achieving those results. The evaluation results and participant feedback will be included in Chapter IV.
CHAPTER IV

EVALUATION OF THE WORKBOOK

The self-guided workbook was an interesting project and was helpful for several reasons. The first was for the author to gain knowledge about whether basic NLP concepts could be taught adequately through a self-guided workbook. The second was to determine if an individual using the tools found in the workbook, found it to be useful. And third, whether the user obtained personal results as a result of using the workbook.

It was expected that participants would grow in self-knowledge and subsequently create improved fitness and possibly experience weight loss as a result of using the workbook. Thirty-four participants volunteered to receive the workbook and evaluation however, only 11 completed evaluations (29%) were returned within the specified time frame. Based upon an overall evaluation of the results it seems the project was helpful, beneficial, and informative for both the participants and the author.

Results and Discussion

The results of the evaluation, followed by a brief analysis and discussion of the findings, are provided below.

1. Are you a member of the sports club where this workbook is being used?
   o Yes – 64%
   o No – 36%
The results show that 64% of the participants are a member of the sports club, while 36% are not. It is possible for non-members to join this specific fitness/weight loss program without total gym membership. This information may be helpful in designing a future study or similar program.

2. Are you a:
   - Male
   - Female – 100%

   One hundred percent of the participants who responded to the survey were female. This can be partially attributed to the name of the sports club fitness program, which was targeted towards women. As a result of feedback, the sports club is choosing to rename the program something that might appeal equally to men and women. Since this survey included only women, the results therefore can only be generalized to that population. It may be that women are more apt to pursue such group fitness programs. Obtaining such information was outside the parameters of this project. It may be that future studies target both men and women so that the gender-based difference in effectiveness and helpfulness may be measured.

3. How long have you been involved in a fitness program?
   - Not currently involved in a fitness program – 1%
   - 3 months
   - 6 months
   - 9 months – 55%
   - 12 months
The results show that over half of the participants (55%) have participated in this (or similar) fitness program for nine months. Nine percent have been involved in this (or similar) fitness program for 18 months and 27% for 24 months or longer. Given that the program runs for three month intervals, this survey shows a high retention rate with 99% of the participants participating in a program over nine months.

4. What is your age group?
   - Under age 18
   - 19-26
   - 27-34 – 18%
   - 35-42 – 9%
   - 43-50 – 37%
   - 51-58 – 18%
   - 59-66 – 18%
   - 67+

According to the survey, the age range of the participants is from 27 to 66 years of age. The majority of the participants fall between the ages of 43 to 50 (37%), with a smaller by equal spread of 18% between 27 to 34, 51 to 58, and 59 to 66. The smallest, nine percent, ranges from 35 to 42 years of age.

5. What is your ethnicity? (You may mark more than one.)
   - Native American
   - African American
o Latino or Hispanic
o Caucasian – 100%
o Asian or Pacific Islander
o Self-identify with ________ ethnicity

Demographics show an extremely homogenous participant group, with 100% of the participants choosing Caucasian as their ethnicity. This outcome shows the results cannot be generalized across the overall population due to the homogeneity. Future studies should be expanded in such a way to include the diverse population of the United States.

6. What is your level of education?
   o Some high school or less
   o Graduated from high school
   o Attended some college
   o Two-year degree (AA) – 9%
   o Four-year degree (Bachelor’s) – 27%
   o Post-graduate study without degree – 55%
   o Post-graduate degree (Master’s) – 9%
   o Post-graduate degree (Doctoral)

   The level of education ranges from those holding a two-year degree (AA) to those holding a post-graduate degree (Master’s). Twenty-seven percent of the participants hold a Bachelor’s degree. However, the majority (55%) have completed some degree of college beyond their Bachelor’s degree falling in the post-graduate study without degree category. All participants in this study had two years or more of college education.
7. What is your occupation?

Education/Teacher – 4

Student – 1

Services Provider – Day Care Specialist, Massage Therapist – 2

Social Work/Human Services – 3

Professional – Non-management – 2

Professional – Management – 2

Professional – Accountant, Doctor, Lawyer – 2

Retired – 1

The participants were asked to identify their occupations and the author created seven general categories to encompass their job titles listed above. Some of the participants fell into more than one category. For example some participants held more than one job and others are working while putting themselves through college.

8. Completing the self-guided workbook allowed me to explore my self-awareness in a new way.

   o True – 82%

   o False

   o No answer – 18%

The results show that 82% of those returning their evaluations believed the self-guided workbook helped them to explore their self-awareness in a new way. Two evaluations had no answer for this question.
9.  Did you attend any of the voluntary workshops?
   - Yes – 64%
   - No – 36%

   If yes, could you have worked through the exercises on your own?
   - Yes – 46%
   - No – 36%

   Monthly voluntary workshops on coaching concepts were provided to the participants. The workshops did not cover specifically the material in the workbook. However the topics were around fitness concepts and self-improvement. According to the evaluations, 64% took advantage of the hour-long workshops and 36% did not. Of those who attended the voluntary workshops, 46% felt that they could have worked through the workbook without attending the workshop. This is the expected answer given that the workbook was written to be self-guided. However, 36% of those participants did not feel that they could have worked through the exercises on their own. This leads the author to believe that regular meetings which provide time to work through exercises, support from other team members, and general personal change concepts are helpful in setting the stage for change.

10. Did exposure to the workbook help you gain more self-awareness?
    - True – 91%
    - False
    - No answer – 9%

   An overwhelming majority (91%) of those completing their evaluations felt that the workbook helped them gain more self-awareness. There were no false answers, but there
was one participant who did not answer the question. The reason is unknown. However, this large percentage confirms the author’s expectations that the information provided would be helpful to the target audience.

11. Did the workbook help you lose weight?
   - True – 18%
   - False – 73%
   - No need to lose weight – 9%

Seventy-three percent of the participants did not feel that the workbook helped them to lose weight. One participant stated that she had no need to lose weight and added her own category accordingly. Another 18% felt that the workbook did help them to lose weight. In future evaluations, this question could be expanded to mine additional information from the participants. For instance, it would be good to know specifically how the 18% felt the workbook helped them and conversely, it would be helpful to know what would have helped the participants lose weight or how the workbook could have better supported their weight loss efforts.

12. Did the workbook help you gain better fitness?
   - Yes – 45%
   - No – 55%

Five participants (45%) stated that the workbook did help them gain better fitness, while 55% did not. This leads the author to believe that perhaps it is not the workbook itself, but the information, feelings, and support that helps them achieve or not achieve their results. This is another question that could be expanded in future studies.
13. Did you make progress toward other goals, besides fitness, weight loss, or self-awareness, as a result of your exposure to this workbook?

- Yes – 73%
- No – 9%
- Not sure yet – 9%
- No answer – 9%

A large percent (73%) of the participants felt that they made progress toward other goals (besides fitness, weight loss, or self-awareness) as a result of the workbook. This leads the author to believe that the information was transferable to other areas of life and was relevant to their needs and that the material was presented in a way that was understood by the reader.

14. Did the workbook provide useful information?

- Yes – 100%
- No

All participants stated that the workbook provided useful information. This confirms that the information provided was relevant in some manner to each reader.

15. Were the directions easy to understand?

- Yes – 91%
- No
- No Answer – 9%

Ninety-one percent of the participants stated that the workbook directions were easy to understand. This could mean that the information was provided in a way that the user could relate to and apply to the current fitness program or to other areas of her life. Given
that the material was presented at a college reading level, it was helpful to know that an overwhelming majority of the participants found the directions to be easily understandable. Given that only 29% of the participants returned their evaluations, it raises the question of whether those who did not turn in their evaluations chose not to return their evaluation because the workbook was too difficult to understand, since all of the returnees had significantly high education levels. It also raises the question as to how busy or interested 71% of the overall participants were. It would be interesting to know the reasons for their lack of response. Although that aspect was not part of the study, this could be taken into the design of a future study.

16. Were the exercises easy to understand?
   o Yes – 82%
   o No – 18%

Fewer participants (than question #15) found that the exercises were easy to understand (82%). Some of the exercises were formula or measurement-based, with very specific steps to follow. However, many of the exercises were based on the NLP framework which is generally new and can be perplexing information for new time users. The fact that 82% of the participants found the exercises were easy to understand could mean several things:

- Some people had prior NLP exposure or knowledge
- The author explained very complex information in a basic and logical format which assisted the majority of the readers in their understanding
- Higher educated readers found the exercises easier to understand
Some of the exercises, which include hypnotic language (part of the NLP framework), could have caused the participants frustration and therefore were more difficult to understand. It could also mean that an NLP practitioner providing verbal instructions, answering questions, and giving assurance through coaching during the exercises would be helpful.

17. What percentage of the exercises did you complete?

Thirty-six and a half percent of the participants completed 0-9 exercises and the same percent completed 10-18 of the 36 exercises. The majority of participants, 73%, completed 0-49% of the exercises. Participants were told to work through the workbook at their own pace and to complete the sessions and exercises which they found most relevant. The fact that only two participants completed 50-74% of the exercises and only one person completed 75-100% could mean several things:

- It is possible, as stated in #16, that participants needed additional support from an NLP practitioner for those exercises incorporating NLP framework
- It could be that the participants needed additional time to complete the workbook. Since many fitness programs are held for three months, ideally the participants would have been given three months to use the workbook. Perhaps in a future study more time could be given
- It may be that the self-guided format is not effective and perhaps the exercises or entire workbook should be covered with participants in a weekly meeting during the three month program
18. Overall, how satisfied are you with the Self-Guided Workbook?
   o Very satisfied – 27%
   o Somewhat satisfied – 46%
   o Satisfied – 27%
   o Somewhat dissatisfied
   o Very dissatisfied
   o Don’t know

   Several participants indicated that they did not complete a majority of the exercises. Eighteen percent stated that the exercises were not easy to understand. Fifty-five percent disclosed that they did not gain an increase in their fitness levels. Seventy-three percent declared that they did not lose weight. However, in spite of varying results, all participants stated that they were satisfied (27%), somewhat satisfied (45%), or very satisfied (27%) with the self-guided workbook. The satisfaction level reinforces that the participants felt the workbook was useful.

19. Would you recommend the Self-Guided Workbook to a friend?
   o Yes – 91%
   o No – 9%

   With 91% of the participants saying they would recommend the workbook to a friend, there is strong evidence that the workbook held value for the users.

20. To your knowledge, have you been exposed to NLP concepts before using this workbook?
   o Yes – 55%
   o No – 45%
Six participants (55%) stated that they had been exposed to NLP concepts prior to using the workbook, while five (45%) stated they had not. It is possible that some of those who had been exposed to NLP before may have attended prior workshops or coaching sessions through earlier three-month programs. The evaluation did not ask where the user had experienced NLP in the past. In future studies, it may be helpful to also know the source of the user knowledge of NLP so that exercises can be taught at a more basic level for those who had no prior knowledge and at a higher level for those who had.

21. I would have liked to cover the entire workbook with the author/researcher.
   o True – 82%
   o False – 18%

   If true, then:
   o Individually – 36%
   o Small group setting – 64%

Eighty-two percent of the participants stated that they would have liked to cover the contents of the workbook with the author, while 18% did not feel it was necessary. The high number of participants who said they would prefer working through the workbook with the author stated that the small group setting at 64% was their first method of choice with individual meetings being chosen 36% of the time. The fact that 82% desired to cover the workbook contents with the author shows that while the workbook was determined to be useful, it could possibly have been a more comfortable, productive, and effective process had the participants had the opportunity to work with a coach in workshop format or individually. This should be considered in future studies.
22. I believe the workbook was easy to use.
   - True – 64%
   - False – 18%
   - Not easy, but not so hard I won’t finish – 9%
   - No answer – 9%

   Sixty-four percent of the participants stated that the workbook was easy to use, while 18% did not agree. One person stated that the workbook was “not easy, but not so hard I won’t finish,” and another elected not to answer. With nearly 2/3’s of the participants stating that the workbook was easy to use, again it provides evidence that the project was useful and helpful. In future studies it might be helpful to evaluate what specifically was not easy or specifically what could be made more clear, easier, etc.

23. I would attend a series of workshops to cover the material in this workbook.
   - True – 91%
   - False – 9%

   A strong 91% of participants stated that they would attend a series of workshops to cover the material in the workbook, while one person stated that she would not. This provides strong evidence that participants want additional support and knowledge in achieving their fitness goals as related to the information presented in the workbook. It appears that based upon the feedback and responses, presenting the material in workbook format, weekly, during the course of the three-month program would seem to be helpful to the participants. It would be helpful to take measurements and obtain feedback after such a study to compare results.
For questions 24-27, the complete and specific responses can be found in the Appendix. However a select group of comments were included here so that the author could comment on the results.

24. What did you like the best about the Self-Guided Workbook?
   
   • *It gave me pause to really take the time to think and reflect.*
   
   • *The exercises more than the reading - although I understand the reading was necessary.*
      
   • *It is very easy to follow and it is very thorough. I never got bored with it. I was always interested and felt I could complete it with ease.*
   
   • *Specific goal setting.*
   
   • *The wealth of relevant information and exercises and the way they were presented. Very interesting and helpful. Also, I like that the information is transferable to other areas of life besides fitness and weight loss.*

Based upon the comments, it seems that the participants liked best the information and the structure to do additional self exploration through goal setting and reflection time. This appears to be a value-added component of the project.

25. What did you like the least about the Self-Guided Workbook?

   • *Feeling lost in some sections that I did not understand.*
   
   • *Need college education to use and understand, not for average “Joe.”*
   
   • *I wish I would have received it at the beginning of ALL of my Withering Waistlines programs, not just the beginning of this Withering Waistlines 3-month session.*
Session One had too much information, right off the bat. It could be overwhelming or distracting.

It seems that the things the participants liked the least, would have been minimal having had the chance to meet regularly with the author to go through the exercises together. The author believes there could have been a different outcome had the workbook been taught over a 12-week period, covering one session per week. This would have given the participants the information in regular doses, building week by week on the concepts. It would have also provided more structure and follow up to help support and encourage their success.

26. In regards to the workbook, what could be improved to provide you with greater knowledge or service?

- I found the workbook to be superb and I would make no changes.
- I cannot think of any right now.
- Just to meet with her and through the workbook together or in a group. Have to attend regular meetings and complete the sessions each week, providing more accountability. Regular follow up with my progress after finishing the workbook and more information.
- Using small group setting to motivate to do exercises, even if not shared, just time allotted towards working through exercises.
- An introductory session with author in small group setting and perhaps go through one exercise together and have opportunity to have any questions that come up answered throughout the workbook.
There were few suggestions for improvement. The suggestions included holding an introductory meeting to kick-start the program and meeting regularly to cover the workbook to help provide additional accountability. Teaching the material in 12 weekly sessions would meet their suggestions.

27. I believe completing the workbook was of value because:

- **Writing down goals is always better than not. Spending time reflecting and thinking about your goals is valuable. Writing down goals and thoughts also contribute to accountability.**
- **It provides awareness about how thoughts affect actions.**
- **It reminded me of things I am aware of and helped me to refocus on bettering myself.**
- **It gave great tips and constructive ideas that will benefit me in more ways than weight management.**
- **I like the insight into myself, so now I can get rid of excuses.**
- **I learned so much about myself, how I think, my goals, and some things I’m doing that interfere with my weight loss.**
- **I learned more about myself and weight issues.**

The participants mentioned several ways in which the workbook was of value. Goal setting, reflection time, increased self-awareness, information, and exercises seemed to help support their journey of increasing knowledge and perhaps physical fitness.

The author believes that teaching the material to people with limited or no prior NLP exposure is difficult. She believes that had the workbook been covered in
small group sessions or individually during the program, some of the problems or concerns would likely not have occurred.
CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS FOR FURTHER RESEARCH

In this final chapter you will find the author’s summary, conclusion, and recommendations for further research.

Summary

The purpose of this project was to perform a literature review and then to develop a self-guided workbook for weight loss that incorporated NLP concepts. Ideally, these concepts could be used by a group of participants in a fitness program to assist them in their understanding of self, helping them to gain better fitness and possibly helping them to lose weight. The review of literature showed there are not only contradictory viewpoints about the validity and effectiveness of NLP as a therapeutic tool, but that several design errors and varied beliefs emerged as having been problematic in prior studies. The workbook was designed, based upon the NLP framework as well as metrics around weight and fitness. The workbook was used and evaluated by a group who was participating in a 3-month fitness program. Results of the workbook use were presented as were recommendations for additional research.
In order to develop the workbook, a literature review of NLP and obesity was completed. The workbook was created based upon the findings as well as through insights obtained by the author previously when she worked with an earlier group who was participating in a 3-month fitness program in which she provided the coaching.

The workbooks were given to participants who voluntarily elected to participate, and then evaluate the workbook, within a specific time period. The workbook met a need - using NLP concepts as applied to weight loss - which was determined in the research. The author could find no prior studies which directly linked a workbook based on NLP concepts to such a study.

A few overarching patterns emerged as a result of the workbook evaluation. There was indication of participant self-growth, increased awareness, and a desire to become more accountable. The participant comments concerning the workbook evaluation was helpful to the author as she considers a revision of the workbook. Some of the recommendations for change included: 1) regular meetings (individual or in small groups) to cover the material with the author; 2) move the concept introduction in the beginning so that it is integrated with an exercise, so that the workbook is not so academically front-loaded; and 3) spread the workbook over 12-weeks, so that the participants have time to complete the exercises and to build weekly upon their knowledge. As a result of the participant feedback, in the future, if the workbook is to be continued in the self-guided format, it might be helpful to instruct the participants to complete the workbook in sections, and then meet with the coach after they complete each section. This approach could provide the opportunity for participants to implement their new found skills before continuing to the next section. Additionally, this approach
could provide target dates to help with additional accountability, helping participants stay on track.

Conclusion

Since the review of literature showed a general lack of valid academic research in this field and a limited amount of scholarly writing concerning this area, the field seemed ripe for additional research. Since no specific research could be found which applied NLP concepts specifically to weight loss or obesity treatment, the author believed this project to be needed and potentially useful.

This project provided an opportunity for the author to expose a target group to NLP concepts through the use of the workbook, and then to qualitatively determine, through their evaluations, whether the participants found the workbook to be beneficial and useful.

Recommendations

Further Research Opportunities

According to the literature review, there is conflicting information, results, and findings concerning the effectiveness of NLP. Based upon both early research and more recent studies, enough research has not yet been completed to make a formal evaluation on NLP’s effectiveness.

This field is ripe for additional study by strong academic researchers who are also knowledgeable NLP experts, trainers, or practitioners. Additional research in this area will provide a more comprehensive and collective viewpoint on the effectiveness of NLP according to scientific study.
It is this author’s recommendation that further research be completed concerning the NLP framework. This author concurs with other researchers that NLP experts need to work collaboratively and in conjunction with academic researchers in order to form an effective, valid, and reliable study which could lead to more conclusive results.

Future studies must be sure to address the legitimate criticism towards NLP: the lack of research that “conclusively demonstrates its effectiveness” and the inconclusive results were due to a compromise of the methodology which “unfairly undermined the credibility.” (Masters et al., 1991, pp. 80-81)

From the literature reviewed, the author makes several recommendations for additional research including:

- Changes to research methods – with further research being undertaken by counselors who have specialized NLP training using appropriate research methods, observations, and statistics gathered both quantitatively and qualitatively.

- Training competency of those performing the research so that the NLP framework is accurately considered.

- NLP practitioners, who claim high success rates, participate in scientific study opportunities with trained academic researchers becoming involved in the research process so that their specialized knowledge and application can be researched academically.

- Study NLP usages from a math, linguistics, and biology framework, not just a counseling or teaching framework.

- Therapists participating in research who have specialized NLP knowledge.
• Academics seek ways to research and study NLP’s effectiveness, perhaps partnering with practicing NLP practitioners/masters/trainers.

The author acknowledges that there is opportunity to conduct further research in several areas concerning her own project and thus makes these specific recommendations:

• Further identify the sessions that were the most helpful to the participants and revise or eliminate those that were not as helpful.

• Use the workbook with a more diverse group including additional races as well as with men to determine if there is a difference in perspectives based on race or gender.

• Determine if the results would have been increased if the sessions had been covered either individually, or in a small group setting, rather than in the self-study format.

• Follow up with participants to answer any questions or assist them further with any processes they struggled with individually.

• Collect fitness and weight-related statistics during the course of the study to better determine the effectiveness of the workbook as compared to non-workbook users, self-guided workbook users, and small group workshops using the workbook.

Master’s Workbook Project

Developing the content, choosing the techniques, and determining how to present the information in a usable and interesting format without reference to a prior existing model, was challenging. Having worked with clients who desired to obtain
greater levels of fitness, the author knew there was a need for this type of information. The author regularly taught small workshops on a few of the techniques prior to the development of the workbook. However, she was uncertain whether the information would be as effective in a self-guided workbook format.

Choosing which information would lay a foundational understanding of NLP, and then creating supportive exercises to help the participants gain greater insight and understanding, was challenging. In retrospect, and based upon the evaluations, the author would still have developed the workbook, but would have used it to teach a weekly workshop covering one session weekly for the duration and in conjunction with the 3-month fitness program.

The author concludes that with the lack of validity and inconsistencies in the academic findings regarding NLP research, and with the insight provided through the evaluation of her project, more research must be done to verify validity, effectiveness, and the application of NLP techniques and principles for helping create positive change.
REFERENCES
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APPENDIX A
A SELF-GUIDED WORKBOOK
BASED ON THE CONCEPTS OF NLP
AND INTEGRATED CHANGE TOOLS
FOR USE BY INDIVIDUALS WHO WANT OR NEED TO LOSE WEIGHT

by
Cheryl Beth Krodel

Spring 2009
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INTRODUCTION

This workbook was developed to provide you with current information as well as tools, techniques, and processes to help you on your journey toward greater fitness. The information contained in this workbook is based within the Neuro Linguistic Programming (NLP) framework which is focused on using the most effective tools for greater understanding, increased awareness, and developing forward momentum toward one's goals. This workbook is meant to teach, motivate, and inspire.

NLP is a methodology and approach to communication which includes a set of processes, tools, and techniques that can be used to evoke change by better understanding an individual's interpretation, storage, and processing of past, present, and future experience through the use of an eclectic and effective smattering of best practices as derived from well-known therapists and approaches including: family therapy, cognitive-behavioral therapy, brief therapy, hypnotherapy, and Gestalt therapy.

The contents are organized in such a way that you can work through the exercises in sequential order or you can turn to specific topics of interest. In either case, it is recommended that you begin with the first section which covers several important themes that lay the groundwork for NLP thinking.
A SELF-GUIDED WORKBOOK
BASED ON THE
CONCEPTS OF NLP
AND
INTEGRATED CHANGE TOOLS
FOR USE BY INDIVIDUALS
WHO WANT OR NEED TO LOSE WEIGHT

Setting the Stage

“Watch your thoughts, for they become words,
Watch your words, for they become actions,
Watch your actions, for they become habits,
Watch your habits, for they become your character,
Watch your character, for they become your destiny,”

Author unknown

Welcome! You are starting an exciting and rewarding journey! Congratulations on choosing to explore effective strategies, tools, and techniques to help you live the life you desire. In learning more about you and how you operate within your world, you will discover how to live more true to what you say you value and what you say you want to accomplish. These processes can help you experience your journey of life with greater intention and focus. I hope, as a result of this workbook, you live your life more fully and with a higher level of success and happiness!

Change comes from you as a reaction - to external or internal events, thoughts, behaviors, etc. - or through an intention to control and create your thoughts, behaviors, outcomes, etc. Right now, you may not realize the incredible power you hold: the magnitude power of choice! Soon you will see that your life experience is about your intention and perception of your life’s events as well as your reaction to those events!

The opportunity for self discovery that this workbook provides can help you create positive personal change and help support you through life’s many transitions. Change, in the form of transition, happens to all of us whether we want it or not. These transitions come in all shapes and sizes, and they arrive at all times, whether it is convenient or not. Sometimes we choose them and other times, well they just happen. Whether you are deciding to enter or exit college, change careers or towns, get married or divorced, have children or children leaving home, face personal illness or recovery, or experience the death or birth of a loved one. Transitions are simply and unavoidably part of life.
Through the use of this workbook, you will participate in activities and exercises which will help you identify areas that are holding you back from living the life you desire…and deserve! You will more clearly understand where you want to be and develop a plan to close the gap.

Like a sports coach, a personal success coach, using NLP concepts, can help you move out of your comfort zone (or rut) offering support as you make decisions and take action towards having more of what you really want and much less of what you don’t. During the journey you will look at important factors where the secrets to your success are hiding. Some of these areas are your habits, thoughts, actions, beliefs, reactions, and values.

The workbook is divided into 12 sessions with several exercises. You can complete the sessions as quickly or as slowly as you desire since this is a self-guided workbook. As you work through the exercises, enjoy the process of gaining more personal leverage and strengthening your desire for productive change. This workbook and the exercises are designed to promote a healthier lifestyle.

I believe the journey of life is meant to be fun, exciting, and enjoyable! In the following pages, I hope you find the tools you need in the form of exercises, tools, techniques, insights, processes, and specific steps that will help you close the gap from where you are now to where you really want to be. As you flip through the pages of the workbook, get excited! The fact that you are holding this workbook in your hand means that you are taking action now to create and live your best life…as you intentionally define it!

Enjoy the process and the journey!

Beth

Destiny is not a matter of chance, it is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved.

William Jennings Bryan
SESSION 1

Remember that to
live your life
with honor and without regret
is one of the greatest gifts
you can give to yourself and to those around you.

Before delving in too deeply, I’d like to help set the stage for the learning that can take place here. The workbook concepts are based around Neuro Linguistic Programming (NLP) which is, in my opinion, a methodology or approach to communication. NLP includes a set of processes, tools, and techniques that can be used to evoke change by better understanding your interpretation, storage, and processing of past, present, and future experience; which is done through the use of an eclectic and effective smattering of best practices as derived from well-known therapists and approaches such as; family therapy, cognitive-behavioral therapy, brief therapy, hypnotherapy, and Gestalt therapy.

NLP is a vast field so it is important to first build a strong foundation with a basic understanding of NLP themes and components. In this first session, you will find these ideas will be pivotal for you in laying the groundwork. These ideas can immediately begin to help you in your every day life and communication opportunities. Let’s get started with some basic themes in this first session.

Utilization
As shown through the work of Dr. Milton Erickson, the theme of utilization, means that “every behavior, every communication, and every symptom are useful in some context” and freeing in some regard (Harman and O’Neill, 1981, p. 452). Utilizing everything, the sound of an opening door, the feeling of anxiety, or receiving disappointing news can all be useful in some context, even if it is to provide an important learning. Exercising utilization will help you feel that perhaps there really is nothing wrong and that there is always something to learn. As example, the feeling of overwhelm could be utilized to mean that it is time to reevaluate your priorities and make some new choices to decrease the time commitments you currently hold.

Intention
The theme of a good intention lying behind every behavior, even if it is maladaptive, adds further value. When you choose to find the good intention, it allows the opportunity to redirect or reframe that behavior to another context in which the behavior might actually be useful (Harman and O’Neill, 1981). For instance, while someone might eat too much food and exercise too little, causing weight gain, the good intention might be to stay heavy so as not draw undesired attention from a suitor other than his or her spouse.

Focus
William James, the father of American Psychology is known for saying “focus is everything.” James taught the concept of selective grouping; basically on what one chooses to or not to focus on, creates a specific reality. Howard’s teachings in the NLP framework supports this idea that “the essential thing that differs between you and someone achieving what you want to achieve is what you choose to concentrate your focus on” (2004, p. 18). For example, someone who was not previously focused on healthy choices can flip a switch
and suddenly be on the look out for new ways to make small healthier changes in food choices, portion sizes, walking the block rather than circling for a parking spot, etc.

**Perception is Projection**

*Perception is projection* is a popular concept among psychologists and is widely taught in NLP. This concept suggests you cannot see anything outside of yourself that isn’t you. To clarify, if you didn’t know about a certain belief, emotion, or action, you wouldn’t be able to recognize it in another person. These embedded beliefs and emotions can sometimes work against you and often times, just becoming aware of limiting and sometimes unconscious beliefs can help decrease the power they hold (Howard, 2004).

**Possibility**

If it is possible for one person to do something, then anyone can. The basic concept of modeling (or mimicking) a person who is already successful doing that thing, brings you hope that it is possible when you have the same knowledge, training, and perhaps skills. This concept opens up new and exciting ways of thinking.

**Language and Presuppositions**

The use of language is key to understanding modes of internal and external communication. Inside your language lie hints about your true (sometimes subconscious) intent, beliefs, attitudes, and filters. Presuppositions are the mental assumptions or unique beliefs revealed by the construct of your language. These assumptions can be discovered by listening for the inherent meaning inside the language you use.

There are many types of presuppositions, but a few of them are:

- **Existence**: She threw a ball. (It is known that both a she and a ball exist.)
- **Awareness**: I got so angry I saw red! (Sensory language of anger, color, and seeing were used.)
- **Exclusive-OR**: Would you like to wash the car today or tomorrow? (This means either but not both can be true.)
- **Cause-Effect**: If you talk to me about your experience, then we can dissect it and come to an understanding. (One thing happens which causes or leads to another.)

**No Failure, Only Feedback**

The use of this theme offers you an empowering outlook which can keep you moving forward even in the face of adversity. You can choose to recognize that failure doesn’t exist and that rather every experience offers you the chance to gain insight and feedback to be used to maintain your direction, change course, or learn something. This is an extremely powerful concept. When you receive feedback, (whether positive or negative), just say thank you for sharing and see if there is something to be learned.

**Filters and the Reticular Activating System**

The use of filters helps the mind, consciously and unconsciously, sort what to look for. Humans are bombarded with two million bits of information every second and to protect you from feeling overwhelmed, your mind only processes about 134 bits. As Howard (2004) explains, it is as if an individual is in a dark room with one flashlight which lights up what you focus on in that moment. Each time the light is shown in a new area, new possibilities appear, even though they existed before the light reached them. The Reticular Activating System (RAS) is the system the brain uses to help process, sort, and accept information.

**Modeling**

Modeling is a great way to learn from other people. In observing and analyzing the strategies, beliefs, physiology, attitude, etc. of people who are already doing what it is you want to be doing or already have what
you want to have, you can break down their success into steps that you can make your own and begin to follow. This makes it easier to produce similar results!

**Meta-programs**

Meta-programs are a set of several filters that help determine your experiences and concern many areas: motivation, orientation, success indicator, decision-making, conviction, leadership, energy direction, performance, work satisfaction, preferred interest, abstract, specific, comparison, challenge response, time awareness and focus. Each of these filters, when examined, can help you further understand the filters you use to make sense of the world and operate within it. Some of these will be covered in the workbook.

Next, you'll read about some basic NLP components which will further help set the groundwork for the learnings to come. You're almost through with your first session! Congratulations!

**Cognitive Fitness**

Recent neurological research (Gilkey and Kils, 2007), shows that any attempt to look at issues from another view (as achieved in NLP work) supports greater cognitive fitness. Research shows that “the brain's anatomy, neural networks, and cognitive abilities can all be strengthened and improved through your experiences and interactions with your environment” (Gilkey and Kils, 2007, p. 54). NLP frameworks support the idea of expanding choice, seeing things from another perspective, and creating or deepening neural-pathways. So when you are striving to understand something new or experience confusion, get excited! It simply means you are pavaing new neural networks and that is so good for you!

**Rapport**

Developing good rapport is a foundational concept of NLP which, according to NLP belief, leads to desired outcomes. While there are certain underlying principles in this section you will learn about trust and congruency, both important factors to help create positive change. Dr. Milton Erickson believed that anything is possible in the presence of good rapport. For now, just know that building trust in yourself and congruency between your beliefs, actions, and thoughts will go a long way in creating the life you desire. Throughout! this workbook, you will work at building a strong rapport with yourself – including your conscious and sub- or unconscious mind.

**Calibration**

Calibration simply means to recognize a problem state from unconscious physiological signals, which is done by learning to become aware of what you or someone else is communicating on all levels (words, physiology, and vocal tone) without assigning any specific meaning to those changes. Learning to identify these very minute and subtle changes can help you to gain greater understanding of yourself.

**Mental Imagery/Visualization**

Mental imagery is simply the practice of re-creating an experience or a skill through a mental picture. Imagining has been proven as “a valid mode of learning and acquiring new competences” and in fact “real experiences can establish neural readiness for real experiences” (Gilkey and Kils, 2007, p. 56). Most people do some form of imagining, or visualization, when they day dream! Visualization is an important NLP tool used in many processes such as: modeling behavior of other successful people and creating a fun and curious mental state appropriate for new learnings.

Since visualization may help you see things in new ways, it can help to expand neuro-pathways and contribute to greater cognitive fitness. A quote from Oliver Wendall Holmes is often heard when talking NLP, “A mind once stretched to a new dimension can never return to its original shape again.”

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Howard (2006) teaches that the brain cannot process double negatives directly; so it must think about that which it is told not to think about before thinking about what it was told: “You can’t think about what you don’t want to think about without thinking about it, think about that!” (Howard, 2006, notes).

**Language/ Quantum Linguistics**

Research shows that the language you use is an important part of internal and external communication. For instance directing the language towards the positive, as Orlick (1986) demonstrated is an important factor for successful imagining. Since humans receive data from their senses, and the data is stored and "organized as a representational system" via the sensory modes and since their "behavioral options are guided by these maps, the range of behavior can be enhanced or impoverished by the limits of the sensory mode used" (Falzett, 1981, p. 306). Part of manipulating the sensory modes is through the specific use of language.

**Anchoring**

Anchoring is a systematic process which can “evoke new feelings and behaviors for unwanted, unplanned ones” (Harman and O’Neill, 1981, p. 451). Anchoring is simply a deliberate process where a desired emotional state neurologically associated to a specific stimulus and “through anchoring, it is possible to alter her response to the event in her past so that her present reaction is no longer an interference” (Harman and O’Neill, 1981, p. 452).

Anchors can be helpful for you to decrease negative associations to feelings, change behaviors, or decrease trauma and they can occur consciously or unconsciously through repetition, intensity, etc., by associating a stimulus whether it is visual, auditory, or kinesthetic to a stimulus, which according to Masters et al. is simply “another word for classical conditioning” (1991, p. 85).

You’ll recognize anchors. They can take you back to some past experience or event, perhaps remembering a certain fragrance of a flower and the memory of a special time associated with that scent, or the taste of homemade bread might be associated with a bad memory of a fight. “Most of us have had the experience of hearing a song that brings back all sorts of memories and associated feelings” which is “one kind of anchoring” (Harman and O’Neill, 1981, p. 451).

**Map is Not the Territory**

A map is actually, well, just a map! A map of your state isn’t really your state, it just shows the general layout, right? It is just a re-presentation of the actual state. This concept can be transferred to your experiences. Your understanding, or memory, of an event is just your map; it isn’t really the actual event. You form your own mental maps, based on how you perceive what is happening (your reality). The map just helps you to understand, but who you are and how you operate is much greater than your map. Your entire personality is your territory, much greater than your map alone.

The “NLP model contends that humans never experience the reality of their world”...”that whatever the reality, it is only experience through the representations made by the five senses,” making up the PRS and Bandler and Grinder’s postulation that “the map is not the territory” (Sandhu, 1991-A, p. 14).

Sandhu references a Dilts (1990) study when he states that people use representations to organize their worldly experiences. However, those experiences are of the world are neurological transformations. These transformations may or may not be accurate representations of that world (1991-A). Due to this concept, Bandler and Grinder explain that the main reasons people experience problems are due to distortions and disparity; further that while people live and operate in a real world, they “do not, however, operate directly or immediately upon that world, rather, we operate within that world using a map or series of maps of that world.
to guide our behavior within it" (Sandelh, 1991-A, p. 14). This is good news! This means that by changing the way you think about certain things, makes positive change more possible and more likely!

**Reframing**

Reframing is one of the language tools which can be used to instantly transform your perspective of a currently held belief to a different possible interpretation (Howard, 2006, 7.1). Reframes help shift negative attitudes to attitudes, helping an individual see the difference between intention and behavior, accelerating forward movement, improving outlook, breaking patterns of assumed negative meanings, and empowering new thought so as to expand the awareness of new possibilities.

The reframing concept is similar to Gestalt in that clients are encouraged to trust themselves and their own knowledge to attach a certain behavior to a "more useful situation in their lives" or by separating the intention from the unwanted behavior - allowing the client to honor the good intention, but devalue the unwanted behavior (Harman and O’Neill, 1981, p. 452).

A context reframe would be a response which takes the situation and turns it into another possible, better serving meaning. As example: "He takes forever to perform the simplest of tasks?" A reframe might be: "Isn’t it great that he cares so much about doing a good job?" A meaning reframe changes the meaning of the statement, offering new possibility: "He hasn’t asked me out on a date for several days!" A meaning reframe might be: "Isn’t it possible that she cares so much about you that she doesn’t want to impinge on your time while you’re working on your project?"

One example of such a circumstance involves a woman who had struggled to lose 45 pounds and had not been successful on her own. Through NLP, it was discovered that a part of her that makes her gain weight intended to provide protection to her marriage; for she imagined that if she lost weight she might become more physically attractive to other men and might be tempted, so the extra weight in her case allowed her that cushion. The NLP goal was to help her separate the "adaptive intention of protecting her marriage" from the "maladaptive behavior of overeating" (Harman and O’Neill, 1981, p. 452).

Having read this section, you have already been exposed to some new ideas and in that exposure come a level of awareness. In just reading these words, you have triggered your RAS to start looking for (filtering) for ideas that will support you in making change. Great job!

**EXERCISE 1**

**THEMES AND COMPONENTS OF NLP**

For this first exercise, choose three topics from either the themes or the components sections above to explore in regards to your weight situation and follow the samples below:

**Sample I:**

**Topic:** Reframing

**Statement:** I feel fat and lethargic.

**Response:** Isn’t it helpful that I have had the experience of having excess weight and feeling low energy so that I can really empathize with others who have this problem now. Perhaps I can offer some help and support, having walked in similar shoes.
Sample 2:
Topic: Rapport
Statement: I can never find the time to work out or eat right.

Response: I used the word, never. I'm sure I could find some time to do those things. I wonder what that could look like. What is it about working out or eating right that makes me not want to do it? How could I make a small step towards doing just one of those things? Who could I ask to help hold me accountable?

In the first sample exercise, do you see how I took a disempowering statement and turned it into a learning opportunity by reframing the context or meaning? In the second, do you see how I analyzed the statement and found ways to playfully develop a rapport between my thoughts? What I originally stated with certainty as never, turned into possibility. That is the process of creating awareness... the first step to change.

Now it's your turn. Pick your three topics and write your example or thoughts in regards to the material. You may reframe, turn something around so you look at it in a new or different way, or focus on something you haven't before. In any case, there is no right or wrong way to do this; the main thing is to start using the material so it gets into your neurology. I recommend that you play with each of the concepts and themes above throughout your future so that it helps you to see things in new ways.

1. Topic: 
   Statement: 
   Response: 

2. Topic: 
   Statement: 
   Response: 

3. Topic: 
   Statement: 
   Response: 

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SESSION 2

Let's begin by talking about habits. What is a habit anyway? Dictionary.com describes a habit as:

1) An acquired behavior pattern regularly followed until it has become almost involuntary (looking both ways before crossing the street).
2) A customary practice or use (bathing each day).
3) A particular practice, custom, or usage (shaking hands).
4) A dominant or regular disposition or tendency; prevailing character or quality (looking on the bright side).

(http://dictionary.reference.com/browse/habit, 11/6/08)

Habits are created by repeating a behavior until it becomes something you do naturally. In fact, habits can become an involuntary practice, meaning something you do without even consciously thinking about it. You have habits that support who you want to be and what you want to do, and other habits that undermine your success. For instance, you likely have the habit of brushing your teeth before you go to bed at night. That is a supportive habit which helps you to have healthy teeth and gums, and perhaps a healthy love life too! Or perhaps a habit that supports you is that you get right up when your alarm goes off, so you arrive to work on time. A non-supportive habit undermines your success. Perhaps you go to bed too late and your body doesn't get enough time to rest and repair. Or perhaps you hit the snooze button 10 times before getting out of bed, putting you in a rush mode or causing you to be continually late.

EXERCISE 2

HABITS

It is important to look at habits when you are making change or striving to reach a goal. This exercise will help you identify and assess your habits. You will look at habits from three perspectives: 1) those that support you (supportive); 2) those that hold you back (non-supportive); and 3) those which, when you change them will help you close the gap between the two (desired). This will help empower you to achieve better results more quickly! Remember: Habits are extensions of our choices (conscious and unconscious) so pay close attention to your habits! We'll talk more about this later.

For this exercise you can answer generally (not just about fitness and health).

"If you do what you've always done, you'll get what you've always gotten." — Anthony Robbins
Supportive Habits
Please list five habits you have that SUPPORT you:
1. 

2. 

3. 

4. 

5. 

Non-supportive Habits
Please list five habits that DO NOT SUPPORT you:
1. 

2. 

3. 

4. 

5. 

Desired Habits
Please list five habits which, if you adopted them NOW, would transform your life:
1. 

2. 

3. 


Congratulations! You have just determined the first insights to yourself and toward creating positive change. If you have been saying I want to lose weight, but I just can’t, or I want to get more fit but I don’t know what to do, you now have some answers and a good place to start! Challenge yourself to take one of these desired habits, that when you adopt it, it will transform your life, and begin to schedule it into your calendar. As you do so, you will begin to make preparations to integrate the new learnings and the change easily into your life. Also, start talking about it! Yes, tell your friends and family. Remind yourself! As you verbalize your new thoughts and learnings, they become more a part of who you are. Next, make a plan to bring in the other four desired habits at a pace that keeps you moving progressively forward. Notice: that does not necessarily mean you will always be comfortable!

As an example, if one of your desired habits was to watch less TV, perhaps you could choose to schedule two weeks where you simply unplug the TV. Pretend it is broken and you have no other choice. Then schedule that new found time accomplishing something towards your fitness goal: planning healthy meals, cooking at home rather than eating out, walking the dog, playing with the kids, taking your spouse on a walking date… the possibilities are endless.

**EXERCISE 3**
**SCHEDULING SUCCESS**

Find something you would enjoy and/or that would really benefit you during the two-week trial period. Get out your calendar and schedule at least 10 times (or 10 ways) you will incorporate your first desired habit.

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SESSION 3
MY WEIGHT AND FITNESS MEASURES

An important part of this whole process, is to determine, and know at a deep level, exactly where you are right now. In this session you will learn about some fitness concepts, take a personal inventory of some fitness indicators, and learn about where you are emotionally in regards to fitness and health. As you work through this session, transfer your measurements to the page marked My Fitness Measurements in Appendix A.

EXERCISE 4
WEIGHT

Using several concepts, you will take your fitness and weight measures so that you can have a clear picture of where you are at the start of this workbook. Weight is an issue for many people: in fact over 30% of adults are obese. Weigh yourself on a reliable scale that you will be able to use as you go through the workbook. Minimally, you will want to track your weight at the beginning and at the end; however in Appendix B, there is a spreadsheet which will allow you to track your progress by the week. Research shows that regular weight-ins and more accountability helps. Each time you weigh yourself; do so in the morning before eating or drinking anything, and with similar, or no, clothing to help provide consistency during your weigh-ins. You will use this information in both Appendices A and B.

EXERCISE 5
BMI

The World Health Organization states that obesity means to have “abnormal or excessive fat accumulation that may impair health” and a Body Mass Index (BMI) equal to or greater than 30 (www.who.int/mediacentre/factsheets/fs311).

The standard measure of body fat is based on a height and weight ratio, called Body Mass Index, or BMI. It is important to know that BMI is a tool, but it is not universally accepted; additionally BMI does not take into account the muscle-to-fat ratio. That means it is possible that BMI could be overestimated for muscular people and could be underestimated for those who have loss of muscle mass. BMI is the measurement that is used most often to define overweight and obesity according to the Diabetes Forecast and the World Health Organization.

Use one of the two ways below to figure your BMI, and then transfer your BMI to Appendix A.

1. Divide your weight in pounds by your height in inches. Then divide again by your height in inches. Next, multiply by 703. The result is your BMI. So for example:
   - For a woman who is 5'4” tall and weighs 140 pounds, the calculation would be:
     a. 140 (pounds) / 64 (inches) = 2.1875
     b. 2.1875 / 64 (inches) = 0.034
     c. 0.034 * 703 = 23.9, rounded to a BMI of 24
     (Diabetes Forecast)
2. Find your weight and height on the Body Mass Index Chart below:

**Figure 1 Body Mass Index Chart**

To use the table, find the appropriate height in the left-hand column. Move across the row to the given weight. The number at the top of the column is the BMI for that height and weight.

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</tbody>
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The following categories are based upon the Body Mass Index (BMI) as shown in Figure 2 below.

Now, locate your BMI category and transfer that category to My Fitness Measurements in Appendix A.

**Figure 2**

BMI (Body Mass Index) Categories based upon a combination of Obesity in America, The World Health Organization, and the Surgeon General:

- Underweight = BMI (Body Mass Index) less than 18.5
- Normal/Healthy weight = BMI of 18.5 - 24.9
- Overweight = BMI of 25.0 - 28.9
- Obese (categories below) = BMI of 30.0 or greater

(www.obesityinamerica.org/bmi_calculator.html, April 27, 2008)

<table>
<thead>
<tr>
<th>Category</th>
<th>BMI Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade I Obesity</td>
<td>BMI of 30.0 - 34.9 (Mildly Obese)</td>
</tr>
<tr>
<td>Grade II Obesity</td>
<td>BMI of 35.0 - 39.9 (Morbidly Obese - over 100 pounds overweight)</td>
</tr>
<tr>
<td>Grade III Obesity</td>
<td>BMI of 40.0 - 49.9 (Severe obesity)</td>
</tr>
<tr>
<td>Super Obesity</td>
<td>BMI of 50.0 - 59.9 (Malignant Obesity or Extreme Morbid Obesity, over 200+ pounds overweight or 225 percent)</td>
</tr>
<tr>
<td>Super-Super Obesity</td>
<td>BMI greater than 60</td>
</tr>
</tbody>
</table>


*We can't solve problems by using the same kind of thinking we used when we created them.*

Albert Einstein

**EXERCISE 6**

**BMR**

The Basal Metabolic Rate or BMR is a way to calculate the number of calories the body expends for the functioning of your organs, even if you are just sleeping! A great way to increase your BMR is to increase your muscle mass.

Follow the formulas below to calculate your BMR and then transfer the number to Appendix A.

**Women:** $BMR = 655 + (4.35 \times \text{weight in pounds}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$

**Men:** $BMR = 66 + (6.23 \times \text{weight in pounds}) + (12.7 \times \text{height in inches}) - (6.8 \times \text{age in years})$

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EXERCISE 7
COMPUTING CALORIC NEED:
Harris Benedict Equation

Once you have calculated your BMR, you can then use the Harris Benedict Equation to make an estimate of the daily caloric need you generate based upon your activity level. Again, like other tools, this is general information, but it can be helpful in creating the change you desire. As your activity level increases, your caloric need will change also. Knowing your caloric range for weight loss will help you plan your daily food intake based on your activity level for any given day.

To lose one pound, you will need to create a caloric deficit of 3,500 calories. This is done through a combination of diet (input) and exercise (output). It is recommended not to go under your BMR requirement and that you find a balance between your BMR and your Maintenance Caloric Requirement. The Maintenance Caloric Requirement is the number of calories you will need to maintain your weight. Finding the balance between the BMR and the Maintenance Caloric Requirement will basically ensure that you have enough energy to live your life and also create a healthy weight loss rate.

**Harris Benedict Equation:**

Activity level:
Sedentary (little or no exercise) \[ \text{BMR} \times 1.2 = \text{Caloric Need} \]
Lightly Active (light exercise/sports 1-3 days per week) \[ \text{BMR} \times 1.375 = \text{Caloric Need} \]
Moderately Active (moderate exercise/sports 3-5 days per week) \[ \text{BMR} \times 1.55 = \text{Caloric Need} \]
Very Active (hard exercise/sports 6-7 days a week) \[ \text{BMR} \times 1.725 = \text{Caloric Need} \]
Extra Active (very hard exercise/sports & physical job or two times training per day) \[ \text{BMR} \times 1.9 = \text{Caloric Need} \]

EXERCISE 8
WAIST CIRCUMFERENCE

In this exercise you will determine your Waist Circumference (WC). You will need a tape measure and perhaps help from a trusted friend.

First, let’s talk a little bit about what Waist Circumference measurements mean. High Waist Circumference measurements can be an indicator of health risk factors. For instance, “A high Waist Circumference (WC) is associated with an increased risk for type 2 diabetes, dyslipidemia, hypertension and cardiovascular disease when the BMI is between 25 and 34.9.” (A BMI greater than 25 is considered overweight and a BMI greater than 30 is considered obese.) Waist Circumference can be useful for those people categorized as normal or overweight in terms of BMI. (For example, an athlete with increased muscle mass may have a BMI greater...
than 25 - making him or her overweight on the BMI scale - but a Waist Circumference measurement would most likely indicate that he or she is, in fact, not overweight. Changes in Waist Circumference over time can indicate an increase or decrease in abdominal fat. “Increased abdominal fat is associated with an increased risk of heart disease” (http://www.bmi-calculator.net/waist-to-hip-ratio-calculator/waist-circumference.php).

Waist Circumference has become an increasingly popular concept in health measurement. In fact, Dr. Oz and Dr. Roizen, authors of You on a Diet, and frequent guests on Oprah, teach that a healthy Waist Circumference for women is 32.5” and the ideal is 35” for men.

Now it’s time to find the measurement for your Waist Circumference. First, find the upper hip bone with your fingers. Secondly, place the tape measure around the abdomen. Make sure the tape measure is horizontal so the reading is accurate. Ensure that the tape measure is snug against the skin, but is not causing any compression (http://www.bmi-calculator.net/waist-to-hip-ratio-calculator/waist-circumference.php). Now you are ready to transfer your WC to Appendix A.

**EXERCISE 9**
**YOUR GOAL WEIGHT RANGE**

There are many ways to determine your goal weight range. It is unrealistic that anyone will ever achieve an exact number and then never fluctuate. Therefore, many recommend that a weight range be set. The goal weight concept has been updated with the use of the BMI. However, if you want to review a weight chart, there is an example for reference in Appendix I.

Since there are many factors to consider - besides weight, BMI, waist circumference, and fitness level when making lifestyle changes and assessing your weight-related health - it is important for you to talk with your health care professional. So, before you start any exercise program or begin to make changes in your diet, schedule yourself for a complete physical. Be sure to cover your plans and concerns openly with your health care provider. Once you set your goal weight range, based upon your BMI and discussion with your physician, transfer your goal weight range to Appendix A.

**EXERCISE 10**
**SCHEDULING YOUR PHYSICAL**

Make a list of any weight-related questions or health concerns you have. This exercise is simple, pick up the phone and make an appointment with your health care professional.

Many health and risk factors should be considered and some of them are listed below. Consider these as you create your own list to cover during your physical appointment.

<table>
<thead>
<tr>
<th>Blood pressure</th>
<th>Blood glucose (sugar)</th>
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<tbody>
<tr>
<td>LDL-cholesterol</td>
<td>Drinking/smoking habits</td>
</tr>
<tr>
<td>HDL-cholesterol</td>
<td>Triglycerides</td>
</tr>
<tr>
<td>Hormone levels</td>
<td>Family history of heart disease, diabetes, cancer, etc.</td>
</tr>
</tbody>
</table>

My List to Cover with my Health Care Professional
SESSION 4
GOAL IDENTIFICATION

Now it’s time to take a serious look at what you want. In this session you will learn about goal identification and goal setting. So, let’s begin with the end in mind! After all, if you don’t know where you’re going, any road will take you there, right? I’m sure you’ve heard that before and you might think it is cliché; but it is true. Without the destination in mind, how will you know where you are going, when you have veered off course, or for that matter, when you have arrived? Goal setting is simply designing a road map by which to arrive at your destination. When you intentionally set your path, by setting goals, you begin to create focused attention on attaining those goals, thereby increasing the likelihood of reaching those goals and arriving at your final destination, isn’t that right?

In order to achieve what you want, you’ll want to choose to do some things differently! Goal setting is one of the first steps. Remember, if you don’t have a goal, you don’t know which path to take!

Highly successful people get where they want to go, in part, because they imagine their desired goal or future and then communicate that vision in such a way that people are inspired, empowered, and included in the execution of that vision. So, by helping yourself, you positively impact the lives of other people too! You create a win-win situation. This is my way of giving you permission to reach for your goals!
So, what is it you want? Really think about that for a minute. Sometimes this question can be harder to answer than it appears at first glance! Gaining access to your thoughts, hopes, and desires is an important step in identifying what you want. A great way to access those ideas is to brainstorm. Brainstorming simply means to quickly write out anything that comes to mind in regards to living your life without filtering or judging any thought, emotion, or belief. This means you get to day dream on paper: what would you want, what would you do, and who would you be if there were no limitations? Include overall life ideas as well as those concerning health and fitness. That is the first part of this exercise! Are you ready? For the next five minutes you will jot down everything you can think of …things you want to be, do, or have.

EXERCISE 11
BRAINSTORMING

Brainstorm below and don’t worry about writing on lines or being neat…just jot down your ideas as they come to you! Be open and have fun! Ready? Set your timer for five minutes…Go!
Good job! Now take a look at the things you wrote during your brainstorm session. You’ll see that some ideas jump out at you. Select a few that seem particularly appealing. These would be some possible goals you would like to work towards now which involve improved fitness, health, or weight loss since that is the focus of this workbook. Circle those few.

SESSION 5

EXERCISE 12

GOAL SETTING 1

Setting goals is easy and can be extremely empowering. Often times it is the wondering, uncertainty, or lack of a plan that are really the culprits in not achieving a goal. If you typically meet all or most of your goals in general or during these exercises, set larger goals. If, on the other hand, you don’t usually set or achieve your goals, or find that you procrastinate, set smaller goals so that they are more achievable. This will help you develop a pattern of success. So by using the S.M.A.R.T. goal setting system below, the process becomes more intentional and clear. Using the S.M.A.R.T. acronym helps make it even easier! Working with the ideas that you brainstormed above, let’s formulate some of your goals. Start with just one idea that you circled above and state your goal below so it is: Specific, Measurable, Attainable, Realistic, and Time-Oriented. As recommended by Christopher Howard (2007), internationally acclaimed expert in Neuro Linguistic Programming and Leadership, I’ve added three additional suggestions the 3 E’s: Ecological, End Step/Evidence Procedure, and Enliven and Envision (notes). Using these tools to set goals help make the goals feel more real and more realistic which can increase the likelihood that the goals will be reached! It’s like a rubber band, one side represents you and your hopes, dreams, desires; the other side represents the achievement of those hopes, dreams, and desires, and in between is the push-pull that make it happen. It is important that every part of you is involved in this process, so remember; it is helpful to add in sensory details: pictures, thoughts, feelings, sounds, smells, and tastes. Remember that you are among the elite and dedicated since you are moving through the workbook. Most people don’t take time to set goals. You are doing great! Here’s a little more information to consider before you write your goals.

S.M.A.R.T.:

<table>
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<th>Specific</th>
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<td></td>
<td>What is it you want? Who is involved? When exactly do you want it? Where is the location? Why do you want it? What are the specific benefits you will gain or reasons that you want this?</td>
</tr>
</tbody>
</table>

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Sample:

My goal is to lose 15 pounds (what – make sure it’s measureable) with n/a (whom) by June 1st, 2009 (time/date) because I will feel more fit, have more energy, and feel better (reason, higher purpose, or benefit). I know I can do this because I watch the Biggest Loser and I see that people who are much less fit than I accomplish amazing feats and in the end reach their fitness goals (how you know it is attainable).

EXERCISE 13

GOAL SETTING 2

Okay, now it’s your turn!

My goal is to ____________________________ (what – make sure it’s measureable) with ____________________ (whom) by ____________________ (time/date) because ____________________ (reason, higher purpose, or benefit). I know I can do this because ____________________ (how you know it is attainable).

My goal is to ____________________________ (what – make sure it’s measureable) with ____________________ (whom) by ____________________ (time/date) because ____________________ (reason, higher purpose, or benefit). I know I can do this because ____________________ (how you know it is attainable).

My goal is to ____________________________ (what – make sure it’s measureable) with ____________________ (whom) by ____________________ (time/date)
because ____________________________________________ (reason, higher purpose, or benefit). I know I can do this because ____________________________________________ (how you know it is attainable).

So, now you are ready to write out up to three basic goals for practice, considering the S.M.A.R.T. system as well as the 3 E’s.

3 E’s

<table>
<thead>
<tr>
<th>E</th>
<th>Ecological</th>
<th>Is it safe for you, your loved ones, the environment, your neighborhood, community, and planet?</th>
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<tbody>
<tr>
<td>E</td>
<td>End Step or Evidence Procedure</td>
<td>Describe the evidence procedure or end step such that you will know you have reached the goal. This is done using sensory detail: taste, touch, smell, sight, and sounds. You’ll describe what needs to happen so that you know you reached your goal.</td>
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<tr>
<td>E</td>
<td>Enhance and Envision</td>
<td>Breathe life into your goals as you envision yourself already there.</td>
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**EXERCISE 14**

**ECOLOGICAL GOALS**

Now answer this question: Am I ready, willing, and able to do so? If you are not in agreement at this time with all three, stop and move to another exercise, or dig deeper to determine what is holding you back from being ready, willing, and/or able? Seek help if necessary! This is important, and you are important, so get the help you need to move forward! You can come back to this exercise a little later when you are more ready, willing, and able. If you can answer yes to all three, terrific! You’re on a great track to creating your path towards success! Congratulations! Now let’s make sure your goal is ecological, which according to Howard (2007, notes) basically means is it safe? Here’s how to check.

- Is it safe for me? Y / N
- Is it safe for my loved ones? Y / N
- Is it safe for my planet? Y / N

*The important thing is this: To be able at any moment to sacrifice what we are for what we could become.*

Charles DuBois

If you get a NO, then revise or reconsider! If you get a YES, keep going!

So, what is an end step (or evidence procedure) and what does it look like for you? The end step is the thing that has to happen in order for you to know you have achieved your goal. It is the answer to the following types of questions: How is it you will know you achieved this goal? What will you see, hear, smell, taste, and/or touch once you have reached your goal? What needs to happen in order for you to know that you reached your goal? What does your sensorial experience need to be like in order for you to know that you reached your goal? It is important to think about this in detail for a moment. This process helps emotionalize the goal and when emotions are involved, the process becomes more powerful and compelling.

Here’s an example: If you wanted to write a best selling book and become a famous author, what would need to happen in order for you to know that your dream came true? Is it holding the check for $200,000 in your hand? Is it typing the last page of your book? Is it holding your copy of the book that just hit the bookstores? Is it looking at your bank statement and seeing the deposit for $200,000 on a given date? Is it sitting in a...
bookstore at your own book signing? What is the end procedure for you? (Hint: It will be different for everyone, so there is no right or wrong answer with this process!)

Sample End Step or Evidence Procedure:

I am standing on a scale in my doctor’s office. The doctor weighs me at 135 pounds. I hear her say, “Congratulations, you weigh your goal weight of 135 pounds.”

Wearing a new pair of size 8 jeans and a stylish top, I feel proud, excited and accomplished. I look down at the scale and see the number: 135 and I can smell and taste success!

Thinking for a moment now about some of your basic goals; begin to create the picture by writing down your ideas of what needs to happen to know it’s been accomplished and what it’s like when you are there. Create a “picture” in your mind by first describing (in writing) what surrounds you when you are already there now. Describe the picture in detail. Include what you see, hear, feel, taste, touch, and smell when you know now you have already reached your goal. Make it feel real as you first write and then reread your words below.

End Step or Evidence Procedure for Goal One:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

End Step or Evidence Procedure for Goal Two:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
End Step or Evidence Procedure for Goal Three:

EXERCISE 15
GOALS: FINISHING TOUCH

Now for the final goal-setting step, it is time to integrate and condense your basic goal-pictures above into the following format as described by Howard (2007, notes): You can take the most vivid and important aspects from each end step above and put them into the end step section in this exercise. It is not necessary to put everything; the overall idea has already been planted in your mind.

Sample Strategic Goal:
It is now June 1, 2009 (future date) and I am/I have standing on a scale in my doctor's office, the doctor is smiling as she notes my current weight of 135 pounds in my chart and I feel proud, excited and accomplished wearing my new pair of size 8 jeans and a stylish top as I look down at the scale and see the number: 135. I smell and taste success! (end step or evidence).

"If you want to live a happy life, tie it to a goal, not to people or things.”
Albert Einstein

It is now (future date) and I am/I have
________________________________________ and I feel
______________________________________ as I
______________________________________

(end step or evidence).

It is now (future date) and I am/I have
________________________________________ and I feel
______________________________________ as I
______________________________________

(end step or evidence).
It is now _______________ (future date) and I am/I have ____________________________
and I feel ____________________________ as I ____________________________

(end step or evidence).

It is now _______________ (future date) and I am/I have ____________________________
and I feel ____________________________ as I ____________________________

(end step or evidence).

It is now _______________ (future date) and I am/I have ____________________________
and I feel ____________________________ as I ____________________________

(end step or evidence).

SESSION 6
EMOTIONS AND BELIEFS

Most of us make New Year’s Resolutions each year. How many times have you written down the same goal as the year before? Does “lose 10, 15, or 25 pounds” sound familiar? If just writing down the goal worked, it wouldn’t keep showing up year after year on your resolution list! Writing down your goals is part of the change process, but the other part is identifying the themes, stories, and language you use which helped create your current outcome and then making intentional changes to the themes, stories, and language to create your desired outcome!

The language we use to talk to ourselves (and to others) is a reflection of our thoughts. NLP concepts can be used to help guide and change the way we think about things, which as we will see in a few minutes can directly affect the result!
Your thinking is a direct result of your subconscious conditioning. The feelings you have come from your thinking, and the decisions you make are based upon your thinking and feelings. Your actions are determined by your decisions and your actions eventually become your results! So, what you think is actually very important! Let’s break it down further:

**STF-DAR**

Subconscious Conditioning ➔ Thinking ➔ Feelings ➔ Decisions ➔ Actions ➔ Results

*Subconscious conditioning leads to thinking,*

*which leads to feelings,*

*which leads to decisions,*

*which lead to actions,*

*which create results!*

**Subconscious Conditioning:** Our subconscious conditioning is the result of the experiences, beliefs, attitudes, and filters we absorb. They come from our parents, friends, schools, churches, and society and are taught to us by verbal programming, modeling, and specific experiences. This subconscious conditioning becomes your automatic response, unless you take action and create new intentional conditioning.

**Thinking:** Thoughts come from the information you have stored in your mind which is made up of all of your past experiences and conditioning. You can begin to change your thoughts by becoming more aware of them. You become the observer of your thoughts, coming to realize you are not your thoughts.

**Feelings:** Feelings come about as a result of your thoughts. Feelings are the emotions or emotional perceptions you hold (consciously or unconsciously).

**Decisions:** Deciding is basically the process of choosing, whether consciously or unconsciously, before acting.

**Actions:** Actions are basically what you actually do as a result of your decisions, feelings, and thinking.

**Results:** The result is outcome you create, either intentionally or as a result of your past internal programming.

To understand how all of this comes into play, it is important to understand something more about beliefs. Beliefs are simply things we hold to be true. Notice I didn’t say something that is true! A belief can change, if not when we come to the conclusion that it is not compatible with our conceptualization of self. Beliefs are part of the subconscious conditioning that gets passed on to you through environmental, social, familial conditioning. It is very important to know that you can choose to change a belief that doesn’t support who you want to be and then replace it with a belief that is supportive of who you want to be or where you want to go.

This is a good time to talk a little more about your mind and what it is capable of doing on your behalf! The subconscious mind doesn’t stay idle, rather it gets filled with intentional thought or with thoughts that “reach it as a result of your neglect” (Hill, 1966, p. 199). Mind control is the result of self-discipline and habit; you
either control your mind or it controls you. It is most important to keep the mind busy with a definite purpose, backed by a definite plan (Hill, 1960).

"Emotion is the body’s reaction to your mind...a response to the event seen through the filter of a mental interpretation" (Tolle, 2006, p. 132). T. Harv Eker, seminarist and author, states that “when the subconscious mind must choose between deeply rooted emotions and logic, emotions will almost always win” (2005, p. 22). It’s important then to take charge of your thoughts by observing and entertaining only those thoughts that empower you (Eker, 2005).

Tolle (2006) encourages you to face facts because he believes it is always empowering. Further, he warns you to be aware of your thoughts because to a large extent, those thoughts are creating the emotions that you feel. He believes it is important to see the link between thought and emotions. “Rather than being your thoughts and emotions, be the awareness behind them” (Tolle, 2006, p. 96).

Your thoughts, beliefs, and emotions are very powerful. They help move you toward what you want, keep you stuck, or drag you down. Eker (2005) says your thoughts and beliefs are either an investment or a cost, they either empower or disempower you.

So, how do you utilize this information? Start with awareness, which is the first step to change. By identifying the statements (beliefs, attitudes, emotions, filters) that hold you back, you can begin to understand where they came from and consciously choose to retain them if they support you or let them go if they don’t.

One more thing I want to talk about here is fear. Fear can be a distressing emotion. Most emotions when traced back have some fear around them. Fear can be aroused by impending danger, evil, pain whether the threat is real or imagined. If you wait for the fear to go away, you may be waiting a long time and never achieve your results. So, it is important that you can begin now to recognize that fear is just a feeling and taking action helps tame the fear. Your new motto could be: Act in spite of fear! Or as author Susan Jeffers says, “Feel the fear and do it anyway!”

Remember, that observing your thoughts and actions helps you operate more in the present moment and allows you to make decisions that support you now, rather than allowing yourself to operate by past programming. Stay present by listening with awareness to the story you tell to yourself and to others.

**EXERCISE 16**

**YOUR STORY**

Getting to know more about your subconscious conditioning that is creating your current results is important. Since your inner world reflects your outer world, it is time to start to become aware of the language you use and to really listen to your own story. Is your story compelling you toward more of what you desire or is it keeping you stuck, sad, and disempowered?

1. Take a few minutes and write your current story in relation to your goal of achieving better fitness and/or weight loss. Remember to write your story as it is now. (Stream write, or write without stopping, for five minutes, using additional paper or the back of this page if necessary.) This story can include the good, the bad, and the ugly. Wherever you are now in your life with regard to this issue is what you will write about.
2. Now write your story the way you desire it to be.
EXERCISE 17
DECIDE

Moving forward now, decide what it is you really want. Hill (1960) says that “Procrastination, the opposite of decision, is an enemy which practically every man must conquer (p. 139). Now is the time to decide to keep moving forward. Write a brief empowering statement below which encompasses the new story and what you really want.

This is a good time to introduce the idea that using sensory language is vitally important. Any time you can tie in your senses and your emotions you set yourself up for greater success. According to Hill (1960) plain unemotional words do not influence the subconscious mind; instead it is important that you communicate your thoughts with words that have been well emotionalized with belief! When you think about it, isn’t it usually an emotion that moves you to take action?

SESSION 7
CHANGE YOUR FOCUS; CHANGE YOUR LIFE

To change your life and achieve better results, one of the first and simplest things you can do is change your focus! Humans generally can manage 7, +/- 2 chunks of information, at any given time. Those chunks actually affect your current reality. Your potential reality is really limitless; in fact potential reality is really everything around us! You use your Reticular Activating System (RAS) to help filter unnecessary information because it would be impossible to process all of the information that bombards you. In fact, over 2 million bits of information come at you at any given moment. Your RAS serves you well, protecting you
from overload and providing you with the information for which your filters are set. Gratefully, the filters are changeable and you can choose the items on which you want to focus. This provides you an opportunity for positive growth and change.

You can think of your mind as being similar to a computer. If you type in "obesity," the search engine returns unlimited information about overweight, obesity, weight loss, dangers of being heavy, etc. with no (or little) focus on anything else. Conversely, if we type in "happiness" we are provided with expansive information about being happy, finding, creating and maintaining happiness. It’s pretty amazing isn’t it? Well, your RAS works similarly. Have you ever become interested in a certain model of car or wanted to read a particular book? Prior to your interest (or focus), you probably didn’t notice that model of car or the book at all. Once you focused on it, you discovered that the same car is everywhere you turn or that everyone you know is reading that very book! In reality the car and the book were there before you noticed them; you just didn’t notice! The good news is that you can take charge of your RAS, and allow it to work on your behalf.

Try closing your eyes and picturing yourself in a large dark living room. See yourself standing in that dark room and turning on the flashlight that you are holding. As bright as your flashlight is, it doesn’t light up very much of the room, does it? Now imagine you are holding a flood light instead. Now see yourself turning on the flood light. Much more of the room becomes visible, right? All of the space was there before you changed the lighting, you just didn’t see it. Your focus is like this. Potential reality is all around you, it just takes your intention of focus to widen the view allowing you to take it all in thereby seeing all of the possibilities.

So, think for a moment about what it is you focus on? If you focus on negativity, complaining, or blaming, chances are high that you’ll be surrounded with more of the same. Haven’t you heard the saying, “Birds of a feather flock together” or “Misery loves company?” Or if you focus on the positive, you might remember hearing:

- Like attracts like.
- Success breeds success.

If you focus on taking charge, being proactive, and responsible for creating the results you desire, you’ll attract a different outcome. Are you ready to try an experiment? You can try it for an hour, a day, or if you’re really brave, a whole week! This can be a very powerful exercise. Remember to listen honestly to the language of your own story.

**EXERCISE 18**

**LISTENING TO YOUR SELF-TALK**

Using the T-Chart below, for your chosen time period, even if you start with just 10 minutes, tally on one side of the chart the number of complaints, excuses, reasons, blame, justification, and/or negative thoughts you have or make. On the other side tally the number of compliments you give, the positive words you speak, the supportive self-talk you create, and the times when you hold yourself accountable and responsible. At the end of the time period, add them all. When you feel stuck or frustrated because you’re not getting the results you want, this is a good awareness exercise. We’ll continue to talk more about awareness exercises later! But for now, it is enough to just notice the chatter or self-talk you exude both internally and externally. Pay attention to your language, for you are intensely listening!

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### TALLY T-CHART

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SESSION 8  
CAUSE AND EFFECT

Now that you are becoming more aware of your language patterns, it’s time to begin to change those that are not in your best interest.

The more awareness you have about how you operate, the more choices you will have. Choice is important in creating change. The theme of cause and effect will help increase your awareness, and when utilized, will create positive change.

Everyone knows someone who sucks the energy out of you, who always complains, or who never has anything positive or nice to say. And conversely, everyone has encountered someone who always has a nice word for someone, who always has a smile, who is always cheerful and positive, or someone who always gets results. The result they are getting is tied to the way they operate in the world. We would have to determine if they are at cause or in effect. With an intentional commitment to create what it is you want, it becomes easier to live at cause and to start creating more of what you want.

Let me ask you a few questions. How do you run your life? Or, do you feel like your life is running you? Or, do you help choose and control the direction of your life? Or, do you feel that life just happens and you don’t have much control over what occurs along the way?

One of the best ways to talk about this idea of whether you take charge or accepting what happens is through the Cause and Effect concept. There are two ways to operate in your life. You can choose to be at Cause or in Effect.

Operating in effect means you: give excuses and reasons for the outcomes and events in your life. You might blame, shame, complain, rationalize, or justify: You might blame the economy, the neighbor, the boss, or the traffic. You might spend time complaining about the system, the kids, the president. When you operate from the effect side of the equation (as we all do some of the time to varying degrees), you give (and focus on) the reasons X did or didn’t happen. You focus on the reasons and excuses, rather than the results. Read the few examples below and think about where you fall most of the time:

<table>
<thead>
<tr>
<th>Fact:</th>
<th>In Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am hungry and had no lunch.</td>
<td>You didn’t make my lunch or give me lunch money.</td>
</tr>
<tr>
<td>I was 15 minutes late to the staff meeting.</td>
<td>I had a low tire, and then I hit traffic, a car accident, and slow moving cars, then I couldn’t find a parking space.</td>
</tr>
<tr>
<td>My clothes were wrinkled.</td>
<td>You didn’t have my clothes ready for me. The laundromat was closed.</td>
</tr>
<tr>
<td>I ate the wrong kind of food.</td>
<td>You didn’t buy the right kind of groceries. They didn’t make the right kind of meal.</td>
</tr>
<tr>
<td>I did not check my blood sugar today.</td>
<td>My boss gave me too much work today and the kids</td>
</tr>
</tbody>
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The opposite of being *in effect* is to stay *at cause*. This means you focus on creating results! You limit the use of excuses, reasons, blame, shame, complaints, and justification. Instead, no matter whose fault you think it is, you address the issues at hand, take responsibility to the best of your ability, learn from your mistakes, and move toward the outcome you desire. Here are a few examples of living *at cause*:

<table>
<thead>
<tr>
<th>Fact:</th>
<th>Cause:</th>
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<tbody>
<tr>
<td>I feel sad and lonely.</td>
<td>I will call a friend who makes me laugh and have fun.</td>
</tr>
<tr>
<td>I need a break.</td>
<td>I will take a 15-minute walk and meditate.</td>
</tr>
<tr>
<td>I feel tired.</td>
<td>I will get a good night's sleep tonight.</td>
</tr>
</tbody>
</table>

EXERCISE 19
CAUSE AND EFFECT

Just reading the examples above, you may be able to quickly see on which side of the equation you spend most of your time. But for fun, information, and increased awareness, choose a time period, (one day or one week if you are feeling very brave and desirous of change) and keep track of the number of times you are *at cause* and the number of times you are *in effect*. Remember to be brutally honest. After all, this is for your information and your personal development. You can only change that of which you are aware. Be brave! Get informed! Invest in yourself! 

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<table>
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<tr>
<th>AT CAUSE</th>
<th>IN EFFECT</th>
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SESSION 9
VALUES DISCOVERY:
LIFE VALUES AS THEY ARE NOW

EXERCISE 20
VALUES

Values are simply the things that are very important to us. They are based on our beliefs, filters, and emotions. This awareness exercise will allow you to identify the life values that are in your life right now. In this exercise you will write down any and all values that come to you in the order in which you think of them. Remember, a value is anything that is highly important to you. Use one word or very short phrases only (no more than three words). Write the values as they are RIGHT NOW IN YOUR LIFE (NOT as you wish, hope, or think they were or should be). Leave the T and AF columns blank for now. We will work through this part later.

Here are a few hints to help you in this process. If the words or phrases don’t come easily, that’s okay. Think about how you currently spend your time that will help. You will come to a point where you go blank and no other values come to you immediately. This is called hitting a blank spot. Push yourself through two of these blank spots. Then, you can stop. Right now you are only concerned with Part 1 of this exercise, VALUES.

<table>
<thead>
<tr>
<th>PART 1</th>
<th>PART 2</th>
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</thead>
<tbody>
<tr>
<td>VALUES (List values in the order in which you think of them)</td>
<td>T</td>
</tr>
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EXERCISE 21
GOALS REVIEW
Toward/Away From

If you need additional space, use additional paper using the same format.
Looking at the graph above, you can see a straight line leading toward the goal and an inconsistent line that wavers between pain and pleasure, or reaching the goal and not reaching the goal. Moving towards the goal involves making choices consistently to support that momentum. When you choose to make decisions that support your goal 85-100% of the time, you are more apt to create the results you say you want. When you make decisions that do not support movement towards the goal, you create inconsistent results and waste a lot of energy, time, and resources in the meanwhile.

For example, let's talk about a yo-yo dieter. The yo-yo dieter will get uncomfortable at a heavy weight and experience pain, enough to make the decision to do something about it. The yo-yo dieter might finally make the decisions necessary to get to a more comfortable place, or a pleasurable place, perhaps losing 30, 50, or 100 pounds. Then the yo-yo dieter will get too comfortable and begin to forget about how each choice affects and creates the outcome. Eventually, the weight may come back and the yo-yo dieter will find him or herself in that painful place again, only to repeat the pattern.

A much healthier means to achieving your fitness goal is to consistently move toward the goal with small little waivers, which are easier to correct. Setting an acceptable range or percentage of time when you move toward the goal, will help you stay on course for the rest of your life and yet will allow flexibility for living!

Following are some tips for always moving TOWARD your goal:

- Make decisions that support your goal 85-100% of the time.
- Watch for severe fluctuation (Towards/Away From). If you are fluctuating severely, simply make more consistent decisions that support your goal.
- Break down the goal into smaller steps and consider modifying them altogether.

If you set a goal that is evidently too lofty or unattainable for you, you will only create confusion, frustration, and likely, failure. Set a goal that is really something you can do even if it is a stretch goal. Create excitement around the goal with small rewards along the way.

Now, going back to Exercise 20, Part 2 list in the Towards (T) column, the percentage of time you are currently choosing to move towards your goal, put the percent difference in the Away From (AF) column. Do that for all of your values as they stand right now. When you have completed all of the exercises in this book, you can go back to Exercise 20 and redo it twice more.

The second time you do this exercise, do it the way you imagine someone would who is already achieving the outcome you desire. List the values you think they have, as demonstrated by their results. Then list the percentages as you believe they would, in order to achieve the exact results you desire.

Complete this exercise a third time once you have finished all of the other exercises in the workbook. This time, without referring to your original values, list your values as they are now. This will help you create the life you truly desire. Anytime you feel stuck in your life in the future, this is an important exercise to return to.
for clarity, gaining insight and momentum, and developing a productive plan. Often times, when things feel out of balance, there is a misalignment of values.

**EXERCISE 22**

**REWARD YOURSELF**

Make a list of small rewards you can give to yourself as you begin to make progress. Just starting your plan is progress! Make the rewards things that cause you to laugh, have fun, and feel special or pampered. The reward may or may not involve food, but if it does, make them healthier food choices. Some ideas might include: a manicure or pedicure, a new book, a movie, tea with friends, a massage, etc. You get the idea, right? Make these rewards special enough that they will continue to motivate you to the next mini-goal.

List your reward ideas here:

<table>
<thead>
<tr>
<th>Reward Idea 1</th>
<th>Reward Idea 2</th>
<th>Reward Idea 3</th>
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</thead>
</table>

### SESSION 10

**YOUR PERSONAL STORY**

**EXERCISE 23**

**WHO ARE YOU NOW, WHO DO YOU WANT TO BE**

Looking at your original problem or issue from new perspectives can create new learnings and, therefore, new choices. Answer the following questions, looking fully and with new eyes. If you get stuck, pretend you know the answer and write it down! If you are really stuck, answer the question as if you were your own best friend giving honest feedback about what you know and observe. Look for the learnings and note them as well.

- What are the things you most enjoy or the things you do with passion?
- What are the things you are doing when you lose track of time?
- What are you doing or thinking about when you feel like you are “on a role?”
- If you had just one issue you could have help solving, what would it be?
- Have you sought help for this issue before? If so, what have you done? Have you read books, sought information, talked to a professional, shared with a trusted friend or family member, or changed a habit?

- What purpose is having this issue serving in your life? Honestly, do you now gain attention? Does it keep you from succeeding, being bored, being in a relationship? What might be some additional reasons that inhibit you from solving this issue?

- When did this issue begin? Do you remember a specific event that occurred prior to this being an issue for you?

- How does this issue affect your life? Your goals, your confidence, your time, your being?

- What lessons can be learned from having had this issue? If you can't think of any off the top of your head, pretend there were some lessons to be learned or some lessons someone else could have learned had they had the same issue.

- Brainstorm things you could do now to help solve or alleviate this issue.

- If this issue were a non-issue what would you be doing?

- What advice would you give someone who had a similar issue? How would you recommend the person move forward?

- What can you start doing today to move past your issue?

EXERCISE 24
Your Thoughts, Beliefs, and Emotions Regarding Weight, Weight Loss, etc.

This sentence completion exercise, which will help further identify the issue as well as your strengths, is adapted from Egan (1985) who recommends that you answer the questions quickly without over-thinking them (p. 56 and 57):

PART I
ISSUES

1. The biggest problem in my life now is

2. The thing I am most concerned about now is
3. I struggle with

4. I get into trouble because I do not

5. The area of my life where I feel the most negative is
6. I notice these feelings are present when I am

7. My relationship with ______________ is troublesome because

8. If I could change one thing about myself it would be

9. I self-sabotage when I

10. One problem that I haven’t yet resolved is

PART II
STRENGTHS

1. The one thing I really like about myself is

2. Other people really like me because

3. I am really good at handling

4. I managed to overcome the temptation of

5. I function at my best when

6. I am proud of myself that I

7. I show that I care about other people by

8. I can be counted on to
9. I believe I have the guts to

10. I surprised myself when I

EXERCISE 25
ASSESSING ISSUES AND STRENGTHS

It is likely that some things came up that you might like to improve from the issue assessment (concerns) and that you might like more of from the strength assessment (unexploited opportunities). The next step is to list things you may have found during the last exercises (Egan, 1985).

Concerns:


Unexploited Opportunities:


EXERCISE 26
ISSUES AND STRENGTHS

Once you have listed several of each above, pick one to three items from the issue assessment and another one to three from the strengths assessment to work on. You will have selected at least one item from each section for a total of two items on which to work.

If you find there are several concerns, choose those that will make the most difference when addressed (Egan, 1985). In NLP, this is called locating the difference that makes the difference. In other words, you will pick something that you’d like to work on, or do differently now, that will make the most difference for you. This is a key concept in closing the gap from where you are now to where you want to be.

If you are having difficulty identifying the difference that makes the difference for you, Egan (1985) offers some criteria to help select which issues to focus on for further exploration and clarification. The following 10 criteria can help you narrow down your options and help you find the criteria that will most positively affect your outcome (p. 59).

1. Severity or urgency: Does this issue need more or less immediate attention due to the distress you, or others, feel or due to its frequency or uncontrollability?

2. Importance: Is this issue important enough for you to discuss it and take action?
3. **Timing:** Can you manage this problem with the current resources you have available? Is the problem ready to be managed?

4. **Complexity:** Is this concern a manageable part of a larger or more complex problem situation? Can it be divided into more manageable parts?

5. **Promise of success:** Is there a degree of probability that you can successfully manage this issue or is there a better place to begin?

6. **Spread effect:** If this issue is handled, might it lead to improvement in other areas of your life?

7. **Control:** Is this issue something that is completely under your personal control or will you have to engage the help of others to take action?

8. **Cost effectiveness:** Do the benefits of handling this issue now outweigh the cost in your time, resources, and effort?

9. **Substance:** Is this issue important enough to spend time on, and does it need to be discussed with a professional?

10. **Willingness:** Are you willing to discuss this issue with a professional should you need to? Are you willing to address the issue?

The two to six items I have selected to work on are:

1.

2.

3.

4.

5.

6.

---

**EXERCISE 27**

**WRITING ABOUT YOUR PERSONAL STORY**

Often times, it is helpful to see and hear your own story when working through an issue. Many NLP practitioners assign homework to their clients around the issue for which they seek help. Egan (1985) also supports this process, as shown in the following exercise.

In this exercise you get to carry on a dialogue (in writing) with yourself. Choose one of the items above to start with. The overall process looks like this: you will "use basic communication skills to help yourself tell..."
your story, next choose a high-leverage issue for more extensive exploration, and then work at clarifying it in terms of specific experiences, behaviors, and feelings" (Egan, 1985, p. 67).

So, briefly tell your story around this issue by describing the problematic area of your life, in the Self section. Next, respond to that story. The goal is to gain leverage by exploring what about the problem is bothering you the most right now. Continue to respond, then, ask another question so that you continue to narrow down the problem, thereby, gaining greater understanding. Once the problem is clear, begin to ask yourself questions about the specific experiences then continue to answer, and then ask, etc. Once that is clear, then ask yourself about specific behaviors. Answer! Then ask yourself about how you feel, what feelings surround this issue. You will explore this issue until you come to some resolution and insight. Use additional paper if needed following the same format.

Self

Response to Self:

Self

Response to Self:

Self

Response to Self:

Self

Response to Self:

EXERCISE 28
YOUR STORY FROM AN NLP PERSPECTIVE

Taking Egan's Personal Story exercise a step further, you can further look at the results of the above exercises from an NLP perspective.
A tenet of NLP is that your life's quality is in direct correlation to the quality of your communication with yourself and with others. So now it's time to explore the way you communicate. What did you learn about yourself? What did you learn about your issue? Is there a clear starting place to begin work on the issue? Has the issue lessened in importance just in the telling and observation of the story?

First read the story aloud as if it were your best friend's story being shared. Being the best of best friends, you'll want to make notes as you read, jotting down any ideas that come to you. These will be ideas you can share with your best friend that would help bring resolution; resources that your friend might need to better handle or cope with the issue, new perspectives you can share, and new insights and learnings that might make the issue serve a higher more positive purpose.

So, as you read the story aloud, think about "What are the positive learnings you can point out to your friend that might make the issue worth having gone through in the past?"

List your notes below: What are the positive learnings that make this issue serve a grander purpose? What resources would be helpful? Are there any new perspectives, insights?
SESSION 11
EXERCISE 29
EMOTIONAL AND PHYSICAL FITNESS

The November, 2007 issue of the Harvard Business Review states that the American Heart Association recommends 30 minutes of moderate exercise five days a week and that increasing information is "now coming to light about how the brain can affect the body" (Gilkey and Kilts, 2007, p. 53). Research on obesity and weight related issues show that a decrease in free-living walking (the normal walking a person - whether lean or obese - walks in their average day) decreases as weight increases, and that with progressive weight gain the amount a person walks decreases, creating a catch 22 situation (Levine et al., 2008). There is a direct correlation between walking and increase in weight. What is the moral of the story? Keep walking!

Mental fitness is also important for many reasons. Neurons, the basic cells that allow information transfer to support the brain's computing power, do not have to die off as we get older! In fact, a number of regions of the brain can actually expand neurons with age (Gilkey and Kilts, 2007). This process is called neurogenesis. Neurogenesis is good news for you and it is greatly affected by the way you live your life. The good news is that your brain health is not just a product of childhood experience or heredity, but your brain's anatomy, its neural networks, and its learning ability can, not only be strengthened, but also improved through your choices, experiences, and interactions (Gilkey and Kilts, 2007).

This information basically means that, according to Gilkey and Kilts (2007), you are able to continue learning new skills and thus make physical changes to your brain as you age. NLP is all about creating new thoughts, feelings, experiences and expanding choices in response to old behaviors to help create positive change. Just the exercise of acquiring new information and expertise can help build more neural systems in your brain which ultimately can lead to a healthier life. NLP trainers teach that expanding choice is all about expanding and changing neuro-pathways! So now you can get excited! Just by reading this material and trying it out, you are beginning to expand your knowledge, paving new neuro-pathways, and improving your long-term health. Cognitive health is tied to rich experience which, in turn, has a physiological impact on the brain.

To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly.

Philosopher Henri Bergson
It's important to use your entire brain for change. You have a left hemisphere that helps you carry out routine tasks, is more analytic, and governs our abilities in language and linear logic, as well as a right hemisphere that deals with novelty, metaphor, images, imagination, discovery, and learning (Gilkey and Kils, 2007). Using both hemispheres helps form the basis of pattern recognition, which is one of the most important and powerful cognitive tools humans have (Gilkey and Kils, 2007). This ability to recognize patterns, scan, evaluate, create order, and quickly assess occurrences, and simplify complex information, is a critical factor to brain health and to NLP use.

Challenging your existing mindset, enlarging it, and making it more intricate keeps the complex brain system active (Gilkey and Kils, 2007). The use of NLP processes and techniques are often embedded in creating a fun and curious state of mind, engaging both the left and right sides of the brain, helping you to encode your brain with rich experience, new ways of thinking and learning by using novel and innovative views about a problem.

Individual or group activity that promotes learning, discovery, expansion or social activity that helps encourage emotional and social intelligence is very related to pleasure and to the brains' reward systems (Gilkey and Kils, 2007). Play is a primary source of joy and of creating human drive, the emotional fuel which helps the brain develop and expand its synaptic networks. It turns out that play and joy are pretty important!

NLP framework teaches that all learning is state dependent (Howard, 2007). One of the first processes taught in NLP is to get curious! Let the curiosity drive you to identify the strategy you exercise when leading up to and doing an undesired behavior. Then you can create a fun and playful new strategy which begins to create new choice and new neuro-pathways.

Seeking novelty and innovation is important because this capacity is typically associated with the function of the right side of the brain which "deteriorates faster with age than the left" (Gilkey and Kils, 2007, p. 65). Looking at and experiencing the world in some novel way and participating in continuous learning, exercises the right hemisphere and later that new knowledge "migrates to the left...where it is organized, encoded, and made available for day-to-day retrieval and use" (Gilkey and Kils, 2007, p. 65). Using your brain in novel ways, learning new things, and trying new and challenging activities, "capitalizes on your capacity for neuroplasticity - the ability of your brain to reorganize itself adaptively and enhance its performance" (Gilkey and Kils, 2007, p. 65).

Considering how important learning, thinking of things in new ways, and taking joy in life are, take a moment to think about your life, and your issue surrounding weight. Using some of the NLP practices you can actively engage in Gilkey and Kils' (2007) steps to help create cognitive fitness. See if you can utilize their four steps to greater cognitive fitness as you look at the issues which have surrounded your weight issue in the past, understand how experience makes the brain grow, search for patterns, work hard at play, and seek novelty and innovation!

1. Write down your issue considering the four steps listed above.

2. What patterns can you identify as being present in relation to this issue? (Do you always reach for the same kind of food? Do you choose to hit snooze rather than get up and go to the gym? So do these things always occur when you are emotionally distraught or too busy to plan?)
3. How can you look at these issues and patterns more playfully? How can you create more joy around these issues? What kind of a game can you set up to play with yourself to keep you more on track? When you think about your choices today, create the reality of tomorrow, what else are you willing to try?

4. How can you seek and create more novelty and innovation around this issue? As if you were helping a child, what else can you do to make this more fun, more engaging, more unique...and more successful?

What did you come up with? I hope some interesting and fun ideas. The main thing here is that you want to find a way to break the pattern in an interesting, fun, novel way where you are emotionalizing the change. So, let’s look at an example, and then you can write and try your own!

Sample: Instead of going directly to the refrigerator when you are upset, perhaps you could create a new pattern. To make it fun, unique, and novel you might: think of the refrigerator, get up and walk toward the kitchen, then stop in the middle of the kitchen to do five jumping jacks, do the twist for 10 seconds, then skip out to the mailbox, hum back to the house, then do a cartwheel in the living room, then sing a song, and then tell a joke (whether anyone is listening or not!), all of this before dancing with a pretend puppy in a purple tutu, while laughing hysterically and feeling really silly, before opening the door to the refrigerator to grab a healthy snack!

See what playful and silly things you can create to stop your pattern. Remember to add color, sensory language, and emotionalize your work! Go ahead and write several items to rehearse in your head. Then pretend you are going to teach your best friend how to break his or her pattern. Walk yourself through it...go ahead, create your playful new routine, then pretend you are now teaching your friend the pattern...do the pattern and do it quickly five times! You just may find yourself remembering this silly exercise later on as you reach for a healthy snack.
SESSION 12

EXERCISE 30
IDENTIFYING LIMITING BELIEFS AND DECISIONS

Part 1
Often times, we have limiting beliefs, decisions, or emotions which seem to operate outside of our sphere of awareness. These are simply patterns which have been allowed to continue so that they do often operate at an unconscious level. Today you will have the opportunity to discover and identify some of these limiting beliefs and emotions which are standing in your way. You will be looking for any limiting belief, emotion, or decision. You will recognize these statements as disempowering, self-sabotaging, nonsensical, generalizations, or containing words like I can’t… or I’m too… Some examples are: I can’t finish my homework because there isn’t any more time; Rich people are mean; I don’t fit in; I struggle with intimacy; I can’t be spiritual and wealthy; I eat when I am stressed; I am afraid I will mess up; I am too old, I am too young, I don’t have enough of anything, money/education/knowledge; I am not good enough; I am too busy/tired/fat; or I am too trusting. You can see by these examples that each of these statements are limiting in some way and do not support one’s full potential. Review Exercises 16, 18, 19, 24, 26, 27, and 29 for any of these types of limiting statements, circle them and then transfer those sentences into this section. See if you can think of any other limiting statements you hold and write them below as well.

Limiting Beliefs, Decisions, or Statements

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 2
Now it’s time to go back and help your best friend from Exercise 27. This time you will reread the story aloud listening for any limiting beliefs, emotions, and behaviors that are holding him/her back. As you read aloud circle or underline anything that you would consider to be a limiting decision, belief, emotion, or behavior.
Once you have read and circled the limitations, list your notes here:


Shortly you will have the opportunity to change one of these limiting beliefs or decisions as well as a limiting emotion. Be thinking about what you’d like to change. Remember you can always come back to these exercises and repeat them with other limiting statements that you would like to diminish or clear away.

**EXERCISE 31**

**USING YOUR IMAGINATION TO VISUALIZE THE CHANGE YOU DESIRE**

**Submodalities**

Modalities are basically your senses: hearing, seeing, tasting, touching, smelling, and feeling. Submodalities are the smaller elements of the modalities, how they appear, feel, sound, etc. Looking at and shifting your submodalities around an issue can help locate and then make the *difference* that makes the *difference*. In other words, making a very small submodality shift in just one area can drastically affect the outcome, feeling, or behavior, thereby creating a different response. Most people go through life operating on autopilot. Using NLP, and paying attention to submodalities, you can use your brain more deliberately and take more control of your responses, behaviors, feelings, and outcomes.

Humans have developed automatic responses, but they can also learn something different and this can allow them to respond in a way that is more useful. When a behavior is the result of a learned response, you will need to learn something else in its place. So using submodalities, you will identify an undesired behavior or emotion, picturing the outcome you’d rather experience and then make appropriate changes. Let’s go ahead and try this now using submodalities. This is an exercise that you can use anytime you want to change an outcome, behavior, or feeling. You will want to become proficient at using submodalities. You might want to tape record this section and play it back to yourself when you are mentally visualizing your picture, use the help of a trusted friend, (see an NLP practitioner) or just try it on your own.

Identifying the modalities and submodalities in your own mental pictures:

Get a picture in your mind of a time when you felt happy and in love. Go ahead, after you read this section, really go there in your mind. Your job is to go back to that time, with your eyes closed, and feel what you felt, see what you saw, hear what you heard, and if there were tastes or certain scents associated with those memories, then taste what you tasted, and smell what you smelled at that moment in time. Just ask yourself and notice those things now (modalities).

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**The world is not happening to us. We are happening to it. We are molding it, shaping it, creating the good and bad with our thoughts.**

—Iyanla Vanzant

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52 of 71 Pages    Krodel’s Coaching & Consulting
• What, if any, sounds are present?
• What, if any, smells or scents are present?
• What, if any, things do you see?
• What, if any, are the feelings you feel?
• What, if anything, do you touch or what touches you?
• What, if any, tastes are associated with this picture?

Now, while being back there again in your mind, experiencing and enjoying those things, notice the other smaller things inside your mental picture. You don’t have to do anything with them right now, just notice them. Notice the details of each modality. You can mentally just ask yourself each thing and notice what the answer is.

So, when you look at the picture in your mind now, ask yourself if there are any of the submodalities listed for each modality. Just notice it and say yes or no, if yes, then you can briefly describe it in your head.
(i.e. Visual Modality: Submodalities present might be shape (square), color (red, blue, green), brightness (might be dim!), contrast (none), texture (rough), distance (close), border (none)…etc.) See Appendix C for the Submodality Elicitation and Documentation sheet.

<table>
<thead>
<tr>
<th>Visual Modality</th>
<th>Submodalities: shape, color, brightness, size, contrast, texture, distance, border, location, and association or dissociation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Modality</td>
<td>Submodalities: pitch, location, volume, rhythm, tempo, melody, inflection, duration, and timbre</td>
</tr>
<tr>
<td>Kinesthetic Modality</td>
<td>Submodalities: pressure, shape, quality, intensity, movement, location, texture, speed, temperature, and direction</td>
</tr>
</tbody>
</table>

Learning to identify and later make subtle changes and shifts to these submodalities can make a huge difference in the outcome you create.

A sample to try:
If you experience pain (without it referencing that something is wrong), you can notice the kinesthetic modality and identify the submodalities within it (notice if there is pressure, intensity, movement, the location, speed, temperature, etc.). Once you have identified the submodalities, you can mentally pretend there is a knob for each submodality at the bottom of the picture. In turning the knob one way, you decrease the submodality and in turning the knob the other way, you can increase the submodality. So, perhaps you want to decrease the pressure, you could mentally turn the knob from where it is infinitely down to the left, decreasing the pressure. If you wanted to change the temperature say from cold to warm, you could mentally turn the knob to the right and increase the temperature, bringing some healing warmth to the area. Notice as you change the knob, how the submodality changes with it. If you don’t feel it happening, pretend you do. Then, notice what happens.

**Imagine Your Outcome**
Another way to use visualization is to simply imagine, with vivid detail using modalities and submodalities, the outcome you desire. This can be done through mental imagery and can be taken a step further by creating a vision board. The use of great detail in the form of color, and emotions as you create either/both of these is an important factor. When you attach emotion to an outcome, goal, or desired behavior it makes it more real!

So now, go back to one of your goals that you wrote in Exercise 15 and reread it several times. You will use the information in that goal to create a mental picture of exactly what it is you really want. Find the goal and reread it at least 5 times, now.
Great job! Now that your goal is fresh in your mind, create a mental picture that encompasses and represents your goal. Once you read these directions, you will close your eyes and go through an imaging process. Here again, it may be helpful to read the steps into a tape recorder, have a trusted friend help you, or use an NLP practitioner.

Close your eyes and get a clear picture in your mind that represents your goal. Relax deeply as you just imagine the picture that represents your goal. Notice sounds, smells, tastes, and feelings that are associated with this picture. Now notice the colors, the brightness, whether it is framed, panoramic, still, or a movie. As you mentally look at your picture, imagine a knob at the bottom of the picture, and turn up the brightness and the colors. Make it as bright as you like so that your goal picture is illuminated perfectly. Make the colors become even more alive and vibrant until they are just perfect in your mind. Then, if you want, add some animation, a frame if you want to, make the picture larger or smaller...whatever feels right to you. Notice everything you do to the picture, and only keep each thing that makes it appeal to you even more, making it more real. Once you’ve finished envisioning your goal picture, keeping the picture in the front of your mind with you inside the picture (associated), take in a few deep breaths, relaxing into the picture. Then, when you’re ready, pretend you’ve taken a snapshot of the picture that leaves you inside the picture. With you holding the picture of your goal with you inside it (dissociated), in your hands breathe deeply and exhale looking at the picture, breathing even more life into the snapshot. After a few deep breaths, imagine you holding the picture in your hands, rising up high into the sky. Now as you continue to rise up higher and higher still, you begin to notice that everything below you looks very very small so far down below. Now looking out at your timeline stretched across the sky, and holding the picture in your hands, go out following the timeline, and watch the days and months tick by until eventually you are floating up above the very date in which you said the goal would occur. Taking one more look at the goal picture with you inside it, release the snapshot and notice it floating down to the calendar way down below, naturally setting on the exact date in which you said your goal would occur. Hovering above the goal date, turn and look back toward now, noticing that everything that needed to happen in order for this goal to be achieved is happening. Everything is arranged, rearranging, and working towards creating this very goal. And now turning to look off into the future, you see the achievement of your goal and all of the rewards that come after that as a result of achieving that goal. When you are ready float all the way back to now and back down into the room.

EXERCISE 32

REMOVING NEGATIVE EMOTIONS

Installing new software, or new ways of thinking in the mind, simply allows you to shift the existing software to something more helpful so that you can feel more inspired and passionate about life. When people have a greater meaning associated to their existence, or a purpose for living, it can help propel them forward, even being grateful for the learnings associated with the past experiences.

In this exercise you will begin to diminish or remove negative emotions which are not serving you well. It will be important that you consider a positive emotion to put in its place. So, in Exercises 17, 25, 27, 28, and 29 you may find negative emotions. Circle those negative emotions, making a note of any themes that are recurring. Choose a negative emotion that you are willing to work on now. If you are undecided, consider...
one emotion that occurs the most, one emotion that seems to be the most powerful, or one emotion that is just annoying and you don't want it anymore!

Read through this section, and then either recreate it in your mind with your eyes closed or read it into a tape recorder and read it back slowly as you visualize the process. You can also engage a trusted friend to help you and can seek an NLP practitioner for assistance. Make sure you do this when you have time to relax and when you are not operating a vehicle or other equipment, since your eyes will be closed! This process is an amalgamation of processes from Bandler, Andreas and Andreas, and Howard:

Find yourself in a relaxed position now with your eyes closed, whether you are in a chair or lying down, feeling very relaxed. I want you to focus on your breathing for a few moments, breathing in and relaxing even more with each exhale. Very good, noticing your breath and how relaxed you can feel. Considering for a moment that negative emotion that you are willing to work on now, are you ready to let it go now? Is it okay with your conscious and your unconscious mind for the negative emotion to disappear? Yes, that's right, very good. For just a moment now it's time to get in touch with that emotion. Go ahead and feel it one last time and notice where it lights up in your neurology, where you feel it in your body. And now, noticing that emotion, we're going to trust your unconscious mind to take you back to the first time this emotion was ever an issue for you, whether you can consciously remember the actual event or not. It doesn't really matter. Just keep going back to the time when that emotion first became present and realize that when you disconnect it there, it will cease to have any power over you and will become a non-issue in your life. Now acknowledging that first event, I'd like you to go back a little further, finding yourself in a place of safety just before that first event or any other event that led to that event. Feeling completely safe now before that first event, it is time to rise up high into the sky, above that first event way up high above the stream of time. Go higher and higher and higher, floating up there above the stream of time. Now finding yourself looking slightly ahead and far down on that event you notice that it looks so very small and insignificant way down below. You notice that you situate yourself in a learning position as you notice that insignificant event way down below you. You recognize that there is always something to be learned. Positive learnings exist so that when you acknowledge and preserve those learnings, it will allow you to release that old emotion easily, effortlessly, and quickly. Acknowledge and preserve those positive learnings now for your future, and know that the whole event and circumstances around that event were there to serve a far grander purpose in your life, continue to preserve the learnings now. As you get those positive learnings, you can share them aloud, write them down, or make a mental note to remember them, cataloging them at the unconscious level, saving them in a special place that you reserve for all important positive learnings so that they serve you in such a way that your future can be changed in a powerful and positive way. And gaining any last of the positive learnings now, imagine if these learnings had a color, what color would they be? Yes, that's the color! Now imagine that color completely saturating your body, filling your body from the top of your head all the way down into your toes, saturating every part, every muscle, every cell of your body, completely filling and surrounding you in the color of those learnings. And now, relishing in that beautiful color, imagine if those learnings made a sound, what sound would they make? That's right, that's the exact sound. Now imagine that sound emanating from the very core of your body, filling your body with the sound of the learnings — joining the color and now you feel completely filled with the sound and color of the positive learnings. Now I want you to go back again move right back before that original event, so that you are at least one hour before the event ever occurred, and move into the release position. You're way up in the air, looking down on this little tiny event that is so far away from you, far down and in front of you, noticing how small and insignificant this little event appears to be. And in the release position in relation to this event, the question is...now, where did the emotion go? Did it disappear? That's right, very good. Now it's time to test, I want you to briefly float down so that you are right there inside that event, so that you are looking through your own eyes, hearing the sounds around you, feeling the feelings of being right there inside that event and just notice, where did that emotion go, is it there or has it disappeared now? Noticing that the emotion is flat or gone, it's time to quickly rise back up into the air, high
above your stream of time and taking the release position, take the sound and the color of those positive learnings and splash them forward into your whole stream of time, letting the future be saturated with the sounds and the color of those learnings. Enjoying the feeling of watching the saturation occur, come all the way back to now, but only as quickly as you release all of that emotion replacing it quickly with the sound and the color of those learnings in such a way that your feelings and behavior will change without even you being consciously aware...back to now, good. Opening your eyes and becoming aware of being back in the room now. You did very well, now I want you to take a moment and think about any event where you used to feel that old emotion and notice is that old emotion there or is it flat or gone now? Good. It is flat or has gone. Now I want you to stop out into some indefinite time in your future where in the past you might have felt that old emotion in an unwanted, unwarranted, or unnecessary place and notice what happens now for you...It's not there? Good. How do you know? That's right it doesn’t feel the same. You’ve done a very great job. The learnings may continue to come to you over the next several days, whether consciously or unconsciously, but you can find yourself feeling differently now about that old issue.

EXERCISE 33
THE BELIEF CHANGE

Behavior is organized around beliefs and when you say something is either important or unimportant, it is because there is a belief around that thing (Bandler, 1975-A). Beliefs are not necessarily good or bad, they either serve you or they work against you. Beliefs often operate as guiding principles, so it’s important to take control of those which do not work in your best interest. If you hold a belief that you have identified in one of the other exercises as a disempowering or limiting belief, it is in your best interest to remove, neutralize, or destroy it and replace it with a belief that works better on your behalf! The belief change exercise is an exercise which does not limit behavior but rather expands behavior and possibilities. New patterns help generalize cross-contextually so that new behaviors are promoted and you are able to move toward the realization of your desired outcome!

Beliefs can be compelling for people to act in good or bad ways, yet as pervasive as the belief might be, they can change that belief in an instant! For instance, if you do not believe that heating and eating from plastic is a cause of cancer and you were suddenly diagnosed as having cancer and were shown reliable studies showing that heated plastic is a contributor to cancer, you would very likely immediately change your belief and no longer use plastic for heating/eating. Or if you believed that you couldn’t earn an A in a course, but somehow earned an A at the end, you would see that old belief was untrue and you would let that belief fall by the wayside. Much of habitual behavior is about protecting, maintaining, and reinforcing beliefs, so imagine if you choose only to maintain and reinforce beliefs that work for your well-being and best interests! Beliefs can and do change.

Beliefs are not something you are born with, rather they are formed by your life experiences, and while they may at first appear rigid or immutable, they are, in fact indeed malleable and changeable. In this exercise you will choose one of your limiting beliefs or decisions and go through a change process. Looking back to Exercises 16, 18, 19, 24, 25, 26, or 29, or really any Exercise or area of your life where you identify a limiting belief, choose one to work on now. Remember you can do this process repeatedly over the course of your lifetime to help you make productive change by adjusting your beliefs.

Good, you’ve chosen a limiting belief that you no longer wish to have. As in the exercise above, you may want to read this process into a tape recorder and play it back so you can listen to it in a relaxed fashion with your eyes closed, or you may want to enlist the help of a trusted friend, mentally work through the process yourself, or obtain the help of an NLP practitioner. Remember not to listen to the tape or do this process while operating a vehicle. Also, in this exercise you will be asked some questions and you can either take mental
note of the answers, or you or someone else can jot down the answers in columns by belief, so that they can easily be compared. You will work with the answers to these questions briefly. A submodality elicitation checklist is included in the Appendix. You will need that submodality checklist for several exercises so you’ll want to make a few copies, or follow the format when taking notes. When we get to the part about asking questions, you will read the questions on the submodality checklist, noting the answers. You will be able to compare the answers to specific questions and identify the difference that makes the difference for creating change.

Good, it’s time to begin. Situate yourself in a comfortable and relaxed position and begin to concentrate on your breathing now. Just noticing how comfortable you feel and how easy you breathe. Breathing in and breathing out, noticing the breath, relaxing even more with each exhale. Noticing that with every breath, you feel more comfortable and more relaxed, eager to let go of that unwanted belief. Notice you are enjoying several nice long easy deep breaths. Good. And now, taking in one more deep breath, you know it is now time to begin. First, think of that unwanted or limiting belief now. And as you think of that unwanted belief, do you have a picture of it? Yes, that’s right get a picture and hold that picture in your mind. Now as you think of that picture I’m going to ask you some questions and you can state the answers or just notice them as they occur. (Read and mark the submodalities from the submodalities checklist.) I.e. Is that picture black and white, or color? When finished with reading and marking the submodalities, then go ahead and open your eyes now.

Great. You’re doing just fine. With your eyes open now, can you think of a belief that is no longer true? For instance you once had the belief, “I am a child”, did you not? Think of a belief that is no longer true. When you have it, I’d like to ask you, do you still believe that now? No, of course you don’t, that belief is no longer true.

Good now go ahead and close your eyes thinking of that picture of the belief that is no longer true. Again I’m going to ask you some questions (or read and mark the submodalities located in the submodality checklist in the appendix) I.e. Is that picture black and white, or color?

You are doing great. Now continuing to keep your eyes closed, I’d like you to take that original picture of that old belief and move it onto the screen of your mind right on top of that belief that is no longer true! Notice that the pictures as they blend into one, becomes much more similar to the picture of the belief that is no longer true? Noticing now that all of the qualities and submodalities you noticed about the belief that is no longer true comes forward strongly now, so that those qualities are the only qualities left. Turning those qualities up even higher now, reviewing those submodalities and stressing those that were different from the first picture, you easily see the picture blend into the belief that is no longer true. Turning those submodalities up now so they become even more clear and present, I’d like you to think of the sound that Tupperware makes as it snaps into place and go ahead and hear those sounds as those pictures lock into place just as Tupperware would... “Click, click, click, click”…very good. Go ahead and open your eyes.

You are doing great, what about that old belief? How do you feel about it now? Is it hard to access? Yes, that’s right it is. Now I’d like you to think of a belief which for you is absolutely true. It may be that water is wet or that the sun will rise tomorrow. For you, what is the belief that you hold to be completely true? Good, now go ahead and close your eyes. As you think of this absolutely true belief, and how you know it to be true, do you have a picture of it in your mind? Good, look at the picture for a moment. (Read the submodality checklist and make notes...Is that picture black and white or color, etc.?)

Great. Go ahead and open your eyes. I have a question for you, do you smell popcorn? Ha, gotcha! I’m just kidding. You are doing very well. Now I’d like you to think of a belief you would like to have, which is
the opposite of that very first belief (that unwanted belief). Good, what is that new belief? Go ahead and describe it briefly. Good, and now as you think about that belief, do you have a picture in your mind? If your eyes are not closed, go ahead and close them now. Picturing that new belief now, I’d like you to move that new belief onto the screen of your mind and put it right on top of that belief that you absolutely know to be true. As it covers that absolutely true belief, notice that it becomes just like the characteristics of the absolutely true belief. Remembering or rereading all of those submodalities about the absolutely true belief, you notice that in the blending of these two pictures all of those submodalities are present and strong now. Focusing strongly on all of the submodalities of the belief that is absolutely true, turn those submodalities up strong now. Make them intense and real. And now taking that sound that Tupperware makes, go ahead and lock that tube place now “click, click, click, click.” Very good. Go ahead and open your eyes. Now what do you believe? How do you know? Great job!

EXERCISE 34
THE SWISH TECHNIQUE

The NLP swish pattern is used extensively in NLP and is another process that uses visualization, similar to the two previous exercises. This technique is often used to help change a belief or emotion, replace a behavior with another behavior, change momentum towards something else, etc. Masters et al. (1991) have documented their clinical experience, having used the swish pattern to successfully counsel clients of all ages with an array of issues (depression, anxiety, and jealousy). The same authors concur with the teachings of Virginia Satir and renowned NLP practitioners Andreas and Andreas (1986) who believed that the way people cope with problems are more destructive than the problems themselves (1991). Learning to look at things in different ways, helps develop and strengthen coping mechanisms. The swish pattern can quickly (and permanently) help change response to social or internal stimuli (Masters, 1991). During the process, if you get an unpleasant feeling that intensifies, simply change the submodalities to create the most pleasant and compelling picture possible, changing, rearranging submodalities until the most compelling and pleasant desired outcome is clear.

The swish pattern happens inside your thought processes, as many NLP processes do. You may need to read the steps into a tape recorder and play it back, whilst the help of a trusted friend, seek an NLP practitioner, or you may be able to try it on your own, using your own thought processes.

Go ahead and describe the unwanted behavior or emotion that you want to change. Now closing your eyes, I’d like you to think for a moment about this unwanted state. I’d like to ask, how do you know it’s time to _______? (yell at your spouse, or panic before getting into the elevator?) Good, with your eyes closed, do you have a picture of this unwanted behavior? And as you think of that picture, I’m going to ask you the submodality questions: i.e. Is that picture black and white, or color? (Continue reading the questions from the submodality checklist and make a mental note or write down the responses.)

Good, go ahead and open your eyes. Now I’d like you to think about how you would like to act instead? Imagining the ideal, how would you like to behave? With your eyes open or closed, let’s get the submodalities for this picture: i.e. Is this picture black and white or color? See Appendix C.

Very good, now when you think of this new behavior you have a picture, right? I’d like you to associate into that picture, as if you are inside of the picture now. Looking around inside the picture, of the ideal you acting the way you’d like to act, hearing the sounds, feeling the feelings of being inside that picture now, and I’d like you to remember (or read) the submodalities of the desired behavior and concentrate on them in regards to this picture now. Turning up those submodalities, imagining a knob at the bottom of the picture and if that desired picture was color, turn up the color! If it was bright, turn up the brightness! If it was a big picture,
make it even bigger! You get the idea; make that picture so it is the very most compelling and the most realistic for you now. Keep playing with the knobs turning it so that you feel extremely compelled and excited about this new picture, notice the feelings that you are feeling, turning the knobs up even more so that the picture is becoming exactly perfect and now, doubling the intensity of those feelings now by turning up the intensity knob now. Very good, enjoying that double intensity of those compelling feelings, and now I'd like you to just step out of that pictures you see yourself, that idea, you, in the picture. Good, now go ahead and open your eyes.

Clear the screen of your mind for a moment and now I'd like you to close your eyes again. Take the picture of that old trigger or belief and put it back on the screen, looking through your own eyes at that picture and now as you look at that picture, have the picture of the ideal you, the new picture appear small and dark down on the lower left hand corner of the screen of your mind. In a moment, I'm going to have you replace that old picture with the new picture of your new behavior and when you do, you'll have the new picture take center stage, huge, bright and powerful exploding onto the screen of your mind in place of the other old picture, which still fade and shrink down into the lower left corner of the screen. So not yet but when I say "swish" you will have the new big picture explode front and center, big and bright onto the screen of your mind, and you will do this quickly. Ready? Swish, desired state in the front and center the other shrinking little and to the left. Open your eyes. Great now close your eyes, again swishing the desired picture to the front and center and the undesired shrinks down to the lower left dark and dimly, swish! Again, swish, again swish, swish, swish, swish, swish, swish, swish, and swish. Now open your eyes. Has it become difficult to even see the pictures? Do you feel slightly confused? Good! Remember confusion is something to get excited about! When you think about the next time you experience the old trigger or unwanted behavior what happens? What is it you do now? Good. You've done a great job. If you need to swish some more, do it!

SWISH!

EXERCISE 35

Anchors
An important NLP theme is to break a habit or change a behavior or create a new habit or behavior. To do either, new neuro-pathways need to be created. This can be accomplished by providing new choices and attaching motivation towards those compelling new choices. Another process that can achieve this goal is anchoring. An anchor is simply a deliberate process where a desired emotional state is linked with a specific stimulus (Harman and O’Neill, 1981).

Anchoring has been around since Pavlov conditioned the dogs in his study to salivate just at hearing a certain sound. Anchors can be set unintentionally or intentionally. In this exercise we’re going to reward you for nearing the end of the workbook and for all of your dedicated and hard work. By now, you have experienced many changes and insights using the NLP framework. As a final exercise, I’d like to leave you feeling even more empowered, happy, excited, and in love with life as possible. Does that sound appealing? I hope so! In
this exercise you are going to learn to set yourself a resource anchor, an anchor that, when you want to feel resourceful (empowered, happy, excited and in love with life), you can fire it off and begin to experience the flood of resourcefulness available to you. In case you are wondering, yes I have a resource anchor. It is possible that you have seen me use it! Using your resource anchor is a little like having a secret weapon in your pocket, a source of power you can control and use when you want or need to.

Again, this exercise can be done by reading the process into a tape recorder and replaying it back, by walking yourself through the process mentally, using the help of a trusted friend, or working with an NLP practitioner. However you choose to do it will be just fine. The main thing... is treat yourself and do it!

Setting a resource anchor simply means you are going to associate into certain resourceful states and set a trigger that will allow you to feel those feelings whenever you use the trigger. Some people raise their fist in the air, and some people snap their fingers and yell “yes!” Other people clap their hands one time and yell “it’s my time”. Whatever trigger/signal you choose, make sure it is unique and not something you repeat already daily or often. This is something unique and special to be used when you want to evoke those feelings of resourcefulness. My anchor looks something like a right finger snap with a punch into the other hand while imagining or yelling ‘yes!”

So as we begin, I’m going to ask you to close your eyes and stand if you are able. You are going to envision a series of times in your life when you felt a certain way and as that positive feeling increases, you’ll set and fire your anchor several times while being at the peak of that feeling, then we’ll move immediately to the next feeling using the same anchor movement each time, in the same way, the same spot, repeatedly. This builds (or stacks) the anchor so that in the end all of those emotions and feelings are packed into your individual and unique anchor. If I ask you to imagine feeling a way that you have not felt, picture someone who has and how they felt. Now it’s time to set your resource anchor. Ready?

Standing with your feet a little apart, feeling relaxed and excited as you stand there ready to make another positive change, you can begin to feel excited. Remembering your anchor movement, you will be ready to set and fire it at any given time. Now, I’d like you to recall a time when you felt totally

- Empowered – a time when you were so incredibly empowered no one and nothing could stop you. Imagine feeling that feeling of empowerment now, really feel it, light it up in your neurology, feel the feelings, see what you saw when you were there! Feeling the feeling of being completely empowered now! FIRE your anchor now! Again! FIRE! Again! FIRE! Again! FIRE! Great job.
- And now think of a time when you felt totally and completely happy. A time when you felt so completely happy that you felt like you were on top of the world! Really picture that time, experience what you were feeling, see what you saw, and let it flow throughout your entire body! Ready to fire your anchor, now! FIRE! Again! FIRE! Again! FIRE! Very good.
- Now it’s time to think of a time when you were really excited about something. This is a time when you were so excited you couldn’t stop smiling and could hardly hold still! A time when you were so excited you just wanted to run out and tell everyone! Really feel this feeling of excitement throughout your whole body, feel it strongly now and fire your anchor! FIRE! Again! FIRE! Again! FIRE! Excellent job!
- Now it’s time to think of a situation in which you felt absolutely playful, like you were having a great time totally at play, feeling the feelings of playfulness, seeing what you saw, hearing what you heard, letting those feelings course throughout your body and fire your anchor now! FIRE! Again! FIRE! Again! FIRE! Fantastical!
- Now it’s time to recall a time when you were really on a role, when you felt as if nothing could stop you and you were the expert. Feel the feelings of really being on a role, enjoying that feeling of being
unstoppable! Let those feelings grow and expand, totally on a role and fire your anchor now! Fire! Again! Fire! Again! Fire! Very good job.

- And I’d like you to recall a time when you felt totally loved and appreciated. Remember the feelings you felt when you felt totally loved and appreciated, see what you saw, hear what you heard, feel what you felt, really allowing those feelings to run throughout your body, and fire your anchor now! Again! Fire! Again! Fire! Again! Terrific!

- And now, I want you to think of a time when you knew you were ready to laugh, to laugh as if you knew the funniest secret ever and were doing your best to contain it! Feel the feelings of laughter bubbling up inside of you, throughout your body as you let the feeling continue to spread and grow. Really seeing what you saw, feel what you felt when you were right there inside of the laughter, and hear what you heard, remember how funny that was and how much you laughed! Fire your anchor now! Again! Fire! Again! Fire! Excellent!

- And finally, I’d like you to think of a time when you felt incredibly confident and totally in love with life! Really put yourself in that picture and really hear the sounds and feel the feelings of being incredibly confident and totally in love with life! Remember how much fun it was and how you could feel those feelings right now! Great, and fire your anchor now! Fire! Again! Fire! Again! Fire! Again! Fire! Again! Fire! Very very good and now open your eyes and know that whenever you want to draw on your resource anchor you have a special means of doing so.

Great job! Now armed with tools, processes, techniques, and resources, go create your best life. Remember, you are a model for someone else whether you know it or not!

IN CLOSING

As this workbook winds down, I think it is important to stress the power of your mind. Whenever someone says, “It’s all in your mind or imagination,” get excited and get curious. Understanding the power you hold when you use your mind in specific ways can release and create a whole new outlook which can create new results. As you move through your journey of life, remember you do hold a great deal of power. Use it wisely, constructively, and positively. You’ve learned about the power of modeling, so in letting your light shine, it allows others to see how it happens and then they can model you!

The tools, exercises, techniques, and processes presented in this workbook are just a few of those used in NLP. They can be very powerful in creating positive change and, with practice, you can become proficient. Anytime you feel fixed with an issue, feel stuck in an area of your life, you can return to some of these exercises and use them to help you move forward. Remember that practice is important! There are a few important steps to long term change and it’s all in your hands. Decide and commit to following through. When you have decided and you are fully committed, it’s time to take action! The best time to act is NOW! Today is the day to decide, commit, act, and continually focus on exactly what you want now! Stay on your course and remember your power of choice!

For your final exercise, a last piece of extra credit, I have included a gratitude journal in the Appendix. Focusing on things you are grateful for, helps you stay focused on positive learnings, expectations, and attitudes. I highly recommend that you incorporate a gratitude journal or list as a new healthy habit!

I think the idea in life is to grow more fully into yourself, becoming more of who you really are in a more vibrant, joyful, playful, and powerful way. In a recent seminar I attended, three questions were asked which strongly impacted me and helped put all of this, and life, into perspective. So as seminarist, author, trainer, Brendon Burchard (2007) says at the end of each day: “Did I live? Did I love? Did I matter?”
When you choose to live your best life, you get to make a difference, by living, loving, and mattering. I ask you to improve the world by choosing to be a happier and healthier presence in it.

How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank

I’d like to thank you for taking the challenge to look at yourself and your beliefs more deeply. It is my hope that in the learnings you have found methods to improve your life and take action toward creating the life you really desire and deserve. It is my hope that this workbook has provided you with the opportunity to look at some of the issues around weight in a new way, and that you have begun to play with the idea of creating new choices. It’s good for your body and it’s good for your mind. Remember the importance of cognitive fitness as you move through your life; stay active mentally and physically.

Change is simply part of life; everything is always changing and rearranging. Understanding the power of choice, and thought, will help you stay flexible so you can better navigate life’s transitions and come out empowered, focused, and happy. Remember that there is always more to learn!

If you have any comments or questions, or are interested in workshops, trainings, and/or individual sessions based on the concepts of the workbook, you are welcome to contact the author at ekrodel@ymail.com.

Begin to make your difference today, by starting with yourself.

Enjoy your journey! Beth
REFERENCES


63 of 71 Pages  Krodel's Coaching & Consulting  beth.krodel@sbcglobal.net  4/21/2009 Rev.


APPENDIX A

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<th>Date</th>
<th>Weight</th>
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<td>28</td>
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APPENDIX B

In the first section you will see a sample of how to complete the spreadsheet. In the second section, you get to start tracking your progress. Remember, it isn’t how quickly you get to the goal, but rather than you make steady progress towards the goal.

<table>
<thead>
<tr>
<th>ROW</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
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<td>DATE</td>
<td>CURRENT WEIGHT</td>
<td>WEIGHT LOSS WEEK</td>
<td>% WEIGHT LOSS WEEK</td>
<td>WEIGHT LOSS OVERALL</td>
<td>% WEIGHT LOSS OVERALL</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>2.78%</td>
<td>5</td>
<td>2.78%</td>
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<td>7</td>
<td>1/24/2009</td>
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<td>2.29%</td>
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<td>1/31/2009</td>
<td>168</td>
<td>3</td>
<td>1.75%</td>
<td>12</td>
<td>6.67%</td>
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Now it is your turn. Keep track of your progress for the time period you have chosen. You might want to have someone you trust take a picture of you as you start, and occasionally throughout, your fitness program. That way you’ll always remember how far you’ve come and what you’ve accomplished. Sometimes seeing pictures of how we look, helps us to see what other people can see – and can help motivate us towards new choices, goals, and outcomes.

Enjoy the progress as you see the Current Weight column decrease over time and the % Weight Loss Overall column increase!

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<tr>
<th>ROW</th>
<th>B</th>
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<th>E</th>
<th>F</th>
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<td>WEIGHT LOSS OVERALL</td>
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## APPENDIX C

### Eliciting and Documenting Submodalities

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<tr>
<th>Modality</th>
<th>Submodality</th>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
<th>Picture 4</th>
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<tr>
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<td>Is the picture:</td>
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<tr>
<td></td>
<td>Black and White or Color</td>
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<td></td>
<td>Bright or Dim</td>
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<td>Near or Far</td>
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<td>What's the size</td>
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<td>Associated/Dissociated</td>
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<td>Steady or Changing</td>
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<td></td>
<td>Framed or Panoramic</td>
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<td></td>
<td>Movie or Still</td>
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<tr>
<td>Auditory</td>
<td>Are there any sounds that are important?</td>
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<td>What's the location of them?</td>
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<td>Direction</td>
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<td>Internal or External</td>
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<td></td>
<td>Loud or Soft</td>
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<td>High or Low</td>
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<td>Pitch</td>
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<td>Tonality</td>
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<td>Cadence</td>
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<td></td>
<td>Fast or Slow</td>
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<tr>
<td>Auditory Digital</td>
<td>What do you say to yourself when you think of (describe picture/emotion/belief/etc.)?</td>
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<tr>
<td>Kinesthetic</td>
<td>What feelings are important when you think of (picture/emotion/belief/etc.)?</td>
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</table>

You will be making notes under each section, moving through this process very quickly, not giving time to think, just to respond. Pay attention to the differences that make the difference. During use of the blending of submodalities to create change, focus on those differences for the positive or desired picture. Repetition makes the change more rapid and intense. If a feeling/emotion intensifies unpleasantly, interrupt the pattern and change the submodalities to create a pleasant experience, then repeat and solidify those submodalities.
APPENDIX D

My Gratitude Journal

Don't ask what the world needs.
Ask what makes you come alive, and go do it.
Because what the world needs is people who have come alive. *Howard Thurman

I am grateful and thankful for:

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APPENDIX E

Weight Range Information

This information is provided by the United States Department of Agriculture Center for Nutrition Policy and Promotion (http://www.cnpp.usda.gov/Publications/DietaryGuidelines/1990/DGI1990pub.pdf), and was included in their USDA 1990 Dietary Guidelines. This is provided for reference only. The more current methods used are to measure Body Mass Index (BMI) and Waist Circumference (WC).

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<th>Weight in pounds (19 to 34 years)</th>
<th>Weight in pounds (35 years and over)</th>
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<td>108-138</td>
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<tr>
<td>5'1&quot;</td>
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<td>6'6&quot;</td>
<td>164-216</td>
<td>182-234</td>
</tr>
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1Without shoes.
2Without clothes.
3The higher weights in the ranges generally apply to men, who tend to have more muscle and bone; the lower weights more often apply to women, who have less muscle and bone.

Source: Derived from National Research Council, 1989 (see page 27).
APPENDIX B
Hello, my name is Beth Krodel and I am a graduate student at California State University, Chico. I am receiving my Master’s Degree in Social Science: As part of the requirement I am completing a project revolving around the creation of a self-guided workbook using NLP concepts to help create change through increased self-awareness which can result in improved fitness and weight loss.

The fitness director of your sports club has agreed for you to participate voluntarily in this anonymous study by allowing me to distribute the self-guided workbook as part of the program and to receive your feedback in the form of an evaluation upon completion of the workbook or by the closing date of March 27, 2009, whether the workbook has been completed or not. The evaluation is anonymous and confidential. Although the exercises are meant to help you gain greater self-awareness as you move towards your fitness and weight loss goals, participation is completely voluntary and you are free to withdraw at any time without notification. You will not be given extra points to participate, nor will you be penalized should you opt not to participate.

This is a process of self-discovery, and as such there are no right or wrong answers and there are no risks involved. The intention is to simply help you along your fitness path. It is my hope that you will choose to participate and see what there is to learn and implement. At the end of the workbook completion and after submitting the evaluation, I will make myself available to answer any questions you have.

I hope you enjoy this process and I thank you for assisting me in the completion of my project.

Sincerely,

Beth Krodel
APPENDIX C
PARTICIPANT SATISFACTION SURVEY
AND FEEDBACK FORM

PARTICIPANT SATISFACTION SURVEY AND FEEDBACK FORM (A)

The purpose of this survey is to determine your opinion of the usefulness of the Self-Guided Workbook using NLP concepts. The results are anonymous, confidential, and private. The results will be used generally in the project, without identifying any individual. All evaluations will be kept in a locked cabinet and used only by the researcher. In Part I, please select the best answer for you. In Part II, please share your thoughts in the form of short sentences. I appreciate your honesty and candor and your participation in this study. Please complete the survey whether you have completed the workbook or not. Please return the survey to Beth Krodel by March 27, 2009. Contact me if you have any questions: 530-941-6507 or beth.krodel@sbcglobal.net.

PART I

1. Are you a member of the sports club where this workbook is being used?
   o Yes
   o No

2. Are you a:
   o Male
   o Female

3. How long have you been involved in a fitness program?
   o Not currently involved in a fitness program
   o 3 months
   o 6 months
   o 9 months
   o 12 months
   o 18 months
   o 24+ months

4. What is your age group?
   o Under age 18
   o 19-26
   o 27-34
   o 35-42
   o 43-50
   o 51-58
   o 59-66
   o 67+
5. What is your ethnicity? (You may mark more than one.)
   - Native American
   - African American
   - Latino or Hispanic
   - Caucasian
   - Asian or Pacific Islander
   - Self-identify with ______________________ ethnicity

6. What is your level of education?
   - Some high school or less
   - Graduated from high school
   - Attended some college
   - Two-year degree (AA)
   - Four-year degree (Bachelor’s)
   - Post-graduate study without degree
   - Post-graduate degree (Master’s)
   - Post-graduate degree (Doctoral)

7. What is your occupation? ________________________________

8. Completing the self-guided workbook allowed me to explore my self-awareness in a new way.
   - True
   - False

9. Did you attend any of the voluntary workshops?
   - Yes
   - No

   If yes, could you have worked through the exercises on your own?
   - Yes
   - No

10. Did exposure to the workbook help you gain more self-awareness?
    - Yes
    - No

11. Did the workbook help you lose weight?
    - Yes
    - No

12. Did the workbook help you gain better fitness?
    - Yes
    - No
13. Did you make progress toward other goals, besides fitness, weight loss, or self-awareness, as a result of your exposure to this workbook?
   - Yes
   - No

14. Did the workbook provide useful information?
   - Yes
   - No

15. Were the directions easy to understand?
   - Yes
   - No

16. Were the exercises easy to understand?
   - Yes
   - No

17. What percentage of the exercises did you complete?
   - 0% - 24% (0-9)
   - 25% - 49% (10-18)
   - 50% - 74% (19-28)
   - 75% - 100% (29-36)

18. Overall, how satisfied are you with the Self-Guided Workbook?
   - Very satisfied
   - Somewhat satisfied
   - Satisfied
   - Somewhat dissatisfied
   - Very dissatisfied
   - Don’t know

19. Would you recommend the Self-Guided Workbook to a friend?
   - Yes
   - No

20. To your knowledge, have you been exposed to NLP concepts before using this workbook?
   - Yes
   - No
21. I would have liked to cover the entire workbook with the author/researcher.
   o True
   o False

   If true, then:
   o Individually
   o Small group setting

22. I believe the workbook was easy to use.
   o True
   o False

23. I would attend a series of workshops to cover the material in this workbook.
   o True
   o False

**PART II**

24. What did you like the best about the Self-Guided Workbook?

________________________________________________________________________
________________________________________________________________________

25. What did you like the least about the Self-Guided Workbook?

________________________________________________________________________
________________________________________________________________________

26. In regards to the workbook, what could be improved to provide you with greater knowledge or service?

________________________________________________________________________
________________________________________________________________________

27. I believe completing the workbook was of value because.

________________________________________________________________________
________________________________________________________________________
RESPONSES TO THE PARTICIPANT
SATISFACTION SURVEY AND
FEEDBACK FORM

What did you like the best about the Self-Guided Workbook?

- It gave me pause to really take the time to think and reflect.
- The exercises more than the reading - although I understand the reading was necessary.
- It is very easy to follow and it is very thorough. I never got bored with it. I was always interested and felt I could complete it with ease.
- Specific goal setting.
- The wealth of relevant information and exercises and the way they were presented. Very interesting and helpful. Also, I like that the information is transferable to other areas of life besides fitness and weight loss.
- Research – intellectual explanations of how or why it works. Small steps towards big goals.
- I could complete it at my own pace.
- The workbook had a lot of great information – not all new, but put together well. If I had done the workbook sooner and worked on issues weekly I would have been more successful.
- The empowering concepts of NLP and how to implement them in my life.

What did you like the least about the Self-Guided Workbook?

- Feeling lost in some sections that I did not understand, guessing if I was doing the exercise correctly.
- I have no complaints about the workbook. My only drawback was that I don’t need to lose any weight. However, I felt I could use many of the ideas in conjunction with other aspects of my life that need work.
- Working out critical thinking, I was arguing with myself.
- Need college education to use and understand, not for average “Joe.”
- I wish I would have received it at the beginning of ALL of my Withering Waistlines programs, not just the beginning of this Withering Waistlines 3-month session.
- Session One had too much information, right off the bat. It could be overwhelming or distracting.
In regards to the workbook, what could be improved to provide you with greater knowledge or service?

- I found the workbook to be superb and I would make no changes.
- I cannot think of any right now.
- Just to meet with her and through the workbook together or in a group. Have to attend regular meetings and go through the sessions each week, providing more accountability. Regular follow up with my progress after finishing the workbook and more information.
- Using small group setting to motivate to do exercises, even if not shared, just time allotted towards working through exercises.
- An introductory session with author in small group setting and perhaps go through one exercise together and have opportunity to have any questions that come up answered throughout the workbook.

I believe completing the workbook was of value because:

- Writing down goals is always better than not. Spending time reflecting and thinking about your goals is valuable. Writing down goals and thoughts also contribute to accountability.
- It provides awareness about how thoughts affect actions.
- It reminded me of things I am aware of and helped me to refocus on bettering myself.
- It gave great tips and constructive ideas that will benefit me in more ways than weight management. These are skills and work studies that you carry with you from the time you begin the workbook and throughout life.
- I like the insight into myself, so now I can get rid of excuses.
- I learned so much about myself, how I think, my goals, and some things I’m doing that interfere with my weight loss.
- If self motivated, provided small steps toward completion of reasonable goals.
- I learned more about myself and weight issues.
- It helped me look at areas in my life that need work – and working on those will help me with my weight loss and fitness.