8adr 3/12/91

To R███████ /

Fax: ████████ (Australia)

Dear R███,

Which areas of NLP are relevant to what happens in a supervisory conferenne? At least these three:

1. NLP thinking about the difference between the <u>map</u> a person has in her mind and the territory it purports to map. All the writing *NLP* on this is directly relevant.

2. <u>Meta-model</u> which enables you to challenge psychologically ill-formed sentences. (one example is accurate pronoun use- saying <u>I</u> ~~and~~ *or* <u>you</u> rather than <u>one</u>)

3. All the NLP work on rapport and pacing and leading.

My own experience of NLP is a) reading a fair bit

          b) going to too many introductory sesssions

          c) experimenting with a small group

          d) introducing others to rudimentary concepts

          e) inventing one or two NLP-ish exercises of my own. *+ thrilled by it .*

J███ B███ is in the middle of an NBB course at the moment and will arrive in Sydney on December 2nd. She'll be your side of the globe for a month. Her address is: ███████

NSW Australia

Liz please add

As a teacher I need to find a million frames to offer students/trainees within which they ~~week~~ *may* learn. If I want some one to do reading I need to mend the fuse and then switch the light on. I also need to be ready to be amazed and thrilled by their reaction to the text. I suppose it is the instinctive state of mind of a good mum with *a* small child. And all this fuse-mending and light-switching-on and enjoying the reaction is real fun.

Given the above, I find <u>syllabus</u> a really humorous word, like <u>rhubarb</u>, a silly kind of bus. A retrospective syllabus is quite a useful tool, it helps your thinking.

et bien, voilà ,

Mario,