

Spring/Summer 1998 • £4.95

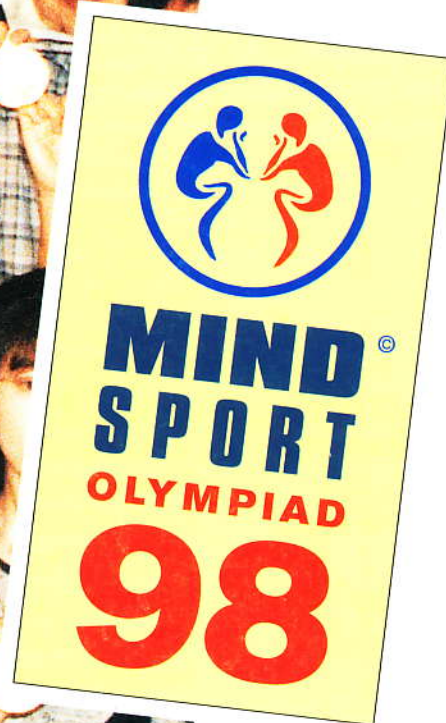
Volume 9 • Number 1/2

SYNAPSIA

THINKING

BRAIN POWER

THE MIND



HEALTHY MIND, HEALTHY BODY

THE SECOND MIND SPORTS OLYMPIAD: BIGGER AND BETTER!

SENSORIAL MARKETING

BUSINESS BRAIN

ABORIGINAL MIND MAPS

MIND SPORTS: CHESS • BRIDGE • CHINESE CHESS • CROSSWORD

THE 2nd MIND SPORTS OLYMPIAD



NOVOTEL LONDON HAMMERSMITH LONDON, 24-30 AUGUST 1998

- The 2nd Global Mind Sports Event
- Gold, Silver and Bronze Medals
- Four London/NY Concorde returns
- £100,000 in prizes awarded in 1997
- Chess
- Card Games
- Games Workshops
- Mental Skills

Abalone	Draughts (10x10)	Othello (Reversi)
Backgammon	Entropy	Owari
Bridge	Go (19x19)	Pentamind
Chess	Go (13x13)	Poker
Chess Problem Solving	Go (9x9)	Rummikub
Chinese Chess (XiangQi)	HexDame	Scrabble
Computer Programming	IQ Competition	Settlers of Catan
Continuo	Japanese Chess (Shogi)	Skat (German rules)
Creative Thinking Tests	Lines of Action (LOA)	Speed Reading
Cribbage	Magic – The Gathering	Stratego (l'Attaque)
Crossword Puzzles	Mastermind	Twixt
Decamentathlon	Memory Skills	Wargaming
Draughts (8x8)	Mental Calculations	Zatre

OPEN TO EVERYONE!!

Early indications are that the number of participants at the 2nd Mind Sports Olympiad will show a significant increase on last year and we are pleased to announce that we have decided to move the event to a larger venue.

To enter, contact: David Levy
Tel: +44 (0)171 485 9146; Fax: +44 (0)171 482 0672
email: DavidL@intrsrch.demon.co.uk

SYNAPSIA EDITORIAL

A Feast of Good Things

This edition of *Synapsia* brings you a feast of good things. An excellent article by Nerida Blair, an Australian Aboriginal educator, tells of her frustration at looking for ways to communicate information and strategies to Aboriginal peoples and Torres Strait Islanders (peoples whose indigenous education has been traditionally – and remains today – participatory, innovative and holistic) and her discovery of Mind Mapping. On the Mind and Body theme, I have written an article about the Alexander Technique, having recently embarked on a three-year training course to become an Alexander teacher.

On the business front, we have an article by Professor Dr Joe Kovach on the 'Use of Whole Brain Techniques and Sensorial Stimulation to Increase Product Appeal and Knowledge in Consumers' – I quote, 'Research in the area of whole brain cortical processing coupled with the impact of multiple sensorial input has enhanced the effectiveness of branding and other marketing efforts.' Tony Dottino, our resident Business Brain contributor, has collaborated with Mo Bellio on an article about 'Process Selling'. For those of you who don't know Tony, he has his own consultancy in New Jersey and has worked closely with Tony Buzan for a number of years. He has been trained by Vanda North in all the Mental Literacy techniques.

We also focus on the upcoming Mind Sports Olympiad to be held again at the Royal Festival Hall, 24-30 August 1998. Would-be competitors should apply to David Levy – please see the inside front cover page advertisement for his contact details.

And thinking of the Memoriad last year, I have an excellent piece of news to report... David Thomas has smashed the British and European records for memorising a staggering 22,500 places of Pi. This puts him in fourth place in the all-time list of number of digits remembered. The world record is held by Hiroyuki Goto of 42,195 places. David, as you will remember, came third in the World Memory Championships last year. We look forward to reporting on his next

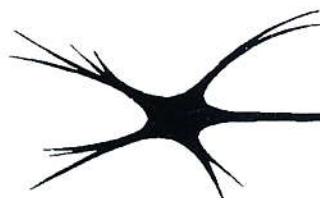
attempt... in the meantime, congratulations from the *Synapsia* editorial team.

We also have our usual regular sections... the Mind Map Gallery (Helen Whitten has sent us two Mind Maps generated by using the software package, *MindMan*) and, of course, our Mind Sports contributions. Many thanks to all those who have contributed articles and Mind Maps.

Finally, the **Brain Club Conference** this year will be held during the Mind Sports Olympiad on the first day of the Memoriad, Thursday, 27 August 1998. With memory as the theme, we encourage you to come along, either to observe or, as an audience member, to take part in the competitions. A 'get-together' at the end of the first day's Memoriad will be held in a room to be notified on the day. Please tell the Information Desk that you are a Brain Club Conference participant. There will be a small charge but that will also be notified on the day.

I would be very glad to receive your comments on this issue – your feedback is vital! In our next issue I would like to start a letters page, so please write, ring, fax or e-mail me.

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SYNAPTIC FLASHES

Latest Brain News

Double Diamond

The prestigious Rhône-Poulenc Science Book of the Year award has been won by Jared Diamond, Professor of Physiology at the University of California, for his latest work, *Guns, Germs and Steel* (Jonathan Cape, £18.99). Remarkably, this is the second time that Professor Diamond has collected the £10,000 award, having also won the 1992 prize for *The Third Chimpanzee*.

Guns, Germs and Steel explains how the different races and nations of the world evolved into their present state, and incorporates the latest research from a wide range of disciplines, from linguistics to climatology. It was described by novelist Ian McEwan, the chairman of judges, as 'an astonishing synthesis'.

Competition for the Rhône-Poulenc prize is intense. This year featured a record 109 entries, compared to 84 for the Whitbread award and 104 for the Booker. No mathematics book has ever won the prize, now in its 10th year, a trend which was continued this year with the failure of the favourite *Fermat's Last Theorem* by Simon Singh, a number one best-seller.

From Strength to Strength

The Rotary UK Chess Challenge gets bigger and better each year. Not content with a 24,000-strong entry in 1997, organiser Michael Basman has secured an additional 10,000 entries this year, which included 300 extra schools. More than 1,000 schools were involved in total, with the best players from each school qualifying for regional Megafinals and 600 qualifiers then going on to take part in the National Gigafinals. The 16 age-group winners or 'ultimos/ultimas' (eight boys and eight girls) will be meeting for a final knock-out showdown at the Mind Sports Olympiad on Saturday, August 29th to decide the destination of the Rotary Cup and the top prize of £500. Remarkably, four of these qualifiers also won their age-group last year, while two others had been successful in 1996. Under-9 winner Sarah Hegarty is the only player to have won their section in all three years of the competition.

Vote for Monopoly

Nearly fifty years after the last playing token was introduced to the game, Monopoly players will soon have a new token to play with. In the UK the standard set contains a battleship, a dog, an iron, a racing car, a shoe and a top hat, while in the USA and elsewhere a cannon, a horse and rider, a thimble and a wheelbarrow are also used. The new token will be either a sack of money, a piggy bank or a biplane. Fans of the game are being asked to nominate which of these they would prefer. You can cast your own vote at the Monopoly web site: www.monopoly.com.

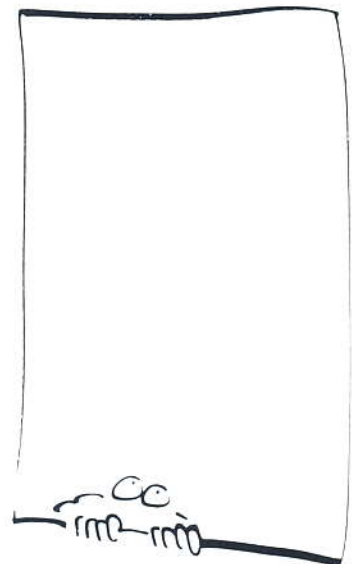
In another departure from tradition, London looks set to lose its monopoly position in the UK Monopoly marketplace. Manufacturers Hasbro are considering introducing four new regional variations based on Birmingham, Manchester, Newcastle and Edinburgh, so that Midlandsers can stop at the Bullring and Scots saunter down Princes Street. Local businesses are also being asked to sponsor properties and chance and community chest squares. The new variations should be in the shops before Christmas.

Out for Blood

In May a first edition of the book in which William Harvey revealed his discovery of the circulation of the blood reached a remarkable \$530,500 at an auction at Christie's in New York. The book forms part of the Haskell F. Norman collection, the first 800 lots of which have realised an incredible \$14 million.

Aristotle Uncovered

Archaeologists have found the lyceum where the philosopher Aristotle lectured over 2,300 years ago. The school was discovered during excavations in central Athens for the construction of a Museum of Modern Art. Aristotle (384BC-324BC) was a philosopher and scientist who organised his lyceum as a centre for research, especially into biology and history. The Greek Minister of Culture, Evangelos Venizelos described this find as 'one of the most important of the last twenty years.'



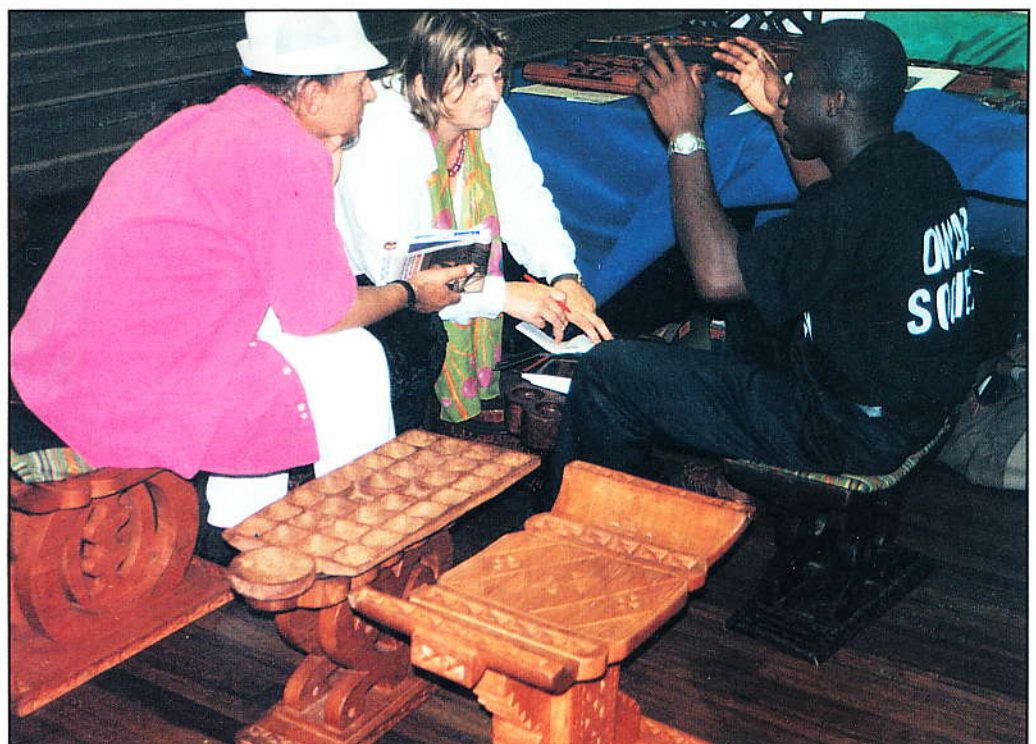
LIVE LONG AND PROSPER

With the Mind Sports Olympiad almost here, co-organiser Raymond Keene advises us to cut out visits to the gym and to take up mental activities instead.



Above: MSO Directors Tony Buzan, Raymond Keene and Sir Brian Tovey open last year's Olympiad.

Right: Enthusiastic Owari players from 1997.



It's official. There is no space for the brain in modern Britain. That is, if we are to endorse the symbol of the year 2000 chosen by The New Millennium Experience Company for the Greenwich Dome. As the logo, featuring a naked, long-legged red-head, with square shoulders and an athletic frame, was unveiled, Michael Hestline astutely, and with much self-restraint, observed: 'She has a small head.' Gavin Stamp added, that it was all too typical of a culture 'obsessed by the body, but with no brain!'

Indeed, the cranial capacity of the girl on the millennial logo is so microscopic, in relation to the size of her body, that it would be hard pressed to house a peanut, let alone a normal human brain, an organ described as the most complex structure in the observable universe.

Consider the facts. Your brain weighs about the same as a bag of sugar, approximately 2% of body weight, yet the

brain alone accounts for up to 20% of your body's energy needs. A million million nerve cells are packed into every (well, almost every) human head and there are as many cells between your ears as there are stars in the Milky Way galaxy. Each of these cells can be connected with up to 100,000 others and just counting each possible nerve connection in the human brain cortex – the outer layer – at the rate of one per second, would take 32 million years. It was Plato who first noted that the brain (not outsize shoulders or hyper-extended legs) housed the 'originating power of perception, hearing, sight and smell.'

With World Cup fever and its lachrymose lager-fuelled role models now upon us, there is an obvious danger, of which the Millennium logo is simply one pernicious symptom. That is, of exalting the physical so far above the cerebral, that we will forget that humankind's privileged place on the evolutionary ladder is not the result of powerful physique. Any self-respecting tyrannosaurus would easily have seen off a feeble specimen of Homo Sapiens, if such a temporarily anomalous meeting had ever taken place. No, our place in evolution is entirely down to our massive mental power, unique in known creation.

So, the true answer is obvious. If you really want to live long and prosper, forget about jogging, jumping and honing those bronzed pectorals to glistening

perfection. It's your brain you have to worry about. Amidst all the noisy worship of the body, worrying little warnings are already surfacing. Medically confirmed observations, for example, that 'super-fit' athletes are somehow more prone to colds and infections than the average mortal. That over-specialised physical fitness, in a curious way, erodes the immune system.

The most ghastly warning, of course, was the sad case of James F. Fixx, super-fit athlete, guru of jogging and author of *The Complete Book of Running*. Fixx set himself up as the High Priest of Fitness. When he first discovered running as the universal panacea, Fixx weighed nearly 16 stone and was breathing hard after the first 50 yards. He got down to 11 and a half stone, ran the equivalent of once around the equator and competed in races and marathons all over the world. As the cover of his 'runaway best-seller' trumpeted: 'Fixx explains why runners feel better, live longer, enjoy a more vigorous life, sleep better and smoke and drink less than their sedentary friends. Here is the guide to total fitness.' Fixx ran ten miles every day, and dropped dead of a heart attack while jogging in North Vermont in 1984 at the age of 52. Then there are those embarrassing fitness glitches that regularly seem to afflict US Presidents and presidential hopefuls. One might mention Jimmy Carter collapsing very publicly during a jogging session or



The Mind Sports Olympiad will again host the finals of The Times crossword competition.



By playing any, or all, of these or other mind-stretching games, such as bridge, crossword solving, draughts or scrabble, medical and psychological opinion now believes that you maximise your chances of a long and healthy life

Bob Dole falling off his podium and taking most of the structure with him, just after we had all seen him on television being super-fit and super-coordinated on a running machine.

Of course, one must strike a balance. I would not, for a moment, advocate a totally sedentary way of life as the ultimate goal. This was the trap which snared at the Roman senator and polymath, Pliny the Elder (born AD24) described by contemporaries as: 'The most learned man of his age.' Biographer, historian, linguist, orator, lawyer, naturalist, political advisor to two emperors and blessed with an heroically enquiring mind, Pliny decided to investigate first-hand the eruption of Mount Vesuvius in 79AD. Unfortunately, so entranced was he with the life of the mind, that Pliny had neglected the physical completely and had become accustomed to being carried everywhere in a litter by his slaves. As the ash and pumice from Vesuvius rained down, the slaves, human nature being what it is, did a 'sauve qui peut' and poor Pliny was left stranded: 'When daylight finally returned, on the second day after they had last seen him, his body was found intact and undamaged, wearing the same clothes he had put on, his appearance more like one sleeping than one dead.' (Pliny the Younger, letters, book six, letter 16). All of Pliny's independently mobile slaves, by the way, survived the ordeal and lived to run another day. At least, as the arithmetically alert amongst you will have noticed, the sedentary Pliny outlived the super-fit Fixx by three years.

If Pliny neglected one side of the Graeco-Roman equation for the good life, 'mens sana in corpore sano' (a healthy mind in a healthy body), our current pre-millennial sensation-orientated culture is, as we have seen, in danger of leaning too far the other way. But there is a useful corrective to the boredom of the jogging track, the horrors of the gym and the hysteria of the football pitch, namely, the pursuit of sports, certainly, but sports of the mind. In particular, what the Japanese refer to as 'the three games', chess, go and backgammon. By playing any, or all, of these or other mind-stretching games, such as bridge, crossword solving, draughts or scrabble, medical and psychological opinion now believes that you maximise your chances of a long and healthy life and, perhaps more importantly, one that remains at a high, even increasing, level of mental activity. Fitness

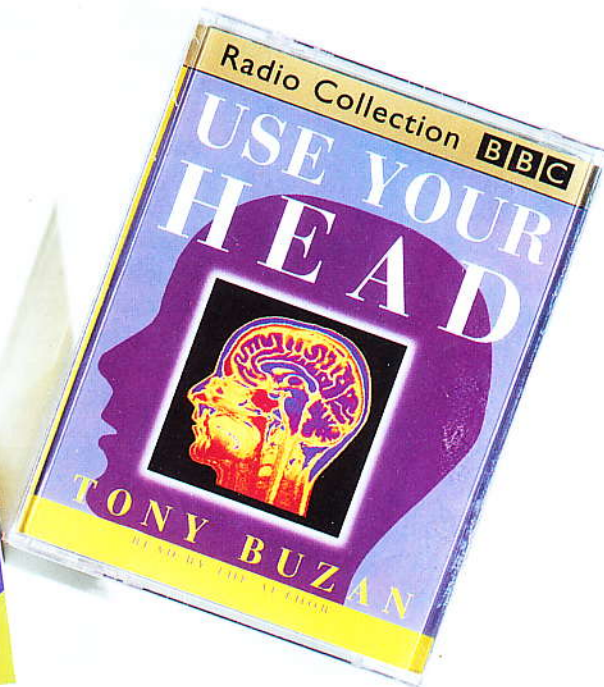
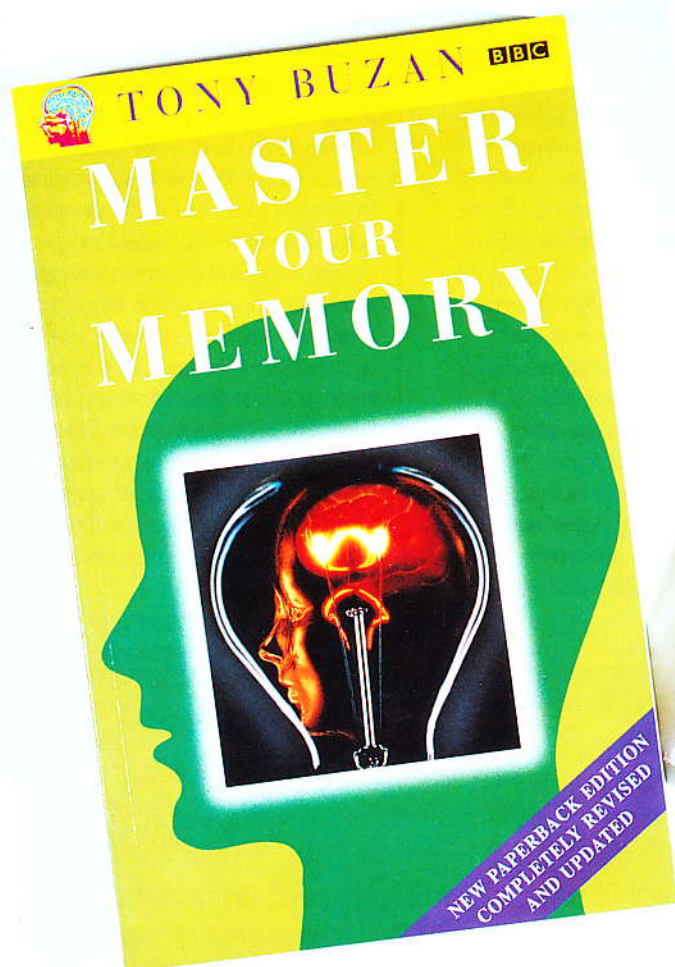
and aerobics yes, but aerobics for the mind!

How long will we live? Three score years and ten is the most commonly quoted biblical estimate, yet the *Book of Genesis* itself suggests that man's span shall be an hundred and twenty years. More recent official figures for the UK put a woman's average life expectancy at 79.1 years and a man's at 73.8. But experts now believe that it should, with improved lifestyles and medical advances, be reasonable for all of us to reach 100. After all, the most rapidly increasing age group in the USA is the over-85s, already with 50,000+ centenarians in this ever-expanding group and a prediction of 1.2 million by the year 2050.

Insurance companies devise tests to gauge longevity and, of course, their professional existence depends very much on getting this sort of thing right. Their questions divide up into fixed responses, i.e. items you cannot change, such as are you male or female or how long did your parents live? and variables, i.e. one's you can do something about. Interestingly of the 20+ key questions which are standardly set, it is an eye-opener to see the huge extent to which mental performance, IQ and mind sports related answers can make a difference, accounting for a staggering leeway of up to 11.5 productive years in your favour!

Brain cells, or at least the ones that matter, do not inevitably die off as we age, nor do our mental powers automatically diminish. In fact, contrary to rumour and received opinion, brain power and articulation can increase with age if the mind is kept active. The theory that we lose millions of brain cells every day, especially after a drink, has been widely accepted for years, but it is apocryphal. There is no scientific evidence for it, rather the contrary. Consider this statement from Professor Arnold Scheibel, then head of the Brain Research Institute UCLA Los Angeles, 'What can the average person do to strengthen his or her mind? Anything that is intellectually challenging can probably serve as a kind of stimulus for dendritic growth, which means it adds to the computation reserves in your brain. Do puzzles, try a musical instrument, try the arts, tournament bridge or chess and remember, researchers agree that it is never too late. All of life should be a learning experience, because we are challenging our brain and therefore building brain circuitry. Literally, this is the way

*The BBC is delighted to be the
official sponsor of the
1998 Memoriad*



Tony Buzan's new *Master Your Memory* paperback and the bestselling *Use Your Head* audio are available from all good retailers August 1998.



the brain operates.'

And there are other encouraging signs. Not least the news that Kingsdale Comprehensive School in Dulwich, South East London has just announced it will train its football squad to think by teaching them to compete at chess. Additionally, research by Dr Gordon Shaw, also of UCLA, shows that higher brain functions can be improved by listening to Mozart's music. According to his research, this has a similar effect on brainwaves to playing chess. Shaw compared three listening states – Mozart's Sonata in D Major for two Pianos, a relaxation tape and silence – and tested the subjects' spatial reasoning after each tape. In the short term certainly listening to Mozart raised IQ scores by an average of nine points above the other two tapes.

There has also been a call in the House of Lords for mind sports to achieve parity with physical sports in the UK school curriculum. In a debate on May 20 this year Lord Hardinge of Penshurst who, like many of us, loathed football, rugby and PE at school, said: 'Given that the UK Children's Chess Championship attracts 35,000 children from over 1,000 schools, will the government consider building on those successes by treating chess and other mind sports as valid alternatives to traditional physical sports?'

And now there is a chance to take up serious mind sports for yourself, at little personal risk, and win a medal for it. It definitely won't involve undignified loping around London's back streets in your underwear, as the marathon does. The Mind Sports Olympiad, now in its second year, features 40 different thinking sports from one-day chess to the IQ, creativity and speed reading World Championships. The first year, 1997, offered £100,000 of prize money and attracted numerous grandmasters and world champions from around the world in the various disciplines. But the beauty of it is, it's open to all. There are no barriers of nationality, sex or physical ability and no qualifying hurdles to jump, as it were.

I leave the last word to the evolutionary forces of Darwinian natural selection. Professor John Townshend of the Syracuse University of New York, has just completed an extensive anthropological study, proving that the female of the species is far more attracted to intelligent successful males than to the overtly good-looking ones. Good-looking barman, Chris Johnson, is quoted in the *Sunday Times* as saying, 'I can't believe women will go for a fat, balding city boy over a good-looking barman.' But if Professor Townshend is right, precisely 92% of women will do just that!

Mind Sports Olympiad 1998

The greatest mind gamesfest ever to hit the UK, as the British press described the first event in the series last year, is set for the Novotel Hammersmith, London from August 24-30. For MSO I, 16 World Champions, numerous brain stars and grandmasters and more than 2,000 competitors from 58 countries, descended on the Royal Festival Hall, vying for gold, silver and bronze medals in more than 39 different mind sports and mental skills. This year's expanded list of games includes: chess draughts, the Oriental games of go and shogi, speed reading, IQ, poker, memory and creativity. With entry open to all and no barriers of geography, age, sex or physical ability, the Mind Sports Olympiad has been described as the 'sporting event for the next Millennium.'

Mind sports supporters are also on the march. In the House of Lords on May 20, Lord Hardinge of Penshurst called for the government to give parity in British schools to mind sports. Lord Hardinge said: 'Given that the UK Children's Chess Championship attracts 35,000 children from over 1,000 schools, will the government consider building on these successes by treating chess and other mind sports as valid alternatives to traditional physical sports?'

Furthermore, Channel 4 TV are planning a series of nightly programmes in the week of August 17-21. *The Times* will publish a special Mind Sports Olympiad supplement on August 17.

For the Millennial Mind Sports Olympiad in the year 2000, there is already hot competition, with bids to hold the event from Rio de Janeiro, Hong Kong, London and Salzburg.

The Long Term View

Everyone agreed that the 1st Mind Sports Olympiad was a tremendous success. *Synapsia* asked two of the directors, Raymond Keene and David Levy, how they view their creation and what their future plans are.

Can you explain how the concept of the MSO was devised?

(RK) The genesis of the Mind Sports Olympiad stems from several years ago. David Levy approached me after the 1986 Kasparov-Karpov World Championship match in London and described the idea. Then I met Tony Buzan who said, that with his interest in the brain and all things cerebral, he had often dreamt of a global Mind Sports contest. So it seemed natural that the three of us should come together to work on the MSO.

(DL) I used to play in a lot of international chess tournaments and the one event which I enjoyed above all others was the Chess Olympiad, where people play for fun and for the honour of representing their country. Inspired by this, I thought about creating an event which would multiply the pleasure for everyone simply by multiplying the number of different games. The concept is, if you like, a gigantic games festival.

When did the preparations begin?

(RK) The ball really started to roll in an incredibly short space of time. On 31 August 1996 we decided, after years of toying with the project, that it was actually going to happen. Having made that decision, it was extraordinary how quickly everything fell into place. Both the sponsor and venue were organised within a very short space of time.

Meanwhile, David Levy, ably supported by David Pritchard, one of the great games gurus, accessed a worldwide nexus of contacts to attract players. The organisational team was finally completed when Don Morris, an experienced events organiser, joined the group. Dr Louise Guthrie volunteered to set up our Internet operations and Sir Brian Tovey accepted the role of company chairman with Lady Mary Tovey acting as company secretary. Sir Brian's appointment was singularly appropriate, given that he used to be head of Government Intelligence at GCHQ.

The result was the highly successful Mind Sports Olympiad 1997, which has been well covered in *Synapsia*.

How do you foresee the Olympiad developing?

(RK) Although we were delighted with last year's competition, there is naturally still plenty of room for improvement. It is my ultimate ambition to bring all the great champions of the major thinking sports to the event. In 1997 we already had 16 separate World Championships being contested. World Champions present included World Memory Champion Dominic O'Brien and the World 8x8 Draughts Champion Ron King, while the 10x10 Draughts section was packed with former World Champions (Harm Wiersma, Anatoli Gantvarg and Guntis Valneris). For the future, I would like to see the entrants include World Chess Champion Garry Kasparov, the Deep Blue chess and Chinook draughts programs, and Oriental champions such as Habu, the shogi genius from Japan. An event in which the premier event of every major thinking sport in the world took place at one and the same time would be fantastic. Can you imagine it? – I can!

(DL) We could make the next Computer Olympiad part of the Mind Sports Olympiad. The Computer Olympiad started in 1989 and has attracted as many as 100 programs competing in tournaments for 15 or more different games. In the Computer Olympiad we only allow programs. There is no Human vs. Computer competition. We feel that, at the moment, it would change the spirit of the MSO too much to allow programs to compete in our tournaments. However, it is quite possible that in the future we may stage challenge matches between strong programs and leading human players at various Mind Sports.

What are your Internet plans?

(DL) As more and more homes become connected to the Internet, it will be possible for a much larger number of players to participate in the MSO. Ideally, we would have people playing from their own home, but it is impossible to police such a situation and, given the strength of programs such as Fritz (chess) and Jellyfish (backgammon) some people would find it tempting to receive a little assistance. However, there is a way around this. We envisage competitions run from Internet cafés, where players could be watched by arbiters. If we are able to secure sponsorship we could then award prizes in each tournament – perhaps a free air ticket and hotel room in London for the MSO.

An event in which the premier event of every major thinking sport in the world took place at one and the same time would be fantastic. Can you imagine it? – I can!

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DRAWING UPSIDE-DOWN

Caroline Lawrence explores an Unusual Artistic Technique

One of the exercises in Betty Edwards's indispensable book *Drawing on the Right Side of the Brain*, involves copying a work of art upside-down. It seems crazy, but it works. When the left side of the brain, the 'naming side' cannot identify a feature, it turns the job over to the right side of the brain, the 'seeing side'. The seeing side does a better job of recording what is on the paper, because it draws what it sees, not what it thinks it knows.

If the left side of the brain can identify a feature – say a chair or an eye – it will draw its symbol for that feature. As an art teacher in a primary school, I see this all the time. If you give a child a drawing to copy, she will render it in symbols.

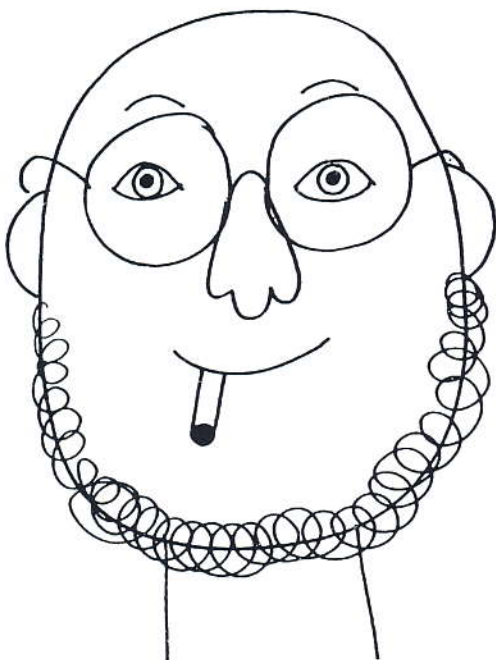
If I were to ask a child to copy Matisse's famous 1947 self-portrait, for example, she would have a quick look and with her left brain identify the main features: eyes, glasses, nose, beard, cigarette. Having noted these salient points, she would turn away from the original and put down her own symbols for these things. Her drawing would very probably look like this (see below left).

It has all the elements, but it doesn't look much like the original, does it?

If you present the child with the original upside-down, she will find it harder to identify the various features, and will begin to look at lines and shapes – things the left brain cannot name. She will more accurately draw the V-shape of the eyes and the open ovals of the glasses. The less she 'knows', the better she will draw. She will then produce something much closer to the original, like this upside-down copy by Tamara Colchester, aged 9 (see below right).

I have taught many children this technique and the results are remarkable. Needless to say, it works for adults, too, as the upside-down copy of a Van Gogh drawing by Brain Club member Penny Dablin shows (see page 14).

Some children – about one in twenty – just can't handle drawing upside-down drawings. They panic if they can't 'name' what they're drawing. I believe a lot of their fear has to do with self-confidence. As they persist, their drawing will improve and they will become more



relaxed. I never insist that my pupils continue drawing upside-down if they feel uncomfortable. It is surprisingly hard work using a part of the brain that gets such little exercise.

Children often ask me why upside-down drawing works so well. I tell them that the two halves of their brain are like their mum and dad in the front seat of the car. One is in control, is driving. Sometimes the other is quiet, but more frequently he or she is participating: reading the map, calling out warnings, criticising driving habits, etc. The right brain, I tell them, needs to be in the driving seat when we draw. Furthermore, we need to ask the left brain to please be quiet and not distract the driver. 'Tell it politely but firmly to be quiet,' I advise, following Betty Edwards's recommendation.

When images are upside-down, and the left brain cannot identify things, it becomes 'speechless', allowing the visual-

spatial right brain to get on with the driving. I tell my students how the artist Pablo Picasso used to draw his friends' portraits on the paper tablecloths of Paris cafes upside-down! To his friends, sitting opposite him, the portraits would appear right side up. How he made this shift, I don't know, but it was obviously very natural to him, and he was one of the greatest draughtsmen who ever lived.

In my classes, I can always tell when the children's right brains are finally in control; the room goes absolutely silent. It usually lasts only a few minutes before some left-brain dominated quipster, unable to remain quiet, makes a funny comment or relates a piece of gossip. But for a few moments everyone is engaged in right brain art.

I conclude this article with some more upside-down copies my students have done over the years. Why not try some yourself?

Van Gogh's 'Patience Escalier' by Brain Club member Penny Dablin.





More upside-down art:
Above left: Pablo Picasso's 'The Old
Guitarist' by Simon Tondeur (13).
Above: David Hockney's 'Sir John Giel-
gud' by James Mumford (10).
Below: Vincent van Gogh's 'The Draw-
bridge' by Ben Colchester (12).



THE 1997 MEMORIAD: A PERSONAL VIEW

Michael Tipper

Michael Tipper, 32, is a Submarine Engineer Officer in the Royal Navy. He lives and works in Bristol.

Have you ever marvelled at the memory feats of Dominic O'Brien, Andy Bell, David Thomas and Creighton Carvello and wondered how and why they do it? Have you ever wondered what it is like to train for and enter the World Memory Championships? Read on and I'll tell you how and why I came fifth in last year's Memoriad, won four medals (well, nearly) and became an International Grandmaster of Memory (well, it was close but unfortunately not close enough).

My interest in memory techniques goes back nearly 15 years to when I purchased a memory and concentration course advertised in a newspaper. My level of commitment to that course was low and after being introduced to the Major System I stopped at lesson three, reasoning that because I could remember a list of 40 items in any order after taking only a couple of minutes to read the list, any further skills offered by the course were unnecessary. And that is where my fledgling memory career floundered for 12 years until I discovered Tony Buzan's books and the wonderful Mind Mapping technique. It was not until I met Vanda North on a Radiant Thinking Skills course in 1995, that I became really excited about the possibilities and benefits of a mentally literate world.

I joined the Use Your Head Club (as it was then) and then started reading about something called a Memoriad in *Synapsia*. I listened to Dominic O'Brien at the 1996 Club Conference quote Goethe, 'Whatever you do, or dream you can do, begin it now.' The whole event was quite inspirational and if you look back at my account of the conference in the Autumn 1996 *Synapsia* (Volume 7, No 3) you will see that I made a public declaration that my dream was taking shape and that I had indeed begun to work towards realising it.

After the Brain Club Conference in 1996 I decided to check out the Memoriad and so I offered my services as a helper. It was quite a humbling experience watching the top memorisers in the world battle it out, but nevertheless I was again inspired by what I saw and completed my application form there and then

for the 1997 event. I even declared to Tony Buzan what I was going to do. Someone somewhere has a photograph of the two of us waving around my entry as it was the first of the competition.

The decision was made and my training now started in earnest. I ran every day, read Dominic's excellent book (*How to Develop a Perfect Memory*) and began replacing my Major System images with images from his system. My theory was that if the World Champion uses a particular system, then it made sense to do what he did. My enthusiasm and dedication lasted three weeks. Despite my good intentions I let procrastination get in the way of my dream and did nothing for eight months. Well that's not exactly true because there was a spurt of activity for a week after New Year, but unfortunately resolutions are not the same as goal-setting.

I look back now and I am unable to explain why I did nothing for eight months because my dream was important to me. So what got me going again? I had made a very public declaration that I was going to compete in the championships – I had told Tony Buzan, I had told friends, family and my colleagues at work. The fledgling South West branch of the Use Your Head Club had also heard my plans and I had even hinted in *Synapsia* that I was going to do something. I go going again because I had to live up to my promise. I was 'hung by my tongue'. I had to do it now or I would never be able to look at myself with any respect ever again.

My training started again in June last year and I must admit that it was my original intention to get to a level of performance that would show willing but leave plenty of room for improvement for 1998. My excuses were well rehearsed and ranged from 'Well, I have been extremely busy at work you know' to 'Well, 200 numbers in an hour isn't bad you know'. My approach at that time was to make the best of a bad job and was not a serious attempt at achieving a good result.

Then I read a book by Colin Turner called *Born to Succeed*. You see, much of the challenge that I was facing at the time

was of my own making. I looked at the scores from the 1996 competition and in my mind I was telling myself that there was no way that I could memorise any more than one hundred numbers in an hour. At the time I was right, I couldn't. *Born to Succeed* showed me that if I set myself a goal with a date, broke the goal down into stepping stones and put into place a realistic plan to achieve the smaller but nevertheless equally significant intermediate goals, then anything was possible.

Suddenly the possibility that I could actually do very well in the competition became very real. As my excitement grew, I set myself some massive goals. At one point I almost convinced myself that I could become World Champion, but when you only start training three months before the competition it is highly unlikely. As the weeks passed, I had to reset my goals twice to a more realistic level that I believed I could achieve. I eventually settled upon 500 numbers and six packs of cards in an hour and a pack of cards in under three minutes. It had taken me 10 weeks to get to that standard. Looking at the results from 1996 I believed that I could win four medals and hit the grand-master level. I even told myself every day that this was possible. My attitude was good, my training had gone well and now I was ready for the competition.

Now practising in the comfort of your own home and performing in the company of seasoned memory men like Dominic, Andy, David and Creighton are two very different experiences. I had not really anticipated the effect that nerves would have on me. In the one-hour numbers event on the very first morning my previously agile but focused mind had difficulty in concentrating on the brief given by Jeffery Malyon, never mind trying to construct images. Eventually the nerves subsided and just like the rest of the competitors I entered my own world of fantasy and imagery. It is amazing how intensely channelled your mind can become. During the numbers event I did at one point gaze up from my table for some divine inspiration and found myself staring at my own reflection in the lens of a TV camera that I had not even noticed was there!

As the first day unfolded I began to walk and talk like a seasoned competitor. That first day is the most intense part of the competition and it was during the afternoon that I realised my first strategic

mistake. You see I was using the Journey Method described in Dominic's excellent book, but for the whole competition I only had eight journeys and in the morning they had all been used once for the numbers and words. I spent most of the lunch break on the first day trying to mentally cleanse my journey locations! Fortunately I hit my goal of correctly memorising six packs of cards with the same journeys that had been used for my 512 numbers in the morning. Occasionally David Gower would insist on wrestling with a parrot in a cage when I was only interested in seeing Eddie Murphy cleaning windows at the Town Hall. A little bit of deduction and strained recall helped me out there. So by the end of the first day I had hit two out of my three performance goals and had been placed third in the 'speed numbers' and 'images on a screen' events.

Day two started with a bit of bad news. Unfortunately some of the competitors had been unable to attend the speed numbers and images events at the scheduled times and so for their benefit they were run again later in the day. Both of my bronze medal scores were beaten in each re-run and so I was relegated to the fourth place position. I cheered myself up by coming fourth in the 'binary numbers' event with 702 in 30 minutes.

The second day's events were more evenly spaced out during the day, but even so as the day wore on my mind seemed to begin to strain under the load and memorising was like walking through treacle. The surprise event worried me because by now my eight journeys were getting mentally well trodden. At the start of that event I was absolutely delighted when it was revealed that it was a Mind Map. I don't even have breakfast unless I've Mind Mapped it, so I could not have been better placed to do well and after the event I was again placed third. But once more the event was re-run for some of the lunchtime stragglers and I was again relegated to the fourth slot. For some reason a bronze medal was not awarded for this event so I did not feel too bad about it.

And so we came to the last event of the competition – the 'speed cards'. Throughout much of the competition, the interest by both spectators and press had been sporadic, but with the chance of seeing Dominic or Andy break the world record the interest was intense. During the first attempt nerves got to me and I

... practising in the comfort of your own home and performing in the company of seasoned memory men like Dominic, Andy, David and Creighton are two very different experiences.

As I called out the last card my time keeper congratulated me. I punched the air with delight and the grin on my wife's face said it all.

Michael Tipper – training hard for next year.

knew that there were mistakes. I think I made the first one at about the 18th card. I was sweating intensely because of both the pressure and the heat off the TV lights.

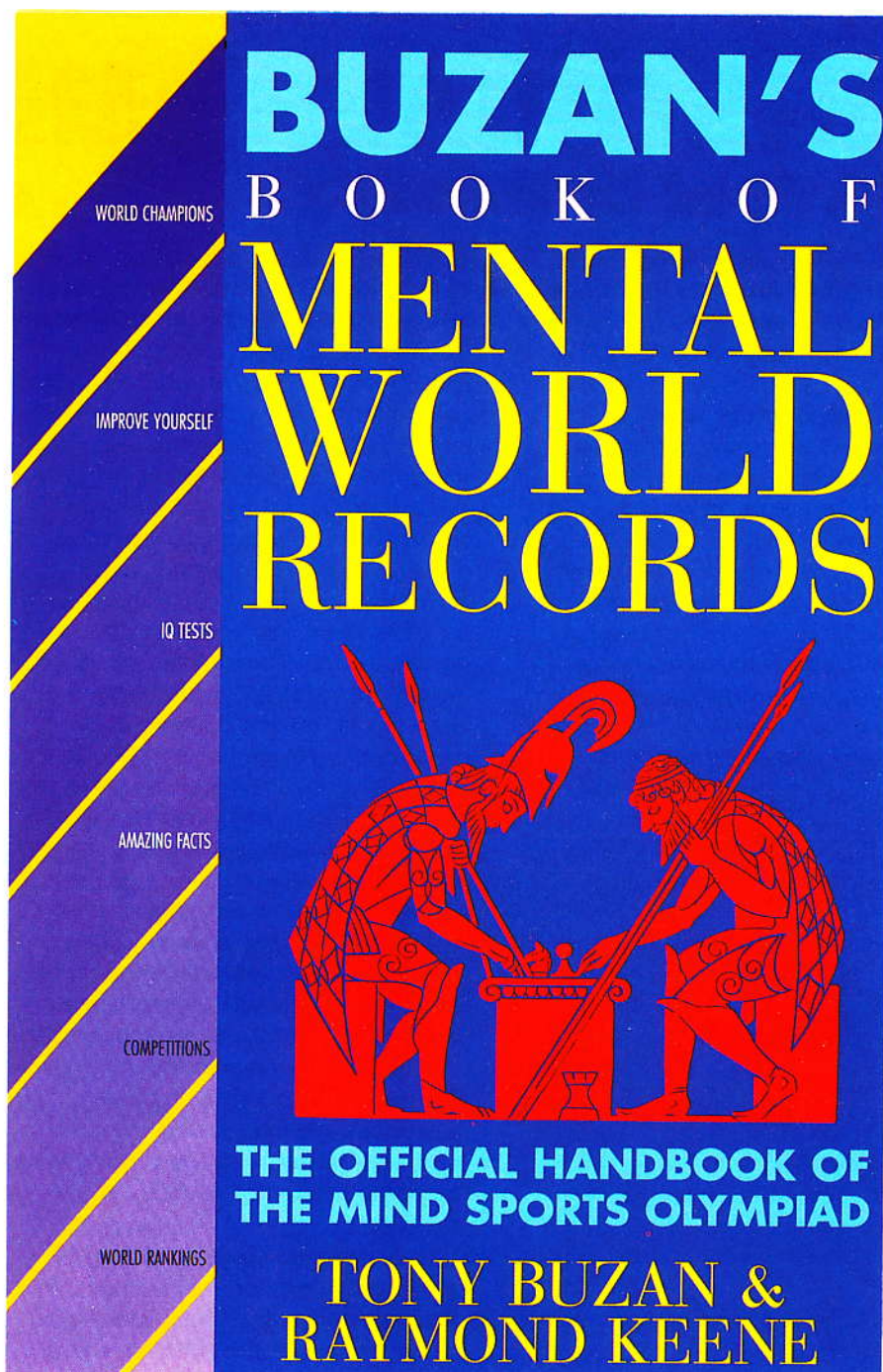
In the short break before the next attempt I composed myself, washed my face and convinced my reflection in the toilet mirror that I could do it. Having failed at the first attempt to score 52 cards correctly in under five minutes I now had only one attempt to complete the hat-trick of events for the grandmaster level. I think my pep talk did the trick because when I sat down for the second time I was calm and focused. The cards flowed and, although it seemed like I whistled through, I completed the pack in four minutes and 39 seconds; more than my goal but still within the five-minute mark. But that is only half of the battle because a perfectly memorised pack can count for nothing if you stumble on the recall. As I called out the cards I knew they were right and on more than one occasion I had to slow myself down to prevent an unnecessary error. As I called out the last card my time keeper con-

gratulated me. I punched the air with delight and the grin on my wife's face said it all. In fact Creighton Carvello, who was sat next to me, even paused in his recall and said 'Well done.'

To my utmost delight I was the only successful competitor at that attempt which put me third behind Dominic and Adel Anwar. This time I had a medal that I could keep. A quick chat with the organisers revealed out that I had achieved the grandmaster level. This achievement was announced during the award ceremony later that evening and I was on cloud nine. However, a few weeks after the event I was informed that there had been a mistake and that the goals I was aiming for were those from 1996, and so I had missed out by about 120 numbers. Still, there is always next year.

So I achieved what I had set out to do in the competition (well, nearly anyway). It was a fantastic experience and I cannot wait until this year's event. But how good is your memory? Do you realise that you can do what I did and more if you want to? Someone will eventually take away Dominic's crown. It could be you!





Did You Know That...?

- Tathagat Avtar Tulsı from Delhi, when aged six, calculated the value of pi to seven decimal places (3.1415927).
- The highest ever prize for a Mind Sports event was the \$5 million shared by Chess Champions Bobby Fischer and Boris Spassky for their rematch in 1992.
- The world record number of internet hits for any sporting event was 22 million for the final game of the Garry Kasparov vs. Deep Blue chess challenge in May 1997 in New York. This game, which lasted less than one hour, attracted 12 million more hits than the entire three-week 1996 Atlanta Olympics.
- World Chess Champion Alexander Alekhine could challenge 28 master-strength players at one and the same time and still win the majority of games, without seeing the board or pieces.
- Sean Adam, who holds the Speed Reading world record, can read at the rate of 3,850 words per minute.
- The US President and Congress declared the 1990's to be the 'Decade of the Brain'.
- Hiroyuki Goto of Tokyo has memorised pi to 42,195 digits.
- The greatest historical IQ has recently been established as that of Leonardo da Vinci at 220.

Find out about all these, and more, in *Buzan's Book of Mental World Records*
 (the official handbook of the Mind Sports Olympiad)
 by Tony Buzan and Raymond Keene
 (Buzan Centres, £4.99, ISBN 1 874374 06 6).

SENSORIAL MARKETING

Dr Joseph Kovach explores the use of whole brain techniques and sensorial stimulation to increase product appeal and knowledge in consumers.

Dr Joseph W. Kovach is Professor of Psychology at the Calumet College of St Joseph, Whiting, Indiana, USA, and Director, Buzan Centre of Chicago, Chicago, IL, USA

History and Background

American business has long understood the value of effective marketing. The discipline of marketing has grown and changed as efforts have succeeded or failed. In that sense, experience has been an effective teacher but it only takes the discipline so far.

With Lithuania's entrance into a free market economy, the availability of consumer goods has increased. With this increase has emerged a new consumer. Foreign goods come with marketing efforts that have been tested and proven successful for that country. Slick marketing packages that appeal to the newly empowered Lithuanian consumer have appeared throughout the country. Lithuania's producers face the challenge of remaining competitive in their own markets as well as reaching out to new markets outside of their country. Understanding marketing is critical.

The Brain's Cortex

Let us begin with a basic framework for successful marketing design. An essential part of that framework is the understanding of the whole brain process and how it can increase product awareness, interest and curiosity.

The initial findings of Noble prize-winner Roger Sperry suggested that the two hemispheres of the brain's cortex divided the major intellectual functions between them. Subsequent research by such people as Ornstein and Bloch confirmed this dominance but went one step further, noting the cortical hemispheres to be skilled in all areas and that the mental skills identified by Sperry are actually distributed throughout the cortex.

We now know that the brain's cortex has many different mental skills for the processing and storing of pieces of information:

Left cortex

words
logic
numbers
details
lists

Right cortex

rhythm
pictures
colour
imagination
space

When reviewing the above lists, the reader should be aware that the left mental cortical skills tend to be seen as academic or business related. On the other hand, right mental cortical skills are seen as artistic or creative. In a sense, two halves are better than one. Each one of these mental skills can be applied to every marketing situation.

Let's briefly consider each in turn:

- Words are used to convey the marketing message. In advertising we convey the identity or brand. Words can either facilitate or diminish the marketing effort.
- Logic is always present in this venue. A first logical step would be to gain the customer's attention, then present the product. The logical last step would be to move the consumer to action, to close the sale.
- Numbers are used for pricing the product, bookkeeping, the price of gold and the amount of profit. They allow for the sequencing of information.
- Details ensure that the customer is getting what they want. Details can include: colours, specifications, sizes and so on. The Japanese are particularly excellent in providing detail about product.
- Lists help use in keeping track and giving order to great amounts of information. A list can tell us placement of a product among similar items, e.g. 'top five'.
- Rhythm can refer to the rhythm of music or conversation, creating synchronisation between customer and product.
- Pictures are constantly used in catalogues and advertisements. As the old

saying goes, 'A picture is worth 1000 words' giving us mega-information instantly. Advertisers and sales-persons are most skilled when they paint word-pictures.

- Colour is considered in packaging, advertisements, catalogues. Presentations can also be colourful. Colour adds mental stimulation.

- Imagination used constantly in advertisement can transform a home into a castle, a car into an adventure, or an athletic klutz into a basketball superstar.

- Space could mean copy or display layout or the distance between customer and product or sales-person. Shapes that fill space need to be considered. Rounded shapes tend to be more alluring while points, sharp edges, or starkness of design can produce apprehension and boldness.

When mental skills of the whole cortex, both left and right, are combined a compounding and more compelling effect is produced. What mental skills are being appealed to or stimulated with the following ad?

Cosy English Manor House nestled in the wooded hillside overlooking the Chicago skyline. The great room has a cathedral ceiling and 25 feet high windows looking east onto Lake Michigan. Lead and stain glass windows add a Gothic quality. Come live your fantasy in splendour.

The bio-computer we call the brain with all of its complexity works in a rather simple fashion. Bits of information entering the brain are hooked and associated with our existing database. This process of linking, connecting and associating is infinite. So any word, emotion, number or sensorial data can be connected to or associated with other data. The above example not only stimulated cortical skills but also stimulated past experiences. New information was being linked or connected to known data already stored in the brain. The limitation is one's experience base and one's unique referencing style.

This is easily assessed when talking to a group. For instance, if we take a group of bankers and ask them to write ten words that 'pop' into their mind regarding the word 'money', the result is consistently amazing, throughout the world. Very seldom do you get an entire group of five or more bankers all relating to money in the same way at the same time. Each banker approaches the task from his or her reference in the banking industry.

Sensorial Marketing

Researchers list five major senses: sight, sound, touch, smell and taste. All greatly impact us as the consumer or the advertiser.

- Sight: This is our most heavily relied on sense. Whether the visual input is printed or pictorial, we are processing shape in terms of size, proportion, angularity and symmetry. Shape becomes associated with a product through repeated pairing and eventually becomes part of its identity. Coca-Cola's contoured bottle and Chanel No 5's square bottle are prime examples.

According to Schmitt and Simonson (1997), colour pervades corporate brand and identity. Some companies focus on colour to provide identity; the red of Coca-Cola, the dark blue of IBM, the yellow of Kodak, the hunter green of Harrods of London, or the black with white star of Montblanc. Colour can also be discussed in terms of three dimensions: saturation, brightness, and hue.

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British Airways uses the new age music of Yanni to produce a sense of ethereal escape and adventure.

- **Sound:** Probably our second sense is sound. Sound and music are both matter for corporate and brand identity. As a background, music fills a void and provides an unconscious-like identity to that space. Sound tends to enhance identity rather than create it.

At times marketing has taken a more direct and aggressive identity-creating posture. A theme song for a television show or an advertising jingle creates identity. United Airlines uses the American musical classic *Rhapsody in Blue* by George Gershwin in an identity-creating fashion. Consumers listen to this music when making airline reservations over the telephone. Even more dramatic is the use of this music associated with a coloured neon light show and moveable walkway for consumers travelling between United terminals in Chicago. In a similar way, British Airways uses the new age music of Yanni to produce a sense of ethereal escape and adventure.

- **Touch:** Another method to communicate brand and/or identity is kinaesthetically. Materials used in products create a 'feeling' for that product. Matt instead of glossy photographic paper gives us a sense of richness and quality. This becomes apparent in print communication. Business stationery and cards printed on textured or matt paper is far more impressive than the glossy of flat white. Similarly, the Australian clothier Coogi produces highly unique and spectacular sweaters. Coogi integrates multi-colours, multi-textures and multi-style weaving to produce what looks like a one-of-a-kind sweater. By this process, they have created a brand identity, which other companies are now beginning to copy.

- **Smell:** Probably our oldest sense and historically used for survival, smell is still being stimulated by corporations for brand identity. In the United States, retail outlets such as The Body Shop and Crabtree & Evelyn sell scented bath oils and soaps along with fragrant caches to create their own unique identity. In large department stores, walking through a cosmetic department can be most interesting as fragrances are offered to be sniffed and worn. It should be noted that scent, like sound, tends to enhance identity rather than create it.

- **Taste:** In the United States, food manufactures give sample to customers shopping in supermarkets. At one time this writer experienced ten different food samples one Saturday morning. A gastro-

nomnic memory implant occurs when taste buds engage in a new and enjoyable flavours.

Now we can add sensory information to the design equation. Broadbent (1958) noted that we are constantly being presented with sensorial information. Attention is the ability to filter out unwanted sensorial data. So, if our brains are constantly associating and we are constantly processing various sensorial data, it would seem feasible that we will pay attention to items that are sensorial stimulating and memorable.

Often I ask my students to close their eyes and imagine when they were younger coming home and smelling something their mother or grandmother was baking or cooking. It is a favourite dish. The author asks them to smell the fragrance and allow their imagination to taste the food.

The result is always the same, salivating like one of Pavlov's dogs! Often students can also give detail information about the kitchen and what the cook was wearing.

Synaesthesia

We know what happens when one sense is stimulated. Synaesthesia occurs when two or more senses are stimulated simultaneously. In an article written by this author (1996), the blending of senses, using more than one at a time, enhances memory exponentially. If we apply this to product branding, then the likelihood of consumers being more likely to remember should be increased.

Several years ago a real estate company in the United States instructed would-be sellers how to prepare their home for prospective buyers. This excellent video told the seller to do everything from straightening pillows to cutting the grass and putting water in the bird bath. They were told to play easy listening music on the radio and go back to their acid rock and heavy metal after the possible buyer left the house. Baking bread or chocolate chip cookies stimulated the senses of smell and taste. A cache or pot-pourri of rose petals and other fragrances in strategic areas stimulated the sense of smell. A warm fire, a few lighted lamps and light candies fulfilled one's kinaesthetic need.

Several years ago the American actor Burgess Meredith read with deep rich golden tones the following Carnation Hot Cocoa commercial on the radio: Carnation Hot Cocoa proudly presents ... A

Time to Dance:

It's the season for children; little sons and daughters bundled up roundly, spill out of their home on their way to the park. As you stand at the door facing the crisp air, and you smile knowing they'll be warm should they tumble, well dressed in layers, they'll probably bounce.

Carnation Hot Cocoa celebrates this coming of winter and reminds you of all the little things that bring us so much wonder. We offer your family something warm, creamy, and chocolatey as they return home from their adventures. Carnation Hot Cocoa. You bundle them up on the outside, we'll warm them up on the inside.'

This commercial incorporates all of our mental cortical skills and senses, directly and indirectly. Together the senses create a synergetic effect which tug at our memories and heart strings of a time past. By adding sensory dimensions to the marketing process consumer reactions can be enhanced significantly.

Classical Conditioning Revisited

Approximately 100 years ago, Russian scientist, Ivan Pavlov accidentally discovered what was later to be called paired beaming or classical conditioning.

In brief, Pavlov was researching the secretion of gastric juices in dogs when given food. Give food, dog salivates. After many trials, he presented the food with a sound. This was the pairing process and the dog would salivate. Again, after many trials, Pavlov finally removed the food and presented the sound alone. The sound alone now stimulated the dog to salivate.

Later, American researchers found that phobias could be instilled in basically the same way. Pairing a neutral stimulus, e.g. a rabbit with a loud clashing noise can instil a fear.

Similarly, repeated pairing of a product with personal successes, needs fulfilment, or fear of negative results produces the same results. What speeds the pairing process is dependent upon the level of heightened emotions.

The Carnation Hot Cocoa commercial dazzles us via our senses. In addition, this commercial creates what is sometimes called an aesthetic experience. According to Schmitt and Simonson (1997), such experiences can be created when advertising and marketing satisfies the customers' experiential needs.

Aesthetic experiences involve identity elements, e.g. a distinctive logo or packaging that provides consumers with sensory experiences. In addition, aesthetic gratification is achieved by all that come in contact with the corporation or product.

So what is the aesthetic experience associated with or to what extent can one identify with a product? Sometimes this content is subtle if not unconscious. For example, aesthetic experiences can be seen relating to colours, such as red, white and blue. The aesthetic experience is probably greater if you are a citizen of the United States or the United Kingdom.

Others don't necessarily relate emotionally or experientially to the unconscious stimuli presented here. Just because the author's favourite colour is blue, one cannot conclude he is extremely patriotic. Yet, in a Pavlovian sense what delightful experience was paired or associated with blue so many years ago?

Similarly, it is the opinion of this author; colours such as yellow, green and red are emotionally charged to the citizenry of Lithuania but not necessarily to the citizens listed in the above paragraph.

Summary

Research in the area of whole brain cortical processing coupled with the impact of multiple sensory input has enhanced the effectiveness of branding and other marketing efforts. When paired with heightened emotional states, the consumer is transformed into an experiential state. This produces long-lasting customer awareness and loyalty. This combination has created a whole new approach to marketing and marketing design.

The marketing focus is no longer name recognition, e.g. Volkswagen. Instead, the focus is on looks or trade dress creating the experiential or aesthetic gratification for the consumer. Volkswagen's image is playfulness and fun in the United States. Nike, the shoe company, tell us that if we buy their shoes we will be a successful basketball player. In fact, we can be like Michael Jordan, a superstar.

Aesthetic experiences go beyond selling or marketing a product. It takes these strategies to infiltrate and finally express a company's vision, mission and culture through sensory means. In brief, a unique organisational and brand identity is created.

This appears to be the overall trend in marketing or advertising, creating aesthetic experiences.

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BRAIN OF THE YEAR 1998

A Victory for Intellectual Capital

At another glittering occasion held at Mosimann's on 16 January 1998, the Brain Trust Council unanimously chose Leif Edvinsson as this year's Brain of the Year. A Corporate Director of Skandia Assurance and Financial Services, Leif has produced some ground-breaking, revolutionary ideas about how companies and organisations account for their most precious asset, Intellectual Capital. He has instituted the quantification of that resource, both for business and nations, showing a new way of accounting for the generation of wealth. In the Spring 1997 edition of *Synapsia*, the following definition of Intellectual Capital was provided:

The Pillars of Intellectual Capital

So what are the factors which Leif Edvinsson takes into account when measuring Intellectual Capital? The key components are human capital, structural capital (i.e. all that is left when people go home) and customer capital (i.e. the value of customer relationships). In essence, the following are among the principal factors that he chiefly has in mind:

- Competence: the goal is a growing

proportion of staff who have completed higher education, coupled with close collaboration, with local schools, colleges, etc.

- Continuous development of knowledge skills and sharing infrastructure throughout the workforce, at all levels, as well as networking with alliances and customers

- Access throughout the organisation to the latest in communication technology, thus enabling the formulation and implementation of advanced knowledge-based projects, and a steady flow of fast, relevant, comprehensible information

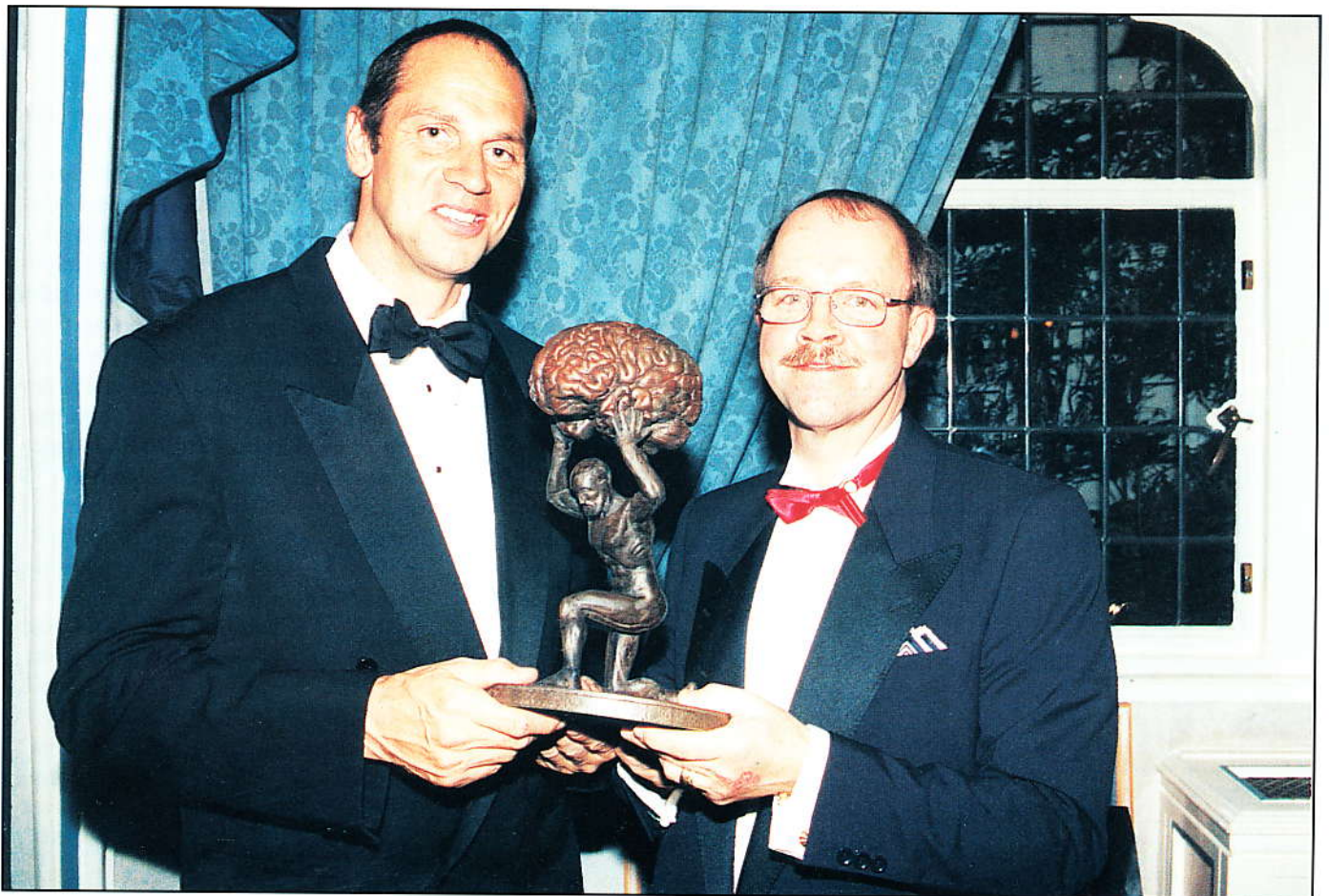
- Leadership which is more than mere management: constructing a high trust knowledge, culture leadership, fostering of good stake-holder relations, future oriented and a responsible attitude towards society as a whole.

A final goal is enhanced quality of life for all customers and employees whether currently active or not.

We were delighted on this auspicious occasion to welcome back three past winners of the Brain of the Year award, Lana Israel, Dominic O'Brien and last year's winner, Steve Redgrave.

Below: Leif Edvinsson with his trophy.
Opposite page, above: Leif Edvinsson with Tony Buzan.
Opposite page, below: Leif Edvinsson with last year's winner, Steve Redgrave.





INTELLIGENCE ABOUT INTELLIGENCE

More Brain News from Across the Universe.

Calling E.T. ... Calling E.T. ... Calling E.T. ...

As Sojourner roams the surface of Mars probing to unlock the mysteries of the planet, and to search for signs of intelligent life on our nearest neighbour, another major leap forward is concurrently taking place in the search for extra-terrestrial intelligence.

The *Times* of London reports that the most powerful system for analysing signals from space has now been installed at the Arecibo Observatory in Puerto Rico – the world's largest telescope.

Professor Stuart Bowyer, from the University of California and Berkeley, who began the search 20 years ago, said 'we have been searching the sky for signs of extra-terrestrials with continuously increasing capability. So far, nothing. We are not giving up!'

The new project, titled Search for Extra-terrestrial Radio Emissions from Nearby Developed Intelligent Populations (not surprisingly called Serendip IV) is significantly 40 times more powerful than earlier searches. This increased efficiency is primarily because of sophisticated computer programmes that can sort more rapidly through radio signals from afar.

One humorous side-issue of this experiment is reported by Jeff Cobb, who is responsible for handling the data: 'We detect intelligent signals all the time. Unfortunately, they have all been from Earthlings!' The signals detected so far have, after study, been found to have originated from human sources such as aircraft and satellites.

Serendip IV is extremely powerful. It can scan 168 million frequency channels every 1.7 seconds, analysing each for radio intensities above background levels (the intensities that might indicate an extra-terrestrial intelligence). Selections are studied to eliminate any interference, then the remainder are examined more closely. Support for the search has come from private sources and companies such as Toshiba, Intel and Sun Micro Systems.

Many scientists predict that the first signs of intelligent life beyond earth will be found before the millennium.

Which is Better: Brain or Brawn?

In answer to this eternal question, Use Your Head Club Member Dan Phillips has submitted the following brilliant and seminal answer:

- Each year basketball player Michael Jordan makes over \$300,000 a game: \$10,000 a minute, he averages about 30 minutes per game.
 - Assuming \$40 million in endorsements next year, he'll be making \$178,100 a day (working or not)!
 - Assuming he sleeps seven hours, a night, he makes \$52,000 every night while visions of sugarplums dance in his head.
 - If he goes to see a movie, it will cost him \$7.00, but he will make \$18,550 while he's there.
 - If he decides to have a five-minute egg, he will make \$618 while it boils.
 - He makes \$7,415 per hour more than the minimum wage (after the wage hike).
 - He will make \$3,710 while watching an episode of *Friends*.
 - If he wanted to save up for a new Acura NSX (\$90,000) it would take him a whole 12 hours.
 - If someone were to hand him his salary and endorsement money, they would have to do it at the rate of \$2.00 every second.
 - He will probably pay around \$200 for a nice round of golf, but will be reimbursed \$33,390 for that round.
 - If you were given a tenth of a penny for every dollar he made, you would be living comfortably on \$365,000 a year.
 - He'll make about \$19.60 while watching the 100 metre dash in the Olympics.
 - He'll make about \$15,600 while the Boston Marathon is being run.
 - Next year, he will make more than twice as much as all past US Presidents for all their terms combined.
- Amazing isn't it? But...
- Jordan will have to save 100% of his income for 270 years to have a net worth equivalent to that of Bill Gates.
- QED!

ANIMAL INTELLIGENCE

On the Trail of T. Rex

The start of the film *Jurassic Park* shows palaeontologists Sam Neill and Laura Dern working at a dig for dinosaur fossils, when Richard Attenborough sweeps them off to his dinosaur theme park and a roller coaster ride of discovery and terror. But what do palaeontologists really know about their subjects? For example, was *Tyrannosaurus Rex*, the 'king of the tyrant lizards' really as ferocious as it is usually made out to be. Some 'dinosaur detectives' believe not.

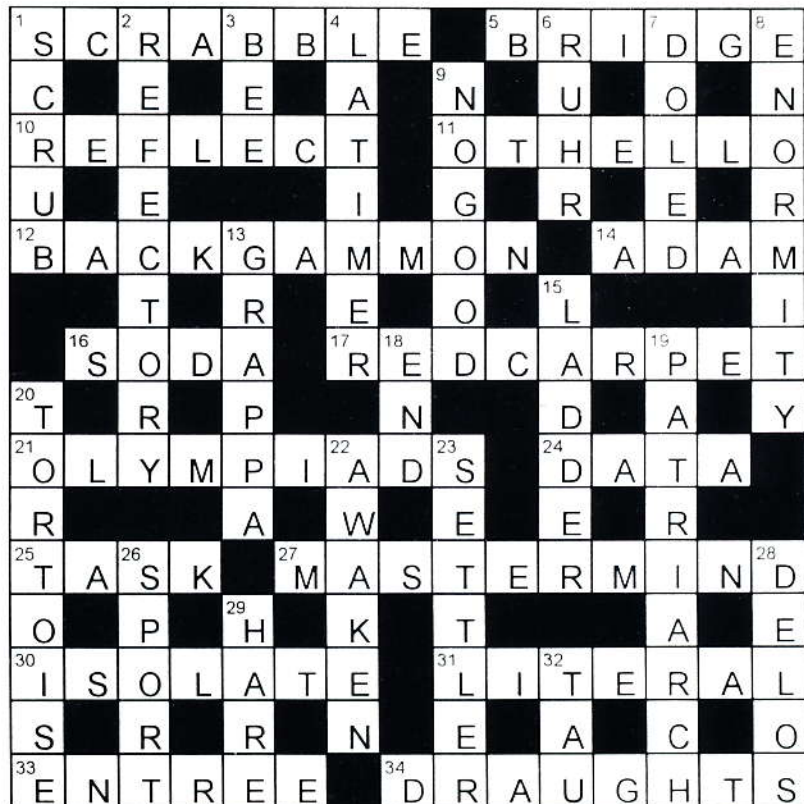
One of the many problems facing T. Rex fans is the lack of research material. Since the first specimen was discovered at the start of the century, only three further specimens have been discovered more than half intact, although plenty of other less complete animals have also been found.

Jurassic Park shows T. Rex chasing a Jeep, but Leeds University's McNeill Alexander doubts whether this would be possible. If you study the structure of their legs 'you find that the leg bones were relatively weak for an animal that was that heavy,' he says. He estimates that a six tonne T. Rex would have been more like an elephant than a rhinoceros, something like 25 kilometres an hour. However, as James Farlow of Indiana-Purdue University at Fort Wayne points out, such speeds would have been perfectly adequate to catch any other large dinosaur in its environment, although he actually believes that T. Rex could have reached the slightly higher figure of 36 km/hour.

More controversially, Jack Horner of Montana's Museum of the Rockies believes that T. Rex may not have been a predator at all, relying mainly on scavenging. Its brain had a huge olfactory lobe, ideal for smelling carrion a long way off, while its physique would have scared away hunters from the carcass. Farlow is not convinced, 'I would be astonished if tyrannosaurs had not been hunters as well as scavengers,' he says.

Intriguingly, it appears that T. Rex may have enjoyed family life. It appears that multiple occurrences of multiple Rexes are quite common, and this has caused Peter Larson of the Black Hills Institute of Geological Research in South Dakota to suggest that 'T. Rex is probably organised into highly social, protective and co-operative family groups,' although there is also plenty of evidence that T. Rexes used to fight amongst themselves.

Having said that, the T. Rex was still a very formidable adversary. Gregory Erickson and Ken Olsen have discovered that it fed by 'puncture and pull' biting, ripping great chunks of flesh. They estimate that a bite would produce a force of at least 13.4 kilonewtons, more than a wolf or lion and on a par with an alligator. What is more, according to Chicago-based William Abler, their serrated teeth meant that they would have had very bad breath. If their prey did escape immediate death, they might still have died from infections caused by the T. Rex's bite.



MIND AND BODY: THE ALEXANDER TECHNIQUE

Lady Mary Tovey

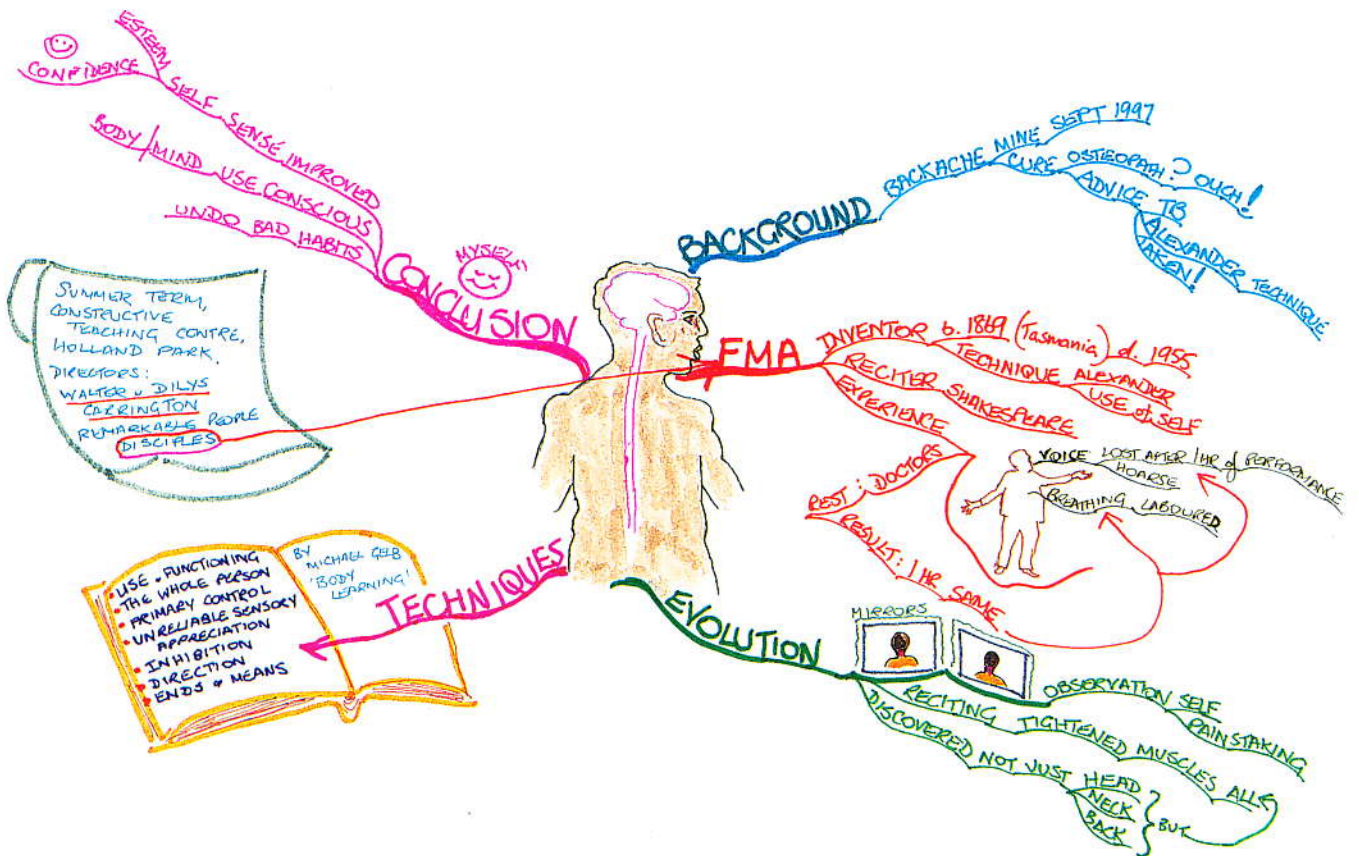
Entering a New Era

Have you ever thought about how you move your body to do whatever it is you want to do – sit down, get up, walk, run, drive a car, brush your teeth, play golf, swim...? Do you suffer from aches and pains? Do you sit at the computer for hours or, even, just watch television, slouched on the couch, and then get up and feel stiff with aches and pains in your neck and shoulders? Well, if you do, help is very much at hand. Here is a little background to my own experience.

In the autumn of last year I suffered from acute backache as a result of spending six days at the Royal Festival Hall, helping to organise the first Mind Sports Olympiad. Normally, I spend a large portion of the day sitting, either working at my desk or looking at a computer. For those six days, from 9.00 a.m., a break for

lunch, and then on to 7.00 p.m., I spent every day walking from level to level, up and down, and walking from one side to the other, hardly sitting down. My backache started within a few days of the end of the tournament and I went to see an osteopath. Ouch! Anyway, I walked away feeling worse, hardly managing to stagger to the taxi.

For years, Tony Buzan had recommended that I should seriously consider going to an Alexander teacher. I decided that the time had arrived to follow his sage advice. And I have never looked back! My backache cleared up very quickly and I have embarked upon a whole new chapter of my life thanks to this technique. Then I decided that I wanted to become an Alexander teacher myself, and so began a three-year training course in April. What is this technique all



LMT
21 JUNE 1998
LONDON

THE ALEXANDER TECHNIQUE
INVENTOR: FREDERICK MATTHIAS ALEXANDER

about? Let me begin by telling you a little about the inventor, F.M. Alexander.

Frederick Matthias Alexander (1869-1955) – the Inventor

In *Buzan's Book of Genius*, co-authored by Raymond Keene, F.M. Alexander is rated at number 66 out of 100 geniuses of all-time. He possessed a remarkable persistence in finding out about his own mind/body relationship... I quote from his book *The Use of Self*:

'From my early youth I took a delight in poetry and it was one of my chief pleasures to study the plays of Shakespeare, reading them aloud and endeavouring to interpret the characters. This led to my becoming interested in elocution and the art of reciting, and now and again I was asked to recite in public. I was sufficiently successful to think of taking up Shakespearean reciting as a career, and worked long and hard at the study of each branch of dramatic expression. After a certain amount of experience as an amateur, I reached the stage when I believed that my work could stand the severer test of being judged from the professional standard... All went well for some years, when I began to have trouble with my throat and vocal chords, and not long after I was told by my friends that when I was reciting my breathing was audible, and that they could hear me (as they put it) 'gasping' and 'sucking in air' through my mouth. This worried me even more than my actual throat trouble which was then in its early stages... I therefore sought the advice of doctors and voice trainers in the hope of remedying my faulty breathing and relieving my hoarseness, but in spite of all that they could do in the way of treatment, the gasping and sucking in of breath when I was reciting became more and more exaggerated and the hoarseness recurred at shorter intervals.'

He went back to his doctor, greatly disappointed at the failure of the various prescriptions for the alleviation of this most depressing condition. He suggested that it must be the way in which he was using his voice while reciting that lay at the heart of the matter. His doctor agreed but said he could not help him any further... FM decided that he must find out for himself the cause of his problems.

Techniques

In his book *Body Learning* Michael Gelb writes: 'Alexander developed his ideas over a period of more than sixty years. As

his teaching experience grew he expanded and refined the theoretical framework for his technique... In effect there are seven basic ideas which form the core of his teaching (see right column).

There are now many books on the market which provide a very good appreciation of Alexander's ideas. But just as one needs to go to a piano teacher if one wants to learn how to play, then one needs to go to an Alexander teacher in order to gain a real understanding. As Walter Carrington says in his foreword to Gelb's book: 'To write about practical procedures is always unsatisfactory and can even be misleading, in as much as the written word cannot convey the relevant experiences: that is why practical skills cannot be properly learned from books alone. Books can inform, stimulate and entertain, but they cannot instruct unless the writer and the reader share at least some amount of experience in common.'

Conclusion

After seven weeks as a pupil at the Constructive Teaching School near Holland Park, I can say that, as time goes by, I realise that I have much thinking to do in order to undo all the old bad habits that I have allowed myself to get into. Never considering until now the way in which I move, sit, walk, speak... (especially when teaching students about mental literacy techniques); I am now consciously aware of the use of one's mind/body relationship. Not only has this improved my posture but it has also given me a renewed sense of self-confidence and self-esteem. I am extremely privileged that Walter (who was trained by FM) and Dilys Carrington are the Directors of the School.

I hope that this piece has been inspirational and that I have tempted you to find out for yourself a little bit more about this amazing technique. Please let me know if you would like any more information.

Meanwhile I will end with a quotation from FM himself. 'The idea of the wonderful potentialities of man had been a source of inspiration to me ever since I had come to know Shakespeare's great word picture.'

'What a piece of work is a man! How noble in reason! How infinite in faculty! In form, in moving how express and admirable! In action how like an angel! In apprehension how like a god! The beauty of the world! The paragon of animals!'

Hamlet, Act II, Scene XI

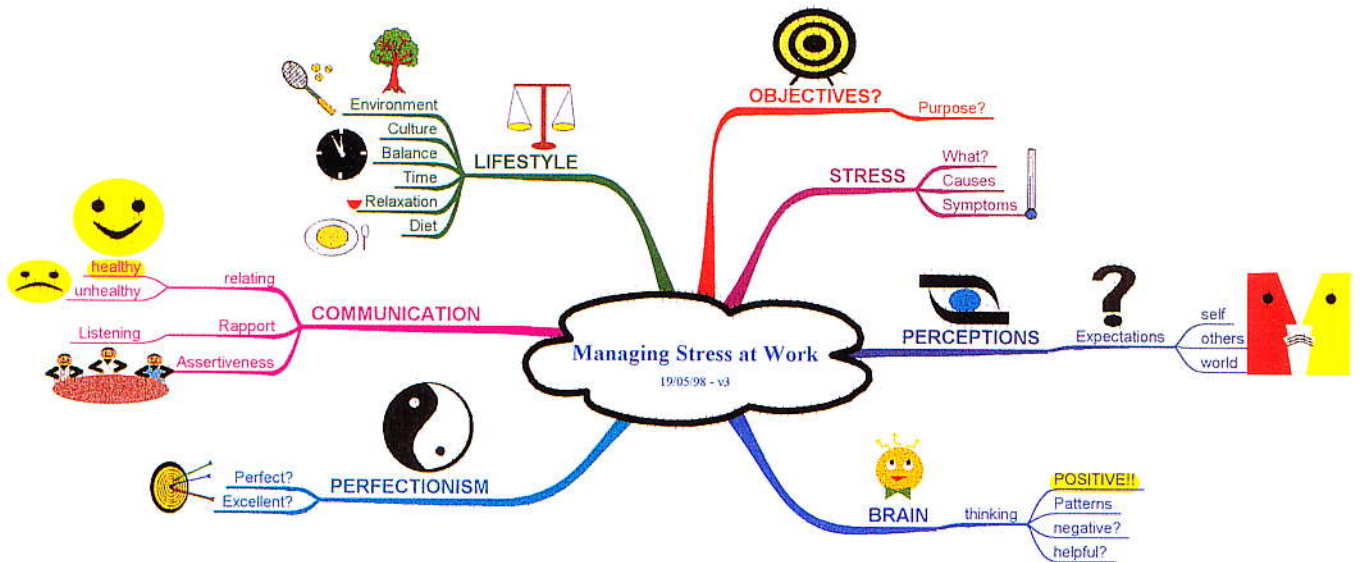
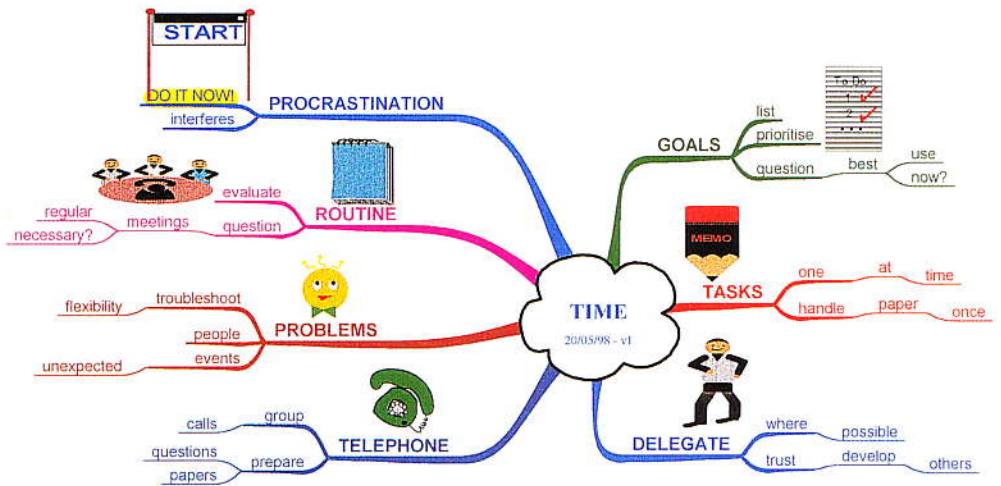
The basic ideas forming the core of Alexander's teaching

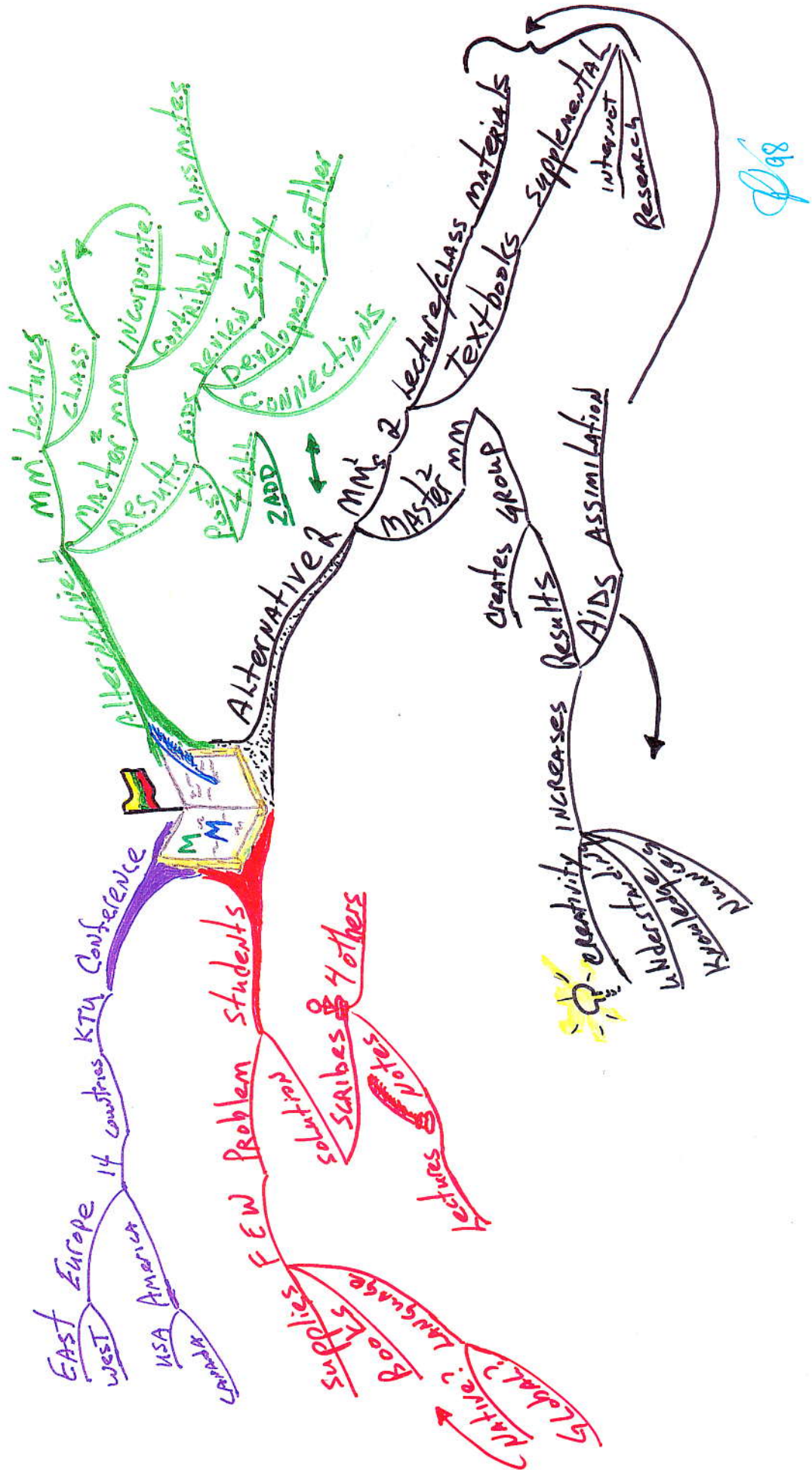
- Use and functioning
 - The whole person
 - Primary control
 - Unreliable sensory appreciation
 - Inhibition
 - Direction
 - Ends and means
-

MIND MAP GALLERY

Your Mind Maps in Print!

This issue, we have two maps by Helen Whitten, prepared on MindMan software, while on page 31, Joseph Kovach illustrates his article on the use of whole brain techniques in marketing (see pages 20-23).





BOAT RACE FOR THE BRAIN

Raymond Keene reports

What has been described as the 'boat race for the brain' ended in a clear but not overwhelming victory for Oxford in March this year. Although Oxford were pre-match favourites, with a distinct average rating advantage over Cambridge, the run of play after the first hour or so indicated that the result might conclude with one of the rare draws in the series. In particular, Oxford top board, grandmaster Dharshan Kumaran seemed to have played an unsound defence and was a pawn down with little visible compensation. Although the other boards ran a fairly predictable course during the afternoon, Kumaran displayed his grandmasterly skills in extracting every ounce of counterplay from his inferior situation and ultimately turned the tables with some neat tactics on his less experienced opponent. The full set of results were as in the table below.

The good news for the annual Oxford v Cambridge match is that Tony Buzan has confirmed that he will be supporting it for the next decade.

Here I give the best game for Oxford and the best for Cambridge, judged by a panel including myself, Henry Mutkin of the RAC, chairman of the organising committee, and the arbiter Bob Wade.

White: Jonathan Rowson

Black: Brian Kelly

Varsity Match 1998

Sicilian Defence

1 e4 c5 2 Nf3 e6 3 d4 cxd4 4 Nxd4 Nc6 5 Nc3 d6 6 Be3 a6 7 Qd2

An old and somewhat neglected variation. In recent years White has tended to prefer 7 Be2 followed by 0-0 and f4. White intends here to castle on the other wing and, as the further course of the game shows, this line is possibly due for a revival.

7 ... Nf6 8 0-0-0 Be7 9 f4 0-0 10 Be2 Bd7 11 g4 Nxd4 12 Qxd4 Bc6 13 g5 Nd7 14 Rhg1 e5 15 fxe5

Also good is 15 Qd2 exf4 16 Bxf4 Ne5 17 h4 b5 18 h5 Rc8 19 Kb1 Qc7 20 g6, as in Ghinda - Schmidt, Warsaw 1979, also won by White.

15 ... Nxe5

If 15 ... dxe5, preserving the integrity of his pawn structure, then 16 Qc4 followed, if necessary, by a combination of Bg4 and Nd5 will keep White on top.

16 Rg3 Rc8 17 Bc4

Normally White likes to preserve his light-squared bishop in such positions but here he realises that Black will have to swop off his own best-placed piece, the knight on e5, to prevent White domina-

OXFORD

Dharshan Kumaran (Green)
Jonathan Rowson (Keble)
Boyan Tonkov (Jesus)
Maxim Devereaux (Brasenose)
Aleksander Trifunovic (St Anne's)
Oliver Rosten (Somerville)
Joel Ouaknine (St Cross)
Emily Howard (Lincoln)

CAMBRIDGE

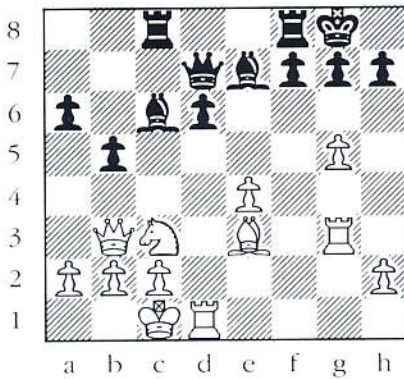
Mark Ferguson (Queen's) 1-0
Brian Kelly (Trinity) 1-0
Harriet Hunt (St John's) 0-1
Aron Cohen (Queen's) ½-½
David Moskovic (Queen's) ½-½
Jack Rudd (Girton) 1-0
Ben Morgan (Magdalene) 1-0
Stuart White (Jesus) 0-1

Total

5-3

ting the light squares by means of Bd5.
17 ... Nxc4 18 Qxc4 b5 19 Qb3

Qd7



Allowing White an immediate breakthrough, but if 19 ... Kh8 then 20 h4 followed by Bd4 keeps up the pressure.

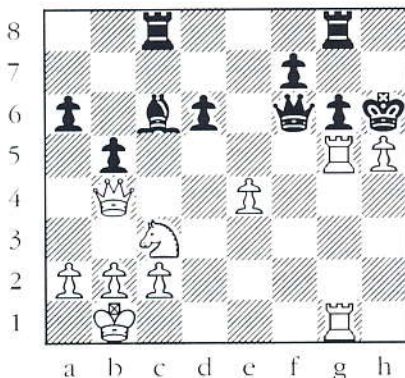
20 g6 Qe6

If 20 ... hxg6 21 Rxg6 and Black cannot capture the rook on account of the pin.

21 gxh7+ Kh8 22 Bd4 Qh6+ 23 Kb1 Bf6 24 Bxf6 Qxf6 25 Qb4 Rfd8 26 Rgd3 Qh4 27 Rg3 Qf6

If 27 ... Qxh2 White switches back with 28 Rdg1 and Qd4.

28 Rdg1 g6 29 h4 Kxh7 30 h5 Rg8 31 Rg5 Kh6



32 e5

A beautiful move, harping once again on Black's exposure at d6, in order to transfer the white queen to its most effective attacking post.

32 ... dxe5

Black's best now would be to give up his queen on g5, e.g. 32 ... Qxg5 33 Rxg5 Kxg5, but after 34 hxg6 Rxg6 35 exd6 the exposure of Black's king combined with the strength of the passed pawn on d6 renders Black's task of defence extremely difficult.

33 Qh4 Kg7 34 hxg6 fxg6 35 Ne4 Bxe4 36 Qxe4 Kf8 37 Rxe5

With heavy pieces on, the exposure of

Black's king makes his defensive task impossible.

37 ... Rd8 38 Qb4+ Qd6 39 Rf1+ Kg7 40 Re7+ Black resigns

After Black moves his king there will be a deadly queen check on the h-file.

White: Harriet Hunt

Black: Boyan Tonkov

Varsity Match 1998

Ruy Lopez

1 e4 e5 2 Nf3 Nc6 3 Bb5 a6 4 Ba4 Nf6 5 0-0 Nxe4 6 d4 b5 7 Bb3 d5 8 dxe5 Be6 9 Nbd2 Nc5 10 c3 Be7

The main theoretical variations arise after 10 ... d4. Here Black chooses a more solid alternative.

11 Bc2 Qd7 12 Re1 Bg4 13 Nf1 Bh5 14 Ng3 Bg6 15 Be3

Having reached the same position against Garcia from the Dubai Olympiad 1986, Nigel Short gained the advantage with 15 Nd4 Nxd4 16 cxd4 Ne6 17 Be3 c5 18 Nf5 0-0 19 dxc5 Bxc5 20 Bxc5 Nxc5 21 Rc1.

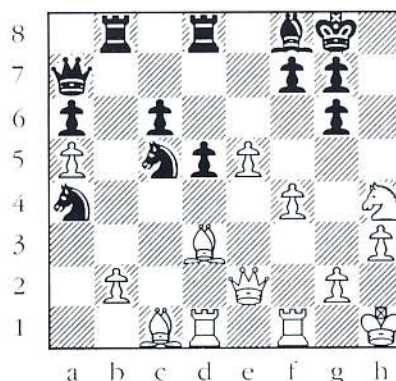
15 ... Ne6 16 a4 0-0 17 Nf5 Rfd8 18 Qe2 Bf8 19 h3

If 19 axb5 axb5 20 Rxa8 Rxa8 21 Qxb5 Black has a choice between 21 ... Rb8 or 21 ... Nxe5, tactically regaining the pawn in either case.

19 ... b4 20 Rad1 Na5 21 cxb4 Nc4 22 Bc1 Bxb4 23 Rf1 c6 24 N3h4 Qa7

Black is doing well on the queenside, but meanwhile storm clouds are gathering around the black king.

25 Kh1 Bf8 26 f4 Rab8 27 Bd3 Nb6 28 a5 Na4 29 Nxc6 hxg6 30 Nh4 Nec5



31 f5

The thematic lever against Black's kingside pawn formation.

31 ... Nxd3 32 Rxd3 gxf5 33 Nxf5 Nc5 34 Rg3 Ne4 35 Rg4 Rd7 36 Bh6 g6 37 e6 Rdb7 38 exf7+ Kh8 39 Bxf8 Rxf8 40 Rh4 mate

BUSINESS BRAIN

Mo Bellio is President and Founder of Mark Andrew Training Systems, a Florida based training and consulting firm. His clients include AT&T, British Airways and SmithKline Beecham Pharmaceuticals.

In Tony Buzan and Richard Israel's book *Brain Sell*, we learn that the brain craves completeness. If a person has an incomplete picture regarding a specific issue, the brain will make continual attempts to fit in the missing pieces of data. It will continue to make these attempts until it has a picture that seems to make sense.

When it comes to a sales person, this characteristic of the brain can sometimes work against him and his hopes for large sales and high commissions. During our work with sales organisations in various industries, we regularly witness the brain in action, and not always helping the sales person. This happens most commonly when a sales person completes a sales call but leaves the customer before gathering all the critical information needed to make a thorough recommendation. Most sales people make sure the customer understands the features and benefits of the product or service being considered. However, many often forget to find out about the prospective company's goals, the key problems the product will fix, and how that problem's elimination will make the company more productive and profitable. Many sales people also overlook customer feelings and reactions, which one of the most important indicators of whether or not a sale is likely. Richard Israel calls this the 'complete picture' method of selling.

The Brain's Tendency to 'Fill In the Blanks' can cause Lost Sales

Because critical information like this is often not considered in the sales person's analysis, she has an incomplete picture upon which she must base a proposal. This is where the trouble begins. Knowing that she could have learned so much more about the prospective customer or organisation, her brain will begin to fill in the gaps. In our work, we don't hear often enough about a sales person who returned to the customer because she

didn't get the complete picture on the first attempt. Instead, the brain will begin to wonder about pockets of missing information, generating possible answers until it creates one that seems to fit. The sales person may wonder, 'My customer seemed hesitant when I asked about a decision time frame. Even though I was told a decision would be made in about a month, it still seemed odd. I wonder why that happened.' Instantly, her brain goes into action, offering answers and possible solutions to the riddle. Unfortunately, there is a myriad of answers to settle on, only one of which holds the truth about what the customer really felt at that moment. If she settles for something like, 'The customer must have had his mind on other things. It's probably no big deal,' she could miss the opportunity to make that sale and may never really learn why.

If a sales person wishes to rule out 'missing information' as a primary reason for lost sales, we recommend that he begins employing a strategy that is consistent with how the brain works. This strategy is called Process Selling. The brain craves completeness, the big picture, the whole story; Process Selling gives the brain what it seeks. More than just learning about customer needs, Process Selling gives the sales person the entire picture. With Process Selling, the sales person enquires about all the key customer processes and learns where his product can help. He identifies all of the key steps in a process as well as the people that are responsible. Below are some examples of Process Selling in action.

Process Selling in Action

Let's first consider an account manager, Barbara, who works for a telephone interconnect company. Barbara sells telephone systems to medium and large companies. Her product is often priced as much as 20% more than some of her competitors. Rather than begging her sales director for discounts, she takes

Tony Dottino and Mo Bellio continue our series on the practical aspects of brain training.

advantage of Process Selling. When Barbara meets with a customer, she begins by asking the customer what he or she might need in a new phone system. She then asks about key processes that her phone system addresses. Since she knows that her premier product, the XF200, has state-of-the-art new voice mail and a remote access and paging system, she chooses customer processes that this feature will most directly improve. During the meeting with her customer, Barbara finds out how a prospective client reaches a sales person who is on the road. Most of Barbara's customers will describe the current way this is done, identifying the awesome effort that he often has to make to reach the sales person. From this dialogue, Barbara now knows which people are involved in this process, from receptionists to secretaries to sales people.

At this point Barbara and the customer can clearly see where the current process breaks down. Through her questioning, she can help the customer identify the cost of losing prospective sales when the sales person cannot be reached quickly enough. In most instances, the savings produced by correcting this single faulty process will pay for the 20% higher price of Barbara's new phone system. Through Process Selling, Barbara helps the customer see the complete picture, or process, from beginning to end. She can easily generate urgency to buy her phone system simply by helping the customer quantify the cost of doing business with an inefficient process.

Is it simply enough to ask a customer about her needs, such as what features the customer is looking for and why? We don't believe that this is thorough enough. Many consultative sales people regularly focus on learning the customer's needs. This type of probing will clearly improve the sales person's chances of making a sale, but it relies on the customer's analysis of his internal situation, which in itself often lacks complete information. When a sales person meets with a customer, there is no guarantee that the customer was accurate and complete in his own assessment of internal needs.

Identifying Customer Needs of which the Customer is unaware

Steve sells trade show booths. His company designs, creates and manages large booths at trade shows for his clients, who come from numerous industries. His

competitors only find out about needs; Steve learns about processes and needs. Recently, Steve was competing for a bid to build a trade show booth for a medium size computer software manufacturer. Steve's competitors learned that the needs centred on two concerns, ease of transport and the lowest possible price for a 20' x 20' booth. The competitors calculated their price and built their presentations to demonstrate the ease of breaking down the booth and re-building it again in another city.

Knowing that he had to find a way to differentiate his booth presentation from the others, Steve relied on Process Selling. When meeting with the customer, Steve asked questions that identified the customer's objectives when communicating his marketing and sales messages. Steve also learned what they currently do now, before, during and after a trade show. While the customer initially stated his needs as the lowest price and a quick booth set-up, Steve's process questioning identified issues that the customer had not considered. For example, Steven learned that even with a low price and quick booth set-up, any new booth would still have the same old pitfalls and drawbacks. Visitors to the booth did not receive a follow-up call in any consistent manner. They also received contradictory information if they spoke to two different sales people at the booth at different times. In addition, there wasn't a uniform effort prior to the trade show informing key prospective customers about their presence at the trade show. Steve helped the customer realise that they were losing many potential sales simply because they were not looking at the whole picture when shopping for a new booth.

Steve's company won the bid because his trade show booth included training and co-ordination for the workers of the booth as well as features that would invite customers to visit the booth during the trade show. His company succeeded against their competition by meeting customer needs that the customer was not even aware of prior to meeting with Steve. Even though the customer stated that the low price was a driving factor in determining their vendor selection, Steve's bid was about 30% higher than the lowest one. Once the customer's understanding of the process had been broadened to consider the lost revenue resulting from poor follow-up with potential clients, this cost greatly out-

Is it simply enough to ask a customer about her needs, such as what features the customer is looking for and why?

Simply by eliminating error sources at the beginning of a process, the opportunity exists for generating substantial improvements in cost and customer service.

weighed the 30% higher cost for Steve's booth.

By completing a thorough analysis before making recommendations, the sales person will accomplish several things. First, the sales person helps the customer to complete his own picture about the current way business is done by identifying all the key processes. Customers are usually grateful for this service and will more likely champion the sales person's product recommendation through the rest of the sales cycle. Second, the sales person will have a complete and accurate picture of how he can help impact the customer's bottom line with his product and feature set. Finally, the sales person will deliver his recommendations with complete confidence because he can tailor his recommendations to the specific internal issues faced by the customer.

Process Improvement applied to Sales

For many of the sales organisations that we work with, process selling is often considered a breakthrough strategy. It really isn't all that new. Process consultants like us have been doing this for years with companies. We have been able to improve productivity in marketing departments, manufacturing divisions, sales organisations and senior level managers. We have found that many sales organisations do not use Process Selling the way that consultants use process identification and improvement.

Let's briefly take a closer look at what makes up a process and define what we mean when we say a process is breaking down.

Companies are made up of people who conduct and share responsibilities in an organisation. A process consists of a sequence of work actions. The process for getting a special pricing request may require various requests, telephone meetings and follow-up calls. Each step of the process is considered an activity. An example of a sales activity would be conducting a sales call with a customer. Each activity may be broken down into smaller components, which we call tasks. A task is the smallest level at which we analyse a person's work actions. An example of a task would be documenting the outcome of the sales call.

The advantage of Process Selling lies in the nature of processes. Based on our experience, many processes are flawed. These problems often occur because the

process involves many people who are unaware of how their work activities impact other people who are further upstream or downstream in the process. Many times these employees are encouraged to focus only on the completion of their many tasks within an activity. They aren't taught to think about the consequences of errors in their activity. Even when the activity prior to their own causes errors, many people will simply consider that part of standard operating procedure. These non-conforming inputs multiply until the process consists of many re-work activities that add no value, drive up cost and reduce service. Simply by eliminating error sources at the beginning of a process, the opportunity exists for generating substantial improvements in cost and customer service.

Enter the Process Selling sales person. He identifies the processes that his product or service will most directly improve. A copier sales person may ask about the process for preparing hard-copy documents for a meeting. An insurance sales person may ask about the process that a customer uses when trying to make a claim. A laptop computer sales person will likely try to identify the processes that sales people currently use to communicate information to their home office and to customers while on the road.

What should the questioning about the process focus upon? Sales people should target their questions to the activities within the process that they know can be improved by their product or service. The copier sales person may know that one particular feature offered by his copier will greatly reduce the amount of paper jams, and subsequent maintenance. This feature will significantly improve the productivity of the people who rely on that copier. Knowing that her company's strength lies in its fast response time to claims, the insurance sales person may focus her questioning around the response time of the current insurance provider.

Another great advantage of Process Selling is its ability to reduce the amount of time necessary to complete a process. By identifying all the major activities of a process, a sales person can determine not only the length of time that the entire process takes, but the amount of time spent on each activity. She can then quantify the time savings the customer will enjoy if her product is purchased. If she is able to demonstrate that her product or

service can actually eliminate two or three steps from the current process, the sales person is well on her way to justifying a sale.

Does Process Selling get too complicated? It is possible to get so wrapped up in the processes identified by the sales person that he begins to get confused about how to truly help the customer. However, when used correctly, a sales person focuses on just the key activities of a major process that his product will be able to impact the most. This makes process identification easy and productive.

How does Process Selling help the sales manager? This is one of the most exciting areas. Many sales managers believe that their sales people don't really get to the heart of the customer's need. Other managers claim that their sales people don't do enough to justify the cost of the product in the customer's mind. Still others complain that their sales people don't know how to distinguish their proposals from those of their competitors. These common sales deficiencies can be eliminated by encouraging the Process Selling strategy with their sales team.

Process Selling is a more customer intimate approach than Consultative Selling. The latter asks customers to communicate only the needs of which they are aware. By employing Process Selling, a sales person helps the customer identify many needs that he may not have considered. Identifying and eliminating problem activities in a process helps the customer to do far more than just fill a few simple needs. It shows the

customer a way to help entire departments and divisions to become more productive. For sales people who don't justify the cost of their products effectively, Process Selling provides the answer. In our experience, we see that most sales people justify the cost of their product by saying it is less expensive than a competitor's price, by referencing other customer's successes or by hypothetical examples. With Process Selling, these same sales people can now speak like experts on the internal

workings of the prospective customer and easily demonstrate process improvements. This frames the cost of the product as an investment, rather than as an expense.

For differentiating one's product or service from a competitor, Process Selling is again the answer. When presenting or proposing how her product will improve the customer's bottom line, the Process Seller demonstrates how thorough she has been in her analysis of the customer's needs. She is able to more effectively showcase her product because she has a complete understanding of the current processes and the priority of the current needs.

Conclusion

By focusing on how the brain craves completeness and how it will fill in blanks, Process Selling offers every sales person a better way to sell. It makes the sales person's job more rewarding because he will be able to enlighten the customer about ways to make the business run smoother and more profitably. The sales person's commissions will increase substantially because he will be able to increase both the number of customers and their volume of business. Furthermore, there is no limit to the way Process Selling can be used because every customer process is so unique. Finally, a sales person who becomes a Process Seller has truly become a business consultant that every smart buyer will want to retain for as long as possible.



Above: Tony Dottino
Below: Mo Bellio



TRACKING YOUR RIGHTS

Aboriginal educator Nerida Blair explains how the use of Mind Maps is helping aboriginals to track their rights.

Nerida Blair is Coordinator of the National Aboriginal and Torres Strait Islander Community Education Project for the Office of the Aboriginal and Torres Strait Islander Social Justice Commissioner, Human Rights and Equal Opportunity Commission.

When we started writing things down, using words, we began to lose our memory.

Rueben Kelly, Aboriginal Elder, Australia.

Aboriginal peoples and Torres Strait Islanders, living within the formal boundaries of the vast island Australia, have since time immemorial told stories through song lines and traditions of imagery. Stories depicted in the sand, on rocks, on bark – on that which was spiritually, culturally and environmentally appropriate. Communicating not fantasy and fiction, but laws, philosophies, duties and responsibilities, essential life skills and management plans. This communication developed and enhanced our memory, our mind.

Indigenous education has been traditionally – and remains today – participatory, innovative and holistic. It encompasses real life experience; it is experiential. A person does not just read about hunting a kangaroo for a meal, or read about collecting 'bush tucker', they actually have to participate in and experience the hunt, the search; to actually do it.

The wisdom of Indigenous knowledge encourages both the individual and the collective approach to understanding and solving real life issues. Instead of a top-down approach, Indigenous education is propelled from the ground upwards. The initiative to learn lies with the learner. The initiative to learn, is then in some way driven by the need to deal with and solve real life issues.

Learning that promotes thoughtful problem-solving encourages individual and collective independence and ultimately self-determination. Such learning engages people: they question, act, sense feedback, check their behaviour, adjust it, succeed or try again.

An education that builds bridges, that makes fuller learning more possible, that extends a person's potential for independ-

ence is, in today's terms, an 'empowering education'. That is a goal worth striving for. And it is a goal that is possible.¹

Colonisation and subsequent assimilation-based government policies – in particular, schooling (institutionalised education) based on western pedagogy and epistemology – have lessened the storytelling, the use of imagery, the holistic approach. The problem-solving approach that encompasses real life experience has been replaced by linear process and thought, by segmentation.

Institutions handle complex activities by breaking them up into smaller tasks and spreading them out among many people. With the organisation to guide them, it is no longer necessary for most people to have an overall understanding of what is being done. As long as they follow instructions the institution will keep working, like a machine with human parts.

Institutions can be very powerful, but they can make people dependent on being told what to do. Seeing only a small part of things, people in institutions find it difficult to judge the appropriateness of their tasks. This can cause people to become dispirited, passive, or even self-destructive.²

How then do you achieve the goal of 'empowering education' when your task is to facilitate information and strategies to Aboriginal peoples and Torres Strait Islanders about human rights and anti-discrimination laws? Laws that are already complex, but which are further complicated by a hierarchy and maze of separate Commonwealth, State and Territory governments or indeed international laws? What could be more structured, linear or more alien?

How do you facilitate information and strategies about such laws in order that people will afford a better quality of life?

Community education resources can only be effective and utilised when we as Indigenous peoples are actively involved in

all aspects of their creation. Creating a product which is imbued with the spirit, the knowledge of the people and is directly relevant to our own lives.

Community education that is done well has the power to liberate people. Liberation is not attainable through 'plastic giveaways': fridge magnets or glossy posters and pamphlets that become dust busters or dust reflectors. It is not enough to entice and enthuse, to skirt around on the fringes offering illusions of justice.

Successful Indigenous education programs are created through collaboration and interaction between peoples. The final products are the tangible, physical result of this rich and dynamic process.

The National Aboriginal and Torres Strait Islander Community Education Project (NCEP) is about finding solutions to the discrimination that happens in our daily lives. It is not about all-purpose 'quick-fix' solutions. It offers practical choices when our human rights and our dignity as human beings are denied. The product is dynamic and responsive. It identifies ways in which the resolution of a problem can be designed around the specific situation of the community in which that problem has arisen. Communities, not institutions, are the starting point for

the source of knowledge. It is through communities developing their own processes that self-determination is realised. Information that is relevant for a community is a fluid, living creature which can provide bridges between the non-Indigenous system and the needs and rights of Indigenous communities.

The NCEP is a means for people to freely explore and play with their experiences, their existing skills and knowledge, to put this into a context that is meaningful and useful. The NCEP provides structure but also affords fluidity. In itself it is a bridge between different systems of thought, between different cultures.

The approach is simple and straightforward. It involves sitting down with people, talking with people, listening and learning from people. It is my experience that education which actively encourages people to be involved, to interact and to share real life experiences inspires change, growth and spirit.

We have travelled extensively throughout Australia to turn our concept of community education about human rights and equality into a collective vision. We have listened to many different people tell their stories, share their dreams and explore their capabilities in order to

In October 1987 the Royal Commission into Aboriginal Deaths in Custody was established to investigate the deaths of 99 Indigenous people in custody between 1980 and 1990. The report of the Royal Commission, released in 1991, made 339 wide-ranging recommendations to governments, designed to reduce the number of black deaths in custody. In 1990 a National Inquiry into Racist Violence was established to investigate the escalation of racially motivated violence in Australia.

Both reports provided evidence that the extent of discrimination experienced by Aboriginal peoples and Torres Strait Islanders was not reflected in their use of anti-discrimination legislation or any of the other mechanisms available for the redress of human rights abuses.

Recommendation 211 of the Royal Commission into Aboriginal Deaths in Custody states:

That the Human Rights and Equal Opportunity Commission and State and Territory Equal Opportunity Commissions should be encouraged to further pursue their programs designed to inform the Aboriginal community regarding anti-discrimination legislation, particularly by way of Aboriginal staff members attending at communities and organisations to ensure the effective dissemination of information as to the legislation and ways and means of taking advantage of it.³

The National Aboriginal and Torres Strait Islander Community Education Project (NCEP) is designed to implement Recommendation 211. Our specific objectives are to:

- divert Aboriginal and Torres Strait Islander peoples from custody;
- enable Aboriginal and Torres Strait Islander communities to establish and protect community standards for their human rights; and
- empower Aboriginal and Torres Strait Islander peoples to solve community relations problems at the local level through understanding and asserting their rights.

The report of the National Inquiry into Racist Violence found that while

Aboriginal and Torres Strait Islander peoples are faced with racism in almost every aspect of their daily lives those who presented evidence to the Inquiry were generally poor and disadvantaged people who would have difficulty in formally proving a legal case or pursuing an official complaint.⁴

develop strategies to live fuller, safer and more dignified lives. Our concept has been fleshed out and taken new forms. It has grown beyond a product of set content and knowledge into a process which facilitates a journey towards people becoming active participants better able to protect and assert their rights. It is a journey that takes people from seeing rights as static theory towards a vision of rights as concrete mechanisms and tools for action.

The NCEP product has become known as *Tracking Your Rights*. In its evolution certain concepts were fundamental; concepts that drove it, made it real, and that ultimately will deliver results. Elemental to the 'Tracking Your Rights' process is an ability to liberate, to be interactive and experiential, to affect a collective vision, to generate questions and solutions, to train the trainer and finally to provide a means to craft a specific, local solution to facilitate people finding their own solutions.

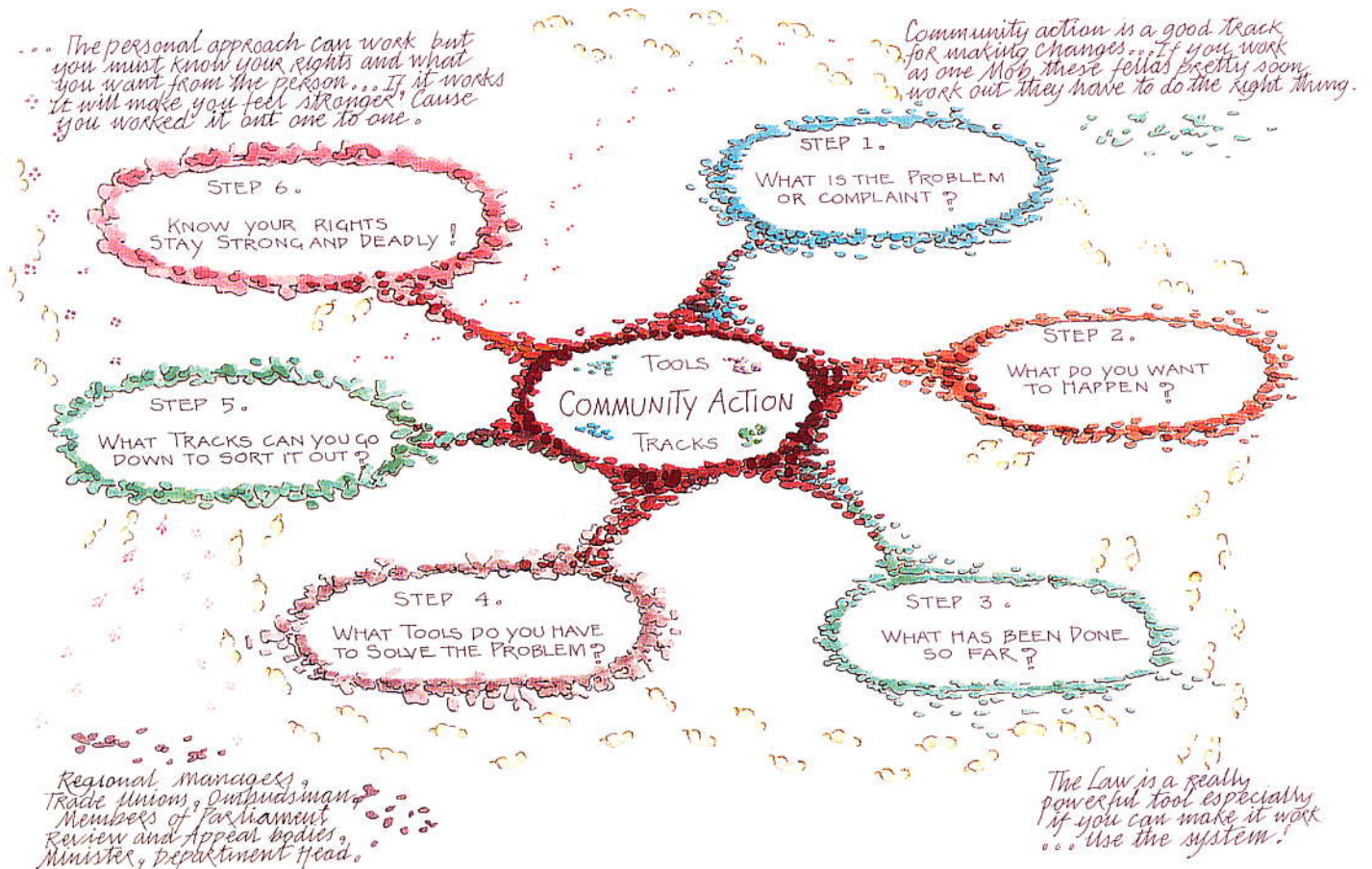
Like the person hunting the kangaroo or searching for "bush tucker", the person in need of knowledge and understanding about their rights must do more than just read about their rights. They must develop skills to use the knowledge and information.

During community consultations the notion of 'tools' and 'tracks' developed. Tools are the things one needs to solve a problem. The law is a tool, as is evidence (statements from witnesses, a receipt, a letter etc.). Other tools could include information about a government department's operational policies.

Tracks are types of strategies. We describe personal tracks (handling it yourself), community tracks (using the media, boycotting the offending business) and legal tracks (accessing rights under general law as well as human rights and anti-discrimination law).

We have developed a Community Action Plan as a model for constructive action. The process of developing an individual or community plan and of making the model live in any given local situation, must be an interactive exercise with a trained community worker stimulating discussion, drawing out responses and ideas. The total package employs a diversity of mediums to enhance this process:

- national video and training manual
- regionally produced resource products and accompanying training manual
- an audio tape on different models of mediation and alternate dispute resolution



Using the Community Action Plan will result in different outcomes in the hands of different individuals and communities responding to different problems. This is the objective. Like a map, it will help people sort things out – to see the lay of the land clearly and set their own directions when confronted with discrimination.

Tracking Your Rights embodies elements of our philosophy of education as well as being a tool for its facilitation. It builds bridges, imbues spirit and knowledge in a collaborative and interactive way, and modifies the constraints of the linear, written form.

Mind Mapping

A problem inherent in producing the first *Tracking Your Rights* 'words on paper resource', was translating complex, multi-layered legislative processes into accessible, useful information.

Visual guides seemed the logical answer. But tables, charts, matrices and boxes structured and layered on the page created hierarchies of knowledge with the reader lost at the bottom edge of yet another technical maze.

Clearly, I needed to create or find a new and different method of connecting non-Indigenous law with Indigenous issues. A method that 'delineated' both the knowledge and the process of learning. Something that imbued spirit by unleashing constraints or pro-forma.

This was and is not a new dilemma. As an Indigenous educator for many years, I have had to work with many different methods to connect non-Indigenous structures, constraints and thought processes with Indigenous ones.

My colleagues and friends still shake their heads during meetings when I get up, grab the white board and *texta* pens and begin to create a visual form of what is in my mind, in an effort to be understood. It is as if my mind absorbs information in a particular way. This information then struggles to find its expression in a meaningful way, a way that is 'true' to the initial absorption and thought formulation stage. This is not always a comfortable process. It seems that this information is being actively filtered by my Aboriginality and by the non-Indigenous structured learning and work experiences. The conflict emerges as confusion, as not always having a medium that I am comfortable with to demonstrate and convey information. At times like this I remember when

... and think of:

An Aboriginal elder sitting on the ground surrounded by young ones sharing knowledge with words and pictures drawn on the earth, the sand.

But how to print a sand painting?

*Through symbols drawn in the sand, Pintubi women discuss journeys of their ancestors, the two sisters, as they travelled across the desert to Kintore looking for bush food. By means of such teachings, children learn about the country and gain their world view.*⁵ (see photo on page 42)

Two weeks before the print deadline of *Tracking Your Rights – Western Australia*, and after a series of 'coincidences', I 'discovered' the *Mind Map Book* by Tony Buzan. It was the bridge between cultures I had been searching for to make *Tracking Your Rights* a dynamic product, one imbued with spirit. One that offers an 'empowering education'.

At another level, it was a way for me to feel comfortable with a medium of communication when living in a cross-cultural world.

My first priority in developing *Tracking Your Rights* was mapping the connections between human rights abuses and every aspect of our lives. To do this I travelled, sat and listened to people talk about what 'messes up their day'. I asked people this question because it was not a question that was loaded with my 'baggage' and my academic understanding of the context of 'human rights'. The Mind Map below is a simple illustration of what people confided in our team. What emerged is a simple reality driven illustration of the main elements of the Universal Declaration of Human Rights (see page 43).

It was clearly not enough to have a Mind Map of the connections between human rights abuses and every aspect of our lives without having a way to deal with this. It was imperative to show people a way they could evolve solutions. A second illustration was developed – a community action plan, which emerged as a Map of a different sort (see page 40).

Six months later, travelling on an inter-city train I looked up from my work for a split second and saw a billboard for a Tony Buzan seminar in Sydney entitled 'Manage Your Mind'.

After one day at this seminar I felt freed from decades of restrictive, forced learning and thinking. I felt empowered.

The day after the seminar, on the same train, a new Map entitled 'Dealing with Discrimination', was developed. It is an

¹ Nunavik Education Task Force, *Silautunirmut, The Pathway to Wisdom*, Makivik Corporation, Quebec, 1992, p. 14.

² Nunavik Education Task Force, *op cit.*, pp. 1-2

³ Royal Commission into Aboriginal Deaths in Custody, *National Report, Overview and Recommendations*, Australian Government Publishing Service, Canberra, 1991, p.91

⁴ Human Rights and Equal Opportunity Commission: *Report of the National Inquiry into Racist Violence in Australia*, Australian Government Publishing Service, Canberra, 1991, Finding 2, p.213

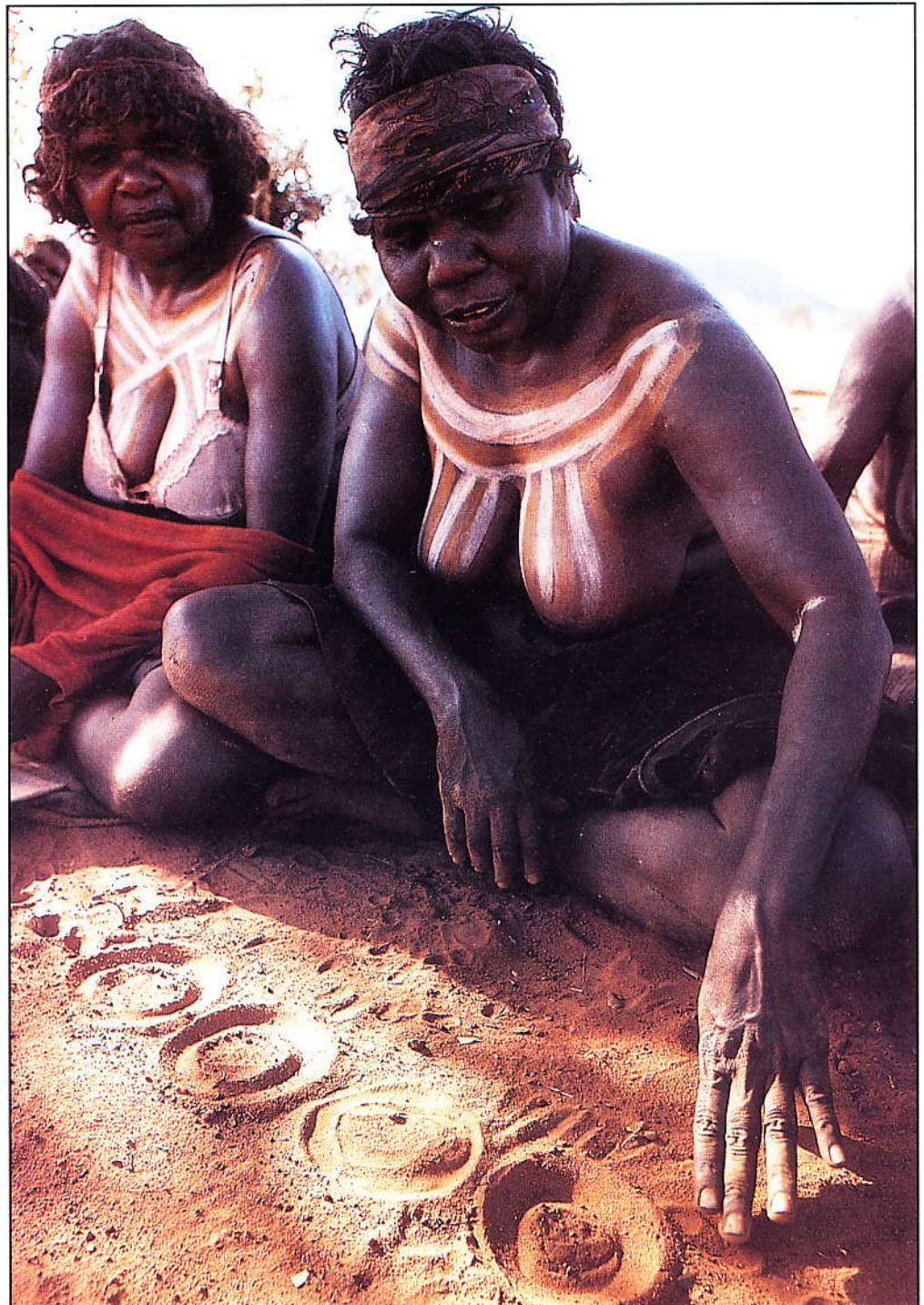
⁵ Isaacs, J., *Arts of the Dreaming*, Australia's Living Heritage, Weldon Publishing, 1990, pp.47-48

evolution of the last community action plan (see page 43).

Mind Mapping has reactivated and revitalised my mind. It has empowered me to develop ways to facilitate knowledge of human rights and anti-discrimination laws and strategies to other Indigenous peoples in Australia, in a way that respects and responds to their daily life experiences. To facilitate their journey of sorting out how best to use these laws. Mind Map-

ping provides a means to make the connections between human rights abuses in every aspect of our daily lives and the choices available to deal with them. It enables interaction and collaboration of rich and dynamic carefully crafted local solutions.

Mind Mapping has become one of the tools in our tool bag to empower ourselves, to imbue spirit. Mind Mapping is the printing of the sand painting.





MIND SPORTS: CHESS

Grandmaster Raymond Keene OBE

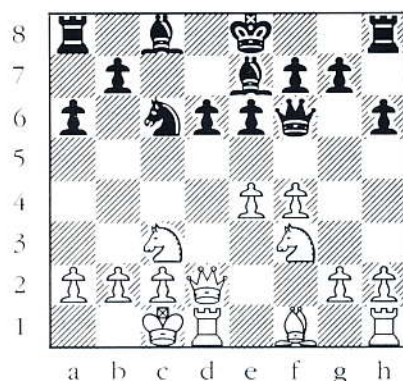
With the 2nd Mind Sports Olympiad upon us, here are a couple of highlights from last year's event, both featuring rising star, grandmaster Matthew Sadler.

White: Plaskett; Black: Sadler
Sicilian Defence

1 e4 c5 2 Nf3 d6 3 d4 cxd4 4 Nxd4 Nf6 5 Nc3 a6 6 Bg5 e6 7 Qd2 h6 8 Bxf6 Qxf6 9 f4 Nc6

A few rounds later Luke McShane played 9 ... g5 against Plaskett and after 10 g3? (10 f5 is better) 10 ... gxf4 11 gxf4 Qh4+ Black had a very good position.

10 Nf3 Be7 11 0-0-0



11 ... b5

Risky, but after a ten-minute think (a long time in a half-hour game!) Sadler did not see a way to refute it.

12 e5

As always, Plaskett takes the most violent option. Sadler was more worried by 12 h4!? (12 g4 g5!) intending g4 when Black's queen is rather in the line of fire.

12 ... dxe5 13 fxe5 Nxe5 14 Ne4 Qf5 15 Nd6+ Bxd6 16 Qxd6 Nd7!

The only move. Black is now threatening to remove the white queen from d6 by 17 ... Qc5 followed by kingside castling. During his think on move 11, Sadler felt that 17 b4 was the only try for White, but after 17 ... Qf6, intending 18 ... Qe7, Black is on top.

17 Qc6 Rb8 18 Qc7 0-0! 19 Be2

19 Rxd7 Bxd7 20 Qxd7 Rfd8 21 Qc7 (21 Qa7 Qf4+) 21 ... Rbc8 and wins.

19 ... Rb7 20 Qd6 Qc5

Black now has no problems to convert the extra pawn and won in 39 moves.

White: Sadler; Black: Perkins
Slav Defence

1 d4 d5 2 c4 c6 3 Nc3 Nf6 4 e3 g6 5 Nf3 Bg7 6 Be2 0-0 7 0-0 Bg4 8 cxd5 cxd5 9 Qb3

The absence of Black's bishop from the queenside permits White to probe for weaknesses in that sector.

9 ... b6 10 h3 Bxf3 11 Bxf3 e6 12 Bd2 Nc6 13 Rfc1

A subtle decision. Although White's queen's rook is shut in, White perceives that the queenside is future future developments will be concentrated.

13 ... Na5 14 Qb4 Re8 15 Be2 Bf8 16 Qa4 a6 17 b4 Nb7

17 ... Nc4 18 Bxc4 dxc4 19 b5! is pleasant for White but would have been a better defensive try for Black.

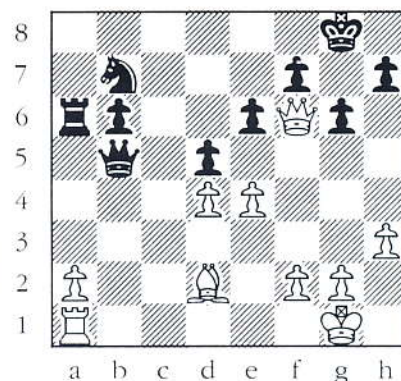
18 Bxa6 Bxb4 19 Qxb4 Rxa6 20 Nb5

Black's position is a mess: he has no control over his dark squares and White threatens a devastating invasion on c7.

20 ... Re7 21 Rc8

A disruptive tactical shot.

21 ... Qxc8 22 Qxe7 Qd7 23 Qxf6 Qxb5 24 e4



Threatening Bh6 and mate on g7. Sadler has subtly transformed his queenside pressure into a direct blitz against the black king.

24 ... Nd6 25 Bh6 Ne8 26 Qe7 Ng7 27 Rc1 Ra8 28 Rc7 Qe8 29 Qf6 Nh5 30 Qe5 dxe4 31 g4 f6

31 ... Ra5 32 Re7 Qd8 33 Qd6!

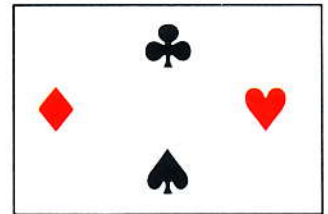
32 Qxe4 Rc8 33 Rxc8 Qxc8 34 gxh5 g5 35 h4 Black resigns

A fine example of controlled initiative.

Raymond Keene is chess correspondent of *The Times*, *Sunday Times* and *The Spectator*.

MIND SPORTS: BRIDGE

Robert Sheehan



A test of whether a game is a serious one is whether it can support professional players. Backgammon, bridge, chess, gin rummy and poker pass the test, but computer games do not. At bridge, the two ways to make a living are playing on sponsored teams in tournaments, and playing rubber bridge (the gambling form of the game).

Tournament Bridge

The prizes in most bridge tournaments are derisory, and it is not possible to make much of living by simply winning events. But many top players earn fees by playing on 'sponsored' teams. That phenomenon is unique to bridge – in the other games I mention above the participants play as individuals. But bridge is a partnership and team game, and some rich people who can't abide the thought of playing with partners of their own standard hire (or 'sponsor') experts to play with them, both in pairs and team events.

Most of the best teams in the USA nowadays have a sponsor. In a team of six, it is possible for five experts to carry a sponsor to win big events, in particular when the sponsor himself is a good player. In the past decade at least three American sponsors have had teams that have won the world championships.

There are around a dozen players in the USA who make over \$100,000 a year as professionals on sponsored teams, and many more make lesser amounts, in addition to fees from teaching and journalism. The current rate for a professional in one of the two or three top teams in a US 'National' (of which there are three a year) is from \$10,000 to \$20,000 for a week's work.

The sponsor system is less wide-spread in Europe; in the UK there are two or three big sponsors, and perhaps ten players make a living from sponsorship.

Rubber Bridge

This is the gambling form of the game – the participants play for stakes. It is usual to play for a certain amount 'per hundred'; a big win or loss in a session would

be 5,000 points; as this is 50 hundreds it is usually spoken of as a '50 point win'. At £5 a hundred that would be £250.

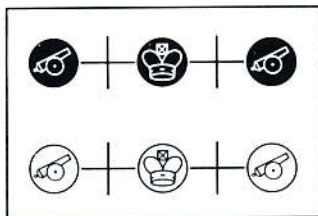
An outstanding player in a weak game can average three points an hour over a long period, although there will be many short-term fluctuations due to the luck of the deal. So the stake has to be at least £5 a hundred to make that a living wage. And most rubber bridge games are too tough for even the strongest players to win at more than one to two points an hour.

I doubt more than ten players make a living at rubber bridge in the UK, because there are so few games available at decent stakes. There are three clubs in London that play £5 a hundred upwards (the Portland Club, St John's Wood and TGRs), and one in Manchester. The regular game at the Portland Club is £20 a hundred. But the expenses are very high, and I would be surprised if any player makes a substantial profit there.

The high game at TGRs is a regular £100 a hundred. At that price a player doesn't have to be much better than break-even to make a living wage. Daily wins or losses of £5,000 are common. But it is a very tough game. You may know the famous gambling aphorism 'if you look round the table and you can't see a pigeon, you're the pigeon'; it happens to me all the time at TGRs. The current star in that game (and also a world-class tournament player) is the Pakistani Zia Mahmood, one of the three best rubber bridge players I have ever played against.

There are a few clubs in the USA that play \$1 upwards. (In the USA, stakes are quoted as dollars per small point, and to get the equivalent UK stake you multiply by 100. Thus \$1 a point is \$100 a hundred, approximately a £60 game in UK terms). The Regency Whist Club in New York has the distinction of occasionally having a billionaire's game – each of the players at the table being worth over a billion dollars. They occasionally play as high as \$4 a point, £250 a hundred in UK terms, but relative to their wealth that is equivalent to only a few pence a hundred amongst people of a more normal affluence.

Robert Sheehan is the bridge columnist of *The Times*.

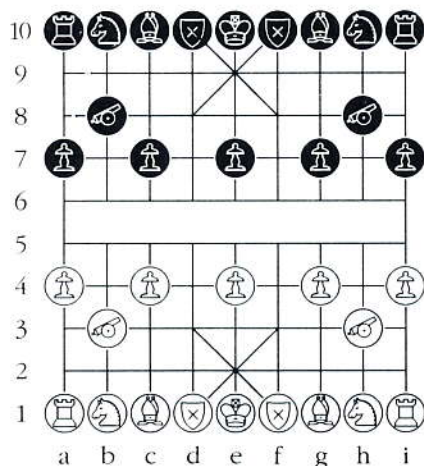


MIND SPORTS: CHINESE CHESS

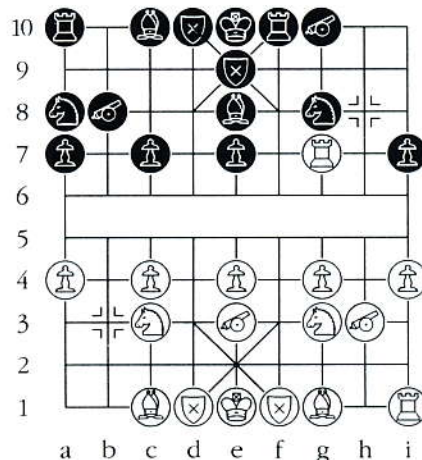
Raymond Keene OBE

One of the fascinating discoveries for me from my involvement in the first Mind Sports Olympiad was the extraordinary popularity in the Orient of the Japanese and Chinese versions of chess. Chinese Chess (XiangQi) with 400 million players is arguably the world's most popular game. This week's sample of play, a game of XiangQi from the Ming Dynasty 1364-1644, is a brilliant sacrificial gem. In order to follow it you need to know that play is on the intersections rather than on squares (as in Western chess), that the moves of rooks and knights are, in this game, identical to Western chess, and that the pawns move and capture only one square forwards. Bishops can only hop two squares at a time and cannot cross the central river, while guards (d1, f1, d10 and f10) move like mini-bishops, diagonally one square at a time. The kings move only in straight lines, not diagonally, and neither the kings nor the guards can leave their respective palaces, indicated by the crossed lines on the board. The most intriguing pieces, and the most alien to Western eyes, are the cannons on b3, h3, b8 and h8. They move like rooks, but only capture through a friendly or hostile piece. They are second in value to the rook, worth slightly more than a knight. The bishops and guards are clearly just defensive pieces.

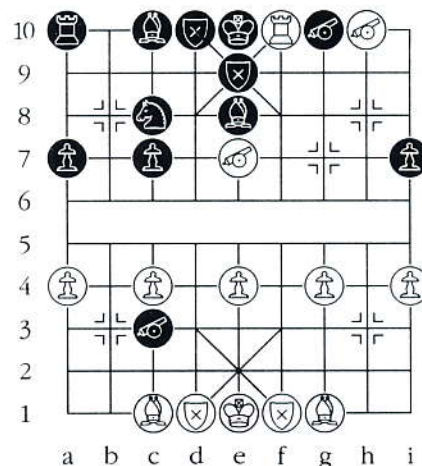
White moves first, as in Western chess, the names of the players are not known and I have given a diagram for the starting position.



1 Cb3-e3 This threatens Black's pawn on e7. **1 ... Nh10-g8** **2 Nb1-c3 Nb10-a8** **3 Ra1-a2 Bg10-e8** **4 Ra2-f2 Gf10-e9** **5 Rf2-f7 Ri10-f10** **6 Rf7xg7 Ch8-h10** **7 Nh1-g3 Ch10-g10**

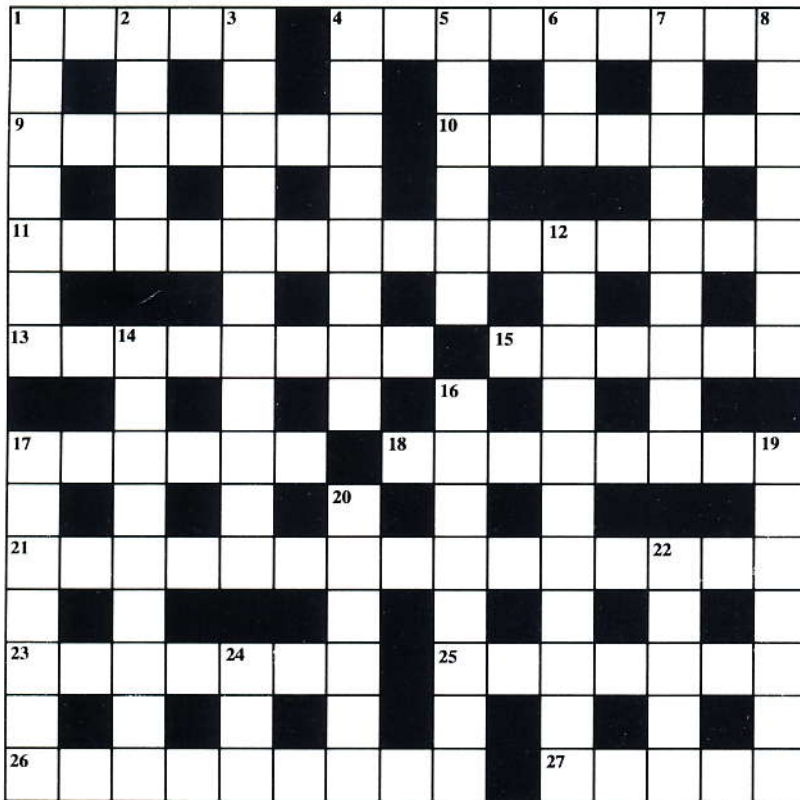


Threatening White's rook on g7. White now launches a superb sacrificial attack. **8 Rg7xg8 Cb8xg8** **9 Ch3-h10** This pins both Black's cannon and Black's rook against the king. **9 ... Cg8xg3** **10 Ri1-i3 Cg3xc3** **11 Ce3xe7** Now Black is hopelessly tangled since both his bishop and guardian on the e-file are pinned to his king. **11 ... Na8-b10** **12 Ri3-f3 Nb10-c8** **13 Rf3xf10 mate** Whichever way Black captures on f10, whether with king or guard, he remains exposed to a terminal check from a white cannon.



MIND SPORTS: CROSSWORD

Fun and Games, by Richard Browne



ACROSS

- 1 Slaves, we hear, as one works to explore Internet (5)
- 4 One helping satanists with preversion (9)
- 9 Spring exam for town chief (7)
- 10 Behave in accordance with previous record (7)
- 11 Constant confusion about state three people may be in emotionally (7,8)
- 13 The craft of the musical (8)
- 15 Cast a quick glance (6)
- 17 Wretched lout always causing expense (6)
- 18 Car accessories that are ruinous? (8)
- 21 Underpinnings having quality, the building may start here (10,5)
- 23 Jostled, bleed badly, suppressing cry of pain (7)
- 25 Start to explain to the French the essence of a poet like Gray (7)
- 26 Ejected – from racecourse? (6,3)
- 27 Foreign character joins the army (5)

DOWN

- 1 Litigants divided by tiny distance having torrid times (7)
- 2 Nursery entertainment: sit for it, perhaps (5)
- 3 See a bouncer here, going into a dive? (11)
- 4 Danger's over, that's fully understood (3,5)
- 5 Policeman, British, is wonderful (6)
- 6 Almost rise up to get title of respect (3)
- 7 Be keen to get into a team – so close, here (9)
- 8 Office worker set off in foul weather (7)
- 12 Agreeing to give discharge about violent scene (11)
- 14 Be more than unpopular, and more unfeeling (9)
- 16 One against one? (8)
- 17 Weird, such syncopated rhythm (7)
- 19 Carpets woven like rainbows (7)
- 20 I follow boss to old workroom (6)
- 22 O to be a girl! (5)
- 24 We received nothing but misery (3)

Richard Browne is crossword contributor to *The Times* and the *Daily Telegraph*.

Solution next issue.

Solution to last issue's crossword is on page 27.

THE FIRST MIND MAPPING WORLD CHAMPIONSHIP

**MIND SPORTS OLYMPIAD, NOVOTEL, HAMMERSMITH
24-30 AUGUST 1998**

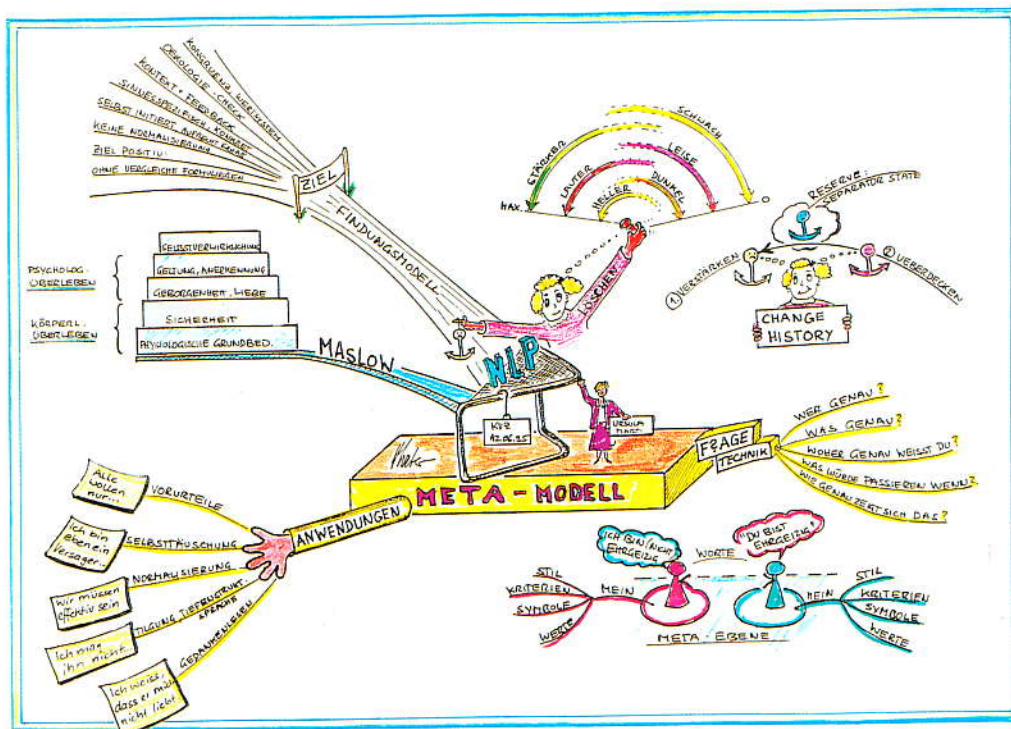
Are you a Mind Mapper?

Then come along to the Mind Sports Olympiad and enter the Mind Mapping World Championship. This is your chance to have your very own Mind Map judged by a panel headed by the man who invented this powerful thought organisation system, Tony Buzan himself. The judging panel will also include Vanda North, the world's leading Mind Map trainer. Moreover, you will have the opportunity to win one of the prestigious Mind Sports Olympiad medals, gold, silver or bronze.

Three Mind Maps will be set on the day: text, lecture and freestyle.
There will be two levels: Beginning Mind Mappers and Experienced Mind Mappers.

Pads and pens will be provided. The registration cost will be £18 for adults and £7 for juniors.
Enter now by calling the Mind Sports Olympiad Mind Mapping Hot Line number: 0171 482 0672.

Perhaps you have heard about this brilliant technique but don't know how to do it . . . then come along and learn from the experts. A Mind Map mirrors the way your brain works, and is an ultra-powerful tool for learning anything, regardless of subject matter. It uses all the brain's abilities, including language, order, colour, space, rhythm and numeracy. It can be used for note-taking and making – books, lectures, meetings, planning, brain-blooming/storming and organising.



Herbert Weber of Switzerland was the winner of the Second Annual Brain Club Mind Mapping Competition with the colourful entry above

'It is as if you have been driving all your life with a dirty windscreen and suddenly Mind Maps clear it for you.'
MR AHMED, DIRECTOR, BANAGAS, BAHRAIN

'If the brain is a lock – the Mind Map is the key.'
BOB PIKE, PRESIDENT & CEO, CREATING TRAINING TECHNIQUES INST., USA

'Mind Mapping is immediately transferable, very useable, highly dynamic and the best communication technology I have seen in years . . .'
ARMY, UNITED STATES DEPARTMENT OF DEFENCE

'Buzan's Mind Mapping techniques have been an incredibly powerful tool for us in our offices. It is amazing how it has opened up our thinking and organisational processes. We use Mind Maps for meeting agenda, brainstorming programmes, organisational charts, general note-taking and report summaries. This is the 'tool' that is a must for your tool bag of the future.'
WILLIAM L. MAZILLY, VICE-PRESIDENT, FLUOR DANIEL, USA