

# First Things First

In order for you to get the most from this training, it's critical that you contextualize it into the ways you will be using it. It's also useful for you to understand your inner motivations for why you are studying this course. Please take a few minutes to fill out the following information.

**Please read this page completely before you *fill in all the blanks*.**

What do you want to be able to do as a result of studying this course? (Be specific and concrete and state it in terms of what you'll be seeing, hearing and feeling.)

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What's important about being able to be/have/do the answer above? (To you, personally. What's important about it?)

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What's important about that?

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Because?

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So, ultimately, what would this mean to you?

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As you accomplish this, what message will you be sending the world?

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More importantly, what message are you sending yourself?

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Now, restate your above answers clearly and succinctly:

As a result of studying this course, I want:

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I want to do this because:

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I agree that I will do what it takes to accomplish this outcome!

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Your Signature

## Rapport Through Physiology

Rapport is a critical ingredient in any persuasion situation. We will focus on building rapport through becoming as much like the other person as possible to eliminate as many differences as we possibly can between us.

When you **use rapport** in your persuasion situations, you can:

- Establish rapport with anyone in under a minute
- Build trust into every communication
- Send subliminal messages of likeness
- Improve your range of responsiveness
- Achieve personal and professional flexibility
- Establish deep bonds of trust very quickly
- Covertly verify that you have rapport
- Know when you have made your point so you can avoid "over influencing"
- Covertly determine when a person changes states

Rapport can be a two-edged \_\_\_\_\_. Why? \_\_\_\_\_

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The **Conscious Mind** is that part of your being that can best be defined by saying what it does. It enables you to shift your attention from one thing to another. Therefore, what you are aware of is that part of you that would be called your conscious mind.

The **Unconscious Mind** is that part of you that contains your long-term memories. It is also in charge of automatic behavior -- reflex action. In fact, the purpose of this training is to get you to be persuasive -- automatically -- be evaluating the way you automatically respond in persuasion situations, and then make changes that will enhance the process.

The definition of Rapport is an \_\_\_\_\_.

## Three Ways to Pace a Person's Non-Verbal Behavior

1. **Mirroring:** You copy the other person's actions as if you were looking in a mirror.
2. **Matching:** Left and right are reversed. (Opposite of Mirroring.)
3. **Cross-Over:** Pacing with a different part of your body.

## Things You Can Match When Pacing

<b>Whole body</b>	Match or mirror the other person's stance or overall position.
<b>Partial body</b>	Match/mirror any consistent behavioral shrugs, gestures, head nods, or any other types of shifts in their behavior.
<b>Half body</b>	Match/mirror upper or lower portions of the other person's body
<b>Breathing</b>	Match depth and/or speed. (This is one of the most powerful forms of non-verbal pacing.)
<b>Voice</b>	Match tonality, tempo, volume, intensity and intonation patterns. (This is especially useful for pacing over the telephone.)

## Pacing & Leading

Now we need to learn a couple of additional things that will make this even more fun and predictable. It's called "Pacing and Leading".

The definition of **pacing** is \_\_\_\_\_ about or \_\_\_\_\_ things that are verifiably true in a person's ongoing sensory experience.

The definition of **leading** is: doing something \_\_\_\_\_ than what the other person is doing. (You'll receive a more complete definition when we get to the section on verbal pacing and leading.)

The test for rapport is: lead by doing something \_\_\_\_\_ than what the other person is doing and if they \_\_\_\_\_ then you are in rapport.

If they don't, then go back to \_\_\_\_\_ .

## Calibration / Sensory Acuity

Calibration refers to the process by which you tune yourself in to the non-verbal signals that indicate a particular state or a change in the person's state.

All powerful communicators (sales people, ministers, politicians, managers, etc.) do three things in order to communicate successfully:

## Three Rules For Successful Communication

1. Determine what outcome you want (critical!)
2. Have the sensory acuity to know when you've got the response that you want.
3. Have the behavioral flexibility to vary what you are doing so that you can modify your behavior if it isn't working.

What can you gain from learning how to calibrate to the non-verbal signals of others?

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## Verbal Rapport

Verbal methods of rapport is the second pattern you will be taught about rapport. In this section, you will learn how to:

- Understand the language your brain uses to communicate with itself
- Use representational systems to gain deeper rapport
- Increase your flexibility in being able to "talk the other person's language"
- Greatly lower the listener's resistance to your thoughts and ideas
- Determine what the eyes tell us about the way a person thinks and speaks
- Know why you must avoid "active listening" and what to do instead
- Understand how "pacing and leading" works at a deeper level to achieve what you want
- Use the 100 + 1% rule
- Use additional verbal techniques to establish instant rapport

## Representational Systems

Let's start by defining the term **representational systems**. Our representational system creates for us a \_\_\_\_\_ or \_\_\_\_\_ of reality. This reality is very \_\_\_\_\_ to us.

As information comes into our brain, it does so through our \_\_\_\_\_ . Let's list them:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_ / \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The reason that we call this our **representational system** is because these five senses represent reality to us inside our own heads. As strange as it may seem, we really don't operate on "pure reality" or what is really happening in the world around us. Instead, we operate on our \_\_\_\_\_ or \_\_\_\_\_ of "reality" which is based on how we \_\_\_\_\_ that information to ourselves. In other words, how we use our five senses to take the information in and store it.

Our representation of reality comes in through our five senses and then goes through some filters. Thus, what we have are individuals who are communicating with each other in a sort of \_\_\_\_\_. If you can unlock this, they will believe you understand them. And, in fact, you will be understanding them better.

When you verbally match someone's way of coding information by using words from the rep system that they use, they don't have to re-code what you say into the system that makes sense for them.

Although the brain uses five senses to code information, only three systems are used for purposes of coding in communications. These three systems are:

### The Three Main Coding Systems

1. Visual
2. Auditory
3. Kinesthetic

There is one more system that we have not introduced yet. This is called the \_\_\_\_\_ system. This one often comes from the visual system and is very useful to learn (more on this later).

The way to determine if a word is unspecified is to determine whether it can fit into more than one coding system. If it can then it is **unspecified**. Example: take the word, "Understand." Can you **understand** something you see? Sure. Can you **understand** something you hear? Certainly. You can also understand something you feel. So the word, "Understand" fits into the **unspecified** category.

Here's a fun challenge for you. This will assist you in learning where you can improve. Beside each of the phrases below, write a (V) for **visual**, (A) for **auditory** and (K) for **kinesthetic** or (U) for **unspecified**.

I see now	Too loud for me
Don't argue with me	Pleasing personality
Hot idea	Quiet please
What an oversight	Rings a bell
Bright idea	Awesome potential
Move back	Let's set our view
Chime in	Branch out

Shakes me up	Brilliant example
Pretty picture	A tender moment
Understand completely	Soft sell
Don't utter a word	Observe if you will
Pretty view	Tone it down
I hear you	That blows me away
Solid idea	It touches me deeply
Get the big picture	Someone told me
Rough day	Bells & whistles

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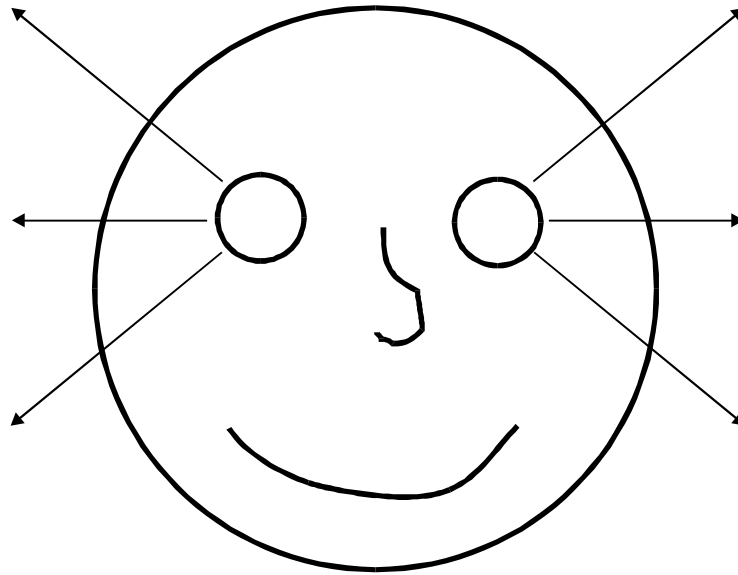
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<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>	<b>Unspecified</b>
see	hear	feel	logical
aim	say	string	organize
dark	talk	sharp	express
sketch	yell	fumble	evaluate
view	rasp	cool	feedback
glow	sing	balanced	explain
portray	babble	shocking	ponder
bright	whine	merge	select
scan	tone	bumpy	rational
vision	boom	bend	cooperate
hazy	chime	throw	interact
dull	snore	rough	understand
color	music	grasp	teach
show	describe	tension	reward
cloudy	loud	push	plan
watch	clatter	reach	relate
light	aloud	connect	reiterate
reflect	shrill	jarring	agree
dim	verbalize	link	condone
observe	clang	cram	communicate
pretty	squawk	tackle	worrisome
visible	debate	pack	decide
hide	utter	shuffle	hope
focus	shriek	unite	
brilliant	hiss	catch	
oversight	resounding	strain	
diagram	tell	sharp	
look	discuss	compress	
picture	phrase	warm	
blind	purr	shoulder	
clear	call	grasp	
zoom in	chant	stick	
image	noise	solid	
foggy	listen	shape	
sight	ring	hard	
survey	voice	soft	
glare	scream	handle	
reveal	sound	fall	
shine	shout	cut	
spotless	speak	lift	
draw	tune	strain	

## **What the Eyes Tell Us About Representational Systems**

Fill in the information as instructed. You may even want to keep this diagram readily available until you have the positions memorized.



The brain has "hard wired" these eye movements into its system. And these movements are the same for all people everywhere. Begin now to train your brain to see these subtle movements in other people's eyes as they answer your questions and communicate with you. Based on what you observe, modify your language patterns accordingly!

### **Additional Information on Rapport**

1. Make sure you always have an outcome in mind when using these techniques. It makes your aim sharper and you won't fall prey to the two-edged sword.
2. How do you break rapport? Stop pacing them. Do something different.
3. The deeper you want your rapport to be: A) Pace more behaviors, attitudes, beliefs, rep systems, etc. B) Make your movements at the same time they do.
4. To test for rapport -- change your behavior. If they follow, you're in rapport.

Additional notes of importance to you on Rapport:

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## Backtracking Verbal Responses

Based on what you know so far, can you speculate as to why "active listening" doesn't work for our purposes? If your answer was that a person is precise about what they say based on the way they organize their rep systems, you are right! Here's an even easier way to make sure you are using the right rep system.

This technique is rather similar to "active listening." However, it differs in one significant way. Instead of paraphrasing someone else's words, you say the exact words they say. Simply choose some of the words the person says and say them back. This needs to be done artfully or you'll offend the person. Used subtly, this is very powerful.

Another great side benefit of this is that what you say back will reinforce that thought in the other person's mind. Use it carefully, then, and you will automatically remain in the same rep system that the person you're matching is in. Therefore, you'll be able to selectively reinforce thoughts that you want them to internally reinforce.

## Pacing Moods, Opinions and Beliefs

Pacing moods is an extremely effective way of gaining rapport rapidly. If someone is in a bad mood, you want to pace that mood and then gently lead them out of it.

What are some moods you could pace?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Make sure you don't compromise yourself when you pace opinions and beliefs. No matter what a person believes, there will always be something about that belief or opinion that you can feel comfortable in pacing, even if it is only a tiny percent of the entire opinion or belief that was expressed.

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## Process vs. Content

This is one of the most critical aspects of persuasion, and you'll find this theme running through all the persuasion that I teach! This is about being able to **learn to think, talk and write in terms of process, not content**.

Think of it using a "treasure map" metaphor: **content** is the location of the treasure. **Process** is how you go about getting to the treasure. Obviously, just talking about the **content** -- the "location" of the treasure -- won't take you there. You must use **process** in order to decide how to get to the treasure.

Questions like, "What caused..." and "How did you decide to..." will get you process information. The best way to uncover process-oriented information is to listen for it as the other person talks. The keys to their process will spill right out!

## What to Listen To

Listen to the procedure they use to go from start to finish. As an example, listen to a response from this person:

*"First, I determine what benefits I would expect a product like this to give me. Then, I look at all the possible options and make a list of them. Then, I talk to several people I consider to be knowledgeable on the subject. Then, I go back to my list of benefits and modify them accordingly. By this time, I have a gut feeling about whether I should go ahead or not."*

Look at this from two perspectives. #1: From the position of what are the overall global aspects to this person's process? (Her sequence is that she first determines the benefits then looks at all the options, etc.) Think of this as a "sequence of events" in her process.

Next analyze it from the perspective of the order in which she organized her coding system. First she **looked**, then she **talked**, etc.

Now list the steps she goes through on a global level to make her decision:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Next, list the VAK codes she goes through in order to make her decision (in order):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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# The 18 Most Powerful Words for Persuasion (And How to Use Them)

This one section has so much power-packed information that if you just mastered this part of the training, you would experience such a significant leap in your persuasion abilities, you would consider the training entirely worthwhile, even if this is all you learned.

For the most part, this section deals with the power of a linguistic pattern that forces the listener to accept your concepts and ideas as true. And most of these ideas that your listener must accept aren't even directly stated!

So... what are these powerful words? Here they are!

- |  |               |
|--|---------------|
| <b>Adverb/Adjective pattern:</b>         | 1. Naturally  |
|  | 2. Easily     |
|  | 3. Unlimited  |
| <b>Awareness pattern:</b>                | 4. Aware      |
|  | 5. Realize    |
|  | 6. Experience |
| <b>Temporal (time) / Number pattern:</b> | 7. Before     |
|  | 8. During     |
|  | 9. After      |
| <b>Spatial pattern:</b>                  | 10. Among     |
|  | 11. Expand    |
|  | 12. Beyond    |
| <b>Cause &amp; Effect pattern:</b>       | 13. And       |
|  | 14. As        |
|  | 15. Causes    |
|  | 16. Because   |
| <b>Commands:</b>                         | 17. Now       |
|  | 18. Stop      |

Now, let's learn how to put them to use!

First, you'll note that the words are grouped into 6 sections. In each section, you'll note the category name to the right. I have chosen several of the most powerful examples of each of the categories to make up the 18 most powerful words for persuasion.

Lets start with the **Adverb / Adjective** pattern. Here's a strategy for using these types of words:

**Always put adverbs before the verb and adjectives before the noun.**

1. Naturally
2. Easily
3. Unlimited

**Major Note:** Everything that follows one of these words is presupposed in the sentence. In other words, the listener must accept everything that follows as true in order to make sense of the sentence.

Here are some examples:

*"Have you discovered how **easily** you can make the decision to refer your friends to our company?"*

*"Have you asked yourself if the **unlimited** potential of this information is what is making you so excited?"*

*"Have you naturally discovered how persuasive you are becoming?"*

*"Many people begin **naturally**, Mr. Williams, to create an idea of owning this just prior to making the decision to buy it."*

*"**Naturally**, you'll find more than enough reasons to go ahead today if you understand even a little bit of what I say next."*

**Remember** to put the describing words in front of what they describe. This forces the listener to see powerful pictures, and this method is also very powerful in writing copy.

Now, write three examples using this pattern. Make your examples ones that you can take back with you to the "real world" and effectively use.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The three words you have been given in the **Adverb / Adjective** category are, as you have probably figured out by now, representative of a whole class of descriptive words that will have this same impact when you use them.

I gave you the most important three that I use on a regular basis -- here's a more complete list that you can also choose from:

some	all	many	begin	easily
naturally	readily	infinitely	unlimited	accordingly
obviously	still	already	repeatedly	usually
finally	most	truly	truly	immediately

Now, here's a way to really have some fun with these and add exponentially to their power. For maximum power, remember this:

**Pack as many of these words as possible together**  
**(without sounding too strange!)**

Here are some examples of this strategy at work:

*You've probably started to become aware of **some** of the **many easy** yet **powerful** ways you can use this information.*

***Naturally**, the **most readily** available and **more importantly**, **competent** person to deal with is me.*

***Finally**, the **most reliably accurate** system of persuasion is within your grasp.*

*Once you begin to **easily** absorb this information, you'll **naturally** discover how **easily** it works for you.*

*Most of the reasons why people succeed with this information have to do with the **truly unlimited** power of the skills that you can **easily** put to good use in your own life, don't you think?*

Here's a power-packed, fun one:

*Have you asked yourself recently how many services your present broker [or whatever service provider] should be providing, but isn't? [pause] Since I brought that up, does it make you wonder how much more you could be getting when we do [the service]?*

**Note:** When you use these patterns in writing, don't pack them as tightly as you do in speaking. When you use them in speaking, pack as many in as you can!

## Awareness Pattern

Now we move on to the most powerful words in the next category:

4. Aware
5. Realize
6. Experience

This is the **Awareness** category. This is one of my personal favorites because simply saying one of these words makes the person start the mental process that you mentioned.

These words are very important to your persuasion arsenal because, like the **Adverb / Adjective** words, everything that follows them is presupposed to be true. Also, these words force the issue of not, "Will you do..." but instead, "Are you aware of...", which is far more powerful in persuasion.

By the way, as you gain skill in being able to use these words powerfully, you might think that someone may respond to the question, "Are you aware of..." by saying, "No." I assure you, when done properly, this will never happen. But if it ever did, all you need to do is say, "Not yet, huh?" How's that?

Here are some examples of this pattern:

*Is the **awareness** of the power of these patterns starting to sink in?*

*The more you begin to construct in your mind the ways you'll be using these patterns after you finish this course, the more you'll begin **realizing** the explosively profitable techniques you now possess.*

*Are you starting to **experience** the satisfaction of what owning this will bring as I tell you about it?*

And, of course, you can combine them to create super-powered suggestions:

Becoming **aware** of the potentials of this policy allows you to start **experiencing** the inner sense of **realizing** how completely this program fits your needs.

Now, write three examples using this pattern:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The real power of these words comes when you use them in combination with the **Adverb / Adjective** group.

**Remember, no pattern is an island! Strength comes from combining as many patterns together as possible!**

Here's an example:

*Naturally, as you start to **realize** the **unlimited** ways you can **easily** become **aware** of how joining this team will help you to **truly** accomplish your goals more **rapidly** and **effectively**, you'll start **imagining** the success you can **actually** achieve with my help and guidance -- NOW -  
- are you starting to **experience** the possibilities?*

Of course, as before, the words I choose are my personal favorites. Here are some additional words in this category that you can also choose from:

realize	aware	know	understand
think	feel	wonder	puzzle
speculate	perceive	discover	experience
accomplish	fulfill	grasp	reconsider
weigh	consider	assume	conceive

Now, let's put all this together in an exercise that will help you use powerful combinations. Write a paragraph using the following "Power Words" in the order they are listed in:

1. Naturally
2. Aware
3. Unlimited
4. Experiencing

Write your paragraph here:

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## Temporal Pattern

Now we move on to the next category: the **temporal** pattern.

7. Before
8. During
9. After

These words use some aspect of time and/or numbers to create the presuppositions of your choice. Here are some examples:

***After** you work with me, you'll understand.*

***Before** you decide just how easy this decision is to make, let me tell you a few things that might help, OK?*

***During** our time together today, could you be applying the benefits you will be discovering about this (product or service) to your life?*

Now, write three of your own sentences using this pattern:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

And, of course, you can combine all the patterns together to get even more exciting suggestions:

*During our discussion today, **naturally**, you'll begin to **experience** the excitement about what the future holds for you as you **begin** to **understand** how **easily** leverageable this information is for you!*

Here's a larger list of words that fit into the **Temporal** category:

before	former	was	currently	while
during	after	when	foremost	continue
early	later	until	first	eventually
second	highest	other	along with	in addition to
chief	another	earliest	latest	more

## Spatial Category

Now we move on to the most powerful words in the **spatial** category:

10. Among

11. Expand

12. Beyond

Spatial words are used to create some relationship between things. These could be thoughts, ideas, products, services, etc. These words evoke powerful imagery in the mind of the listener.

Here are some examples:

*From **among** the positive thoughts that you're already starting to realize you have about working with our firm will come the most obvious, yet **overlooked** reason to bring us on board now.*

(Of course, you see/hear the plethora of additional presuppositions used above, do you not?)

*To **expand** on your ever-growing ideas that **contain** the essence of your good feeling regarding using this information powerfully, think of the money you'll be making.*

*That's a great observation. Let me suggest that as you start to experience the realization of what you just said, you can begin to realize that the full, positive ramifications will go **beyond** even your expectations. Can you imagine how much **further** they'll go?*

Now, you write three sentences using this pattern:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some additional words in this category:

against	along	among	apart from	around	aside from
behind	below	beneath	beyond	along with	down
from above	in	including	from behind	into	from under
in place of	without	off	on	out of	beside
short of	through	toward	under	uncover	off the top
underlying	touching	close(er)	near(er)	further	expanded
enlarge(ed)	proceed(ing)	withdraw(ing)	undergone	upward(ly)	separate

Now, put together some statements / paragraphs using the following words in the order given. Remember to aim it at something important that makes sense in your life!

1. Realizing
2. After
3. Beyond
4. Easily

5. Effectively

6. Realizing

Make some notes here for the above exercises so that you can easily do it. You might even want to make a brief outline first.

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## Cause and Effect Category

We now come to our last two categories of the most powerful words, and we've definitely saved the best for last!

The **Cause and Effect** category is extremely powerful! One of the main reasons for this is because it is the natural way that we state our beliefs. Actually, this pattern is pivotal to the balance of the training because it is the most basic expression of pacing and leading.

This language pattern enables you to:

- Use a naturally-occurring pattern to install suggestions
- Create "realities" of making whatever you want cause anything else you want. This is called "junko-logic."
- Speak in terms of the way people organize beliefs in their own minds. Therefore, whatever you say is more believable.



Here are the words:

13. And

14. As

15. Causes

16. Because

For the sake of making this pattern simple, let's split it up into two distinct groups with 13 and 14 being in one group and 15 and 16 being in another. Let's start with 15 and 16.

The reason this pattern is called **Cause and Effect** is because one thing can literally be said to cause another. The pattern is used exactly as it is written. It basically takes the form of *x* (a pace) happens and causes *y* to happen (the lead).

**Use these rules to make the pattern simple:**

**X is a pace**

**Y is a lead**

**Most importantly, ANY X can cause any Y!**

Here are some examples:

*Sitting there **causes** you to completely absorb what I'm saying. And, as you completely absorb it, it will **cause** you to immediately accept it at the deepest levels.*

*Thinking your next thought **causes** you to agree with me that you need to really master this material.*

*Simply saying that excuse **causes** you to understand why you already don't believe it.*

Isn't this a neat pattern?

## Quotes Pattern

OK, I want to introduce you to another pattern that you can use with any of the patterns. It's called, "Quotes." This pattern works so well because you can literally say anything you want to say and just say that you're quoting someone else. This adds credibility to your statement because someone else is saying it, not you!

Here's an example:

*I was talking with a client the other day and she said, "the effectiveness of your material is so profound that you must be loaded with clients -- I mean, just listening to what you say would **cause** anybody to get excited and decide on the spot to bring you in if they really want to increase their profits." This kind of excitement is justified when you consider I helped her increase her income last month by \$25,000.*

OK, now you come up with four sentences of your own: two are normal **Cause and Effect** and two are using **Cause and Effect** with **Quotes**:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Implied Cause & Effect**

Another form of **Cause and Effect** is called, "Implied Cause and Effect" and it takes advantage of our most powerful words 13 and 14.

This pattern implies that two things are linked together. The basic pattern is:

**As X (pace) happens, Y (the lead) naturally follows.**

Here are some examples:

*As you learn this pattern and start using it, you will have a certain sense of accomplishment.*

*As you start to assimilate this information, you will instantly begin to find ways to use it.*

*As the realization begins to sink in of how easily, rapidly and efficiently your profits will go up as a result of using my help, you'll naturally get more and more excited!*

Now write three sentences of your own using the **Implied Cause and Effect** pattern:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here are more words to broaden your **Cause and Effect** word base:

kindles	derives	generates	allows	forces
makes	invokes	settles	stimulates	brings to pass
creates	verifies	justifies	determines	constitutes

## Commands Category

The last two words fall into the **Commands** category. The best way to use them is to practice inserting them into your language as much as is feasible, now! (ha ha)

17. Now

18. Stop

Here are some examples of these words in use:

*This is a great idea, and I think you're beginning to gain the understanding of my ability to help you, are you not? I mean **stop**, and start to begin to become aware of all the ways you can use just the few ideas I've given you so far -- pretty impressive, isn't it?*

*As you begin to realize all the power the Cleveland Method gives you to influence others effectively, you'll begin to discover your ever-increasing enthusiasm for mastering this -- **now** -- let's keep practicing on putting more and more of the patterns together, shall we?*

Learn to throw in these last two words as frequently as you can without being ridiculous. Let's now examine two other words:

**because**

**that causes**

These words give you the ability to do a somewhat-advanced version of the **Cause and Effect** pattern. Here's how to use them:

Both can be used in roughly the same way and they are really effective. The method is to wait until the person you are speaking with says something positive about you or your product / service / idea, and then you say:

*That's a good point, and just understanding that point causes you to realize the full value of our system.*

**or**

*I agree with that because it's so important for you, for all the reasons you've already mentioned.*

In essence, using the **Cause and Effect** pattern in this manner allows you to use it as a "tag" to what you've been saying so far.

O.K., you now have the 18 most powerful words for the purposes of persuasion. Practice using them constantly and you will be well-rewarded for your efforts!

## Criteria

The key to all successful persuasion is being able to "aim" your message at the person you are persuading in a way that they can't say no.

People have a naturally-developed "sales/persuasion" resistance. So, your job is to present whatever you say in a way that blows right by any resistance. In fact, it makes the person salivate to hear more and take action on what you say.

The secret here is using **Criteria**. Without eliciting and using a person's criteria, you will never succeed in your persuasion efforts. Using this information will allow you to "customize" everything you say so that it has the maximal effect on that person -- *right then!*

Here's how to do it.

The question to ask to elicit criteria is:

***What's important about [fill in the context] for you?***

### **Example:**

*What's important about investments to you?*

*What's important about improving your influence skills?*

*What's important about a piece of property to you?*

This information is what a person uses to decide if something is good / bad, etc. It is what drives a person to take action or to avoid it.

The more closely your product or service matches the person's criteria that you're persuading, the more impact you'll have on this person.

For influence purposes, the more you refer to their criteria and link it to your product, service, or proposal, the more impact you'll have. Criteria, when properly used, can eliminate any objection.

However, you don't stop there. Once you get the answer to the question, above, you then ask it repeatedly to obtain a "hierarchy" of information that will absolutely stun you with its effectiveness.

Fill in the blanks with your criteria for learning this information:

1. \_\_\_\_\_ (Most important)
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ (Least important)

All criteria serves to move a person towards an objective or away from a problem. This is called, for simplicity, the **Towards / Away** pattern.

### **THE FUNCTION OF CRITERIA**

**All criteria serves to make you want to move toward something or away from something.**

#### **TOWARD**

**Words like: attain, achieve, goals, include, accomplish, solutions. These are what you'll hear when a person's criteria is moving them toward something.**

#### **AWAY FROM**

**Words like: avoid, get away from, evade, exclude, escape. These are what you'll hear when a person's criteria is moving them away from something.**

The question to ask to determine whether they are **towards** or **away from** us:

***What will having (name their criteria) do for you?***

**Example of toward answers:**

Q. *What will having a passive income do for you?*

A. *It will enable me to buy more of what I want.*

Q. *What will having high quality do for you?*

A. *It makes me feel good knowing that I can afford the best.*

Q. *What will having superior influence skills do for you?*

A. *It makes accomplishing all my goals easier and faster!*

**Example of move away answers.**

Q. *What will having a passive income do for you?*

A. *It makes sure I won't have to work when I get older.*

Q. *What will having high quality do for you?*

A. *It guarantees me that what I buy won't break down.*

Q. *What will having superior influence skills do for you?*

A. *If I have superior influence skills, I won't get told, "No" as often.*

**NOTES**

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## The Eight Most Dangerous Words

Now that you know the 18 most powerful words for persuasion, let's learn the eight most dangerous words that are guaranteed to negate the power of your persuasion.

1. But
2. Try
3. If
4. Might
5. Would have
6. Could have
7. Should have
8. Can't

Let's take them one at a time.

### But

**But:** This word negates anything that was said before it. Example: "I want to help you but..." This really means, "I don't want to help you." Eliminate the word, "But" and replace it with the word, "AND."

### Try

**Try:** This word presupposes failure. It is a subtle suggestion to fail to do whatever follows the word. Such as, "If you'll try and get to this, it will really benefit you." This really means, "I know you probably won't get to it, but (there's that word again!) if you could, it would be useful to you."

### If

**If:** This word presupposes that you might not. Such as, "If you want to pursue this with me..." This actually means that you might not want to pursue this. This is used by people who have not built a compelling persuasive message and are using it as a weak close. If you ever hear yourself using this word, then **stop**, and evaluate whether or not your overall message is weak.

### Might

**Might:** This word is somewhat wishy-washy -- maybe yes, maybe no. It does nothing definite. It's not a severely negative word, just be sure you don't use it in a way that takes power away from your message.



## **Would Have, Could Have, Should Have**

**Would have, Could have, Should have:** These words are all past tense and can have a seriously negative impact on your persuasion message. Generally, you want to be leading people into the present time so they can and will act right now! Often, these words create a whining atmosphere as well.

## **Can't**

**Can't:** This word is in a class of words called negations. Negations, used the way most people use them, can pose a serious threat to your persuasion message. Sentences such as, "You can't use negations" force your mind to first picture using negations then in some way negate that picture.

Think back to a time when you saw a mother with her child on a rainy day. As the two of them approach a mud puddle, the mother says, "Johnny, don't step in the mud puddle." And what does Johnny do? Of course, he jumps right in.

The reason is that any negation forces the mind to think about the very thing that you don't want the person you're persuading to do. As you know, one of the most important elements to any persuasion is to get the person who you're persuading to make a mental image of doing what you want them to do. Thus, words like "Can't" create the very image you don't want the person to make.

There are some very powerful and creative ways to use negation -- just be careful that you use it properly or not at all until you're real comfortable with it.

## Verbal Pacing and Leading

This pattern is so fundamental to all good persuasion that taking the time to really master it will pay off for you in a big way -- in far greater proportion than the time it takes to learn it.

**Pacing** = talking about either what is \_\_\_\_\_ and \_\_\_\_\_ in a person's ongoing experience or talking about what is \_\_\_\_\_ accepted as true. Talking about what is commonly accepted as true is also called using \_\_\_\_\_.

**Leading** = talking about what you want the other person to believe that as yet is not \_\_\_\_\_.

### THE PACING AND LEADING PERSUASION FORMAT

**Pace, pace, pace, lead**

**Pace, pace, lead**

**Pace, lead**

**Lead, lead, lead...**

#### Example:

*As you sit there, reading this information, letting your eyes follow each word, you can begin to discover how this information will allow you to increase your persuasion power. And as you think about how that might happen, and listen to what those ideas are inside your own thoughts, you may find yourself getting excited at how much easier this makes the process of convincing someone to do what you want. In fact, feeling that excitement beginning to build now causes you to want to begin to practice, to perfect this technique. The technique is strong enough to get people to go along with whatever you say, so much so that utilizing it will dramatically increase your sales. This also establishes your credibility and furthers the rapport you are building.*

Now, can you go over that example and pick out the paces and leads?

Another thing to add to the above format is the concept of moving someone from the external environment to the \_\_\_\_\_. Look again at the above example and see if you can determine how this was done.

What is a "yes" set? Where a person feels \_\_\_\_\_ to say \_\_\_\_\_ to whatever you are saying.

One of the main reasons to use verbal pacing and leading is that it automatically sets up an unconscious "yes" set.

A "yes" set traditional is a set of questions designed to elicit a "yes" response from the person you're persuading. The theory is that if you get enough "yesses" during the presentation, when you ask for the commitment, agreement or order, they will say, "Yes!"

**Here's an example of the traditional conscious "Yes" set.**

Salesperson to prospect: *Mr. Smith?*

Prospect: *Yes.*

Salesperson: *Mr. John Smith?*

Prospect: *Yes.*

Salesperson: *Thank you, Mr. Smith. My records indicate that you are the vice-president of purchasing. Is that right?*

Prospect: *Yes.*

Salesperson: *Great. May I ask you a question?*

Prospect: *Yes.*

Salesperson: *If I can show you a way to save costs on your inventory, you would be interested in taking a look, wouldn't you?*

**YUCCHH!**

Do you see the pattern? What else happens for you as you read this? If you are like a lot of intelligent consumers, you are also alerted to the upcoming assault, right? So, what's the answer? How can you get people saying "Yes" without using out-moded tactics like the one above? The answer is in verbal pacing and leading.

What is verbal pacing and leading? It's a sophisticated technique that links things that are true with things that you'd like people to believe are true.

## **Pacing**

**Some examples of things that qualify as pacing (verifiably true):**

*You are reading this.*

*You can feel the temperature around you.*

*On the news last night...*

*As you participate in this learning experience...*

*On my way to see you today, I was thinking...*

Write three of your own:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The reason that those qualified is because they are true and verifiable. Or they qualify as truisms (things that are commonly accepted as true).

## Leading

**Leads** are anything that you want people to believe. So here are some examples of things that could be considered leads:

*You are excited about this information.*

*You are becoming committed to learning more about this.*

*Verbal pacing and leading makes persuasion easier.*

*Verbal pacing and leading creates a lullaby type of effect.*

*This training will have ongoing benefits that you haven't even become aware of yet.*

What are some of your own?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Can you begin to see the difference between **pacing** and **leading**? Pacing statements are statements that are true. The listener can't take exception to them! That's what makes them so powerful for our purposes. Leading statements are what you want the person you're persuading to believe. They are not necessarily proven, but they are what you want your prospect to believe.

The format to follow is:

**Pace, pace, pace, lead**

**Pace, pace, lead**

**Pace, lead**

**Lead, lead, lead...**

**Example:**

*As you review what you've read so far, allowing the seconds to pass while you think about this in your own way, you can begin to understand the value of using this technique to get more of what you want when you want it.*

*And as you begin to understand the value of this, thinking back to a time when this might have made the difference, you can begin to anticipate the benefits that will be yours as you begin to use it.*

*While that anticipation builds, you might just take a second to tell yourself how thrilled you are to have found this at a time when you can really use it. NOW, as the realization begins to sink in, perhaps even outside your awareness, that the real key to persuasion is having skills like this that you can use, have you already started to wonder who you will first share this new skill of yours with?*

Now, let's go back over this passage and analyze it. First, before we do that, read it one more time. Can you understand how the pacing and leading creates a powerful influence that literally compels your experience? Here are the paces and leads:

**Pace:** review what you've read

**Pace:** allowing seconds to pass

**Pace:** while you think about this in your own way

**Lead:** understand the value of using this

**Pace:** understand the value of using this

**Pace:** thinking back to a time... could have made a difference

**Lead:** anticipate the benefits ... use it

**Pace:** anticipation builds

**Lead:** tell yourself how thrilled you are to have found this.

**Lead:** realization begins to sink in

**Lead:** the real key to persuasion is having skills like this

**Lead:** wonder who you will share this new skill with first.

Try this. Read just the leads above, out loud. If those were all that was written, they wouldn't have had near the power as when you have the pacing statements with them, right?

Each time you read a pace, your unconscious says, "Yes." Except that this is so subtle (and therefore, powerful!) that nobody thinks of it as an assault. Instead, you have created an environment that is comfortable, one that supports the other person in moving with you.

**Here's another example for you:**

*As you sit there, reading this information, letting your eyes follow each word, you can begin to discover how this information will allow you to increase your persuasion power.*

*And as you think about how that might happen, and listen to what those ideas are inside your own thoughts, you may find yourself getting excited at how much easier this makes the process of convincing someone to do what you want.*

*In fact, feeling that excitement beginning to build now causes you to want to begin to practice more, to perfect this technique.*

*This technique is strong enough to get people to go along with whatever you say. It also establishes your credibility and furthers the rapport you are building.*

Now, let's see if you can list the paces and leads in the above passage:

Pace: \_\_\_\_\_

Pace: \_\_\_\_\_

Pace: \_\_\_\_\_

Lead: \_\_\_\_\_

Pace: \_\_\_\_\_

Pace: \_\_\_\_\_

Lead: \_\_\_\_\_

Pace: \_\_\_\_\_

Lead: \_\_\_\_\_

Lead: \_\_\_\_\_

Lead: \_\_\_\_\_



## Hidden Directives

Okay, now we're really picking up speed. This pattern is one of my personal favorites. It has been responsible for earning me a significant amount of money, and it can do the same for you.

Here's what **hidden directives** will do for you. They enable you to:

- bypass a person's conscious filtering system
- covertly give instructions that will be carried out by the person
- do your persuading on an unconscious level as well as conscious
- dramatically increase your personal power by understanding how to access instant acceptance in the person you are communicating with

**Hidden Directives** are: Commands that fit into the \_\_\_\_\_ of a sentence without calling attention to their existence.

An example of this is as follows.

*If you learn this material, you will be able to use it powerfully and that will allow you to feel good about your increased sales.*

Write down the directives used above:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Note:** From now on, whenever you write a hidden directive, underline it. This will be the standard that we will use. Note the example on this page!

Note that if you just read the commands of the example, they make sense on their own. This is communicating in multiple levels.

**Here's another example:**

*I'm wondering, by now, if you can, John, feel great inside by understanding the value of what you have learned so far -- and this is just the beginning!*

Write down the directives used above:

1. \_\_\_\_\_
2. \_\_\_\_\_



I did several important things here that you should be aware of. First, I used the directive, "by now". It could also mean, "Buy now" because it is something called a **phonological ambiguity**. In other words, the mind translates that into all the possibilities of what the word sounds like and acts appropriately. Think, then, about what using the word, "know" might do in a sales presentation.

I also used something called a **noun substitution**. Read the example above and leave out the name John. This meaning is still the same, however, adding the name makes the directive stronger because it focuses the person's attention. You can put the name before or after the directive and still get the same results. Sometimes, you can't use the person's name because it would make the sentence sound strange. But often, you can use it!

By the way, if you think you'll get caught using **hidden directives**, think again. Go back to the beginning of this workbook (and look through the manual that comes with this course) and you'll find dozens of examples of hidden directives. (Just look for the underlines.) I've never been caught using this language pattern, and neither will you.

Here's a third example for you so that you can begin to understand this even more as you read it.

*I had a client come in the other day and ask me if I thought this would be a good product for him to buy. I told him, "If you want a good investment by all means, buy it." I said, "Take my word, it will do what you want." Finally, I said, "You are the only one who can convince yourself that it's right." Then I asked him if he felt it was right to go ahead and get it." He said he was. I get asked a lot for my advice and I would love to be of service in any way I can.*

Write down the directives used above:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, if you look back over the three examples that you were given you'll note that they follow a specific format. Each one used a different structure for embedding commands. Write down the structure here.

Example #1 used commands in a \_\_\_\_\_ format. (S)

Example #2 used commands in a \_\_\_\_\_ format. (Q)

Example #3 used commands in a \_\_\_\_\_ format. ("")

## Analogical Marking

**Analogical Marking** is a fancy way of describing a way in which hidden directives are marked off \_\_\_\_\_ or \_\_\_\_\_ to draw attention to them unconsciously.

### How to Mark Off Commands

1. Pause before giving the command.
2. Change your tone (preferably, make it deeper) while giving the command.
3. Increase or decrease your volume when giving the command.
4. Make a specific motion when giving the command.
5. Use anything that "marks off" the command.

**NOTE:** Use numbers 1, 2 and 3 together for the most powerful effect.

Practice with the directive, "Convince yourself." Say it out loud until it sounds like a command. (Refer to the audio tapes, please!)

Choose five commands that you can use in your day-to-day business. Make them short (2-4 words each):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now, use these commands in a *statement* that consciously does not call attention to the commands. Write them here. Underline all commands:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Now, use these same commands in a *question* that does not call attention to the commands. Write them here and underline all commands:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, use these commands in a *quotes* form:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, using what you've learned so far, write one sentence that uses pacing and leading, several of the most powerful words, and at least two commands -- all in combination! Write the sentence here:

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Here's yet another way to use hidden directives in a powerful way. You can quote yourself talking to yourself in your own head.

**Example:**

*You know, it's really neat! When I talk to you, I get excited about what the possibilities are for our future. I even say to myself, be open to really be of service here. I really appreciate our relationship!*

Write one example for yourself:

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## Posturing For Success

Here we will learn two patterns that will subtly help us to posture ourselves into a position of control. The first pattern is called:

### Conversational Postulates

This technique is based on asking a question where the real intent of the question is not to get an answer, but to get the person to take some action. It is quite subtle and powerful -- especially as a positioning technique.

**Here are some examples:**

*Is the door open?* (Here you want the person to close the door.)

*Do we have any more soup?* (You want the person to bring you more soup.)

*Is it convenient to sit here and begin?* (You get the point...)

The second pattern is called:

### Hidden Questions

This technique is designed to soften questions so the person feels more at ease in answering them. The most powerful questions to use are:

*I'm wondering whether...*

*I ask myself if...*

*I'm curious as to...*

## Binds

This pattern has somewhat-miraculous tendencies. With this pattern, you can literally install suggestions that create the effect of a bind on the listener. In other words, they will feel as though they must or must not, as the case may be, take certain action.

Here's what this pattern will do for you. It will enable you to:

- "Bind" the mind of someone you want compliance from
- Use a format for installing suggestions that are irresistible

## Single Binds

**Single binds follow the format of: *The more you X, the more you Y.***

The easiest way to teach this is by example:

*The more you hear about this piece of property, the more you will be compelled to buy it.*

*The more you try and object, the more you will find yourself going along with these ideas.*

*The harder you try to find reasons why this won't work, the more you'll be forced to admit that it does.*

*The more you want to feel good about yourself, the more you'll need to act now on this proposal.*

There are several structures to using this that may help you use this easily:

- A. The more you don't comply, the more you will find yourself complying anyway.**
- B. The more you do what I want, the more you will do even more of what I want.**
- C. The more X happens, the more you'll know...**

Additionally, you can put these inside of quotes, or use them with **Cause and Effect** language, or use them while firing off a compliance anchor (more on anchoring later) or while using **Pacing and Leading** (this is a very effective pace and lead) or use your creativity to combine this pattern with any other pattern!



Let's practice this pattern now. Write three binds in the spaces below:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Advanced Uses of Binds

(Using binds to bind binds.)

You can literally use a bind to bind a bind. The idea here is to support an earlier bind with another bind.

The pattern to follow is to first, use a bind. Then use another bind that binds the acceptance of the first bind.

### Example:

*The more you wonder if this is right for you, the more you'll know it is. And, if you begin to doubt that what I just said is true, then you'll be compelled to buy it immediately.*

*The more you question the value of this, the more value you'll discover. If you should wonder if what I just said makes any sense, you'll just immediately realize the value now as it applies to you.*

*The more ideas I share with you this afternoon, the more sense each one will make and the more compelled you will be to take action on them. If you try to negate that in your mind, you will find yourself agreeing at an even deeper and more profound level. In fact, you'll find that whether or not you understand how yet, your next thought will prove what I said to be true. Anyway, let's get started with these ideas, shall we?*

Now, let's write two sentences that use this pattern:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Controlling Emotions

In this section, you will learn how to control the emotions of yourself and other people.

All persuasion is based on some form of eliciting the type of emotions you want and leveraging them to get the results you're after. This can take several forms. You can elicit the desired emotions directly, or you can use the emotionally charged words that will get you the response -- or both!

Here's what you'll learn in this section. You'll learn how to:

- Invoke any emotional state in a person immediately, and leverage it for persuasion
- Control that state permanently by having the ability to turn it on or off at will.
- Put yourself in an optimum emotional state for persuasion
- Identify useful emotional states in order to enhance persuasion

## HOW TO ELICIT AN EMOTIONAL STATE

1. Go into the state yourself.
2. Ask questions about the target state. *Can you remember a time when you absolutely had to have something and you bought it? What did you feel like right at the instant that you made the decision to do it?*
3. Be congruent! If it's an excited state you want them to go into, be excited yourself!
4. Have the associate into the experience. Note in number to above, I asked, *What did you feel...* I made them feel. In order to do that, you have to be in the experience.

First, let's learn **state elicitation**. How can you elicit a state? There are some useful steps to follow:

Associated = \_\_\_\_\_

Dissociated = \_\_\_\_\_

## Useful States to Elicit

What are some useful states to elicit?

1. Buying
2. Excitement
3. Pure desire
4. Something you must do
5. Something that is no longer true for you but used to be
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Here are the two primary techniques you can use to elicit any emotional state:

1. Use emotionally-charged words in your conversations or writings.
2. Ask the prospect about the state directly: *What's it like when you are completely X'd?*

## Anchoring

Anchoring is based on \_\_\_\_\_ conditioning.

The famous psychologist Pavlov discovered that our brain is capable of \_\_\_\_\_ learning. What this means for the process of persuasion is that we can create an emotional state in someone and then create a stimulus that, when repeated by us, they will immediately experience the emotions again.

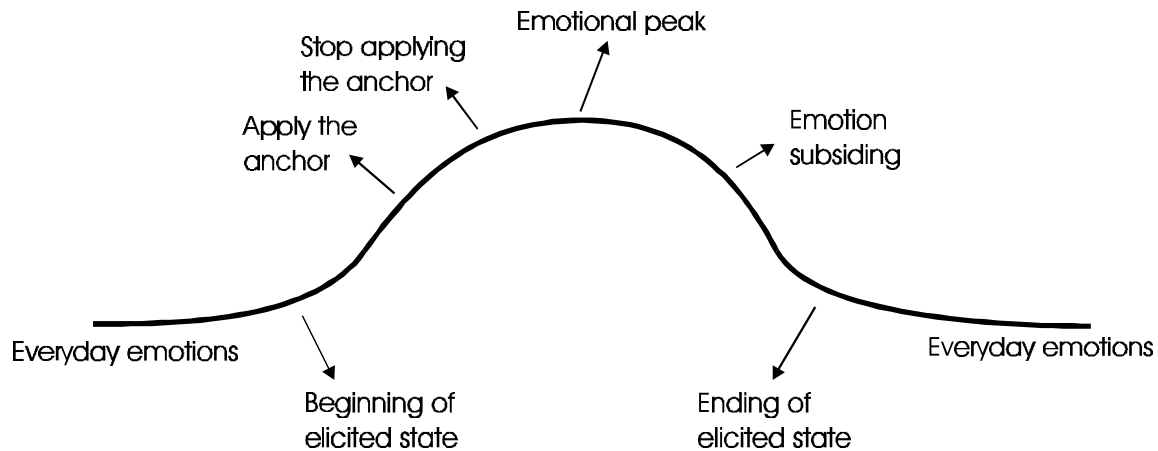
**Anchoring** is based on eliciting a state in someone and then providing a unique stimulus that makes an association in their mind between your stimulus and their emotional response.

The procedure is:

1. Elicit a state in a person
2. At the peak of their emotional response, set your anchor.

3. Calibrate closely to their state so you can see if you did it right.
4. Let go of your anchor before their emotional state subsides.
5. Test the state.
6. Leverage the anchor by firing it when you want them to have that response to what you say.

## Programming the Anchor



You can make an anchor covert by anchoring in one of the coding systems that the person \_\_\_\_\_ in right then.

How do you get rid of an anchor? \_\_\_\_\_ it with another anchor of at least as much emotional strength.

Question: How long does an anchor last?

Answer: Until a \_\_\_\_\_ emotion is collapsed into the anchored one.

### **You can increase the power and longevity of an anchor by:**

1. Anchoring in as many of the rep systems as possible. You have to determine if this is advisable based on your need for covertness.
2. Firing the anchor repeatedly.
3. Anchoring at the peak of the emotional state.
4. Stacking other similar and beneficial emotional states together.

## The Illusion of Choice

Where single binds create a mental bind in the mind of the listener, double binds create the illusion of choice. With this pattern, you'll be able to:

- Create the illusion of choice
- Use that illusion to install suggestions
- Hide your use of "illusion" so that it's unrecognizable
- Begin learning to use "controlled confusion" to install suggestions.

**Double Binds** are sentences that give the \_\_\_\_\_ of choice. You give two "choice", where either choice they choose, they will end up doing what you want or having the thought you want them to have.

## How to Make Double Binds Effective

1. Be sure to have gained \_\_\_\_\_ before using these. Even a little is enough.
2. Use a \_\_\_\_\_ from the mental to the physical. It is always best to bind a person's \_\_\_\_\_ then work progressively toward binding physical movements, such as signing the contract, etc. (NOTE: You can bind them into signing right from the first if you bind them to making the decision, not the physical action of signing!)
3. You must deliver these in a meaningful way, as if what you said actually made sense. This is very important!

## The Structure of Binds

The formal structure of binds is: X (choice) or Y (choice) where either choice is basically the same, only worded differently.

### Example:

*So far you have been learning different ways to speak indirectly to people to make it easier for them to do what you want them to do and as you continue to learn and use these patterns, will you find them useful in your daily work and personal life or will you simply integrate them into your behavior?*

1. What is the bind?
2. How do the embedded commands support the bind?
3. Notice the pacing and leading. What are the pace(s) and lead(s)?

Now, come up with five or more examples of double binds that would be useful for you to use. Examples: *Learn or Understand, Buy now or Decide to do this, Desire this or Be compelled to get it, Be happy or Experience excitement*, etc. Do not write the complete sentence yet, only the bind itself.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now, put each of the above binds into sentences that fit the context of where you'd like to use them:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## How to Hide a Double Bind

Hiding a double bind gives binds extraordinary power. When you hide a double bind, it makes the person you're communicating with not notice or hear that you have used one.

This is one of the \_\_\_\_\_ tactics that you will come to love! The rule is: When a person becomes confused, they will accept the first \_\_\_\_\_ that is given as a means of pulling themselves out of confusion.

The structure for using this is the same as before except at the end of the double bind you don't stop -- you keep talking and ask a question.

## The Structure of a Double Bind

The structure is like this:

### Sentence... Double Bind... Sentence... Question

The double bind is sandwiched between the structure of the sentence and a question is used at the end. Thus, the double bind provides the \_\_\_\_\_ and the question provides the \_\_\_\_\_ that the person needs to come back to reality.

Therefore, once a person answers the question at the end of a hidden double bind, they come back to reality and immediately the bind is accepted by the unconscious. Isn't that neat?!

### Example:

(I'll use the same example as I used to demonstrate double binds but I'll add to it to make it hidden.)

*So far you have been learning different ways to speak indirectly to people to make it easier for them to do what you want them to do and as you continue to learn and use these patterns will you find them useful in your daily work and personal life or will you simply integrate them into your behavior because I have found that speaking indirectly can also be a more polite way to communicate with others. Did you know that this is the way the Japanese communicate?*

1. How does hiding the bind affect you?
2. How did you feel after you answered the question about the Japanese?



Now take three of the sentences you just wrote and put them into the **hidden double bind** format:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Conditional Binds

This pattern is in the family of **cause and effect** patterns. All cause and effect patterns are in a greater family called **inductive logic**. Inductive logic is the opposite of deductive logic.

The conditional bind pattern derives its name from the fact that it works on the condition that the first side of the bind (the "if" side) is valid. If it is valid then the second half is valid.

Based on what you know so far, these are easy to learn and use -- as well as being very powerful.

### Example:

*Mr. Smith, we're at the house right here that I told you about. Before you go inside I want to tell you this. If the first thought that goes through your mind, right as you step through the door is, "This is a perfect home for me," then you'll realize that not only should you buy it, but you will be very happy living here, just as you have dreamed.*

*If you have doubts about your ability to commit to what it takes to improve your persuasion skills by enrolling in this course, then you'll understand that it is perfect for you, in that you will get the skills that you most need. Are there any more considerations you need answered before you enroll now and start the process of experiencing the relief that comes when you take steps like these to secure your future?*

*Before we get started and by way of creating an overall way to look at all we are going to do together today, let me ask you this. Do you know what it's like, right now when you begin to believe strongly that something is right for you? You know, like when it's so right that you all of a sudden come upon the realization that you should be participating? [If yes] Then as a result of that, you understand how my discussion of cellular phones will be affecting you as we talk together. Now, which model are you interested in?*

Now, write three sentences that use conditional binds. One sentence should also contain a single bind.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTES**

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## Specific Questioning Tactics

*"While I'm sure that you are familiar with the notion that, 'the map is not the territory,' I'm wondering if you have fully realized that, as human beings, we will forever experience on ly the map and not the territory. We but alter maps; that is, we change people's subjective experience of the world, not the world."*

*-- Leslie Cameron Bandler*

There are three basic human modeling principles.

**Distortion ... Generalization ... Deletion**

### Distortion

**Distortion** is the process whereby we are able to shift our sensory data to make different kinds of sense out of the same thing. This is the way in which we plan. We take the sensory data that we have right now and distort it by imagining what will happen in the future if we do X or Y. Distortion is what allows us to construct things.

There are three types of distortion that occur:

1. Lost performatives
2. Mind reading
3. Cause and effect

### Lost Performative

**Lost performative** occurs when you talk like everybody has the same model of the world as you do. If you say, "It's wrong to cheat," or, "You should treat others the way you would like to be treated," you are violating the lost performative rule.

The problem with this is that people don't often realize that it is their model of the world that is causing them to make these statements. They are dissociated from what they are saying. In other words, they are not taking ownership of what they are saying.

The challenge for this is:

**"According to whom?"**

or

**"Who says?"**

This process must take place early on in a conversation and especially in handling an objection so that they are willing to take ownership for what they say. They must understand that it is their model of the world they are referring to, not a general belief that the whole world believes in.

Therefore, statements like, "A person has to do what is right!" or "It's always wise to think something over for a while before buying," can be challenged with a response like, "According to whom?" or "Who says?" Remember to stay in rapport while using this material.

## **Mind Reading**

**Mind Reading** is when someone claims to know what someone else is thinking or feeling without having direct sensory evidence.

Sentences like, "He doesn't like me," or, "I know I'm not wanted here," are the types of sentences we're talking about.

The challenge for this is:

**How do you know?**

### **That's Incredible!**

This pattern can be used to challenge how a person knows anything! If a person says, "I think I should just wait before I make a decision," you could say, "How do you know?" If they say it's just a feeling, you can say, "How do you know that's a feeling that tells you to wait? Perhaps it is a feeling of anticipation of going ahead. As you recognize it for what it is, NOW, don't you feel better?"

This is an incredible pattern!

## **Cause and Effect**

**Cause and Effect** is a statement that states some action by one person that makes another person do, think, or feel something.

This is often difficult for people to get, however since you have already studied cause and effect patterns, this will come easy for you.

The reason that it is often difficult is that our society supports the belief that if a person says or does something to you then they have **caused** you to have a particular feeling or response. This

also presupposes that you have no control over your own emotions and actions, that you simply respond to whatever is going on around you. Obviously, this is not true.

Sentences like, "They make me mad when they treat me like that!" or, "I can't buy now because I have to look around more," are what we are talking about for the cause and effect pattern.

The challenge for this is:

*How does X cause Y?*

*How does some behavior or X person cause you to choose to Y?*

## Generalization

**Generalization** is the process we use to create structure in our lives. All knowledge and science is based on generalization.

There are two types of generalization that occur:

1. Modal Operators
2. Universal Quantifiers

## Modal Operators

**Modal Operators** are what we use to express the rules that we live by.

We'll deal with two types of Modal operators.

- Modal operators of necessity such as: *have to, ought to, should, need to, must*
- Modal operators of possibility such as: *impossible, unable, mustn't, can't*

## How Modal Operators Remove Choice

Modal operators demonstrate the limits of the speaker's model. Often you will hear words like "just" or "it's only that", etc.

The challenge for modal operators is:

*Just suppose you can...*

*What would happen if you did / did not?*

## Universal Quantifiers

**Universal Quantifiers** are words that take an experience and generalize it into all experiences. For example, if a person tried to sell something once and it didn't work, he might generalize that he couldn't **ever** sell **anything**.

Words like: *all, every, everybody, no one, each*, etc., will tip you off to a universal quantifier being used.

The challenge for **Universal Quantifiers** is:

**Use the same word as a challenge. Like, ALL?**

**Reverse what is said and put it in their words.**

Examples of challenging Universal quantifiers.

*"No one pays that much for this."* You reply, *"No one? You're sure that no one has paid this much?"*

*"Everyone knows that you shouldn't do that."* You reply, *"What is it that you know you shouldn't do?"*

## Deletion

**Deletion** is the result of paying attention to one set of information that automatically causes a person to delete certain other information. We all have seven plus or minus two (between 5 and 9) slots of information available to us at any given point in time. As a result, when we orient our attention to anything, it automatically causes us to both be aware of what we are orienting our attention to and to delete what else is happening.

There are four types of deletion that occur:

1. Nominalization
2. Unspecified Verbs
3. Lack of Referential Index
4. Simple Deletion

## Nominalization

**Nominalization** is what happens when you take a process and turn it into a thing. It is where a process becomes static and unchanging. Processes by definition are changing, evolving.

Nominalizations are verbs that have been turned into nouns. For example, the word "deciding" is a verb, the word "decision" is a noun. One of the ways to tell it is a noun is that it ends in, "ion." To break nominalizations, you have to change it back into a verb.

The challenge for this is similar to **Unspecified Verbs**:

*How specifically [state the noun as a verb]?*

**Example:**

"That decision is interesting." You respond with, "How, specifically are you deciding?"

"Our association with our sales team needs to be changed." You respond with, "How specifically are you currently associating?"

## The Test for Nominalizations

### Test 1

Ask yourself if it fits in a wheelbarrow. If it does not, then it is a nominalization.

**Example:** A rock (which is a noun) fits in a wheelbarrow. A **relationship** does not. Therefore, a **relationship** is a nominalization.

### Test 2

Say the phrase, "An ongoing [insert the suspected word here]." If it makes sense, then it is a nominalization.

**Example:** *An ongoing decision* makes sense and therefore it is a nominalization. *An ongoing computer* does not make sense and therefore is not a nominalization.

## Unspecified Verbs

**Unspecified Verbs** are descriptions that do not supply enough information. It's real easy to go way overboard with this. Remember that the most important information to challenge is the **Distortions** and the **Deletions**.

The challenge for this is:

*How specifically* \_\_\_\_\_.

**Example:**

"I was cheated." You reply with, "How specifically were you cheated?"

"I have to make more sales." You reply with, "How specifically will you make more sales?"

"I'm not comfortable with this." You reply with, "How specifically are you not comfortable?"



## Lack of Referential Index

**Lack of referential index** is when a person deletes who is being referred to. This also sounds vague and ambiguous.

The challenge for this is:

**Who specifically** or **What specifically** \_\_\_\_\_.

### Example:

*"All our competition is trying to get that account."* You reply with, *"Who specifically of our competition is trying to get the account?"*

*"People should respect the work I do."* You reply with, *"Who specifically should respect the work you do?"*

*"They need to learn how to do their job."* You reply with, *"Who specifically needs to learn how to do their job?"*

## Simple Deletion

**Simple deletion** is the "catch all" category that is used to recover any other deletions that exist.

The challenge for this is:

**Who(m) or what specifically** \_\_\_\_\_.

### Example:

*"I'm concerned."* You reply with, *"What specifically is concerning you?"*

*"He hurt me."* You reply with, *"Who specifically hurt you?"*

## **Time-Released Suggestions**

This is the technique that will enable you to make sure that once you secure a commitment or agreement to something, they won't back out. It practically eliminates "buyer's remorse" in most situations.

Here's how it works:

1. Get a commitment to something.
2. Create an arbitrary situation in the future where they might not be as excited with their commitment as they are now.
3. Ask them what will cause them to keep their commitment anyway.

You can also do this with any idea you want to impress upon someone.

The way this works is to:

1. Give a suggestion that you want the person to carry out.
2. Identify in your mind a time in the future that you want to remind the person of this suggestion.
3. Tell the person that when this time in the future happens, they will automatically remember this suggestion.

It's very important to do this regularly when you get a commitment or agreement. This will save you much heartache!

## Closing

The final patterns I'd like to give you are my two favorite closes. I use them both with great success. On this subject, I hope by now, you realize that there is nothing better than a good presentation to help you secure any agreement -- whether you are negotiating, selling, speaking or writing.

These two patterns are especially helpful in a "sales" context.

### Closing Pattern #1

It goes like this. After you have completed your presentation and it's time to secure the agreement, ask:

**Is there anything else you need to know in order to go ahead?**

This works well because in this case, a "No" really means "Yes!" Also, if they say, "Yes," then you still are in there and can get to the bottom line. Either way, you haven't lost the sale.

### Closing Pattern #2

Again, after you have completed your presentation and it's time to secure the agreement, do the following:

1. Summarize why you are there. *"We got together today because..."*
2. Say, *"You decided to take care of [handle, fix, do something, etc.] [feed in their criteria]."*
3. Say, *"I'd like to [enroll you, schedule our first meeting, ship the product, etc.] for all the obvious reasons."*
4. Ask, *"Is this what you'd like to do?"*

That's all there is to it! Usually, people will ask you how they can get involved with whatever you're doing if you have presented what you do well enough.



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