The *Accelerated* Neuro-Linguistic Programming Master Practitioner Certification® Training

July, 2004, Newport Beach

With
 NLP Master Trainers:
    Tad James, M.S., Ph.D.

 NLP Trainers:
    Adriana James, and
    Todd Levinson

Presented by: nlp.com
Advanced Neuro Dynamics

Sections

ONE

WELCOME

Advanced Neuro Dynamics

July, 2004

Dear Master Practitioner,

Welcome to the NLP Master Practitioner Training. I believe that you are in for a wonderful experience in the next two weeks, one that you will cherish for years to come.

Newport Beach is really fun. Your trainers have spent a lot of time here over the years; so if you have any questions about the area or what to do while you're here, just ask.

We have done everything we can to make sure that your learning environment is the best that it possibly can be. All of us here at the training are available to answer your questions, clarify points, to help you learn a pattern, to discuss the finer points of NLP, or just hang out.

The manual you are now reading has been specially designed for readability. The typeface used in most of the body copy is called Century Schoolbook. It's probably the same typeface that was in the book when you learned to read, so it's one of the most readable. We did it in 14-point type, so it should be very readable.

So, here we go. It'll be an intense 2 weeks, but when we're done we'll celebrate. One of my outcomes is that we get to know each other so I can assist you in your outcome for being here. So, let's do it!

By the way when we are all done, there's support by e-mail. Just e-mail us at: support@nlp.com.

Aloha,

■ ☐

Tad James, MS, Ph.D.,
Certified Master Trainer of NLP, Creator of Time Line Therapy™,
Executive Director of the American Board of Hypnotherapy

WHAT IS NLP?

Neuro: The nervous system (the mind), through which our experience is processed via five senses:

- Visual
- Auditory
- Kinesthetic
- Olfactory
- Gustatory

Linguistic: Language and other non-verbal communication systems through which our neural representations are coded, ordered and given meaning. Includes:

- Pictures
- Sounds
- Feelings
- Tastes
- Smells
- Words (Self Talk)

Programming: The ability to discover and utilize the programs that we run (our communication to ourselves and others) in our neurological systems to achieve our specific and desired outcomes.

In other words, NLP is how to use the language of the mind to consistently achieve our specific and desired outcomes.

WHAT IS IT REALLY?

An Attitude

- Curiosity
- Willingness to Experiment

A Methodology

- Modeling
- De-nominalization
- Continual Experimentation

A Trail of Techniques

- The Techniques That Are Taught as NLP

PRIME DIRECTIVES OF THE UNCONSCIOUS MIND

(1.) **Stores memories**
Temporal (in relationship to time)
Atemporal (not in relationship to time)

2. **Makes Associations** (links similar things and ideas), **and Learns Quickly**

(3.) **Organizes all your memories**
(Uses the Time Line. Mechanics is the Gestalt)

(4.) **Represses memories with <u>unresolved</u> negative emotion**

(5.) **Presents repressed memories for resolution.**
(to make rational and to release emotions)

6. **May keep the repressed emotions repressed for protection**

(7.) **Runs the body**
Has a blueprint:
of body now
of perfect health (in the Higher Self)

(8.) **Preserves the body**
Maintain the integrity of the body

9. **Is the domain of the emotions**

10. **Is a highly moral being** (the morality you were taught and accepted)

11.   Enjoys serving, needs clear orders to follow

12.   Controls and maintain all perceptions
        Regular
        Telepathic
Receives and transmits perceptions to the conscious mind

13.   Generates, stores, distributes and transmits "energy"

14.   Maintains instincts and generate habits

15.   Needs repetition until a habit is installed

16.   Is programmed to continually seek more and more
        There is always more to discover

17.   Functions best as a whole integrated unit
        Does not need parts to function

18.   Is symbolic
        Uses and responds to symbols

19.   Takes everything personally. (The basis of Perception is Projection)

20.   Works on the principle of least effort
   Path of least resistance

21.   Does not process negatives

NLP COMMUNICATION MODEL
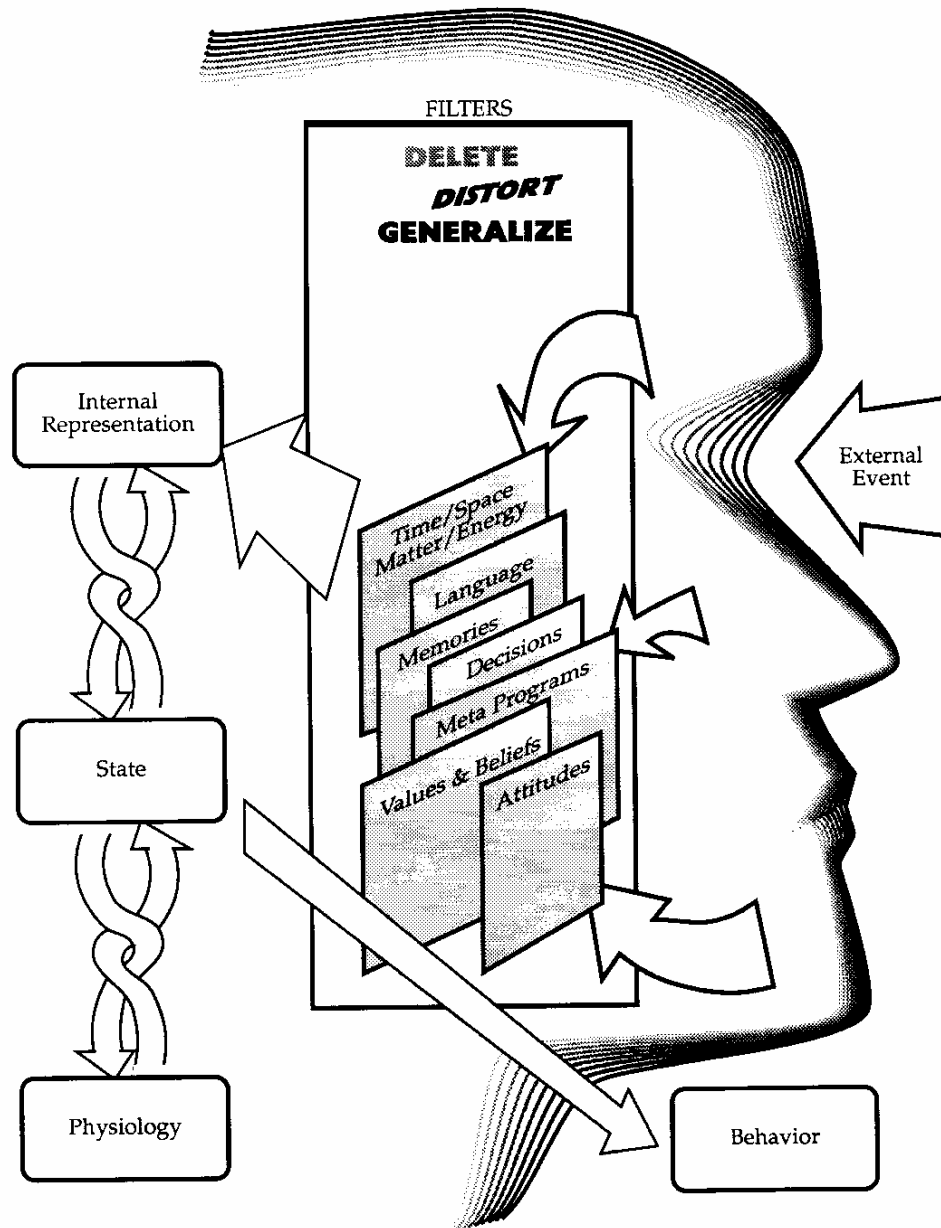
PRESUPPOSITIONS OF NLP

Convenient Assumptions

1. **Respect** for the other person's model of the world.
2. Behavior and change are to be evaluated in terms of context, and **Ecology**.

> **Mnemonic Device**
> **R E S P E C T**
> **U R - W O R L D**

3. Resistance in a client is a **Sign** of a lack of rapport. (There are no resistant clients, only inflexible communicators. Effective communicators accept and utilize all communication presented to them.)
4. **People** are not their behaviors. (Accept the person; change the behavior.)
5. **Everyone** is doing the best they can with the resources they have available. (Behavior is geared for adaptation, and present behavior is the best choice available. Every behavior is motivated by a positive intent.)
6. **Calibrate** on Behavior: The most important information about a person is that person's behavior.
7. **The** map is not the **Territory**. *(The words we use are NOT the event or the item they represent.)*
8. **(U) You** are in charge of your mind, and therefore your results (and I am also in charge of my mind and therefore my results).
9. People have all the **Resources** they need to succeed and to achieve their desired outcomes. (There are no unresourceful people, only unresourceful states.)
10. All procedures should increase **Wholeness**
11. There is **Only** feedback! (There is no failure, only feedback.)
12. The meaning of communication is the **Response** you get.
13. The **Law** of Requisite Variety: (The system/person with the most flexibility of behavior will control the system.)
14. All procedures should be **Designed** to increase choice.
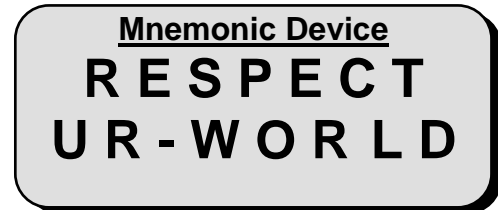
STATE -VS- GOAL

Values or States	**Goal or Outcome**
Stated ambiguously	Stated specifically
Write affirmations	Write goals/outcomes
You can have it now	Time is involved
No steps	Steps needed to get there (Get final step and work backwards)
Infinite	Measurable
Stated for self and/or others	Stated for self only

TWO

QUANTUM LINGUISTICS
THE ADVANCED LANGUAGE PATTERNS OF NLP

Presuppositions
(The equivalent of linguistic assumptions)

Two Purposes:

RECOGNIZE: You can recognize the assumptions of your clients' speech.
UTILIZE: Use presuppositions to directly affect someone's internal representations.

It doesn't matter if the presuppositions are positive or negative the internal representation is still the same. E.G.: "Don't think of a blue tree."

Hierarchy of Ideas
(The level of abstraction in your language makes a difference)

Two Purposes:

CHUNK UP: Chunk up to gain greater agreement, and trance.
CHUNK DOWN: Chunk down for greater distinctions, and to bring them out of trance.

You can control the level of abstraction of the conversation using your language and the Meta Model and the Milton Model.

Quantum Linguistics
(You can directionalize your language to affect internal representations)

The Purpose:

CHANGE: Neurological changes can be made using directionalized language.

You can control the client's internal representations during conversation.

PRESUPPOSITIONS

Definition: Presuppositions are **Linguistic Assumptions** and are useful for:

- **Recognizing** what is assumed by the client's speech and assisting in
- **Creating new I/R's** for the client.

1. **Existence –** (Tip-off: Nouns)

2. **Possibility/Necessity –** (Tip-off: Modal Operators)

3. **Cause – Effect –** (Tip-off: "Makes", "If … then")

4. **Complex Equivalence –** (Tip-off: "Is," "Means")

5. **Awareness –** (Tip-off: Verbs with V, A, K O, G)

6. **Time –** (Tip-off: Verb Tense, "Stop", "Now", "Yet")

7. **Adverb/Adjective --** (Tip-off: An adverb or adjective)

8. **Exclusive/Inclusive OR –** (Tip-off: "Or")

9. **Ordinal –** (Tip-off: A List)

EXERCISE # 1
(We <u>know</u> that the examples are gender specific, male. They are written that way to avoid confusion.)

In the following sentences, please distinguish between the presuppositions and the mind readings. Put a 'P' or an 'MR' next to each one:

1. **"I'm not convinced whether or not I can use NLP language patterns easily at home."**
___ A. He has a home
___ B. He wants to communicate better
___ C. He is convinced of something
___ D. He knows when he is convinced

2. **"I don't see why everyone gets better results than I do!"**
___ A. He feels that he's not good enough
___ B. He wants to make a good impression
___ C. He knows when he is getting results
___ D. All his friends are overachieving perfectionists!

3. **"If I don't make enough effort, I won't get anywhere."**
___ A. He feels motivated
___ B. He doesn't know how to get it together
___ C. He wants to make more effort
___ D. His travel is connected to his effort

4. **"I have to stop making limiting decisions."**
___ A. He can't stop making decisions
___ B. He feels trapped
___ C. He made a decision
___ D. He knows when he's being limited

5. **"Wow, I feel so much better now, since I have decided to do what I want to do."**
___ A. Some behavior he engaged in was related to some internal state
___ B. He has feelings
___ C. He has much more control of his life now
___ D. He fixed himself so he should be certified

EXERCISE #2

In the following sentences, please identify the major presupposition as well as what else is presupposed:

1. "If the cat meows, again, I'll have to put him outside."
2. "It was her friendly smile that made me walk up and say 'Hey'."
3. "If only he had come home on time, the party wouldn't have gotten out of control."
4. "People have always given me more to do than I can handle."
5. "P.R. people are always easy-going."
6. "Stop watching so closely, and listen to me."
7. "Not only you can learn this."
8. "Either she goes crazy or I do."
9. "First the winds came then the rain."
10. "Opera makes me want to cry."
11. "Why can't I have what I want?"
12. "It's hard to focus on new learnings, because my brain doesn't work that way."
13. "These concepts are brand new therefore they are difficult."
14. "I can either take care of business or learn this."
15. "I cannot do <u>what</u> I want <u>when</u> I want, since my family demands too much from me."
16. "There is only one way to do it and that is my way."
17. "You should have realized, by now, that I am always right."
18. "The first thing I had to discover was that I did not really know how to communicate."
19. "For some time now, it has been much easier for me to not think for myself."

EMBEDDED COMMANDS

(HOW TO DELIVER ONES THAT WORK!)

Two Elements:

> 2 times (or 2 words) MEANS — "How to do it."
>
> 1 time (or 1 word) END — "What to do."

The key is three in a single sentence. Delivered **LOWER & LOUDER!**

The Steps:

1. Decide Outcome
2. Develop Sentence
3. Deliver It
4. Calibrate for Results — Outcome

Deliver it congruently

CARTESIAN COORDINATES

Converse	Theorem
~AB	AB
Example: What wouldn't happen if you did?	**Example:** What would happen if you did?
Non-Mirror Image Reverse	**Inverse**
~A~B	A~B
Example: What wouldn't happen if you didn't?	**Example:** What would happen if you didn't?

SYMBOLIC LOGIC

And

Or (Inclusive Or)

Not

Not equal to

If... Then

Less Than

Greater Than

Either-or, neither-nor (Exclusive Or)

Equivalent

Causes
Universal quantifiers, Total

INDUCTIVE & DEDUCTIVE LANGUAGE
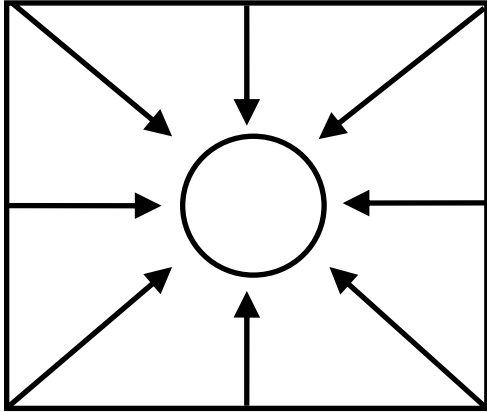
DEDUCTION

Deduction: "Since I can't drive any car, I won't be able to drive a Cadillac."

INDUCTION
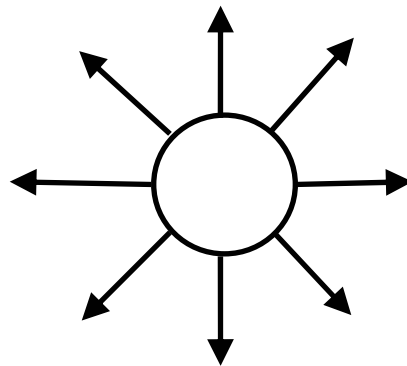
Induction: "If I can learn to do this, I can learn anything."

ADVANCED PRESUPPOSITIONS

THE PROCESS

The purpose of this process is to learn how to just loosen the client's model, not necessarily to solve the problem (which you may do anyway), by undercutting the original presuppositions. (This segment was developed jointly with John Overdurf.) The process is simple:

1. **Identify the most basic presuppositions—**(write them down)
    Ask: "How is this a problem now?"
    Identify ALL presuppositions in the sentence.

2. **Determine which one(s) will have the greatest effect on the problem.**

3. **Structure response as a question, and presuppose a solution in the question.**

    (How? — By doing a Mind Read on what solution will work and asking a question that presupposes it.)

4. **Bring the presuppositions into consciousness (restate the problem).**

5. **Ask the question.**

Examples:

Presenting Problem: Husband says, "I get pissed off at my wife every time I come home and see the kids' toys all over the floor."

Process: Go out just past the point of resolution, look at the ecology, and then ask them a question about ecology.

Response: "What are you going to do with all that time when you see the toys in place?" -or- "How good will your wife feel when you only get pissed off at the kids?" -or- "How good will your wife feel when the room's clean?"

MORE EXAMPLES

Construct a solution for each presupposition:

1. **Existence**: Are you sure?

    Evidence challenge with **not** + **time**

    Example: I have anxiety.

    Response: When are you sure it's not there?

2. **Awareness**: Pace the presupposition, plus switch referential index (you can also add "not").

    Example: I didn't realize that upset you.

    Response: What you didn't realize was what else you were communicating your upset.

    Response: I didn't realize how upset you were.

3. **Possibility**: If Modal Operator of Impossibility, remember it's "can do the process of not."

    Example: I can't stop drinking.

    Response: How can you...not stop drinking?

    If Modal Operator of Necessity, chain it to Modal Operator of Possibility, i.e., can.

4. **C=Eq**: Take the opposite, pace it to the limit and use a counter example with a Referential Index Switch to the solution.

    Example: My wife never has dinner done; that means she doesn't love me.

    Response: How much will you have to eat so she knows she loves you?

5. **C>E**: Switch position, chunk up effect, Switch Referential Index, and do a "not" on Cause.

    Example: My wife doesn't understand me.

    Response: What is it that you don't totally understand in yourself that causes you to think that she doesn't understand you?

6. **Time:** Since time is a Nominalization, you can use the decision destroyer.

    Example: I regret my decision.

    Response: When did you decide that? Before regretting it what were you deciding?

7. **Adjective, Adverb**: Comparative Deletions

    (Same behavior—different context.)

8. **Or**: Chunk up to a common intent (which gives you a Mind Read), what, when, how, plus exclusive or.

    Example: I can't decide if I should take the trainer's training or go home.

    Response: So if you don't do what you want, how will you learn what you need to learn?

    Example: Should I stay in this relationship or not?

    Response: How will you ever be able to relate to anyone if you aren't free to do what you want?

9. **Ordinal:** Reverse the order and apply one on top of another.

    Example: I need to know why I do it before I change what I do.

    Response: So why don't you change while you do it?

PRESUPPOSITIONS IN QUANTUM LINGUISTICS

THE EXERCISE

1. Discover the Presenting Problem. Ask: "How is this a problem now? Make sure you (Master Practitioner) understand how the problem could be a problem.

2. Send client away and Master Practitioner and Observer huddle to identify the most basic presuppositions.

3. Structure several responses as questions, which presuppose the solution in the question. (If possible:)
   • Associate problem
   • Dissociate problem
   • Associate resources
   • Associate resources to problem

4. Bring client back and light up the neural networks. "A moment ago you said that your problem was _____."

5. Ask the Question(s), and calibrate for physiological shift.

HIERARCHY OF IDEAS
THE MODEL

Meta K-Type

Chunking Up

Agreement

↑

"What is this an Example of?"

"For What Purpose...?"

"What is your intention...?"

In Mediation, chunk up to get agreement. Chunk-up until you get a Nominalization.

The Structure of Intuition: The ability to chunk-up to find connections & relationships, and then to chunk back down to relate to the current situation.

It's rare to find a large chunker who sorts for information -- they are usually small chunkers.

"What are examples of this?"

"What specifically...?"

-- any Meta Model Question

↓

Distinctions

Chunking Down

Meta Ad - Type

<u>In Trance</u>

Intuitor

Big Picture

Milton Model -- Abstract

The Structure of Overwhelm: Too Big Chunks

Existence

↑

Movement

↑

Transportation

↑

Buses – Boats – Cars – Planes – Trains

Classes & Categories   **Parts**

BMW -- Pontiac   Wheels -- Doors

Fiero   Hub Caps

GT   Lug Nuts

The Structure of Nit-Picking: Chunking Down and Mismatching

Specific -- Meta Model

Details

Sensor

<u>Out of Trance</u>

NLP NEGOTIATION MODEL

1. Discover the positions of each of the parties in the conflict. (Make sure agreement is possible. Make sure that both parties can make a decision.)

2. Begin with one side (generally the least solid) and Chunk up - until you get beyond the boundaries of what the position originally was. You will know this when the original position becomes meaningless.

3. Separate intention from behavior
   * Use a conditional close
   * "So if you get ____"X"____ then however we do it is OK."

4. Chunk down only as quickly as you can maintain agreement. (If maintenance of agreement is not possible, then chunk objecting party higher.)

THE META MODEL

Pattern	Response	Prediction
DISTORTIONS		
1. Mind Reading: Claiming to know someone's internal state. Ex: "You don't like me."	"How do you know I don't like you?"	Recovers Source of the Info.
2. Lost Performative: Value judgments where the person doing the judging is left out. Ex. "It's bad to be inconsistent."	"Who says it's bad?" "According to whom?" "How do you know it's bad."	Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief.
3. Cause—Effect: Where cause is wrongly put outside the self. Ex: "You make me sad."	"How does what I'm doing cause you to choose to feel sad?" (Also, Counter Ex., or "How Specifically?"	Recovers the choice.
4. Complex Equivalence: Where two experiences are interpreted as being synonymous. Ex: "She's always yelling at me, she doesn't like me."	"How does her yelling mean that she...?" "Have you ever yelled at someone you liked?"	Recovers Complex Equivalence. Counter Example.
5. Presuppositions: Ex: "If my husband knew how much I suffered, he wouldn't do that." There are 3 Presuppositions in this sentence: (1) I suffer, (2) My husband acts in some way, and (3) My husband doesn't know I suffer.	(1) "How do you choose to suffer?" (2) "How is he (re)acting? (3) "How do you know he doesn't know?"	Specify the choice & the verb, & what he does. Recover the Internal Rep., and the Complex Equivalence
GENERALIZATIONS		
6. Universal Quantifiers: Universal Generalizations such as all, every, never, everyone, no one, etc. Ex: "She never listens to me."	Find Counter Examples. "Never?" "What would happen if she did?"	Recovers Counter Examples, Effects, and Outcomes.
7. Modal Operators: a. Modal Operators of Necessity: As in should, shouldn't, must, must not, have to, need to it is necessary. Ex: "I have to take care of her."	a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?"	Recovers Effects, Outcome.
b. Modal Operators of Possibility: (Or Impossibility.) As in can/can't, will/won't, may/may not, possible/impossible. Ex: "I can't tell him the truth."	b. "What prevents you?" ("What would happen if you did?")	Recovers Causes
DELETIONS		
8. Nominalizations: Process words which have been frozen in time, making them nouns. Ex: "There is no communication here."	"Who's not communicating what to whom?" "How would you like to communicate?"	Turns it back into a process, recovers deletion, and Ref. Index.
9. Unspecified Verbs: Ex: "He rejected me."	"How, specifically?"	Specifies the verb.
10. Simple Deletions: a. Simple Deletions: Ex: "I am uncomfortable."	a. "About what/whom?"	Recovers Deletion.
b. Lack of Referential Index: Fails to specify a person or thing. Ex: "They don't listen to me."	b. "Who, specifically, doesn't listen to you?"	Recovers Ref. Index.
c. Comparative Deletions: As in good, better, best, worst, more, less, most, least. Ex: "She's a better person."	c. "Better than whom?" "Better at what?" "Compared to whom, what?	Recovers Comparative Deletion.

MILTON MODEL

HYPNOTIC LANGUAGE PATTERNS

1. **Mind Reading:** Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the info.
   - *"I know that you are wondering..."*

2. **Lost Performative:** Value judgments where the performer of the value judgment is left out.
   - *"And it's a good thing to wonder..."*

3. **Cause & Effect:** Where it is implied that one thing causes another. Implied Causatives include:
   a. C>E makes
   b. If... then...
   c. As you... then you...
   - *"Because..."*

4. **Complex Equivalence:** Where two things are equated - as in their meanings being equivalent.
   - *"That means..."*

5. **Presuppositions:** The linguistic equivalent of assumptions.
   - *"You are learning many things..."*

6. **Universal Quantifiers:** A set of words that have the following characteristics:
   a. Universal generalizations and
   b. No referential index.
   - *"And all the things, all the things..."*

7. **Modal Operators:** Words which imply possibility or necessity, and which form our rules in life.

- *"That you can learn..."*

8. **Nominalizations:** Process words that have been frozen in time by making them into nouns.
   - *"Provide you with new insights, and new understandings."*

9. **Unspecified Verbs**
   - *"And you can,"*

10. **Tag Question:** A question added after a statement, designed to displace resistance.
    - *"Can you not?"*

11. **Lack of Referential Index:** A phrase that does not pick out a specific portion of the listener's experience.
    - *"One can, you know..."*

12. **Comparative Deletions:** (Unspecified Comparison) Where the comparison is made and it is not specified as to what or whom it was made.
    - *"And it's more or less the right thing."*

13. **Pacing Current Experience:** Where client's experience (verifiable, external) is described in a way which is undeniable.
    - *"You are sitting here, listening to me, looking at me, (etc.)..."*

14. **Double Binds:** Wherein the illusion of choice is offered using an "or." However, usually both choices are desired.
    - *"And that means that your unconscious mind is also here, and can hear (phonological ambiguity) what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to*

tell him, learn this or learn that, let him learn in any way he wants, in any order."

15. **Conversational Postulate:** The communication has the form of a question, a question to which the response is either a 'yes' or a 'no'. If I want you to do something, what else must be present so that you will do it, and out of your awareness? It allows you to choose to respond or not and avoids authoritarianism.

- *"Would you feel more comfortable if your eyes were closed?"*

16. **Extended Quotes:** Where it is not possible for one to tell where one quote leaves off and the next one begins.

- *"Last week I was with Richard who told me about his training in 1983 at Denver when he talked to someone who said..."*

17. **Selectional Restriction Violation:** A sentence that is not well formed in that only humans and animals can have feelings.

- *"A chair can have feelings..."*

18. **Ambiguities**

   a. **Phonological:** Where two words with different meanings sound alike.
   - *"Hear", "Here"*

   b. **Syntactic:** Where the function (syntactic) of a word cannot be immediately determined from the immediate context.
   - *"They are visiting relatives"*
   - *"Speaking to you as a child..."*

   c. **Scope:** Where it cannot be determined by linguistic context how much is applied to that sentence by some other portion of the sentence.
   - *"The old men & women..."*
   - *"The disturbing noises & thoughts..."*
   - *"The weight of your hands & feet..."*

   d. **Punctuation:**

   Run on sentences:
   - *"I want you to notice your <u>hand</u> me the glass."*

Pause at improper places.

- "Can you please pass out (pause) the flyers?"

Incomplete sentences: The sentence is left unfinished

- *"Would you rather go into a trance now or..."*

19. Utilization: Utilize all that happens or is said by mentioning what is verifiable.

- **Client says,** *"I am not sold."*
  You say, *"That's right you are not sold, yet, because you haven't asked the one question that will have you totally and completely sold."*

Putting it all together:

"I know that you are wondering... and it's a good thing to wonder... because... that means... you are learning many things... and all the things, all the things... that you can learn... provide you with new insights, and new understandings. And you can, can you not? One can, you know. And it's more or less the right thing. You are sitting here, listening to me, looking at me, and that means that your unconscious mind is also here, and can hear what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order. Do you feel this... is something you understand? Because, last week I was with Richard who told me about his training in 1983 at Denver when he talked to someone who said, "A chair can have feelings... You can hear that here...."

NOTE: Often, more than one Milton Model Pattern will appear in a single phrase or sentence. A few of these are pointed out from time to time. We know you'll have even more fun discovering the rest of them on your own.

1. Mind Reading

I know you're wondering. . .
I know you believe. . . .
I know you came here for a purpose.
I know how you like that.
I know you enjoy. . . .
I know that you knew that
I know you're thinking how wonderful trance is.
I know that you're in a nice trance now.
I know that you're learning a lot here today.
I know that tomorrow you will learn even more than today.
I know that when you leave this training, you will be much wiser.
I know you all studied very hard before you came here.
We know you don't care.
I knew you were thinking that.
I'm sure you're aware
I'm sure you felt
You probably are aware. . . .
You probably also know
I bet you're upset about that.
I realize you already know
I can tell you're happy.
I can tell how you feel. . . .
I can tell you're happy.
I can tell you've had a trying day.
I can see you believe
I see that you know
You are enjoying the sound of Tad's voice as he speaks to you.

2. Lost Performative

Its bad to
That's good.
That's right.
That's too bad.
It's good when
That's perfect !
It is important to
It's wrong to cheat.
One doesn't have to
Today is a great day !
It's best to do therapy.
It's good to study hard.
It's important to learn.
It's good to dispute that
No one should judge others.
It's great to always be right!
It's great that you can change.
It's really good that you say that.
It's better to give than to receive.
It was not right of you to say that.
You're wrong. (Or: "That's right... you're wrong.)
And its a good thing to wonder (Nominalization: "thing")
You shouldn't be judging the comments of other people.
It's best to add your own examples here now:

3. Cause and Effect

(Note: Embedded Commands cause the Unconscious Mind to access whatever is mentioned, regardless of the structure of the rest of the sentence. A few Embedded Commands are underlined here in the C > E pattern. Can you discover more of them in other patterns ?)

If I help you, then you'll learn this.
As you sit there, then you can feel
Don't X , unless you want to Y .
Don't sit there unless you want to go into trance.
Don't move your foot unless you want to go deeper.
If you sit in this chair, you'll go into trance.
As you listen closely, you will learn faster.
As you sit there you can feel more confident.
Reading this sentence, you get better and better.
You can hear the music helping you to relax now

Just your being here makes you want to <u>learn</u> <u>this</u>.
As you ask that question, then <u>you</u> <u>begin</u> <u>to</u> <u>understand</u>.
Because we are here, you are learning many new things
As you sit here and listen to this, you are learning so much.
Because you are here you are going to learn NLP more easily.
You will become more relaxed as you feel the fresh air coming in.
As you contemplate Milton Model, you can <u>go</u> <u>deeply</u> <u>into</u> <u>trance</u>.
... And that's because it's artfully vague.
Since you're reading this sentence, you can think of several more examples.

4. Complex Equivalence

You are relaxing, so you're in trance.
When you get moved, you'll be happy.
Being here means that you will change.
Your question means you know it already.
Asking questions means you are learning.
Going to bed early means you will be alert.
Your body relaxes as you let go each breath.
You know the answer, so you are competent.
Regular exercise makes you a better athlete.
Your being in this group deepens your trance.
Being here means you will enjoy the process.
Breathing that way means you'll go even deeper
Sitting in this room, you are learning many things.
Your relaxed body means that you are in trance now.
The fact that you want to learn, means that you will.
Just getting here means that you're willing to change.
As you master these skills, you'll be a better therapist.
You're learning many things because he is a good teacher.
As you exercise regularly, it means you will get healthy.
Keeping your eyes open like that means you'll go into trance.
And closing your eyes means you'll go even deeper. (Double bind)
You've come a long way, & that means that you're ready to change.
You're listening closely means you're learning wonderful things.
Your ability to go into trance enables you to change your behavior.
Having gotten this far means you can write more examples of this pattern.

5. Presuppositions

You can do this even better.

You're learning many things.
You are changing all the time.
How else do you go into trance?
You can see this more clearly now.
You're seeing things differently now.
You'll be able to learn even more tomorrow.
You are going to go into a deeper trance soon.
After you pass this class, the next one is easier.
You can go through this process even more easily
You realize you have more resources than ever before.
Since your unconscious mind is listening all the time
You can easily move in the direction of your past memories.
You will write most of the best examples of this pattern here.

6. Universal Quantifiers

Nobody's perfect.
Everything you know
All the things to learn
All the people, all the time
Everything you have learned
So every time you think of that
      all the feelings there are to feel
      after all you have learned from the tapes
      with everything that's happening in the world
Everything is wonderful.
We are all in trance now.
Everything means nothing.
There is always tomorrow.
Everyone knows it to be true.
There is always more to learn.
All the meanings will be clear
Everybody knows this part is easy.
Everyone here has something to learn.
One can never know all there is to know.
Everybody knows you can learn all things.
Everything in this room enhances your learning.
Everyone can learn everything we're doing here today.
All the people doing this process are learning many new things
None of the most hypnotic phrases have been written yet. You have
them all in your head. Write every one you can think of here.

7. Modal Operators (of Possibility or Necessity)

You should care for others.
You should now clearly see
You should not hurry into trance just yet.
You shouldn't go into trance too quickly, now.
You should know it's OK to learn in this room.
You could learn this now.
You could write this down. . . or not. (Also: Double bind)
You could feel more and more peaceful.
    (What's the presupposition here?)
You must be aware. . . .
You must be getting this now. . . at some level. . . .
You may discover you can learn here.
You can change overnight.
You may hear the words of wisdom.
You can begin to get that change now.
And you can trust your unconscious mind.
You might be able to learn this quite easily.
It's possible to learn everything easily and quickly.
You could list a few more examples on the lines below.

8. Nominalizations

[With minimal restructuring, I have taken various Nominalizations and linked them together for your reading enjoyment. Every (yes every) line contains a nominalization.]

NLP is easy
    as you just trust in the process
    while you're in trance
    and allow your intuitions
    to help you notice new feelings
    as those feelings come
    and other feelings may go
    your behavior improves
    so the renewed communication
    in your relationships
        means you have made many new learnings.
    because that communication
    shows respect
    for those relationships
    and all your new decisions

showed your trust
in the importance of
your unconscious mind's
remarkably powerful desires
and your demonstration
of those new learnings
and understandings
                    showed your sense of wonder
   at the importance
            of all the work you've been doing
in your life
which is a perfect demonstration
of the simple truth
that trance works
doesn't it ?
(By the way, did you notice that "nominalization" is a nominalization?)
Your thoughts on nominalizations are an important form of
communication

9. Unspecified Predicate (Unspecified Verb)

I was wondering
if you knew
when you are feeling like you could
just let go
and notice how easily
you begin to enjoy
      and as you continue
   breathing
   you may
         or you may not
    notice going deeper
   and you could go deeper
         since you really enjoy
         doing this
and you could even continue
or if you don't
you may discover
how much you remember
about how you're improving, now
and you will, of course

be wondering
just where this might be going
so remember
if you will
that your being
and your learning
can only help
you to move
                  towards understanding
just how easily you can
be changing
and inducing
or simply t r a n c i n g o u t
aren't you?
Now perhaps you could continue to write right here now.

10. Tag Question

didn't I?
isn't it?
have you?
will you ?
won't you?
haven't you?
aren't we ?
aren't you ?
don't you now?
don't you think?
won't you, now?
couldn't you. . . ?
wouldn't you know?
and you can, can you not?
You'll add more to the list now won't you?

11. Lack of Referential Index

People can
It is, you see.
That's the way.
People can learn
Now you've got it!
You will, you know.
One can easily see

You know the feeling.
You may not know it
You have, and you know it.
You can just let it go now.
A person can, you know. . . .
That would help you go deeper.
It puts people through changes.
Do you see this more clearly, now?
One can, you know, accomplish a goal.
    When you can notice that certain sensation right there
Please help them; they couldn't think of any more of these.

12. Comparative Deletions

Right or wrong. . . .
even more relaxed
It's a higher thought
You will enjoy it more.
You're doing better now
Now and then, things happen
But that's neither here not there.
You're going deeper and deeper. . . .
Sooner or later you will understand.
This is more or less the right time
before or after you come out of trance.
At one time or another, you may notice
and it's more or less the right thing to do
    But its better to change now. (Also: Lost Performative)
    And it's better to do it that way. (Also: Lost Performative)
You're a better person than you were before. (Did you notice both?)
Sooner or later, you'll write more comparative deletions that are more or
less better than the ones above, as they occur to you from time to time.

13. Pacing Current Experience

You hear my voice
We are in this group
As we sit here now. . . .
And you're sitting here
As you notice each blink
As you continue breathing. . . .
As you look at me like that. . . .
And as you breathe in. . . and out

As you kneel there sipping your tea,
    As you feel the weight of the notebook on you lap. . . .
    As you're looking around (only if your sensory acuity verifies!)
    More of your muscles are relaxing.
        (only if your sensory acuity verifies it!)
    As you stop and look and listen
        (only if your sensory acuity verifies it!)
you can feel the warmth of the cup on your lips. . . .
While you are sitting there writing. . . .
As you hear that plane overhead. . . .
As your eyes continue reading the words on this page while you're
looking at it and from time to time you may become aware of the
thoughts in your mind or those sensations in your hand or down
there on the soles of your feet you could also begin to wonder if you
could think of how artfully you can pace a person's ongoing
experience and you might even like to make a note or two right here
now about pacing.

14. Double Binds

Do you want to begin now, or later ?
As you dream, or upon awakening. . . .
either before, or after, leaving this room
When you go to bed you will either dream, or not.
Will you begin to change now or after this session?
Would you like to quit smoking today or tomorrow?
Would you like to buy the car now, or test drive it first:
Would you rather do that before or after: your meeting?
You either will or you won't   [followed by an unspecified verb]
Would you like to go to bed at 8:45, or at a quarter till nine?
Do you want to learn that today or during your next session?
Take all the time you need to finish up in the next five minutes.
You can change as quickly or as slowly as you want to now.
If you don't write at least one more double bind in the space below
now, you will either think of one automatically very soon, or else
wonder when the next one will come to mind, so you can write it down
then.

15. Conversational Postulate

Can you imagine this?
Can you close the door?
Will you just let go now?

Can you picture doing this?
Can you see what I'm saying?
Can you reach that level now?
Would it be all right to feel this good?
do you know that you know it already?
Could you open your mind for a moment?
How easily do you think you can do this?
Can you remember to be kind to yourself?
Does this sound like it will work for you?
Do you feel prepared to sign the contract now?
Do you think you can make the changes you want?
Would you like. . . to just sit here. . . and relax now?
Wouldn't you like to just drift into that peaceful state?
Would you mind writing down a couple more conversational postulates here?

16. Extended Quotes

Last year, in San Diego, John Grinder was telling us about
this African drummer who asked Judy if she had heard the
village chief say how easy it is to generate extended quotes.
Last year, I met a woman who said she knew a man
who had mentioned
that his Father told him. . . .
Tad said that in a training four years ago,
he had told the story about when
Richard Bandler was quoting
Virginia Satir, who used to say that...
I was speaking with a friend the other day, who told me of a
conversation she had had with a therapist who told her
about a session he'd had with a client who said. . . .
When I went to Laguna the other day with Van and Carlo,
one of them told a story about when his mother would sit
down and explain to the children how Father had said. .
The other day, a participant in the training was telling me
that her husband said Tad had told him to ask you to
write a couple of extended quotes down right here.

17. Selectional Restriction Violation

My rock said. . . .
The walls have ears
That nail hurt my tire.

Flowers like to picked.
My car knows how to get here.
Put the noise down in your toe, and let it listen.
What did your actions say to you?
Could you open your mind for a moment?
      and just listen to what the butterfly has to tell you?
      because the words have power of their own
The cat doesn't care about the furniture's outrage from the scratching.
     As he picked up the spoon, the Jell-O trembled with fear.
     And if your pen told us all the things it has learned. . . .
My car loves to go fast when the road beckons.
Do trees cry when they drop their leaves?
Sometime the cookies just call to you.
Do you know what the pen thought?
These wall can tell such stories.
Your pen knows how to write selectional restriction violations very
easily, if you will just lead it to the lines below now.

18. Ambiguities:

a. Phonological Ambiguities

you're / your
there / their
here / here
son / sun
bare bear bottoms
there's no "their" in there
He reddened as he read in it.
You are the one who has won.
After all you have learned from the tapes
   And here today as, you hear your unconscious mind. . . .
you can trust <u>you're</u> <u>unconscious</u> mind <u>now</u>.
   So you think you can't deal with your lover? Love her; can't you?

b. Syntactic Ambiguities

running water
shooting stars
babbling brook
Hypnotizing hypnotists can be tricky.

c. Scope Ambiguities

      your deep breathing and trance. . . .

d. **Punctuation Ambiguities** (a run-on sentence)

Let me take your hand me the pen.
See the butterfly drifting over the hilltop is a beautiful valley.

<center>(punctuation)</center>

My wife left me. . . to go to Texas.
I was looking for my tie. . . into this thought.
If you hear any ambiguities, it's all right to write them right here.

19. Utilization

Client: "I don't think I know."
Practitioner: "That's right, you don't you know."

Client: "I can't be hypnotized."
Practitioner: "That's right. You can't be hypnotized *yet*."

Customer: "I'm not sold."
Salesperson: "That's right, because you haven't asked the one question yet that will let you be sold."

We are all indebted to all the 1993 Irvine Accelerated NLP Practitioner Certification® Training students for these patterns.

META MODEL III
DIRECTED QUESTIONING FOR A SPECIFIC RESULT

Start

1. "What's wrong?"

    2. "What Caused this problem?"

        3. "How have you failed to resolve this?"

            4. "How can you overcome the solution to your problem?"

PROBLEM

SOLUTION

FLIP

        5. "What would you like to change?"

      6. "When will you STOP IT from being a limitation?"

    7. "How many ways do you know you have solved this?"

8. "I know you are changing and seeing things differently."
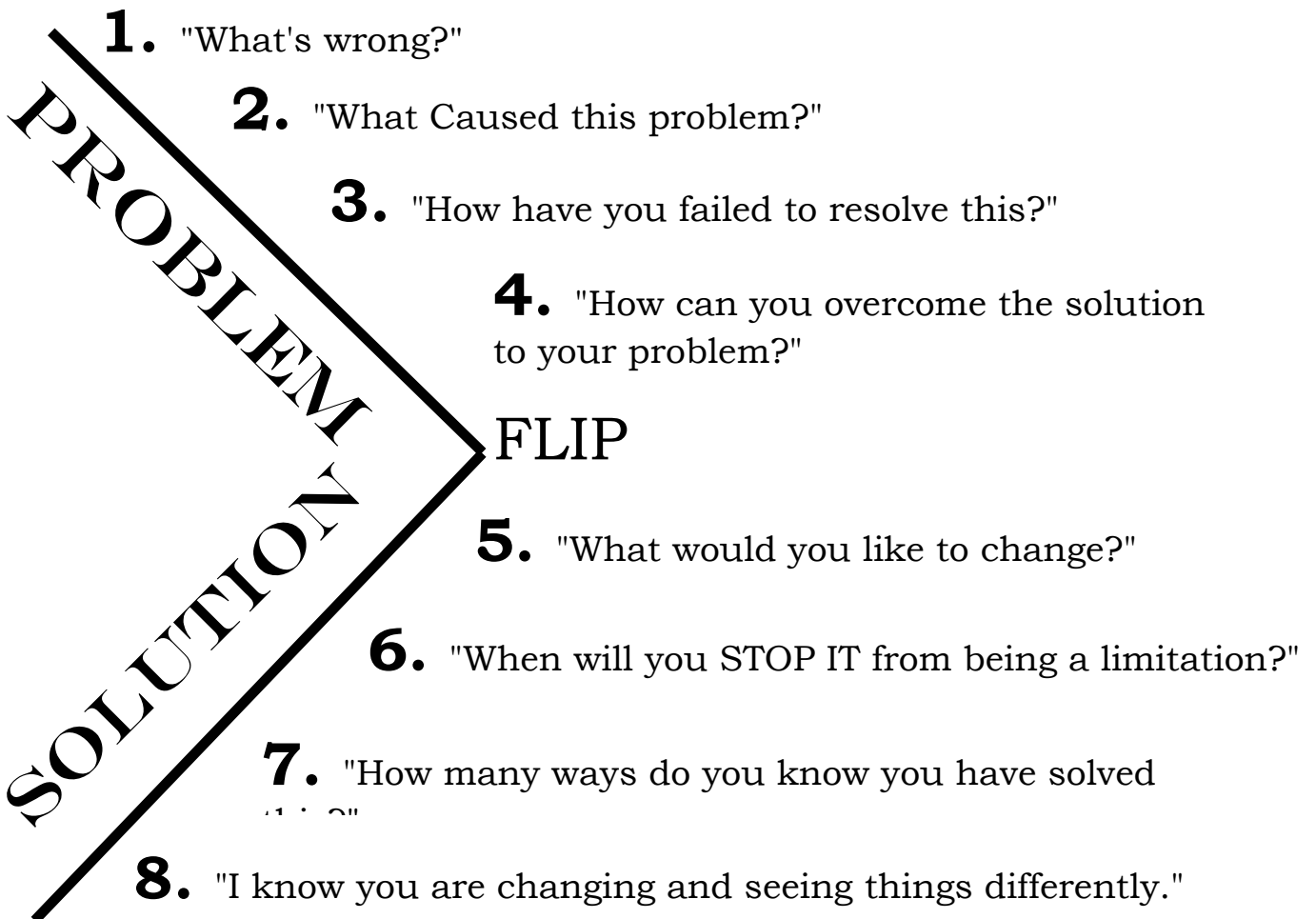
Confirm

SMALL PRINT DISCLAIMER: This is an example. This is only an example. If this were the real test, then you would already know about MMIII.

MODAL OPERATORS
CLASSIFICATION OF MODAL OPERATORS

1. Negative Necessity
Doesn't allow
Don't have to
Got to not
It's not time
Must not
Not necessary
Ought not
Shouldn't
Supposed not to

4. Necessity
Allow
Got to
Have to
It's time
Must
Necessary
Need to
Ought to
Should
Supposed to

2. Improbability
Couldn't
Don't dare to
Don't deserve
Don't let
Don't prefer
Don't pretend
Don't wish
Had better not
May not
Might not
Wouldn't

5. Probability
Could
Dare to
Deserve
Had better
Let
May
Might
Prefer
Pretend
Wish
Would

3. Impossibility
Am not
Can't
Doesn't permit
Don't choose to
Don't decide
Don't intend
Impossible
Try not
Unable to
Won't

6. Possibility
Able to
Am
Can
Choose to
Decide
Do
Intend
It is possible
Permit
Try
Will

<u>PREPOSITIONS</u>

A preposition is a word that connects a verb and a noun by indicating a relationship between the things for which they stand.

Prepositions limit verbs (much like adverbs) as to some circumstance of space, time, manner, degree, cause or reason. Whereas an adverb limits a verb in and of itself, a preposition requires a noun: "Mary is in (the house)."

aboard	concerning	like
about	considering	notwithstanding
above	despite	of
according to	down	off
across	during	on
after	excepting (except)	on account of
against	exclusive of	on behalf of
along	for	onto
along side of	for the sake of	opposite
along with	from above	out of
amidst	from among	outside of
among	from behind	over
apart from	from beneath	owing to
around	from between	past
as against	from over	pending
as between	from under	regarding
as compared with	in	regardless of
as for	in addition to	relating to
aside from	in behalf of	relative to
as to	in case of (in the event of)	respecting
at	including	round
barring	inclusive of	saving
because of	in comparison to (with)	short of
before	in compliance with	since
behind	in consequence of	through
below	in consideration of	throughout
beneath	in front of	to
beside(s)	in lieu of	touching
between	in opposition of	toward(s)
beyond	in place of	under
by	in preference to	underneath
by means of	in regard to	until ('till)
by reason of	inside of	unto
by virtue of	in spite of	up (upon)
by way of	instead of	via
into	with	without
with the intention of	with a view to	without a view

"What is the question that I can ask which by the very nature of the presuppositions in the question itself will cause the client to make the greatest amount of change by having to accept the presuppositions inherent in the question?"

--Tad James, 1990

SPATIAL PREPOSITIONS

Across	Down	Onto
After	Except	Out of
Along (side)	From above	Outside
Apart from	From below	Over
Around	In	Relative to
Aside	Including	Short of
At	In front of	Through
Before	In place of	Toward
Behind	Inside	Under
Beside	Into	Up
Between	Off	With (in/out)
Beyond	On	
By		

Other spatial Predicates:
Special

Here	There
This	That
Away	Above

TEMPORAL PREPOSITIONS

Past	Present	Future	Atemporal
Before	Here	After	-
Then	Now	When	-
Look back	Already	Look ahead	Looking
Just	During	Soon	
Did	-	Want to	Until
-		Would be	Like
-	-	If	-
Happened	Happen	Will happen	Happening
Was	Is	Will be	Being
Made	Make	Will make	Making
Did	-	May	
Decision	-	-	Deciding
Different	-	-	Differently

TIME SCRAMBLE

AN EXAMPLE OF TEMPORAL LANGUAGE

Go inside and try in vain to have the same problem.

It was a terrible problem, wasn't it?

You want to make changes haven't you?...

What would it be like when you have made those changes, now?

In the future as you look back and see what it was like to have had that problem...as you think about it now, if you could make this change for yourself so that you could STOP...having made that change and see yourself now.

Do you like the way you look if you could make that change and look back at yourself having made that change now!

<u>REALITY</u>

REALITY IS A CONSTRUCTION
- Space
- Time
- Matter
- Energy

HOW WE CONSTRUCT REALITY

- We create what we observe.
- We observe with our minds.
- Observations are measurements.
- Measurements transform nothing into something.
- We make measurements through our language.

<u>DECISION DESTROYER</u>

Where client says, "I've already decided."
This process *requires* rapport!

1. Pace the problem. Get the client back to the decision.

2. "Where were you when you were deciding that?"

3. ".....just before that where were you?"

4. "NOW, as you think about your present situation in life, notice how many options you have, now."

5. "Think of that problem and notice how you feel now."

6. "As you think about the next time you may do X, knowing what you know now, notice how much better you feel, not doing it."

<u>GOING BEYOND BOUNDARIES</u>

"it's a good thing to NOT Know"

1. What is it?

2. What is it not?

3. How do you know? (Re: What it is not.)

4. What is it that you need to not know to know this?

(Alternatively: "What is it that you are pretending to not know to know this?")

LINGUISTIC RE-SOURCING

1. What's the problem?

2. How do you know (it's a problem)?

3. When did you decide that?

4. When don't you do it now?

5. What are you not deciding when you don't' do it?

6. How is that different from how you were?

7. How do you know that, now?

8. What other changes would you like to make?

DE-IDENTIFICATION PATTERN

This pattern is useful for going beyond limiting (and therefore false) identifications, usually in the form of a CEq.   Complex equivalence's are the language construction of identification. With a slight adjustment of the language you can use this easily on yourself therapeutically or as a meditation if you continue to repeat steps 3 through 6.

1. Elicit the identification in the form of a Complex Equivalence. Listen for:
    *   the verb "to be"
    *   Or "Means"

2. Pace and feedback the complex equivalence. "So, you are _____."

3. "Is that all you think you are?" (Look for a physiological shift.)

4. "Aren't you more than that?" (There should be agreement.)

5. "So, what are you that's not (the previous identification)?"
    You want a verbal answer from the client. (We have gone beyond the boundaries, and we need a word to stabilize the shift.)

6. "And beyond (the word elicited in #5), is that all you are? How much more are you than that?"

    For extra leverage use Tag Question:
    "You do know you are more than that, don't you?"

7. "How do you know?"
    Anchors the change to the client's reality strategy.

LINGUISTIC PARTS INTEGRATION

This pattern can be useful in integrating Parts. Here's how you would resolve a Part's conflict using Prime Concerns.

Process for Integrating Parts:

1. Discover the Function/Behavior for Each Part:

"What is the behavior of the Part, or what is the function that the Part plays?"

2. Discover the Purpose/Intention of the Behavior:

"What is the purpose of this behavior? What is the intent of the behavior?"

3. Make sure the Learning's are Preserved:

"What is there to learn from the behavior?" (Handle the ecology of the integration.)

4. Switch the Purpose/Intention of One Part to the other:

Take the intention from part A and talk about it as though it was the intention of part B, while at the same time talking about the original intention for Part A and the original intention for Part B.

Swap Intentions

Intention / Behavior   Intention / Behavior
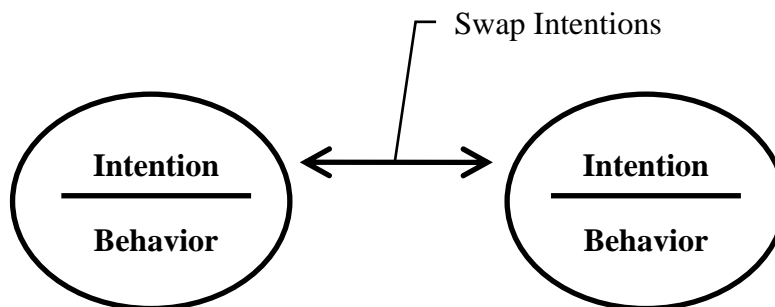
5. Test for Integration

Hierarchy of Parts

"I'd like to talk to the part who has no other function than to catalogue and/or keep track of all the other parts and I'd like to ask, 'What's your name, your purpose, which when complete means that you have no other function than total integration .... totally and completely, right now!"

PRIME CONCERNS ELICITATION

Starting, Changing, Stopping

For our purposes in elicitation there are six possibilities that operate in conjunction with one another. In other words, a person will usually be best at one and worst at one. So there are two questions to use, and they should be asked in order.

First Question:
"What are you best at — starting things, changing things, or stopping things?"

Second Question:
"What are you worst at — starting things, changing things, or stopping things?"

Third Question:
"So (who/what) is it that you are not (being/doing/having) that you want to (be/do/have)?

Prediction:

- The person who's worst at starting things will have trouble being who they want to be. "Why can't I be who I want?"

- The person who's worst at changing things will have trouble doing what they want to do. "Why can't I do what I want to do?"

- The person that's worst at stopping things will have trouble having what they want. "Why can't I ever get what I want?"

So, are we suggesting "Be", "Do" and "Have" as Prime Concerns, or as the presenting problem? Yes, either one. The second question will give you an idea of what area is missing for them. The third question will give you more specifics on what is missing, and may give you a Prime Concern.

The Ecstatic State Elicitation[1]

In looking for a Prime Concern, we are not really looking for the ecstatic state, we are looking for the Non Mirror–Image Reverse of the Ecstatic state. This elicitation will provide a tremendous amount of information.

Process:

First Question

"*Can you remember a time when you were totally ecstatic? Do that, would you please?*"

Second Question:

"*As you remember a time when you were totally ecstatic, what was present in that state that's not usually present?*" Write down the exact words the client gives you as you do this. Make sure the client is fully accessing the state!

Third Question:

What was missing that's usually present in your normal, usual, waking state. Again, write down the client's exact words as you do this. Make sure the client is fully accessing the state!

What's Present that is usually Missing?	What's Missing that's usually Present?
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Prediction: The answer the client gives to #2 and #3 will give you a level of words that are either Prime Concerns or leading to Prime Concerns.

---

[1] The notion of the ecstatic state comes from Steve Andreas.

PRIME CONCERNS

Overview of the Process:

1. **Gather Information Re: The Presenting Problem**
   Starting, Changing, Stopping
   Ecstatic State

2. **Listen/ Look for:**
   Significant, Analogically Marked Words

3. **Test Words: (Use the Same Words)**
   Feed them back

4. **See If the Neural Networks are Activated.**

5. **Generate a New Pattern**

   ✱

   ✱   ✱
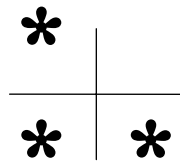
   ✱   **In one of these Quadrants, And**
           Inductive ... Have them Fully Consider the
           New Pattern!
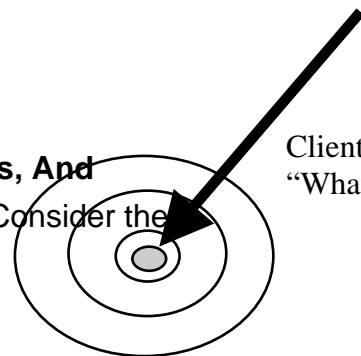
   Client says,
   "What?"

   Client says "What?"

6. **Use the pattern** to go back and forth across the threshold & the boundaries — 3x or 7x or 21x.

7. **Resolution:**   The Problem Disappears
                      They Can't Hear You
                      Parts Integrate
                         Boundary Disappears
                      Capacity of words to act as linguistic marker disappears

8. **Test and Future Pace**

PRIME CONCERNS NULL SET

1. "Tell me about that ...."

2. "Tell me more ...." (until client has said everything that (s)he can think of)"

3. "What is it that you haven't told me that you're NOT thinking of ... right now!" (Anchor)

4. Then fire off the Null Set anchor as they consider problems, problem states, or strategies that create the problem states.

METAPHOR OUTLINE

The major purpose of a metaphor is to pace and lead a client's behavior through a story. The major points of construction consist of:

1. Displacing the referential index from the client to a character in a story,
2. Pacing the client's problem by establishing behaviors and events between the characters in the story that are similar to those in the client's situation,
3. Accessing resources for the client within the context of the story,
4. Finishing the story such that a sequence of events occurs in which the characters in the story resolve the conflict and achieve the desired outcome.

The basic steps to generate a metaphor are as follows:
PREMAPPING:

1. **Identify the sequence of behavior and/or events in question:** This could range from a conflict between internal parts, to a physical illness, to problematic interrelationships between the client and parents, a boss or a spouse.
2. **Strategy analysis:** Is there any consistent sequence of representations contributing to the current behavioral outcome?
3. **Identify the desired new outcomes and choices:**
   This may be done at any level of detail, and is important that you have an outcome to work for.
4. **Establish anchors for strategic elements involved in this current behavior and the desired outcome.** For instance, in one knee you might anchor all of the strategies and representations that stop the client from having the necessary choices; and on the other knee you might anchor any personal resources (regardless of specific contexts) that the client may have.

MAPPING STRATEGIES:

5. **Displace referential indices:** map over all nouns (objects and elements) to establish the characters in the story. The characters may be anything, animate or inanimate, from rocks to forest creatures to cowboys to books, etc. What you choose as characters is not important so long as you preserve the character relationship. Very often you may want to use characters from well-known fairy tales and myths.

6. **Establish an isomorphism between the client's situation and behavior, and the situation and behaviors of the characters in the story - map over all verbs (relations and interactions):** Assign behavioral traits, such as strategies and representational characteristics, that parallel those in the client's present situation (i.e., pace the client's situation with the story). Make use of any anchors you have established previously to secure the relationship.

7. **Access and establish new resources in terms of the characters and events in the story:** This may be done within the framework of a Reframing or reaccessing of a forgotten resource; again, using any appropriate pre-established anchors. You may choose to keep the actual content of the resource ambiguous allowing the client's unconscious processes to choose the appropriate one.

8. **Use nonsequiturs, ambiguities and direct quotes** to break up sequences in the story and direct conscious resistance, if such resistance is present and is hindering the effect of the metaphor. Conscious understanding does not, of course, necessarily interfere with the metaphoric process.

9. **Keep your resolution as ambiguous as necessary** to allow the client's unconscious processes to make the appropriate changes. Collapse the pre-established anchors and provide a future pace, if possible, to check your work

MAKING METAPHORS WORK

1. Present State

2. Desired State

3. What Prevents You?

4. What's of Interest, or Value to You? What's Important to you?

5. (without Client) What is this an example of? What are other
    examples of this?

6. Metaphor: Bridge the Gap to New Resources

THREE

Parts
A THEORETICAL DISCUSSION

What are parts?

1. Parts are part of the unconscious with a purpose/intention & a function/behavior

2. They are functionally detached from the rest of N.S. (non-integrated)

3. Often they represent minor personalities - significant others (modeled, imprinted)

4. Usually they have their own values and beliefs systems

5. Some think they are in charge of maintenance of the system

6. They are born from S.E.E.'s

7. To protect (& continue) a non-integrated behavior

8. Parts are a source of incongruency in the individual

9. They themselves are incongruent

10. The incongruency is usually in the difference between the purpose/intention & function/behavior.

11. A part usually has its opposite number, an alter ego, the flip side of the coin

12. These 2 parts will have the same highest purpose/intention

13. They were once a part of a larger whole

14. Reintegration is possible on this basis.

A THEORETICAL DISCUSSION ABOUT PARTS II

Multiple Personalities

Threshold

Intensity
of
S.E.E.'s

Phobia
Compulsion

Part

Threshold

Gestalt
Limiting Decision
Negative State
Value
Belief
Strategy

Peak
+
Rate
of
Change
+
of
Times

Threshold

Notion &/or Idea

⊕ Wholeness
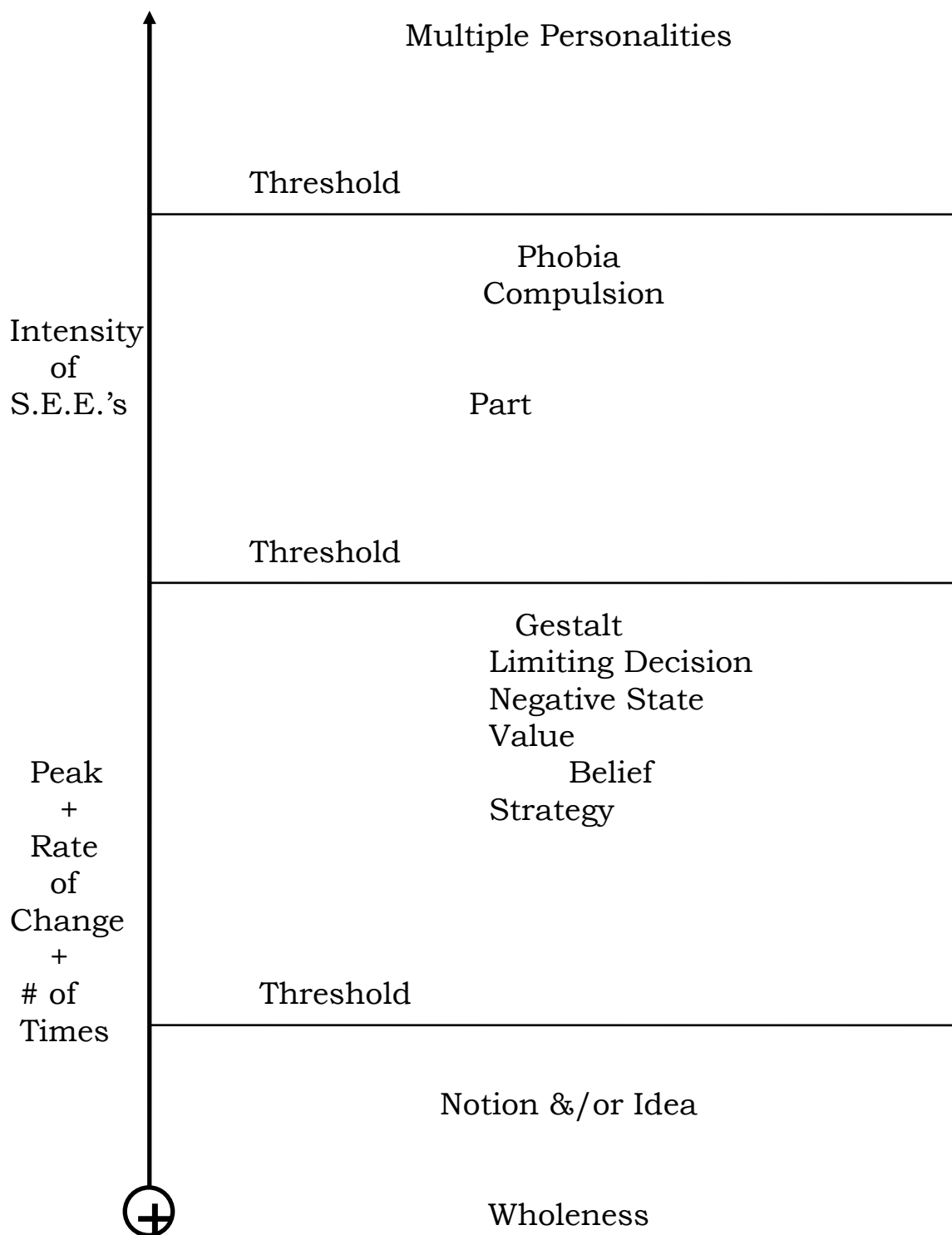
PARTS INTEGRATION

1. Identify the conflict and the parts involved: Make sure you clearly identify the parts clearly, and understand the nature of the conflict.

2. Have the Part, which represents the unwanted state or behavior come out on the hand first: "I wonder if I can talk to this part. Which hand would it like to come out and stand on?" (Show client how to hold hand.)

3. Make sure that the Client has a V-A-K image of the part as it comes out on the hand: "Who does this part look like; does it look/sound/feel like someone you know?"

4. Elicit the "Opposite Number" to come out on the other hand: "I'd like to talk to the Part with which this Part is most in conflict, the flip side of the coin the opposite number, and let's have it come out and stand on the other hand." (Show client how to hold hand.)

5. Make sure that the Client has a V-A-K image of the part as it comes out on the hand: "Who does this part look like; does it look/sound/feel like someone you know?"

6. Separate intention from behavior: Reframe each part so that they realize that they actually have the same intention by chunking up — ask, "What is the intention ..." or "For what purpose ..." (Begin chunking up first with the part that has the unwanted state or behavior. As you do, make sure that the client's intention stays associated.)

    a. Now, have the parts notice they were once part of a larger whole.

    b. Ask for other parts that were also once part of the larger whole. Have them join in the integration.

    c. What resources or attributes does each part have that the other part would like to have?

7. As the hands come together give additional suggestions for integration.

8. Take the integrated part inside and have it merge into the wholeness inside.

9. Test & future pace.

10.   Re-elicit the values to see if there is a change.

VALUES
DEFINITIONS

Values

Highly Valued Criteria

Beliefs

Attitudes

Core Beliefs and Values

Values and Beliefs Systems

MASSEY'S DEVELOPMENTAL PERIOD

(0 - 7)   Imprint Period

(7 - 14)   Modeling Period

(14 - 21)   Socialization Period

(21 - 35)   Business Persona (Wm. James)

ORGANIZATION OF HIERARCHY
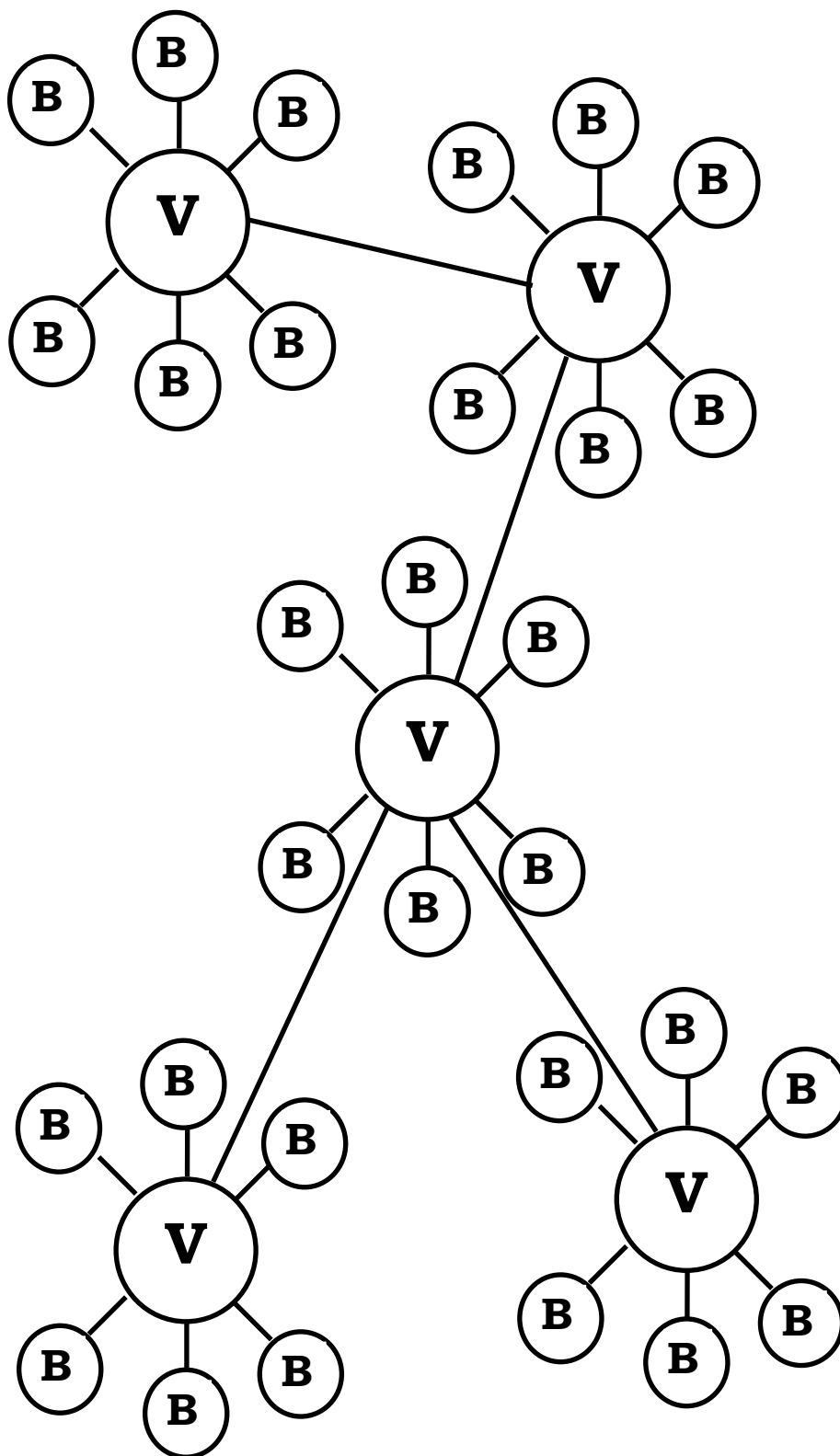
SOURCES OF VALUES

Family

Friends

Church or religion

School

Geography

Economics

Media

THE EVOLUTION OF VALUES
CLAIRE GRAVES' SYSTEM

1. AN—Beige— Band — Survival Oriented

2. BO—Purple—Tribe — Tribal Oriented

3. CP— Red— Empire — Aggression Oriented

4. DQ— Blue— Passive Hierarchy — System Oriented

5. ER— Orange— Active Hierarchy — Materialistically Oriented

6. FS— Green— Social Network — Group & Cause Oriented

7. GT— Yellow— Functional Flow

8. HU— Turquoise— Global Flux

Claire Graves' Values

The 3 Parts of a Values Level

Values Content

Environmental Conditions

Container -- The Nervous System
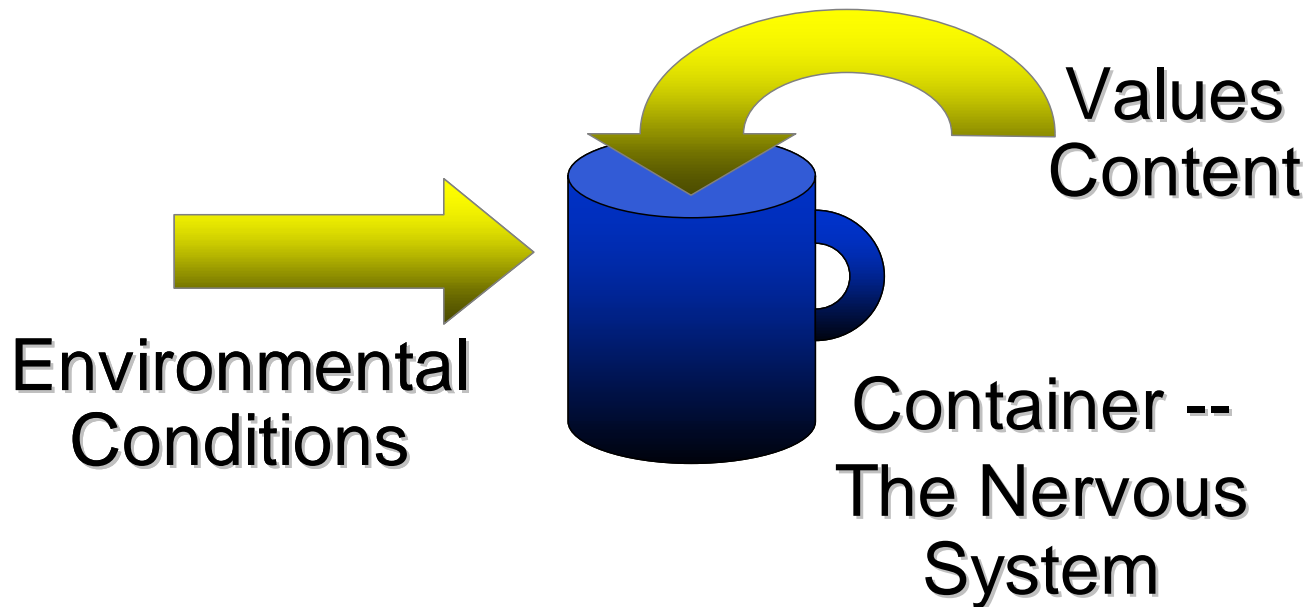
There are three elements to a Values System. First of all there is the container (the nervous system) in which the values are held. Then there is the environment, in which the person lives. These two determine and effect the values content, which is what we most normally think of as being values.

Definition: A MEME is a self replicating package of information which tends to propagate itself through a population spreading ideas and concepts. Values are an example of MEME's.

The Values Levels

1—BEIGE: SURVIVAL

- Instinctive automatic
- The essence of human survival
- Uses deep brain programs and senses
- Distinct self is barely awakened
- Lives much as other animals but better
- Minimal impact on environment

2—PURPLE: A CLANNISH "US"

- Obey desires of mystical spirit being
- Show allegiance to elders, custom, clan
- Preserve sacred places, objects, rituals
- Bond together to endure and find safety
- Live in an enchanted, magical village
- Seek humanity with nature's power

3—RED: MY POWERFUL "SELF"

- Every man for himself
- Express self, to hell with others
- Escape domination by others or nature
- Avoid shame, feel no guilt, get respect
- Gratify impulses & senses immediately
- Fight to gain control at any cost
- Be not constrained by consequences

4—BLUE: A RIGHTEOUS "US"

What is bigger than me, a guiding singular force, bigger than you
- Find meaning and purpose in life
- Sacrifice self to the way for the Truth
- Bring order, stability, and future reward
- Control impulsivity through guilt
- Enforce principles of rightful living
- Divine plans puts people in proper places

5—ORANGE: MY STRATEGIC "SELF"

- If it ain't broke—then break it & make it even better

- Strive for autonomy and independence
- Seek out "the good-life" and abundance
- Progress through the Best solutions
- Enhance living for many through technology
- Play to win and enjoy competition
- Learn through tried-and-true experience

6—GREEN: OUR COMMUNITARIAN "US"

- Liberate humans from greed and dogma
- Explore the inner beings of self/others
- Promote a sense of community and unity
- Share society's resources among all
- Reach decisions through consensus
- Refresh spirituality and bring harmony

7—YELLOW: AN INTEGRATED "SELF"

The swing back into a "Doing" thing, the action again
- Accept the inevitability of nature's flows
- Focus on functionality, competencies
- Find natural mix of conflicting "truths'
- Self-interest without harm to others
- Experience fullness of living on Earth
- Demands flexibility and open systems

8—TURQUOISE: AN HOLISTIC "US"

- Blending, harmonizing, strong collective
- Focus on the good of all living entities
- Expanded use of human brain/mind tools
- Self is part of larger, conscious whole
- Global networking seen as routine
- Acts for minimalist living so less is more

<u>"Hey, that's a good idea...</u>

Why is a good idea, a good idea ...

- 2 "...because our honored chieftain says it is so"

- 3 "...because it suits ME right here, right now"

- 4 "...because it conforms to the rule of Law"

- 5 "...because it serves my plans and objectives"

- 6 "...because we have reached consensus on it"

- 7 "...because it is the most functional approach"

- 8 "...because the living system ultimately benefits"

MEMES

Life Conditions *Outside*		Thinking Systems *Inside*

A single living interdependent entity   **8**   Seek the order beneath earth's chaos
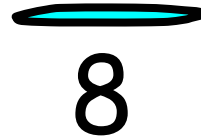
A complex system at risk of collapse   **7**   Learn how to be free and question

The natural habitat of all humanity   **6**   Form communities to experience growth
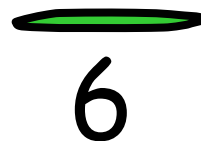
Full of opportunities to take control   **5**   Pragmatically test options for success

Divinely controlled and guilt-driven   **4**   Obey rightful higher authority
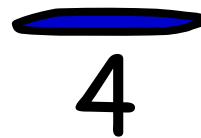
Rough and hard like a jungle   **3**   Fight to survive in spite of others

Mysterious and frightening   **2**   Placate spirits and gather for safety
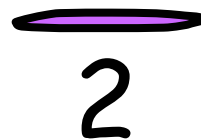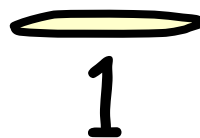
A state of nature   **1**   Act much like other animals

Internal Controls | External Controls

The SECOND TIER — *"Being Levels"*

?	9 Coral	"I"	?
WholeView	8 Turquoise	"We"	Harmony With Living Systems
FlexFlow	7 Yellow	"I"	Knowledge of Natural Flows

THE FIRST TIER — *"Subsistence Levels"*

HumanBond	6 Green	"We"	Equality & Community
StriveDrive	5 Orange	"I"	Autonomy & Achievements
TruthForce	4 Blue	"We"	Meaning & Purpose
PowerGods	3 Red	"I"	Raw Dominance & Control
KinSpirits	2 Purple	"We"	Clan's Well-being & Safety
SurvivalSense	1 Beige	"I"	Physiological Survival

| DESCRIPTION | CODE/COLOR | FOCUS | DEEP CONCERNS |

THE CORES OF VALUES & ETHICS

8 Holistic/Experiential

Patterns of the Whole
Sense of collective individualism
To serve the entire living system

7 Existential/Systemic

Integrated Processes & Flows
To align conflicting alternatives
Personal responsibilities in being

6 Sociocentric/Humanistic

Relative Needs of the Collective
Fit in with group's norms & attitudes
Best serve the people's common good

5 Multiplistic/Rational

Situational Rules of the Game
Individual principles of conscience
Autonomy and self control to win

4 Absolutistic/Moralistic

Commandments of Higher Authority
Comply with rules, avoid punishment
Duty (with guilt) to do what is right

3 Egocentric/Exploitative

Law of the Jungle
Impulsive drives & immediate rewards
Guiltless service of raw self-interest

2 Tribalistic/Animistic

Ways of the Tribe
Animistic beliefs & mystical signs. Serve the clan & ancestral ways

Eventually, more complex thinking overcomes less complex thinking because it offers more degrees of freedom to act in ways appropriate to the *milieu*.

VALUES TRANSITIONS

Let Go Of		Get
2	Victim	Understanding
3	Hurt & Rejection	Self Acceptance
4	Guilt/Unworthiness	Forgiveness
5	Unfulfilled Expectations	Totally Go w/the Flow
6	Control	Peace, Faith, Trust
7	Roles & Duties	Commitment
8	Social Expectations	Let go & Be a Leader
9	Fear of Power	Be the Power
10	Fear of Sharing the Power	There is nothing outside
11	Limitations	The Infinite in All
12	Sadness of Nothing Else Out There	The Oneness

STEPS IN VALUES ELICITATION

1. Standard Elicitation: "What's important to you about _____?"
- Career
- Relationships
- Family
- Health & Fitness
- Personal Growth
- Spirituality

2. From Motivation Strategy:
  a) "Can you remember a time when you were totally motivated in the context of _____? Can you remember a specific time?"

  b) "As you remember that time, what was the last thing you felt just before you were totally motivated?"

  c) "Can you give me the name of that feeling?"

  d) (If the word they give you is of a too low level, ask:) "What's important to you about that?"

  e) Continue with steps a) – d) until you get repeat words.

3. From Threshold Values:
Show the client the list of values you have so far:

  a) "All these values being present, is there anything that could happen that could make you leave?"

  b) "All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you stay?"

  c) "All these values being present, plus (Value(s) just mentioned) what would have to happen such that would make you leave?"

  d) Continue with steps b) – c) until you get repeat words.

4. Now will you please number the values according to their value to you? What's the most important? What's next, etc. (If this doesn't work, then use a-b-c below.)
- a) Of the above values, which is the most important to you?
- b) Assuming you have (list values already chosen), is _____ or _____ more important to you?
- c) Assuming you have (list values already chosen), if you couldn't have _____ but you could have _____, would that be OK?

(IF the client has trouble answering, then make sure that they are in a decisive physiology.)

5. Rewrite the list of values according to their importance.

6. (Optional) Elicit Complex Equivalents (also ask for opposites)

- a) How do you know when you're _____?
- b) What does that mean to you?
- c) How do you know when someone _____ you?
- d) What is your evidence procedure for _____?
- e) What causes you to feel _____?
- f) Why?

VALUES FROM THE MOTIVATION STRATEGY

V — Value

Synesthesia — K

□ → □ → K → M
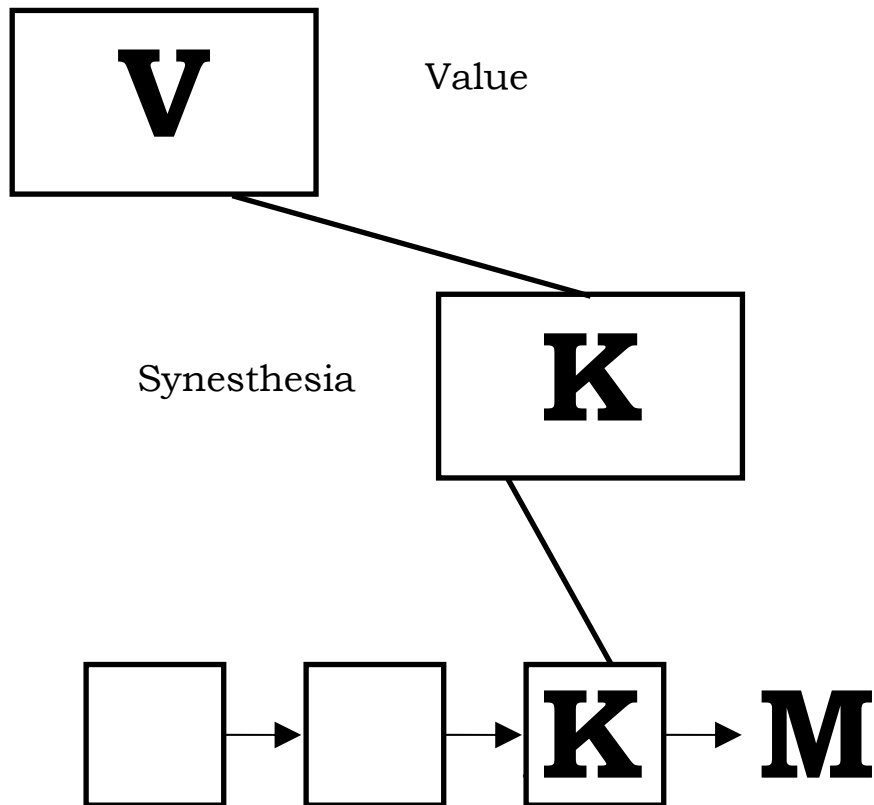
<u>VALUES ELICITATION EXERCISE</u>

Values as Elicited

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Now, <u>rewrite</u> them in the order of importance:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

VALUES UTILIZATION

Example: **Values as elicited, in hierarchy**

Results
Integrity
Success
Relationship
Money

In this case, you might feed back to them a sentence such as, "You know, Tad that because I am so committed to RESULTS and INTEGRITY, I want to tell you about a program that will insure our SUCCESS while improving our ability to improve our RELATIONSHIPS while making a lot of MONEY."

CHANGING VALUES

Now, take the most important — your number one value and notice how you represent it. What is the picture that you have?

Notice, is it:

Associated -or- Dissociated?

Black and White -or- Color?

Focused -or- Defocused?

Near -or- Far?

Bigger than Life, Smaller -or- Regular Size?

A Movie -or- Still?

Is the Movement Fast -or- Slow?

Panoramic -or- Does it have a Border?

Does it have a Location?

Are the sounds:

Loud -or- Soft?

Fast -or- Slow?

Is there anything about the Pitch, Rhythm, or Tonality?

Are there feelings? What are they?

Now do the same thing with another value, and notice that some of these elements are different with the second value. The elements that are different are the critical variables in YOUR storage of a value. These elements that you found to be different may not be the critical elements in someone else's storage of values.

VALUES ALIGNMENT
FIVE TESTS

1. **Logical level of abstraction**

    Is #1 value the most abstract?

    Are all other values a subset of the higher value?

2. **Syntax**

    Starting with the lowest value on the list, does this support the actualization of the next higher value? (Continue until you reach #1 Value)

3. **Motivation Direction**

    Is the underlying motivation (or value) what is wanted or what is not wanted? Look for:
    a.   Negations
    b.   Comparative deletions
    c.   Modal Operators of Necessity

    Toward-Away conflicts

    Sequential incongruity

4. **Toward-Toward conflicts**

    Simultaneous incongruity

5. **Away-Away conflicts**

    Simultaneous & Sequential incongruity

POSSIBLE CONFLICT IN VALUES HIERARCHY

Sequential
Incongruity

←— Money   ←— Poverty

Toward   Away
(Time Line Therapy®, or Hakalau [Peripheral Vision])

Simultaneous
Incongruity

←— Money   Freedom —→

Toward   Toward
(Parts Integration)

Simultaneous
Incongruity

←— Intimacy   Abandon —→

Away   Away
(Time Line Therapy™, Hakalau & Parts Integration)

SUBMODALITIES VALUES HIERARCHY SHIFT

1   _____ SMD
2   _____
3   _____
4   _____

SMD

VALUES AREAS IN OUR LIVES

Career

Spirituality

Family

Health & Fitness

Personal Growth & Development

Relationships
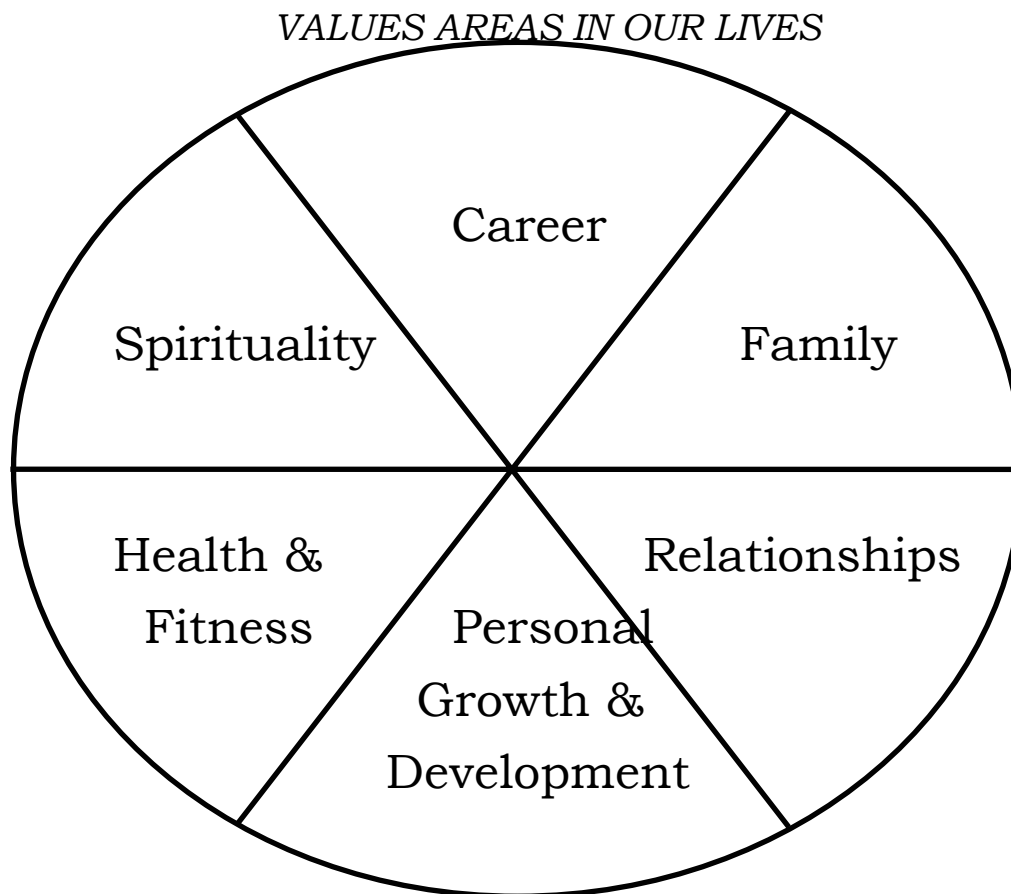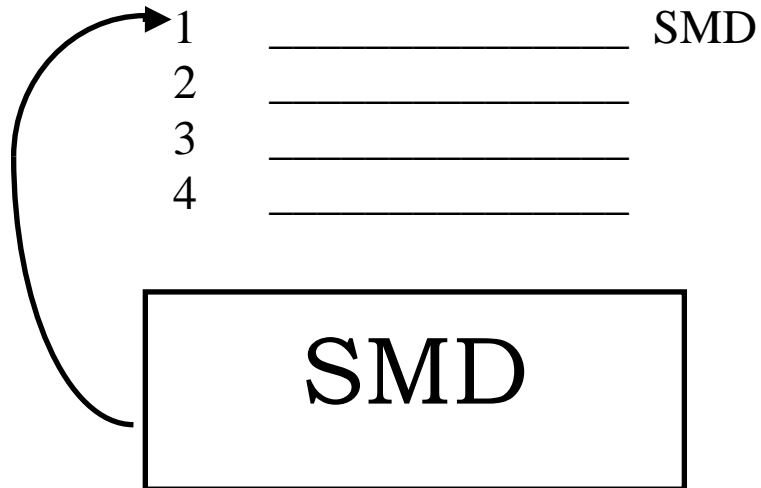
ADVANCED VALUES & BELIEFS

Optional Exercises

ASSUMPTION: Many people have their values and beliefs stored with the SubModalities arranged in a linear fashion, so that it is possible to elicit values and beliefs "lines," which tell us about the continuum (or context) in which the values or beliefs exist. It is possible to make a prediction about the possibility of the values & beliefs lines by looking at the Dichotomy Meta Program.

THE DICHOTOMY METAPROGRAM

"Suppose that you were told, in a certain situation, that a friend of yours was 'absolutely wrong' in his or her actions. Would you agree or disagree with the evaluation, <u>or</u> would you realize that there are always shades of gray in any situation?" Possible choices are:

Black or White:
Everything has two sides, and the dichotomies are always black or white, there are never shades of gray.

Shades of Gray:
Everything has a number of sides that are usually more than two.

PREDICTION:

Black or White people will store their toward and away values in two different and distinct locations. Shades of Gray people will store their values in a continuum.

STORAGE LOCATION:

Values and beliefs are stored in different locations. The question for determining the Storage Location is, [1] "Now as you think of that value (belief), where was it stored just before it came to you?" -or- [2] "In a moment, I'm going to ask you to clear the screen, and I want you to notice where the image goes to as you do."

ELICITATION OF BELIEF LINES

1. Elicit the Dichotomy Meta Program

2. Determine the differences between the **storage** location of something which is:

    a. Absolutely Believed
    b. Doubted but not sure or uncertain about
    c. Absolutely Disbelieved
    d. Something that used to be true for the person but no longer is.

3. Check ecology.

4. Repeat steps 1-4 for 15 years ago, and 15 years into the future.

5. Change the storage location of an unwanted belief and notice the corresponding change in the strength of the belief.

6. If necessary make the corrections in the Time Line (deleting the corresponding limiting decision).

ELICITATION OF VALUES LINES

1. Elicit the Dichotomy Meta Program (if you haven't already).

2. Elicit life's values: "What's important to you in life?" (See the Values Elicitation section.)

3. Prioritize the values.

4. Elicit the **storage** location of each value: "In the context of when you think of___(value)___do you have a picture? Where is that picture stored? Etc."

5. Repeat steps 1-4 for 15 years ago, and 15 years into the future.

6. If desired, make an intervention in the values hierarchy by shifting a value along the line.

THE BASIC META PROGRAMS

1. EXTERNAL BEHAVIOR

A)   Introvert

B)   Extrovert

2. INTERNAL PROCESS

A)   Sensor

B)   Intuitor

3. INTERNAL STATE

A)   Thinking

B)   Feeling

4. TEMPORAL OPERATOR (TIME)

A)   Judger
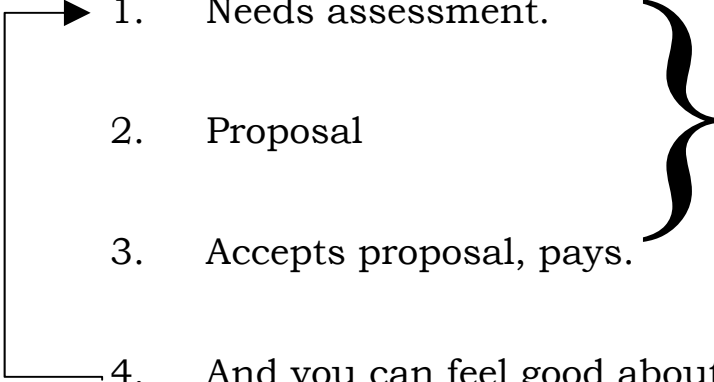
B)   Perceiver

ORGANIZATION OF THE BASIC METAPROGRAMS

Judging

Thinking

Feeling

Perceiving

Sensing

Intuition
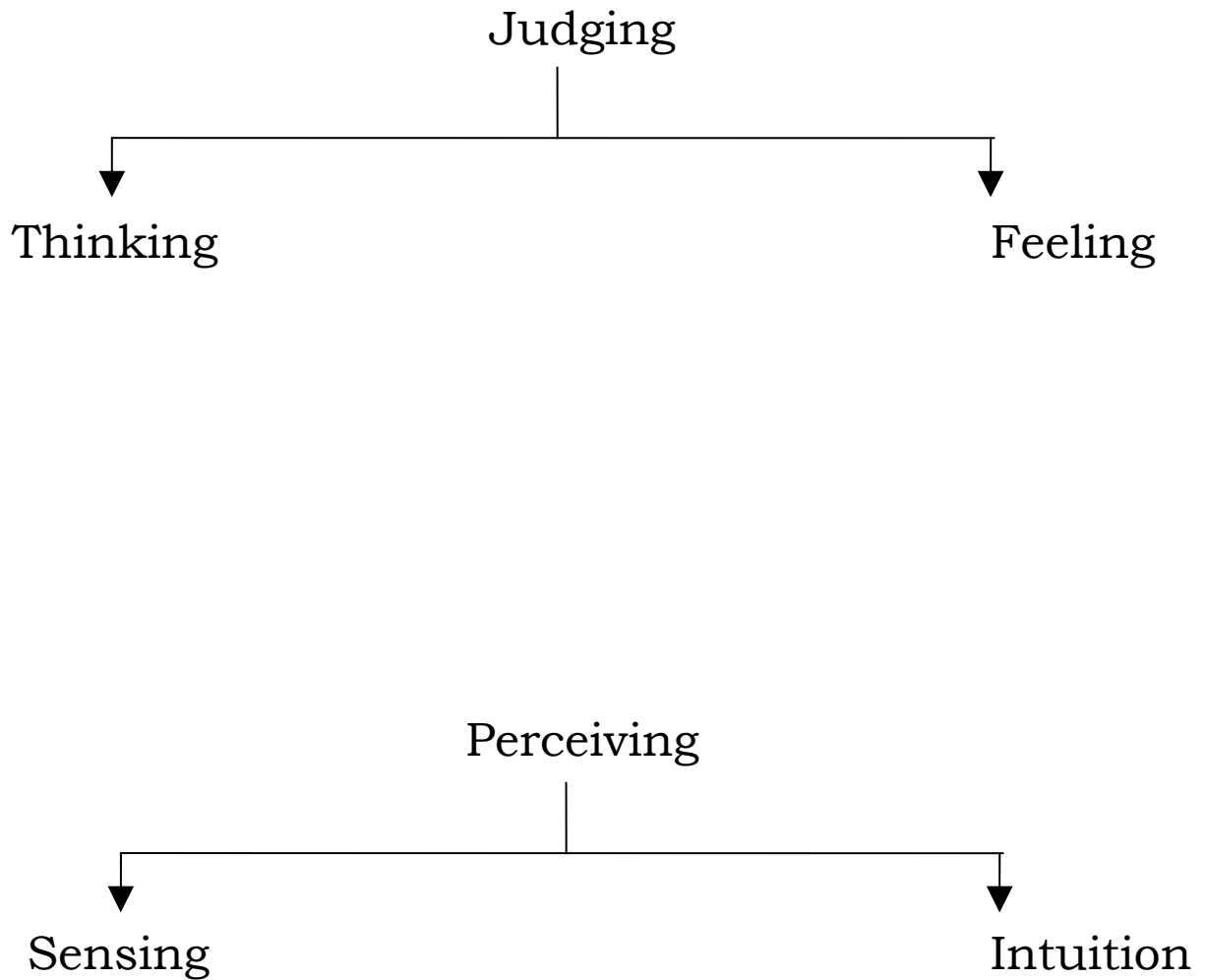
JUDGER CLOSE

Mr. Jones, you know there's a right way and a wrong way to do everything. And the right way to _____ is ...

1.   Needs assessment.

2.   Proposal   } Dissociated first time

3.   Accepts proposal, pays.

4.   And you can feel good about making a good purchase (Only #4 is associated the first time through. Then all associated the second time through.)

The Complex Meta Programs
MPVI™ TRAINING

1.   **DIRECTION FILTER**

What do you want in a car (job/relationship)?
What's important to you about _____?

A)   Toward

B)   Toward with a little Away

C)   Both Toward and Away equally

D)   Away with a little Toward

E)   Away

2.   **REASON FILTER**

Why are you choosing to do what you're doing?

A)   Possibility

B)   Necessity

C)   Both

3.   **FRAME OF REFERENCE FILTER**

How do you know when you're doing a good job?

A)   Internal

B)   External

C)   Balanced

D)   Internal with External Check

E)   External with Internal Check

4. **CONVINCER REPRESENTATIONAL FILTER**

   How do you know when someone else is good at what they do?

   A) See

   B) Hear

   C) Read

   D) Do

5. **CONVINCER DEMONSTRATION FILTER**

   How often does someone have to demonstrate competence to you before you're convinced?

   A) Automatic

   B) Number of Times

   C) Period of Time

   D) Consistent

6. **MANAGEMENT DIRECTION FILTER**

   a.   Do you know what you need to do to be a success on a job?
   b.   Do you know what someone else needs to do?
   c.   Do you find it easy or not so easy to tell him?

   A) Self and Others

   B) Self Only

   C) Others Only

   D) Self but Not Others

7. ACTION FILTER

When you come into a situation do you usually act quickly after sizing it up, or do you do a complete study of all the consequences and then act?

A) Active

B) Reflective

C) Both

D) Inactive

8. AFFILIATION FILTER

Tell me about a work situation in which you were the happiest, a one-time event.

A) Independent Player

B) Team Player

C) Management Player

9. THE WORK PREFERENCE FILTER

Tell me about a work situation in which you were the happiest, a one-time event.

A) Things

B) Systems

C) People

10.   PRIMARY INTEREST FILTER
What's your favorite restaurant? Tell me about it.
A)   People

B)   Place

C)   Things

D)   Activity

E)   Information

11.   CHUNK SIZE FILTER
If we were going to do a project together, would you want to know the big picture first, or the details first. Would you really need to know the... (ask other)?
A)   Specific

B)   Global

C)   Specific to Global

D)   Global to Specific

12. RELATIONSHIP FILTER
What is the relationship between these three coins?
What is the relationship between what you're doing this year on the job and what you did at this time last year?
A)   Sameness

B)   Sameness with Exception

C)   Sameness and Differences Equally

D)   Differences with Exception

E)   Differences

13. **EMOTIONAL STRESS RESPONSE**
Tell me about a situation (context-related) that gave you trouble, a one-time event.

A) Thinking

B) Feeling

C) Choice

14. **TIME STORAGE FILTER**
What direction is the past and what direction is the future for you?

A) Through Time

B) In Time

15. **MODAL OPERATOR SEQUENCE**
What was the last thing you said to yourself just before you got out of bed this morning?

16. **ATTENTION DIRECTION**
(No question, just observe — you are looking for the compulsive Others *person.)*

A) Self

B) Others

COMMUNICATION STYLES

(Developed with Donna Morabito, adapted from Kappas)

17. INFORMATION PROCESSING STYLE

When you need to work through a problem or a challenge in your life, is it absolutely necessary for you to:
Talk about it with someone else, or
Think about it by yourself only?

     A) External

     B) Internal

18. LISTENING STYLE

If someone you knew quite well said to you, "I'm thirsty," would you:
Find the comment interesting, but probably do nothing about it, or
Would you feel really compelled to do something about it?

     A) Literal

     B) Inferential

19. SPEAKING STYLE

If you felt that someone around you was not performing as well as they should, would you:
Come to the point and tell them directly, or would you
Hint, imply and give them clues.

     A) Literal

     B) Inferential

NOTES:

- A Literal Listener may not know when an Inferential Speaker complements them.

- An Inferential Listener may think that any question is a request for action.

DISCOVERING THE DIRECTION FILTER

USING THREE QUARTERS

ATTENTION DIRECTION EXERCISE
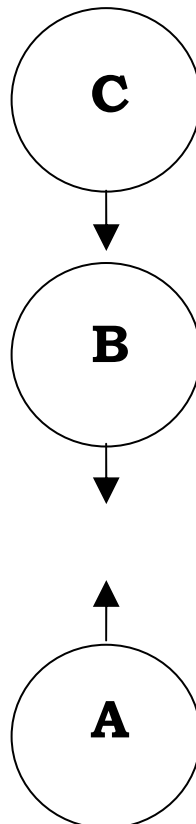
LINGUISTIC MARKERS

What to say to this person as you talk to them. (Where three dots appear '...' you can provide the necessary information.)

Direction Filter

Away: "Here's what we want to avoid. This will reduce our potential problems and liabilities."

Away With Toward: "Here's what we want to avoid... here are our goals."

Both Toward And Away:
"Here are our goals... and just as important, here is what we want to avoid."

Toward: "Here are our goals and objectives."

Toward With Some Away: "Here are our goals and objectives... here's what we want to be to be careful to avoid."

Reason Filter

Both: "As you consider the possibilities of this project, also consider what obligations we have..."

Necessity: "Consider the obligations we have... We really must do this."

Possibilities: "Consider the possibilities in this project... we really can do this."

Frame Of Reference Filter

Balanced: "As you consider what you think, and what others think..."

External: "Consider what others in this project think..."

Internal: "I can't convince you of anything. Only you will know for sure."

Internal With External Check:
"As you check inside you will know that the evidence indicates..."

Convincer Demonstration Filter

Automatic: (There is no need to convince this person, they will be, automatically)

Consistent: "I know you will never be completely convinced, and that's the reason why you'll have to do this to find out."

A Number of Times: "Here are _____(a number of) options. I'm sure that you will find one of them is right for you."

One Time: "Here is the option which makes the most sense."

A Period of Time: (Call the person in a period of time which is no less than 10% of the total period of time, and say:) "I've been so busy since the last time we talked, it almost seems like _____(total period)."

Management Direction Filter
Self Only: "You know that what other people do in this project is not important to you, and that is why..."

Self but Not Others:
"Who are we to tell them what to do? But that's why we must."

Others Only: "The boss knows what we need to do, so that's why we should..."

Action Filter
Both: "You've had all the time you need to study this, and now is the time for action"

Active: "Let's go and do this project. There's no need to wait."

Reflective: "I know you want to study this. It's OK. Take all the time you need to make the decision now."

The Work Preference Filter
People: "Let me tell you about the people who will be working on this project."

Things: "Let me tell you about what we'll be working with."

Systems: "Let me tell you how the system works."

Affiliation Filter
Independent Player: "You have a high need to be independent, and that is why it is important to foster teamwork in this situation."

Management Player: "I know you want to be in charge..."

Team Player: "I know that you want a team to play with..."

Primary Interest Filter
Activity: Interested in "how". "Let me tell you how this will work."

Information: Interested in "why" or "what" information is available. "Let me tell you what you need to know, and why."

People: Who they are with is important. "Let me tell you who you will be working with on this project."

Place: Location is important. "Let me tell you where this project is ..."

Things: Interested in "what". "Let me tell you what we'll need."

Chunk Size Filter
Global: "Here's the big picture..." (Don't give too many details, stay abstract.)

Global to Specific: "Here's the big picture...now here are the details."

Specific: "Here are the details." (Be specific. Don't use abstractions.)

Specific to Global: "Here are the details...and here's the big picture." (Perhaps they will develop the big picture on their own.)

<u>Relationship Filter</u>
Differences: "You probably won't believe this..."

Difference with Exception: "I don't know if you will believe this or not..."

Sameness: "This is the same as what you already know (or "are doing")."

Sameness with Exception: As you consider what I've said you'll find it is the same as what you already know. Then as you consider it, you will probably find the reasons why it's different, and those are the reasons why you will want to do it."

Emotional Stress Response

<u>Choice</u>: "You have the choice to react or not in this situation..."

<u>Associated</u>: "I know this situation upsets you, but..."

<u>Dissociated</u>: "I know that this situation doesn't upset you at all, and perhaps you need to show some feeling in this situation."

Time Storage Filter

<u>In Time</u>: "You know that we are apt to lose track of time, so let's keep track of what time it is." "Keeping our options open"

<u>Client is Unsure of Time Line</u>:
No linguistic marker, continue with Time Line elicitation.

<u>Through Time</u>:
"Time is of the essence, as you know, so let's..." "Let's take this step by step."

Attention Direction: Is not about language, it's about physiology.

Modal Operator Sequence: Use their Modal Operator in a sentence.

Values and Highly-valued Criteria
You can feed back the elicited values in the following order so as to motivate this person:

FOUR

TRAINING DESIGN
UNIVERSAL TRAINING DESIGN

12 Principles of Training:

1. **Chunking** – If chunk too big, lose people; if too small, boredom.

2. **Patterns** – Sequence the teaching in the same order that the expert does it.

3. **Beliefs and Values** – The expert has certain supporting beliefs and values. Find out first what beliefs they have that differ. Remove disenabling. Install supporting — hypnosis, SMd's. Often double inductions are useful in doing this.

4. **Positive Suggestive Language** – The teacher MUST use this. Guard against negative IR's. Do not use "do not" – instead, tell them what to do. Be totally positive and supportive about what the student can do. Negative embedded commands create a need for permission — have a totally positive teaching approach.

5. **Feedback** – This is most critical component of all!! There are Two Types: Immediate & Delayed. To train the unconscious, feedback must be immediate. Conscious mind can handle the delayed well. But most important may be unconscious mind! (Code training — they could not practice error. Need to make sure that the trainees do not practice error.) Basketball test: 1/3 visualizing, etc. Change w/o feedback no good. 7 +or- 2 Chunks of attention. Stay out of the correction mode. Stay in a success mode.

6. **Chunk at a Level Where Failure is Impossible** – So they can succeed at each level, at each step. But don't make it too trivial so that it's too easy, or else boredom.

7. **Visual Rehearsal** – In almost every modeling, they have found that the successful people are doing visual rehearsal each time.   Each shot each time. Disassociated, then associated. The human mind cannot tell the difference between a vivid visualization, and a real memory.

8.   **A Positive Internal Dialogue** – To control:

   a)   Stop It — (hard to do. Meditation 20-+ years.)

   b)   Jam It — (Mantra does this.)

   c)   Substitute a Positive Internal Dialogue — (This is the choice in pistol, and in most training. Can use a listing of the steps or positive affirmations. Perhaps can also change the SMd's of the negative internal dialogue. May need to change the SMd's only.)

   d)   Give it something useful to do

9.   **Positive Teaching Techniques** – Positive Language, Congruency.

10. **Design Small Wins** – Make it easy for them.

11. **Be a Model of Excellence** – On and off the stage.

12. **Use Humor** – Get People to Laugh at Themselves

TAD'S TRAINING ELEMENTS

1. Nested loops/open loops
2. Moment-to-moment structure of state, using hypnotic language patterns & anchoring of these states.
3. Content Sequencing
4. Content Chunking (logical level)   (How)
5. Anchors (spatial, visual, physical, tonal)
6. Non-verbal demonstration of patterns (3 - 48 hours prior)
7. Chaining of states (certain orders   generalizations)
8. Content (What/Why)
9. 4-Mat System
10. Applications of material covered (how/what/if)
11. Restructuring of student's M-O-W during Q & A session
12. Linking to each student's I/R & M-O-W
13. Use of temporal language (a) F⟩   N⟩   P; (b.) P⟩   N
14. A feeling of familiarity.
15. Backtracking
16. K A V - Sequence & pacing (One of the elements of charisma.)
17. Bonding
18. Express emotions/heart
19. Fractionation
20. Reframing
21. Parts
22. Metaphor
23. Angular postures
24. Overt pattern demos
25. Expanded awareness
26. Familiarity (K^i)
27. Humor
28. Presuppositions   +
29. Stacked I/R's   +
30. Transformation

TRAINING SEQUENCING

1. Give info
   - What -- Explain
   - Why – Build Motivation

2. Exercise -- How

3. Discussion
   What if... $\left\{\begin{array}{l}\text{What tell me} \\ \text{What Q's} \\ \text{What discover}\end{array}\right.$

4. Teaching Unconscious Mind.

THE 4-MAT SYSTEM

Concrete Experience
What's Going on in the World?

What if .... ?
Let them teach themselves & others

Why (and Why not)?
Need reasons, and relevance

25%
Self Discovery

35%
Discussion

Interaction
Evaluate & predict.

Interaction
Motivate & witness.

Active Experimentation
Just do it!

4	1
3	2

Reflective Observation
Just look at it!

How does it work?
Let them try it out -- do it!

What about it?
Give them more information!

18%
Coaching

22%
Information

Coaching & Facilitating
Students reacting.

Teaching
Students listening, taking notes.

Abstract Concepts
What's Going on in the Training?

The NLP Master Practitioner Training, July, 2004
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ADVANCED NLP PATTERNS
MODELING

The Concept:

Given a specific behavior, ability or skill that an individual can perform, one can replicate that behavior (ability or skill) in half the time it took to teach the skill originally. We start with the idea that all people are equal in terms of physical and mental capabilities. The only differences are the issues of motivation — values, beliefs, attitudes which drive one to be excellent (an independent variable in the training function) — either sticks or carrots as the motivation force.

All NLP Was Created by Modeling & Creating Techniques

Some of the Concepts Utilized Were:

- Rapport from Hypnosis

- Anchoring from Pavlov and Behavioral Psychology

- Strategies from Pribram et al — the TOTE Model

The Key: DE-NOMINALIZATION

MODELING OVERVIEW

1.   Find someone or someone's behavior that is worth modeling.
         Find a model of real excellence.

2.   Find their...

   - Beliefs and Values

   - Strategy (Mental Syntax)

   - Physiology

3.   Install this in yourself.

4.   Design a universal training.

5.   Train others.

6.   Train Trainers

THE MODELING PROCESS

Key Elements in Modeling

1. **Physiology —** Key is breathing, then posture.

2. **Filter Patterns —** (Including MP's, MM's, Values) - Provide the emotional energy. Answer "Why?" The area is most neglected. Provide desire. Find enabling, disenabling.

3. **Strategies —** Elicit

Other Points

1. Modeling is separating what is essential from what is idiosyncratic.

2. In modeling, may have to chunk a large behavior down into the individual functions.

3. Then feedback. Where they are getting feedback from, and what the mechanisms are, and the adjustments.

Two Ways to Do Modeling

1. Imitation

    a. Do it then model self to see how you did it.

    b. Essential to all modeling is to separate what is essential from idiosyncratic — the difference that makes a difference.

    c. Then consciously start dropping pieces to find what's essential.

2. Cognitive Approach

    a. Analyze into components

    b. Physiology

c. Strategies

d. Motivation

e. Contrastive Analysis — separate what is essential from idiosyncratic — the difference that makes a difference. Then consciously start dropping pieces to find what's essential.

f. Sensitivity Analysis — Determine what's critical. Start changing things to find out if they make any difference. Find out if it makes a difference in terms of results.

g. Strategies — A lot of patient pushing to find out what they are doing in their heads while they do it.

h. Install in self —test is when you can get the same results as the experts do.

i. Universal training design.

j. Train trainers.

Four Outputs of Modeling:

1. A training on how to do it more effectively

2. Selection criteria — (beats training every time)

3. Man-Machine interface

4. Man-Man interface

ADVANCED SUBMODALITIES
THREE ELEMENTS THAT MAKE A DIFFERENCE

Elicitation of universal experiences
- Stop light
- Go light
- Shopping - had to have
- Food compulsions
- The moment before
- Values (be careful)
- Christmas
- A belief - no longer true
- Sun coming up - absolutely true

Drivers Contrastive analysis
- Associated/dissociated - digital
- Distance - analogue/non-continuous
- Size - analogue/continuous
- Location
- Brightness
- Color/B&W - digital

Thresholds

1.   2. } Size   3. |Distance
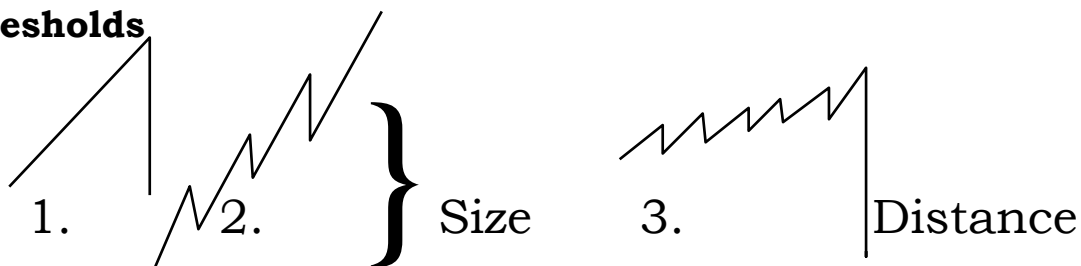
COMPULSION BLOW-OUT

WARNING: This is a very "hard" technique. (It's like a sledgehammer.) If you begin it, you **must** complete it. When you finish, the client must have a positive future representation of what they will do without the problem. If there is a compulsion and a revulsion you must blow out both.

PART I
1. Elicit a description of the thing compulsed about
2. Elicit a description of something similar, but not compulsed about

Compulsed	Non-compulsed
EG: Pistachio	Peanuts
Ice cream	Yogurt

3. Get SubModality differences
4. Test the differences for drivers

PART II
If you have an SMD that is infinite in extent then do a really fast continuous increase as in Method #1. *Otherwise use* Method #2.

Method #1
5. If Size or any other infinite driver, blow up beyond known universe.
6. Initially feeling of compulsion will increase
7. At some point it will pop, or blow out

Method #2
5. Use ratchet method (like a car jack)
6. Crank it like a jack
7. They will go over the top

Both techniques use 8-10 to complete.
8. Wait till the client settles down — 5 minutes
9. Test by having them make a picture, no compulsion
10 Swish old picture with new picture.

*

THE LEARNING STATE

AN INTERVENTION FOR LEARNING

Learning is facilitated best by the student being in a relaxed, receptive, focused state. The teacher should watch the student(s) for the initial signs of relaxation, and as the teacher notices relaxation in the student, verify it by saying, "That's Right. Very Good!!"

1. Ask the student to put their eyes up and centered, as if to look at the space between the eyebrows. A spot on the ceiling will do.
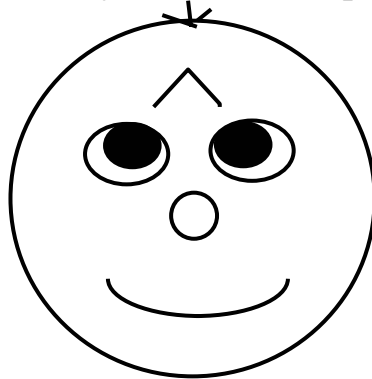
2. Closely watch the student(s) for the first signs of relaxation and centeredness. You will notice that there are certain signs of relaxation: the rate of respiration, muscle tension in the face, the size of the pupils of the eyes, etc. It is important that the student only do this for a maximum of two minutes or less, otherwise eyestrain may result.

3. Verify the relaxation in the student (as above).

4. Then ask the student to remain just as relaxed with their mind relaxed, and to move the eyes down and focus on you (the teacher).

That's the Learning State. There is also some evidence that this technique may synchronize both hemispheres of the brain.

ALLERGY MODEL - SNEEZING

1.   Find the submodalities of the substance/allergic

2.   Find something "similar/not-allergic" (assoc)

3.   Anchor "similar/not-allergic"

4.   Have them visualize a plate of Plexiglas (dissociated)
       Place allergic on other side
       Fire anchor throughout

5.   Associate with anchor held

6.   Test and Future Pace

USING NEUROLOGICAL DRIVERS

Neurological Drivers are primary subjective distinctions, which are <u>directly</u> hard-wired to the nervous system. Peripheral vision has certain characteristics though its set of Neurological Drivers.

FOVEAL VISION	**PERIPHERAL VISION**
tunnel	panoramic
sympathetic arousal	parasympathetic arousal
detailed	contextual

In the ancient system of Hawai'i, the state that occurred when entering into Peripheral Vision was called Hakalau, and was highly prized as a state that allowed the Kahuna to achieve centered calmness. The process consisted of learning how to enter into a deep trance while maintaining a heightened external awareness.

CHANGING PERSPECTIVE

1. Identify problem: Context and/or object of reference (person or thing).

2. Teach client peripheral vision.
   a. focus gaze
   b. expand awareness to periphery
   c. loosen jaw
   d. calibrate to physiological shift
        (sympathetic to parasympathetic activity)

3. Anchor peripheral vision

4. Associate client to problem context and fire peripheral vision anchor.

5. Condition 3 - 5 times (Break state each time).

6. Perceptual positions (ecology check)
   a. (Self)   - peripheral vision
   b. (Other)   - re-integrate (delete for trauma)
   c. (Observer)   - re-integrate

7. Future pace

HAKALAU

In addition to being the state of entering into deep trance while maintaining external awareness, 'Hakalau' is the state to take something from the material realm into the void and vice versa.

According to the assumptions of Quantum Physics, you create your universe based on your personal observation. If you didn't 'know' something existed, then it didn't. So by 'knowing' something, you are actually creating it. At the same time, the 'knowing' at some level also created boundaries and can be limiting to your choices since it stops you from being in touch with all the infinite other ways of 'knowing'.

FOR GETTING RID OF A PROBLEM

This process can be used for single negative emotions, behaviors or complex problems in situations that involve more than one emotion. The key is the client's ability to get in touch with the whole problem. Technically, the technique works by lighting up and removing the boundary conditions of the problem thus dissolving it into the void.

Process:

1. **Teach the client how to go into Hakalau:** "Pick a spot on the wall. As you focus on it, now pay attention to the peripheral part of your vision." Anchor it.

2. **Elicit the problem:** Ask the client "what is the problem?" Have the client talk about the problem. Have the client "get in touch with how you know you have that as a problem".

3. **"Now go into Hakalau."** Fire off anchor. Calibrate for integration.

4. (Optional) **Suggest preserve positive learnings** if any.

5. **Break state.**

6. **Repeat** steps 2 & 3 'till client can no longer access the problem.

7. **Test and future pace.** Elicit new options.

RELEASING ATTACHMENTS AND/OR MANIFESTING AN OUTCOME

Since, in Quantum Physics, the whole contains the part and the part contains the whole, every desire contains the potentiality of its opposite in its essence. Every time we 'want' something, there is an inherent potentiality of not being okay with not having that. This technique can be used to get rid of desires that cause us to lose our balance and to be less than totally centered.

Paradoxically, by dissolving the desired outcome in the void, you may actually enhance it happening spontaneously.

Process:

1. **Teach the client how to go into Hakalau:** "Pick a spot on the wall. As you focus on it, now pay attention to the peripheral part of your vision." Anchor it.

2. **Elicit the problem desire:** Have the client talk about the problem desire. "Get in touch with how you know you want that ………(whatever the client desires)."

3. **"Now go into Hakalau."** Fire off anchor. Calibrate for integration.

4. (Optional) **Suggest preserve positive learnings** if any.

5. **Break state.**

6. **Repeat** steps 2 & 3 'till client can no longer access the problem.

7. **Test and future pace.** Elicit new options.

EXPANDING CONSCIOUSNESS

To go beyond all illusions, you can use this process for removing illusions creating by time/space/matter etc. The result is a rapid entry into a profound state of transcendence while connected with waking reality. It is a rapid way of achieving awareness of simultaneous reality.

(**WARNING:** This is a powerful technique and requires you to be a balanced person well grounded in life. It may produce significant altered states. Using it for this purpose is for yourself only. Use this primarily for yourself and a client only if they have gotten rid of a good amount of negative emotions, and they have a good reality strategy. You do not have permission to teach it to others. Only use it after you have cleared all negative emotions and limiting decisions.)

Process:

1. **Go into Hakalau:** "Pick a spot on the wall. As you focus on it, now pay attention to the peripheral part of your vision." If you know NLP, anchor it.

2. **Elicit Knowing of these and similar states or issues:**
   • "How do you know there is time."
   • "How do you know you are you."
   • "How do you know this is ...... (any object in your awareness e.g. a glass of water)." etc.

3. **"Now go into Hakalau."** Fire off anchor. Calibrate for integration.

4. (Optional) **Suggest preserve positive learnings** if any.

5. **Break state.**

6. **Repeat** steps 2 & 3, until a trance state occurs.

7. **Meditate** in that state.

The Void & Entering Into It

In 650 A.D., an Indian Sage named Patanjali wrote a little book called the Yoga Sutras in which he described the Void, or Transcendence and how to enter into it. This is a <u>very</u> short summary of his 8 limbs of Yoga. He said, "Yoga is the cessation of mental activity," and is accomplished by:

Yama — } When you are going to enter into the void, you probably would want to stop doing some things (Yama) …

Niyama — } And there are some things that you would probably want to do (Niyama) in order to preclude any interruptions from inside or outside.

Asanam — Then, you would probably want to sit down, since if you were to <u>really</u> enter the void standing up, you would probably fall over. Make the seat comfortable.

Pranayam — You may want to do a breathing technique to calm the mind, but know that when you enter the void, the breathing will probably cease anyway.

Pratyahara — Now turn the senses, which are normally turned outward, inward. Withdraw the senses from the outside and turn them to the inside.

Dharana — Focus on something inside, and put all your attention on it. The attention should be one-pointed, but gentle, and not hard concentration.

Dhyana — As you totally focus on the object of your attention, notice that the awareness begins to expand outward. Let it go outward as far as it will go.

Samadhi — When it expands to infinity then you are in the void. There is a moment of suspension, or no thoughts and no object of consciousness: as if there were consciousness itself with nothing that you were conscious of.

The last three are called Sanyama, and involve taking something into the void.

At the deepest level of the mind just before Samadhi, there is a place called "Rityam Bhara Pragyam," "that place which knows only truth," which is similar to the Hawaiian "I'o".

MEDITATION ON THE LIGHT
HIOLANI (FROM HUNA)

1. Find a comfortable place to sit in a chair or on the ground. Darken the room, or cover the eyes so that no external light gets in. (This is important, at least the first time you do it.)

2. If you wish, begin by doing 5 to 15 minutes of Ha breathing.

3. Roll the eyes up and to the right, then up and to the left, and then straight up to the heavens. Focus the eyes, without strain, as if looking up at the sky, on the space between the eyebrows. (You can roll the eyes up even more if it is comfortable.) Remember the kinesthetic (feeling) of Hakalau or Peripheral Vision, and take that into meditation with you.

4. As you look up to the space between the eyebrows, focus on the light. Pay attention to the light, let the light come to you, welcome the light. Watch the light. (If, as you begin, you do not see the light easily, just press lightly on your eyeballs pushing them up and inward. Then let go, and watch the light.)

5. Let go. Now, just let go and watch the light. If there are other thoughts, and light is still there, that's OK. If you've forgotten to pay attention to the light, just bring your attention to the light.

6. At the same time, meditation; concentration on the light. Thought, reflection, thinking, meditation -- to think, reflect, meditate, concentrate on, and consider the light.

FAMILY THERAPY MODEL
USING TIME LINE THERAPY™ AND NLP

Overview:

From an NLP point of view there are mainly two reasons why relationships end —

- negative anchoring, and
- unfulfilled strategies.

This model takes approximately 8-10 hours for a couple. Add 2 hours for each additional person.

Presuppositions of this Model:

1. *Cleaning-up Negative Anchoring*
   a. Delete negative anchors and experiences using Time Line Therapy. Clean up negative events.
   b. Practitioner can also do positive anchoring — Have them remember positive states.
   c. You can also show them how to set their own anchors.

2. *Unfulfilled Strategies — Teach them the necessary strategies to fulfill in the relationship.*
   a. Meta Programs
      - Myers Briggs
         I/E
         S/N
         T/F
         J/P
      - Direction
      - Frame
      - Convincer
      - Relationship
      - Management Direction
      - Processing, Listening, Speaking Meta Programs

   b.   Values
   c.   Love Strategies
   - Attraction
   - Recognizing Attraction
   - Deep Love

   d.   Primary Rep

The Steps

1. *Ask: "Is this marriage worth saving? Is it worth being married to your spouse?"* Ask this each time you start a session.
2. *Discover their Meta Programs and Values*
3. *Meet with them individually and do individual therapy*
   a.   Disconnect negative anchors
   b.   Delete guilt, anger, frustration, fear, etc.
   c.   Do parts integration and negotiation:
   - Father
   - Mother
   - Significant Others, Etc...
   - Check Role Models
4. *Couple Therapy — Have Fun*
   a.   Go through Meta Programs, Time Line, Values, Love Strategies
   b.   Set up and make agreements
   - No Double Binds
   - Communication to work out problems
   - Generative, Supportive systems
5. *Anchoring*
   a.   Handle Negative Anchors
   b.   Give Example of how it works
   c.   Positive Anchoring
   d.   Re-anchor Positives at Beginning of relationship
   e.   How to use anchors

6. *Test and Future Pace*

4-STEP SWISH PATTERN

This is a useful pattern to add to a chain of anchors when you are complete with the installation of the chain.

1. Test the chain by firing off the first anchor, and make sure the client ends up in the final state.
2. Ask the client to "slow down the states again while (s)he does a swish for each state.
3. Set up a picture for each of the states in the chain by asking the client, for a visual for each state. E.G.: "So when you think of procrastination, do you have a picture?" Repeat for each state.
4. Once the client has all 4 (or 5, etc.) pictures, ask him to have the first picture (E.G.: Procrastination) on the screen with the second picture (I.E.: What ever the second state is) small and dark in the lower left hand corner.
5. Do the same for the subsequent pictures.
6. Fire the first anchor while you mention the state, and have the client have the first picture on the screen.
7. Fire the second anchor and have the client swish up the second picture.
8. Fire the third anchor and have the client swish up the third picture.
9. Fire the fourth anchor and have the client swish up the fourth picture.
10. Repeat if necessary.
11. Test and future pace.

FIVE

<u>REFRAMING</u>

(If you change the context, meaning or content you can change the meaning!)

The Basis of Reframing is to
Separate Intention from Behavior

Two Major Types of Reframes:

CONTEXT REFRAME: "I'm too ...." -or- "He's too .... "

Think of a different context in which the person will respond differently to the same behavior.

MEANING REFRAME: "Whenever 'X' happens, I respond 'Y'."

Ask yourself, "What else could this behavior mean?" or internally think of an opposite frame or a different meaning. "What is it that this person hasn't noticed (in this context that will bring about a different meaning, and change his response?"

S.O.M. PATTERNS

QUESTIONS TO DEVELOP THE PATTERNS

The following questions were developed by Tad James for the purpose of assisting you in developing Sleight of Mouth responses. To use these questions in response to the client, ask questions until the problem is in either a Cause & Effect or a Complex Equivalence, and then ask **yourself** one of these questions. Then deliver the response generated by the question.

1. Meta Frame
How is it possible they could believe that?

2. Reality Strategy
1. How do they represent that belief?
2. How do they/you know if it's not true?

3. Model of the World
1. Switch Referential Index
2. Is this true in everyone's Model of the World?

4 & 5. Apply to Self
Don't think about it, just use the word back on itself.

6. Change Frame Size
1. Something (larger or smaller) they haven't noticed.
2. Different frame, same behavior
3. Chunk up to Universal Quantifier

7. Hierarchy of Criteria (Values)
1. What are higher criteria (values)?
2. Apply current criterion (value) to current sentence.

8. Consequence
What will happen to them if they continue to think this way?

9. Another Outcome
What is another outcome you could shift to?

10. Metaphor/Analogy
Tell a metaphor or story about the solution

11. & 12. Redefine
1. What other meaning could the equation have?
2. A ≠ B, A = C, and that's D

13. Chunk Down
1. What specifically?
2. What are examples of this?
3. What are parts of this?

14. Chunk Up
1. For what purpose?
2. What's important about this?
3. Exaggerate

15. Counter Example
1. Invert the belief
2. Make into a universal statement or question.
3. Was there ever a time when A ← B?
4. A causes B, not B causes not not A

16. Intent
1. Why are they saying this?
2. What is the secondary gain?
3. What are they trying to get?

S.O.M. PATTERN EXAMPLES

The following 16 sleight-of-mouth patterns are examples
Collection By Robert Dilts

1.   METAFRAME ON WHOLE EQUIVALENCE

Equivalence: <u>Saying mean things means you are a bad person</u>.
   a. I'm the only one that cares enough about them to say those things.
   b. You're just saying that because you are:
      Oversensitive.
      Don't understand.
      Imperceptive.
      Stuck in your own model.
      The same way.

Equivalence: <u>Your being late means you don't care about me</u>.
   a. You're just feeling that way because you build unrealistic expectations about other people and then blame it on them when you get disappointed.

Equivalence: <u>Cancer causes death</u>.
   a. You have that simplistic belief because you don't have a model that allows you to explore and track and test all of the complex variables that contribute to the life/death process.

Equivalence: <u>Nuclear arms make (strength, protection, safety)</u>.
   a. You are only saying that to cover the fact that you don't have:
      Understanding
      Technology
      Debate skills
      Personal power
            to: *Change people*
                   Protect yourself
                        without: *Intimidating*
                                    Coercing

                                                Others.

2.   REALITY STRATEGY ON (CAUSE/EVIDENCE)

Equivalence: <u>Saying mean things means you are a bad person</u>.
   a.   How specifically do you know that it's mean/bad I said them?

Equivalence: <u>Your being late means you don't care about me.</u>
   a. How do you know lateness and caring are equivalent?

Equivalence: <u>Cancer causes death.</u>
   a. How specifically do you represent that belief to yourself?
   b. How would you know if it wasn't true?

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
   a. How specifically do you know that in your mind?
   b. How would you know if that wasn't true?

3.   MODEL OF THE WORLD ON (CAUSE/EVIDENCE)

Equivalence: <u>Saying mean things means you are a bad person</u>.
   a. It may be mean/bad in your model of the world but in my family that's how we showed that we really cared.

Equivalence: <u>Your being late means you don't care about me.</u>
   a. Most people I know judge caring on the basis of sensitivity to another's feelings, not their awareness of time.

Equivalence: <u>Cancer causes death.</u>
   a. Not all medical people hold that belief. Many believe that all of us have some mutant cells all the time and that it is only when the immune system is weakened that it becomes a problem.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
   a. You may call protection/safety, but I call it paranoia/fear.

4.   APPLY TO SELF ON (CAUSE/EVIDENCE)
Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. That's a pretty mean thing to say.

Equivalence: <u>Your being late means you don't care about me</u>.
    a. Now you tell me! I wish you'd cared enough about me to tell me earlier.

Equivalence: <u>Cancer causes death.</u>
    a. That belief has spread like cancer over the past few years. It would be interesting to see what would happen if it died out.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. The fallout that this belief may have as a by-product could be as devastating as an atomic blast if it bombs.

5.   APPLY TO SELF ON (BELIEF/VALUE/EFFECT)

Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. Bad people always tend to find only the bad in others.

Equivalence: <u>Your being late means you don't care about me.</u>
    a. A really caring person would be able to overlook a little tardiness now and then.

Equivalence: <u>Cancer causes death.</u>
    a. That's a pretty deadly belief to hold on to too strongly. It can only lead to a dead-end street.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. Are you sure this is a safe belief to hold so strongly?

6.   CHANGE FRAME (SIZE, CONTEXT) ON CAUSE/EVIDENCE
Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. It may seem mean now but if you look at the bigger picture you will see it was necessary.
    b. Bad for how long?

Equivalence: Your being late means you don't care about me.
    a. Better late than never.
    b. With the warm caring reception I get when I do get here, I ought to be risking my life to get here every spare minute.

Equivalence: Cancer causes death.
    a.   Is that a belief that you would like to have your daughter/son to have?
    b. If everyone had that belief we'd never have a hope of finding a cure.

Equivalence: Nuclear arms make (strength, protection, safety).
    a. For how long?
    b. How many nukes?
    c. For whom?
    d. For what?

7.   HIERARCHY OF CRITERIA ON (EFFECT/BELIEF/VALUE)

Equivalence: Saying mean things means you are a bad person.
    a. Don't you think it's more important to be:
        Genuine
        Honest
        Direct
        Honorable
          than to:
            Be nice?
            Tell people only what they want to hear?

Equivalence: Your being late means you don't care about me.
    a. Isn't it more important to fulfill my responsibilities to the people who are depending on me than to be punctual?

Equivalence: Cancer causes death.

a. Don't you think it's more important to focus on what would make life worth living and on how to make it more worth living for everyone rather than to focus so much on one's own death?

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. Don't you think it's:
        Unmanly
        Unfair
        Dishonorable
    to bully people by using excessive force when they are:
        Unprepared?
        Unarmed?

8.   CONSEQUENCE

Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. I'm only saying mean things to make them better.
    b. If I didn't <u>say</u> mean things, I'd <u>do</u> them.
    c. If there weren't bad people then who would tell us our faults?
Equivalence: <u>Your being late means you don't care about me.</u>
    a. If I hadn't been late, I might have lost my job/contacts but I cared too much about you to risk it.

Equivalence: <u>Cancer causes death.</u>
    a. Beliefs like this tend to become self-fulfilling prophecies because people stop exploring their choices and options.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. Believing that nukes are the only way to be safe can lead to weakness because we failed to see other powerful choices.
    b. This belief leads to paranoia which makes people act irrationally.

9.   ANOTHER OUTCOME (WHAT IS MORE RELEVANT)

Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. The issue here is not whether I'm saying mean things or am a bad person, but rather:

What response a communication elicits.
Do the ends justify the meanness?

Equivalence: <u>Your being late means you don't care about me.</u>
a.   Whether I'm late or uncaring isn't the issue but rather whether we can meet each other's need in this relationship without laying any unnecessary trips on one another.

Equivalence: <u>Cancer causes death.</u>
a.   The real issue isn't what causes death but rather what causes life and health. Let's explore that.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
a. The real issue isn't whether nukes make us safe, but whether:
It's worth protecting.
There's a better choice.
We are acting honorably and logically & not out of fear.

10. METAPHOR/ANALOGY ON (EFFECT/BELIEF/VALUES)

Equivalence: <u>Saying mean things means you are a bad person</u>.
a. Would a dentist be a bad/mean if they told someone they had a cavity?

Equivalence: <u>Your being late means you don't care about me.</u>
a.   If a surgeon is late for dinner because he's saving someone's life, does that mean he doesn't care about eating?

Equivalence: <u>Cancer causes death.</u>
a. Cancer is like a grassy field and your white cells are like sheep. If:
Stress
Excessive chemotherapy
Bad diet, etc.

reduce the amount of sheep in the field, then the grass gets overgrown and turns to weeds. But if you concentrate on growing and adding more healthy sheep back into the field, it will reach ecological harmony again.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. Nuclear weapons are like cancer. The immune system may not realize the danger until it's too late.

11. REDEFINE ON (CAUSE/EVIDENCE)

Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. I'm not saying mean things, I'm:
        Telling the truth.
        Expressing my point of view.
        Stating the facts.
Equivalence: <u>Your being late means you don't care about me</u>
    a. I'm not late. I was delayed.
Equivalence: <u>Cancer causes death.</u>
    a. It's not the cancer that causes death. It's the breakdown of the immune system that causes death… so let's explore the ways you can bolster the immune system.
Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
    a. It isn't the nuclear arms that protect people, it's the fact that they deter people from taking aggressive action.
    b. What other things could stop people from wanting to be aggressive?

12. REDEFINE ON (EFFECT/VALUES/BELIEFS)

Equivalence: <u>Saying mean things means you are a bad person</u>.
    a. I'm not a bad person I'm just:
        Flexible.
        Honest.
        Genuine.
        Unhappy.

> *Not as sensitive as you.*

Equivalence: <u>Your being late means you don't care about me</u>
   a. It's not that I don't care. It's just that I show my caring differently.

Equivalence: <u>Cancer causes death.</u>
   a. Cancer doesn't cause death. It causes:
      Loss of hope.
      Fear.
      Incongruency.
   Beliefs like this that cause depression… those are dangerous.

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
a. Nuclear weapons don't cause safety, they cause death… which creates fear in the people that don't have them so they have to sneak around.

13. CHUNK DOWN ON (EFFECT/BELIEF/VALUE)
Equivalence: <u>Saying mean things means you are a bad person</u>.
   a. Bad? How specifically?
   b. Mean? How specifically?
   c. Which things specifically?
   d. Say how specifically.
   e. To whom specifically?

Equivalence: <u>Your being late means you don't care about me.</u>
   a. Late? How specifically?
   b. Don't care? How specifically?
   c. How specifically does lateness mean not caring?

Equivalence: <u>Cancer causes death.</u>
   a. Which cancers specifically?
   b. How specifically does it cause death?
   c. Dying? How specifically?

Equivalence: <u>Nuclear arms make (strength, protection, safety).</u>
   a. How specifically do they:

Protect us?
Make us safe?
b. Which nuclear arms specifically?

14. CHUNK UP (EXAGGERATE) ON (CAUSE/EVIDENCE)

Equivalence: Saying mean things means you are a bad person.
    a. So you mean if anyone slips and happens to be irritable in their communication then they're doomed to be evil the rest of their life?

Equivalence: Your being late means you don't care about me.
    a. Are you saying that the most fundamental aspect of our relationship is simply a matter of time?

Equivalence: Cancer causes death.
    a. Are you saying that a change or mutation in some small part of a system is going to automatically cause the destruction of the entire system?

Equivalence: Nuclear arms make (strength, protection, safety).
    a. Since nukes and weapons cause safety then let's give guns and nukes to all the peoples of the world so we can all be safe.

15. COUNTER-EXAMPLE ON (CAUSE/EVIDENCE)

Equivalence: Saying mean things means you are a bad person.
    a. Isn't it possible to:
        Say mean things and not be a bad person?
        Be a bad person and not say mean things?

Equivalence: Your being late means you don't care about me.
    a. Isn't it possible to be:
        Late and still care?
        Uncaring and punctual?

Equivalence: Cancer causes death.
    a. There are more and more documented cases of people who have had cancer and are surviving just fine.

b. People die of may things other than cancer. In fact, most medically-treated cancer patients die from the severity of their treatment rather than from the cancer itself.

Equivalence: Nuclear arms make (strength, protection, safety).
   a. Is it possible to:
      Have nuclear weapons and not be safe?
      Create safety without nukes?

16. INTENT ON (CAUSE/EVIDENCE)

Equivalence: Saying mean things means you are a bad person.
   a. My intention is not to be mean/bad but to:
      Teach you something.
      Make you feel better.
      Be realistic.
      Protect myself.

Equivalence: Your being late means you don't care about me.
   a. My intent wasn't to be late or be uncaring but rather to finish my work so I could spend the highest quality time with you.

Equivalence: Cancer causes death.
   a. I know that your intent is to prevent false hope but you are preventing any hope at all. Let's find some good alternative choices.

Equivalence: Nuclear arms make (strength, protection, safety).
   a. Since your intent is to insure safety and protection, I'm sure you'll join me in   finding   as   many   choices   and alternatives as possible.

S.O.M. PATTERN EXAMPLES

The following sleight-of-mouth patterns are examples from the Master Practitioner Program
Michael McCann and the M.J.M.A.D. group, Kona, July, 1995

"NLP is manipulative."

META-FRAME:
You only have that belief because you want to stay with what's familiar to you rather than increase your knowledge by moving out of your comfort zone.

You have that belief because you are worried about being manipulated and you don't have a model that allows you to explore, trade and test limiting hypotheses such as this.

REALITY STRATEGY:
If it really weren't manipulative, how would you know?

How do you see NLP as being the same as manipulative?

MODEL OF THE WORLD:
Wouldn't it be wonderful if you could manipulate someone from a negative state to a positive one, like helping your child learn better?

Not all people believe that. Some believe it's a just way to reslove conflict.

APPLY TO SELF:
The belief that NLP is manipulative is a very manipulative belief in and of itself.

Would it be of value or interest to you to learn techniques that are reportedly manipulative so that you may be aware of what others are doing to you, or so you can use them on yourself to create positive change in your life?

CHANGE FRAME SIZE:
If everyone were afraid to try something new for fear of manipulation, what would happen to education?

HIERARCHY OF VALUES:
Don't you think it's more important to communicate with flexibility and be in rapport with people, than not to communicate at all for fear of being manipulated?

COUNTER EXAMPLES:
If people feel NLP is manipulative, what else do these people feel manipulated by?

Have you ever known an NLP person who wasn't manipulative?

(who was manipulative?)

REDEFINE:
It's not NLP that's causing manipulation, it's people's values about their relations with others.

BELIEF:
Change is scary.

That's a scary belief to change!

Are the trees scared to release their leaves in the fall?

All change? (jingle coins) Spare change?

Were you scared to change your clothes this morning?

1. Meta-Frame:

1. Meta-Frame:

2. Reality Strategy:

3. Model of the World

Map to Self

Resolve Map

6. Change Frame Size, SMd's:

7. Hierarchy of Values:
#1
#2
#3
#4

8. Consequence

9. Another Outcome:

12. Redefine

10. Metaphor/Analogy

B

A

14. Chunk Up

13. Chunk Down

16. Intent

11. Redefine

15. Counter Example

The NLP Master Practitioner Training, July, 2004
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SIX

LOGICAL LEVELS OF THERAPY

THERAPEUTIC PROCESS BASED ON LOGICAL LEVELS

Take it all the way out to the limit.

All the way out.

5. <u>Blows</u> out the Strategy. Submodalities.

"Teach me to do it."

Temporary Agency.

4. Makes <u>them</u> the <u>Authority</u>. Dissociated.

"How do you do it?"
"When do you do it?"
"How do you know it's time to do it?"

3. **C > E**
   Associated
   Strategy
   Mind Reads
   Temporal

Meta Model

2. Gives us the Pattern

Presenting Problem

1. Get: C > E M-O-P's
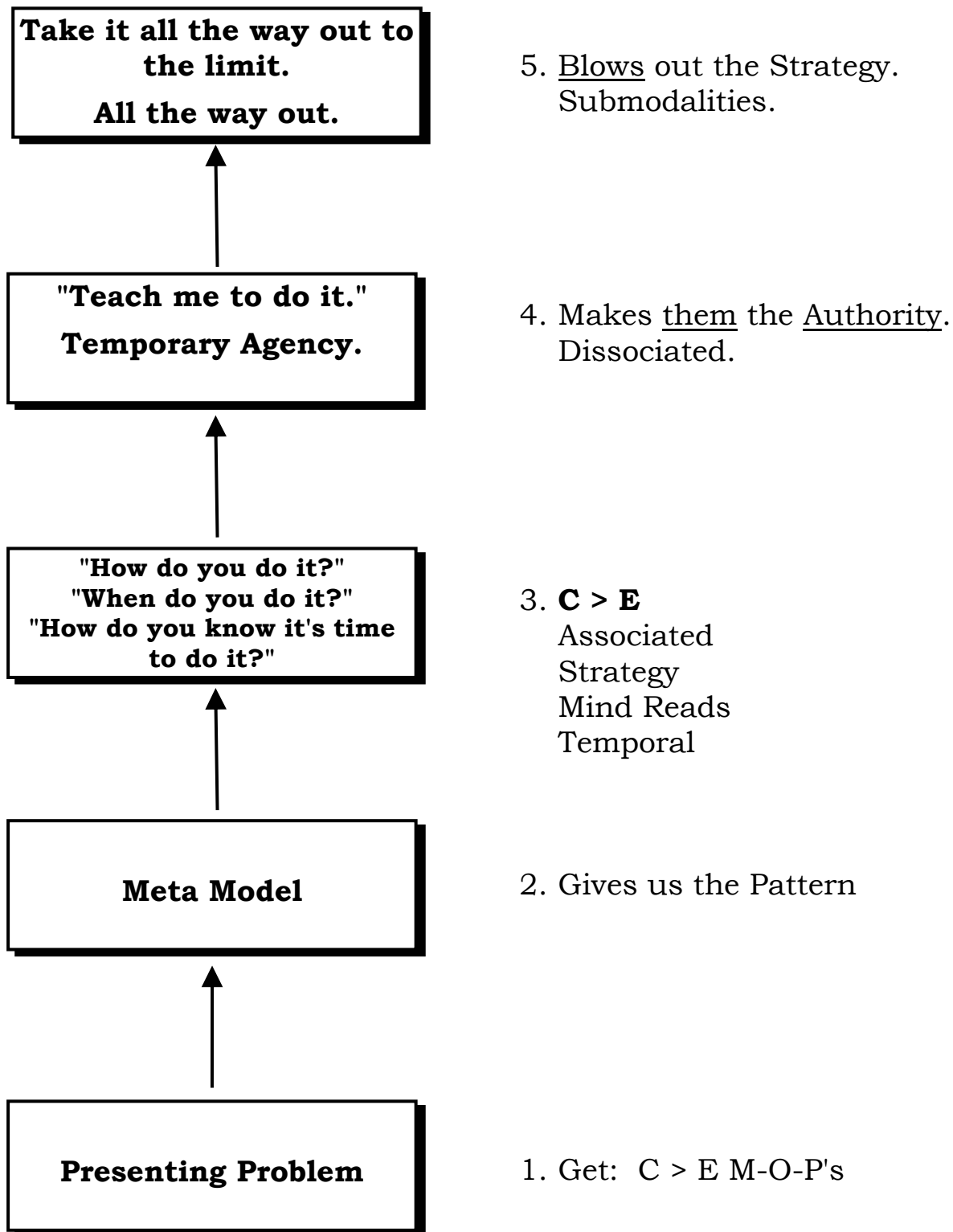
STRATEGIES
THEORY

Definition:

A specific syntax of external and internal experience that, consistently produce specific outcomes. Human experience is an endless series of representations. To deal with this endless sequence it is useful to suspend the process, and contextualize it in terms of outcomes. Some major categories of strategies are decision, learning, motivation, convincer and reality.

The Components:

Detection/Elicitation: The first step is to discover the person's strategy through the process of elicitation.

Utilization: The next step is to utilize the strategy by feeding back information to the person in the order and sequence that it was elicited.

Change: The next step is to then be able to change the strategy -- to make changes in it so that it produces the desired outcome.

Installation: We then may want to install a new strategy if needed.

TYPES OF STRATEGIES

Everything We Do: Strategies involve everything we do. All our daily activity is generated, maintained by strategies. Whether or not we finish what we do is governed by a strategy. We have strategies for....

Love	Decision	Relaxation
Hate	Motivation	Tension
Learning	Happiness	Fun
Forgetting	Sex	Boredom
Parenting	Eating	Marketing
Sports	Health	Wealth
Communication	Disease	Depression
Sales	Creativity	Poverty

. . . . . . and, actually, everything else we do.

TEXT FOR FORMAL STRATEGY ELICITATION

Can you recall a time when you were totally X'd?

Can you recall a specific time?

As you go back to that time now …

What was the very first thing that caused you to be totally X'd?
    Was it something you saw (or the way someone looked at you?),
    Was it something you heard (or someone's tone of voice?), or
    Was it the touch of someone or something?
What was the very first thing that caused you to be totally X'd?

After you (saw, heard, felt) that, what was the very next thing that happened as you were totally X'd?
    ►Did you picture something in your mind?
    Say something to yourself, or
    Have a certain feeling or emotion?
What was the next thing that happened as you were totally X'd.

After you (list previous), did you know that you totally X'd, or …

(Continue until complete.)

Buying Strategies

1. Motivation
2. Decision (to buy)

    • Convincer

3. Reassurance

Love Strategies

1. Attraction
2. Recognizing Attraction
3. Deep Love

STRATEGY ELICITATION FROM EYE PATTERNS

The next type of strategy elicitation is elicitation from eye patterns. You could just walk up to somebody and you could go, "Wow, I really love your watch! How did you decide to buy it?" and what they will do is, they'll move their eyes in a certain direction as they remember it.
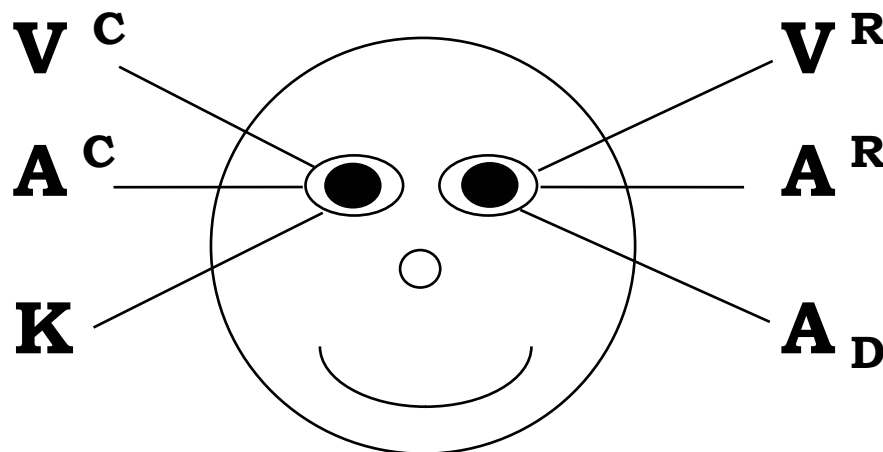
EYE MOVEMENTS — NORMAL RIGHT HANDED PERSON

Figure 1
(This is how they look when you're facing them.)

When eliciting strategies from eye patterns it's important to make sure that you are learning the eye patterns for "others", not for "self". I've seen people struggle for years trying to figure out what they are doing themselves. So this is for others.

The first thing to remember is that not every eye movement you see is a strategy. Some people are going to process the information you just asked them before they begin accessing their strategy. They may, for example, repeat to themselves exactly what you said, "Oh, he just said 'beautiful watch', how did I get it? And then they'll run their strategy for you with their eyes. Some people will immediately understand what you said and jump directly into the strategy, moving their eyes in a certain direction as they access their strategies. Most people will move their eyes in a recognizable pattern as they access their strategy or as they replay the information in their head. The question is, do they move their eyes so that you can see them adequately? And that's where your sensory acuity becomes very, very important. That's where your sensory acuity makes a major difference. My suggestion is that you make sure that you've gotten really well–grounded in the eye patterns, and that you learn them very well. Having done that, you can just relax

and let the information come to you. Just watch their eye patterns and then note them on a piece of paper — one of the things I do is carry a little piece of paper with me, and write down the order and sequence of their eye patterns as I get them, so I'll remember them — and note them, using the notation form above.

I suggest that as with any strategy elicitation, you also test the strategy elicitation from eye patterns wherever possible, questioning them over and over again, until you're sure you've got it. It's OK to check several times because the major question in the elicitation of strategies from eye patterns is, "Where does the accessing of the information end and the strategy begin?" So you may have to elicit the same strategy in a couple of different situations, or a couple of different contexts in order to discover how did they do it.

Strategies from eye patterns are probably one of the most powerful things that you can learn in NLP, and in a later chapter we'll put it all together when we show how to utilize those strategies in designing embedded commands. Let's elicit some strategies, now … below, we've included transcripts of actual strategy elicitations:

T.O.T.E. MODEL OF STRATEGIES

First formulated in *Plans and the Structure of Behavior* published in 1960 by George Miller, Eugene Galanter and Karl H Pribram.

T.O.T.E. stands for Test, Operate, Test, Exit which is a sequence based on computer modeling.

TEST	OPERATE	TEST	EXIT

Set or access the criteria for the desired state

Access or gather the data

Compare or evaluate the data in respect to the criteria

Select or prioritize the data
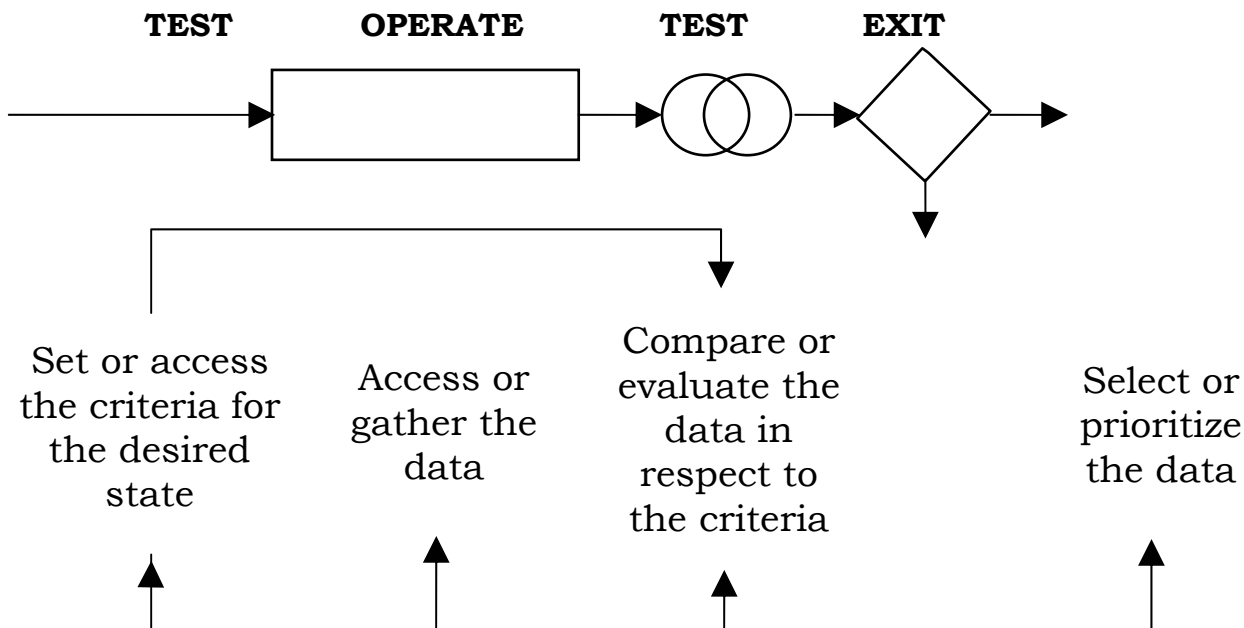
1.   The first **Test** is a cue or **trigger** that begins the strategy. It establishes the criteria "fed forward" and used as a standard for the second test.

2.   The **Operation** accesses data by remembering, creating, or gathering the information required by the strategy from the internal or external world.

3.   The second **Test** is a comparison of some aspect of the accessed data with the criteria established by the first test. The two things compared must be represented in the same representation system.

4.   The **Exit**, or Decision Point, or Choice Point is a representation of the results of the test. If there is a match, the strategy exits. If there is a mismatch, the strategy recycles.

5.   The strategy may recycle by:
   - Changing the outcome or redirecting the strategy.
   - Adjusting the criteria, chunking laterally or reorienting.
   - Refining or further specifying the outcome.
   - Accessing more data.

COMPONENTS & ELEMENTS

Components:

    Elements
    Sequence

Elements:

- *Visual*
  External
  Internal
      Constructed
      Remembered
- *Auditory*
  External
  Internal
      Constructed
      Remembered
- *Auditory Digital*
- *Kinesthetic*
  External
  Internal
      Constructed
      Remembered
          Proprioceptive
          Tactile
          Meta
- *Olfactory*
  External
  Internal
      Constructed
      Remembered
- *Gustatory*
  External
  Internal
      Constructed
      Remembered

INSTALLING OR CHAINING ANCHORS

- Rehearsing
- Reframing
- Metaphor
- Anchoring
- Dissociated State Rehersal

DESIGN PRINCIPLES

DESIGN
- Maintain the function.
- Intervene before the strategy goes haywire.
- Calibrate.
- Reframe or use submodalities on unpleasant feelings or voices.
- Delete unnecessary steps.
- Make sure that the criteria are accessed sequentially and not simultaneously.
- Make least amount of change to get the results you want.

REDESIGN
- Make up what you think could work.
- Check your own strategy for applicability
- Model someone else who has a good strategy.

CHAINING ANCHORS - VERSION 1

Chaining is a technique that is used when the desired/resource state is significantly different from the present state.

1. Get in rapport.
2. Set the frame.
3. Identify the undesirable present state.
4. Decide on the positive/resource end state.
5. Decide on intermediate states to lead to the end state.
6. Design the chain.
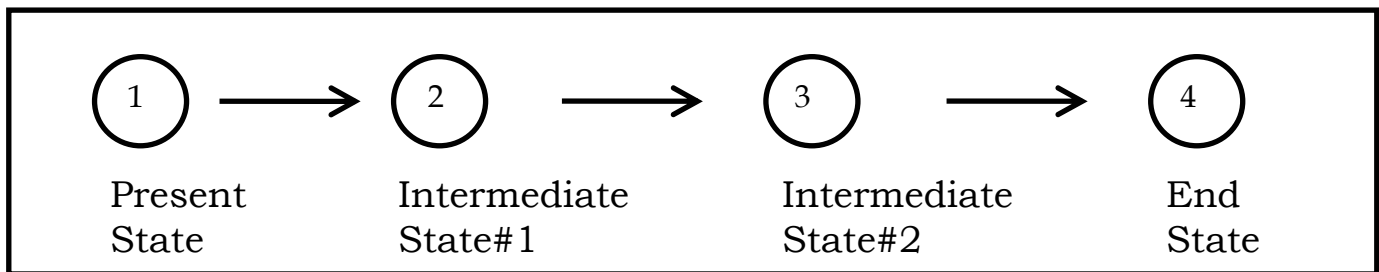
① →	② →	③ →	④
Present State	Intermediate State#1	Intermediate State#2	End State

7. Elicit and anchor each state separately, beginning with the present state through the end state. Make sure that the subject is out of previous state prior to anchoring the next one.
8. Fire the present state anchor and when at its peak, release and fire the Int. anchor #1.
9. Test (subject should go into present state and then into Int. state #1).
10. Fire present state anchor, watch subject go into present state, and then Int. state #1. At peak add Int. state #2.
11. Add each Intermediate Anchor and End State Anchor in the same way.
12. Fire present state, and subject should go through all the states and end up at the end state.
13. Future Pace: "Can you think of a time in the future which if it had happened in the past you would have _____ (EG: Procrastinated) and tell me what happens instead?"

CHAINING ANCHORS - VERSION 2

Chaining is a technique that is used when the desired/resource state is significantly different from the present state.

1. Get in rapport.

2. Set the frame.

3. Identify the undesirable present state.

4. Decide on the positive/resource end state.

5. Decide on what intermediate states to lead to the end state.
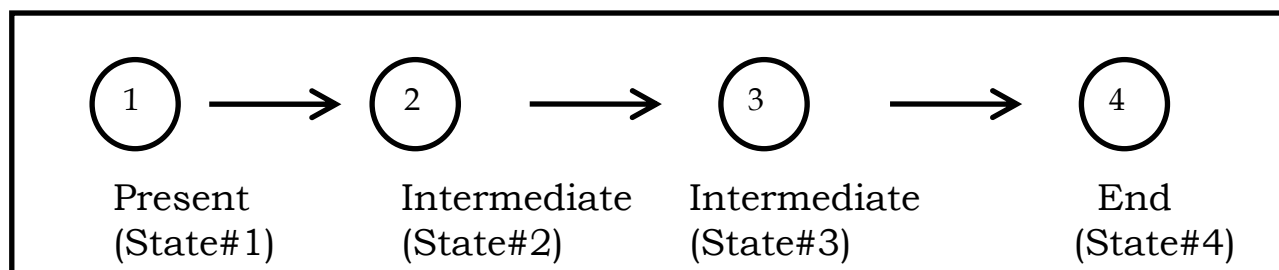
6. Design the chain.

①	→	②	→	③	→	④
Present (State#1)		Intermediate (State#2)		Intermediate (State#3)		End (State#4)

7. Elicit and anchor each state separately, beginning with the present state through the end state. Make sure that the subject is out of previous state prior to anchoring the next one.

8. Test each state.

9. Chain each state together firing #1 and at its peak adding #2 and then #3 and #4, etc.

10. Test: Fire present state anchor. Client should end up in final state.

11. Ask the client, "Now how do you feel about _____." EG: How do you feel about procrastination.

12. Future Pace: "Can you think of a time in the future which if it had happened in the past you would have _____ (EG: Procrastinated) and tell me what happens instead?"

STRATEGY ELICITATION

Put self in a state of Uptime and excellence.

Establish rapport.

Set the frame.

Identify a specific decision and when and where made.

Put the person back into the experience. Make sure that they are in a fully associated, intense and congruent state.

Anchor the state.

Speak in the present tense.

Use all accessing cues; predicates, eyes, breathing, tonal shifts, hand gestures, etc.

Ask basic questions:

> "How do you... decide, know, think, etc... to?
> "What happens first?" or "How do you know it's time to start?"
> "How do you know that you have finished?"

Backtrack to get to the next step.

Make sure that you get a logical sequence.

Notice loops or recurrent sequences of steps.

Make sure that you have all the key functional pieces.

Fire the anchor to assist them in accessing if necessary.

Be particularly alert for auditory markings.

Elicit major representational modalities until complete.

List possible options -Chinese menu- if appropriate.

Elicit and do not install.

> Use unspecified predicates.
> Give more than one option.
> Use contrast frame.
> Use counter-example statement.

Check to see if subject answers the question you ask.

Feed the sequence back and calibrate.

Go back and elicit the submodalities if appropriate.

Write down what you get.

Get as much detail as necessary.

Test your work.

STRUCTURAL WELL FORMEDNESS CONDITIONS

- Has a well-defined representation of outcome.
- Uses all three (3) of the Major representational systems.
- At least three points in every loop.
- Every loop includes an exit point.
- Goes external after "N" steps or "X" time.
- Uses least number of steps to get the outcome.
- Logical sequence with no steps missing.
- Has necessary internal & external sensory modalities to get desired outcome.
- Preserves positive by-products and eliminates negative consequences.
- Follows T.O.T.E. model.
- Minimizes bad feelings.

FUNCTIONAL WELL FORMEDNESS CONDITIONS

- Trigger which starts the process and carries with it the final criteria.
- Operations to alter the present state to bring it closer to the desired state.
- Test which compares the present state to the desired state based on presorted or ad hoc criteria.
- Decision point which determines the next step based on the congruence or incongruence of the test comparison.

Knowing the functional well-formedness conditions allows one to ask very specific and directed questions.

Knowing the functional properties of strategies allows one to recognize when one receives an answer to a different question than the one asked.

QUESTIONS TO ELICIT STRATEGIES

Test
What let you know it was time to decide?
When did you begin deciding?
How did you know it was time to decide?

Operate
How did you know there were alternatives?
How do you generate alternatives?

Test
How do you evaluate alternatives?
What has to be satisfied in order for you to decide?

Exit
How do you select which alternative to take?
How do you know (or what lets you know) that you have decided?

REPRESENTATIONAL SYSTEMS

1.   Each representational system can best represent the aspect of the world that it responds to directly. Many people get into trouble by representing experience with the wrong representational system.

2.   Digital descriptions are always secondary experience so they contain less information than the primary experience which they describe.

3.   Auditory digital is valuable as a filing system:
- To keep track of experience.
- To categorize experience.
- To set direction.
- To plan.
- To summarize.
- To make a running commentary on raw data.
- To draw conclusions.
- To make sense of things.

4.   Auditory tonal can add emphasis and help flesh out raw data.

5.   Visual can represent an enormous amount of data simultaneously and instantaneously.

6.   Auditory processing is sequential and takes longer than visual processing which is simultaneous.

7.   The kinesthetic system has more inertia and duration than the visual and auditory systems.

8.   When making decisions it is difficult to fully represent possibilities using only sounds, words or feelings. The visual system is helpful, because it enables one to simultaneously picture different options and make comparisons between them.

9.   Kinesthetic tactile and proprioceptive sensations help provide raw data.

10.   Kinesthetic Meta is the primary way people evaluate experience.

11.   Congruent feelings are perceptual feelings of events, involving direct tactile and proprioceptive sensations. They are purely perceptual or sensory experiences without evaluations.

12.   Meta-feelings are evaluative feelings about events in response to criteria, and usually have a positive or negative value. They are what we usually call emotions or feeling states. Meta-feelings may be created through past anchoring of experiences and/or beliefs.

MOTIVATION STRATEGIES

People either move toward or away. People who move toward too strongly may never get around to doing unpleasant things which are necessary. People who move away may never move until things get worse rather than better. The key to motivation is to be able easily and effortlessly to do things that are unpleasant. Most people do not need help in doing things that are pleasant.

Typical Motivation Strategies

- Visual construct of task accomplished leading to positive K.
- V^C of negative consequence of not doing task leading to negative K.

Motivation strategies are related to procrastination strategies. They are the flip sides of the same phenomenon.

Elements of an Effective Motivation Strategy

1. Voice (if present) has good tonality.
2. Voice uses modal operators of possibility, desire or choice rather than necessity.
3. Includes a representation of what is desirable about the task (the completion or consequences) rather than a representation of the process of doing the task.
4. The task is chunked appropriately.
5. Toward strategies are more enjoyable and result in less stress than away strategies.
6. Toward, away and mixed strategies work; mixed is the most general.
7. If mixed, think of negative first and then positive.
8. Try to replace away with toward strategy. Set frame that "if you do not learn a new strategy you will have to feel bad over and over again in the future" which uses their current strategy of moving away.
9. Association and dissociation are critical elements.
10. Good strategies work across contexts.
11. Always check ecology before removing negative feelings or anxiety.
12. It may be necessary to adjust the submodalities of the representation of the task being done in order to get a strongly motivated response.
13. If representing the task as completed does not produce strong motivation, then focus on the consequences.
14. Procrastinators are often good planners.

Example of a Good Motivational Strategy:

A_d in pleasant voice "It will be so good when it is done." leading to visual construct of completed task of positive consequences leading to a positive K
leading to beginning the task or future pacing appropriately.

Typical Problems In Motivation Strategies

1. **Begins with Overwhelm:** Person begins with feeling of overwhelm and needs to chunk down.

2. **The person only moves away**. Either this is not enough to motivate them or the person experiences too much stress, anxiety and unpleasantness.

3. **Uses MOP's of Necessity:** Person uses modal operators of necessity with harsh tonality resulting in bad feelings.

4. **Caution:** There are some things that one should move away from. Be careful about removing away strategies entirely. It is better to design a strategy with both elements.

Typical Problems With Decision Strategies

1. **Problems with generating options.**
   a)   No visual construct.
   b)   Not enough options.
       - Only one choice.
       - Either/Or.
   c)   Person keeps generating choices with no way to exit.

2. **Problems with representing options.**
   a)   Options are not represented in all representational systems which makes it difficult to evaluate them.
   b)   Person needs to go external to get necessary data.
   c)   Options and criteria are not revised according to circumstances.

3. **Problems with evaluating options.**
   a)   Criteria for selection are inappropriate.
   b)   Criteria are not prioritized.
   c)   Criteria are considered sequentially and separately rather than simultaneously. Polarity response is an example.
   d)   Person does not get an overall evaluation of each criterion.

LEARNING STRATEGIES

Well Formedness Conditions

1. Begin in a positive state. Think of a time when you succeeded and felt good rather than failed and felt bad. Access and anchor appropriate resources.

2. Chunk appropriately. Chunk down the task to avoid overwhelm. Recycle or go external until you can represent the smaller chunks so as to sequence and prioritize them.

3. Get appropriate feedback relative to the task being learned.

4. Make appropriate comparisons that give one a feeling of accomplishment. Do not make comparisons to expert or to an ideal self but to your ability in the past.

5. Exit. Avoid the dangers of exiting too soon or never exiting. Exit when you have learned enough for right now, and when you have learned something well enough for your outcome. Avoid the trap of chasing clarity. All important decisions are made on the basis of insufficient information.

6. Expect to not understand some things. Set them aside and come back to them later. Do not get trapped in bad feelings about not understanding. Remember that understanding is a feeling.

7. Know your Submodality equivalents of understanding and use them to get information in the necessary form.

8. Future pace learning to the time and place that they will be needed.

Elicitation Questions

CONTEXT:
*   Think of a time when you were able to learn something easily and rapidly.

INITIAL TEST:
*   How do you know it is time to begin learning?

OPERATION:
*   What do you do in order to learn?

SECOND TEST:
*   How do you know if you have learned something?

EXIT:
*   What lets you know that you have learned something fully?

SPELLING STRATEGIES

STEPS:

1. ELICITING: Finding out what strategy someone is already using.
2. DESIGNING: Streamlining what is there to make it more effective or designing a new strategy from scratch.
3. INSTALLING: Automating the new sequence so that it becomes part of the person's unconscious process.

Spelling Elicitation

1. Start at the beginning. "When I give you the word …. what is the first thing you do on the inside?"
2. Backtrack and go on. "So first you … and then what?" Make sure they behaviorally follow you with each step.
3. Make sure that you get a step(s) that has to do with how to spell the word. (Some bad spellers do not have one.) "So how do you know how to spell …?"
4. "When you see, hear or feel that how do you know that it is right?"
5. Get only as much detail as you need.

Bad spellers are made not born. Bad spellers are not learning disabled. They were teaching-disabled.

Bad Spelling Strategies

- Negative K - Begin with a bad feeling
- Phonetic - sound it out - only 50% accuracy
- Visual construct - creative spelling - piece by piece

Good Spelling Strategy

- Asked to spell the word - may repeat it internally.
- See the word - visual remembered - may defocus rapidly - ask to spell backwards - rapid.
- Feeling of familiarity or not - look for shift in breathing or gestures.
- How good a speller they are depends on what they read.
- If no feeling of familiarity do a visual construct until get feeling.
- Secondary strategy for words for which no memory image exists.
- Final K is a motivator for continual improvement.

Spelling Instalation

- "Do you have any objections to being a good speller?"
- New strategy is only for the context of spelling.
- New strategy will not result in instantly being an expert speller but will result in rapid improvement.
- Check for reverse wiring.
- "Can you think of a good friend?"
- Simplest method is rehearsing.
- Reframe only if necessary.
- "I am going to give you a word. As soon as I do, look up here (hold hand in their visual remember), allow an image of the word to appear, and as soon as it does, look down here (hold hand in their K) to get a feeling of familiarity or not."
- Use simple words initially.
- Have them spell words in reverse.

Common Problems

1. People try to create the word while looking in visual remember. "Look up here and wait until you see the word the way you have seen it before. Allow the image to pop up."

2. If people draw a blank, write out the word and hold it up in visual remember. Have them look at it and then close their eyes and see it internally as a memory image.

3. Hold the word up for a short period. If too long some people will try to describe it rather than see it.

4. Have them visualize the word on something that they can remember easily.

5. A person keeps going back to their old strategy rather than using the new one. Reframe the persistent voice. If first step is a negative K, then create a resource anchor (or use a dissociated-state rehearsal if necessary).

6. Client may have created a part responsible for spelling, and not have access to it.

DEEP LOVE

DEEP LOVE STRATEGY

1. How do you know you are loved by someone else?

2. Can you remember a time when you were totally loved?

    A specific time?

3. In order to know you are totally loved, is it necessary for you:

    a.   To be taken places and bought things or to be looked at with
            that special look?

    b.   **OR** that you hear that special tone of voice or those special
            words?

    c.   **OR** is it necessary that you are touched in a certain way or a
            certain place?

NLP STRATEGY NOTATION

Representational Systems **Superscripts** **Subscripts**

V = Visual   (Pictures) r = remembered t = tonal

A = Auditory (Sounds) c = constructed d = digital

K = Kinesthetic (Feelings)

O = Olfactory (Smells) i = internal

G = Gustatory (Tastes e = external

Examples:

A^e = Auditory External A^i = Auditory Internal

A^r = Auditory Remembered A^c = Auditory Constructed

A^r_t = Auditory Remembered Tonal

A^i_d = Auditory Internal Dialogue V^c = Visual Constructed

K^r = Remembered Feelings V^i = Visual Internal

K^e = Tactile Feelings/Sensations V^r = Visual Remembered

Syntactic Symbols:
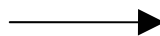
⟶ = Leads to

╱ = Comparison

⤬ = Synesthesia
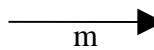
⟶ (m) = Meta Response
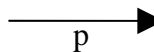
⟶ (p) = Polarity Response

——— = Simultaneous but not interfering

Examples:

Sequence: A^r ⟶ V^c ⟶ K^i

Test: V^e ╱ V^r

Simultaneous Picture + Feeling : V^c K ⤬

Saying one thing & feeling another: A^i ⟶(p) K^i

Talking about a picture: V^i ⟶(m) A^i_d

Inputting Auditory & A^e

Visual Simultaneously   ——— V^e

STRATEGIES
THE MIND–BODY CONNECTION TO BEHAVIOR
By Tad James, M.S., Ph.D.
(Revision of 6/01)

I often ask people in the seminars that we give, before beginning to teach strategies, "How many people used a strategy today?" I'm interested in how many people will raise their hand and how many won't, and usually only a few people raise their hands, because people typically are not aware of their pervasive use of strategies.

What Is a Strategy?

A strategy is any internal and external set (order, syntax) of experiences, which consistently produces a specific outcome. For example, when I go somewhere, I need to make a picture of where I'm going and how to get there in my mind. I gather information verbally until I have a clear picture of the entire route that I'm going to travel. When I have enough information, I then forget it and trust my Unconscious Mind. That's my strategy for driving somewhere, when I do it successfully. When I don't do it successfully, it's usually because I haven't gathered enough information. So, I don't have a clear picture, and then I may even take the wrong turn or get lost. Do you use a strategy when you go somewhere? Of course you do, although you may not have been aware of it until this moment. Think of it, what is your strategy? What do you do when you go somewhere?

We use internal processing strategies for everything we do. All of our apparent external behaviors are controlled by internal processing strategies. All of our overt behaviors! So that means that we use strategies for love, strategies for hate, strategies for learning, strategies for math, parenting, sports, communication, sales, marketing, wealth, poverty, happiness, death, sex, eating, disease, creativity, relaxation, attention and fun. There are strategies for everything.

We first develop a particular strategy when we are young. At an early age, perhaps you put a series of internal and external experiences together, and made (for example) a decision. Then, at some point when you knew it worked, you generalized the process that you used before in making the decision and said, either consciously or unconsciously, "OK, this is a good way to make a decision," and you then probably used it over and over and over again.

Let's say, for example, you made a picture in your mind and talked to yourself or someone else about it, until you had enough information, and that was how you made the decision. If that syntax worked for you, then at some time you began to use it over and over again.

In our lives, we use strategies for everything that we do. And so the next question I often ask people, in the process of doing a seminar is, "So those of you that didn't use a strategy yet today, how did you get here?" "How did you get to the seminar?" "How did you decide what seat to sit in?" So, a strategy is essentially what it is that you do in your mind in the process of doing something.

Since NLP deals more with form and less with content, we're not so much interested in the content of the thought — just the form. You might say, "Well, I thought of this", or "I thought about that" or "I thought of flowers" or whatever you did. Rather than the content,

we're more interested in the process information about what you did. Did you make a picture in your mind; did you have a certain set of words that you said to yourself? Did you think of somebody else's voice, or did you have a certain feeling or emotion? Our interest is more in the context, form and process of what you did, and less interested in the content.

NLP was created as a result of modeling. The creators of NLP devised a "modeling system" which was essentially to discover somebody's belief systems, physiology, and mental strategies. In the process of modeling, they would elicit a person's internal program, which they called "mental syntax" or "strategy." In terms of modeling, then, one important element is the internal syntax or what they do inside their head when they do what they do — what strategy do they use?

Now, as an example, let's see how you might model a foreign language. If you were modeling a language, like French, you'd model three things. First, you'd model the vocabulary, actually learning the vocabulary. You'd learn "plume" means "pen." Next you'd learn syntax. So, you'd learn how to say sentences in French, putting certain words in certain order. Regarding the order and sequence of words, Tony Robbins is fond of pointing out that "The dog bit Johnny" is substantially different from "Johnny bit the dog." It has a completely different meaning, yet they're the same words. But they're in a different order. The difference in meaning is created by the syntax (order, sequence).

And also in modeling a language, you'd also model the mouth movements. You'd learn how to pronounce "plume" so you could say it with the correct accent.

Modeling mental strategies in NLP allows us to take a strategy from one place and move it to another place. Now, if I'm dealing with content, then it's hard to move content from one place to another. But if I'm dealing with process, if I'm dealing with the "how to" regarding processing information then I can discover somebody's internal program and I can install it in someone else.

Another purpose for discovering someone's strategy is that you might want to assist them to change their strategy. We talked about this in a seminar that I did recently where a participant had a buying strategy of "see it", "feel good about it" and "buy it." So, "I see something I want and I get a feeling right away, and I buy it", is pretty efficient for making quick decisions, especially if you're an airline pilot. She felt, however, that it was not really effective for buying because she'd see a lot of things she liked and she bought them. So, she decided she wanted to change the strategy.

Most strategies that people have can be easily adopted or modified, according to whatever our outcome is. And that's why in NLP one of the presuppositions is that people have all the resources they need. For example, if someone is very decisive at home and they have trouble making decisions at work, one of the things we can do is move their "home" decision–making strategy to work.

Strategy: Definition

The definition of a strategy is a specific syntax of external and internal experience that consistently produces a specific behavioral outcome, or to put it in plain English, a strategy is something that somebody does in their brain and nervous system that produces a specific result. It's what somebody does in their head when they do what they do.

An analogy that seems to work really well in describing strategies is the analogy of baking a cake. In the process of baking a cake, you get all the ingredients together, get a bowl, and you put the ingredients into a bowl in a certain order. It's important to take all the ingredients and put them in a bowl in a certain order. In a recipe, there's a certain order or sequence of when the elements should go into the recipe. And so, if you put the elements of the cake into the bowl in the wrong order, or even in the oven before you put them into the bowl, you'll get a substantially different outcome.

A strategy is a specific order and sequence of internal and external processes or internal and external experiences that consistently produce a specific outcome. If you reverse the strategy, that is, if you reverse the order and sequence of the strategy, the outcome that you get may be substantially different.

How do you discover someone's strategy for doing a specific thing? Just ask! That's right, just ask, and when you do, listen to their predicates, watch their eyes (eye patterns), and make note of the order and sequence of the modalities as they are presented to you.

What are the elements that can go into a strategy? There are only six, fortunately. That makes it easy! There are only six things that people can do in their mind — what a surprise. You thought you could do a lot more than six things, didn't you? There are only six things that you can do, though. The six are pictures, sounds, feelings, tastes, smells, and you can talk to yourself. And you can do each of those things either internally or externally.

If you're making note of the syntax of the elements in a person's strategy, we've developed a shorthand notation process for strategies. And they're shown below:

V = Visual **e =** External
A = Auditory **i =** Internal
K = Kinesthetic (feelings) **t =** Tonal (At)
O = Olfactory **d =** Digital
G = Gustatory

The strategy notation system that we use corresponds directly to the eye patterns chart that you remember (see page 4). As you listen and watch the person you're eliciting the strategy from, note first the major modalities — [V], [At], [K], [O], [G], [Ad]. Also make note of whether they are internal or external. For example, seeing a picture in your head is Visual Internal (or Vi), looking at a car to see if you like it is Visual External (or Ve), and may include a comparison to a remembered or created car (Vr or Vc). Talking to the salesperson, and gathering information about the purchase to find if it meets your criteria is Auditory

digital (or Ad), and External. Or feeling a rug to discover if you like the feel is Kinesthetic external (or Ke), while feeling good about the purchase is Kinesthetic internal (or Ki).

If you want to you can also include the distinction of whether each step is internal or external. We make a superscript, "e" for external and "i" for internal. And when dealing with auditory, you want to make the differentiation between auditory digital [Ad] or auditory tonal [At]. Digital includes lists, criteria — whether it "makes sense", whereas tonal is more concerned with whether it "sounds right". The difference between Digital and Tonal is whether the meaning of the words is important or whether the tonality is important. Make a subscript of "t" for tonal or "d" for digital.

You will want to note the elements in the order they occur. And, it's OK to ask again and again until you have a strategy that you can be confident about. Make several tests. Ask again if you need to so you get it right, and you are sure that the building blocks are in their correct order.

<u>The T.O.T.E. Model</u>

Bandler, Grinder, Dilts and others in the book, *Neuro–linguistic Programming, Volume I,* refer to a model of strategies called the T.O.T.E. Model. T.O.T.E. stands for test, operate, test, and exit.

The notion of strategies was originally proposed by Miller, Galanter and Pribram in the book called *Plans and the Structure of Behavior,* 1960. The T.O.T.E. model was intended to explain how people process information and create complex behaviors. It was an attempt to explain behavior which was more complex than that produced by simple stimulus–response.

As the theory goes, a strategy or T.O.T.E. begins with a certain test (see diagram below). It's a test that actually starts or fires off the strategy. It's the starting point. As you look at the diagram below, follow along beginning with the word "T.O.T.E.", where it says "input" (this is where the information comes from for the strategy), and to the right of that, you see the first test.

TEST	**OPERATE**	**TEST**	**EXIT**

Input
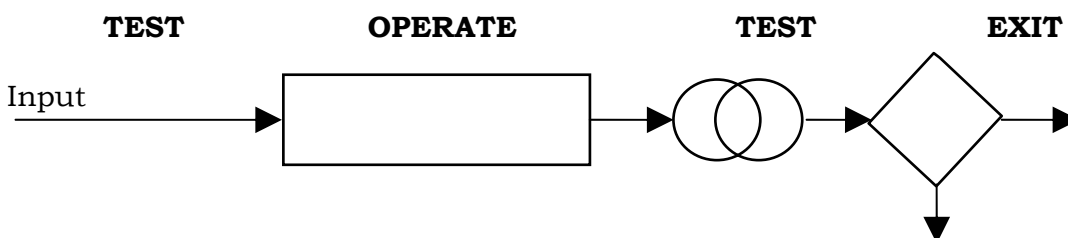
Test:
Here's how it works: A trigger is set off, and information is gathered, which becomes part of the first test, and the strategy begins. It operates for a while and it tests again, to see if it's complete. If it's not complete, it goes back to a certain point, and then comes back to the test again. It continues this loop until it gets a positive outcome, then it exits.

The first test establishes the strategy's test criteria that are carried forward to the next test. So, the first test starts the strategy and it establishes criteria for the next test.

As an example, let's look at how you know to be motivated. What's the one thing — the trigger that gets you motivated? (The first test can also be called the trigger because it's what sets you off.) Is there usually one thing (like something you see, or hear)? Remember a time when you were especially motivated. What set you off? Do you remember the trigger? If not, pick another time. Do you remember the trigger, now? Was it something you saw, something you heard or the touch of something or someone? It's really important in the process of eliciting, utilizing, designing or creating new strategies to discover a specific trigger that will get the person into the strategy. For example, if you design the world's greatest new strategy for a person that doesn't have an appropriate trigger, it won't ever get set off. So it's important to discover the trigger that sets off the strategy.

Operate:

Next is the operation. The operation accesses and gathers the data required by the strategy. The operation of a strategy, TEST–OPERATE, is going to access certain data. The data that is going to be accessed in the operation section is threefold. What do you think they should be?

The first kind of data accessed is external (remember the notations that we covered earlier?) visual external, auditory external, and kinesthetic external — any external process in the process in the Operate part of the strategy will be gathering data.

The data accessed could also be internal. And if it's internal, there are two possibilities. The two data could be either Remembering data or Creating data — Memories or constructed data. So the three types are external, which is gathering, and internal which could be remembered or created.

Test:

Then there's the next test. We've gone through TEST–OPERATE–TEST … we're at that point now. The second test is a comparison. It's always going to be a comparison that allows you to know that the strategy is complete. It's a comparison of the new data to the criteria established at the first test. So the first test will establish the criteria. The second test will compare all the known data to the criteria established in the first test. And, typically, the test will occur with a comparison in the same representational system (V, A, K, O or G). Now, at that point, if there is a "plus", which means that the test is successful, there will be a match between gathered data and the criteria, and we'll have an exit at that point. If there is no match at that point, then we'll usually go back and continue the strategy.

Exit:

Finally, the exit is going to be a decision point or a choice point, and it's a representation of the test where the strategy will either exit at that point, or loop back and get more data.

To summarize, the functional properties of strategies are the TEST, OPERATE, TEST, and EXIT. The first test is a trigger. The trigger feeds information forward to the second test, which compares the data to the output of the process of operation, and which (the operation) is gathering or accessing data or creating data. And then, when the test is successful, the strategy is, at that point, complete.

All our outward behavior is a result of these neurological processing patterns. All overt behavior is controlled by these sequences of internal and external neurological representations. If a specific pattern occurs, then a specific behavior is generated. If the neurological pattern does not occur, then the behavior does not occur.

A typical neurological pattern is the result of either one of two basic processes:
   (1) Synesthesia patterns (which occur in much the same way that anchors do in that their associations are connected together in a chain where there are representational system overlaps), or
   (2) strategies. And a Synesthesia pattern is somewhat like a very short fast strategy with only two components.

Synesthesia Patterns

A Synesthesia pattern, goes something like this: "… it's kind of like I want to see how I feel about that". Linguistically, you can spot a Synesthesia pattern when somebody says, "Well, I've got to see if it sounds right." "I'm trying to think about how to feel." A Synesthesia pattern also occurs when you touch something with your eyes closed and then make a picture of it automatically.

A Synesthesia pattern occurs when two modality accessing (like Visual–Kinesthetic) are closely linked, with one of them possibly outside the awareness. Some typically occurring Synesthesia patterns are see–feel (mentioned above); another is, in school, if the teacher spoke to you with a harsh tone, you'd feel bad, and so now every time somebody speaks to you with that tone of voice, you feel bad, even though they don't mean anything by that tone of voice; or an accident — let's say you saw an accident, you see blood, and you feel nauseous; or feel angry and blame someone. Has that ever happened to you? Or in therapy, for example, client says, with his eyes going up and to his right, "Gee", and then down to the right, "I don't know why I feel this way." As you observe the client across from you saying, "Gee, I don't know why I feel this way," you also see that he's making pictures, constructing pictures, probably of bad things that could happen and then he's jumping to a feeling about it. That's a Synesthesia pattern! In this case, the pictures may also be outside of his awareness. That's a Synesthesia pattern.

Strategy Elicitation

Now, let's talk about strategy elicitation: There are two ways to elicit strategies. One way is formal, the other is informal. And, if you just ask someone informally, "How do you do that," why they'll tell you. More often than not, they'll also tell you in a way that includes the modalities that they use in processing that information. They will tell you their strategy.

Many strategies will come out spontaneously and naturally during a conversation and won't have to be elicited formally. Informal strategy elicitation can be as simple as someone

saying to you, "Gee, every time I see that particular sight, I get motivated." And you say, "So, how do you know to get motivated. What is it about that sight?" The fact is that people do internally what they're talking about. So they will demonstrate verbally and non–verbally the strategies used to access and make sense of those experiences. So, for example, as someone talks about a past decision, they will ordinarily also run through the strategy steps. They will actually go right through the steps in the strategy — like an instant replay. Have you ever watched a sports show on TV and saw an instant replay? Just like that.

Strategies can also be elicited formally with a formal script, and your formal notation. It makes it a little easier when you have the person's cooperation, and in the early stages of learning strategy elicitation it may be a little easier to just read the script. In formal elicitation, you can go over and over the steps of the strategy until you get it. My suggestion is to learn how to do both formal and informal elicitation so that you can do both as needed. If you're a doing formal elicitation, just follow this outline:

<u>Formal Strategy Elicitation</u>

Can you recall a time when you were totally X'd?

Can you recall a specific time?

As you go back to that time now...

What was the very first thing that caused you to be totally X'd?
     Was it something you saw (or the way someone looked at you?),
     Was it something you heard (or someone's tone of voice?), or
     Was it the touch of someone or something?
What was the very first thing that caused you to be totally X'd?

After you (saw, heard, felt) that, what was the very next thing that happened as you were totally X'd?
     Did you picture something in your mind?
     Say something to yourself, or
     Have a certain feeling or emotion?
What was the next thing that happened as you were totally X'd.

After you (list previous), did you know that you totally X'd, or...

(Continue until complete.)

DEMONSTRATION 1

Let's do that now. Bill, can we talk? How are you doing? "Great". Can you recall a time when you were particularly motivated?

"Yes".

Can you recall a time when you were totally motivated?

Thinking ... "Yes".

Can you recall a specific time? (He nods.)

As you go back to that time now…

What was the very first thing that happened that caused you to be totally motivated? (Without pausing) Was it something you saw or the way someone looked at you? Was it something you heard or someone's tone of voice? Or, was it the touch of someone or something? What was the very first thing that caused you to be totally motivated?

"It was something I saw".

Good. After you saw what you saw, what was the very next thing that happened as you were totally motivated? Did you picture something in your mind? Did you say something to yourself, or have a certain feeling or emotion? What was the next thing that happened, as you were totally motivated?

"I made a picture in my mind".

Great. After you made a picture in your mind, did you know that you were totally motivated or did you say something to yourself, or have a certain feeling or emotion?

"I said something to myself".

Good, after you made a picture in your mind, and said something to yourself, did you know that you were totally motivated or did you say something to yourself, or have a certain feeling or emotion? What was the next thing that happened as you were totally motivated?

"Well, I was just motivated, that's all."

Good, so you felt motivated?

"Yes, that's right."

Now, we know that Bill's motivation strategy is:

$$V^{E} \rightarrow V^{I} \rightarrow A^{D} \rightarrow \mathbf{M}$$
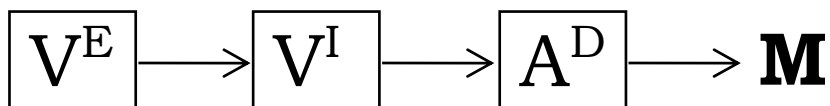
Now, we can also elicit the submodalities of each of the major parts of this strategy, and I am not going to do a complete elicitation of submodalities now. When you are doing it, you may want to get out our chart of possible submodalities. So, Bill, what was it about what you saw that caused you to be motivated?

"What do you mean?"

In what you saw, what was the important thing that made it motivating to you? Was the color important?

"No, not really."

Was the size?

"Yes, well, if it had been smaller, I'm sure I wouldn't have been as motivated."

So size was important. Was how close you were to it important?

"I don't think so. Just so I could see."

Now when you made the picture inside that you made when you were motivated, was that picture a memory or did you make it up in your head?

"I made–up a picture of me doing something new."

Was that picture near or far?

"It was really close–up."

And could you see yourself in the picture or were you looking through your own eyes?

"I was looking through my own eyes."

And what did you say to yourself?

"I said, 'Wow'."

Thank–you, Bill.

"Thank–you."

After you've mastered formal strategy elicitation, you can move on to informal elicitation. You could elicit someone's decision making strategy just by saying, "Hey, I love your shirt, how did you decide to buy it?" and then just listen and watch. Listen to the predicates, and watch the eye patterns and the other nonverbal cues. Since strategies can be elicited either informally or formally, if you do nothing else except just talk to the person, they will tell you exactly how they do whatever they do, and all you have to do is just watch them and listen to them.

 In business many times, its a little easier to discover somebody's strategy without doing it formally, so we're going to also cover several ways of doing strategy elicitation without being particularly formal or overt about it.

DEMONSTRATION 2

So, we could sit across from our good buddy Dave here, and say, "Love your car, Dave. Where'd you get your car?" And Dave says, "I got it at the Plymouth dealer" and he holds

eye contact with us, right? So Dave's one of those guys whose got a "look–to–talk" rule. And so, then what do we do? We change our eyes, we shift our eyes away from Dave, and we say, "So, what did you do, you walked into the car lot and the car jumped out at you and you bought it." And Dave says, "No, not really" and accesses kinesthetic. (Hold on a second, Dave.) We don't have a whole lot of information there yet, do we? (OK, go ahead. — Dave moves his eyes...)

$$A^R \longrightarrow V^C \longrightarrow A^D$$

So, we've got Dave's whole strategy right there. We have got Dave's whole strategy in the eye patterns. And we can notate it as:

$$\boxed{A^R} \longrightarrow \boxed{V^C} \longrightarrow \boxed{A^D} \longrightarrow \mathbf{D}$$
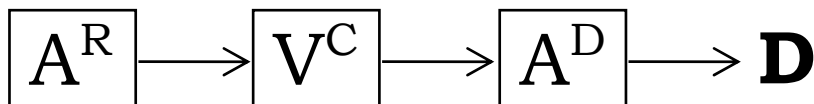
We could also ask Landon (age 7). Landon, how do you know when a toy is a good toy? (Landon responds without moving his eyes.) He was actually looking at me. You have to tell them, too. How do you know — let me ask you the question again — How do you know when a toy is a good toy? ("When I play with it a lot".)

$$V^C \qquad K$$

So, what he said was, "When I play with it a lot." and what he did was moved his eyes in certain directions. And so the first thing he did was he moved his eyes up and to the left, and then he moved his eyes down and to the right, which is kinesthetic. So, Landon, let me ask you again, how do you know when a toy is a good toy? Look at his eyes.

$$A^D \qquad V^C \qquad K$$

Now, what he did in this case was he moved his eyes down and to the right, which was auditory digital, so he was repeating back the question, "How do I know when the toy is a good toy?" He moves his eyes up and to the left so he creates playing with the toy in his mind and he checks out his feelings and sees if he feels right. (Is that right Landon? So, you play with it a lot, and then you see how it feels, yeah?)

$$K$$

And when I said that, he just moved his eyes down and to the left — kinesthetic.

When you're eliciting strategies from eye patterns, you may find that you get a visual construct or a visual recall and it's actually a visual external. Typically when you see a visual–recall right at the beginning, it's a visual–external. Or it may be a visual constructed, and so the question will be, how are they constructing it? You may also find that they move their eyes back and forth in visual like this:

$$V^C \qquad V^R \qquad V^C \qquad V^R$$

In this case, note it as Vc/Vr. Vc/Vr indicates a comparison. First, a constructed image, and then it's compared to a memory (or vice–versa). This eye pattern simply means that

there's a comparison that begins the strategy. In either case, it's not absolutely necessary to make the distinction between internal and external when you are only constructing embedded commands, so when I am just putting together embedded commands, I don't note it.

Now, let's elicit a strategy from Craig's eye patterns only. "Craig, (dahling...) I love your watch. Did you buy that yourself? (No.) I love your shirt, Craig. Where'd you get it? Were you by yourself for your decision? (No.) Craig, I love your car. Did you buy that yourself? (No.)

Now, why did I say, "Did you buy that yourself"? I wanted to know if Craig made the decision by himself, or if somebody else assisted him on it, because a decision made with somebody else can be different. (Craig says that he did buy a dishwasher himself.)

So, Craig, I love your dishwasher, where'd you get it? (Sears.)

Now, notice that Craig moves his eyes up and to the left, then to the right, and then he moved them down and to the right and then to the left (as you look at him). Then he's done.

We've seen him do it twice. Each time I ask him to get back into the strategy, he does the same thing. So, if he does it several times in a row, you can be pretty sure that's his strategy. So, where'd you get it, Craig? So... what... you walked into Sears and it jumped out at you?

OK, now this time he did go over and access kinesthetic.

What you want to do is you want to throw him off — so, you ask him, "Did it jump out at you", "Did it just pop up", or "When you got that watch, did it..." But you don't want to use something that leads them into a specific modality. So, you don't want to say something like, "Oh, did it shine brightly, so that's what you wanted?" No, because that's going to lead them too much. Or "Did it call your name?" — that's going to lead him into auditory tonal. Or, "Did it have a better feeling?" You don't want to lead them, however, what you do want to say is something that throws them off that allows them to think freely and also breaks eye contact.

Remember, there is a fine line between elicitation and installation, so when you elicit strategies, make sure not to lead. Be non–directive.

So, let's go back to the very beginning. Craig, you walked into Sears and what happened?

What we see is: visual construct, visual recall, auditory digital, kinesthetic. OK, so you're walking into Sears and you ask for their dishwashers ... (and, by the way, walking into Sears and asking for the dishwashers is not part of the strategy. We're not there at the trigger point of the strategy yet, based on what he's telling us...) So, what did you do? ("Went over and looked at it.") So, you walked into Sears and asked where the dishwasher was. You asked the salesperson questions about the dishwasher you wanted to buy.

Now what we're doing here, is we're checking to make sure we got the eye patterns — making sure we recognized and organized them correctly. So, you walked into Sears, asked where the dishwashers were, walked over to the dishwashers. ("Yeah, and then I picked out a dishwasher.") Aha. Now, he didn't give us that verbally before, did he? He said, "I picked out a dishwasher". So you saw a dishwasher that you wanted. ("Uh huh.") How did I know that? I saw his eye patterns, right? So you saw a dishwasher you wanted, then what did you do? ("I got a salesperson to see if it had a certain criteria that I had.") Whoa! Is that auditory digital, or what? So, he runs through his list of criteria.

OK, Craig, so we're going to go back, here we go back again, you ready? So, we're going to go back again, and as you go right back to that time, you walk into Sears. Now, why am I saying this again? To get him right back into the moment. You're walking into Sears and you say, "Hey, where are the dishwashers?" And they're over there. You walk over to where the dishwashers are and what? ("I saw the ones on sale.")

OK. Now we've got more criteria, don't we? "Saw one that was on sale." Now, was that a major criteria for you? ("Yes, it was.") Ah, OK, so you just gave us another criteria. That's why we want to loop, and keep on testing.

You walked over to where the dishwashers were and you saw one on sale, and you liked it. What was it that you saw about that dishwasher that caused you to know that was the dishwasher you wanted to get? ("I wanted a portable that could be permanently affixed, and after talking to the salesperson, I found out that this one could be permanently affixed.") OK, now what we've got here are criteria. We don't necessarily have the decision making strategy yet, by the way. But we have criteria that are probably part of the motivation strategy. Now whether he got them later or not, is not really important. If we're selling him something, we do know that sale prices are criteria for him, especially on the dishwasher.

So you saw the dishwasher. But what was it about what you saw that caused you to know if that was the dishwasher? ("A sign on the top that said the price I was within the price range that I was looking for. Also, the color dishwasher was red. A criteria of our kitchen — that it would match with the kitchen.")

Very good. We have some visual sub–modalities. So now the color. Now he's given us Ad criteria before. So, let me ask you a question, did you check the color first, or did you check the price first? ("I checked the price first.") You did check the price first? ("Because usually they have all the colors...") So, you checked the price first because you knew you could have any color you wanted. ("Yeah, well, at Sears".) OK, so you saw the dishwasher you wanted and you checked out a bunch of criteria. Now at that point when you checked out a bunch of criteria, you talked to the salesperson, got the criteria. Did you then — now he just moved his eyes over to kinesthetic — he just finished the eye pattern for us. Thank–you Craig!

I talked him through it, and at any point I can get him to re–access the eye patterns again. He just accessed kinesthetic. So I'm going to ask him just to be sure. Craig, at that point, when you finished talking to the guy, did you know that was what you wanted to buy, or did you have a good feeling about it, and then you knew? ("Actually, I knew it was what I wanted to buy, but I accessed my feelings because it was a shared appliance, something I wanted to make sure that everyone else was going to use. So I accessed my feelings ... I knew that I accessed.) So, it was OK with you, but you wanted to check your feelings out to make sure everybody was OK with it? ("Right"...)

Now, so we've got that particular strategy we know that that was how he made that decision. The question is, will a kinesthetic exit generalize to all his other decisions? My guess is that it will.

So, now we run just a little test so that we can be absolutely certain. That kinesthetic exit is just a guess on my part. It only comes from having elicited a lot of strategies, you know, along the way. But, let's test another strategy of Craig's. Craig, do you remember when you bought your last lawn–mower?

V^C V^R ("Yes.")

When we asked him that, he flashed back and forth, visual construct / visual recall. He constructed his last lawn–mower. Or he constructed what he thought it ought to be and then he went over to visual recall and remembered it. And that wasn't the strategy yet. So, Craig, what happened when you bought your last lawn–mower? ("It was sitting in the office and remembered the box and remembered we had gotten one on a trade, and then I could probably get a half–price deal on it.") So, do we have a sale coming up as another criteria? Yes, I think we do! Well, he saw the box, knew he could get it at a good price — criteria. And, at that point, did you have a feeling about it, and knew that that was what you wanted to do? ("Well I knew that it was a good lawn–mower...")

V^C V^R A^D K

He just got to the end of his strategy and when he said that, he accessed his kinesthetic again. It's apparent that he gets enough criteria till it hits his kinesthetic plus button and then he's done. And you saw that, right? Good. That's his strategy — his decision making strategy, which is part of the buying strategy, is see something (Visual external), and that it meets your criteria (Auditory digital), and you feel good about it. So, I think we could say that this is his strategy.

$$V^C/V^R \rightarrow A^D \rightarrow K \rightarrow D$$

In this strategy, if you get an Ad **+** (meaning it meets his criteria), it's followed by a positive K. If not, you loop back to visual external. Because, if it doesn't meet your criteria, you're back into looking some more. Now, is that true? I'm just hallucinating now, wildly, I might add. You're the one whose strategy it is. ("Yes")

In the case of the lawn–mower, he made a picture in his mind. So you made a picture, or you recalled a picture, and that's what I mentioned earlier. In the case of the dishwasher, he went to Sears and saw the dishwasher. In this case, he didn't see the lawn–mower, but he either created or recalled that the lawn–mower was in the crate. Now we can make some really fine distinctions here and we can test it, right?

So, as you go right back to that time, and you go right back to the office — and he's flashing his back and forth between construct and recall and then he ran his whole strategy just then for us.

And it was recall, wasn't it? So, you recalled, your eye pattern said it was recall. So you recalled the — is that right? ("Yes") Craig recalled the picture of the lawn–mower in the box and said, "Hey, I know I can get this on sale" — criteria, criteria, and then he felt good about it. So Craig does operate on his feelings. He comes out of that with a K plus. So what I would say is that there was a visual–external or a visual recall, and what I usually write is visual recall.

Now, when I'm doing strategies from eye patterns for the purpose of doing embedded commands, I only note the eye patterns that I see, because I'm only going to create a sentence with predicates for this strategy. AND, if I'm *only* doing this from eye patterns for the purpose of creating embedded commands, I don't question with the depth I am now. If I'm actually doing a formal elicitation, I will note Visual external, and question much more closely.

OK, so then we go — visual recall, auditory digital, kinesthetic, and the loop back is from auditory digital back to visual. And if, for example, Craig, you had made a picture of the lawn–mower and gone to your boss, and he said, "Well, there's no way that I'm going to sell that to you for half price, you're going to have to pay full list." What would you have done then? OK, so you would have gone to their client and so, what he got was a K minus. So he's got to go look for more lawnmowers.

We've done two strategy elicitations, both so far, of decision making strategies, and note that features, criteria, being on sale — all of that information is auditory digital — criteria. It "makes sense".

Extended questioning when eliciting strategies from eye patterns can help you gain greater precision in strategy elicitation. It's effective, and you may, at times, need to get a little more information in order to fill in the submodalities or discover more criteria.

Now, the next step before utilization, by the way, which we should do right now, is to go back and to elicit the sub–modalities of Craig's strategies to make sure that we have the SubModalities of each major piece of the strategy.

Craig, as you go back to Sears and the dishwasher, what was it about what you saw that caused you to know that it looked right? (By the way, the major tests are Visual — Looks Right, Auditory Tonal — Sounds Right, Auditory Digital — Makes Sense, Kinesthetic — Feels Right.) Craig, earlier, you mentioned the color. ("Yeah, the color matched the... really, the color was not important because I was at Sears and I knew I could get the color I wanted.") And you saw the right color. ("And the right color happened... actually the one that was delivered to my house was the one on the showroom floor.") And it was the right

color. Good. Was there anything other than color? Was it shape? Was it the way... was there anything else about the way it looked? ("No")

OK, let's go to lawn–mower. When you imagined the lawn–mower, what was important about the way the lawn–mower looked? Did color have anything to do with it by any chance? ("No, it was in a box. Well, it was red, but I don't really think...") What color was your dishwasher? ("Green, like the refrigerator.") OK, so there's no commonality this time, but sometimes when elicit the SubModalities, you *will* find similarities in the strategy.

Now, let's get over to the auditory digital section of the strategy with Craig, because Craig is probably more AD than your average street person. I don't know why, but... OK, Craig, so let's talk about the criteria.

On sale is a major criterion. What other criteria are there? In the terms of the dishwasher, there was size. ("Now") Ah, so can you have it there now? And what about the lawn–mower? Was having it right away important? Supposing your boss had said, "Yeah, I'll sell you the lawn–mower at half price, but you need to wait two weeks, because we want to do a display." You had to have a lawn–mower — OK. So you bought it. What we've got is two major criteria. One is sale price and one is "I've got to have it right now". Not unusual, by the way. So a major criterion for Craig is "now". What other criteria do you have as you think about it? As you go back to the lawn–mower, for example? What other criteria are there that existed? ... Easy. Easy. OK, easy to do. If the dishwasher was hard to do, would you have not done it? ("I would have weighed that against having someone else do it in terms of price...") Did you buy the dishwasher alone? ("Yes") So, if the dishwasher was hard to use, you would have ... gotten another. ("Yes")

We've got Craig's whole strategy here—easy, on sale, you can have it now — his major criteria. And by the way it's very easy to use that to feed back to Craig ... and Craig, here it is (holding up a pen), when you see how you can use this, you will probably know it makes sense, and it's here, so you know you don't have to wait, so you can feel good about it. Look at him, he's ready to go.

All right. So we've covered elicitation from eye patterns and we checked it several times. Now, if you can't read the eye patterns, you can use the script which we covered earlier. In actually eliciting someone's strategy formally there are ten steps:

THE STEPS IN A STRATEGY ELICITATION

1. **Make sure you're in Rapport with the person.**
2. **Set the Frame.**
3. **Get into the Specific State you're eliciting.**
4. **Follow the Outline (below).**
5. **Make Sure that the person is in a Fully Associated, Intense, Congruent State.**
6. **Anchor the State.**
7. **Make sure the state you elicited is intense [if not, select another state, or check your own state] .**
8. **At each step, fire the anchor to assist them in accessing.**
9. **Elicit Modalities until complete.**

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10.   **Then go back and elicit the sub–modalities.**

Steps In a Strategy Elicitation

1. The first step is to get in a rapport. That's very important in any process. We've discussed that in a previous chapter.

2. The second step is to set the frame. What you want to do is to set a softening frame. The softening frame in this case might be, "You know as we sit here talking about your business, I'm really motivated to ask you some questions that will allow me to serve you better. So I hope you don't mind if I ask you..."

3. Then you want to get into the state you're eliciting. So, in this case, if I was dealing with somebody, I'd want to know their decision–making strategy prior to the time I had to ask them for a decision, so I could present information to them in a way that allowed them to decide easily. So I would get into a decisive state—a state when I made a decision. Hopefully you're in rapport with them, and that will lead them into the state and make it easier for them to access their own decision–making state.

4. Next, go through the formal elicitation text.

5. The next step: After you've said, "Can you remember a time..." You can do this concurrently with anchoring, if you want. Just make sure the person from whom you're eliciting the strategy, is in a fully associated intense congruent state. That is, that they are actually associated in the memory of the event. (Associated means that they are looking through their own eyes, and are not seeing themselves in the memory.)

6. Step number 6 is to anchor the state. (See Anchoring)

7. Step 7 is just a check — Make sure that the state you elicited is intense. Now, that means it is a good state. Meaning that you can fire the anchor (step number 8),and get the same state again.

8. Fire the anchor. (Which is also useful if a guy says, "Gee, I'm having trouble making a decision," and you're in the process of enrolling him to be a client of yours, then you can just fire that anchor and he'll go back into decisive state. He won't have any trouble making a decision.) Then in the process of eliciting strategies, you can fire the anchor at each step to assist them in accessing.

9. Then you elicit all the modalities until you're complete, and go back and check it like we did with Craig, and

10. Then go back and elicit the submodalities.

And, those are the ten steps in formal strategy elicitation.

ADDITIONAL IDEAS IN ELICITING STRATEGIES

In case you run out of ways to get into a strategy elicitation, here are some other things that you can say:

1. "Has there ever been a time when you were really motivated to do something?" (Motivation)

2. "What is it like when you're exceptionally creative?" Or, "Has there ever been a situation in which you were exceptionally creative?" (Creativity)

3. "Can you tell me about a time when you were best able to do 'x'?"
(a Skill)

4. "What is it like to "x"?

5. "Can you, 'x'?" or "How do you 'x'?" or "Have you ever 'x'ed?"

6. "Would you know if you could 'x'?"

7. "What happens to you as you 'x'?

Any of the above can be used to begin a formal strategy elicitation, or even an informal one for that matter.

STRATEGY UTILIZATION

Now that you know how to elicit strategies, the next step is utilization.

Once you've discovered what someone's strategies are, the next thing to do is to utilize or use that person's strategies in feeding information back to them in a way that it becomes irresistible to them. For example, you might want to utilize someone's strategy in the process of assisting them to be motivated in a certain way, or causing them to want to do what you suggest, or in the process of selling them something.

Once elicited, you can then use the strategy as a framework for the information you want to feed to that person, and in using the strategy that way will present a structure of information to the person so that the information becomes irresistible to them or irresistible to their neurology, regardless of the content of that information.

It's a very simple matter to feed the information back to a person inside of their strategy, meaning you put the information contextually in the form of the strategy that they just gave you, and feed it back to them using predicates. For example, if a person's strategy was visual, auditory digital, and kinesthetic, and if in the auditory digital they were comparing criteria, you could say to them, "Have you seen our proposal yet, so that you can see that it meets your criteria and feel good about it?" They would feel good about what you said, and probably wouldn't be aware of why. More importantly, they would also feel good about your proposal!

Let's say that you elicited a strategy that was visual external (submodalities–big picture), auditory digital, in the auditory digital part they said, "Is this okay?", and in kinesthetic (feels solid, grounded). When it was okay, the person would say, "Yes, this is the one." What you would say to this person is, "I think you should take a good look at this so you can see how it will fit into the whole picture. I'm sure you will find that it will answer all the

questions we've been asking ourselves, and you'll really be able to say 'yes', this is the one", and feel, as I do, that this is the most solid grounded choice available.

The way you present information to someone makes a big difference if you present it in the order and sequence that they process information (inside their strategy), or if you put it in an order or sequence that is different (outside their strategy).

EMBEDDED COMMANDS

Obviously, you will want to discover someone's strategies and then fit your communication into that order and sequence directly. We were recently teaching someone how to do embedded commands. (And essentially, by doing embedded commands inside of someone's strategy, what you're doing is making the embedded commands even more irresistible then they already were.) As I was showing her an example of using embedded commands and strategies, I used a "standard" sequence visual – auditory digital – kinesthetic (which was not her strategy). As we talked, she was having trouble understanding. Then, I put it inside her strategy (which was auditory digital – visual – kinesthetic), and she immediately understood.

The first time I said, "You will probably see in a moment that this makes sense to you, and you can feel good about learning it." No response. So, I pointed that out to her, and said "Well, I think that you will probably discover this makes sense to you as soon as you can see that it feels right." And she went, "Oh, yeah, now I understand." The idea is, then, to feed back the information to them inside their strategy.

With some familiarity about embedded commands the next thing I like to is to enclose the entire sentence with a beginning and ending temporal predicate. A temporal predicate is a predicate or a word that deals with time. What are some words that deal with time? Well, when, when are you going to, later, now, soon... tonight.

We could say (assuming a visual construct / visual recall – auditory digital – kinesthetic strategy), "I'm wondering (hypnotic language pattern) how soon... " (which is a temporal predicate) "I'm wondering how soon you will have the opportunity to look at our proposal and recall, seeing that it meets your criteria for feeling good about it tonight, won't you (hypnotic language pattern). And so that becomes a very, very powerful form of embedded command.

The magic number seems to be three presuppositions in a single sentence, which immediately gets you beyond the conscious mind. When you get to the magic number 3 in a given sentence, if you put three presuppositions inside the sentence... actually this sentence had 6.

$$V^C/V^R \longrightarrow A^D \longrightarrow K \longrightarrow \mathbf{D}$$

Given the above strategy, here's the sentence: I'm wondering how soon [1] (assuming they haven't even agreed to look at the proposal yet) you'll have the opportunity to look at our proposal [2], and recall seeing that it meets your criteria [3], so you can feel good about it [4] tonight [5], won't you [tag question–6]. Here's how it works:

Hypnotic

Temporal ⎤⎯⎯⎯⎯ I'm wondering...

how soon ...

you'll have the opportunity to

Embedded look at our proposal

Commands

and

Inside

Strategy recall seeing that it

meets your criteria so

you can feel good about it

Temporal

Hypnotic tonight,
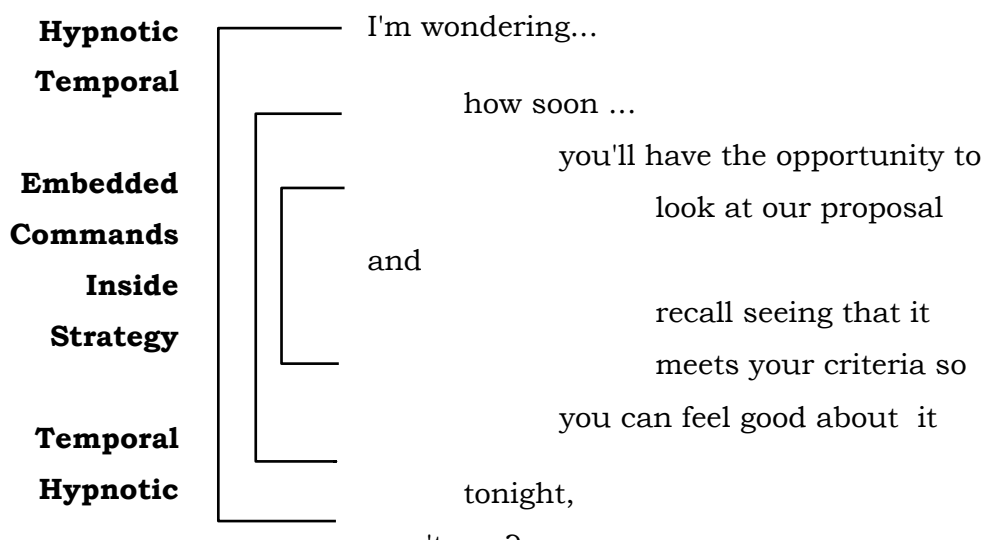
So, what we have is a hypnotic language pattern followed by a temporal predicate at the beginning, and at the end, that collapses all 3 of the embedded commands together into one highly irresistible sentence. You can construct them any way you want by putting temporal predicates at the beginning and the end and putting the embedded commands in the middle.

How do you learn how to do that? You discover their strategy, then (if you need to) write it out on a piece of paper as you construct the embedded commands. Then put the hypnotic language and the temporal predicates at the beginning and end and say it. You see, in the previous sentence there's also a command to feel good about the proposal tonight as opposed to some other night, which presupposes again that they're going to look at it tonight, whereas we began by asking them how soon, we now have ended up by suggesting that its going to be tonight.

Now, while you were in the process of eliciting someone's strategies you may also have set some anchors.

When we do training for retail salespeople, we suggest they use anchoring in addition to strategy elicitation, and embedded commands. When somebody walks in to talk to a salesman on the floor that we're instructing how to sell, one of the things that we suggest is that the salesperson ask the client, "Have you ever purchased a computer (let's say it's a computer salesman), that really works well and you felt really good about?" And when the client or the prospective customer remembers that, they're going to access that entire strategy of buying that computer, aren't they? They're going through and access that state. When the salesperson asked the customer if they'd ever had a computer that they felt good about and really worked well for them, they'll have to go back and access a time if they did. If they did, it's going to access a state of having a computer that worked well for them, which you can anchor. Then you say, "How did you know it was time to purchase the computer?", which elicits the decision–making strategy.

You say to them, "Have you ever bought a computer you felt really good about?" They're either going to say yes or no. So if they say yes, or even if they say no, anchor that state! Assuming they said yes, you've also got one or more anchors placed with them at the time of eliciting the strategy. When you go to close, you can do the close inside their strategy, and feed back the information to them in exactly the same way as they process the information, you can also fire the anchors. So, with a positive anchor set, assuming an auditory digital strategy, you can say something like, "I'm sure as you look at our computer you'll see that it meets all your criteria for computers, and that you can decide that you want to do it (firing the anchor), don't you? That's a visual auditory digital strategy. Okay? And, if you get a negative response to the question, "Have you ever bought a computer you felt really good about," anchor it, too. You can always use it to attach to an objection that they may have in the future.

STRATEGY DESIGN

The next element in strategies, is strategy design. Now, you'd want to design a new strategy for a person if the strategy they have is particularly inefficient or did not process data well for them. For example, a client might have a visual kinesthetic buying decision–making strategy. That is, they see it, want it, buy it. "They want it" is a feeling. And they might be in a situation where, "Hey, I'm buying too much."

You can assist them by adding another point to that particular strategy. There are some things you should know. When designing strategies there are some things that are very important:

1. The person must have a well defined representation of the outcome. It must be a well designed outcome. We need to know what kind of outcome we want as a result of changing the strategy. And so, we go through the Keys to an Outcome and the Meta Model and design a very well defined representation of the outcome. Ask, "for what purpose..." why they want the change.

2. Second, the strategy should use all three of the major representational systems, that is, visual, auditory and kinesthetic.

3. The third thing is there should be no two–point loops. A two–point loop becomes a Synesthesia (like a V–K Synesthesia). And a Synesthesia loops around too quickly, and is harder to get out of. If you're in a Synesthesia where you're going around in a circle, V–K, V–K, V–K, it's really hard to break out of that kind of loop. Whereas, if it's a three–point loop, there's more time in between the going back and picking it up and going around again, and if they have some auditory digital they can say, "... hey, it's time to get out of here."

4. Which leads us to point number four, that is, after so many steps the strategy should have an external check. What we don't want to do is, what I've seen so many times, people who have strategies, of course unconsciously designed, where they literally go and they end up in this auditory digital feedback loop where they're just evaluating criteria, gathering more information, they continue to get stuck in this Ad loop, where they talk themselves right into and out of a decision. They go Visual – Auditory Digital, should I make a decision? No ...gather more information ... talk yourself out ... they end up in a very tight digital loop where they're just not making a decision. So the point is to have a three point loop.

Now, there are three more points about the functionality of the strategy you're going to design. In the process of designing a strategy, there are three more points that are really important:

First of all the strategy should have a test, and part of the test should be a comparison of the present state, and the desired state. Remember we said at the beginning of this chapter, that typically there's a trigger or a test that feeds information forward to the next test. The information that's in the feed forward part sets up certain criteria.

In the comparison, the strategy should have a test which is the comparison of the present state to the desired state. That will give you either a minus (go back and continue the strategy), or a plus (exit successfully).

The second element on the functionality of strategies is that the strategy should have a feedback step, that is a representation resulting from the plus or minus, that is the congruence or incongruence of the test comparison, so that a strategy when installed should have a plus and a minus place where it goes back and loops back or where it exits.

Finally the strategy should have an operation. This comes right out of the test exit. The strategy should have an operation that is a chain of representational and/or motor activities for the purpose of altering the present state in order to bring it closer to the desired state, that is, it should have a series of steps, in other words, an operation should have a series of steps or a chain of representational systems or internal/external advance.

Just a couple of more observations about strategies, now. First of all the strategy with the fewest steps is probably better than the strategy with the most steps. In other words, if you designed a 23–point strategy for someone, and you're going in and install it, forget it. What's a lot better is to give them as few steps as possible to allow them to achieve their outcome. So based on what our criteria is, in terms of structural well–formed strategies, the criteria would be somewhere between three and having as few steps as possible.

Another point is that having a choice is better than having no choice. So you're going to install a strategy, make sure you're giving the person a choice, rather than no choice.

You should take into account the Direction Meta Program. It's important to take into account whether the person moves Toward or Away From in the design of the strategy.

STRATEGY INSTALLATION

Finally, installation is a matter of rehearsal, swish patterns, and chaining anchors installed to recall each step of the new strategy. For example, to change a strategy, anchor each element of the strategy:
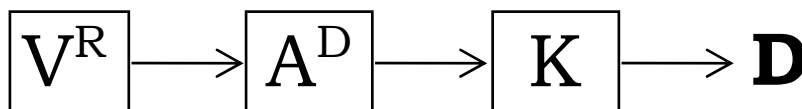
$$V^R \rightarrow A^D \rightarrow K \rightarrow \mathbf{D}$$

Anchor:
- Vr
- Ad
- K

Then, assuming you want to add in the Vc element, anchor that.
- Vc

Then chain it in to the strategy, via anchoring as:
- Vr
- Vc
- Ad
- K

So you end up with

$$V^C/V^R \longrightarrow A^D \longrightarrow K \longrightarrow \mathbf{D}$$

TEN

ABNLP CERTIFICATION STANDARDS...1

ABNLP CERTIFICATION STANDARDS

NLP Associate Level

The Associate Level is offered to those who do not yet have a Certification from a recognized NLP institute but would like to keep abreast of the latest information and training.

NLP Practitioner Level

A. Duration of Training: Minimum of 120 hours of training in the basics of NLP patterns taught by a Certified Trainer, or a certified Master Practitioner under the supervision of a trainer.

B. Demonstration of ability to identify the following basic skills, techniques, patterns and concepts of NLP and to utilize them competently with self and with others.

1. Behavioral integration of the basic presuppositions of NLP, including:
    a. Outcome orientation with respect for others' models of the world and the ecology of the system.
    b. Distinction between map and territory.
    c. There is only feedback (cybernetic)-no failure.
    d. Meaning of your communication is the response you get.
    e. Adaptive intent of all behavior.
    f. Everyone has the necessary resources to succeed.
    g. Resistance is a signal of insufficient pacing.
    h. Law of requisite variety.
2. Rapport, establishment and maintenance of.
3. Pacing and Leading (verbal and non verbal).
4. Calibration (sensory based experience).
5. Representational systems (predicates, and accessing cues).
6. Meta-Model.
7. Milton-Model.
8. Elicitation of well-formed, ecological outcomes and structures of present state.
9. Overlap and Translation.
10. Metaphor creation.
11. Frames; contrast, relevancy, As If, Backtrack.
12. Anchoring (VAK).
13. Anchoring Techniques (contextualized to the field of application).
14. Ability to shift consciousness to external or internal, as required by the moment's task.
15. Dissociation and Association.
16. Chunking.
17. SubModalities.
18. Verbal and non-verbal elicitation of responses.
19. Accessing and building of resources.
20. Reframing.
21. Strategies; detection, elicitation, utilization, & installation.
22. Demonstration of behavioral flexibility.

NLP Master Practitioner Level

A. Duration of Training: Minimum of 120 hours of advanced training taught by a certified trainer. A minimum of 15 hours of direct trainer supervision.

B. Demonstration of the ability to identify the following basic skills, techniques patterns and concepts of NLP and to utilize these competently with self and with others.

1. All practitioner level skills, singly and in combination.
2. Design individualized interventions (generative and remedial).
3. Ecological change work.
4. Shifting easily back and forth between content and form, and experience and label.
5. Specific Master Practitioner Skills:

      a.   Meta Programs.

      b.   Criteria (Values).

            i. identification and utilization.

            ii criteria ladder.

            iii elicitation of complex equivalence and adjustment of criteria.

            iv. sleight of mouth.

      c.   Installation and utilization of strategies.

      d.   Refined use of submodalities.

      e.   Deliberate multi-level communication.

      f.   Negotiations.

      g.   Presentation skills.

      h.   Modeling.

      i.   Utilization and transformation of beliefs and presuppositions.

NLP Trainer Level

A. Duration of Training: Minimum of 120 hours of advanced training taught by a certified Master Trainer. A minimum of 15 hours of direct trainer supervision.

B. Satisfactory demonstration of the following behavioral competencies:

1. Complete behavioral competence in all Practitioner and Master Practitioner level skills, ability to do any and all practitioner and master practitioner techniques simultaneously both overtly and covertly.
2. Demonstrate facility to shift between content and form (IE: between experience and labeling).
3. Ability to do (demonstrate the behavior of) what one is teaching and to teach what one is doing — and to label it linguistically (IE: Model Self).
4. Demonstration of Presentation and Teaching skills:

    a. Pacing and leading.

    b. Respect for audience (i.e. at least keeping separate your and others model of the world, and responding to these congruently; considering and responding ecologically to others; conscious and unconscious processes.

    c. Ability to answer questions, (including discerning the level and intent of questions and generating level-appropriate responses).

    d. Design of presentation: At the least, setting opening and closing frames, setting outcomes, chunking and sequencing of information and experience, balancing information–giving and occasions for discovery, facilitating generalization of information and skills across context and time.

    e. Design of exercises: At the least, providing for both overt and covert learning in each exercise, including previously learned material for cumulative learning, specifying outcomes of exercises, providing a task for all involved persons insuring behavioral learning, including a future pace.

    f. Explanation of exercises including the ability to explain an exercise behaviorally without the use of notes or printed aids.

    g. Use of deep and shallow metaphor.

    h. Utilization of multi-level feedback: ongoing re-evaluation and incorporation of overt and covert information from individuals and group.

    i. Graceful intervention in groups: at the least maintaining rapport and giving specific sensory grounded feedback, via questions that directionalize appropriate search to facilitate peoples discovery for themselves, demonstration, or if necessary, overtly telling them what to do.

    j. "Tasking": creating of a task that presupposes that a person behave in a different way that expands his/her model of the world.

    k. Ability to do demonstrations.
5. Demonstration of a personal style, and artistry (indicating that the new trainer is integrating skills into his/her own behavior).
6. Demonstration of an understanding of the <u>process</u> of NLP Practitioner and Master Practitioner training.