



MASTER RESULTS CERTIFICATION

TRAINING MANUAL

“A good man is always a beginner.”
- Martial



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SECTION 1

NEUROLOGICAL REPATTERNING

“To attempt to change circumstances before you change your imaginal activity is to struggle against the very nature of things. There can be no outer change until there is first an imaginal change.”

- Neville





CHRISTOPHER HOWARD'S FAST TRACK TO SUCCESS

By Amy Sorkin

If you were introduced to a quick effective technique to create change in your life instantly, in your finances, health, relationships, and career, would you try it?

Christopher Howard, an internationally acclaimed expert in accelerated change technologies and leadership, has made a career out of guiding people to immediately transform ineffective thoughts and behaviors into adaptable, successful ones that allow them to create the results they want in their lives.

Howard's unique Results Technologies are the next generation of tools for achievement. They are a hybrid science grown out of and improving on several models dating back to earlier last century. What started with Korzybski's general semantics in the 1930's, was further developed by Bandler and Grinder in the early 70's into Neuro-linguistic Programming or NLP. Since then the field was popularized in the 80s by the likes of Tony Robbins, and now Howard brings these cutting edge tools into their fourth generation, adding his unique understanding of hypnosis and quantum physics to create change in a fraction of the time it has taken in the past.

"Think of the human brain as being the most fantastic biocomputer ever created," explains Howard, who has personally led, managed, launched or turned around numerous organizations and businesses in the past decade. "But it's not user friendly. The technologies we teach are kind of like a Users Guide. Installing a new system, such as the mindset of someone like Gandhi, for example, is like upgrading your software system."

In his courses, Howard uses Results Technologies to instigate instant change on a subconscious level.

"Instead of looking only at therapists as a source to model, I began looking to the greatest spiritual, world and business leaders of all time, such as Nelson Mandela, Gandhi, and Richard Branson

(the mastermind behind Virgin Records and Virgin Airlines), to name a few."

From this research Howard created his Results Technologies. They are tools that allow you to create your life the way that you want by expanding your self-concept and expanding the results that you are able to produce in any context.

"Through the technique of Cognitive Profiling, we can look at any result that anybody has ever produced and replicate that result in a fraction of the time," explains Howard. "In the various courses we teach in our Fast Track to Success, Cognitive Profiling and Cognitive Re-imprinting, along with other tools, are taught as a means of accelerating one's own success. We teach how to replicate or expand excellence."

So how does it work? Let's say somebody wants to become a multi-billionaire or super success, and they choose Oprah Winfrey as their role model. "Her success is the result of a superior mindset," says Howard. "The question then becomes; 'How can we emulate and install her psychology into somebody else?'" All of Oprah's qualities, her values, attitudes, beliefs, the decisions she's made, how she sees people, and the strategies she uses to produce the results she wants, are analyzed and broken down. "One of Oprah's main driving forces is to be loved," explains Howard. "We can take that and then analyze the strategies she used to run that driving force. Part of what this technology does is allow us to break things down into small enough parts to make them transferable."

The manner in which Cognitive Re-imprinting transfers such parts to an individual includes adjusting their values and beliefs in a way that serves their highest potential. "We all have certain ways we code and store information in our minds and bodies. A 'value' is simply what is important to you, and values will largely shape your world," elaborates Howard. "A 'belief' is simply a feeling of certainty about



something, but it's not necessarily true. Using Results Technologies, we can shift the way you store values and beliefs in your body, so you can change what's important to you at the subconscious level, therefore releasing subconscious blocks to your success."

And going back to the computer analogy, "If all you have is poverty or lousy relationships punched into your search engine, that's all that will come up. We teach people how to gain control of those things, so that they can punch wealth and harmony in instead, and then that will appear in their lives."

In the weekend Breakthrough to Success Seminar, people choose an area of their lives where they're not living up to their full potential. Howard and his associates help them to apply accelerated technologies to break through those blocks. "It's a wonderful weekend to figure out what subconscious factors are controlling one's life, and how they can break through these obstacles once and for all," says Howard.

A great example of the success of the techniques taught by Howard is exemplified by an artist who came to a weekend seminar. "She decided to focus on finances first," says Howard. "She was making \$70,000.00 a year at the time. What she learned was that one of her beliefs was that money and happiness didn't go hand in hand. During the training she released this and other limiting decisions through a regression type of technique. Within a year and a half after attending our program, she is now making \$180,000.00 a year and working less. She's also attended an additional week long program, lost over 50 pounds, and has gotten her ideal relationship as well.

Howard maintains that there are two things that determine our success in life, our internal communication, which is how and what we communicate inside our minds and bodies (our thoughts), and our external communication, which is the manner in which we communicate with others.

"No one who produces major results in the world has done so unless it has been with and through other people," emphasizes Howard

"Results Technologies enable us to change internal and external communication, focuses on leadership and groups, and shows people how to develop the ability to be influential in their own lives."

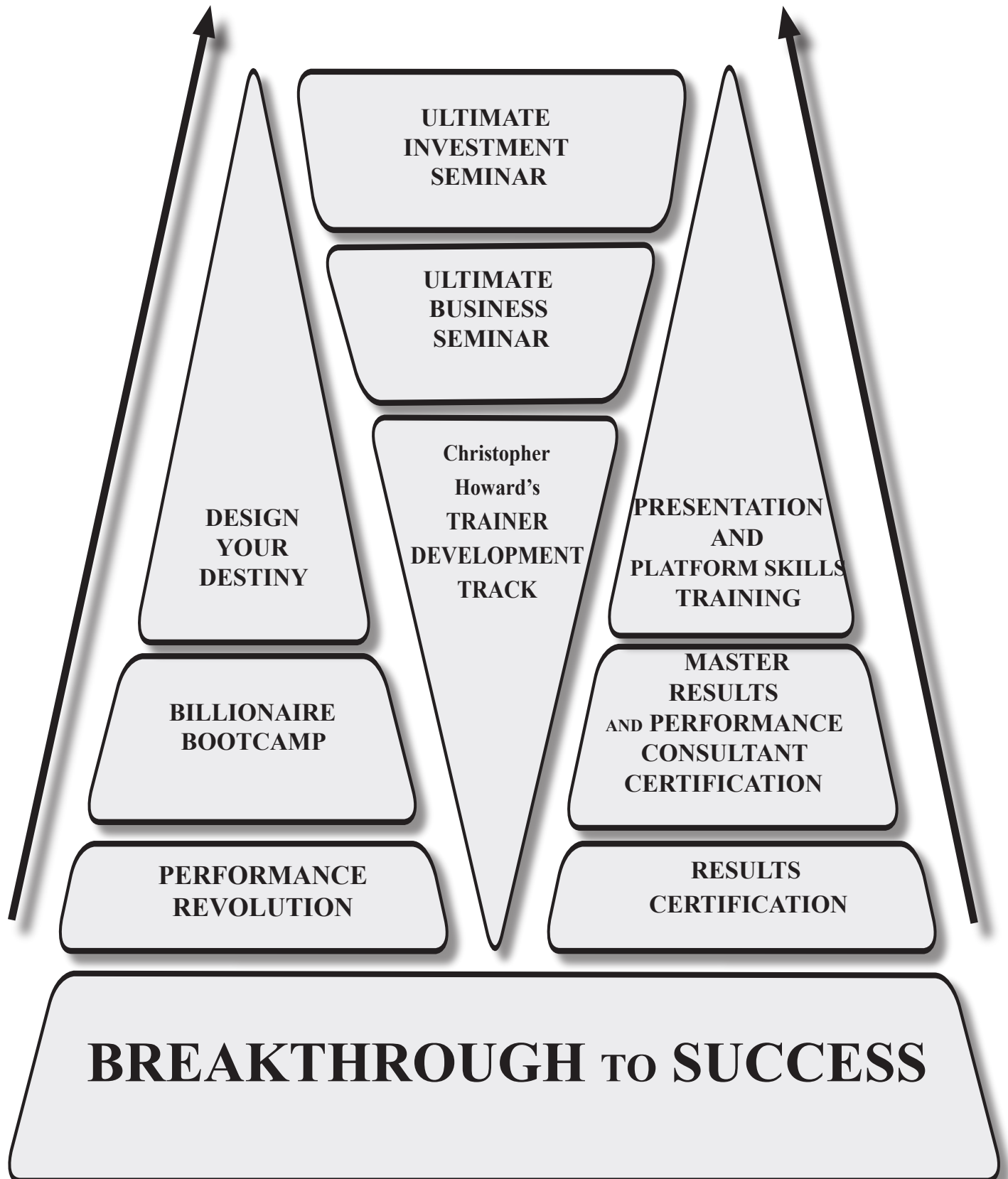
An important aspect of Howard's training is that he has developed a system where people not only learn the tools for change, but are forced to apply them. In addition to the various exercises done in class, challenging activities such as rope training, rock climbing, and even hang gliding are used to stretch people beyond their limits to make them believe they can do anything.

Although Results Technologies are largely psychologically oriented, Howard feels there is a strong spiritual aspect to what he does. "Who we really are is love and light and goodness, and what prevents us from tapping into that are, negative emotions and limiting decisions. So when we release those things in our programs, we then become more of who we really are. I see the use of Results Technologies in my courses as a means of getting closer to our spiritual nature.

"When people come into the weekend program," concludes Howard, "They have major changes as a result of being there only two-and-a-half days. They are blown away by the personal transformation they get afterwards and call us for weeks, months and even years later telling us how much their lives have changed. From an instructor's viewpoint, what could be more fulfilling than that?"



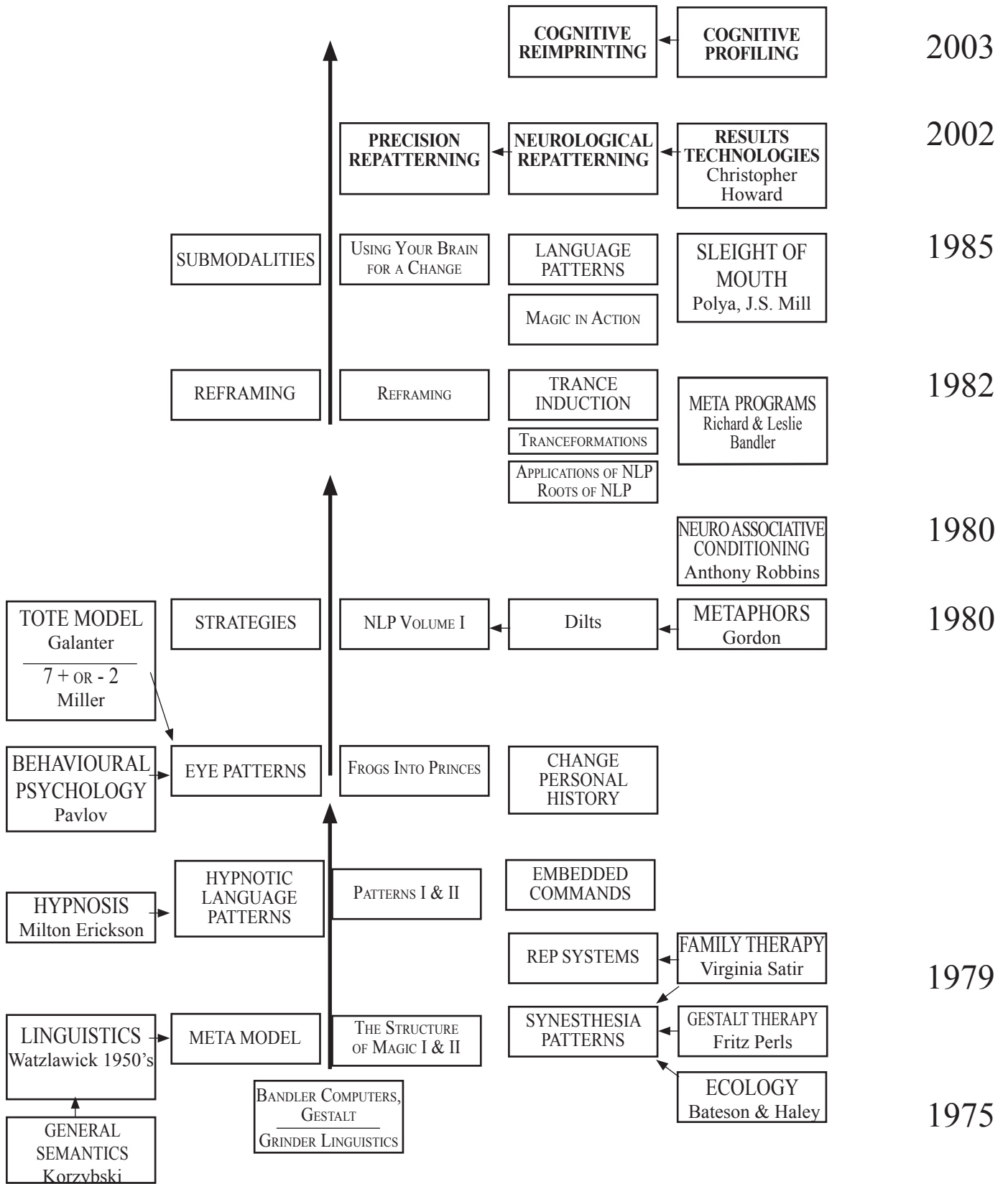
FAST TRACK TO SUCCESS



This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.



A HISTORY OF ACCELERATED TRANSFORMATION





GET RESULTS WITH THIS

R APID

E VOLUTIONARY

S YSTEM

U TILIZING

L IFE

T RANSFORMING

S CIENCES



WHAT IS NLP?

Neuro Linguistic Programming is a set of specific techniques that deliberately restructure toward positive functioning the brain's thinking and the body's behaviours by aligning the conscious with the unconscious mind and body. NLP offers highly refined tools to take charge of every area of life in the most effective way possible to produce results. It enables individuals to proactively design their physical and emotional responses.

The Three Components of NLP are:

NEURO –

- The nervous system's taking in of "reality" through the five senses
 - Visual (sight)
 - Auditory (sound)
 - Kinesthetic (touch)
 - Olfactory (smell)
 - Gustatory (taste)
- Understanding how the body's and mind's neurology works to better direct it toward more effective thoughts and behaviours
- Creating new neurological pathways that break through mental boundary conditions

LINGUISTIC –

- Becoming aware of how communication occurs within self and with others
 - pictures
 - sounds
 - feelings
 - tastes
 - smells
 - internal dialogue
- Using language to guide the mind toward change
- Speaking to others within their particular representational system or their model of the world

PROGRAMMING –

- Understanding the mind is like a computer with thought patterns as the "software," discovering what programs are determining current experience
- Using specific tools and techniques to reprogram, upgrade and install new "software" for optimal high performance



HISTORY OF NLP

Neuro Linguistic Programming is a hybrid science that was developed in the late 1960's and early 1970's by computer scientist, Richard Bandler, and linguist, John Grinder. From the combined perspectives of their respective sciences, they began a study of three therapists. The therapists were producing excellent results, transforming their clients' ways of thinking, feeling and behaving. They modeled Family therapist, Virginia Satir; Gestalt therapist, Fritz Perls; and hypnotherapist, Milton Erickson, who legitimized hypnotherapy as a healing treatment modality accepted by the A.M.A. (American Medical Association). Bandler and Grinder were looking to discover exactly what transpired in the minds and bodies of patients at the moment change occurred. They asked what specifically caused the change and how they could replicate it more quickly and efficiently, without years of therapy.

In addition, Bandler and Grinder examined what was occurring in the minds and behaviours of the therapists who achieved such great successes with their patients. Bandler and Grinder wanted to describe the steps of the therapeutic process itself to teach others step-by-step how to achieve the exact same results in less time. The techniques Bandler and Grinder developed by modeling Satir, Perls and Erickson are so concise and effective that the behavioural changes that used to take years now can occur within a matter of hours or minutes. In the decades since its inception, NLP has proved a reliable and fast way for people to gain control of their minds and, therefore, their results.



QUANTUM REALITY

INTERNAL WORLD = EXTERNAL WORLD

All that exists in the external world is raw data, information with no intrinsic meaning. It is the human mind that ascribes meaning to experience. The unique meanings an individual chooses then affects their internal state, subsequent behaviours and outcomes. That is why to produce preferred results one must first understand and master the mind's Information Filtration System—how external information is received internally to create experience.

The senses are assaulted with 2 million bits of information per second throughout the course of a day. Located at the base of the brain, the Reticular Activating System (R.A.S.) is responsible for a number of functions, including filtering. Filtering is the process of sorting through those 2 million bits of information per second coming through the sensory input channels. To protect the brain from mental overwhelm, the R.A.S. must choose quickly what information to let into the conscious mind, and what simply to store in the recesses of the unconscious. Prior to understanding experiences, individuals have to internalize external events. To do this, people first take everything in through the five senses. They then create an Internal Representation of that event (I/R). That I/R is made up of internal pictures, sounds and sensations, including self-talk and feelings. The senses serve both external and internal functions:

VISUAL – external sights in the world and internal in the mind's eye

AUDITORY – sounds heard externally and internally, including self-dialogue and voice tonality

KINESTHETIC – sensations felt on the skin (the largest organ) as well as inside the body, including feelings produced by emotions

OLFACTORY – the odors or fragrances smelled mostly externally; and those smells simulated by the imagination (i.e.. When someone is so hungry he or she can “smell dinner.”)

GUSTATORY – tastes (also sometimes imagined, as in: “I can just taste it.”)

The external information is then reconfigured as an internal experience. This interpretation of the world is then intimately linked to an internal “state.” A **State** is the term for any emotional/physical/mental state produced within the mind and body, such as a sad state, an excited state, a happy state, a nervous state, or a totally motivated state. A state could refer to a “state of mind.” Science has demonstrated that any state of mind also triggers an emotion in the physiology, a specific combination of chemicals released in the entire nervous system, and throughout every cell in the body. Hence, state refers to a specific and replicable emotional condition occurring within both mind and body simultaneously.



INFORMATION FILTERING SYSTEM

Your Hidden Rule Book

After receiving an external experience through the senses, the mind and body then interpret, or ascribe meaning to, the external event by running it through the internal processing system. This combines the biological filters of the Reticular Activating System with other more psychologically based Internal Filters that create a unique subjective reality for each individual. Interrupting and taking charge of these internal filters is the key to mental, emotional and behavioural mastery.

RETICULAR ACTIVATING SYSTEM (R.A.S.)

In order to reduce the overwhelming amount of information coming in through the five senses, the nervous system deletes, distorts, and generalizes information. It is those Internal Filters, formed and maintained by the unconscious mind, that “tell” the Reticular Activating System what information to sort for—usually those things that confirm an individual’s long-held beliefs and expectations. I call it the Hidden Rule Book.

Sometimes individuals use this process in a way that robs them of options and, therefore, power. They can also consciously utilize this function to empower themselves by choosing the way they want to see and act in the world. This course teaches participants how to create an internal process that is empowering. By taking more control of a filtering process that would otherwise remain unconscious, people empower themselves to produce the results they most desire.

The mind uses the following techniques to manage the amount of information registering in the conscious mind and assimilate it into a cohesive version of “reality”:

1. Deletion

Deleting incoming information is simply the process of leaving out large amounts of data to avoid sensory overload. Humans selectively pay attention to certain aspects of experience based on their Internal Filters (discussed in detail below). Because people get what they focus on and can’t experience what they delete, the experience of life is largely dependent upon what individuals are deleting at any given moment.

An example of deletion is a person looking at something right in front of his face, as he’s saying, “I can’t find it!” Or, a woman may not “recognize” a colleague from work at first because he is out of context at the mall on a Saturday. Because the R.A.S. is not “sorting for” that face in that place or that time, it deletes the information. Even though the eyes pick up the information, it never becomes conscious.



2. Distortion

As with deletion, the ability to distort is a very important function of the human nervous system. It consists of creating and imagining as well as interpreting or ascribing meaning to a set of data. Although people may experience or view the “same” event, they will distort or interpret it differently. Twenty people could witness a performance and each end up with a separate Internal Representation (I/R) of that event in the form of pictures, sounds and/or feelings.

One example of a distortion is a woman thinking she sees someone she knows who actually turns out to be a stranger. Or conversely, seeing the “ex” around every corner because he is on her mind.

3. Generalization

The third way to filter information is generalization. By generalizing, humans organize information to see a theme or overall picture. Generalization is a valuable process because it allows people to remember and categorize what they have learned. However, it can also lead to sweeping assumptions. Generalizations, like the other filtration processes, can either benefit or limit individuals because generalizations make up belief systems. Generalizations may be based on individual experiences as well as on socially and culturally-related issues such as gender, age, ethnicity, religion, or occupation.

Unfortunately, many people generalize in ways that eliminate choices for them—“I could NEVER be successful,” or “You CAN’T make money without cheating people.” This is when people use the generalizing function in a disempowering way.

INTERNAL FILTERS

What people delete, distort and generalize depends on their Internal Filters. Internal Filters determine what humans focus on, look for, or “sort for,” as well as what is “left out” of their experience of reality.

Internal Filters are created by:

- upbringing
- environment
- significant emotional experiences (SEE)

Internal Filters absolutely determine experience because they are the criteria used to sort the 2 million bits of information received each second. Together Internal Filters comprise a “mind set.” Yet, most of these filters—the very things that determine the experience of life—were established so long ago they are now obscured or completely hidden from awareness. People assume their “reality” reflects an absolute “truth.” Having minds “set” already a certain way doesn’t allow room for changes or for the expansion of spheres of influence. How can people expect to get more out of life if they think and act in the same way they (and possibly their ancestors) always have? One definition of insanity is doing the same thing over and over again while expecting different results. Those who find they are not achieving at the level at which they know they are capable, can change their mind set and Internal Filters, and thereby change their outcomes. **Internal Filters** include values, beliefs, attitudes, memories, decisions, language, and Meta Programs.



Values

Values are broad concepts that guide decisions in life; they determine what is important, and they are the foundation of character. Significantly, what the conscious mind deems important is not always the same as what the unconscious mind values. Values can be detected by what people are attracted to or repulsed by and by people's actions. Values determine how humans spend their time. Because individuals have different hierarchies of values, they experience life differently. For instance, individuals whose top value is wealth will invest time and effort in that area. Their experience of life will reflect that focus. If some of those same individuals do not also value honesty, then their route to wealth would be very different from others who highly value both wealth and honesty.

Recognizing, reprioritizing, or aligning conscious and unconscious values, are major steps toward getting what one truly wants.

Beliefs

Beliefs are the second set of internal filters. Beliefs are convictions, what is held to be "true" in life. For instance, if someone believes that she can learn anything that she puts her mind to regardless of age, then her experience of life is going to be very different from someone else who believes he is not that smart and can't possibly learn something new.

Beliefs often form the boundary conditions of thinking. Depending on how much individuals are willing to believe is possible, beliefs can either keep them boxed in or allow them to live a bigger life. Small possibility thinking has little chance of giving anything other than small results, whereas big possibility thinking leads to big results. When transformed, beliefs allow people to fulfill their highest potential.

Attitudes

Attitudes are abstract ideas derived from "clusters" of beliefs and values around a given subject. They comprise "frames of mind," the glasses through which people see the world, rose-coloured or otherwise. They are often quite hard to pinpoint; therefore, their effects can be insidious. They can distort perspective positively or negatively, subsequently determining what individuals are able to get out of life. For example, the person who has a positive attitude toward work and sees it as a place to self-actualize while creating value for others will have a very different experience to someone with a negative attitude toward work who sees it only as a necessity to pay bills.

Sometimes attitudes are the only things standing between people and the outcomes they want.



Memories

Memories also filter the current experience of reality. Memories are often the rationale for keeping a belief, whether it serves a person's best interests anymore or not. Because the brain tends to categorize events in relation to previous experiences, both present and future are evaluated and/ or anticipated based on the meaning ascribed to past events. Yet, memories are only stored, selected snapshots of a multi-dimensional event that took place. Like an old photograph, the memory itself may be faded or even be "forgotten" and stored in the unconscious; however, the interpretation of the event is stored neurologically in such a way that a similar event stimulates the old associations and ascribes the same or similar meaning to the "new" event. Thus faded memories oftentimes direct what actions people choose to take, making their behaviour primarily directed by the unconscious.

Decisions

If memories perpetuate beliefs, then decisions are the cornerstones of beliefs. First, something "objective" happens, then individuals make subjective decisions about what to believe about life based on that "objective" event. For example, two people can have the same experience and make very different choices based on that experience. Two students in the same class could be told by their teacher they will never amount to anything in life. One may **decide** that, because teachers are knowledgeable, the statement is true. Subsequently, the student never amounts to anything. Meanwhile, the other student **decides** to prove the teacher wrong and goes on to become President of the United States of America.

Life in the present reflects all the decisions made in the past. Although most decisions are filed away in the unconscious mind, they continue to determine current behaviours. Results Technologies™ uses specific tools to obliterate limiting decisions and anchor new, more empowering ones.

Language

Language is also a powerful filter. Analytical philosophers and linguists, from Schopenhauer to Muller have asserted that it is language that allows humans to take their minds to previously unexplored places and viewpoints. Because language determines what people can think about and how, it also determines what they can see in the world.

The words people speak, hear and see are translated in their minds as pictures. Since what they focus on they create, it is worth being conscientious about word usage. For instance, individuals who are looking to be wealthy need to increase their financial vocabulary. An enlarged financial vocabulary will expand their view of what is monetarily possible for them in their lives.



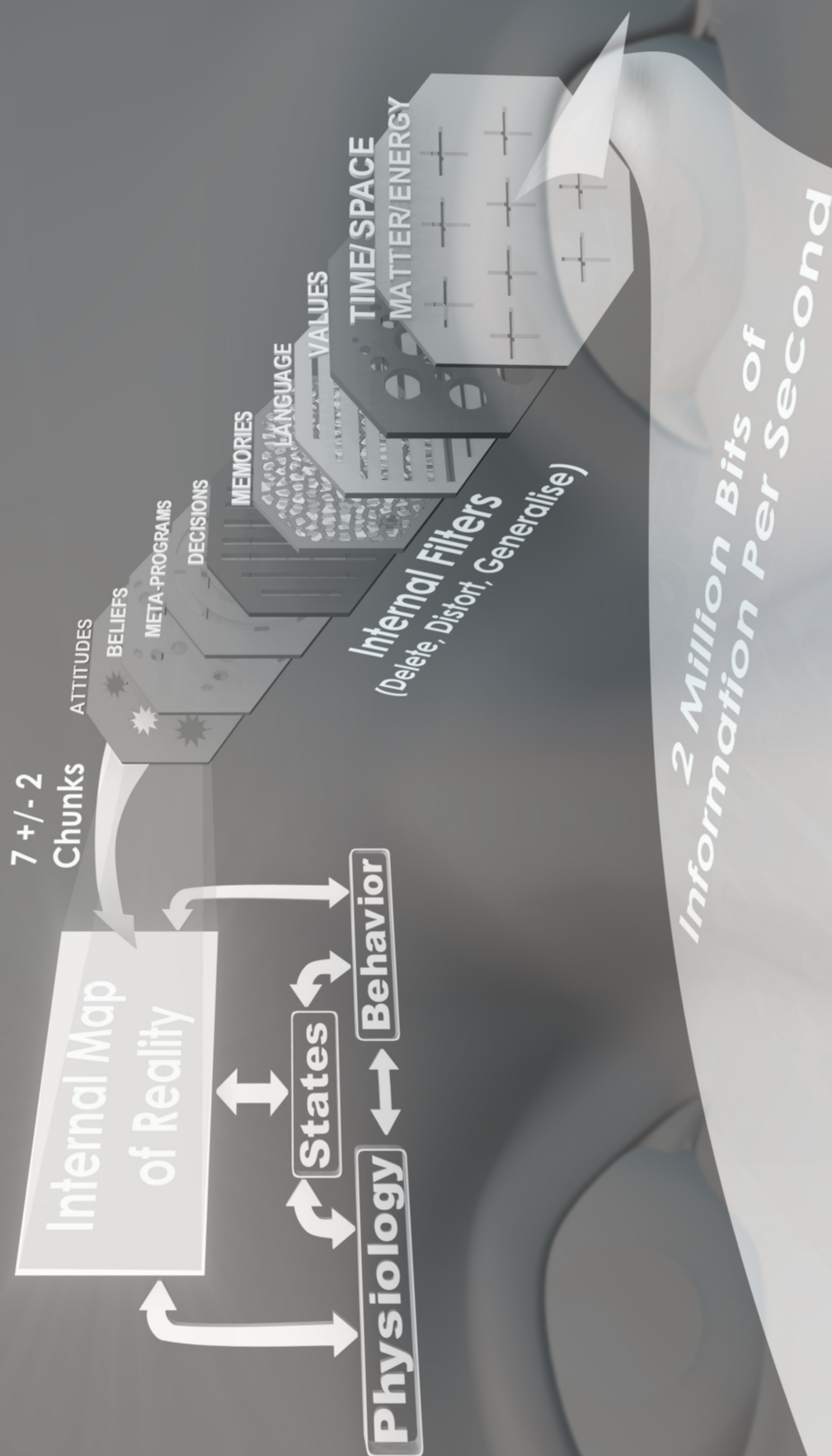
Meta Programs

Meta Programs are content-free, context-dependent thought and behavioural patterns. They include our awareness of time, response to challenges and direction of energy. Understanding Meta Programs gives people more choice over how they choose to function. Recognizing certain Meta Programs in others helps in predicting people's actions, providing services, understanding and communicating better with others.

For example, a working knowledge of Meta Programs is invaluable when hiring. Recruiters can derive an individual's Meta Programs with a set of questions that will enable them to predict with amazing accuracy how that individual would behave under stress, how long the candidate would probably stay in a job, whether the person is good at managing others, etc. In addition, installing Meta Programs is very important when modeling someone to replicate their results.



Model of Communication





The Power of Focus

Potential Reality

**7 +/- 2
Chunks**



Potential Reality



Cause and Effect

(which side of the equation are you on)

At Cause

At Effect





CHRISTOPHER HOWARD TRAINING

ASSUMPTIONS OF EMPOWERED LEADERSHIP

C.R.E.A.T.E.S. Y.O.U.R. C.H.O.I.C.E.S.

- | | |
|---|--|
| C | Calibrate on behaviour—actions speak louder than words |
| R | Respect the other person's model of the world. |
| E | Ecology of outcomes must be considered and evaluated. |
| A | Accept people; change behaviours. |
| T | Territory is represented by the map; just as reality is represented by the mind. |
| E | Everyone is doing the best they can with the resources they have available. |
| S | Signs of resistance are due to a lack of rapport. |
| | |
| Y | You are in charge of your mind, and therefore your results. |
| O | Only feedback—no failure; therefore, utilize everything. |
| U | Unresourceful people do not exist, only unresourceful states. |
| R | Responses are the best way to evaluate the effectiveness of your communication. |
| | |
| C | Change occurring on the unconscious level is pervasive and creates long-lasting results. |
| H | Having a mission, vision and goals determines your focus, therefore your results. |
| O | Outcomes are determined by expectations. |
| I | If you help enough people get what they want most, you will get what you want most. |
| C | Choice is the desired condition, so design processes to gain more choices, not fewer. |
| E | Ecological framework increases wholeness. |
| S | Situational behavioural flexibility increases effectiveness. |



PRESENT STATE RELATIONSHIP TO FUTURE OUTCOMES

PRESENT STATE	→	FUTURE OUTCOME
Have it now		Takes time
No steps involved		Steps needed to get there
Internal State		External Result
Infinite		Measurable
Quality		Quantity
Stated for self only		Stated for self and/or others
Associated Affirmations		Dissociated End Step
Cause		Effect

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



SECTION 2

QUANTUM LINGUISTICS

**“It is better to know some of the questions than
all of the answers.”**

- James Thurber



QUANTUM LINGUISTICS

OUTCOME

Participants will develop flexibility and mastery of language, listening and temporal elements of speech to affect neurological change within a listener, thereby generating new possibilities in their reality.

DEFINITION AND PURPOSE

Quantum Linguistics is the masterful use of language and listening using temporal awareness and presuppositions. Its purpose is to guide an individual's thought patterns in a desired direction—toward solutions, positive I/Rs and empowered, resourceful states.

Knowing what to listen for is the first step to practicing Quantum Linguistics. It requires an awareness of the presuppositions behind a speaker's word choice and sentence structure. Being a master communicator involves listening for and responding directly to the assumptions behind a spoken question or statement. This is not Mind Reading, but actually hearing presuppositions—specific indicators of a person's beliefs, existing neurological patterns, model of the world, etc.

The other half of Quantum Linguistics is then designing responses that automatically cause the speaker to:

- 1) gain awareness of his own current assumptions and
- 2) associate into the possible solution proposed in the response.

EXAMPLES

Offer a solution in the form of a question: respond to "I can't understand this!" with "How good will it feel when you can understand this?"

Not-not patterns

Move person to cause side of equation: "When did you decide that?"

Store an issue in the past: "That was a terrible problem, wasn't it"

Conversational Parts Integration

"What is it you're pretending not to know to know this?"

"What would you have to know in order not to have that problem?"

APPLICATION OF QUANTUM LINGUISTICS

Direct listener toward their own inductive problem-solving/resolution

Manage client's I/Rs during conversation, negotiation, sales, etc.

Loosen someone's Model of the World

Cause people to gain awareness of their own assumptions about themselves and reality

Offer new choices within language, thereby creating shift in listener's neurology

Scramble time in listener's mind to give them experience of going beyond "the problem"

De-identify person from their "problem"

Develop new reality strategies



THIS SECTION OF THE MANUAL TEACHES

Embedded Commands
Presuppose Solutions
Solution Model
Future Pacing
Conversational Decision Destroyer
Break Through Boundaries
Time Scramble
Spatial Scramble
Identity Expansion Patter
Linguistic Parts Integration
Behaviour Destroyer



RECONSTRUCTING REALITY USING LANGUAGE

**“I was thrown out of college for cheating on the metaphysics exam.
I looked into the soul of the boy next to me.”**

- Woody Allen

It may sound grandiose to say Quantum Linguistics reconstructs reality. However, when one understands just how “reality” is constructed within the mind and body, it becomes apparent why advanced language patterns of Neurological Repatterning can literally generate alternate futures.

Perception is language-dependent...

IT MAY SEEM THAT REALITY IS A CONSTRUCTION OF..
SPACE
TIME
MATTER
ENERGY
BUT... IT IS ACTUALLY A CONSTRUCT OF OUR MINDS.

The mind cannot have a thought without language....and language consists of words...therefore our word choice directs our construction of reality!

Space, time, matter, and energy are all constructs of consciousness. For instance, it has been scientifically proven that space, indeed all location loses its meaning at the quantum level. What we now know from the most up-to-date developments in the science of quantum physics is that there is no separation between all of these elements. The only meaning they each have are those we have given them. Meaning is generated in the mind.

...AT THE Centre OF ALL THIS IS CHOICE!

So the question becomes, if there is no such thing as “reality” other than that which is taken in through the senses, then constructed in the mind...

**...wouldn't it make sense to choose a construction of reality
based on language
that affirms, serves and supports all our desires?**



MODAL OPERATORS

CLASSIFICATIONS AND EXAMPLES

POSSIBILITY

**Can
Will
Able to
Choose to
Decide to
Want to
Going to
Am
Try
Is
Do
Moving toward**

IMPOSSIBILITY

**Can't
Won't
Unable to
Made to
Impossible
Refuse to
Never can
Am not
Not trying
Isn't
Don't
Never will**

PROBABILITY

**Could
Might
Would
May
Let
Dare to
Prefer
Wish
Act as if
Imagine
Dream
Desire**

IMPROBABILITY

**Couldn't
Might not
Wouldn't
May not
Don't let
Never dare
Refuse
Don't wish
Don't act
Never imagine
Don't dream
Don't desire**

NECESSITY

**Have to
Must
Should
Got to
Ought to
Supposed to
Allowed to
Necessary
Shall
Need to**

NEGATIVE NECESSITY

**Don't have to
Must not
Shouldn't
Got to not
Ought never
Not supposed to
Not allowed to
Unnecessary
Shall not
Don't need to**



SPATIAL AND TEMPORAL PREDICATES

SPACE		TIME	
Here	Excluding	Look back	Present
There	Finish	Look forward	Future
This	Following	Look ahead	Soon
That	From above	Before	Later
Adjacent to	From below	After	Want to
Away	In	Until	Might
Above	Including	Yet	Ought
Around	In front of	Just	Could do
Aside	In place of	Do	If
Apart from	Inside	Did	Then
Across	Into	Will do	Subsequently
After	On	Was	Prior to
Along	Off	Is	Following
Alongside	Onto	Will be	Prematurely
Beneath	Out of	Could be	Early
Beside	Outside	Would be	Late
Before	Over	Happen	Afterwards
Behind	Relative to	Happened	Preceding
Between	Short of	Will happen	Aforementioned
Beyond	Start	Made	Former
By	Subsequent to	Decision	Latter
Close	Through	Decide	Previous
Down	Toward	Now	In advance
End	Under	Then	Next
Except	Up	Past	First



CARTESIAN LOGIC

CONVERSE

$\neq AB$

EXAMPLE

What wouldn't happen if you did?

THEOREM

AB

EXAMPLE

What would happen if you did?

NON-MIRROR IMAGE REVERSE

$\neq A \neq B$

EXAMPLE

What wouldn't happen if you didn't?

INVERSE

$A \neq B$

EXAMPLE

What would happen if you didn't?



PREDICATE CALCULUS

The glue that holds the pieces together

If... Then

And

Not

Less Than

Greater Than

Not equal to

Or

Equivalent to

Either-or

Neither-nor

Universal Quantifiers “Total”

$C > E$ (Causes)



LINGUISTIC PRESUPPOSITIONS

Linguistic Presuppositions are the specific language constructs that reveal the speaker's mental assumptions or unique beliefs. Recognizing them and knowing exactly how to assist in restructuring them is one way to catalyze transformation on conscious and unconscious levels, thereby assisting clients and team members to make new choices.

Here are the ten types of Presuppositions present in any communication; and what tips you off to each one. These help you recognize another's beliefs and model of the world. You can also use them to direct change in another's perspective or create new I/Rs in the client.

1. Existence - Nouns in a sentence; Adjectives; Pronouns
2. Possibility/Necessity - Modal operators; Verbs; Adverbs
3. Cause - Effect - The words "Because...", "...causes..." "...makes..." "If...then..." statements
4. Complex Equivalence - The word "means" or implied meanings associated with people places or things;
The word "equals"; The verb "to be" and "is."
5. Awareness - Anything that indicates awareness, such as "hear," "see," "think," "feel," etc.
6. Time - References to specific times or temporal language
7. Adverb/Adjective - Adjectives or adverbs in a sentence
8. Exclusive OR - The word "or" in the sentence or implied: this or that
9. Inclusive OR - The word "or" in the sentence or implied: this, that or both
10. Sequence - List of a temporal sequence of events



PRESUPPOSITION OR MIND READ?

A **Presupposition** is a belief or truth inherent within a statement. A **Mind Read** is when the listener infers or “hallucinates” a meaning based on someone’s words that is not actually stated.

It is important to distinguish between the two. This skill will be the very basis of detecting limiting beliefs within anyone’s language patterns. “Mind Reading” is a very common cause of misunderstandings. Since Mind Reads are inferred meanings that are possibly unfounded, it is essential for effective and powerful communication to be able to detect them. It is vital for people in leadership roles to be aware when they are mind reading.

Please mark “P” or “MR” next to each sentence depending on whether the statement is a Presupposition (P) or Mind Read (MR):

1. “I don’t know why I keep eating chips when I know they’re unhealthy for me.”

- ☐ He eats chips.
- ☐ He loves the sound of crunching chips.
- ☐ He knows chips are unhealthy.
- ☐ He’s obese.

2. “I want to be better at budgeting my money.”

- ☐ She has money.
- ☐ She’s never taken an accounting class.
- ☐ She took accounting and failed.
- ☐ She feels she could improve her budgeting skills.

3. “I’ll never be a millionaire because I don’t have any special skills.”

- ☐ He is not now a millionaire.
- ☐ He believes he has to have special skills to be a millionaire.
- ☐ He doesn’t have any special skills.
- ☐ He believes he doesn’t have the special skills required.

4. “My manager treats me differently than the other sales people at the office.”

- ☐ Her manager treats her worse than everyone else.
- ☐ She does sales.
- ☐ She ranks lower in commissions than the other sales people.
- ☐ She thinks she’s being treated unfairly.

5. “You never tell me how you’re feeling!”

- ☐ He wants to know how she’s feeling.
- ☐ He is frustrated.
- ☐ He wants to leave the relationship but doesn’t know how to tell her.
- ☐ He believes she has feelings.



ASK YOURSELF...

“What’s the question I can ask
that will cause the most positive change
within someone’s thinking, by their having to
accept the underlying presuppositions
inherent in the question itself?”

Words are powerful because they arouse the imagination. Just as important as recognizing language patterns in others is purposefully using your own words with volition, intention and ecology. To use language effectively to lead others in the direction of transforming old thought patterns and limiting beliefs, consider the question above. Then choose your words and presuppositions carefully with the highest results in mind. Remain aware of the effect words have on creating Internal Representations; then intend a specific result.



HIERARCHY OF IDEAS

Abstract TO Specific Thinking

PURPOSE

- Move out of boundary conditions
- Find the intention behind a demand
- Use to motivate others
- Gain awareness of structure of a “problem”
- Discover new options
- Express concept and give concrete example, or vice versa
- Lead others toward a larger vision
- Negotiate
- Create metaphors

CHUNKING UP

Move from a specific term to the general category.

For Agreement, Alignment

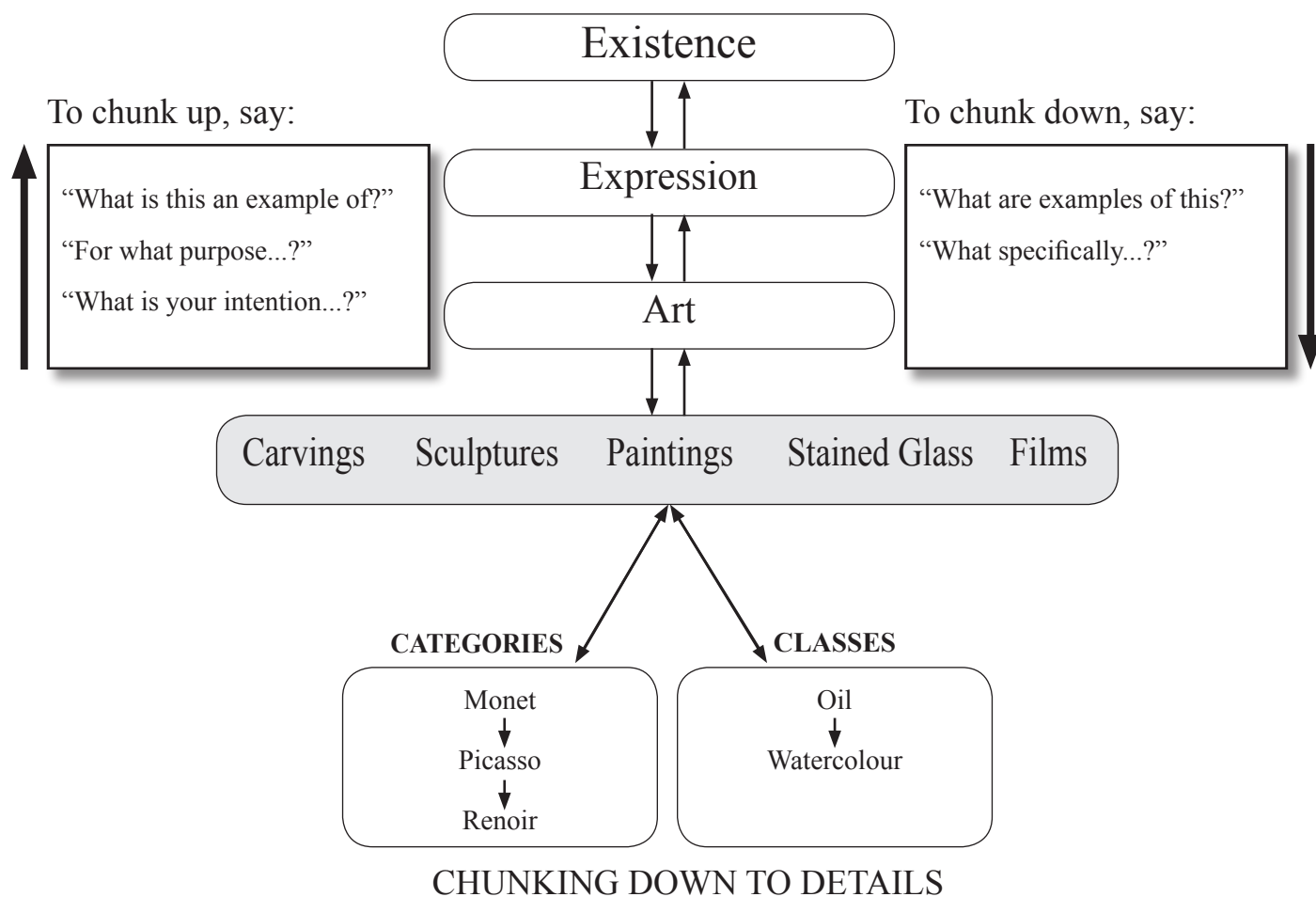
CHUNKING DOWN

Move from the specific to the more specific or to the component parts.

For Specificity, the “How To”

BIG PICTURE

Abstraction / Intuitor / Trance
The Structure of Overwhelm—Too Big Chunks





EMBEDDED COMMANDS

Embedded Commands are positive suggestions couched within a sentence, and delivered in such a way that their meaning is received primarily unconsciously. When a message goes in at an unconscious level, “under the conscious radar,” change can occur inductively. This avoids any conscious resistance to being told what to do, allowing the listener to own the solution as her own.



THE KEY TO EFFECTIVE EMBEDDED COMMANDS

These are best delivered in a three part sentence.

- The first two parts give the means of doing something.
- The third part tells the person exactly what you want them to do.
- The third part should be delivered lower and louder.

E.g. “I’m wondering if you can stand up, walk over there and **close the door.**”

Set the message apart from the rest of the sentence by Analogical Marking—say it LOWER, SLOWER, and maybe even LOUDER, while keeping it subtle enough that it slips in on an unconscious level.

STEPS TO DELIVERING EMBEDDED COMMANDS

- 1) Choose message that would offer the most resourceful alternative behaviour, state or course of action based on individual’s current stated problem.
- 2) Create statement or question which will cause listener to consider this positive suggestion either consciously or unconsciously.
- 3) Associate them back into “the problem.”
- 4) Deliver the suggested resolution
 - Use two steps to tell them how to do it.
 - The last step tell them what to do
 - Deliver the last step lower, slower and louder—as a direct command.
- 5) Calibrate response.



INDUCTIVE AND DEDUCTIVE LANGUAGE

DEDUCTIVE

Big picture to details
Reduces possibilities
Uses logic to deduce remaining options
Moves in the direction of eliminating choices

EXAMPLE

“Since I’m not good at learning, I won’t be good at learning this.”
“Once I understand French culture, I may understand Jean-Luc’s attitude.”

INDUCTIVE

Details to big picture.
Increases possibilities
Induces expansion
Moves outward toward unlimited options

EXAMPLE

“If I can understand this, I can understand ANYTHING!”
“If I can find money for this training, I can find resources for anything I want.”



THE CLARITY MODEL

FOR PRECISION COMMUNICATION

PATTERN**RESPONSE****DISTORTIONS**

1. Mind Reading Claiming to know someone's internal state. <i>"He's upset with me."</i>	"How do you know he's upset with you?"
2. Lost Performative Value judgements where the person doing the judging is left out. <i>"Not speaking up is bad."</i>	Who says it's bad? According to whom? How do you know it's bad?
3. Cause-Effect Where cause is wrongly put outside the self. <i>"He makes me mad."</i>	How does what he's doing cause you to choose to feel mad? How Specifically?
4. Complex Equivalence Where two experiences are interpreted as being synonymous. <i>"He comes home late. He's irresponsible."</i>	How does coming home late mean that he's irresponsible? Has anyone ever been late, yet still responsible?
5. Presuppositions <i>"If my husband knew how lonely I get, he wouldn't do that."</i> There are 3 Presuppositions in this sentence: a) I am lonely b) My husband acts in some way. c) My husband doesn't know I get lonely.	a) How do you choose to feel lonely? b) How is he reacting? c) How do you know he doesn't know?"

GENERALIZATIONS

6. Universal Quantifiers Universal Generalizations such as all, every, never, no one, everyone, etc. <i>"I always get it wrong."</i>	Find Counter Examples "Always? What would happen if you didn't get it wrong?"
7. Modal Operators a) of Necessity As in should, shouldn't, must, must not, have to, need to, it is necessary. <i>"You have to listen."</i> b) of Possibility or Impossibility As in can/can't, will/won't, may/may not, possible/impossible <i>"I can't move yet."</i>	a) What would happen if you did? What would happen if you didn't? Also Or? b) What prevents you? What would happen if you did?"

DELETIONS

8. Nominalizations Process words which have been frozen in time, making them nouns. <i>"Our relationship does not work."</i>	"What specifically isn't working about the way you are relating? How would you like to relate?"
9. Unspecified Verbs <i>"She just gave up."</i>	How, specifically? On what specifically?
10. a) Simple Deletions <i>"I am bored."</i> b) Lack of Referential Index Fails to specify a person or thing. <i>"They don't understand me."</i> c) Comparative Deletions As in good, better, best, worst, more, less, most, least <i>"I want a better husband."</i>	a) With what/whom? b) Who, specifically, doesn't understand you? c) Better than whom? Better at what? Compared to whom, what?"



HYPNOTIC LANGUAGE PATTERNS

1. **MIND READ** Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the info.
“I know you are thinking certain things...”
2. **LOST PERFORMATIVE** Value judgments where the performer of the value judgment is left out.
“And it’s a good to think those things you’re thinking...”
3. **CAUSE AND EFFECT** Where it is implied that one thing causes another. Implied Causatives include:
C “makes” E “...makes me feel...”; “If... then...”; “As... then...”; “...because”
“Because it’s those thoughts that you are thinking that are leading you to new insights and understandings...”
4. **COMPLEX EQUIVALENCE** Equating two things so that their meanings seem synonymous.
“And the fact that you’ll be coming to new understanding means that you can take your life in a new and powerful direction.”
5. **PRESUPPOSITION** The linguistic equivalent of assumptions.
“...and you can feel even more confident of the shifts you’re making...”
6. **UNIVERSAL QUANTIFIER** A set of words having a universal generalization and no referential index.
“And every shift that you make at the unconscious level now...”
7. **MODAL OPERATOR (MOPs)** Words which imply possibility or necessity, and which form our rules in life.
“...can allow you to choose to do what you know at some level you really must...”
8. **NOMINALIZATION** Process words which has been frozen in time by making them into nouns.
“...deepen your relationship with your unconscious...”
9. **UNSPECIFIED VERB** Lack of specific action indicated.
“And you can...”; “And you are...”



10. TAG QUESTIONS Questions tagged onto the end of a statement to elicit response.

“...are you not?” “...haven’t you been?”

11. LACK OF REFERENTIAL INDEX A phrase which does not pick out a specific portion of the listener’s experience; does not indicate to whom or what it refers.

“...and one can attain the deepest depths of trance by simply taking a deep breath...”

12. COMPARATIVE DELETION Where the comparison is made and it is not specified as to what or whom it was made

“That’s the best way to do it.”; “And it’s more or less the right thing to continue drifting as you are now...”

13. PACE CURRENT EXPERIENCE Where client’s experience (verifiable, external) is described in a way which is undeniable

“Because, think about it...you’re sitting where you’re sitting, listening to the sound of my voice and thinking those thoughts that you’re thinking.”

14. DOUBLE BIND When only two options are presented assuming one or the other will occur

“And I don’t know if that will cause you to make new connections immediately or if the connections will be made as you...just continue to relax...”

15. CONVERSATIONAL POSTULATE A question that allows you to choose to respond or not and avoids authoritarianism

“Does that feel like something...you can enjoy doing?”; “Can you take another deep breath?...and as you do...”

16. EXTENDED QUOTE Draws the listener so far away from the original speaker’s point-of-view they can no longer track perspective; disengages linear logical thought process

“I am reminded of a time I had a conversation with a dear friend who told me that he had spoken with a child whose father had given him the message that, ‘you can do, be, have and create anything you desire in life.’”

17. SELECTIONAL RESTRICTION VIOLATION Statements ascribing technically or literally incorrect attributes to something:

“And as your chair beckons you to sink even deeper into it...”



18. AMBIGUITY

- a) Phonological – Using two words that sound similar

“Consider that you are here and can hear what I’m saying...”

- b) Syntactic – Where sentences which may be reasonably interpreted in more than one way, or interpreted to mean more than one thing due to the location of the words in sentences.

“And speaking to you as one who knows...”

- c) Scope – Where one word in the sentence can apply to more than one part of the sentence.

“How easy it can be to relax and speak when you are in a deep trance...”

- d) Punctuation – The meaning of the sentence changes based on punctuation or lack thereof

“I want you to tell me, only the things you want to tell me everything you can speak as freely as you like...”

19. UTILIZATION Utilize all that happens or is said

Client says: “I don’t feel like I can change.”

Response: **“That’s right, you don’t feel like you can...change consciously...but it’s your unconscious where you really change now...isn’t it?”**

WEAVING TRANCE THROUGH LANGUAGE

“I know you are thinking certain things...and it’s a good thing to think those things you’re thinking...because it’s those thoughts that you’re thinking that are the first steps to leading you to new insights and understandings...and the fact that you’ll be coming to new understandings means that you can take your life in a new and powerful direction...and you can feel even more confident of the shifts you’re making...and every shift that you make...at the unconscious level now...can allow you to choose to do what you know at some level you really must...deepen the relationship with your unconscious now...and you can...and you are...are you not? Going even deeper, haven’t you been? And one can attain the deepest depths of trance by simply taking a deep breath...that’s right...and that’s the best way to do it, and it’s more or less the right thing to continue drifting as you are now...because, think about it, you’re sitting where you’re sitting, listening to the sound of my voice, and thinking those thoughts that you’re thinking...and I don’t know if that will cause you to make new connections immediately or if the connections will be made as you just continue to relax...does that feel like something you can enjoy doing? Can you take another deep breath? And as you do...I’m reminded of a time I had a conversation with a dear friend who told me that he had spoken with a child whose father had given him the message that, ‘you can be, do, have and create anything you desire in life,’ and as your chair beckons you to sink even deeper into it...consider that you’re here and can hear what I’m saying and speaking to you as one who knows how easy it can be to relax and speak when you’re in a deep trance...I want you to tell me only the things you want to tell me everything you can speak as freely as you like...”



HYPNOTIC LANGUAGE PATTERN EXAMPLES

MIND READ

ADD YOUR OWN:

**"I know what you're thinking...
You're sitting there wondering...
As you say to yourself...
With each breath you're feeling more relaxed...
And I know that appeals to you...
With each breath you are more aware of...
I know you may be thinking...
As you now know...
And I know you can...
I'm sure that you always knew that...
I know you believe...
As those changes occur now on an unconscious level...
As you are beginning to understand...
I know that you also see...
I realise you are making those connections...
While you sit there going deeper each moment...
Now seeing all those things you're seeing and
Getting those positive learnings...
I can see you are confused...
I know you once believed all those things about yourself...
I can tell you're wondering how you could possibly
Learn so much information so fast...
As you sit there enjoying the sound of Chris' voice...
As you continue to go deeper with each word I speak...
I know that you know...
I can tell you get this...
I'm sure you feel...
I bet that you are letting go of those limiting beliefs now...
And your confidence in your ability grows each passing day...
You probably recognize...
As it all becomes crystal clear to you in this moment...
All the change has taken place so that you will find yourself
feeling and behaving differently..."**



LOST PERFORMATIVE

ADD YOUR OWN:

“It’s a good thing to wonder...

As those learnings are preserved on the unconscious level...

It’s good to be here learning...

And change happens...

It’s great that new understanding is always possible...

This is possible for everyone.

One doesn’t have to think that.

Being open-minded is good.

It is important when there is communication...

That’s right.

It’s all good.

We know that.

It doesn’t serve anyone to judge.

It will all work out.

What we know is good for us.

It’s best.

You got what you need.

No one can say otherwise.

It’s better to express than to repress.

It all happens for a purpose.

It’s a perfect opportunity.

This is the right time.

And you know.

Everyone does this.

That’s right...”



CAUSE AND EFFECT

ADD YOUR OWN:

**“If you stay the whole time, then you will learn this.
Because you came, you will get exactly what you need to get.
When you decide to change, then you begin the process.
You will know what I mean when I finish the story.
As you listen to my voice, you will find yourself in trance.
The decisions you make determine your destiny.
Your breathing is now causing you to go deeper.
The fact that you understand will make you feel more confident.
With each sound you hear it becomes easier to relax.
If you want it enough, you will find the resources to make it happen.
Don't swallow now unless you want to totally relax.
When you preserve those positive learnings, then
it will cease to be an issue in your life.
You are ready to change because you came here.
Because the unconscious mind wants to preserve the body,
it will tell you what you need to know.
You can trust your first reponse because your unconscious
knows what it needs.
When it gives you the learnings, then you will be
ready to release that issue.
Remembering that event now will make it
easier to leave it in the past.
As you see the opportunity it gave you, you can
be grateful for the growth it caused.
You did those behaviours because of the meaning you gave it.
Now you can let it go because you are seeing a different meaning.
When you make that choice, then you will be ready to live differently.
Your life will automatically shift because you made a new choice.
Your experience of reality is a direct result of your beliefs.
As you change your beliefs, you become available to more possibilities.
Your whole life will change when you let yourself relax.
As soon as you hear me count you back up, you will
feel more powerful and totally confident.”**



COMPLEX EQUIVALENCE

ADD YOUR OWN:

**“The fact that you are here means that you are
ready to make these changes now.
You’re telling me what you want, so I know it’s time.
Sitting in that chair, you will go into trance more easily.
You’re breathing deeper, so you’re going even deeper into trance.
The way your body is relaxed tells me you’re unconscious.
If it rises to your conscious mind that just means that
you are able to release it.
That person got some positive learnings, which means
you are a great leader.
You get this so your managing skills will dramatically improve.
Your ability to communicate makes you a perfect job candidate.
As you master these skills, your relationships get easier.
Living your dreams is fulfilling your destiny.
Because you are expressing your desires, this means that
you are closer to achieving them.
You have persistence. You can accomplish anything.
You can be successful. It’s who you already are.
Having gotten this far means you can go all the way.
Your business is prospering because you practice these principles.
You listen well, which makes you a good leader.
I see the change in you. You are happier.
Change is happening on an unconscious level,
therefore your reality is changing too.
I have studied with Chris Howard, which makes me
the most qualified performance consultant for your company.”**



PRESUPPOSITIONS

ADD YOUR OWN:

**“When you return tomorrow, you will go right into trance.
It will be easier than it’s ever been to relax.
You are already in such a deep state of relaxation now,
you can make all those connections you need to make.
And you will go deeper than you already are right now.
You are the most relaxed you have ever been.
After you complete the certification program, you will find
yourself able to speak to others in a way that gets results.
Since you are more confident now having successfully
completed the program, you will make a powerful leader.
As you find yourself more and more successful at what you do,
you will realise you had this ability all along.
You have the ability now to be the
Seeing that picture now of your ultimate fulfilment,
you look back and see all the steps you need to take to get there,
and you say to yourself, ‘I can do this easily. I always could.’
Now that you have made the choice to create your life
the way you want it, it feels so good to know what’s possible.
You feel more alive and excited about the possibilities.
You know you can get over any obstacle that arises.
As you imagine yourself completing this course,
and going out and achieving all those goals you’ve put in your
future, you can feel even more confident than you are now.
You will be amazed at how much you will learn
in just a few days.
A sense of power is growing within you that lets you know,
when you get home, you will see things differently.
You are already thinking and behaving in new ways.
And it feels great!”**

**UNIVERSAL QUANTIFIERS****ADD YOUR OWN:**

**“It’s all good.
Everybody knows...
Every sound you hear relaxes you.
You can relax anytime.
One never needs to worry.
Whenever you hear the sound of my voice,
you always go deeper.
Nobody can ever know everything there is to know.
One always knows all they need to know in the moment.
Everyone can use their imagination.
We do this all the time.
No one is an island.
We are all one with the universe.
Every star in the sky is made of the same substance
every person is.
Everything is created by thought.
Anything’s possible.
Think of every thought you’ve ever had.
All the things to learn...
Every time you imagine the future,
it always manifests somehow.
Life is always creating all the time.
Every moment is an opportunity for growth.
You always know what’s right for you.
Once anybody goes beyond their boundary conditions.
the mind can never go back to its original size.
Everybody has experienced this.
All the feelings there are to feel...
With everything happening in the world...
You can always trust your unconscious.
Life is beautiful.
Everything means nothing and everything all at once.”**



MODAL OPERATORS (OF POSSIBILITY OR NECESSITY)

ADD YOUR OWN:

**“You should care. It’s your life.
One must realise the power to create you have.
You have to see that.
You can do this now.
You could change in an instant.
It’s possible.
You may realise how easy this change can occur.
You need to want that change now.
And you can want to...
You shouldn’t hesitate anymore.
You must not care what others say.
One has to put the past in the past.
You have to move forward.
And you will...
It’s impossible to move backwards or stay still.
You’ll find you won’t want to hold on to those limiting beliefs.
You may find yourself changing easily.
You may not even remember what the problem was.
You have to focus on what you want.
It’s possible to be, do and have anything.
You could start your own business.
You can lose weight easily.
One might even become an overnight success.
It’s impossible not to learn in this course.
You could discover you already know it as I speak it...
or you may find the skills just come to you when you get home.
In any case, you can begin to get the understandings now.
You will notice how powerful you are.
You should see that clearly right now.”**



NOMINALIZATIONS

ADD YOUR OWN:

“Neurological Repatterning is a set of self-development tools and technologies.
It is part of the history of accelerated human transformation.
Its practice is both a science and an art form.
Its based on the principles of the power of choice and perception of reality.
Trust in the process. It’s an experience of transformation.
Have awareness of feelings and thoughts.
You will get all the learnings.
Trance is a state of relaxation, connection and knowingness.
Rapport is a state of trust and responsiveness.
Both are the manifestation of the creation of congruence.
Having leadership qualities depends on these skills.
This course provides all of those abilities.
Passing the test is the fulfilment of the requirements.
The word nominalization itself is a nominalization.
Your demonstration of this new knowledge shows in your communication.
The understanding of this information comes in the form of better relationships.
As your unconscious mind gets in alignment with your conscious thoughts, results appear in every area of life.
Life is a process. The means is more important than the end.
Love is a big part.
One must have respect and appreciation for its importance to our growth and fulfilment.
Your contribution is of great significance to world peace.
Truth is truth.
It’s time to walk the talk.
With power comes great responsibility.
This is a revelation of consciousness.”



**UNSPECIFIED PREDICATE
(UNSPECIFIED VERB)**

ADD YOUR OWN:

**“As you are letting yourself go deeper
and change is taking place
I wonder if you could go inside and ask what the learnings
are that would cause the greatest amount of change now
and growth as you continue to breathe more deeply and feel
yourself letting go of anything that might be holding you back
from all that you desire in life, in relationships, career...
so you may discover deep down how much you know
and how as you remember what you need to remember
you see what you’re ready to understand and
just where this might be going and how easily
you can be changing even now as I speak to your unconscious
and you think about all that’s possible...
or find yourself just sinking deeper into trance so that
whatever needs to resolve itself does so,
even without you having conscious awareness of the change
having occurred ...as you take a deep breath and begin
now to simply enjoy floating down and letting go
and going back to the place where you remember
who you really are and as my voice just rises and falls,
rises and falls, so does our breathing together
slowing down, down... down...until you are so relaxed
making your way to the understanding,
understanding now just what it is you came to find out,
to discover about your life, moving forward in the most
powerful way possible...”**



TAG QUESTIONS

ADD YOUR OWN:

**“...don’t you?
...aren’t you?
...isn’t it?
...won’t you now?
...can’t you?
...don’t you think?
...haven’t you already?
...isn’t that right?
...and you can, can you not?
...aren’t they?
...you see?
...couldn’t you?
...wouldn’t it?
...don’t we?
...didn’t you?
...isn’t that true?”**



LACK OF REFERENTIAL INDEX

ADD YOUR OWN:

“You have and you know that.

One can.

You will.

It's already taken place.

All those things taking you deeper.

That's what brings relaxation.

One can easily get the picture and understand...

And it's the way things work for your growth.

You may not realise it now...

It puts us through changes.

One may think this is challenging.

The whole thing can be easy.

There are experiences that make people stronger...

Having what it takes, one can get over anything.

You know the feeling.

When you experience that...

Inside everything is different.

That helps.

Gaining insights...

By simply taking a deep breath.

You can just let it all go now.

It's all true.

See it all more clearly.

It makes sense.

So they say.”



COMPARATIVE DELETIONS

ADD YOUR OWN:

**“It’s better not to relax immediately.
Even more relaxed.
You will enjoy it more.
As you go deeper and deeper...
It’s more or less the right thing to do right now.
But that’s neither here nor there.
You’re the best.
Sooner or later you will come to realise...
When it’s the highest value, it will show up even more.
The worst time.
A better manager
This program is the greatest.
I learned more everyday.
He communicates more.
That’s better.
Things happen now and then that make us feel worse.
Just when you thought it can’t get any better...
You’re doing much better.
You can always do better.
The highest achievement
Feeling lower than low there’s only higher to go.”**



PACING CURRENT EXPERIENCE

ADD YOUR OWN:

“As you hear my voice...

**And you see me standing up here before you and
you are sitting there thinking those thoughts you're thinking...**

As you look at me now...

Each time you blink...

**As you become aware of the sound of my voice
and feel the sensation of your own breath moving in and out
you notice every once in awhile a random thought
going through your mind, and each time this happens...**

As you look around...

**Noticing now the humming of the air conditioner...
and becoming aware of the weight of the notebook
in your lap and the solidity of the floor beneath your feet
you can sense the warmth of the person sitting next to you
and the rhythm of your own heart...**

As you gaze into the eyes of the person next to you...

Hearing the traffic go by...

Feeling your muscles relaxing...

**As your eyelids begin to fall...
your breathing is getting deeper...**

**Perhaps you can even feel your own breath from your nose
on your skin, or the hair tickling your forehead slightly...
and the sensation of the couch beneath you...
becoming aware of each place it comes in contact with your body,
your back, the backs of your legs, your heels, your shoulders,
arms, hands and head. And notice the weight of your head
sinking into the cushion now...**

as you listen to the sound of my voice going deeper and deeper...”



DOUBLE BINDS

ADD YOUR OWN:

“Shall we begin now or in a minute?

Before you fall asleep or as soon as you wake up...

Right now or over the course of the week you’ll learn...

Either today or when you get home, you will realise...

Tonight you will either dream or not, but you will know...

Do you want to meet next week or in two weeks?

Take all the time you need to finish in the next ten minutes.

**I can either get this by listening now or
when you’re practicing it with your partner.**

Do you want to make that change now or after class?

**Are you going to let go of that limiting belief or just have
it disappear entirely?**

I’ll see you when you walk out of this room or later in the hall.

**Shall we set up that appointment now or when you want
to get results in your life?**

Let’s make it for either 11:45 or quarter till twelve.

**You will begin to either notice you’re going into a deep trance,
or your whole body will get more and more relaxed.**

Did you prefer to get rid of that pain today or tomorrow?

**You could get the learnings now or they will just become clear
to you as you think about it now.**

**This will all make sense as you drive home tonight either on a
conscious level or unconsciously first and then consciously.”**



CONVERSATIONAL POSTULATES

ADD YOUR OWN:

**“Would you mind opening the door?
Can you reach the lights?
Wouldn't you like to just drift into that peaceful place?
Will you just picture this?
Would it be alright to get these learnings now?
Is it possible to release old beliefs about yourself?
Could you imagine being that successful?
Are you excited about signing the lease today?
Does this sound like something you could do?
Would you be willing to make this change today?
Can you pass that over here?
Are you in a position to look this proposal over?
Is it okay for us to move forward now?
Can you remember to practice this tonight?
Is it possible to look over this investment once more?
Could you consider my offer for one minute?
Wouldn't it be wonderful if it did work?
Can't you see how great that would feel?
Would you be able to go with me to see the place?
Doesn't it feel great when you take action on your goals?
Isn't it empowering to realise you can do, be and have
anything you want?”**



EXTENDED QUOTES

ADD YOUR OWN:

“Last night as I was driving home I remembered my friend Michael telling me about this old man he met while he was traveling in South America who told him that their tribal elder used to tell this story to all the children in the village right about this same time of year. And they would all gather around kind of like we are now in a circle and he would say...

I was talking to my business partner Bob the other day and he mentioned this article he read in which Martin Luther King Jr. was quoted as saying...

On my way to class I happened to run into Kerry who told me she overheard a conversation amongst the participants in which they were sharing all that they had been learning, and one of them said the most profound thing, she said...the moment change occurs is always now.”



SELECTIONAL RESTRICTION VIOLATION

ADD YOUR OWN:

**“The walls are listening and even they are relaxing now.
Your couch wants to support you. Each cushion wants to
do its job to make you more comfortable.
These tissues will be hurt if you don’t let go of negative emotions.
Your car knows the way.
The clock can tell you exactly when it’s ready to change.
The door doesn’t like to be kicked, but these pillows don’t mind.
So if only your diary knew, what would it tell you?
Sometimes chocolate just leaps out at you, cookies jump
into your cart, chips beg to be bought just one more time.
Do trees cry when they let go of their leaves to change seasons?
The flowers are happy to take the time to regenerate and
take care of themselves so they can be radiantly healthy.
Your wallet feels drained.
Have your pen make the decision and see what it thinks.
Your actions speak volumes.
I bet your house is tired of all the complaining and wishes
you would get on with your life. You know the doors
aren’t sorry he left the way he used to slam them.
Money makes a great companion.”**



AMBIGUITIES

ADD YOUR OWN:

PHONOLOGICAL AMBIGUITIES

“You’re unconscious now as your unconscious tells you...

I hear you’re here

bare/bear

Their values are there.

I read the red eyes as a sign of letting go of sadness.

I wonder who won that one time once.

If she’s your lover, do you love her?

No wonder you know so much.

It’s time right now to write

I got my cravat in Thailand...it’s a Thai tie.”

SYNTACTIC AMBIGUITIES

“shooting stars

leading leaders

running water

walking dogs”

SCOPE AMBIGUITIES

“Deep breathing and trance

Famous artists and writers

Some men and children

Easy assignments and tests”

PUNCTUATION AMBIGUITIES

“The panda bear eats shoots and leaves.

I was searching for my tie into this thought.

They went over the bridge that gap.

Let me hold your hand me that pen.



UTILIZATION

ADD YOUR OWN:

STATEMENT "I can't be managed."

RESPONSE "That's right. You can't be managed yet."

STATEMENT "I don't know."

RESPONSE "It's true, you don't you know."

STATEMENT "I'm not convinced."

RESPONSE "Yes, because you haven't asked the one question
you are looking for to be convinced."



PRESUPPOSING SOLUTIONS USING LINGUISTIC PRESUPPOSITIONS

In RESULTS level training, participants learned to detect Linguistic Presuppositions in speech—the assumptions hidden within someone's language that reveal their unique Model of the World, beliefs, etc. At the Master level, students utilize these same 10 presuppositions to resolve issues at deeper levels of communication. Presupposing Solutions enables one to speak directly to the real issue behind the stated problem, and turn it into its own solution.

The following are some examples of how each Linguistic Presupposition can be utilized to create solutions within the listener's mind and body:

1. **Existence** - Question the existence of the stated problem; Add "not" to the presupposition; Challenge the evidence; Cause them to re-check how they know what they say is even true

STATEMENT "I have a real issue with that guy."

RESPONSE "When are you sure it's not there?"

OR "How will you know when you do not have any issue?"

2. **Possibility/Necessity** – Turn a Modal Operator of Necessity into one of possibility by offering the option they: "can do...NOT doing" the problem

STATEMENT "I can't stop calling him."

RESPONSE "How can you NOT STOP CALLING him now?"

3. **Cause/Effect** – Switch reference point, chunk up on the effect, add "not" to the assumed cause

STATEMENT "My manager doesn't understand me."

RESPONSE "What is it that you don't totally understand in yourself that causes you to think that?"

4. **Complex Equivalence** – Create the opposite equivalence, switch the reference

STATEMENT "She never tells me I did a good job, which means she probably thinks I don't work hard enough."

RESPONSE "How many projects will you have to finish so she knows you work hard enough?"

5. **Awareness** - Pace the presupposition; Alter the reference point; Maybe add "not"

STATEMENT "I didn't realise that frustrates you."

RESPONSE "What you didn't realise was that you were communicating your frustration."

RESPONSE "I didn't realise how frustrated you were."



6. **Time** – Question “when” this became “true” for them, or if it’s “always” true

STATEMENT “I’m always afraid to speak in front of people.”

RESPONSE “When did you decide that?”

OR “Is there ever a time when you are excited to speak in front of people?”

7. **Adverb/Adjective** – Use same behaviour; Change the context and meaning

STATEMENT “I am the biggest procrastinator when it comes to completing projects.”

RESPONSE “So you know exactly how long to wait until the best time to complete projects?”

8. **Exclusive OR** – Mind Read a chunked up shared value of exclusive options

STATEMENT “I can’t decide if I should take Platform Skills training or go home.”

RESPONSE “So if you don’t do what you want, how will you learn what you need to learn?”

OR STATEMENT “I can’t decide whether I should stay in the relationship or not.”

RESPONSE “If you’re not free to do what you want, how can you ever relate to anyone?”

9. **Sequence** – Reverse or scramble temporal element, the order of their strategy, how they are currently doing their “problem”

STATEMENT “I need to perfect these skills before I can take the Platform Skills training.”

RESPONSE “So why not perfect these skills while you take it?”



PRESUPPOSE SOLUTIONS

- 1) Identify the real problem in a nutshell statement by asking,

“How is that a problem for you now?”
- 2) Send person away
- 3) Identify the major presuppositions within their stated problem.
- 4) Structure two questions that:
 - a) takes into account the major underlying presupposition, AND
 - b) open them up to new possibilities
- 5) Re-associate them to the problem by restating problem.
- 6) Ask the question and calibrate the response.



BREAK THROUGH BOUNDARIES

When someone defines a problem, he or she has clearly demarcated the boundary conditions of his or her thinking. To question the very existence of the problem necessarily moves one's mind beyond those limiting boundaries. Again, the effectiveness of this technique is based in the loosening of temporal and spatial models, the most basic presuppositions of existence, where "problems" are stored and encoded.

This is a fun linguistic process because the person will be sent into "the void" whilst trying to make sense of the questions. Their mind will be creating new neurological pathways in an attempt to grasp the nature of the question. It is possible to do all of these quantum linguistics patterns content free. Simply ask the person to fully consider each question, and then give a head nod when they have considered it.

- 1) Ask the individual to fully consider the presenting problem.

"I'm going to ask you a series of questions about this problem. I don't necessarily need answers, just fully consider each question, and give me a head nod when you've considered it."

- 2) "What is the problem?" (nod)
- 3) "What is it not?" (nod)
- 4) "How do you know? (what it is not)" (nod)
- 5) "What were you pretending to not know in order to have thought that you had that problem?"



TIME SCRAMBLE

The following are examples of temporal language, which can be used to incite internal change at any time deemed appropriate. The Time Scramblers are best utilized when scrambling awareness of time in the listener's head which will cause them to:

- Interrupt a habitual thought pattern
- Dissociate from an issue
- Imagine a new positive I/R
- Encode and store the problem differently i.e.) within their spatial awareness so that it will cease to be perceived as “a problem”
- Experience their own power to change in the present moment
i.e.) Put them at Cause

“That was a terrible problem, wasn't it?”

“That's why you've made changes, haven't you?...”

“Now as you just stop and step out into the future, and turn and look back toward now seeing yourself having made that change now. Do you like the way you look having made that change now?”



CONVERSATIONAL DECISION DESTROYER

This is best used when someone has clearly decided something, but may or may not be consciously aware that it is a limiting decision. The sequence of the questioning presupposes that the person is at the cause side of the equation, so make sure rapport has been established. This way, they will be receptive to their awareness of their own limiting choice, rather than abreacting to your presupposition.

STEPS TO A CONVERSATIONAL DECISION DESTROYER

1) Pace the problem by getting them to restate the decision.

2) Associate them back into it by asking,

“Where were you when you were deciding that?”

3) Create temporal shift and dissociate from problem by asking,

“...and just before that where were you?”

4) Create yet another temporal shift to pace and lead them to...

“Now...as you think about your present situation in life, notice how many options you have now.”

5) Future pace

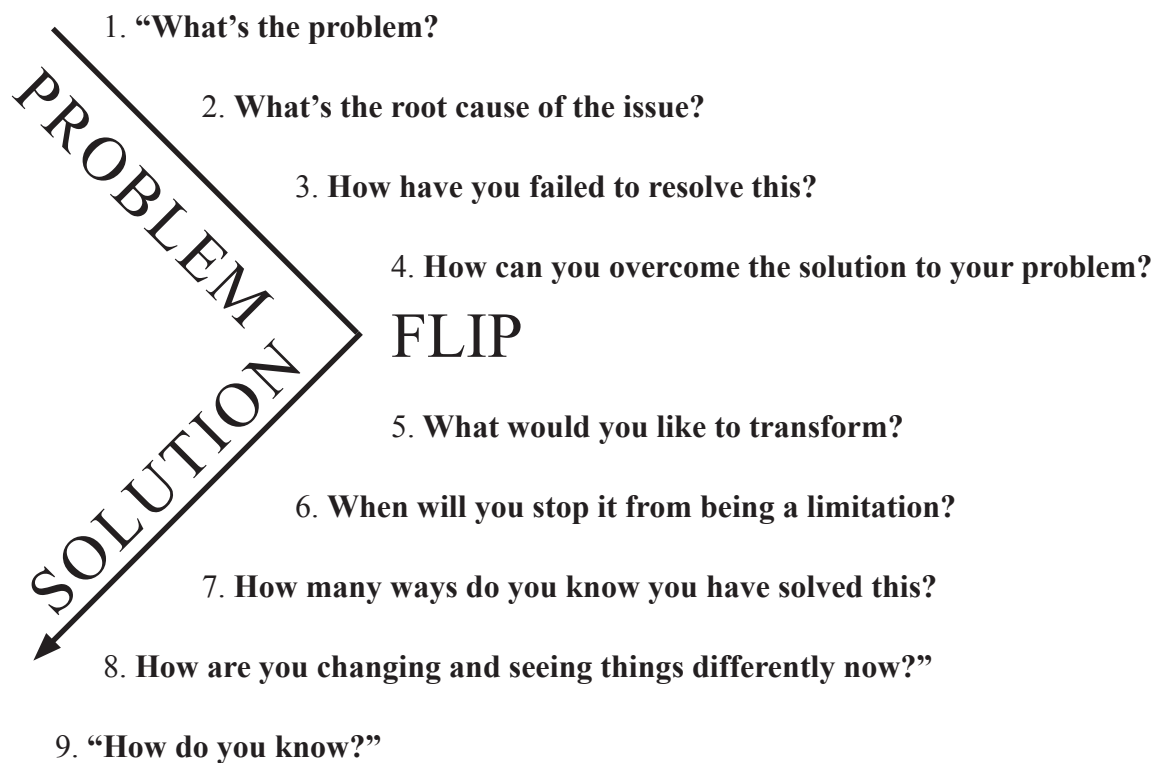
“Step out to some indefinite time in the future where in the past that old problem might have hindered you or held you back, and notice what new resources you have now.”



SOLUTION MODEL

Directionalized Questions to Move from Problem to Solution

START





SPATIAL SCRAMBLE

- 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 deciding then?”**
- 6) **“How is it different from how you were?”**
- 7) **“How do you know that now?”**
- 8) **“What other changes would you like to make?”**



IDENTITY EXPANSION PATTERN

The presupposition behind this process is that any identification is a false identification, because any thought you have puts boundary conditions on the unlimited boundlessness that is you. So no matter what you think you are, you are always more than that.

This technique is most useful when someone has made a Complex Equivalence statement that indicates a false identification. It is best for statements that involve, "I am...;

i.e.) **"I am** poor with finances," **"I am** a bad mother," OR **"I am** a shy person so I can't..."

As an inquiry, this line of questions necessitates the individual chunk up on who he or she is, and expand his or her thinking to search for possibilities of more. Thus, it moves focus beyond usual definitions of self to greater levels of identity.

- 1) Associate them into current identity pattern by having them restate the false identification.
- 2) Feed back their words to pace their awareness of identity.

"So you say that you are _____"

- 3) Challenge the false identification:

"Is that all you think you are?"
Calibrate for a physiological shift.

- 4) **"Aren't you more than that?"**
Wait for agreement.

- 5) **"What are you that's more than (previous identification)?"**
Get a response so you can feed each next level of identification back to them.

- 6) **"And beyond (last word they used), what are you? Is that all you are?
How much more are you than that? ...You do know you are more
than that, don't you?"**

- 7) **"How do you know?"**
Anchor this newly expanded identity to their reality strategy.

- 8) **"So what were you pretending to not know in order to have thought that you had that old
problem?"**

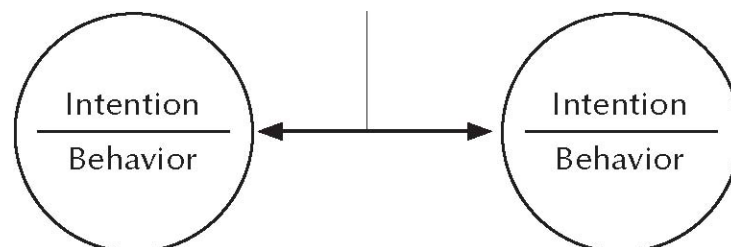


TRADITIONAL LINGUISTIC PARTS INTEGRATION

This has been used to integrate parts linguistically. The Behaviour Destroyer has largely replaced it.

STEPS TO INTEGRATING PARTS LINGUISTICALLY

- 1) Discover the function or behaviour of the problem part. (Part A)
“What is the behaviour of the problem part? What is it you don’t want to do?”
- 2) Discover the purpose or intention of the behaviour of the problem part (Part A).
“What is the highest positive intention of this behaviour?”
- 3) Preserve any learnings.
“What is there to learn from the behaviour?”
- 4) Discover the function or behaviour of the opposite of the problem part (Part B).
“What is the opposite of the problem part? What’s the behaviour of that part?”
- 5) Discover the purpose or intention of the behaviour of the opposite of the problem part (Part B).
“And what’s the highest intention of that part?”
- 6) Switch the purpose or intention of one part with the other.
Talk about the intention of Part A and talk about it as if it were the intention of Part B.
Link the behaviour of B with intention of A.
Continue to talk about intentions of both.
Scramble linguistically.
- 7) Test for Integration.



2.47



SECTION 3

VALUES

**“The significant problems we face cannot be solved at
the same level of thinking we were at that created them.”**
- Albert Einstein



VALUES

OUTCOME

Participants will gain in-depth understanding of how values shape and determine behaviour in a personal, business and societal context. They will learn how to recognize, elicit, align and change values for self, others and groups or organizations.

DEFINITION AND PURPOSE

Values constitute another set of Internal Filters that determines an individual's Model of the World, and therefore, their experience. A value is simply what is important to a person, what they value, or what has value for them in life, career, relationship, etc. A person can have a different set of values for each area of his or her life.

EXAMPLES

One business partner valuing "stability," the other "expansion"
Having a part of you that wants commitment and another part that wants autonomy
Compatibility in relationship due to shared values
What was important to you last year is not as important to you now
Some cultures pride themselves on wealth, others on community
Moving into a time when you value family more than traveling the world
Realizing that what the media says should be important to you...isn't.

APPLICATIONS OF VALUES

Be able to communicate with anyone within their value system
Change values that no longer serve the achievement of your goals
Define and align values within a company
Access those values that motivate and inspire forward movement in an employee or team member
Recognize what values are causing unwanted behaviours and results
Shift values to create alignment within a relationship, family or partnership
Cause others to gain awareness of what's driving them
Accept others with greater understanding of cultural values

THIS SECTION OF THE MANUAL TEACHES

- Three Types of Values Elicitation
- Values Prioritizing
- Shifting Values
- Discovering Values Conflicts
- Resolving Values Conflicts
- Shifting Values in the Hierarchy
- Values Discovery and Fulfilment for Couples
- Values Alignment Inside A Corporation



WORKING WITH VALUES

Values constitute another set of internal filters that determines an individual's model of the world, and therefore, their experience. A value is simply what is important to a person, what they value, or what has value for them in life, career, relationship, etc. A person can have a different set of values for each area of her life.

EXAMPLES OF VALUES

Adventure	Godliness	Power
Authority	Harmony	Precision
Authenticity	Health	Punctuality
Being active	Helping people	Purpose
Being in the Moment	Helping the environment	Quality
Being the Best	Home life	Recognition
Candor	Honesty	Respect
Charisma	Humor	Responsibility
Cleanliness	Integrity	Self-awareness
Communication	Intelligence	Self-expression
Country	Intimacy	Service
Creativity	Knowledge	Sexuality
Devotion	Leadership	Spirituality
Duty	Leisure	Stability
Efficiency	Living life to the fullest	Strength
Excellence	Love	Systems
Faith	Loyalty	Team playing
Fame	Making people laugh	Transformation
Family	Making people think	Travel
Fortune	Order	Truth
Forward thinking	Partnership	Walking the talk
Freedom	Passion	Wealth
Friendship	Peace	Winning
Fulfilment	Perfection	
Fun	Perseverance	

WORKING WITH VALUES

- Forward propulsion and increased energy toward personal goals when values are aligned
- Clarity about why people do what they do
- Strengthen a company vision, mission, purpose and action plan with shared values
- Greater leverage to manage a team effectively when individual value systems are recognized and utilized
- Increase motivation of leader, client and team by aligning values
- Acceptance or greater understanding of different choices and behaviours
i.e.) styles of management, differences within relationships, family, governments, etc.
- Bigger picture of evolution of values on societal levels
- Have choice over which values to prioritize and create at any time



FORMATION OF VALUES

Role modeling is something that humans do unconsciously from the time they are born. According to sociologist, Dr. Morris Massey, we each go through major developmental stages. Think of what was happening in your life during these periods, who you may have been modeling, what surroundings, education, group affiliations and Significant Emotional Events influenced you toward or away from certain values and Values Systems. Fill in any of the values you may have incorporated as your own during any of the following phases:

DEVELOPMENTAL PERIODS		
AGE	PERIOD	FORMATION OF VALUES (Family, Friends, Church or Religion, School, Geography (Demographics), Economics, Media and Significant Emotional Events (SEE))
0-7	Imprint Period	
7-14	Modeling Period	
14-21	Socialization Period	
21-35	Business Persona	



SOURCES OF VALUES

Family

Friends

Church or Religion

School

Geography & Demographics

Economics

Media

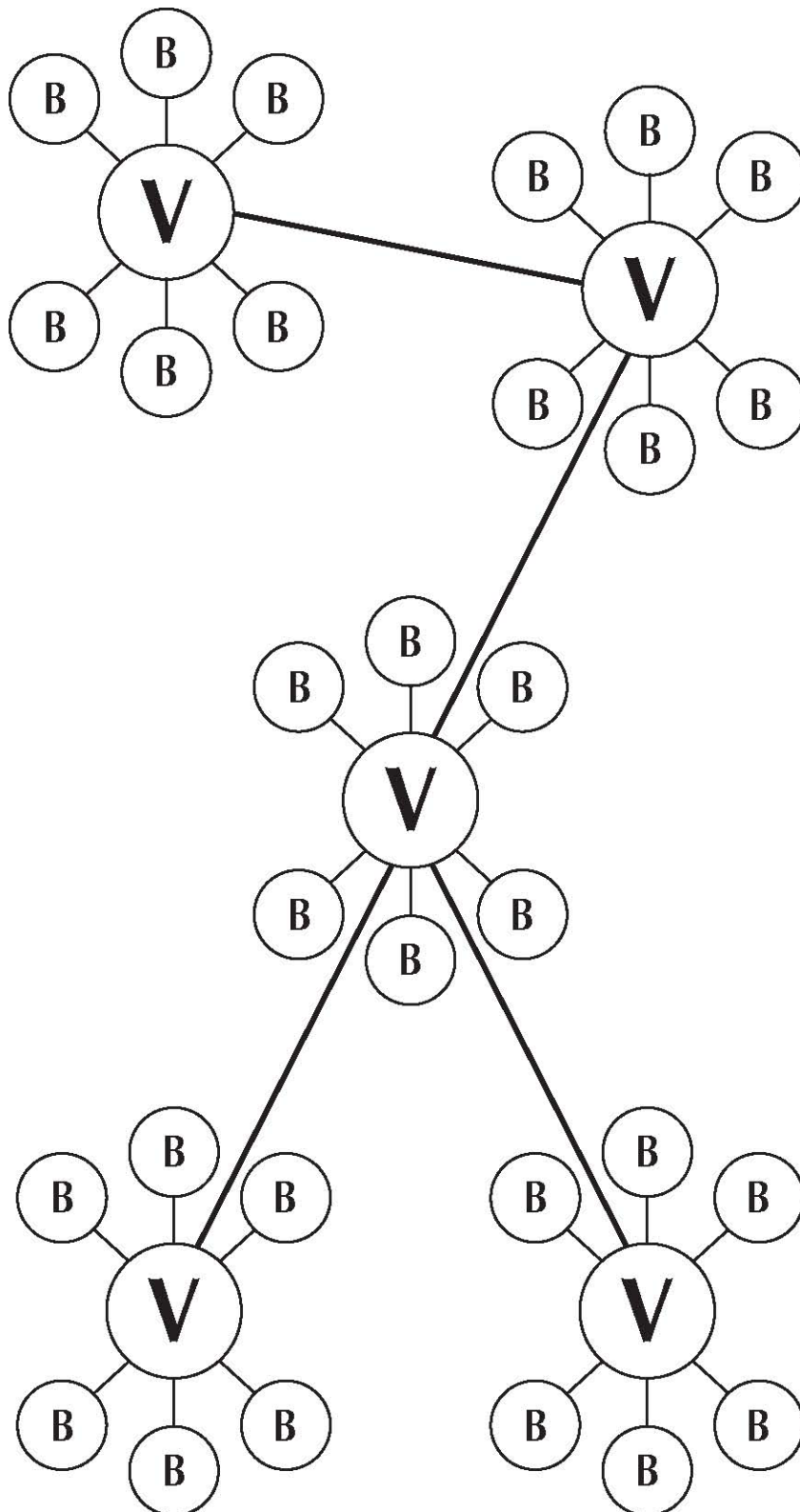


EVOLUTION OF VALUES

1. **SURVIVAL**
2. **TRIBAL**
3. **AGGRESSION AND POWER**
4. **HIERARCHY AND RULES**
5. **ACHIEVEMENT**
6. **GROUP AND CAUSE**
7. **SYSTEMIC RESULTS**
8. **GLOBAL INTERDEPENDENCE**



THE VALUE-BELIEF RELATIONSHIP





TRANSITIONING VALUES LEVELS

LET GO OF:

GET:

- | | | |
|---|---|--|
| 2: Insecurity & fear of being alone | → | Individual strength |
| 3: Fear of rejection &/or being dominated | → | Loyalty & patience |
| 4: Guilt and unworthiness | → | Self-reliance & personal ambition |
| 5: Feelings of inadequacy or not being enough | → | Love, acceptance & community |
| 6: Judgment, righteousness & control | → | Unique, individual self-expression |
| 7: Fear of instability or collapse of system | → | Commitment, oneness, underlying perfection |
| 8: Social expectations | → | Let go & be a leader |
| 9: Fear of sharing the power | → | Nothing outside |
| 10: Limitations | → | Infinite in all |
| 11: Sadness of nothing else out there | → | Joy of being all that there is |



VALUES CONFLICTS

SEQUENTIAL INCONGRUITY

Precision Re-Patterning or Expanded Awareness



SIMULTANEOUS INCONGRUITY

Parts Integration



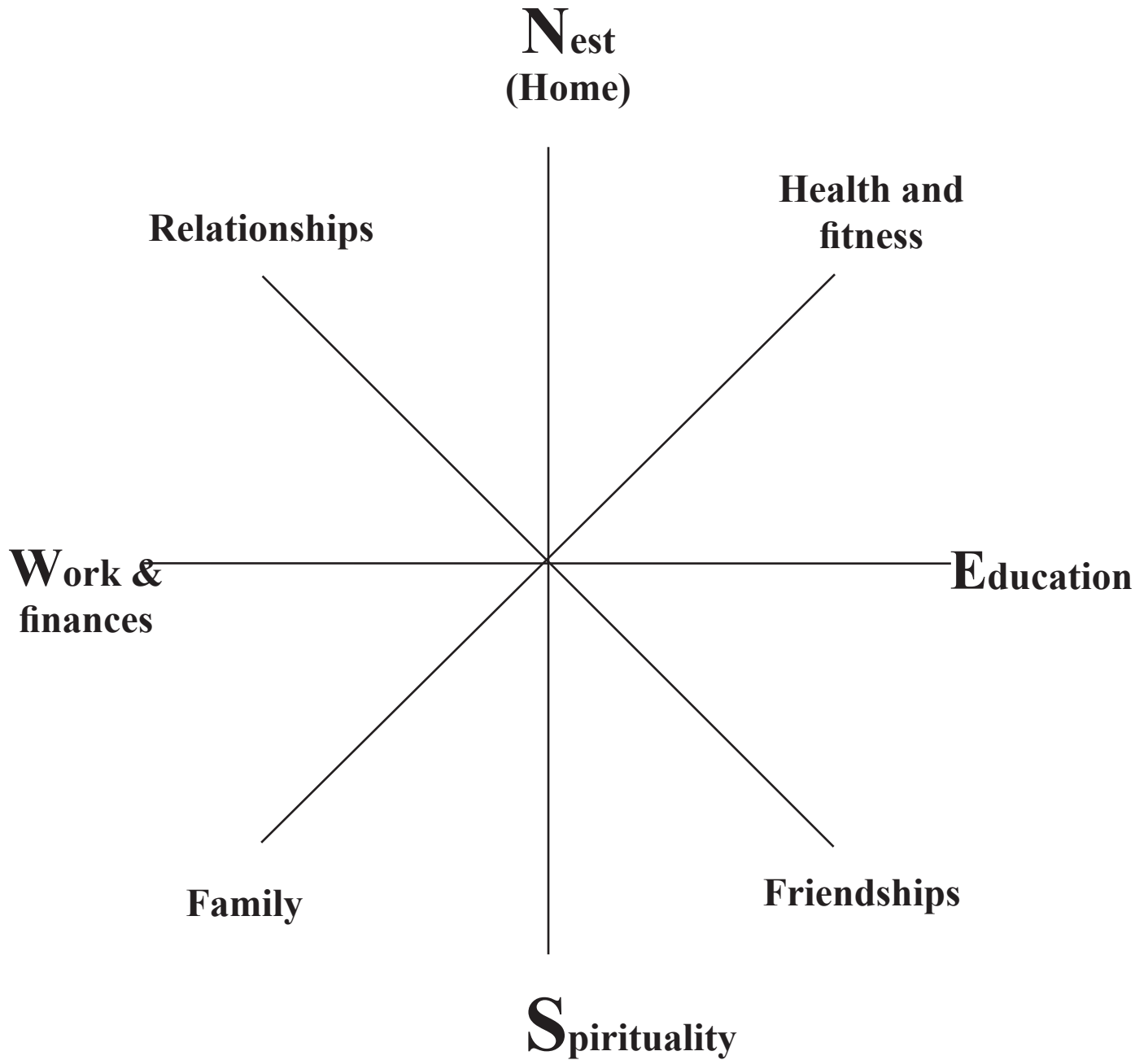
SIMULTANEOUS INCONGRUITY

Precision Re-Patterning or Expanded Awareness





VALUES COMPASS





VALUES ELICITATION

3 TYPES FOR RELATIONSHIP ALIGNMENT

OR PERFORMANCE ENHANCEMENT



THE KEYS TO A VALUES ELICITATION:

Values will be either single words or short phrases

Push team member/client beyond two blank spots to get the complete list

1. STANDARD VALUES ELICITATION

“What’s important to you in the context of _____?”

(Career, Relationships, Family, Health & Fitness, Personal Growth, Spirituality)

2. MOTIVATION STRATEGY

“Now I want you to just stop, and remember a specific incident when you were totally motivated in the context of _____? As you go back to that time now, step into your body, see what you saw at the

time, hear what you heard and feel the feelings of being totally motivated. Now rewind the movie just a bit and tell me, what was the name of the feeling or emotion that was present just prior to the feeling of being totally motivated?”

Wait for response from individual. Then ask:

“So is _____ important to you in the context of _____?”
(name of feeling or emotion)

If yes, add to values list. If no, elicit another value from a separate incident or elicit another state from a separate incident.

Repeat 2 or 3 times, or until you begin to get repeat words.



3. ELICITATION OF THRESHOLD VALUES

“Ok, now take a look at this list, and all these values being present is there anything that would have to happen such that it would cause you to leave? Or stop?”

Wait for response. If a threshold value is given, then ask:

**“So is _____ important to you in the context of _____
?”**
(key word or threshold)

Remember, if the threshold value is stated in the negative do not convert it to the positive. Add it to their values list as it was stated.

After that, say: **“Now if all these values were present and _____ occurred, is there anything else that would have to happen that would cause you to stay (or continue)?”**

Repeat 2 -3 times.



VALUES RANKING FOR FULFILMENT

It is useful from a communication and relationship building standpoint to be able to elicit and fulfil someone's values from various contexts.

Occasions where this might be useful include:

- Embarking on a new venture with a new business partner
- Fulfilment of an employers values
- Fulfilling a partner's values

STEPS TO VALUES RANKING FOR FULFILMENT

1) Elicit and write a list of individual's values using Standard Values Elicitation script:

“What’s important to you in the area of _____?”

2) Have the individual prioritize the values in order of importance for them.

“As you look at this list of values, what’s most important to you in the context of _____?”
What’s the second most important?”

And so on.

Once you have ranked the values in order of importance for the client/team member you can communicate to them within their values system.



VALUES RANKING FOR PERFORMANCE ENHANCEMENT

We would use this style of prioritising when assisting a team member or client to make behavioural change from a performance enhancement standpoint.

STEPS TO VALUE RANKING

- 1) Elicit and write a list of individual's values using Standard Values Elicitation script:

“What’s important to you in the area of _____?”

- 2) Rewrite the list of values according to their importance. It is important at this stage to ensure the team member/client is telling you not how they want it to be, but as it actually has been up until now, based on the results they have been producing.

“Now will you please number the values according to their true value to you? Not how you wish they were, but how they really have been up until now. So in light of the results you’re getting in your life *right now* what’s the most important? Which is next?”



DISCOVERING VALUES CONFLICTS

TOWARD/AWAY-FROM CONFLICTS

1) Preframe for the individual the concept of toward and away-from motivation and how away-from motivation produces inconsistent results. Also discuss the concepts of red flags in language:

- a) Negations
- b) Comparative Deletions
- c) Modal Operators of Necessity

2) Also preframe for the individual that the goal is not to *try* to talk positively or *try* to talk negatively, but rather, just to speak naturally. Going down their list of values, ask:

“Why is this value important to you? ...Why else?...Why else?”

3) Listen for and point out red flags in language indicating away-from motivation. Once you’ve noticed the predominance of toward vs. away-from language, have the individual go inside and check how they’re focusing on the value internally. Ask:

“Now, here’s the true test. I want you to go inside and pay attention to the pictures, sounds, feelings, tastes, smells and self-talk when you think why that value of _____ is important to you in the context of _____ and tell me what percentage of your motivation/focus is toward what you want, and what percentage is away from what you don’t want.”

4) Have individual give you a percentage for each. Write those percentages next to the value for which it applies and move on to the next, asking the same question from step 3.

Once you’ve gone through the top 5 values on the list with this process, you will have trained the individual’s unconscious mind to recognize the difference between toward and away-from motivation. At this point you can skip the formal question and just ask them to go inside and give you a percentage automatically on each value.

TOWARD/TOWARD and AWAY/AWAY-FROM CONFLICTS

Once you have discovered the toward and away-from conflicts, turn the list of values back to the individual and ask them:

“Are there any of these values which are in conflict with one another?”

If the response is “yes,” draw arrows between them to indicate the conflict.



RESOLVING VALUES CONFLICTS

THE KEY TO OBLITERATING A VALUES CONFLICT



Always get rid of any toward/away-from conflicts prior to dealing with toward/toward conflicts.
Any single change to the values hierarchy has the potential of having a ripple effect and could wipe out many conflicts within the hierarchy.

STEPS TO RESOLVING TOWARD/AWAY-FROM CONFLICTS

- 1) Use Decision Destroyer to get rid of the limiting decision to have the away-from component.
- OR 2) Use expanded awareness to dissolve the away-from component into the void.

STEPS TO RESOLVING TOWARD/TOWARD CONFLICTS

- 1) Do a Parts Integration. Start by eliciting deeper level conflict or problem. Ask:

**“So you say that part of you wants _____ and part of you wants _____.
How is that a problem for you now?”**
- 2) Integrate problem part, chunking up to highest level shared value.
- 3) Re-elicite values to test.



SHIFTING A VALUE IN THE HIERARCHY

STEPS TO A VALUES SHIFT

1) Once the individual has chosen the value it wants to shift and the position within the hierarchy where she or he wants it to sit, elicit the submodality distinctions of the value just **above** that position. Ask:

“Now I want you to think of the value of _____ and how you know that’s important to you.

Do you have a picture?”

2) Use Submodalities Elicitation checklist to determine the drivers of that picture.

3) Do the same for the value individual wants shifted.

“Now, somewhere else on the screen of your mind, I want you to get a picture that represents the _____ new value that you’d like to have. Now in a moment I’m going to have you take the picture that _____ represents the new value, and you are going to put it in the same submodality distinctions of the _____ value of _____. So go ahead and do that now.”

4) Assist individual to change the submodality distinctions

6) Once individual has changed submodality distinctions, have them back off the location driver of the new desired value just a bit. Have them hear the sound of Tupperware® locking into place.

6) Break state.

7) Test by re-eliciting values. New value should fall into the hierarchy in the desired place.



VALUES DISCOVERY & FULFILMENT FOR COUPLES

This process can be used as the first step to shifting values conflicts within a relationship. It can also be used on its own to test compatibility early on in a relationship before chemistry sets in.

- 1) Have each partner do a values elicitation with the other partner.
- 2) Elicit complex equivalences for values. Ask:
 “What does _____ mean to you?
 How do you know when you’re getting/experiencing _____?
 How do you know when you don’t have or aren’t experiencing _____?”
- 3) Discuss each individual’s values and the complex equivalences for deeper understanding of one another.

VALUES ALIGNMENT FOR COUPLES

PLEASE NOTE THIS SHOULD ONLY BE DONE WHEN YOU ARE CLEAR THAT THIS IS A PARTNERSHIP YOU WANT TO FORGE TOGETHER. THE IMPLICATIONS OF A VALUES ALIGNMENT WITHIN A RELATIONSHIP CAN BE QUITE PROFOUND.

- 1) Follow the three steps for a values discovery and fulfilment.
- 2) After discussion of values and complex equivalences the two partners should decide together what their new shared values will be in the context of their relationship. Create a new set of values for the entity itself.
- 3) Negotiate the shared values and agreed upon new complex equivalences and get both partners to commit to the new set of integrated values.

* At this stage, it is also very useful to create vision, mission and purpose for the relationship. These are fully covered in **Design Your Destiny**.



VALUES ALIGNMENT INSIDE A CORPORATION



THE KEY TO A VALUES ALIGNMENT INSIDE A CORPORATION

All employees within the corporation group or entity should be involved in creation of the values, and the values alignment process.

- 1) Go to each individual employee or member of the group and ask them what they think/feel the corporate values **“should” be**. Elicit entire set of values.
- 2) Compile information, which includes all values elicitations from individual employees.
- 3) Notice which values are most often stated and rank the values in order of frequency.
- 4) In a small company or corporation, call all employees in for group discussion. Share with them the ranking, order and frequency and then have a new discussion in regards to the values. Negotiate between the employees to decide upon the top five values the company will work by and the complex equivalences of these values.

* In a large corporation, this final meeting can be done with the top executives.



SECTION 4

ADVANCED NEUROLOGICAL REPATTERNING

“All problems are problems of imagination and all solutions are solutions of imagination.”

- Chris Howard



ADVANCED NEUROLOGICAL REPATTERNING

OUTCOME

Participants will gain a greater grasp on how consciousness affects reality internally and externally; and learn to access inner resources in any environment.

DEFINITION AND PURPOSE

Advanced Neurological Repatterning is a whole other level of techniques that combine and apply all the skill sets and techniques used thus far. For example, modeling projects require an array of Neurological Repatterning tools, as does presenting powerfully. Some of these also utilize expanded states of consciousness to progress the mind and body together beyond habitual thought patterns, behaviours and problems.

EXAMPLES

Using Quantum Linguistics and Embedded Commands in Expanded Awareness during a training
Recognizing the Meta Programs and other Internal Filters of a role model
Being able to read well after being dyslexic
Never sneezing again after being allergic to cats your whole life
Speak within anyone's learning strategy from the stage

APPLICATIONS OF ADVANCED NEUROLOGICAL REPATTERNING

Gain greater perspective on issues in such a way they cease to be "issues"
Create congruency within self and others
Improve learning abilities
Get rid of allergic reactions
Model and incorporate success strategies from anyone
Create anything from an expanded state of consciousness

THIS SECTION OF THE MANUAL TEACHES

Parts Integration
Belief Change
The Learning State
Obliterating an Issue Using Expanded Awareness
Allergy Alleviator
Masterful Metaphors
Powerful Platform Skills
The 4-Mat System
Training Design



THE BASIS OF ALL NEUROLOGICAL REPATTERNING TECHNIQUES

1. Associate Present State
2. Dissociate Present State
3. Associate to Resources
4. Associate Resources to Present State
5. Future Pace Resources

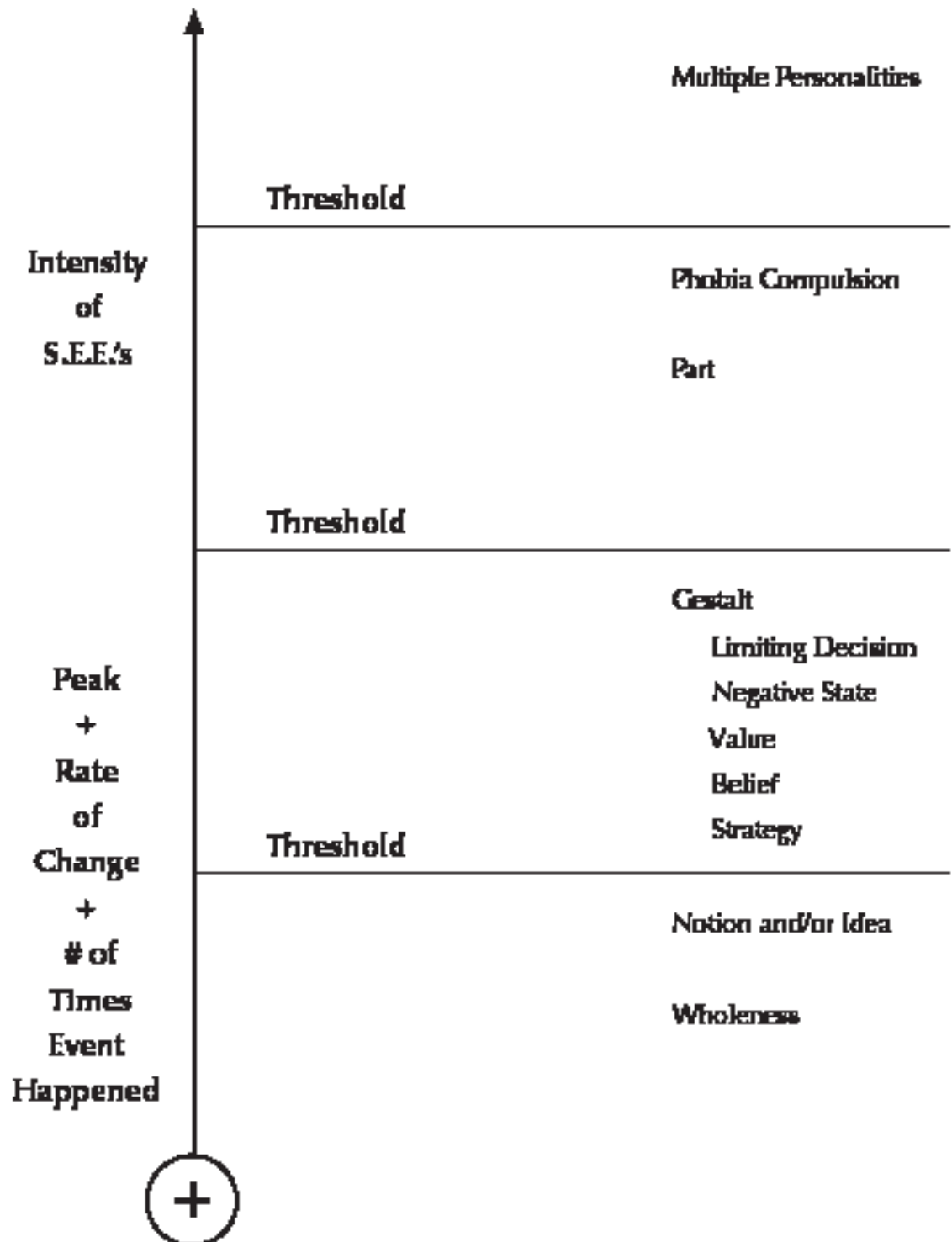


WHAT ARE PARTS?

1. Parts exist as part of the unconscious that has a separate purpose, intention, function and/or behaviour
2. They are functionally detached (non-integrated) from the rest of Nervous System (N.S.)
3. Often they represent minor personalities
 - ie) Aspect of self modeled after, or imprinted by, a significant other from childhood
4. Usually possess their own set of values and beliefs.
5. Some behave as if they are in charge of maintenance of the system
6. They are developed in response to Significant Emotional Events (S.E.E.)
7. They exist to protect and perpetuate a non-integrated behaviour
8. Parts are a source of incongruency in the individual; they may manifest as behaviours not aligned with conscious direction.
9. They themselves are incongruent with the whole
10. The incongruency is usually in the difference between the purpose/intention and function/behaviour.
11. A part usually has an exact opposite, alter ego or 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, non-distinct.
14. Reintegration is possible on this assumption



HOW PARTS ARE CREATED





PARTS INTEGRATION

This is useful for integrating conflicts that we may have in our lives. You can use this technique whenever someone is demonstrating incongruence, which may be reflecting an underlying parts issue.

Use when you hear someone say, **“Part of me wants to/feels like...but part of me doesn’t.”**

STEPS TO A PARTS INTEGRATION

* Before beginning, get unconscious alignment with the integration by asking:

“Is it OK with your unconscious mind to release this problem today and to have conscious awareness of it?”

- 1) Identify the conflict and the problem part. You do not need to find out both parts. You just need to elicit the problem part and have them associate to the real problem by asking:

“How is that a problem for you?”

Other questions that might associate them to the real problem may include:

“What does that prevent you from doing that you really want to do?”

- 2) Have the part which represents to unwanted state or behaviour come out on the hand first:

“I wonder if I could talk to that part of you that’s _____(exhibiting negative behaviour), and I wonder if that part would like to come out and stand on one of your hands... would it prefer to stand on the left hand or the right hand?”

Have person extend chosen hand with palm facing up.

- 3) Induce arm catalepsy.

- 4) Get a V-A-K image of the problem part:

a) **“Now if that part were to stand on the hand there, would it prefer to stand on the back of the hand or the front of the hand?”**

b) **“And as you look at that part that’s _____, who does that part look like that you know?”**

c) **“And if that part were to say something to you now, what would it say?”**

d) **“Does that part have a weight as it sits there in your hand?”**

- 5) Invite the “opposite number” or “flip side of the coin” to come out on the other hand:

“Now I wonder if that part realises that there’s another part that it’s most in conflict with, the opposite number, the flip side of the coin as it were?...I wonder if that other part would like to come and stand on the other hand?”

- 6) Induce arm catalepsy.



PARTS INTEGRATION (CONT.)

- 7) Get a V-A-K image of the “flip side” part.
- “Now if that part were to stand on the other hand there, would it prefer to stand on the back of the hand or the front of the hand?”**
 - “As you look at the other part, who does that part look like that you know?”**
 - “And if that part were to say something to you now, what would it say?”**
 - “Does that part have a weight as it sits there in your hand?”**
- 8) Elicit the highest positive intention of the unwanted part, separating intention from behaviour.
- “Alright, I’d like to come back and talk to the part of you that looks like (mention the image associated with the problem part), and I wonder if that part could consider for you what it’s highest intention is. What’s its highest positive intention?”**
- 9) Chunk up saying:
- “Good. _____(stated intention)...for what purpose?”**
 - Continue to chunk up until you have gone through the boundaries and gone at least 2-3 levels beyond, ensuring:
 - They are associated to the upper level word
 - They are not smoke-screening
 - If they start to loop at the boundary conditions, gather their stated intentions together and say:
“...and all of that for what purpose?”
 - If they are really stuck at a boundary condition, to help move them through, say:
“You’re right where you need to be...you’re at the boundary conditions, that means you are about to have a breakthrough. So, if you had ___(most recent stated intention)_, what does that get for you? What does that do for you ? For what purpose....all of that?”
- 10) Elicit the highest positive intention for the second part. Chunk up until you arrive at the same word as the problem part.
- “Now this other part that looks like (mention their image of the flip side part), I wonder if that part could consider for you what it’s highest intention is. What’s its highest positive intention for you?”**
- *As soon as their hands start to come together point it out by asking:
“Are you doing that on purpose?”
- 11) Point out that both parts have the same highest intention
- “Did those two parts realise that they had the same highest positive intention for you, which is ___(state the intention they arrived at for both parts)___? And did they know that by being in conflict they were preventing you from achieving your highest intention which is _____. And would those two parts be willing to work together now in order to achieve your highest positive intention which is _____?”**



PARTS INTEGRATION (CONT.)

12) Point out resources to assist each in achieving highest positive intention:

“I wonder, could this part (point to the problem part) look over at that part (point to the flip side part) and see some resources it could use in helping you to achieve your highest positive intention which is _____?”

“And I wonder if that part (point to the flip side part) could look at this part (point to the problem part) and see some resources that it could use in helping you to achieve your highest positive intention which is _____?”

13) Have the parts notice that they were both once part of a larger whole:

“And allow those parts to realise now that they were once part of a larger whole.”

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

“If there are any other parts that would like to join the integration, just have them join in the integration now.”

15) Allow the hands to come together. Take the integrated part inside.

“That’s right. As your hands come together, take that integration inside.”

16) Test and future pace.



FUTURE PACING

This can be used as the last step to most any process. It serves as a test to confirm the process has worked and inner change has already taken place. It is also a way to generalise learnings and link the individual's new response or behaviour to the future.

1) INDUCTIVE FUTURE PACE

In this future pace the individual is convincing themselves and you that change has occurred, as it is open ended in nature.

“So what I want you to do now is just step out to some indefinite time in the future where in the past that old problem might have hindered you or held you back in some way, and notice what happens for you now?”

Have individual confirm new response.

2) DIRECTIONALIZED FUTURE PACE

Here you are painting out the picture using all modalities. You could do it 3 times to fill convincers. You might tailor your language to the specific outcomes and new behaviours that you have been working on. The language will be different depending on problem, learnings, and desired outcomes. One example may be:

“Go ahead and step out to one month in the future, having made all those changes now. Notice how you are behaving in new and powerful ways. Notice how the people around you are responding differently and more positively toward you in light of the new you that you are presenting in the world, and notice how good it feels to be the kind of person who can create those kind of results easily.”



FUTURE PACING (CONT)

3) BACKSLIDE

Here we are outlining the future and incorporating a “backslide” or an occasion where the individual slips back into old patterns. This is especially useful for people who may view one slip up as evidence of overall failure. Again, you will tailor the language specifically depending on past problems, learnings and desired outcomes.

Your outcome is to take charge of the meaning they ascribe to the slip up.

It is vital to tailor your tonality powerfully and masterfully in this future pace.

“Go ahead and step out to one month in the future, having made all those changes now. Notice how you are behaving in new and powerful ways. Notice how the people around you are responding differently and more positively toward you in light of the new you that you are presenting in the world, and notice how good it feels to be the kind of person who can create those kind of results easily.

Now, what I want you to do is step out three months into the future and notice the snowball effect that this change has had in your life. Notice what’s going on for you. Notice how sure you are inside yourself, the level of personal confidence that you have, and notice how that’s affected the other areas of your life as well. Notice how good that feels inside.

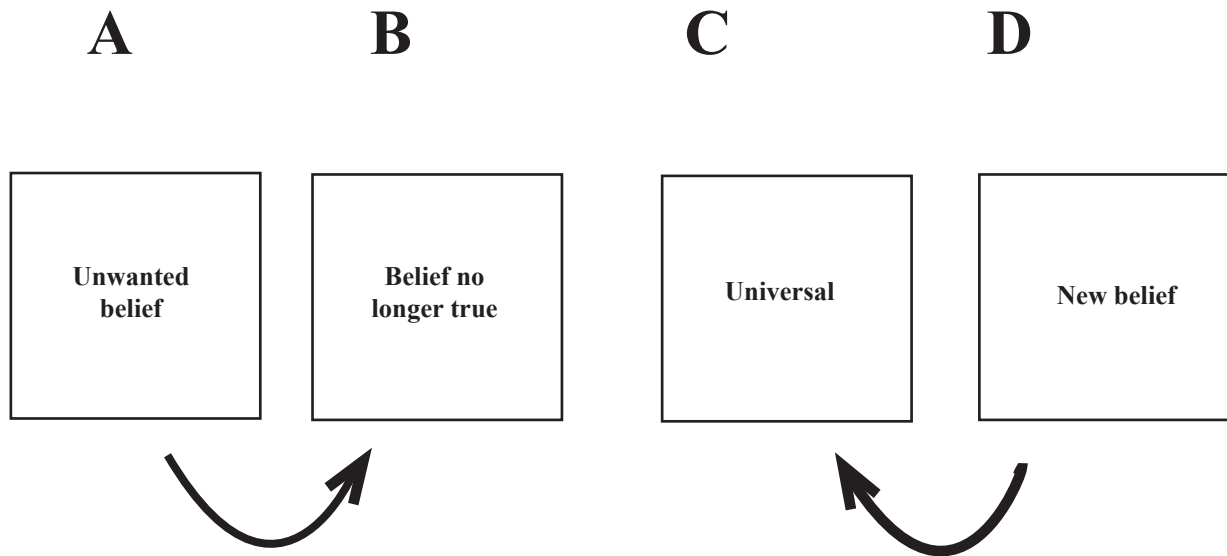
Now, as you step out to ten months into the future notice that you slip up. Notice that you fall into that old pattern of behaviour just for a moment...

But now, go ahead and step out one year into the future...and notice how that little slip up only served to give you more momentum toward achieving the outcomes you were committed to achieving. Notice that as you take that change with you, you can see the snowball effect that it’s created in your life. Notice what’s going on for you now one year into the future...and notice perhaps that some things have changed in your life that you wouldn’t even have ever expected... as a result of your having made that change so long ago. Notice how good it feels inside, and notice what you say to yourself in your own mind when you think of having the power to take your life in the direction that you choose to take it, want to take it and deserve to take it.”



BELIEF CHANGE

The Big Picture

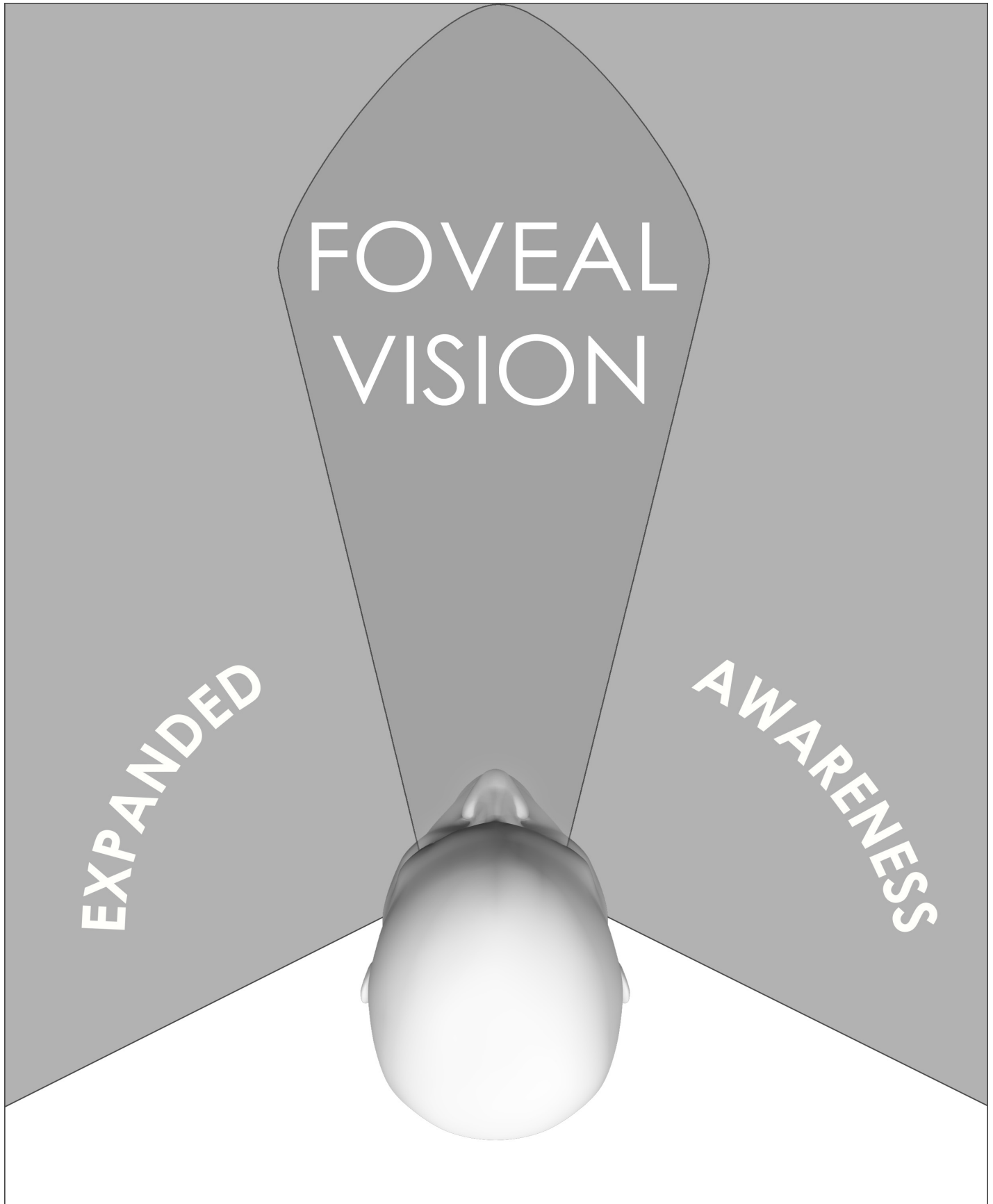




BELIEF CHANGE (CONT)

STEPS TO A BELIEF CHANGE

- 1) Elicit submodalities of belief individual wants to change. (Belief A)
**“Can you think of a limiting belief that you wish you didn’t have? Good, what is it?
As you think about that belief now, do you have a picture?”** (Elicit SMDs)
- 2) Break state.
- 3) Elicit submodalities of a belief that is no longer true. (Belief B)
**“Can you think of a belief that is no longer true? For example, you once had the belief,
‘I am a seven year old child,’ did you not? And do you believe that now? (Get response.)
So when you think of that belief, the belief that you are a seven year old child, where is that
belief now? Do you have a picture? Good, what is it?”** (Elicit SMDs)
- 4) Change the submodalities of unwanted belief (A) into the submodalities of the belief no longer true (B).
- 5) Break state.
- 6) Test: **“Now what do you think of that old belief?”**
- 7) Elicit submodalities of belief individual believes is absolutely true. (Belief C)
**“Can you think of a belief which for you is absolutely true? Like the belief that the sun is going to
come up tomorrow. Do you believe that? Or that it’s good to breathe? Good, what is it?”**
(Get response.) **“And as you think of that belief and how you know it’s true, do you have a
picture?”** (Elicit SMDs)
- 9) Break state.
- 10) Have individual decide on the new belief that they want to have instead. (Belief D)
**“Can you think of a belief you want to have, which is the opposite of the belief in #1?
Good, what is it?
(Get response.)
“And as you think about that belief now, do you have a picture?”**
- 11) Put this picture of desired belief (D) into submodalities of belief absolutely true (C)
- 12) Break state.
- 13) Test: **“Now what do you believe? How do you know?”**





LEARNING STATE

To Improve Learning and Attention

Expanded Awareness is a relaxed state of mind, also known as the Learning State, because it creates a mental condition of both total focus and receptivity to new information. A state of expanded awareness is created when a person's attention is shifted from foveal vision to peripheral vision.

This has proved highly effective for anyone with attention or learning challenges. It is an optimal state when taking in large amounts of information, while reading or in a training. There is some evidence that this technique may synchronize both hemispheres of the brain.

Its applications are wide reaching. It can be used not just for learning, but also to create new neurological and behavioural choices (obliterating an issue using expanded awareness), and as a state for presenting. In the context of presenting, it allows the speaker to cast her gaze over the entire group in such a way that they all sense they are each being individually addressed. It keeps the presenter in uptime and avoids the phenomenon of a presenter speaking only to a few individuals or only one side of the room.

STEPS TO THE LEARNING STATE

- 1) Have the individual find a spot on the wall somewhere above eye level. Ask them to focus all their attention on the spot.
- 2) Keeping their eyes on the spot, tell them to shift their attention to start to take in some of the periphery.
- 3) Then, while the eyes remain on the spot have the individual shift all of their attention and all of their awareness to the periphery.
- 4) Calibrate and anchor Expanded Awareness using a visual anchor
- 4) Ask them to slowly move their gaze downward to the teacher or presenter, while their peripheral vision remains active and relaxed.



OBLITERATING AN ISSUE

USING EXPANDED AWARENESS

As soon as we describe a problem, we put boundary conditions on that problem. Once we have defined a problem we can shift our attention from the *content* of the problem to the *context* using Expanded Awareness. When we shift attention from the “problem” to the “not problem” it is here that the solution can be found.

Expanded Awareness can be used for a single negative emotion, behaviours or complex issues that involve more than one emotion. The key is to get in touch with the whole entire problem.

STEPS TO A OBLITERATING AN ISSUE USING EXPANDED AWARENESS

- 1) Preframe the process, teach them how to go into expanded awareness and set a visual anchor.
- 2) Break state.
- 3) Elicit the problem by having the individual talk about the problem while in foveal vision and looking at the spot. The key is having the individual get in touch with the entire problem.
“As you focus all of your attention and all of your awareness on the spot, tell me, what’s the problem? And how is that a problem for you?”
- 4) Without breaking state, have them go into expanded awareness.
“Now, go into expanded awareness, shift all of your attention and awareness to the periphery.”

Fire visual anchor.
- 5) While in expanded awareness, challenge their boundaries by questioning their reality strategy:
“How do you even know that’s an issue?”
- 6) Follow that up immediately and induce confusion with a rapid shift. Suggest they preserve learnings:
“Preserve the positive learnings for yourself and for the future which when you preserve those learnings now, will allow you to let that old issue go. Just let it go... preserving the learnings.”
- 7) Calibrate the physiological shifts.
- 8) Break state.
- 9) Test and future pace.
- 10) Repeat process if first test is unsuccessful.



ALLERGY ALLEVIATOR

This process is based on the presupposition that allergies are a phobic response of the immune system.

It is most useful where:

- a) The allergen is KNOWN, and
- b) There is a similar logical type to which the person does not do the allergic response.
 - i.e.. If allergic response is to cats, may use a fluffy dog
 - i.e.. If allergic response is to peanuts, may use kidney beans

STEPS TO THE ALLERGY ALLEVIATOR

- 1) Preframe:
 - a) Allergy is a phobia of the immune system
 - b) Process re-educates the immune system
- 2) Set anchor for clear breathing/clear eyes (whatever is the opposite of the allergic response).
- 3) Find a similar thing to which they don't do the allergic response.
- 4) Have them imagine a Plexiglas screen in front of them.
- 5) On the other side have them imagine the ideal them breathing clear and interacting easily with the thing to which they don't do the allergic response.
- 6) Then have the ideal them interact with the allergen in exactly the same way as with the non-allergen, simultaneously firing the resource anchor.
- 7) Suggest that the ideal them knows something that they don't know yet.
- 8) Tell them that you're going to have them lift the Plexiglas screen in a moment.
- 9) Have them lift the Plexiglas screen and take the ideal them inside, complete with learnings, while firing the anchor.
- 10) Break state.
- 11) Test and link new response to the future.



MASTERFUL METAPHORS

Powerful stories and masterful metaphors can function as catalysts for profound shifts and learnings to occur on an unconscious level. They work to displace conscious resistance by dissociating a client and delivering learning through a main character or characters in a story, thereby pacing and leading an individual or entire group to new behaviours and transformation.

An effective story causes people to dissociate from a behaviour or situation, while simultaneously associating themselves with a character overcoming their problem and achieving the result they may desire for themselves. The narrative expands their frame of reference, automatically connecting them to an entire range of possible solutions and inner resources they were unaware were available to them prior to hearing the story.

The main purpose of using stories and metaphors for behavioural change is to:

- Bypass conscious resistance to change and attachment to a fixed perspective
- Cause learning to be inductive
- Offer a broader perspective on a given situation
- Lead others to a possible lesson or solution to a problem



KEYS TO A MASTERFUL METAPHOR

- Make sure to get to the deeper level problem by asking, “How is that a problem for you?” Otherwise, the metaphor or story only addresses surface issues and symptoms, rather than the underlying problem.
- The more unconscious the message, the more profound the effect can be. Deeply embedded suggestions and solutions cause the person to “own” any revelation and transformation that occurs. If the storyteller simply states how to solve the issues, conscious resistance is a real possibility, or the listener may “get” the lesson intellectually, without having it transform thoughts, feelings or behaviours.



STEPS TO CREATING A MASTERFUL METAPHOR

- 1) Elicit information about the individual's interests, preferences, activities and family or friends who are important to them who could serve as other characters in the story.
- 2) Get presenting problem or current situation. If it seems like a surface issue, get closer to the core issue by asking:
"How is that a problem for you?"
- 3) Silently to yourself, determine the best possible solution, lesson or alternative perspective for the person.
- 4) Chunk up on the problem by figuring out in your own mind, what is this issue an example of?
Or what is a broader, more encompassing issue?
- 5) Take the answer to #4 and chunk laterally on that example by asking yourself, what are other examples of this same type of issue that pertain to what the team member/client likes or feels is important to them?
- 6) Select one of these examples as the metaphor, then design a story that can pace the individual to an "aha!" as they relate to the character's solution.
- 7) Make sure to build the best positive solution into the ending of the story. Suggestions to accomplish this include:
 - a. using a character the individual can relate to through common interests, values, circumstances, etc. who discovers previously hidden personal resources
 - b. using a character in a similar situation who resolves the problem in a way that is positive for everyone
 - c. possibly using a cautionary tale with the negative consequences of not taking action
 - d. possibly making use of anchoring throughout the process to collapse previously established anchors
or provide new resources
- 8) After telling story, calibrate the response.

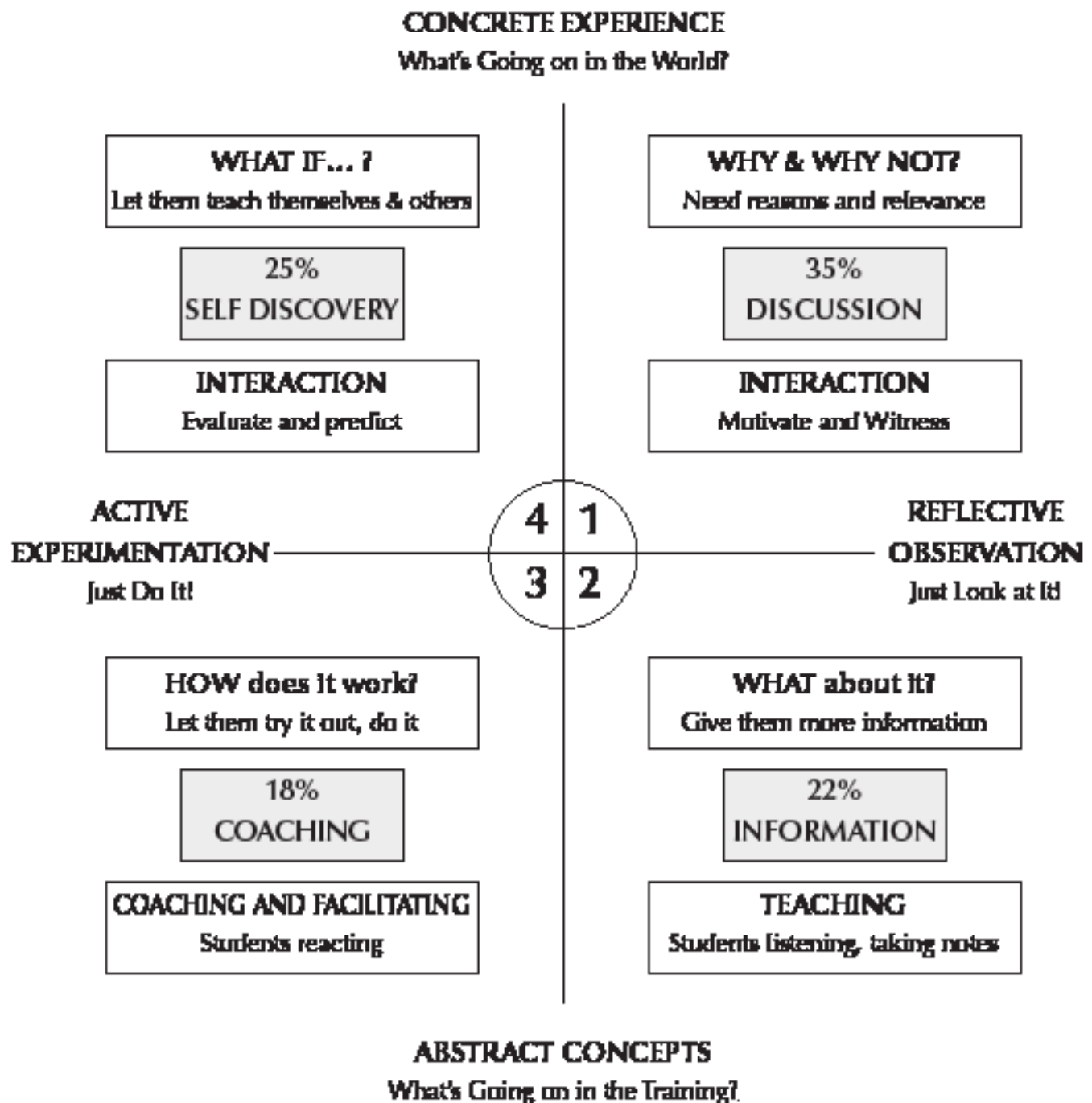


POWERFUL PLATFORM SKILLS

- 1) Metaphors
- 2) Open loops
- 3) State elicitation
- 4) Hypnotic language patterns
- 5) Embedded commands
- 6) Content sequencing
- 7) Content chunking
- 8) All representational systems within language
- 9) Anchors (spatial, visual, physical, tonal)
- 10) Postural Archetypes (Satir Categories)
- 11) Non-verbal demonstrations of subject (3-48 hours before)
- 12) Chaining states on stage
- 13) Format System to address Why, What, How, and What if people
- 14) Applications of information covered
- 15) Repatterning of students' Model of the World during Q & A
- 16) Addressing presuppositions behind any question or statement
- 17) Linking to each student's I/Rs values and beliefs
- 18) Use of temporal language to link change to future
- 19) Rapport
- 20) Situational awareness and sensory acuity
- 21) Backtracking
- 22) K-A-V sequencing in physiology and auditory (Charisma pattern)
- 23) Integrity and trust
- 24) Emotional expression
- 25) Fractionation
- 26) Reframing
- 27) Parts
- 28) Demos of techniques
- 29) Expanded awareness from stage
- 30) Humor
- 31) Visual memory strategy



THE 4-MAT SYSTEM





TRAINING DESIGN

12 Necessary Ingredients of Any Training

- 1) Balance of level of abstraction and specificity – If too big lose people; If too small, boredom.
- 2) Patterns – Logical sequencing of material so information builds on itself
- 3) Beliefs and Values – Install empowering beliefs and values and remove disempowering ones from the stage, using hypnosis, embedded commands, metaphors, etc.
- 4) Positive Language and I/Rs – Focusing always on the students' abilities and possibilities
- 5) Feedback – Give immediate responses to train the unconscious; Code training within practice for success, not error; Stay out of correction mode
- 6) Chunk up to the level where failure is impossible – Affirm success at each step
- 7) Visual Rehearsal – See self doing training successfully (dissociated) then associated
- 8) Positive Internal Dialogue – Affirmative language to empower self and others
- 9) Congruency – The techniques match the message
- 10) Design Small Wins – Bolster audience states and keep momentum
- 11) Be a Model of Excellence – Physiology and psychology of excellence for energy and transmission of model
- 12) Get people to laugh at themselves – Optimal learning state is fun



SECTION

5

PRECISION

REPATTERNING



PRECISION REPATTERNING

OUTCOME

Participants will be able to assist team members to release mental and emotional blockages holding them back, so they can create a positive compelling future.

DEFINITION AND PURPOSE

Precision Repatterning techniques permanently change the way any event or state, in the past or future, is encoded and stored in the mind. **Precision Repatterning** is any technique that assists someone to revisit their past and remove an issue at its root cause. It is the deliberate process of generating new neurological connections to past events in order to create empowering behaviours and responses and, therefore, better results. The set of Precision Repatterning techniques allows anyone to release any and all limiting beliefs and negative emotions from the past, whether they were held consciously or unconsciously. This then allows the individual to celebrate the past so that they can live fully in the present, while consciously creating the future.

The **Time Stream** is the unique awareness of time of individuals and how they imagine their life in relation to it. The way people organize their experiences within their own Time Stream significantly influences their behaviours, beliefs and potential blockages to the fulfilment of their purpose and desires.

EXAMPLES

Finding the grander purpose behind patterns of the past

Getting a heightened perspective on an old issue or event from the past

Re-associating into a past emotional experience as if it were in the here and now and learning the positive lessons it offers

APPLICATIONS OF PRECISION REPATTERNING

Eliminate mental and emotional blockages that prevent fulfilment of desires

Behave differently in dealing with time

“Re-wire” memories of the past for empowerment now

Scramble phobic responses

Dissolve the emotional intensity of any trauma

Learn needed lessons from any experience to move on from it

Understand others' actions from their perspective

Change thoughts about anything

Motivate self and others to take action on goals



THE KEYS TO ANY PRECISION REPATTERNING PROCESS:

- Be associated or dissociated at the appropriate times
- Preserve **positive** learnings, for self and for the future
- Shift meaning associated to past events

THIS SECTION OF THE MANUAL TEACHES

Time Stream Elicitation
Strategic Visioning
Change Personal History
Re-Imprinting
Find the Root Cause
The Emotion Obliterator
Release Position
The Decision Destroyer



REMOVING ISSUES AT THEIR ROOT CAUSE

Reconstructing Reality by Shifting Temporal Awareness

Memories and perceptions are based in time. They are stored and encoded somewhere within a person's unique temporal awareness. To shift temporal elements within speech shifts it also within the mind, undermining the very basis of the perception of a problem or belief, therefore disappearing it as an issue.

**Time is a metaphor.
It does not actually exist at the level of experience.**

One basic assumption behind Precision Repatterning is that all experience can potentially serve as an opportunity for learning. Experience is neither good nor bad, but is always opportunity for further self understanding and growth.

Once the learnings are derived from an experience, the mind no longer senses the need to hold onto this past memory or state as an issue--a problem or something to be solved--in the same way. It has optimized the experience for its use.

Optimize Opportunity of Experience □ LEARN from Everything!

CRITERIA FOR LEARNINGS

- 1. Positive**
- 2. For self**
- 3. For the future**



CREATE YOUR OUTCOMES

C. CONCISE

R. REALISTIC

E. ECOLOGICAL

A. AS NOW

T. TOWARD WHAT YOU WANT/TIMED

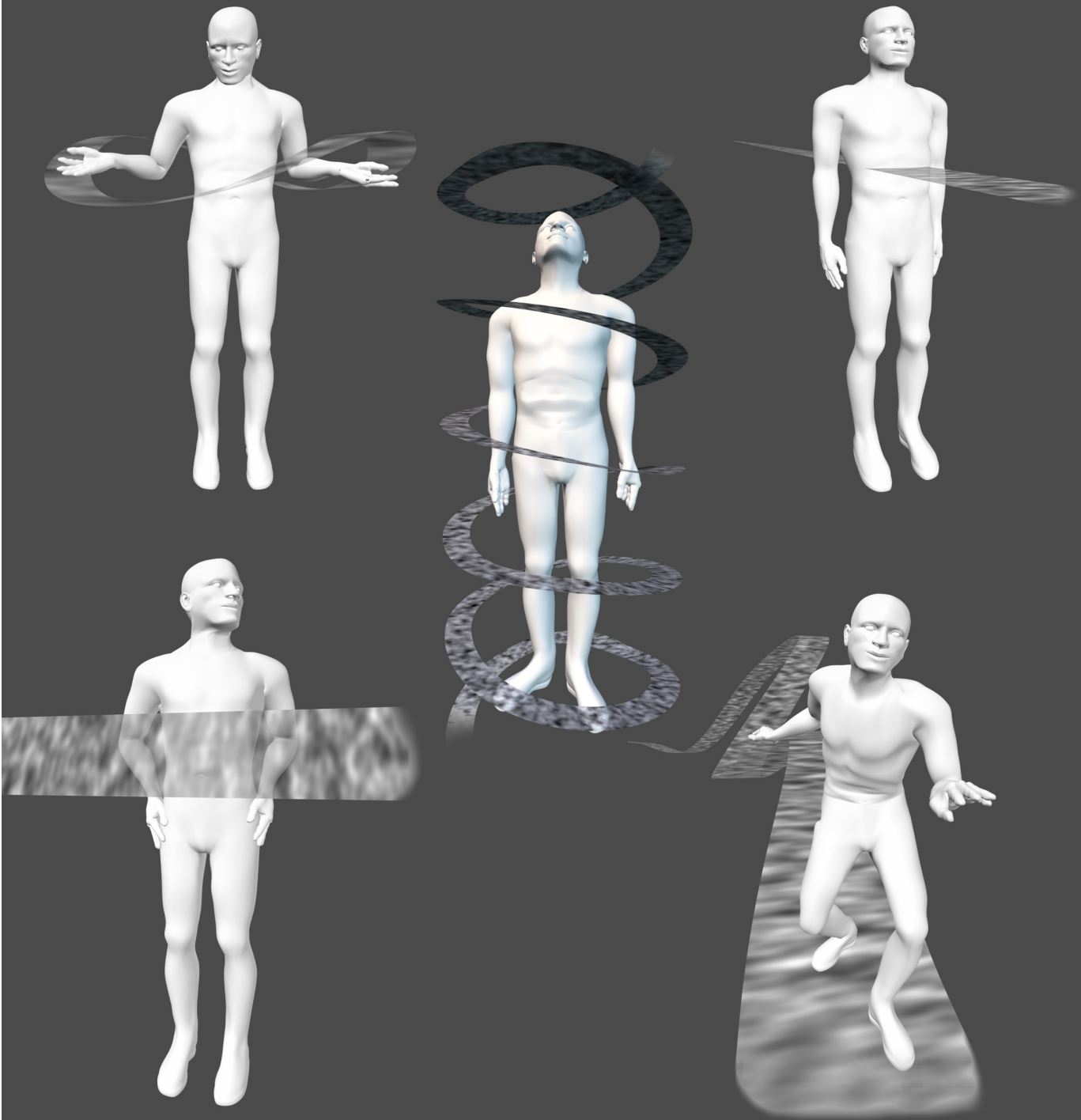
E. END STEP/EVIDENCE PROCEDURE

It is now _____ (FUTURE DATE)

I am/I have _____ (END STEP)



Some Possible Time Stream Configurations



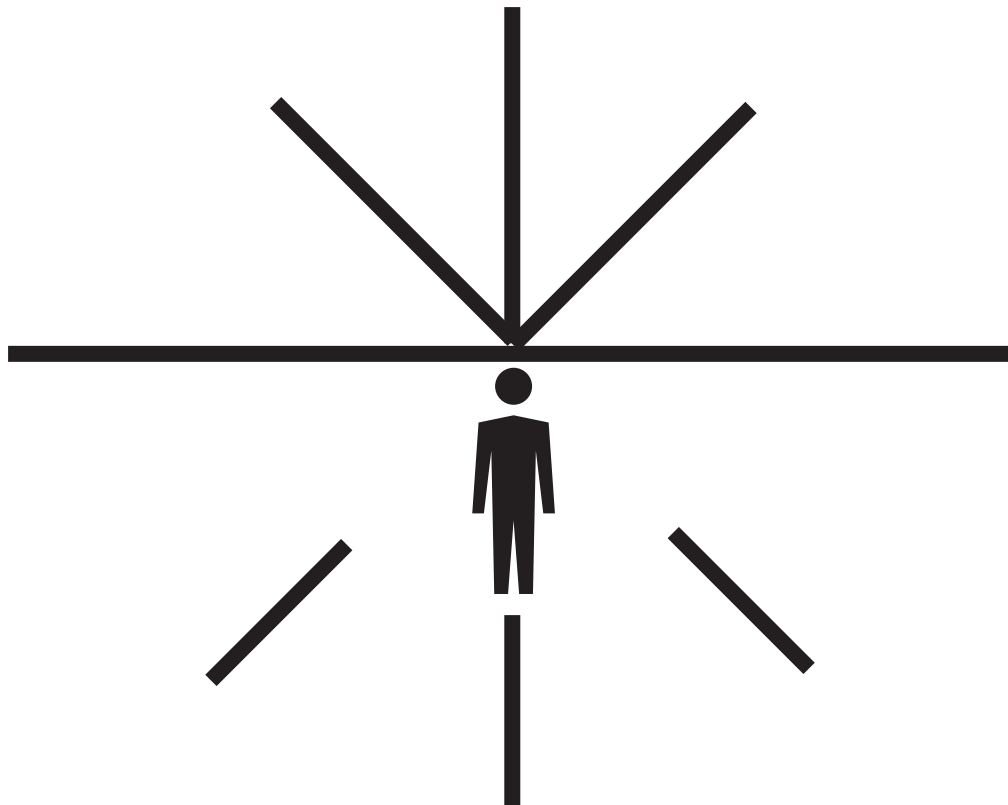


TIME STREAM ELICITATION

The first step to eliciting someone's Time Stream is to pre-frame the concept of the Time Stream by explaining that people generally do have a spatial awareness of time, and everyone perceives it differently.

To elicit someone's unique Stream of Time:

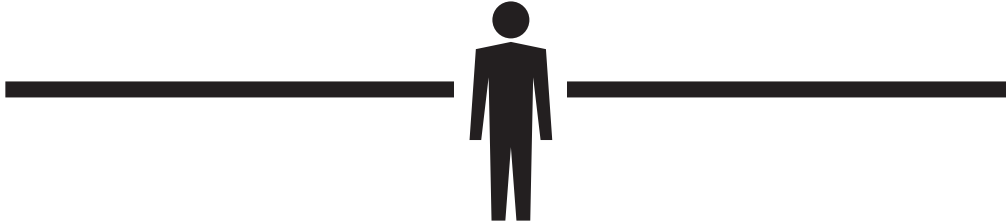
**“Now if I we’re to ask you which direction the past seems like it is for you,
I have the sense the you would point in some direction in relation to your body...
Why don’t you just go ahead and point, so that you know you know where your past is.
It may seem like you’re guessing, but just go ahead and point. (client points)
Good.
Now you have a past, and I know you have a future, so why don’t you just go ahead and point,
so that you know, where the future is? (client points)
Good.
Now notice that having the past in one direction and the future in another is rather linear and
sort of implies a stream, or COULD imply a stream...”**





TIME IN RELATION TO SELF

IN TIME PERSON

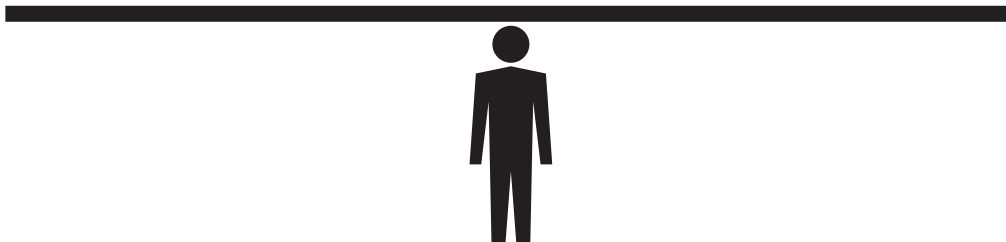


Description: Classic *In Time* person has past behind them, future in front of them and the Stream of Time runs through their body.

Characteristics:

- Lives **in** the moment
- Likes to keep options open
- Can be chronically late

THROUGH TIME PERSON



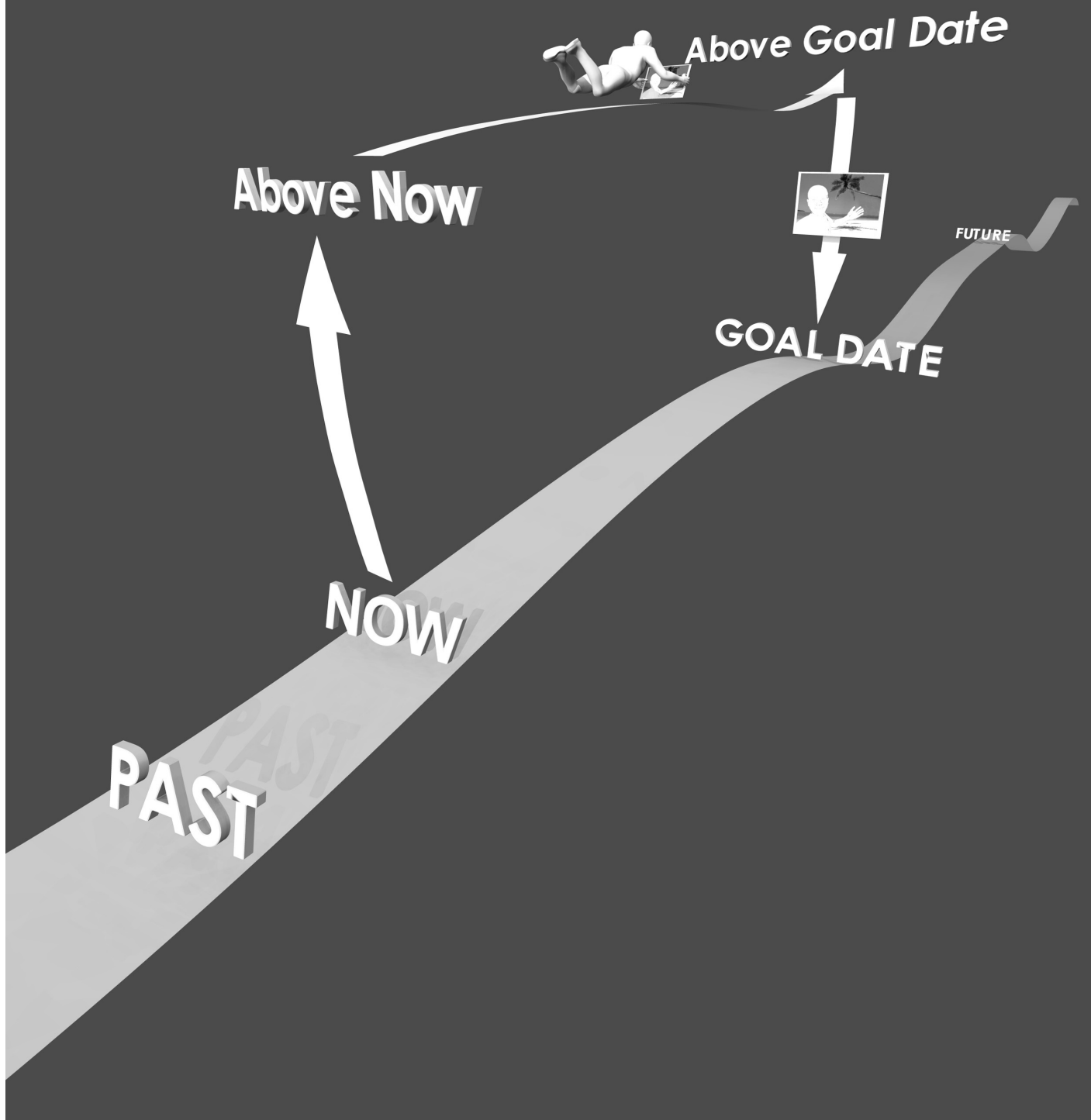
Description: Classic *Through Time* person has Time Stream stretched out in front of them like a yard stick with the past off to the left and the future to the right.

Characteristics:

- Evaluates life linearly **through time**
- Likes day planners and schedules
- Very cognisant of time; always on time



Strategic Visioning





STRATEGIC VISIONING

1. Have the individual CREATE their goal
“Before doing the process of Strategic Visioning it’s important to write your goal down, and ensure that it meets the CREATE your outcome criteria...” Coach them to ensure it fulfils the criteria
2. Have them associate into the evidence procedure
“Go ahead and step right into the goal, so that you are looking through your own eyes, hearing the sounds around you and feeling the feelings of being right there inside of it.”
3. Adjust the submodalities
“Now if it’s black and white, change it to colour; if you need to adjust the brightness, just turn the brightness right up; make it most compelling for you...” etc
4. Have them dissociate
“Now step out of the picture, but leave your body in it so that you see yourself in the picture.”
5. Ask them to rise above the time stream
“Take that picture in your hands and rise up above the stream of time.”
6. Have them energise with 3 HA breaths
“Now, energise that picture with 3 Ha breaths.” Breath with them and pace their breathing.
7. Have them float out into future
“Float out into the future, until you’re right up above the date where you said this would occur.”
8. Ask them to insert goal into time stream
“Drop the picture down into the time stream now.”
9. Ask them to look back toward now
“Turn and look back off toward the past, and notice that everything that had to happen for that event to occur is rapidly shifting in the stream of time to support it, at the unconscious level.”
10. Then have them look off to the future
“And now, turn and look off toward the future and notice that the future is changing as well... it’s brighter, more brilliant and more alive.”
11. Ask them to float back to now and into room
“And now, knowing that all that is out there waiting for you, come all the way back toward now and right back down into now and into the room.”



CHANGE PERSONAL HISTORY

- 1) Get in rapport
- 2) Set the frame
- 3) Decide on the resource states needed and stack a resource anchor
- 4) Decide on the memories to be changed and anchor each in different locations
- 5) Simultaneously fire off the positive resource anchor and one memory at a time, collapsing each memory with the resourceful state anchor.
- 6) Test and future pace.



RE-IMPRINTING

- 1) Get in rapport.
- 2) Set the frame.
- 3) Decide on needed resource states and set up a resource anchor.
- 4) Have the individual do a trans-derivational search to find the root of the problem.
- 5) Have the individual go back and re-live the experience while walking the time stream and simultaneously firing off the resource anchor.

(If there was another party involved you may choose to have the individual build a magical rainbow bridge to the other party when they were young and have the younger individual provide them with the resources as well. Then have the individual grow up as the second party with the new resources and notice the new choices they would have made)

- 6) Test.
- 7) Future pace.



WHY PRECISION REPATTERNING WORKS

PSYCHOLOGICAL PERSPECTIVE

Based on Leslie-Cameron Bandler's book *Emotional Hostage* and Alfred Korzybski's *Science and Sanity*: All emotions require time to express their meaning. A shift in temporal perspective causes the emotion to lose its meaning. So when we take the Release Position in relation to an "issue" we are having (a meaning we have ascribed to an event), we are reframing that event in multiple representational systems.

METAPHYSICAL PERSPECTIVE

In *A Course In Miracles* the author states that there are only two emotions: Love and Fear. The only TRUE emotion is Love. Fear is an illusion--only the absence of Love. All of the negative emotions including anger, sadness, guilt, hurt, jealousy, resentment, etc. are simply derivatives of the illusory fear. So from a metaphysical standpoint, when we take the Release Position and shift temporal perspectives, we simply reveal the Fear for the illusion it is and it disappears.

QUANTUM PHYSICS PERSPECTIVE

In Cartesian logic, in order for a problem to prove true, it must prove true in all four quadrants:

The Theorem

The Inverse

The Converse and

The Non-Mirror Image Reverse

The Release Position is the non-mirror image reverse of the problem, which is the multi-dimensional neurological opposite, which causes the problem to invert on itself and blowout the boundary conditions.



SECTION

6

MASTERFUL

HYPNOSIS

“Man believes that reality resides in the solid objects he sees around him, that it is in this world that the drama of life originates, that events spring suddenly into existence, created moment by moment out of antecedent physical facts. But causation does not lie in the external world of facts. The drama of life originates in the imagination of man. The real act of becoming takes place within man’s imagination and not without.”
- Neville



MASTERFUL HYPNOSIS

OUTCOME

Participants will become masterful at inducing any level of trance state in others to create empowering neurological change at the unconscious level.

DEFINITION AND PURPOSE

Masterful Hypnosis is the ability to affect states of consciousness within any listener using the various skills of hypnotic communication, including:

- Hypnotic language patterns
- Tonality
- Repetitive sequencing
- Suggestions

EXAMPLES

- Remove someone's critical faculty so that suggestions go straight into unconscious mind
- Deeply embed suggestions for performance enhancement
- Induce trance faster and deeper than ever before using a rapid induction
- Eliminating sensations of pain

APPLICATIONS OF HYPNOSIS

- Deliver empowering suggestions that might otherwise be resisted at a conscious level
- Induce deep states of trance in clients so that they access their own resources and solutions
- Heal issues from the past
- Discover root causes of issues buried in the unconscious
- Cause self, groups or others to shift into relaxation
- Create congruency between mind and body

THIS SECTION OF THE MANUAL TEACHES

- Preframing Hypnotic States
- Hypnotic Induction
- Hypnotic Induction with Convincers
- What to Do Within Hypnotic States
- Rapid Induction
- Pain Control Script



STAGES OF HYPNOSIS

LECRON BORDEAUX DEPTH SCALE

LIGHT TRANCE

- 1) Lethargy
- 2) Relaxation
- 3) Eye Catalepsy
- 4) Arm Catalepsy
- 5) Catalepsy of isolated muscle groups
- 6) Heavy or floating feeling

MEDIUM TRANCE

- 7) Rapport
- 8) Smell and taste changes
- 9) Number block
- 10) Partial Amnesia / Glove Anesthesia
- 11) Amnesia
- 12) Analgesia (no pain)
- 13) Automatic movements
- 14) Partial Hallucinations

DEEP TRANCE

- 15) Hallucinations (positive)
- 16) Bizarre Post-Hypnotic suggestions
- 17) Anesthesia (no feelings)
- 18) Negative hallucinations
- 19) Comatose
- 20) Somnambulism
- 21) Deep trance identification



PREFRAMING HYPNOTIC STATES

by Dave Elman

The “Pre-Talk” is a very important part of an individual’s hypnosis experience. Many people have fears or misconceptions about what hypnosis is, etc. This is an excellent opportunity to educate the individual about what to expect in hypnosis, establish rapport, and dispel old myths about hypnosis. The Pre-Talk allows you to build trust with the individual, assure them that they are in control at all times, and that they are responsible for following instructions and going into a trance.

CRITERIA FOR HYPNOSIS

1. The subject must consent or agree to be hypnotized.
2. There must be good communication between the hypnotist and the individual.
3. The individual needs to feel safe and secure (free from any fears) about what is going to take place during hypnosis.
4. The individual must trust the hypnotist and his/her intentions.

STEPS TO PREFRAMING HYPNOSIS

1) CLENCH FIST/RELAX FIST

Did you know that if you really wanted to, you could clench your fist so tightly and so powerfully that you couldn’t possibly make it any tighter or more powerful, true? So... if you really wanted to, and you knew how, you could relax the fist and hand to the point where it was so relaxed that, unless you removed that relaxation, the fist and hand would be so relaxed that it wouldn’t work. That is also true, isn’t it?”

2) TELL INDIVIDUAL THAT THE EYES ARE EASIEST TO RELAX

“The eyelids are the easiest group of muscles to relax. Now, you know that’s true, don’t you? Have you ever had a long, hard day, and as the day grew later, your eyes just wanted so badly to close and just relax?”

3) SHOW/TEACH THE INDIVIDUAL WHAT TO DO

**“Now, watch my eyes. I’m going to close them, and relax them so deeply and completely that they couldn’t possibly open, Now, if I decide to take that relaxation away, I could open them instantly, but if I hold on to that relaxation, my eyes will be so relaxed that they wouldn’t work no matter how hard I tried to open them. So now I am going to try to open them.
(Open them. “Oops”)**

I was supposed to test them and make sure they didn’t work. So now I will hold on to that relaxation and make sure they do not work.”
Have the individual do it.



HYPNOTIC INDUCTION

Adapted from Dave Elman

All trance is about learning how to go into a trance. In Elman's style of hypnosis it's extremely important that the team member/client follow the suggestions of the operator each step of the way. If the individual is ahead of you, stop the process and back up. You are teaching them to follow instructions; which will allow them to succeed at the deeper levels of trance.

1) "Take a long slow deep breath as I raise my hand above your eyes... just follow my hand with your eyes, and as I bring my hand down, allow your eyes to continue to follow it and exhale, letting all of the tensions wash away from your body as you RELAX completely... closing your eyes."

2) "Now Focus your awareness and attention on your eyes. And I want you to relax the muscles around your eyes, so much so, that they will not work. Just relax all the muscles around your eyes so that they will not work and then I want you to try to open your eyes, only when you're certain you cannot. So go ahead and try... and find that you can't."

3) "Now just allow the same relaxation that you've just felt in your eyes to wash over your entire body. From the top of your head all the way DOWN to the tips of your toes, like a warm waterfall of relaxation all the way from the top of your head down to the tips of your toes..."

4) "Now we can deepen that level of relaxation even more... in a moment, I'm going to ask you to open your eyes, not yet, but in a moment, and when I do I want you to remain deeply relaxed and then when you close your eyes again, just allow it to take you ten times as deep as you are right now, both physically and mentally. So right now, Open your eyes... (lead their eyes with your hand or two fingers) And close them... going ten times as deeply relaxed as you were a moment ago. Deeply, deeply...relaxed... dreaming...drifting...dropping...falling... Very good... now... we can deepen that level of relaxation even more..."

(Repeat 3-4 x)

5) In a moment, I'm going to test your body for relaxation... I'm going to lift your arm, and if you are as relaxed as you need to be your arm will be limp like a wet rag, or a rag doll... so as I lift your (right or left) arm, if you're as relaxed as you need to be, it will fall back into your lap like a limp wet rag... "

(Lift their arm and drop it back into their lap if it's not limp, repeat step four)



6) **“Good! Now, that same level of relaxation that you felt in your body can also be transferred to your mind. In order to help you relax, I want you to imagine yourself on a beach, sitting at the waters edge. And imagine in your minds eye that you have a stick in your hand. Now in a moment I want you to begin to write numbers in the sand and I want you to count from one hundred on backwards. As you write the number you’ll also say it out loud. Then in between every count I want you to double the level of your mental relaxation as you imagine a wave washing the number away. Now say the number 100 as you write it in the sand... “**

(Wait for response)

“Good... double your level of mental relaxation... and let the wave wash the number away... Say the number 99...

(Response)

“Double your mental relaxation... and let the wave wash the number away... say 98...”

(Response)

“Deeper relaxed...watch the wave wash it away... say 97... “

(Response)

“Deeper relaxed... watch the wave wash it away... Now just wash the numbers and the counting right out of your mind... just wash them right out of your mind... disappearing, going, going, gone... evaporating like water on a hot sunny day... Very good.”

7) Do Intervention, making sure to USE ONLY POSITIVE, EMPOWERING LANGUAGE AND SUGGESTIONS GEARED TOWARD RESOLUTION.

8) Count them back up from 1-5.



INDUCTION WITH CONVINCERS

Adapted from George Estabrooks, 1947

Convincers are a fun way for the individual to test their depth of hypnosis.

1. CLOSE EYES

“Close your eyes... you are going fast asleep... fast asleep... and will sleep until I tell you... until the point that I awaken you, at which point you will awaken quietly and easily... but for now... sleep... you are going fast asleep and you will sleep until I tell you... sleep... you will sleep until I tell you...” (continue for 5 minutes)

2. LOCKED EYES

“Now it’s time to have some fun with our first test. Your eye lids are becoming locked... they are glued shut. They are becoming locked tighter and tighter... Your eyes are shut and you cannot open them... they are shut tighter... locked welded shut... and they will not work. Now I want you to try... to open them and find with some amusement you cannot. Go ahead and TRY and find that you can’t.”

3. SLEEP

“Good... now just STOP... it’s not worth it... just STOP... they’re too heavy... and Sleep... you’re going fast asleep... and will sleep until I tell you, at which point you will awaken quietly and easily... but for now... sleep... just sleep...”

4. STIFF ARM

“OK now it’s time for our next fun test. So just notice your arm... your right arm... is becoming stiff and rigid... rigid and stiff... it’s so stiff and rigid... just like an iron bar... it’s solid and rigid and stiff... You cannot bend your right arm... it’s solid and rigid... It’s impossible to bend, solid and rigid... just like an iron bar so is your right arm, rigid and stiff, rigid and stiff... now go ahead and try to bend it and find with some amusement that you can’t. (GIVE THEM A MOMENT TO TRY) That’s right... just stop...”

5. SLEEP

“Good... now just relax... relax... totally and completely relax... and Sleep... you’re going sound asleep... sound asleep and will sleep until I tell you at which point you will awaken quietly and easily... but for now just sleep... just sleep...”



6. WEAK LEGS

“Very good... now your legs are getting heavier and heavier... getting heavier and heavier... feel the weight of your legs... getting so very heavy. They’re like lead weight rooted to the ground... heavier and heavier... so heavy that they won’t work... in fact they are so relaxed that It’s impossible to move them, feel the weight so heavy... and now try to lift your legs and try in vain and find that you cannot. Go ahead and TRY and find with some amusement that you can’t.”

7. SLEEP

“Good... now just STOP they’re too heavy, just STOP... just let it go... it feels so good to just leave them there and go deeper and deeper asleep... you’re going sound asleep, sound asleep and you will sleep until I tell you, at which point you will awake quietly and easily but for now... just sleep... dreaming, drifting, dropping, falling... sleep.”

8. AUTOMATIC MOVEMENT

“Now listen carefully, another depth test... It’s time for us to discover just what your hands can do. Now let’s start your hands rotating. (Help client) Here they go round and round... faster and faster. They are rotating faster and faster... and you might find with some delight that you can’t stop them... it’s so delightful to let them turn... in fact the harder you try to stop them the more they continue to go around and around.”

9. SLEEP

“Good... now sleep... just let your hands STOP and come back to your lap... sleep... you are going sound asleep and will sleep until I tell you at which point you will awaken quietly and easily... but for now sleep... going sound, sound asleep... sleep...”

10. TALKING IN YOUR SLEEP

“Now I want you to dream a wondrous dream... and in this dream... you’re talking in your sleep. We’ve all known people who’ve talked in your sleep... so just go ahead and dream... and talk in your sleep... I’m going to ask you some questions and you will find it easy to respond... while dreaming of talking in your sleep... ‘What’s your name...?’ ‘Do you have any brothers or sisters...?’ “ (AVOID EMOTIONAL QUESTIONS)

11. SLEEP

“Good... now sleep... once again going sound, sound asleep... going deeper and deeper asleep and will sleep until I tell you, at which point you will awaken quietly and easily, but for now just sleep... going sound, sound asleep...”



12. SLEEP WALKING

“In a moment, I’m going to ask you to stand. You’ve seen people in your sleep before ... you’ll be in a dream as if your dreaming of walking in your sleep... it’s easy to do. You’ve seen sleepwalkers... so just sleep and stand it’s easy to do... to stand up... so go ahead and stand... and walk (MAKE SURE TO GUIDE THEM) walking you’re finding it easy to use your leg muscles... while you remain deeply asleep... while standing...” (PUT A CHAIR BEHIND THEM AND GUIDE THEM TO SIT DOWN) “Now, there’s a chair right behind you... just go ahead and sit...sit safely back down...”

13. SLEEP

“Good... now sleep... relax once again... going sound, sound asleep... relaxing every muscle, every nerve, every fiber in your body... relaxing totally and completely... feeling a warm waterfall of relaxation washing over your body... and you’ll sleep until I tell you, at which point you will awaken quietly and easily, but for now just sleep... sleep...”

14. VISUAL HALLUCINATIONS

“Now listen carefully. In a moment you’re going to awaken from the neck up only... your mind will remain asleep and your body can remain asleep while your head can awaken with no recognition of your body. Your mind can remain asleep and your body can remain asleep, yet you can awaken from the neck up... so now... when your ready... just go ahead and open your eyes... Open them now... and remain deep asleep... open your eyes and remain sound asleep... and you’re still dreaming, so I want you to dream of this tennis ball. Dream of the tennis ball being held in my hand... open your eyes and look at the tennis ball in my hand... ‘What colour is it...?’ (RESPONSE) ‘What’s the number on it...?’ (Throw it up and see if their eyes follow it). Good... now close your eyes.” (MOTION WITH HAND)

15. SLEEP

“And Sleep... sleep... you are going sound asleep, sound asleep, and will sleep until I tell you at which point you will awaken quietly and easily, but for now... go sound, sound asleep... relaxing every nerve and every fiber in your body... sleep... and you’ll sleep until I tell you sleep...”



16. FULL BODY CATALEPSY

“Now... in a moment, you’re going to stand up again. I will help you, you’ll find it easy to do... You will remain deeply, deeply asleep as you stand... as if you’re dreaming a wondrous dream... while you stand you’ll remain deeply asleep... deeply asleep... so go ahead and stand, while remaining deeply asleep... finding it easy to do... stand yet remain sound asleep... good... NOW Become totally stiff, totally rigid, your body is stiff and rigid, like a steel bar. Stiff and rigid, stiff and rigid, your body is stiff and rigid like a steel bar... totally rigid... totally stiff... rigid and stiff... rigid and stiff” (TEST WITH FINGERS FOR RIGIDITY)

Have an assisting team help you to lower the subject to be suspended between two chairs. Allow them to fully experience it. The team will then assist you to lift the subject. Once subject is standing again, place chair behind subject.

“There’s a chair right behind you now , so go ahead and sit down, down, down...”

17. SLEEP

“And Sleep... sleep... you are going sound asleep, sound asleep, and will sleep until I tell you at which point you will awaken quietly and easily, but for now... go sound, sound asleep... relaxing every nerve and every fiber in your body... sleep... and you’ll sleep until I tell you sleep...”

18. REMOVE ALL SUGGESTIONS

“Any and all suggestions for testing are now removed... all other suggestions for learning and life-enhancement can remain powerfully in place.”

18. COUNT THEM BACK UP FROM 5-4-3-2-1



WITHIN HYPNOTIC STATES

ALWAYS USE **POSITIVE LANGUAGE** in order to properly order and sequence the individual's internal representations

METAPHOR

Metaphors can be multiply embedded or single-level.

FOR EXAMPLE

Have the individual imagine walking into a control room which represents the body.

Useful in weight loss, self-esteem issues – can reset the controls.

Have the individual imagine walking into a castle or beautiful mansion which represents the body.

Useful in smoking cessation – have them clean the castle.

DIRECT SUGGESTION

To develop direct suggestions, simply ask yourself the question 'What does this person need to know or do in order to achieve their outcome.' Then tell them to do it at the deepest point of their trance experience.

Remember that the number 3 is the magic number for suggestions. You want to offer your major suggestions 3 times in 3 different ways. This will cause your suggestion to set deeper in at the unconscious level. Make sure to say the suggestion differently so as to make it less **OBVIOUS** to the conscious mind of the individual.

FOR EXAMPLE

If they are seeing you for cold-call reluctance... you could offer suggestions such as:

"You like to talk to others and they like to talk to you. You have a genuine feeling of joy when you think of connecting with those people you will help with your product or service. You confidently expect them to be waiting for your calls... you enjoy connecting with your prospects on the phone. Every day prior to making calls, you imagine people wanting to talk to you on the other end of the line. You wake up in the morning excited to make new contacts, because you are imagining them anxious to speak with you. You know that there are many people out there enthusiastically waiting for your calls and you are looking forward to contacting them..."



INSTALL STRATEGIES WITH THEIR OWN TRIGGERS

This can be done with associated state rehearsal or dissociated state rehearsal. Remember once again that the number 3 is the magic number in terms of really sinking a new strategy in at the unconscious level.

FOR EXAMPLE

If you are working with performance enhancement in sports:

“Imagine your self walking on to the court (trigger) and the moment your feet hit the sand, you stop...take a deep breath and feel a strong sense of calmness and purpose surge through your body... You feel this feeling of calmness and purpose in every cell of your being as soon as you step onto the sand.

The moment you step onto the sand you will feel a call sense of calmness and purpose realizing now that you are focused only on the game.”OR“Imagine yourself now... standing behind the line, ready to serve the ball. And you stop... bounce it once (trigger) and immediately go into an extremely focused state. You picture the ball hitting with speed and accuracy exactly where you want it to hit. You serve the ball and it speeds to the exact location you imagined.”

END-RESULT IMAGERY

End result imagery can be extremely effective as a motivator for change, to re-work the neurology and to set a direction. One easy way to generate end-result imagery is to ask the client during the interview portion of the session.

FOR EXAMPLE

“How will your life improve when you get your outcome?”

You want the client to paint you a very clear picture of what their life will look like once they've made the change. Write the client's exact words down, and fill in the details with Clarity Model questions. The more details you get, the more you will be able to weave wondrous end-result imagery while the client is in trance. Get specific behavioural things they will be doing, once they've attained their goals. Then you can have them imagine this end-result imagery fully associated during the trance work. This is very compelling!



RAPID INDUCTION

This is not to be used with anyone who has a neck injury!

- 1) **"This induction will take you deeper than you've ever been before... can you sit comfortably like this? (DEMONSTRATE)"**
- 2) **"Good, now what I'm going to ask you to do is to push down on my hand as hard as you can. Go ahead and do that so that I can feel the pressure." (HAVE THEM TRY IT)**
- 3) **"Excellent. Now I'm going to count from 1 to whatever, and as I count, I want you to push down on my hand and I want you to double the pressure you're pushing with, with every count."**
- 4) **"Now bring your eyes up here to look at my hand (raise hand above eye level) And as your eyes look up here, I want you to push down on my hand..."**
- 5) **"One, pushing harder and harder, Two double it... pushing harder and harder, Three keeping your eyes up here... (keeping eyes anchored with your hand) Four double the pressure, pushing harder and harder, Five... double it. Six... Close your eyes...Seven... harder, Eight..."**
- 6) Pull hand out from their hand causing them to lurch forward while simultaneously cradling the back of the individual's neck with your other hand and rocking it down to their chest. This looks abrupt, but is actually quite gentle.
- 7) **"Sleep! Going deeper and deeper, deeper and deeper, feeling a warm waterfall of relaxation washing over your entire body... from the top of your head, all the way DOWN to the tips of your toes."**



CONVINCERS

HEAVY LEGS

Now, I'm going to count from 1 to 5, and your legs will become heavier and heavier with each count. 1... heavy legs...2... twice as heavy now.....3.... so very heavy... 4....heavier than that.... and 5. Now, as your legs are so very heavy, in a moment you'll try to lift them and find with some amusment that you cannot. So only when you're sure you can't move your legs.... go ahead and try.... and find that you can't. (Allow them to try) That's right, they're too heavy.... just stop, let it go.... that's right.

HEAVY EYES

And as your legs were heavy, so are your eyes... heavy, heavy eyes, so heavy. I'm going to count from 1 to 5 and with every count your eyes will become more and more heavy with each count....1... heavy eyes ...2... twice as heavy now.....3.... so very heavy... 4....heavier than that.... and 5. Now, as your eyes are so very heavy, in a moment you'll try to open them and find with some amusment that you cannot. So only when you're sure you can't go ahead and try and open them.... and find that you can't. (Allow them to try) That's right, they're too heavy.... just stop, let it go.... that's right.
... Dreaming, drifting, dropping falling..... dreaming and drifting..... dropping, falling....



PAIN CONTROL SCRIPT



KEYS TO PAIN CONTROL

Prior to doing pain control, ALWAYS have the individual indicate what their level of pain is on a scale from 0-100. This will give you the ability to calibrate at the end of the process how much the pain has descended.

* When doing a “glove anesthesia” in which the individual imagines part of their body going numb, it is best to “anesthetize” a part far away from the pain. This makes it easier to transfer the anesthesia later. For example, use the hand for this process, providing it not the hand itself where they experience pain.

* It is also key here as in any hypnotic induction that you are totally congruent with your own suggestions that the hand is “totally numb...totally and completely numb.”

STEPS TO PAIN CONTROL

- 1) Preframe difference between anaesthesia and analgesia.
“Anesthesia is where there is no feeling, analgesia is where there is feeling, but no pain. We’ll shoot for anesthesia, but if we hit analgesia would that be OK?”
- 2) Once in trance, lead them into a “sub-induction” such as a winter wonderland where you can do a “glove anesthesia,” creating a scenario in which the individual sticks their hand into a snow bank until it is **“totally and completely numb.”**
- 3) When the individual affirms their hand is getting numb, let them know you are going to touch it to test:
“In a moment I’m going to begin working with your hand...you may feel me working, but it won’t bother...”

Pinch the back of their hand while continuing suggestions of extreme cold until they verify that the hand is numb. (The hand may become physically cold, but not always.)
- 4) Once the hand is sufficiently numb, begin to have them flow a river of anesthesia from that hand to the place in their body where they require pain control:
“While you conscious mind continues to flow the river of anesthesia, I want to speak directly to your unconscious right now. If your conscious mind wants to listen in, that’s okay, or it can just continue to flow the river or anesthesia...but I want to speak directly to your unconscious now...”
- 5) Thank the unconscious mind for creating the pain:
“I’d like to thank you. Thank you for creating the pain. You’ve done a wonderful job in creating the pain...and one thing that I know is that pain serves a purpose. So thank you for creating that.”
- 6) Talk about paying attention vs. paying with pain:
“I know that in life, we either pay attention, OR we pay with pain. So the only reason we might experience pain, is because at some level you’ve failed to pay attention to the needs, the wants, and the desires of your body...AT SOME LEVEL.”



PAIN CONTROL SCRIPT (CONT.)

- 7) Pace and lead them to begin paying attention:
“Oh, and by the way, the very fact that you’re sitting where you’re sitting, listening to the sound of my voice, thinking those thoughts you’re thinking, and going through this process means... YOU’RE PAYING ATTENTION...”
- 8) Focus on healing the body:
“So now that you’re paying attention...wouldn’t it make more sense to focus your energies on healing the body rather than hurting the body? Wouldn’t that make more sense?...So go ahead and LET IT GO...let go of the pain...just let it all go!”
- 9) While individual remains in trance, check in to get their current level of pain,
“Now just because I like to check in from time to time to see where you’re at...on a scale from zero to one hundred...where are you now?”
- 10) Their level of pain should drop down immediately. If client does not give number below 50% on pain scale after some continued suggestions of the “river of anesthesia,” address any possible secondary gain:
“Now I know that sometimes some people get some form of emotional benefit by having pain... now you may wonder ‘what kind of benefit could somebody get by having pain?’ and I don’t know, some people get out of work by having pain, some people get love, or get themselves to slow down by having pain...Now I’m not saying this is the case with you, but just in case...just in case there is any emotional benefit to having the pain...I’d like to suggest that you absolutely deserve that benefit...you absolutely deserve it...and I’d also like to suggest that over the next seven nights your unconscious can dream a wondrous dream and provide you with three alternative ways to achieve the same benefit that you used to get from the pain...now you may be wondering what those ways will be...oh I don’t know...it might be something as simple as throwing a ball for a puppy, or taking time out for yourself, or reading a book...I don’t know...but over the next seven nights you will dream and your unconscious will provide you with three alternative ways of achieving the same benefit that the pain used to give you...And now...just because I like to check in from time to time to see where you’re at...on a scale from 0-100...where are you now?”
- 11) Whatever their response, use the number as a gauge for later progress. Meanwhile, install a new strategy for dealing with pain:
“In the future should experience any pain, I’d like to suggest that you can just STOP. And begin to pay attention...begin to PAY ATTENTION to the needs, the wants and desires of your body...”

Repeat this suggestion 3 times before bringing them up and out of trance.



SECTION 7

SPIN PATTERNS

“Imagining novel solutions to ever more complex problems is far more noble than to run from problems.”

-Neville



SPIN PATTERNS

OUTCOME

Participants will learn how to respond to any objection or limited perspective by offering alternate empowering perspectives on the issue to generate options.

DEFINITION AND PURPOSE

Spin Patterns represent 12 effective ways to shift perception using language in order to cause a re-evaluation of a subject from another angle. Although the term spin has more recently been given a somewhat negative spin, it is just another word for reframing. And as has been shown with Quantum Linguistics, it can literally shift a listener's reality by providing him or her with an alternate observation of the same "reality."

The art of spin is a highly persuasive form of linguistic mastery because it utilizes the very words of another to convey a new interpretation of the subject. Spin Patterns deliver a direct response to the listener's limited Model of the World, which was conveyed in their own words, but with an important twist—they offer more resourceful choices.

EXAMPLES

- Reversing someone's stance by using an analogy
- Transcending someone's limited beliefs by pointing out their generalization
- Giving the opposite meaning to someone's presupposed complex equivalence
- Showing someone where the same behaviour had a different meaning in another context
- Making someone's objection about a much larger issue
- Turning around someone's view point by chunking up to a higher value

APPLICATION OF SPIN PATTERNS

- Create major shifts in other people's model of the world
- Convey a cause as powerfully as you believe in it
- Make your point hit home at a company meeting
- Handle any objections with persuasive responses
- Assist others to truly get your perspective
- Utilize masterful language within any argument
- Be an inspiring leader

THIS SECTION OF THE MANUAL TEACHES

- 12 Spin Patterns
- Respond to Any Objections



S.P.I.N. P.A.T.T.E.R.N.S.

S.hift to a larger frame

P.erspective of others

I.mportance of higher values

N.egative consequences

P.oint out a higher level of abstraction

A.nalogy or metaphor

T.ranscend the generalizations

T.urn to another issue

E.valuation

R.eversal

N.ewly define

S.eparate intention from behaviour



SPIN PATTERN EXAMPLES

Limited thinking is so pervasive and insidious that the negative statements that come out of people's mouths can sound absolutely convincing. People are quite sure they are simply stating the facts, "the truth" of the matter. Remember: That is reality as only they know it.

Let's take two separate points of view expressed in the following statements:

1. **"I'll never be successful because I have a learning disability."**
2. **"I can't take your training because it's too expensive."**

People do this all the time—they defend their limitations. An amazing amount of change work can take place with language alone. The words that you offer must cause an Internal Representation to be created within their mind. Sometimes these responses stretch minds so far beyond the boundary conditions of their thinking, they will appear confused or confounded. Remember what Milton Erickson said, "Anything is possible in the presence of rapport." Watch how the following Spin Patterns can turn around anyone's version of "reality" and cause them to have to access more resourceful thinking:

S. SHIFT TO A LARGER FRAME – Expand the frame size presupposed in the statement to include more possibilities, by asking yourself, "What is a larger frame or something they haven't noticed, which when acknowledged will cause their position to shift?"

1. **"I'll never be successful because I have a learning disability."**

RESPONSE

"You're just saying that because you haven't researched all the people with similar challenges who have become massively successful."

2. **"I can't take your training because it's too expensive."**

RESPONSE

"Once you've taken a look at our tuition financing options, you'll understand how affordable it can really be."

P. PERSPECTIVE OF OTHERS – Recognize generalization and show how it could be viewed differently for another's point of view

1. **"I'll never be successful because I have a learning disability."**

RESPONSE

"Many people, myself included, don't believe in learning disabilities...just in ineffective learning strategies. And learning strategies can be changed."



2. “I can’t take your training because it’s too expensive.”

RESPONSE

“Our graduates understand that what was really expensive was the time they wasted before gaining the insights in our program.”

I. IMPORTANCE OF HIGHER VALUES – Look for the presupposed value, what’s important to the speaker, then find its higher value

1. “I’ll never be successful because I have a learning disability.”

RESPONSE

“Isn’t it more important to believe in yourself than to create reasons or excuses for your lack of success?”

2. “I can’t take your training because it’s too expensive.”

RESPONSE

“Aren’t you worth investing in?”

N. NEGATIVE CONSEQUENCES – Shift the attention to the negative consequences of holding onto the presupposed belief

1. “I’ll never be successful because I have a learning disability.”

RESPONSE

“It’s beliefs like that that keep people from ever rising above their challenges.”

2. “I can’t take your training because it’s too expensive.”

RESPONSE

“What’s it going to cost you if you don’t do it? What is the price—physically, emotionally, and financially?”

P. POINT OUT A HIGHER LEVEL OF ABSTRACTION – Bring into the listener’s mind IRs of a bigger picture beyond what they are focusing on

1. “I’ll never be successful because I have a learning disability.”

RESPONSE

“Many people have excuses for not succeeding in life. For some it’s their sex, race or creed and for others it’s a challenge such as yours. It’s not that successful people don’t have challenges. Successful people rise above their challenges.”

2. “I can’t take your training because it’s too expensive.”

RESPONSE

“Thoughts like that serve only to keep people from learning the tools that can change their lives for the better.”



A. ANALOGY OR METAPHOR – Respond to the presupposed belief with a story or character that has a different outcome from the same belief

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“I used to think it took me longer to learn things than most people, and it was that very belief that caused me to work even harder and propel myself on to greater success.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“My friend said the same thing, but then he realised it was too expensive not to do it. He attended the course and within 30 days he had virtually tripled his sales.”

T. TRANSCEND THE GENERALIZATION – Shift attention to a time or place when the generalization was NOT true

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“Richard Branson was told he was dyslexic, and that didn’t stop him from becoming a billionaire.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“Too expensive compared to what? Compared to the cost of not having this information? You pay for education once. You pay for ignorance over and over again.”

T. TURN TO ANOTHER ISSUE – Switch their point to an issue of greater importance

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“The issue isn’t whether you can become successful; the issue is whether you are willing to become successful despite the challenges you’re confronted with.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“The issue isn’t the amount of the investment. The issue is how much you think you’re worth investing in.”



E. EVALUATION – Observe their own model of the world—the meaning they have ascribed to conditions—and give the same circumstances a new meaning, or broader interpretation

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“Your success is not determined by your challenges. Your success is determined by your commitments.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“The price of the training doesn’t mean you can’t attend. It simply means you’ve got to commit yourself to your own success. Where there’s a will there’s a way.”

R. REVERSAL – Utilize their reasoning to show that the very reason they offer as evidence for their action or non-action is the same reason they should take a different action; Allow them to see their assumptions and consider a different course of action

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“That’s exactly why you need to become successful—so you can prove to yourself and others how powerful you can be when you decide to overcome something.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“That’s why you need to do whatever you have to in order to attend. How long do you want to go on not being able to afford things you really want in life?”

N. NEWLY DEFINE - Give an alternate definition, opening their eyes to a completely new perception of a condition or situation

1. **“I’ll never be successful because I have a learning disability.”**

RESPONSE

“Success is not something that is achieved by having no challenges. Success is the process of overcoming your challenges.”

2. **“I can’t take your training because it’s too expensive.”**

RESPONSE

“Our program is not expensive, it’s valuable. How much would you pay for something that helped you to double your income? That’s exactly what Christine Winters did after attending.”



S. SEPARATE INTENTION FROM BEHAVIOUR – Make a clear delineation between a person's intention and their behaviour so that they can separate them in their own mind to arrive at a more empowered assessment of where one may not be supporting the other

1. “I’ll never be successful because I have a learning disability.”

RESPONSE

“I know your intention is to keep yourself from experiencing disappointment, but how disappointed would you be if you got to the end of your life and you never reached your full potential because of that lousy excuse.”

2. “I can’t take your training because it’s too expensive.”

RESPONSE

“I know that you’re interested in making wise financial decisions and we’ve got lots of clients that will assure you this is one of the smartest financial decisions you could make.”



RESPOND TO ANY OBJECTION

CREATE YOUR OWN S.P.I.N. P.A.T.T.E.R.N.S.

Respond to the following statement in such a way that causes that person to re-evaluate their own presuppositions and limited thinking? Come up with as many alternate responses to the same statement using each of the 12 Spin Patterns.

STATEMENT: "I'm afraid to start my own business because I don't want to give up the stability that I have now."

1. SHIFT TO A LARGER FRAME

2. PERSPECTIVE OF OTHERS

3. IMPORTANCE OF HIGHER VALUES

4. NEGATIVE CONSEQUENCES



5. POINT OUT A HIGHER LEVEL OF ABSTRACTION

6. ANALOGY OR METAPHOR

7. TRANSCEND THE GENERALIZATIONS

8. TURN TO ANOTHER ISSUE

9. EVALUATION



10. REVERSAL

11. NEWLY DEFINE

12 SEPARATE INTENTION FROM BEHAVIOUR



SECTION 8 STRATEGIES

**“We are what we repeatedly do; excellence then is not an act,
but a habit.”**

- Aristotle



STRATEGIES: RECIPES FOR SUCCESS

OUTCOME

Participants will be able to understand how people use strategies for everything they do. They will learn to discover, fulfill, change, and install strategies for themselves or others.

DEFINITION AND PURPOSE

A **Strategy** is a sequence of internal and external processes that occurs in the mind and body that consistently produces a particular result. It can also be described as a specific pattern of thoughts and behaviours that leads to a predictable and replicable outcome. When a person is getting undesirable results and is willing to change a behaviour, the first step to changing the result is becoming aware of the strategy that produces it.

To use an analogy, a strategy is like following a recipe to bake a cake. Specific steps must be followed in a certain order to produce the desired cake. First might be gathering the necessary ingredients, bowls, and utensils. The order in which the carefully measured ingredients are combined is important as well. For instance, putting the mixing bowl in the oven instead of putting the mix in a pan, or adding ingredients after baking the mix will produce substantially different results. Similarly, in life some strategies are recipes for success while others are recipes for failure.

Strategies can be external or internal. An external strategy could be a gymnast who learns and perfects a certain sequence of steps and muscle movements that leads to a perfect performance. An internal strategy could be a sequence of negative thoughts that leads inevitably to a state of depression.

Behaviours, states and outcomes arise from three types of strategies:

Micro-strategies usually take a matter of seconds. They are the exact order and sequence of steps a person uses unconsciously to produce a certain result, like making a choice to buy something or feeling attracted to someone. Eliciting a micro-strategy can provide extremely precise information about how to replicate a chosen result. For example, to model health and fitness, determine how a healthy, fit person thinks and acts related to eating and working out.

Macro-strategies are the actions people take in a general area of their lives. For example, Richard Branson has strategies for leading the Virgin Companies that includes creating a fun work atmosphere, hard-edged negotiating, and fostering the entrepreneurial mind set in his employees. Milton Erickson had strategies for achieving personal transformation with his patients that included conversational hypnosis, rapport, and metaphors.

Meta-strategies are the overall philosophies that cause people to choose all of their other strategies. The Meta-strategy for business may differ from the for love or health, for instance. A person whose driving force in life is to empower as many people as possible will make different choices than an individual whose Meta-strategy is to be first at any cost in reaching professional or financial goals.



EXAMPLES

We have strategies for every action or behaviour.

Affection	Falling in love	Making love
Anger	Flirting	Making money
Being disciplined	Getting a job	Managing people
Being late	Getting sick	Motivating others
Being wealthy	Getting up in the morning	Organizing
Calm	Happiness	Parenting
Creating Chaos	Health	Playing sports
Coping with Chaos	Laughing	Punctuality
Communicating	Leading	Sleeping well
Completing Projects	Learning	Speaking in public
Confidence	Listening	Staying Motivated
Dealing with traffic	Making a decision	Telling a joke
Depression	Making a sandwich	Thinking about money
Eating		Working out

APPLICATIONS OF STRATEGIES

Understanding strategies provides a basis to:

Change personal strategies and, therefore, results

Assist others to change strategies that no longer serve their best interests

Elicit the strategies of role models and install them (in self or others) to produce similar outcomes

Utilize another's strategy to communicate and lead that person more effectively

Model those who are producing desirous results



THIS SECTION OF THE MANUAL TEACHES SPECIFIC TECHNIQUES TO:

Questions to Elicit Strategies

Empowered Strategies

Motivation Strategies - Problems & Solutions

Decision-Making Strategies - Problems & Solutions

Eye Pattern Test

Formal Strategy Elicitation

Conversational Strategy Elicitation

Strategy Fulfilment

Strategies for Leadership and Sales

Designing New Strategies

Strategy Installation

Learning Strategy

Love Strategy

Spelling Strategy



MODELLING SUCCESS

First of all, it is important to understand that all strategies are “effective.” When people follow the same pattern, they achieve predictable results. The neurology in mind and body communicating effectively so that certain behaviours and attitudes produce specific results. The question becomes, are they the desired results? Is the strategy running the person? Or, is the person running the strategy? Therefore, rather than being concerned with the effectiveness of strategies, the focus here is on whether strategies “empower” or “disempower” the individual.

While some strategies are recipes for success, others are sure-fire recipes for failure. Sometimes people follow the same directions inside their minds and bodies that create exactly what they don’t want. Becoming conscious of strategies provides new opportunities to design alternative strategies that produce positive results. In addition, individuals can learn to embrace the empowered strategies of the people who are producing the results they want for themselves. Then full integration of those strategies occurs during the processes of Neurological Repatterning and Cognitive Re-imprinting.

It is important to note that just because people employ most strategies unconsciously this does not mean that they cannot be changed. The first step is becoming consciously aware of how a strategy runs. It is then that each person can choose whether he or she wants to keep or change a strategy based on whether it is producing a desired outcome. A strategy can always be changed, and then changed again to achieve a different result. In other words, when current behaviour is not producing the intended results, people design and install a new, empowered strategy to produce a different outcome.

Sociologist Dr. Morris Massey asserts that the modeling period occurs from ages seven to fourteen.

0 - 7 years old	Imprint Period
7 - 14 years old	Modeling Period
14 - 21 years old	Socialization Period

Modeling and learning never has to stop! Because strategies are learned behaviours, people can reinforce a preferred strategy, or learn a new strategy, for any aspect of life at any time in the life cycle.

For example, role models of excellence for business, coaching, wealth, relationships, physical health, selling, decision-making, leadership and communicating abound. Individuals need only elicit and install whichever strategies will serve their goals, and they can achieve the same results in a fraction of the time that it took the original expert to do!



ANATOMY OF A STRATEGY

An internal structure exists behind every experience. In other words, for every action, a systematic activity occurs in the brain's and body's nervous system. Through the five senses the nervous system deletes, distorts and generalizes a tremendous amount of information every single moment just so that humans can organize thoughts and perceptions. That filtration mechanism generates and maintains habitual neural patterns, or strategies, for responding to any situation without having to think too much about it each time it occurs.

All overt behaviours are manifestations of the order of thinking that preceded the specific action, whether conscious or subconscious. On a day-to-day basis, in fact, most strategies are, of necessity, largely a function of the subconscious mind!

By adulthood, most behaviours and thought patterns were learned so long ago and have been repeated so often that people no longer are aware consciously of how they do what they do. Consider morning rituals, for example. Most individuals, upon awakening, have a certain way of preparing that gets them out the door at approximately the same time each morning. Others have a series of habitual behaviours that almost always "make" them late; in other words, they have a strategy for being late, which they could choose to change to one for being on time.

Within this strategy for always being on time, individuals also operate other micro-strategies that are uniquely their own for each separate activity—showering, brushing teeth, getting dressed, preparing food, driving to work, and so on. This saves time and energy. If the act of driving a car was not already incorporated into the subconscious, commuters would have to spend tremendous time and energy each day figuring out how to navigate their cars to work. They would never have enough of their conscious minds left to imagine the future, for example, because they would be too busy re-learning which muscles to use to push the gas and brake pedals and steer the car, for example.

So, for the most part, it is helpful that people utilize most strategies subconsciously! However, it is not helpful when the strategy's results are undesirable; then people are like machines on automatic pilot or out of control. Learning about strategies is all about increasing behavioural choices so individuals can create the lives they want.

Learning a new language is an example of a conscious strategy. To learn French, for example, students need to model consciously the way others speak the language. The first step involves learning some vocabulary, what words mean and how to pronounce them. Other steps include modeling the syntax of French, its strategy for word order within a sentence.

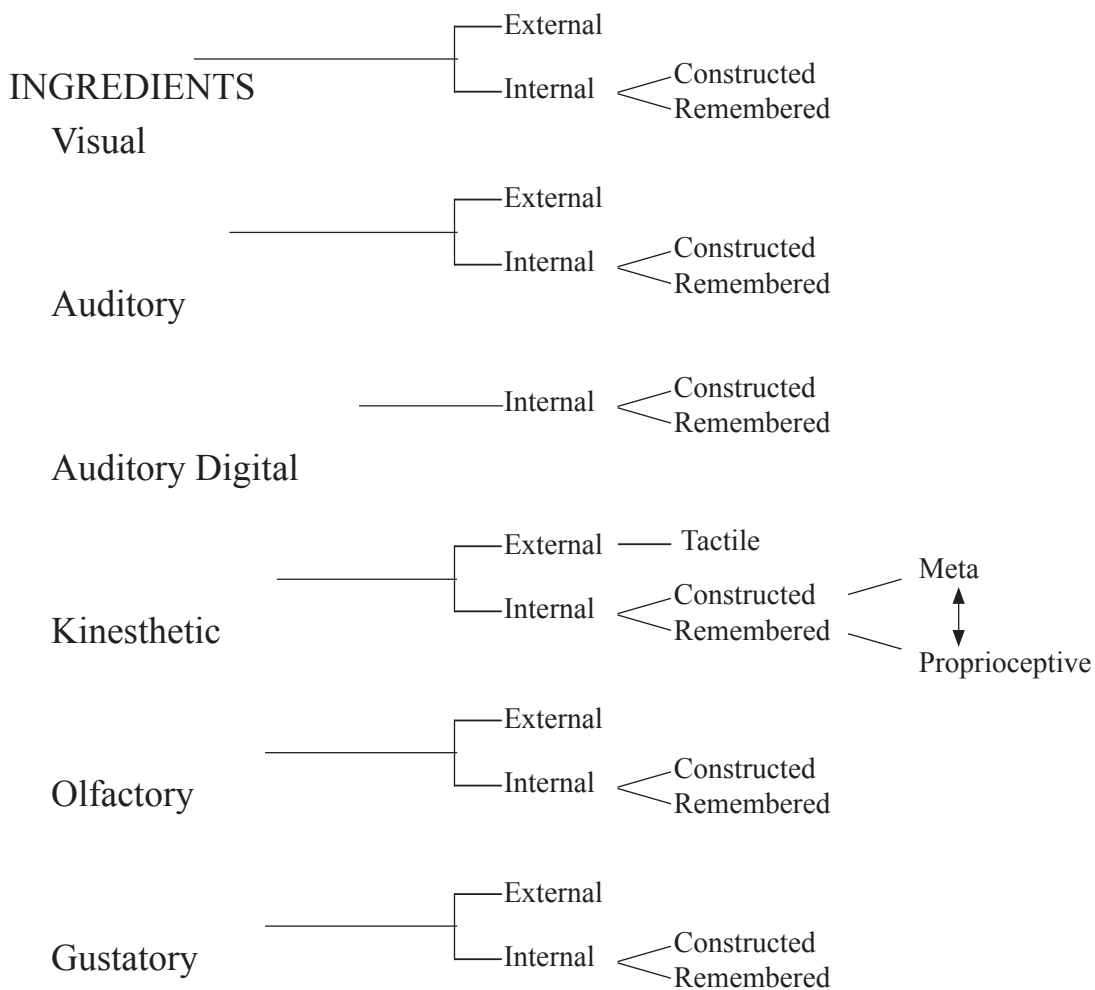
Besides using strategies for external activities, humans also have strategies for internal states, such as depression, confidence, anger, motivation and creativity. One goes through some predictable steps to arrive at any one of these emotional states. When the neurons in the brain repeatedly travel the same pathway, they repeatedly produce the same results. For strategies formed when people are young, the corresponding neural pathways can become so deeply entrenched that the behaviour seems automatic, as if individuals have no conscious choice over their own behaviours. This simply is not true.



INGREDIENTS OF A STRATEGY

MODALITIES + SEQUENCE = STRATEGY

The following are all the possible combinations of modalities that can occur in sequence to produce a strategy.





Learning about how strategies operate creates options. People now can model and install new, improved strategies at any point in their development for anything they choose! In addition, individuals can elicit other people's strategies to assist them to install more effective ones that transform their lives. They can also utilize strategies to model others' successes.

To create a particular experience, behaviour or state, the mind has limited options because each thought is made up of pictures, sounds, feelings, and self-talk. Thoughts are produced by various combinations of visual, auditory, kinesthetic, auditory-digital, olfactory and gustatory stimuli.

V	[visual]	create and see pictures
A	[auditory]	hear sounds
K	[kinesthetic]	experience feelings
A _d	[auditory-digital]	hear self-talk
O	[olfactory]	smells
G	[gustatory]	tastes

The parts of each strategy consist of a sequence of these representational systems that form a correlating result. For example, many romantics assert that attraction is instantaneous. However, if they were to describe the steps they took to develop an attraction for someone, they might discover a pattern such as: first, seeing the person (V), next, getting a good feeling about the individual (known as a Positive-K), then talking to themselves about that person (A_d). Once admitting to their attractions, these romantics would in all likelihood begin a separate strategy for attracting that person.

A **Synesthesia** is when two representational systems are so closely linked or associated within the neural network that they are experienced simultaneously. A synesthesia can be empowering or disempowering within a strategy. In a fighter pilot a V—K synesthesia might be beneficial; the pilot can see (V) and act (K) almost simultaneously. Or, a woman might see (V) a man and sense (K) danger immediately. On the other hand, a disempowering synesthesia occurs when someone looks at food (V) and immediately feels compelled to eat it (K); such a strategy can lead to ill-health and obesity. People with gambling problems oftentimes have a K—A_d synesthesia: feeling restless or bored (K), the gambler automatically decides to gamble while thinking, "Just one more time, and I'll stop." (A_d). Financial problems may arise when buying strategies are out of control. A V—K synesthesia buying strategy is seeing it (V) equals having to have it (K). One solution to such a synesthesia is an auditory-digital (A_d) check between the visual and kinesthetic steps. People with the previously problematical buying strategy would learn to ask themselves before buying anything, "Is this a good investment?"

Language patterns can often reveal synesthesias. When someone says, "I have to see if it feels right," that individual may not be able to separate V—K.



EMPOWERED STRATEGIES

Knowing the criteria for an empowered strategy allows you to ask very specific and directed questions about a client's current strategy to detect how you might be able to assist them in creating positive behavioural change.

Remember: If there is no problem, there is no reason to change a strategy. Only in the case of there being a problematic result should one explore the following. The lack of any one of these criteria for an empowered strategy could point to the potential source of the problem.

EMPOWERED STRATEGY CRITERIA

1. Preserves positive and eliminates negative consequences.
2. Has a well-defined representation of outcome.
3. Uses all three (3) of the Major representational systems.
4. At least three points in every loop; so not a synesthesia
5. Every loop includes an exit point.
6. Externalizes as behaviour
7. Uses least number of steps to get the outcome.
8. Logical sequence with no steps missing.
9. Has the internal and external sensory modalities to get desired outcome.
10. Minimizes negative feelings, or modal operators of necessity.

HOW AN EMPOWERED STRATEGY FUNCTIONS

1. Strategy has a trigger which starts the process and carries with it the final criteria.
2. Operates within present state to bring it closer to the desired state.
3. Has a decision point which determines the next step based on congruence or lack of congruence.
4. Exits at desired state or outcome.



QUESTIONS TO ELICIT STRATEGIES (USING T.O.T.E. MODEL)

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?”



EFFECTIVE MOTIVATION STRATEGY

There are two types of motivation: toward and away-from. Both can be highly effective in getting someone motivated for different reasons at different times. Here are the differences:

Toward motivation

- Being moved forward toward a goal, a positive feeling, a picture in mind
Tends to get more consistent results over time than away-from
- Potential problem with being too toward-motivated is not being willing to do the necessary yet unpleasant tasks required to reach the positive goal

Away-from motivation

- Being moved forward because they want to move away from something else they don't want, something associated with a negative feeling
- Can provide a very strong initial impetus to take action
- Potential problems with being too away-from motivated:
 - * waits to take action until things get bad enough
 - * more stress associated with the goal and taking action
 - * overall results are inconsistent because once the goal is achieved the impetus for continuing to stay motivated is gone



THE KEYS TO AN EFFECTIVE MOTIVATION STRATEGY:

- Replace away-from with toward motivation.
- Voice (A or A_d) is a positive tonality using modal operators of possibility, instead of necessity since "shoulds" and "have tos" are more associated with away-from motivation.
- Stay focused on the positive outcome and its consequences (how's it going to feel, look, sound...), rather than the I/R of the process of getting there
- Chunk goal down into manageable steps. The journey of a thousand miles begins with a single step.
- Create a Neurological Bridge to move through unresourceful states if necessary.

STEPS TO AN EFFECTIVE MOTIVATION STRATEGY

1. Put outcome in future with Strategic Visioning. (Strongly associate into future outcome; then dissociate to create propulsion toward reaching it.)
2. Maintain pleasant, positive voice tonality (Positive A_d yours and your team mate's) enforcing, **"It will be so good when it's done."**
3. Set realistic goal posts along the way with dates, appropriately chunked down into action steps. Build on the successes with the positive K of completing each one; acknowledge completion at each phase toward end step.
4. If too often slipping back into unresourceful states (away-from, overwhelm, modal operators of necessity, etc.) set a Resource Anchor including the state of being "totally motivated" or create a Neurological Bridge from the unresourceful state to the state of motivation.



MOTIVATION STRATEGIES

TYPICAL PROBLEMS	SOLUTIONS
<ul style="list-style-type: none"> • Overwhelm from abstract thinking The structure of overwhelm is chunking too big. This will often be represented by universal quantifiers. For example, "I feel everything piling on me." • Only away-from motivation Insufficient motivation; or, what person is moving away from produces anxiety and stress which can cause paralysis. • Uses Modal Operators of Necessity Person's self-talk is based on obligation (should, must, etc.), often coupled with judgment, harsh or disapproving tone which results in Negative K association with desired result • Overly cautious Dwells in worst-case scenarios, considering what could possibly go wrong causing the person to feel stuck. • Fear of failure or success Imagining negative consequences of action can result in a refusal to take action. 	<ul style="list-style-type: none"> • Chunk down to take action on smaller steps. "What could you do next?" • Use toward motivation. Imagine what positive result client will gain by moving forward. • Use possibility thinking—"What could happen if you did this?" and self-acceptance with approving, compassionate tone. • Make honest assessment of areas of appropriate caution. Don't remove the person's strategy entirely if it serves positive function. • Stay In -Time. Focus on the satisfaction of doing what's right in front of the person.



DECISION-MAKING STRATEGIES

WHILE GENERATING OPTIONS

TYPICAL PROBLEMS	SOLUTIONS
<ul style="list-style-type: none">• No visual component. Can't picture or visualize any choices• Not enough options Locked into "either/or" duality thinking; Or only sees one undesirable choice.• Too many options Stays in phase of generating more options; never acts on any.	<ul style="list-style-type: none">• Assist with visual construct. Use vivid, colourful language when presenting options.• Generate options; Choose one; discuss next step.• Eliminate options down to a few best options; commit to taking action.

PROBLEMS WHILE EVALUATING OPTIONS

TYPICAL PROBLEMS	SOLUTIONS
<ul style="list-style-type: none">• Options not represented in all modalities Cannot fully assess viability; afraid to act.• Seeking unavailable external confirmation Outside data on options does not exist• Options do not apply to given situation Doesn't have needed criteria to make decision.	<ul style="list-style-type: none">• Assist with missing modalities until full scope of choice is apparent; Compare and choose best option.• Seek internal indication of best decision. (Success Indicator Meta Program).• Focus on parameters of given situation only.

PROBLEMS WHILE CHOOSING OPTIONS

TYPICAL PROBLEMS	SOLUTIONS
<ul style="list-style-type: none">• Criteria for choosing is inappropriate Some aspects carry too much importance, others not enough; imbalanced decisions.• Criteria is not prioritized Unorganized thinking; not knowing priorities; confused by others' conflicting priorities; swings back and forth between opposite options.• Separating out criteria rather than options Doesn't see advantages and disadvantages included in one option. Breaks it down into too many components; confusion	<ul style="list-style-type: none">• Honest assessment of desired outcome and applicable criteria.• List options, then advantages and disadvantages, decide which criteria are most important, see which has most advantages.• Chunk back up to level of options, and clarify overall advantages and disadvantages, without getting mired in details.



STANDARD NOTATIONS

REPRESENTATIONAL SYSTEMS SUPERSCRIPTS

V = Visual (Pictures)

A = Auditory (Sounds)

K = Kinesthetic (Feelings)

O = Olfactory (Smells)

G = Gustatory (Tastes)

r = remembered

c = constructed

i = internal

e = external

SUBSCRIPTS

t = tonal

d = digital

EXAMPLES

A^e = Auditory External

A_dⁱ = Auditory Internal Dialogue

V^c = Visual Constructed

K^r = Remembered Feelings

Aⁱ = Auditory Internal

A_t^r = Auditory Remembered Tonal

Vⁱ = Visual Internal

K^e = Tactile Feelings/Sensations

A^c = Auditory Constructed

A^r = Auditory Remembered

V^r = Visual Remembered

SYNTACTIC SYMBOLS

	= Leads to
	= Comparison
	= Synesthesia
	= Meta Response
	= Polarity Response
	= Simultaneous but not interfering

EXAMPLES

Sequence A^r V^c Kⁱ

Test V^e V^r

Simultaneous Picture + Feeling V^c K

Saying one thing & feeling another Aⁱ Kⁱ

Talking about a picture Vⁱ A_dⁱ

Inputting Auditory & Visual Simultaneously
$$\frac{A^e}{V^e}$$



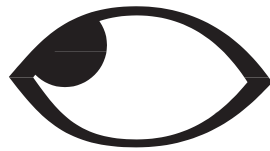
EYE PATTERN CHART

When looking at a normally organized person



V^c

Visual Constructed



V^r

Visual Remembered



A^c

Auditory Constructed



A^r

Auditory Remembered



K

Kinesthetic (Feelings)



A_d

Auditory Digital (Self-talk)





EYE PATTERN TEST

Ask these questions to determine whether someone is normally organized or reverse organized. People who are left-handed tend to be reverse organized, which just means they access the information in the opposite quadrant. This information will assist you in recognizing how an individual is processing information at any given moment, according to which quadrant their eyes move.

While asking each question, observe which direction the client's eyes go and compare the movement to the Eye Pattern Chart.

Visual Constructed (Vc) fabricating images and pictures never seen before

“What would you look like with purple hair?”

Visual Remembered (Vr) recalling images seen in the past

*some people may also defocus their eyes

“What did your first grade teacher look like?”

Auditory Constructed (Ac) imagining sounds never heard before

“What would I sound like if I had Mickey Mouse's high voice?”

Auditory Remembered (Ar) recalling sounds or voices heard in the past

“What was the first noise you heard when you woke up this morning?”

Kinesthetic (K) accessing feelings and/or how something feels to the touch

“How does rabbit fur feel?”

Auditory Digital (Ad) hearing inner dialogue; talking to oneself

“Can you say the alphabet to yourself backwards?”



FORMAL STRATEGY ELICITATION

Travelers, whether they have maps or not, arrive at a destination. No matter what their intention, they end up where they end up. Strategy Elicitation is like getting the directions to the exact route a previous traveler took to arrive at a certain result. Eye patterns reveal those directions as do a formalized line of questioning during which an individual recalls each step in a strategy. Having a person systematically recall steps is known as **Formal Strategy Elicitation**.

With conversational strategy elicitation, people remain unconscious about their own strategies. A Formal Strategy Elicitation is valuable when the goal is to make a strategy conscious in order to change it or replicate it. These same steps apply whether eliciting a strategy for an undesirable behaviour or state OR a desirable behaviour or state.

STEPS TO A FORMAL STRATEGY ELICITATION

1. Recall and associate into a time when the client used the strategy
2. Determine the trigger that begins the strategy
3. Ask questions to recall each step following the trigger
4. Repeat until strategy elicitation is complete

As with anchoring, the ideal context to elicit a strategy is at the actual time it is occurring. NLP practitioners were able to reduce the U.S. Army's training time with marksmanship using a formal strategy elicitation. They stood by top marksmen as they were shooting and asked them at every step, "What's going through your mind right now?" Once the observers had recorded the success strategy, they redesigned the training so that others could model the same strategy. Training time was reduced by a third, and recruits who participated in the modeling project improved their marksmanship results to make it to the top 80% of their class.

The second best option is to put the client back at the last time the strategy was used, at the moment the strategy began. Document responses or note mentally which representational systems or modalities operate at each stage.



FORMAL STRATEGY ELICITATION

1. Always begin by establishing rapport. It is essential to any process. Rapport is especially important with people associating into unpleasant experiences. However, even when eliciting positive strategies for replication, generating trust and responsiveness through rapport produces more detailed and accurate information.
2. Determine what strategy (behaviour or state) the client wants to change (or the observer wants to model as the case may be).
3. Have subject go back in the Stream of Time to a vivid occurrence of that behaviour or state and associate into it so that it is a more detailed step-by-step process, as if it is being done now.

4. Use the Formal Strategy Elicitation Script that follows. Ask,
**“Can you remember the last or the most intense time you
(DID THAT BEHAVIOUR OR WERE IN THAT STATE)? A specific incident?”**

Other options here:

“Think of a time when you were totally (STATE/BEHAVIOUR)?

As you go back to that moment now, I want you to step into your body, see what you saw around you, hear the sounds you heard at the time, feel the feelings of being right there.

What’s the very first thing that happened that let you know it was time to (DO THAT BEHAVIOUR OR BE IN THAT STATE)?”

Was it something you saw? Was it something you heard? Was it the touch of something or someone?

So after you _____ then what? What was the next thing that had to occur? Did you see an image? Hear something? Say something to yourself? Get a feeling or sensation?”

5. After each question, allow the person to respond, then go back to repeat the last question as many times as necessary to elicit the entire strategy.,
“So after you _____ then what? What was the next thing that occurred? Did you see an image? Hear something? Say something to yourself? Get a feeling or sensation?”
6. When the individual arrives at their strategy’s end result (desirable or undesirable, external or internal), the elicitation is complete.

NOTE: When doing an intensive modeling project with Cognitive Re-imprinting, break down each individual component of a strategy, such as Visual external, into its finer components or submodalities.



CONVERSATIONAL STRATEGY ELICITATION

People do in their mind and body what they are talking about. Ask anyone, “How did you do that?,” and that person immediately recalls a memorable time doing the behaviour. As the individual accesses this past experience, their strategy for doing that exact behaviour/action is demonstrated non-verbally with their eye patterns before it is expressed verbally! Eye patterns reveal the sequence of representational systems the person went through to do that behaviour from start to finish. This is also called **Conversational** (or Informal) **Strategy Elicitation**.



THE KEYS TO CONVERSATIONAL STRATEGY ELICITATION:

- Watch eye patterns and external physiology while listening to predicates
- Be able to detect and differentiate the lead representational system from when the actual strategy begins
- Appropriate chunking

STEPS TO A CONVERSATIONAL STRATEGY ELICITATION

1. Ask informally, **“How do/did you do that?”**
2. Observe eye patterns
3. Repeat the same or another scenario to test the same sequence/strategy

CONVERSATIONAL ELICITATION OF A DECISION-MAKING STRATEGY

Eliciting a decision-making strategy is a common usage of this technique. In sales the information can be utilized to understand better what criteria a person requires to make a purchase. To determine how someone decides to buy anything, find a recent item which the individual bought without the help of another person. Say,

“Wow, that’s a great _____! How did you decide to buy that?”

Pick something the subject is likely to have chosen personally. For example, notice items such as a pair of glasses or shoes, a watch or shirt. Ask,

“Hey, cool glasses (or _____)...what made you decide to buy them/it?”

Usually people are happy to share. The question alone will elicit their strategy within the person’s own mind. As the individual remembers the decision-making moment, **WATCH THE EYE MOVEMENTS**. The purchaser will run through their strategy very quickly while retrieving the information. Notice into which quadrants the eyes move, and take notes. The location and sequence of the eye movements correspond to the steps the person normally takes to buy most anything.



The movements can be subtle and very fast. They can also be obvious to the point where some people will actually tilt their heads and look straight up to visual remembered. Here the observer has to make the distinction between the lead representational system and the strategy itself.

The **lead representational system** is the quadrant a person's eyes go first prior to recalling and running through any particular strategy. When the observer asks, "What made you decide to buy those glasses?" The person may need to repeat the question mentally, "How did I decide to..." in which case their eyes would first go down and right to Auditory-digital (A_d). This movement is not part of their actual decision-making strategy. Or their eyes move up and right (as observed) to Visual-remembered (V_r) as the person recalls walking into the store.

Then the person runs through the actual strategy in their mind, usually at least a strategy triad in three major representational systems (sometimes four). Before uttering any words, before it is conscious to the speaker, the eyes move rapidly: for example, from Visual-remembered, down to Auditory-digital, up to Visual-remembered and down to Kinesthetic. But the person says something like,

"Yeah, thanks. I saw them and I liked them a lot."

Continue to be curious, and ask a few times until a consistent pattern emerges. Continue asking questions such as,

"So you just walked into the store and they just jumped on you? How did you decide to buy them?"

Observe once more as the eyes move first to Visual-remembered, then to Auditory-digital, next to Visual-remembered, and finally down to Kinesthetic.

"Actually a friend of mine told me this place had great deals and service warranties.," the person might comment. Realise that this statement is part of the motivation strategy rather than the decision-making strategy. The decision-making portion of the buying strategy occurs only once the person is on the showroom floor choosing between options. Continue the conversation to elicit the next step.

"Oh, so that was the reason you went to that place?"

At some point as the conversation continues, the person's words will match up with the observed eye patterns; this confirms the hypothesized buying strategy.

"So, how did you decide to buy those again? You walked into the store and then what?"

The person perhaps accesses Visual-remembered for a second, probably trying to recall the process; the observer sees the same eye pattern for the third time: $V_r—A_d—V_r—K$.

"Then I saw them and checked the price, which was right in the range I was looking for. They're made of that hard plastic stuff, so I knew I didn't have to worry about them breaking. They looked good and felt right, so I got them."

The purchaser in this case has revealed the strategy: $V_r—A_d—V_r—K$. This person begins to decide by seeing the item, checking to make sure it meets their criteria (in this case, the type of material and the price), then they check the look of the item and finally the "feel." They run through all these steps prior to making the purchase. Note that language patterns do match up with the same decision-making strategy revealed by the eye patterns.



STRATEGY FULFILMENT

Strategy fulfilment involves first determining how individuals do what they do, then utilizing that information to fulfill their particular strategy criteria. It is the most expedient and result-producing way possible to tailor communication to individuals within their unique model of the world. Just as it is possible to design communication to deliver messages more effectively within people's preferred representational systems, the same is possible within their strategies. Fulfilling strategies creates win-win outcomes where both parties usually achieve or receive what they want.

However, most people are more familiar with the non-fulfilment of strategies.

Examples of non-fulfilment of strategies are numerous:

- Sales people who try to sell what they like rather than what the customer wants
- Leaders who use their own motivation strategy rather than their team member's strategy
- Service representatives whose customers feel "unheard" because the customer's strategy is ignored
- Health care providers who are considered "cold" or "unfeeling" by patients because the providers have poor listening and communication skills
- One partner feeling frustrated or unsatisfied in a relationship because of unmet needs and desires, or being accused of not caring about the needs and desires of the other person
- Wanting a promotion but being uncertain about the best course of action

Strategy fulfilment improves communication significantly. **Strategy fulfilment** can be used in any situation to satisfy the needs or wants of others. Examples include: sales and services, management, work relationships, and love relationships. The applications of strategy **fulfilment** are endless; they can be useful in any interactions involving two or more people.

- Make proposals irresistible by speaking directly within the listener's strategy
- Assist others in making decisions
- Assist others in becoming motivated
- Fulfill a significant other's love strategy

STEPS FOR STRATEGY FULFILMENT

1. Conversationally elicit another's strategy for something
2. Deliver propositions or proposals within the person's strategy in a way that literally fulfills or linguistically satisfies that exact strategy.



STRATEGIES FOR LEADERSHIP AND SALES

STRATEGY FULFILMENT IN SALES

The failure of most sales people is trying to sell products or services using the sales person's strategy rather than the customer's. Sales people who customize their sales approach to each person's unique buying strategy become irresistible and compelling influences. To discover a customer's decision-making strategy, just ask!

For example, say, "*That's a nice car. How did you decide to buy it?*" Once the person's particular decision-making strategy is clear from eye patterns and language, feed it back to the customer in a linguistically to match their strategy and feed it back to them. Every comment the sales person makes will then be comfortable and familiar to them. It is fulfilling the customer's expectations and desires within their model of the world.

Example #1: Roberta comes to a car lot with a V—K strategy for making a decision. Spending an hour describing the specs on the car (A_d) will probably drive her away. Roberta wants to look around, find the car she likes on sight, then feel what it's like to be inside.

Example #2: Robert enters a sporting goods store. A sales person familiar with strategy fulfilment, could approach him and, very informally, remark, "Wow, nice watch. How did you decide to buy that?" If Robert replies using V— A_d —K language and eye patterns, the sales person knows this customer will more likely respond if he first *shows* him the product or a brochure, *lists* its benefits, then lets Robert literally hold the item to "get a *feel* for it." He could suggest, "*Look it over to see* (V) how it *compares* with other offers. (A_d) *Try it. Get a sense* of how it feels in your hand." (K) In doing so, the sales person responds exactly inside the customer's decision-making strategy. In Robert's case, this customized approach of V— A_d —K feels natural and right to him.

STRATEGY UTILIZATION IN LEADERSHIP

Becoming motivated involves a specific strategy for each individual. As a manager you can utilize a worker's specific motivation strategy to inspire that person to do a project, for instance. Ask, "*When was the last time you felt totally motivated? How did you get motivated?*"

After figuring out the employee's motivation strategy, you can fulfill the strategy and inspire the worker. Unfulfilled motivation strategies can result in employees balking at new projects or procrastinating. A worker with an A- A_d -V strategy would be motivated if the manager described what to do first (A), then "planned out the detailed steps" (A_d) to present "the big picture" (V). The project will be most compelling to this worker if the manager says something like, "Listen, this project sounds great. Here's the plan. We're going to do (x,y,z). Picture this: we'll be standing at the convention receiving the award for the best



DESIGNING NEW STRATEGIES

The ONLY time one needs to design a new strategy is when someone is experiencing a strategy-related problem, such as habitually creating undesirable results in one area of life.



There are several keys to designing a new empowered strategy for a preferred result.

Empowered strategies should:

- Use all three major representational systems-V, A and K- in the most effective order.
- Have a well-defined outcome. (Use the Criteria for Outcomes and the Questions to Customize Results to determine what the team member wants instead.)
- Not loop twice through any set of representational systems. i.e. V-K, V-K, V-K
- Be as short a strategy as possible, deleting unnecessary steps while still maintaining choice points before the exit (end point) of the strategy.
- Always intervene at a point prior to the place where the old strategy goes haywire.
- Make the last amount of change to get different results.

STEPS TO DESIGNING A NEW STRATEGY

1. Determine the current strategy.
2. Decide what does not work about the current strategy.
3. Discuss and choose what outcome is desired instead.
4. Check ecology of outcome and congruency within your team member.
5. If incongruent, use reframes, Neurological Repatterning or Precision Repatterning techniques to create congruency with preferred outcomes.
6. Model someone's strategy who is getting the results your team member desires.
7. Choose that strategy, configuring the sequence of representational systems that arrive as simply as possible at desired outcome.



STRATEGY INSTALLATION

Altering and installing strategies can be done in a number of ways. Use any or all of the following combination of techniques to establish new, long-lasting, empowered strategies.

METHODS FOR INSTALLING A STRATEGY

- Associated state rehearsal while having your team member “trace in” new eye patterns for the new strategy. This can be done by having the person imagine themselves “walk through” the situation mentally while their eyes follow your finger tracing in the preferred strategy.
- Associated state rehearsal multiple times.
- Dissociated state rehearsal multiple times.
- A combination of associated and dissociated state rehearsal (especially useful in performance enhancement issues).
- Techniques such as anchoring, reframing, metaphors and the Strategy Scrambler can automatically install new strategies.
- Create a Neurological Bridge, which is simply a kinesthetic strategy.
i.e. A habitual strategy of procrastination leads automatically to a state of motivation, which leads to taking action.



STRATEGY ELICITATION, DESIGN AND INSTALLATION CASE STUDY

Within the context of a consultation, the team member and coach hit upon the result, behaviour or state that requires change. For example, the team member finds he is going into debt.

He realises that a lot of his debt is just from buying things from catalogues he doesn't need. It's time to intervene in his current strategy, to design and install a new one to get a more positive outcome. This is when it is appropriate to first elicit the strategy in order to discover how the team member has repeatedly gotten that particular result.

The first stage of installing a new strategy is to elicit the old strategy—associate the team member into the most recent or intense time the person ran the strategy. You ask, **“How do you do that?”**

In this case, the person may say that the last time the Ethan Allen catalogue came in the mail the picture on the front caught his eye. He enjoyed looking at all the pictures (V) of all the home decorations. This made him feel so warm and fuzzy (K), then he saw the word “Sale” (V), and got excited about getting a deal (K). Before even thinking about it, he wrote a check and sent off his order. He couldn't wait to see what he would get (V). Ironically enough, anticipating the package delivery made him feel rich (K).

His decision-making strategy begins as a V—K. His exit point is a positive K—looking at the catalogue gives him a good feeling that makes him want to buy something.

It can also be helpful here to chunk up and learn the intention behind the behaviour. Discover the outcome he expects and desires to get from making the purchase by asking, **“And you want that for what purpose? To have or experience what?”**

The answer to this question will either reveal the desire driving the behaviour. It's also possible that a behaviour is done in an attempt to eliminate a negative feeling. In this case, the person could believe his action of buying will somehow replace his sense of feeling poor. You may chunk up far enough from “couch” by asking the question, **“And you want that for what purpose? To have or experience what?”** to discover that piece of furniture actually represents “wealth” and further up to “peace of mind” for him. Then you have gleaned the real outcome he is seeking—wealth and peace of mind. His strategy is ineffective and disempowered in that it provides exactly the opposite—more debt and more stress. All of this information will assist you next to design an effective strategy that serves the real intention with a different end result.

You can even use a conditional close to reinforce in his mind that this new strategy will not deprive him of anything but rather, provide him with exactly what he is seeking in the first place from his catalogue purchases. **“And so if you got peace of mind then any way you got that would be okay?”**

Utilizing the Strategy Scrambler here can also serve to elicit, interrupt and install a new strategy.



It's time to **design an alternative strategy** that will get him different results. What doesn't work about his current strategy seems pretty obvious—it gets him into further debt. But by asking the question, **“How is going into debt a problem for you?”**, you may uncover deeper issues and beliefs behind the behaviour to be cleaned up with other techniques later, like self-acceptance issues. Right now though, you want to focus on exactly what he came to you for—stopping his compulsive spending. Ask anyway, **“What doesn't work about your current strategy? What outcome do you want instead?”**

Don't assume he must stop buying things from catalogues altogether. Check the ecology here to design a strategy that still serves practical functions. He may actually need furniture at some point and a sale price could be a legitimate and needed purchase, as long as it was one he can make without going into further debt. If you design a strategy that just has him throw out every catalogue every time he sees one, you are eliminating choices, rather than creating them. Instead, you want to provide a new step that interrupts the old strategy. Here, it may be a good second step if he checks in and has a conversation with himself (A_d) about whether he needs to make the purchase.

The question, **“What outcome do you want instead?”** may get the response, “I don't want to go into more debt.” Have him state it in the positive. It might be he wants to be “financially solvent.” This question will also get the person fully associated back into the problem behind the behaviour. In thinking through his current end result and how he needs it to be different, he may realise that invariably when he runs a reassurance strategy, it leaves him in a negative state. The moment he receives his package and lays eyes on the actual product (V), he's usually disappointed (Negative K) then ends up telling himself he's an “idiot” and shouldn't have bought something he doesn't even need. (Negative A_d) Realise that this reassurance strategy, while also a problem, is separate from the decision-making strategy problem, and can always be dealt with as a separate issue later.

A V—K synesthesia has been detected in his current decision-making strategy. We've also discovered in the process of eliciting the strategy that the trigger is visual, seeing the cover of the catalogue. All valuable information. The first line of defense might simply be to cancel all his subscriptions to catalogues. That gets rid of the trigger altogether. However, in the meantime, it's still empowering for him to take charge of his response to the visually appealing colourful catalogues of home furnishings. You would still want to design a strategy to deal with all those unsolicited catalogues that come in the mail unexpectedly.

This visual trigger is the place to intervene before the strategy goes haywire. You could begin the new strategy as he's reaching into the mailbox, and gets an eye-full of the catalogues. (V) Remember that we want to change as little as necessary to get the desired result. In other words, keep it close enough to what's familiar that it runs a close pattern, however with a strong enough divergent step that it leads the person toward an alternative end result. In this case, you could replace the next step with a strong, approving tonality (Positive A_d) telling him, “I'm fortunate I already have so much. Is there anything I really need right now?” If he finds that there is something that he needs right then, the next question he can ask himself (A_d) is, “Is it a wise financial choice?”



If it is, he can make a purchase and feel good about it. (Positive K) If not, he can maintain the positive K by tossing the catalogue in the recycling bin. The next step then is not the excitement of anticipating a package, but rather, the excitement of knowing he's got more money to put in his savings. (This is also called reconditioning your financial pleasure centres. This is when you alter your associations so that you get more pleasure out of saving than spending.) He ends up with a V—A_d—K decision-making strategy that disrupts his debting cycle and negative self-talk, but also bolsters his confidence, control and wealth mind set.

After designing a new strategy, the installation can be done using any number of the Neurological Repatterning techniques mentioned or a combination of them. Oftentimes, the Strategy Scrambler up front can be all that is needed to permanently alter the old behaviour and create a new response to the same trigger.

Additional methods could include walking the person through an associated state rehearsal of the same event with his preferred outcome. "...as you're reaching inside the mailbox and *see* the pages of a catalogue you *tell yourself*, 'I'm fortunate I already have so much.' Then as you ask yourself, 'Is there anything I really need right now?' you realise there is not. And you stride across the room and toss the catalogue in the garbage, noticing the *feelings* of confidence you feel as you consider the new power you have in your life." Have the person imagine this scenario several times to pave a new neural pathway. Notice how the hypnotic language pattern repeatedly runs through the V—A_d—K steps. You are installing the new strategy on the unconscious level.

You can further anchor in the new strategy by ascribing a new meaning to acting intelligently in regards to financial decisions. He can feel as if he just earned that \$1000 he didn't spend. Rather than believing he is losing out on something by not buying it, reframe the situation so that "not spending" is equivalent to "earning."



LEARNING STRATEGY

All learning is state-dependent. In other words...



The key to an effective learning strategy is:

- Have fun!

STEPS TO AN EFFECTIVE LEARNING STRATEGY:

1. Begin in a positive state. Think of a time when you learned something easily. Anchor that state as many times as necessary to create resourceful state.
“Think of a time when you succeeded at learning something easily and rapidly.”
2. Chunk down to a manageable task to avoid overwhelm.
3. Know your desired outcome.
“How will you know when you have learned this?”
4. Make appropriate comparisons that give you a sense of accomplishment. i.e. don't compare your rate of integrating of material to that of Albert Einstein or don't compare your knowledge to your teacher's
5. Manage expectations. Expect to still have other things you don't understand. Stay excited about learning them later.
6. Exit before state moves from positive to negative so that you will want to return where you left off. Do not reinforce negative association with learning.
7. Acknowledge outcome. Anchor it with positive self-talk. Eliminate modal operators of necessity in regards to learning i.e.) “I must get this or else...” or “I should know the answer.”
8. Link to future.



LOVE STRATEGY

Unfulfilled love strategies are one of the main reasons relationships fail. People tend to associate “being loved” with one preferred representational system—V, A or K. Often one partner wants and expects to be shown love in a certain way, yet they remain unconscious of their own criteria or do not communicate this strategy to their partner, who is expected to know how to fulfill it nonetheless.

Others may not be conscious of their own love strategy. However, they will always communicate it somehow. So listen, watch and observe their actions up front—how they show love is most often the same way they want it themselves.

Typical Problems:

- Neither partner is conscious of how they themselves want to be loved
- A partner is aware of how they want to be shown love but does not believe they should have to communicate it or assumes the other partner and everybody else has the same strategy
- Both partners are aware and have communicated how they want to be shown love, but keep falling back on their own preferred strategy for expressing it
- One partner's preferred way of receiving love is not the way the other prefers to give it
- One's attraction strategy is not congruent with their love strategy, yet they remain in an unfulfilling relationship just because their attraction strategy is being fulfilled

Example:

He is showing his love by buying her pretty clothes and items for their home (V). She feels loved more when he holds her close (K). He interprets her bland response to the clothes as lack of appreciation, not accepting his love. She's frustrated wanting more affection; and interprets his visual strategy as he thinks she doesn't look good enough already. She continues to use her own love strategy (K) to fulfill him by lavishing him with affection. He interprets her kinesthetic strategy as clingy neediness. He continues to apply his own strategy criteria to her, and therefore doesn't understand why she doesn't get dressed up and want to look beautiful for him. He interprets her disinterest in this visual component of their relationship as her not caring. He loves going out and seeing her shine. She likes to stay in to cuddle.

A cycle of misunderstandings can be created even from the best intentions. The failure is not for lack of love or trying! It comes simply as a result of not being aware of each other's strategies for giving and receiving love.



The Keys to Fulfilling Love Strategies:

- Be aware that everybody has a love strategy and it is not necessarily the same as your own
- Know how you feel loved, then state it how you want it



STEPS TO FULFILLING LOVE STRATEGIES

1) Elicit each other's love strategy by asking,

“How do you know when you are loved by someone else? Can you remember a time when you were totally loved? A specific time?...”

You know you are totally loved when...

- a) you are looked at in that certain special way? Shown with actions, taken places and bought things?
- b) you are told? Or you hear that special tone of voice?
- c) you can just feel it? You are held or touched in that special way?

2) Decide and communicate how you prefer to be loved.

3) Develop the habit of consistently utilizing your partner's love strategy by:

- a) remain conscious of not falling back into fulfilling your own strategy
- b) continue to communicate; state it how you want it, reinforcing new strategies with acknowledgment of and positive response to its fulfilment



SPELLING STRATEGY

Installing a new Spelling Strategy is not only a great thing to do for those who have the belief that they are “a bad speller” or “learning disabled,” it’s also a convincing demonstration of how quick and easy it can be to replace any ineffective strategies. Most people are not even aware that they have a strategy for spelling, let alone that they can exchange it for one that works!

The fact is, if someone has inconsistent or ineffective results with spelling words correctly, it is only because they learned an inconsistent or ineffective spelling process. It is not a learning disability, but a teaching disability! Coaches and teachers use this Spelling Strategy with amazing results—students’ test scores go up much faster than they would with other methods. Rote memorization of words takes longer and does not get long-lasting results anyway.

Compare the ineffective strategy with the effective Spelling Strategy we teach and see for yourself how simply, yet profoundly, a shift in strategies can effect every area of life.

Ineffective Spelling Strategy (-K—A—V) results only accurate 50% of the time

1. Negative K—Begin with bad feeling i.e.) embarrassment, defeat or frustration/sense that you won’t be able to spell it right
2. Auditory—Try to sound it out in your head or aloud (based on assumption a word is spelled how it sounds)
3. Vc—While sounding it out, attempt to construct a picture of the word piece by piece

Effective Spelling Strategy (Vr—A—K)

1. Vr—See the word focused in the Visual Remembered quadrant (either on paper or in the mind) and break it down into manageable “bite-size” chunks
2. A—Say it (internally or aloud)
3. K—Get a feeling of familiarity and association between the sight (spelling) and sound of word; and feel good about your ability to improve and be a great speller!



STEPS TO INSTALLING AN EFFECTIVE SPELLING STRATEGY

- 1) Elicit the person's current spelling strategy (optional) before installing the effective Spelling Strategy.
- 2) If you haven't already, check if the client is normally or reverse organized so that you know where the Visual Remembered quadrant is for them. You can do this with one questions such as, "Can you get a picture of what you had for breakfast today?"
- 3) Give them a word that you know they will have to think about such as, "Can you spell 'restaurant?'" or ask them, "What's a word you can't spell?"
- 4) When you have hit on a word that's challenging, write it down in large letters on a piece of paper—and this is a key piece...write each syllable in a different colour and separate them with a dot or a space between.
- 5) Visual rehearse—hold the piece of paper up in the Visual Remembered quadrant where they can see it and have them move their eyes up to look at it. When they've taken a "snapshot" of it, have them close their eyes **BUT KEEP THEIR EYES UP SEEING THE WORD IN Vr**, saying,

"Okay, look up at the word and take a snapshot. Take a snapshot and now close your eyes, keeping your eyes up in that same corner. See the word up in that corner...open your eyes again. Take snapshot. Close your eyes, see the word..."

Repeat this as many times as it takes for them to see the word clearly even after they've closed their eyes.

- 6) Remove the piece of paper and have them spell the same word. If they still have challenges, repeat step 4 until they can easily frontwards and backwards.
"Now go ahead and spell the word..."
- 7) Once they've spelled it, have them spell it backwards. This is a significant positive experience for them that serves as a Negativity Dissolve for their original negative anchor since it leave them with a positive K around



SECTION 9

PERFORMANCE CONSULTING

**“Business is a good game--lots of competition and a minimum of rules.
You keep score with money.”**

- Nolan Bushnell; *Atari* Founder



PERFORMANCE CONSULTING

OUTCOME

Participants will learn to apply all the techniques learned thus far, plus others specifically geared toward Performance Consulting and leading a team to produce results within any business environment.

DEFINITION AND PURPOSE

Performance Consulting is traditionally the ability to assess a problem and tell others exactly what they need to do to solve it. It may also include following-up on whether or not individuals are taking the recommended effective actions, sending them to trainings if necessary, and charting progress. What sets Performance Consultants with the tools of Neurological Repatterning apart from others and makes you so uniquely effective in producing results is that you now possess:

- The rare ability to recognize deeper issues (beliefs, values, Meta Programs, etc.) behind the stated problems

- The tools to induce necessary changes in behaviour, thought and language patterns, strategies, physiology, and emotional states

- The in-depth knowledge and understanding of how people cause their external experience from their internal realities

- The communication mastery and rapport skills to convey what needs to change in such a way they get it on both conscious and unconscious levels, thereby making the change deep and long-lasting

- The ability to empower others to achieve their goals within any given situation

The Neurological Repatterning model for Performance Consulting and peak performing is far more comprehensive than that of most consultants who use a formulaic approach to all problems. This section provides guidelines to not only be able to tell companies what to do but how to do it.

EXAMPLES

- Resolve issues of conflicting values within management

- Maintain authority within any meeting format

- Conduct cost-benefit analysis

- Conflict mediation

- Write a training proposal



APPLICATIONS OF PERFORMANCE CONSULTING

- Create efficiency within a company
- Generate profit-making business models
- Be a professional performance consultant
- Find areas of agreement and successfully negotiate disputes
- Sell more persuasively
- Recognize and resolve personnel issues within a company

THIS SECTION OF THE MANUAL TEACHES THESE SPECIFIC TECHNIQUES:

- Meta Program Elicitation and Fulfilment
- Successful Meeting Format
- Successful Negotiating
- Business Needs Analysis
- Performance Analysis
- Solutions Proposal
- Cost Benefit Analysis
- Return on Investment Formula



META PROGRAMS

Meta Programs are overriding thought and behaviour patterns within an individual that determine how one operates in the world.

They are extremely useful in understanding why people do what they do in various situations. For example, if one's habit of being late is based on their unique perception of time, the Meta Program can be changed to eradicate its negative result.

Meta Programs generally function unconsciously within the mindset of an individual, as do other internal filters such as beliefs and values. A person can apply a certain Meta Program differently in different contexts. For example, someone may lead a company very differently than the way he leads, or doesn't lead, his family.

EXAMPLES

- A preference for working with people, rather than systems or ideas
- An ability to delegate responsibilities to others
- How someone processes information internally
- Being self-referential, as opposed to seeking validation from others
- Being extroverted or introverted
- Managing others well, but not managing your own workload efficiently
- Weighing all options before making a decision, while a partner prefers to go with their first impulse

APPLICATION OF META PROGRAMS

- Understand how and why you and those around you do what they do
- Hire based on whether an applicant is oriented more toward self or others
- Know how to manage different people differently depending on their Meta Programs
- Learn where one's strengths and interests lie to make wise career choices
- Discover what Meta Programs your role models use to create massive results
- Model the Meta Programs of those who excel in your chosen field
- Change a habit of being late
- Move someone into action who tends to be more contemplative



META PROGRAMS

MYERS BRIGGS

The Myers Briggs test measures personality based on the following standardized categories:

EXTERNAL Behaviour

Introvert	Extrovert
-----------	-----------

INTERNAL PROCESS

Sensor	Intuitior
--------	-----------

INTERNAL STATE

Thinking	Feeling
----------	---------

TEMPORAL OPERATOR

Judger	Perceiver
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META PROGRAMS

MOTIVATION FILTER

Whether you generally move toward what you want OR away from what you don't want;
Which provides more of your motivation?

Toward	Both Toward and Away	Away with Toward	Away
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ORIENTATION FILTER

Whether you do what you do because of the possibilities you desire or out of a sense of necessity and obligation;
Are you oriented toward what you "can" or "could" accomplish OR what you "should" or are "supposed to" do?

Possibility	Both	Necessity
-------------	------	-----------

SUCCESS INDICATOR FILTER

Where you look to evaluate your own performance:
Do you check inside yourself OR depend on external verification?

Internal	Internal with External check	External with Internal check	External
----------	------------------------------	------------------------------	----------

DECISION-MAKING FILTER

What evidence you rely on to make decisions;
Are you more convinced when you see evidence, hear it, read about it, OR prove it by doing it?

See	Hear	Read	Do
-----	------	------	----

CONVINCER FILTER

How often you tend to go through your decision-making strategy or how much time you need before you are convinced to take action or make a judgment;
Are you convinced automatically OR must you weigh a number of options before you make a choice?

Automatically	Number of Options	Period of Time	Consistently Over Time
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LEADERSHIP FILTER

Whether it is easier for you to lead yourself or others;

Is it easier to know what you need to do to achieve a given task OR easier to recognize and direct others in what they need to do?

Self	Self not Others	Self and Others	Others Only
------	-----------------	-----------------	-------------

ENERGY DIRECTION FILTER

How you direct your energy in pursuit of life goals or a given task;

Do you take action right away, reflect for awhile then act, OR tend to be inactive?

Active	Reflective	Inactive
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PERFORMANCE FILTER

In what situation or role you tend to perform optimally;

Are you best as an independent player, team player OR manager of the team?

Independent	Team	Manager
-------------	------	---------

WORK SATISFACTION FILTER

What you are more inclined to working with; what you get the most satisfaction from;

Do you tend to like working with people, things OR systems?

People	Things	Systems
--------	--------	---------

PREFERRED INTEREST FILTER

What interests you most in life; what you prefer to spend your personal time doing;

Do you focus mostly on people, places, things, activities OR information?

People	Places	Things	Activities	Information
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**ABSTRACT/SPECIFIC FILTER**

What level of abstraction or specificity your mind tends toward naturally;
Do you tend to think in specific details OR abstract concepts?

Specific	Abstract
----------	----------

COMPARISON FILTER

Whether you generally sort for similarities or differences when comparing two or more things; Whether it is easier to notice what is the same or what is different;
Do you tend to notice sameness OR differences between things and people?

Sameness	Differences
----------	-------------

CHALLENGE RESPONSE FILTER

Where you respond in the range from emotional to rational when faced with a challenge or stressful situation; Whether you react to stress by becoming more associated or dissociated;
Do you tend to respond to challenges with a more thinking OR feeling approach?

Thinking	Feeling
----------	---------

TIME AWARENESS FILTER

Whether you generally focus in the present moment or perceive of a broader stream of time outside of you, and gear your awareness toward a timed schedule;
Are you more of an in time OR through time person?

In Time	Through Time
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FOCUS FILTER

Whether you orient your focus on having your own needs fulfilled OR fulfilling others;
Where is your focus most of the time?

Self	Others
------	--------



COMMUNICATION STYLES

META PROGRAMS

INFORMATION PROCESSING FILTER

Whether you tend to work through a problem or consider an issue internally or externally;
Do you tend to process information more effectively by talking about it to others OR thinking it through yourself?

Internal	External
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LISTENING FILTER

How you interpret and respond to another's communication;
Do you most often take their words literally OR infer a meaning or command that you then respond to

Literal	Inferential
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SPEAKING FILTER

How you communicate when trying to make a point;
Do you say it directly and literally OR indirectly for them to infer your meaning?

Literal	Inferential
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MODAL OPERATOR SEQUENCE

This is the phrase that someone uses to motivate themselves. To elicit this you just notice the language the team member uses, and feed it back to them. You could ask something like "what was the last thing you said to yourself before you got up this morning?"



META PROGRAM ELICITATION

NAME: _____

“Would it be okay if I asked you some question in order to best serve you? Some of these questions may seem a little strange. When I’m asking these questions, I’m looking for *how* you think, rather than *what* you think; so if I hear what I’m listening for, I may cut you off and move on to the next question.”

1. MOTIVATION FILTER

“What is important to you in a car?”

OR **“What are you looking for in a career?”**

OR **“What do you want in a relationship?”**

- a) Toward motivated
- b) Toward with a little Away
- c) Both toward and away equally
- d) Away with a little toward
- e) Away from motivated

2. ORIENTATION FILTER

“Why are you choosing to do what you’re doing in (this situation/career/relationship)?”

- a) Possibility
- b) Necessity
- c) Both

3. SUCCESS ORIENTATION FILTER

“How do you know when you’re doing/have done a good job? What or who lets you know?”

- a) Internal
- b) External
- c) Internal with external check
- d) External with internal check



4. **DECISION-MAKING FILTER**

“What do you need in order to make a decision about a proposal?”

OR **“How do you know that a co-worker is good at their job? What tells you this?”**

- a) See
- b) Hear
- c) Read
- d) Do

5. **CONVINCER FILTER**

“How many options do you need to consider before you can make a choice?”

OR **“How often does a co-worker have to demonstrate competence to you before you are convinced?”**

- a) Decide automatically
- b) Consider several options a number of times
- c) Need a period of time
- d) Need to be consistently convinced over time

6. **LEADERSHIP FILTER**

“Do you know what you need to do to improve your performance at work?

What could your co-workers do? Could you easily tell them what to do?”

- a) Self only
- b) Self and others
- c) Others only
- d) Self but not others

7. **ENERGY DIRECTION FILTER**

“When you come into a new situation, do you usually take action immediately, or conduct a detailed study of the consequences before acting?”

- a) Active
- b) Reflective
- c) Both
- d) Inactive



8. **PERFORMANCE FILTER**

“Tell me about a specific incident at work in which you were the happiest.”

OR **“Where do you perform the best—when you’re working solo, as part of a team, or when you are leading a team?”**

- a) Independent Player
- b) Team Player
- c) Management Player

9. **WORK SATISFACTION FILTER**

“What do you enjoy most about your job?”

- a) Things
- b) Systems
- c) People

10. **PREFERRED INTEREST FILTER**

“Tell me about your favorite restaurant. Why is it your favorite?”

OR **“What do you enjoy spending your time doing?”**

- a) People
- b) Places
- c) Things
- d) Activities
- e) Information

11. **ABSTRACT/SPECIFIC FILTER**

“If we were going to do a project together, would you want to know all the details first or the big picture first? Would you really need to know the big picture? Or the details?”

OR **“What are your future goals?”**

- a) Specific
- b) Abstract
- c) Specific to abstract
- d) Abstract to specific



12. **COMPARISON FILTER**

“What is the relationship between these three coins?”

OR **“What is the relationship between what you’re doing now and what you were doing this time last year?”**

OR **“When you come into a new job or situation, do you usually notice the similarities or differences to another job or situation first?”**

- a) Sameness only
- b) Sameness with exceptions
- c) Sameness with differences equally
- d) Differences with similarities
- e) Differences only



13. **CHALLENGE RESPONSE FILTER**

“Tell me about a work situation that gave you trouble. How did you respond to it?”

- a) Thinking
- b) Feeling
- c) Choice

14. **TIME AWARENESS FILTER**

Elicit their Time Stream

OR **“Do you have a planner? Or do you prefer to live in the moment and take each day as it comes?”**

OR **“How do feel about someone being late?”**

- a) In Time
- b) Through Time

15. **MODAL OPERATOR SEQUENCE**

“What was the last thing you said to yourself before you got up this morning?”

OR **“What do you say to yourself to get yourself to do the things you don’t want to do?”**

16. **INFORMATION PROCESSING FILTER**

“If you had to make a decision, would you prefer to think it through, or talk to others about it before making a decision?”

- a) Internal
- b) External



17. **LISTENING FILTER**

“If someone said I’m tired, would you find that interesting, or feel compelled to do something about it?”

- a) Literal
- b) Inferential

18. **SPEAKING FILTER**

“If you had to communicate a point to someone would you tell them directly, or would you imply it and have them draw their own conclusions?”

- a) Literal
- b) Inferential

19. **FOCUS AWARENESS FILTER**

Observe whether, during the interview, the person focused on self, others or both equally.

- a) Self
- b) Others
- c) Both



META PROGRAM FULFILMENT

Once you have elicited someone's Meta Programs conversationally, whether from a co-worker, partner or prospective employee, you can then fulfill them by communicating with them within their perspective, address a behaviour, or lead, manage and motivate them toward a grander vision. The following are examples of statements that would be particularly persuasive when spoken to someone operating with those particular Meta Programs:

MOTIVATION FILTER

Toward	"Here are our goals and objectives..."
Toward with some away	"Here are our goals...here's what we want to avoid..."
Both toward and away	"Here are our goals...and just as importantly, what we want to avoid is..."
Away with toward	"Here's what we want to avoid... here are our goals..."
Away from motivated	"Here's what we want to avoid...This will reduce our risk of potential problems and liabilities."

ORIENTATION FILTER

Possibility	"Consider the possibilities in this project...we really can do this."
Necessity	"Consider the obligations we have...we really have to do this."
Both	"As you consider the possibilities of this project, also consider the obligations we have...we need to...and we can."

SUCCESS ORIENTATION FILTER

Internal	"I can't convince you of anything. Only you know for sure."
External	"Consider what others in this project think..."
Balanced	"As you check in with yourself and consider what others think..."
Internal with external check	"As you check inside you will know that the evidence confirms..."

CONVINCER FILTER

Automatic	"There is no need for convincing. You know what's right...."
OR	"Here is the option that makes the most sense..."
Number of times	"Here are a number of options...I'm sure you will find one of them right for you."
Period of time	Call the person in a fraction of their convincer time period and suggest it's been longer: "I've been so busy since the last time we talked, it almost seems like (total period). Now it's time to ..."
Consistently	"I know you will never be completely convinced, and that's the reason why you'll just have to experience this to really know it's right for you..."

**LEADERSHIP FILTER**

Self	"You know that your efforts on this project are most important, and that's why we need your input with the other team members..."
Self and others	"You know what you need to do and let the others know too..."
Self but not others	"Who are we to tell them what to do? But just as you know exactly what you have to do..."
Others only	"You've got a good handle on what everyone else needs to do so we should..."

ENERGY DIRECTION FILTER

Active	"Let's go and do this project...there's no need to wait."
Reflective	"As you consider this project, it's all the time you need to start on it..."
Both	"You've had all the time to think it through so it's time to act now..."

PERFORMANCE FILTER

Independent	"You are already excellent at performing on your own...that's why it's important to focus on the teamwork and work together..."
Team Player	"I know you want a team to support you and right now you need to..."
Management	"I realise you're a take charge kind of person and in this situation..."

WORK SATISFACTION FILTER

People	"Let me tell you about the people who will be working on this project..."
Things	"Let me tell exactly what kinds of things we'll be dealing with... and I want you to be hands on..."
Systems	"Here is how the system works..."

PREFERRED INTEREST FILTER

People	"Let me tell you who you'll be working with on this project..."
Places	"I'll tell you exactly where we'll be working on this..."
Things	"Here's what we'll be working with here..."
Activities	"Let me tell how this will work and what you'll be doing..."
Information	"Here's what you'll need to know...and why..."

ABSTRACT/SPECIFIC FILTER

Specific	"Here are the details I know you want..."
Abstract	"Let me give you the big picture...here's the overall idea..."
Specific to abstract	"Here are some details...you can get the idea from here..."
Abstract to specific	"Here's the whole idea...and here's how we're going to do it..."



COMPARISON FILTER

Sameness only	"It's the same thing as...same as you've been doing..."
Sameness with exceptions	"As you consider what I've said you'll realise it's the same as...then see what's different is...and that's why you'll want to..."
Differences with similarities	"I don't know if you'll believe this or not..."
Differences only	"You probably won't believe this...it's so different from anything we've done..."

CHALLENGE RESPONSE FILTER

Thinking	"As you consider the situation, you'll realise how you need to feel..."
Feeling	"I know this situation upsets you and you feel strongly about... but..."
Choice	"You can decide how you want to respond to..."

TIME AWARENESS FILTER

In Time	"Since we are apt to lose track of time here... let's stick to the schedule here keeping our options open and moving forward as planned..."
Through Time	"As you are aware, time is of the essence...let's take this step by step and keep on track..."

FOCUS FILTER

Self	"This concerns you in many ways...and we need to think outside the box to see what's good for everyone involved..."
Others	"Since I know you're concerned for everyone's well-being..."



SUCCESSFUL MEETING FORMAT

THE KEYS TO CONDUCTING ANY SUCCESSFUL MEETING:

- Before any meeting, have your own Evidence Procedure already set in the future for the meeting's ideal Outcomes.
- Conduct all meetings with a physiology and psychology of excellence to assure inevitable success for you and the company. Be in control of your own state and the room at all times. Close the meeting just as in control as when you opened it.
- Remember that a “crisis” is opportunity. If tensions are high, keep enough rapport at all times to do as many break states, pattern interrupts or reframes as necessary to move others into this same resourceful state.
- Utilize everything that arises in the meeting for success, for the company and the individuals involved.

OPEN THE MEETING

1. Establish and maintain rapport and respect at all times.
2. Elicit and clearly state to confirm individual outcomes for the meeting.
3. Uncover hidden agendas to arrive at agreed upon group outcome.

DISCUSSION

4. Begin presenting and discussing several options of how specifically the group can arrive at their agreed upon outcome.
5. Address the most immediate pressing issues. Foster a sense of progress by first putting out the “small fires,” to gain authority for handling the larger agenda.
6. To stay focused and on schedule, challenge all statements that are not relevant—do not specifically relate—to the group's outcome. One unquestioned irrelevancy can open up the floor for others to voice unrelated topics, challenging your control of the meeting.
7. Test all possible solutions for viability moving toward specifics using:
 - a) Precision Communication
 - b) **“What would happen if...?”** scenarios
 - c) Conditional closes: **“If I _____ then will you _____?”** and **“If you/I _____ then would you _____?”**

CLOSE MEETING

8. Summarize outcomes
9. State next action steps.



FRAMES AND CLOSES

FRAMES

Agreement Frame Establish tone of agreement and respect before stating your point.

“I appreciate_____, and...”

“I respect that_____, and...”

“I agree_____, and...”

*Avoid using “I understand_____, but...”

Purpose Frame Chunk up to reach clarity about the true desire behind the stated need or request.

“For what purpose?”

What If Frame Expand possibility thinking; gain clarity.

“What would happen if...?”

Positively Stated Frame Turn any negative statement around to create positive I/Rs;

“Say it how you want it.”

To the Negative Statement, “I don’t want to be broke anymore,” ask:

“So if you aren’t (negative), what will you be instead?”

Positive Reply: “I will be rich!”

CLOSES

Conditional Close Present specific options or conditions that would move the client toward reaching desired outcome

“Just suppose...”

“So if (these conditions were met), then would that (desired outcome) be okay?”

OR “If I do (X) will you do (Y)?”

Judger Close Give next actions or steps to follow through on.

Perceiver Close Give values that person will have fulfilled if they take action.

Tag Questions At the end of a sentence, invite affirmative response, which results in tying down responsiveness.

“This is really exciting, isn’t it?”



SUCCESSFUL NEGOTIATING

PLANNING

1. Determine your outcome.
2. Develop as many options as possible to achieve that outcome.
 - a) Avoid fixed position.
 - b) Define upper and lower limits of range.
3. Identify potential areas of agreement.
4. Identify issues to be resolved and plan how to discuss them.
5. Determine your best alternative to an agreement.

THE PROCESS

1. OPENING

- a) Establish rapport.
- b) Get consensus that there is basis for negotiation.
- c) Qualify the other negotiator through the “as if”.
- d) Establish the other negotiator’s outcome through the “as if”.

2. EXCHANGE

- a) State areas of agreement.
- b) Anchor every and any state you can utilize later.
- c) State issues to be resolved.
- d) Probe for other’s outcomes in areas of disagreement.
- e) Develop options that include both parties’ outcomes.
 - Remind the other of shared interests.
 - Ask for help in developing options.
 - Ask for preference among several options.
 - Emphasize objective standards for selecting an option.
- f) Get agreement on the best option and move to close.

3. CLOSING

Summarize agreement and action plan emphasizing the next step.



SUCCESSFUL NEGOTIATING (CONT)

TACTICS

1. Do not respond to a proposal with a counterproposal.

Restate, validate, clarify and probe.

2. Invent options for mutual gain; win/win; dovetail outcomes.

3. Avoid attack/defense exchanges.

Use "negotiation Aikido".

- Treat their proposal as one option. Probe for the outcome behind it.
- Treat your proposal the same way. If attacked, probe for the outcome behind the attack.

4. Anchor any and every state you can use later.

5. Avoid "irritators" - value judgments and statements which glorify the options you favor.

i.e.. "I can't believe you'd make such a ridiculous offer."

6. Separate intent from behaviour.

7. Label suggestions and questions.

"Let me offer a suggestion."

"I'd like to ask a question."

8. Use "I" language rather than accusing.

"I'm having trouble understanding this," rather than, "You're not making yourself clear."

9. State your reasons first before making a proposal.

a) Reason

b) Explanation

c) Proposal

Not the reverse!

10. Anticipate Objections - Handle in advance.

11. Behavioural Flexibility (Law of requisite variety).

12. Minimize the reasons you give when stating an option.

Multiple reasons gives the other the opportunity to select the weakest and make it the basis for rejecting the option.

NOT: "We must implement flextime because:

it will increase our hiring options

it will reduce our turnover

our employees will be happier

we'll look like a progressive company."



SUCCESSFUL NEGOTIATING (CONT)

TACTICS (CONT)

13. Test understanding and summarize.

“So you think that ...”

“Your main concern is...”

“Then it seems that we both think the idea is worth a trial period.”

“Let me be sure I understand where we are now.”

14. Tell the other your feelings.

“I’m having trouble with your proposal for more time off.

We’ve agreed that we both want a lower unit cost.

And yet I feel that this will only increase...”

“I get the feeling that we’re jumping and from issue to issue.

Which one would you like to discuss first?”

15. Don’t negotiate with your team in front of the other team.

If an option is raised and you need more time or information,
ask for a break or schedule another session.

16. If you get stuck:

a) Stop doing what you’re doing.

b) Generate at least three options for doing something else.

c) Choose the best and go with it.



SUCCESSFUL NEGOTIATING (CONT)

HANDLING OBJECTIONS

1. Ignore them.

One of the simplest and most potent ways to handle an objection is to act as if it never came up.

2. Restate and validate.

Use agreement frame.

3. Clarify by using The Clarity Model.

4. Some options to resolve:

a) Exaggerate

b) Conditional close through the "As if."

"What would happen if I could solve this concern?"

c) Devise an acceptable option that handles the objection.

d) Outframe

5. Options when the objection hasn't been resolved after five minutes.

a) Go on to other issues.

b) "Let's act as if we were in binding arbitration."

c) "Act as if you were me."



POTENTIAL AREAS OF CHALLENGE INSIDE A COMPANY

1. Standards
2. Measured assessment
3. Knowledgs and skill
4. Capacity
5. Conditions
6. Rewards
7. Feedback
8. Culture
9. Leadership and vision



BUSINESS NEEDS ANALYSIS

BUSINESS NEEDS ANALYSIS CHECKLIST

INFORMATION GATHERING

Gather Information on Job Performance Expectations

Gather Information on Actual Job Performance

Administer Surveys

Conduct Interviews

Conduct Observations/Tests

Complete Performance Analysis Checklist

Review Job Performance Records

PERFORMANCE CONSULTATION

Define the Gap between Actual Performance and Expectation

Identify Potential Causes

Test Each Potential Cause (Performance Analysis Checklist)

Confirm Cause(s)

Propose Solutions

COST-BENEFIT ANALYSIS

Calculate Coaching/ Training Costs

Calculate Coaching/ Training Benefits

Calculate Cost-Benefit

PROPOSAL WRITING

Organize Information

Write Proposal to Management



TRAINING NEEDS ANALYSIS MODEL

**GATHER ALL
INFORMATION**

**Actual
Job Performance Results**

**Expected
Job Performance Results**

DIFFERENCE = GAP

PERFORMANCE ANALYSIS

**If gap can be solved with knowledge or skill
= Training**

**If gap can be solved with increased capacity or performance =
Coaching**

Calculate Cost-Benefit of Coaching or Training

**PROPOSAL FOR COST-EFFECTIVE
COACHING or TRAINING**



GAP ANALYSIS FORMULA

TO ASSESS BUSINESS NEEDS

Expectations – Actual Results = GAP Business Needs

EXPECTED RESULTS	ACTUAL RESULTS	GAP

Name:

STANDARDS		
Y	N	
		Do they know <i>what</i> to do/what is expected?
		Do they know when to do it and how frequently?
		Do their supervisors agree with each other on what and when?
		Do they understand criteria for their evaluation/expected end result of their having successfully completed the task/responsibility?
		Are the standards of successful completion clearly defined?
		Are they clearly communicated?
		Are they written to be referred to when needed?
		Note:
MEASURED ASSESSMENT		
		Is performance of this task or responsibility measurable?
		Are measurements based on the communicated standards?
		Are assessments measured by results rather than activities/how results are achieved?
		Are the results measurable?
		Are the measurements objective?
		Note:
KNOWLEDGE & SKILL		
		Have they ever performed the area of responsibility/task properly?
		Is the task performed often enough to assure retention?
		Has training been provided?
		Is the training effective?
Y	N	



		Is enough practice done during training?
		Could they perform properly immediately after training?
		Are job aids available?
		Are job aids effective?
		Are the procedures for this task consistent?
		Note:
CAPACITY		
		Do they have the mental capacity?
		Do they have the physical capacity?
		Do they have the prerequisites for training?
		Note:
CONDITIONS		
		Are task procedures clear and workable?
		Is the workplace physically organized?
		Is enough time available?
		Are tools, equipment or other necessary resources available?
		Is the necessary information and people available?
		Could they do it if their lives depended on it?
		Is the information accurate?
		Are distractions and interruptions minimized?
		Are policies and procedures flexible enough?
		Do they have enough authority to carry to completion?
		Can the job be done by one person?
		Is support available when needed?
		Note:
REWARDS		



Y	N	
		Do they perceive the task/area of responsibility as important?
		Do they believe they can realistically perform what is expected?
		Are rewards and incentives in place for performing well?
		Are these presented by someone who matters?
		Do the rewards really matter to them?
		Are the rewards actually given at measurable points?
		Are incentives scheduled to prevent discouragement?
		Are there other rewards and incentives that can be added?
		Do they perceive any form of "punishment for good performance?"
		Is there any form of "reward for poor performance" in place?
		Is there any peer pressure for good performance?
		Is there any peer pressure for bad performance?
		Is stress and unpleasantness related to task within acceptable limits?
		Are there any people or circumstances related to successful completion of task preferably avoided?
		Does strong performance draw attention?
		Does poor performance draw attention?
		Is attention desired?
		Is lack of attention desired?
		Note:

**FEEDBACK**

		Are they informed about how their performance is measuring up to standards?
		Is feedback given in all areas being considered?
		Is feedback given often enough?
		Is feedback given regularly enough?
		Does feedback cover all areas?
		Is feedback based on objective measurements?
		Is feedback tied to "controllable" performance?
		Is feedback specific enough?
		Is feedback accurate?
		Is feedback given by someone who matters?
		Is feedback given in a way that is acceptable?
		Does feedback only focus on what expectations are <i>not</i> being met?
		Does feedback include what is expected instead?
		Note:

CULTURE

		Is there enjoyment?
		Are there positive attitudes?
		Is there open communication?
		Is there an awareness of values?
		Are those values being practiced?
		Note:

LEADERSHIP AND VISION

		Is there strong leadership that the employees have confidence in?
		Is there a clear vision, mission and purpose within the organisation?
		Is there clear strategy and direction?
		Note:



SOLUTIONS PROPOSAL

STANDARDS	
	Develop standards
	Communicate the standards
	Recommendation:
MEASURED ASSESSMENT	
	Develop measurements for performance evaluation
	Update old standards of measurement
	Recommendation:
KNOWLEDGE & SKILL	
	Provide or improve current training to develop necessary skills or knowledge base
	Provide in-house refresher course and/or practice simulations
	Provide job aids, on-site coaching or structure for self-paced improvement
	Recommendation:
CAPACITY	
	Change personnel
	Recommendation:
REWARDS	
	Develop or strengthen existing positive consequences of good performance
	Remove negative consequences of good performance
	Remove or weaken positive consequences of poor performance
	Recommendation:
CONDITIONS	
	Re-organize workplace
	Upgrade materials and/or necessary equipment and resources
	Re-formulate job responsibilities
	Remove or lessen interference and interruption
	Address any difficulties with co-workers
	Recommendation:
FEEDBACK	
	Provide feedback
	Improve how feedback is delivered and how often
	Recommendation:
CULTURE	
	Values alignment and facilitation
	Recommendation:



COST-BENEFIT ANALYSIS

STEPS	CALCULATIONS/ESTIMATIONS	COST
1	Daily Salary of Employee(s) for Duration of Training	
2	Benefit Package of Employee(s) for that time (@.33 x daily salary)	
3	Lost Production or Replacement Cost of Employee(s) (@ 1.5 x daily salary)	
4	Organizational Overhead (@ 1.25 x daily salary)	
5	Travel Expenses of Employee(s) (when applicable)	
6	[NOTE: Only complete Step 6 if providing in-house training] Cost of:	
	Performance Consultation	
	Training Design	
	Training Delivery	
	Evaluation	
7	[NOTE: Only complete Step 7 if employee(s) attending outside training] Cost of:	
	Tuition	
	TOTAL COST	

STEP 8: Calculate the Benefits by first identifying:

Task to be Taught _____

STEP 9: Benefit of Improved Task _____

STEP 10: Estimate the dollar value of benefit derived from improved task performance;
Then multiply the following using a Time Period of 12 months, 48 weeks or 240 days to
quantify the total benefit on a yearly basis:

$$\frac{\text{\$ Value of Benefit}}{\text{\$ Value of Benefit}} \times \frac{\text{\# of Employees}}{\text{\# of Employees}} \times \frac{\text{Time Period}}{\text{Time Period}} = \$ \text{Total Benefit}$$

STEP 11: Calculate Cost-Benefit Ratio: $\frac{\text{Total Benefit} - \text{Total Cost}}{\text{Total Cost}} = \$$ _____



RETURN ON INVESTMENT (ROI)

The purpose of calculating a Return on Investment is obviously to determine if the benefit of the coaching/training is greater than the cost of providing it.

FORMULAS TO FOLLOW:

$$\text{COST-BENEFIT RATIO} = \frac{\text{BENEFIT} - \text{COST}}{\text{COST}}$$

$$\text{RETURN ON INVESTMENT} = \text{COST BENEFIT} \times 100$$

EXAMPLES:

$$\text{Cost-Benefit Ratio} = \frac{\$600,000 - \$400,000}{\$400,000} = \$ 0.5$$

$$\text{Return on Investment} = .5 \times 100 = 50\%$$

INTERPRETATION:

For every \$1.00 invested in training, there is a net benefit, meaning a benefit over and above the cost, of .50 cents. Otherwise stated, that training will result in a return on investment of 50%.

A negative ROI indicates that the costs far outweigh the benefits. Either look at a longer time frame to determine a reasonable ROI or do not proceed with coaching/training.

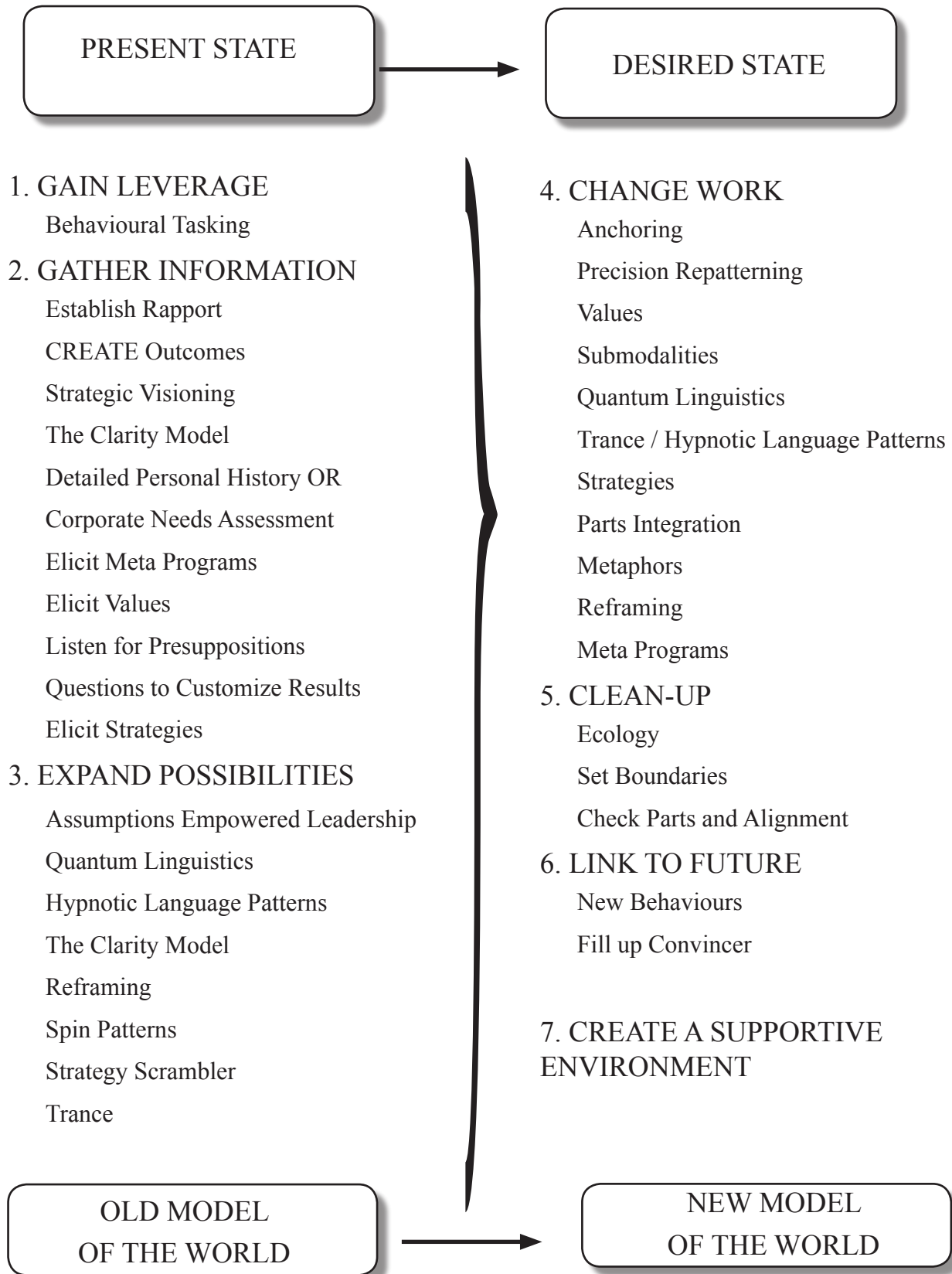
The ROI end figure can be compared with other possible investments or with current interest rates to assist in deciding its worth to the company.



APPENDIX



CHRISTOPHER HOWARD TRAINING MODEL FOR ACCELERATED TRANSFORMATION





CHRISTOPHER HOWARD TRAINING MODEL FOR LONG-TERM CHANGE

“Even if you’re on the right track, you’ll get run over if you just sit there.”

- Will Rogers

1. **Decide** to change (Gain leverage).
2. **Commit:**
 - a) Do change work.
3. **Act:**
 - a) Including enforcing boundaries
4. **Focus** on what you want (not on what you don’t want).
5. Create a powerfully supportive environment.



CHRISTOPHER HOWARD TRAINING

CERTIFICATION STANDARDS

RESULTS ASSOCIATE LEVEL

The Associate Level is offered to those who do not yet have a Certification from The Christopher Howard Companies but have taken the online or home course and would like to keep abreast of the latest information and training.

RESULTS LEVEL CERTIFICATION REQUIREMENTS:

I. Minimum duration of 120 hours of training in the basics of Neurological Repatterning taught by a Christopher Howard Companies Trainer

II. Demonstration of ability to understand the following basic skills, techniques, patterns and concepts of Neurological Repatterning and utilize them competently with self and others:

1. Behavioural integration of the following principles of Empowered Leadership:
 - a. Calibration on behaviour
 - b. Respecting others' model of the world
 - c. Ecological consideration of outcomes
 - d. Accepting people while changing behaviours
 - e. Ability to differentiate between the map and the territory
 - f. The ability to maintain rapport
 - g. Being in charge of states of mind and emotion
 - h. Recognition of there being no such thing as failure, only feedback
 - i. State management
 - j. Evaluating effectiveness of communication through responses received
 - k. Working to create change both consciously as well as unconsciously
 - l. Recognition of the drivers of focus and results
 - m. Looking to create win-win outcomes
 - n. Use of behavioural flexibility
 - o. Creating a frame work for increasing choice
 - p. Recognition of relevance of expectation in the determination of outcomes



2. Pacing and leading physiologically and verbally
3. Ability to calibrate responses using sensory acuity
4. Elicitation and utilization of representational systems (predicates and eye patterns)
5. Ability to repattern responses with submodalities
6. Understanding of linguistic presupposition and the ability to utilize presuppositions in language with volition.
7. Understand and utilize clarity model responses
8. Create metaphors to facilitate change
9. The ability to think and communicate at various levels of abstraction and specificity
10. Utilize hypnotic language to facilitate change
11. Elicit and anchor emotional states
12. Elicit, fulfill, design and install strategies
13. Integrate internal conflicts for an individual
14. Create reframes to shift a team member/client's perspective
15. Utilize Precision Repatterning to change past associations
16. Distinguish between dissociated and associated
17. Induce indirect trance through Ericksonian Hypnosis



MASTER RESULTS LEVEL CERTIFICATION REQUIREMENTS:

I. Minimum duration of 75 hours of training in the basics of Neurological Repatterning taught by a Christopher Howard Companies Trainer.

II. Demonstration of ability to understand the following advanced skills, techniques, patterns and concepts of Neurological Repatterning and utilize them competently with self and others:

1. Use of Quantum Linguistics to restructure someone's model of the world
2. Advanced use of Hypnotic Language for trance and change work
3. Temporal and Spatial language patterns
4. Utilization of inductive and deductive language to destroy boundary conditions of problems
5. Use of advanced linguistic patterns for destroying unwanted behaviours
6. The ability to work with and/or change the basis of personality including:
 - a. Values elicitation
 - b. Values fulfilment
 - c. Finding values conflicts
 - d. Values alignment for performance enhancement
 - e. Values alignment for couples
 - f. Values alignment within companies
 - g. Changing values and obliterating values conflicts
 - h. Understanding of values levels and the ability to communicate within a values level or shift an individual from one values level to another
 - i. Meta Program elicitation
 - j. Meta Program fulfilment and the ability to communicate within Meta Programs
7. Advanced ability to work with parts conflicts in individuals and organizations
8. The ability to design and deliver complete interventions that focus on grander presenting problems rather than symptoms
9. The ability to find the root cause of issues inside organizations or companies
10. An advanced ability to reframe issues by thinking in multiple dimension
11. The ability to induce trance through Elman and direct authoritarian hypnosis
12. The ability to produce deep trance phenomena and change in self and others





*“Education’s
purpose is to
replace an
empty mind
with an open
one.”*

-Malcolm Forbes-



INTRODUCING CHRISTOPHER HOWARD TRAINING

By Christopher Howard

We all have dreams and desires for our lives. Why is it that sometimes we get what we want and sometimes we don't? Why do we start out in the direction of our goals only to find ourselves off course or falling short of what we know we are capable of? And more importantly, how can we consistently accomplish the goals we set for ourselves so that we can live the life of our dreams?

Those were some of the questions I began asking myself at a time in my life when I was \$70,000 in debt, living in someone else's garage apartment and feeling I had few prospects for my future. I had already taken countless seminars and read all the best-sellers on personal development so I knew what to do, just not how to do it. It was when I started to write down my goals and take personal responsibility to shift my focus toward what I truly desired that everything in my thinking and my life started to shift. Instead of dwelling on the feeling that I was not where I wanted to be, I asked myself, what is the difference between those people who have wealth and riches beyond their wildest dreams and those who live from paycheck to paycheck? Because the mind always seeks resolution, that one unanswered question sent me on a quest studying the lives of great leaders in every field and caused me to develop my system of Cognitive Reimprinting that eventually resulted in the growth of Christopher Howard Training and the Fast Track to Success.

The answer to that question—what sets successful leaders apart—is their mind sets, focus, strategies, behaviors, beliefs, values and many other internal factors that determine our experiences in life. The Christopher Howard Companies were established to give individuals and organizations those particular skills, attitudes and mind sets to turn their boldest visions and intentions into realities and results. Most people go through life believing they have to cope with themselves as they are and deal with life as it comes because, “that’s just the way it is.” The scientific fact is, reality is subjective, therefore, you can actually create your life however you want it. You can forever transform aspects of your personality that no longer serve you and manifest your deepest heart’s desires. I developed Results Technologies as a specific set of tools that literally repatterns thinking on a neurological level to replicate the thinking and behavioral patterns of success.

I am not interested in pumping people up into a hyper state of motivation only to have them go home and have their lives gradually return to “normal,” as is so many people’s experience with seminars. Our trainings and programs are unique in that participants not only undergo a profound change on both a conscious and unconscious level, they also take with them specific techniques to apply in their daily lives to remain focused and motivated through the accomplishment of their intended goals.

If you are ready to finally take charge of your reality and live the life you know you are meant to live, our Fast Track to Success will absolutely assist you in closing the gap between where you are and where you want to be.

In the corporate arena we have the unique offerings of Christopher Howard Business Training, specifically designed to unleash the potential within teams, accelerating sales success and leadership development.

2007 marked the launch of two incredible new programs. The first of these is The Christopher Howard Coaching and Mentoring Program, including The Mentors Circle. This wonderful enterprise will provide a forum for all of our graduates to continue their personal and professional development, and to foster the supportive environment we know is indispensable in achieving unbridled success!

The second program is more a “way of life” and was developed for a very select number of our graduates. It is the Billionaire Adventure Club and is the key to joining a global peer group dedicated to experiencing a truly financially opulent lifestyle as well as creating and leaving behind their own unique legacy through unique experiences of wealth and contribution.

If it's personal or business transformation you are after, I am sure you will find the perfect vehicle in the Christopher Howard offerings!



FAST TRACK TO SUCCESS

Breakthrough to Success Weekend

It's within the Breakthrough to Success Weekend that you are introduced to the latest cutting-edge technologies to take charge of your thinking, and therefore, your results. If it's now time to experience ultimate wealth, optimal health and fulfilling relationships, begin here. During this three day event, you finally release those limiting beliefs that have been holding you back from the accomplishment of your greatest intentions, then you navigate your future with Strategic Visioning to propel you toward your dreams with more momentum and ease than you ever knew possible.

Performance Revolution

Performance Revolution applies the most powerful techniques of Results Technologies to the business environment. In this powerful and exciting three day seminar you will be exposed to the success strategies and insights extracted from the minds of the greatest leaders of all time: the likes of Nelson Mandela, Gandhi and leaders of the business world such as Richard Branson and Warren Buffett. This complete leadership immersion experience will drive your finances, communication and leadership skills to a whole new level. These new skills will ultimately set you apart from the competition and give you the edge you need to powerfully move forward. Whatever your career goals, Performance Revolution will provide you with the recipe for success!

Billionaire Bootcamp

Imagine if you could sit down with some of the world's most powerful business legends like Warren Buffett, Bill Gates, Donald Trump or Oprah Winfrey. What could you do if you learnt the secrets behind what made their achievements inevitable, and then installed their mindsets in yourself to fulfil your own dreams. Billionaire Bootcamp transforms your life instantly and forever by systematically helping you to remove unconscious sources of limitation while simultaneously layering in the mindsets of these magicians of the material world. You walk away from this one-week intensive possessing a new level of leadership and financial ability. The breakthroughs you will have will leave you unstoppable as you move powerfully in the direction of your dreams.

Design Your Destiny

Do you ever find yourself wondering, "What is my purpose in life? What path can I take to get there?" Many people carry this aching feeling around with them, a sense that they are not fulfilling their destiny or contributing to the world in the way they sense they can. This three day experience called Design Your Destiny will help you remember or discover your true vision, mission and purpose then access the power within yourself to make it real. You will get clear on exactly what you intend for your life, and leave the seminar having planned the exact steps to take you there.

Ultimate Business & Ultimate Investment Seminars

The two latest additions to the FAST TRACK to SUCCESS. Each of these separate seminars bring together a "best of the best" business or investment minds in the world. Learn the secrets to world class business or investing (respectively) from the masters of today. Not only will you learn the secrets and strategies of the greatest teachers, trainers and results achievers but you will go beyond this to learn and integrate the excellence psychology and billionaire mindset of the champions of Business or Investing.



FAST TRACK TO SUCCESS

Results Certification

If you're ready to master the science behind the cutting edge techniques of Results Technologies to lead, coach and empower yourself and others, join us for professional certification training at our Fast Track to Success. This one-week intensive training furnishes you with indispensable skills modeled from masters of communication and accelerated human transformation. You will leave with unrivalled abilities to coach and lead others to produce exceptional results. You will learn how to harness the power of the other 95% of your mind—your unconscious—using Results Technologies. With the level of proficiency and expertise gained at this level, you can empower your clients, colleagues, family and self to breakthrough behavioral patterns and achieve results in finances, health, relationships and career.

Master Results and Performance Consultant Certification

This advanced level of coaching and leadership training provides you with the second half of the full body of knowledge for creating behavioral change in yourself and others. Moreover it goes deeper into uncovering the basis of personality and its impact on our results: values, attitudes, meta programs and other advanced internal filters that determine exactly what we get in life. You will leave with an innate understanding of how you create your reality as well as mastery of the full range of Neurological Repatterning techniques including advanced communication styles such as Quantum Linguistics. With this incredible tool belt you can work with individuals, teaching them and empowering them to make long-lasting changes and to permanently stop unwanted behaviors. In addition you will discover how to take all of these sciences and apply them in the business environment such that you can align teams to achieve huge corporate success.

Presentation and Platform Skills

If you are inspired to accomplish great things in your life, nothing breeds that success like the confidence that comes with extraordinary presentation skills. In this one-week immersion training, you will install 36 behaviors of the most effective speakers of all time. At the completion of the training you will feel confident in your ability to persuade and inspire groups of people from 10 to 10,000. Use the power of language and rapport to create synergistic relationships and expand your personal and professional sphere of influence. Whether you choose to follow the path of a professional speaker, or simply want to master the communication skills necessary to thrive in the business environment, this is a training not to be missed.

Trainer Development Track

This invitation only program is designed to bring out the best in all of our graduates. After completing all levels of the Fast Track to Success, you have the ability to assist at all of our trainings. Our Team of Master Coaches and Trainers provide all the ongoing support you need as you successfully incorporate all your new skills into your own personal and professional development. Be involved with continuing skill sessions and conference calls to continue your Christopher Howard Training journey. The Trainer Development Track is a compulsory prerequisite for anyone wanting to become a Christopher Howard Trainer and Master Trainer.

www.chrishoward.com



CHRISTOPHER HOWARD BUSINESS TRAINING

Focusing on Sales, Communication and Leadership programs, Christopher Howard Business Training (CHBT) unleashes the power of your people by crashing through conscious and unconscious barriers to excellence. Unlike any other training company, CHBT will get you the results you want NOW.

There are no “off the shelf” trainings here

Our Consultants and Trainers will spend time excavating and analyzing your current situation as well as finding out about what result YOU want for YOUR Team and Business.

***Armed with this information a specific training solution
is tailored to deliver the RESULTS you want***

Christopher Howard's incredibly effective Results Technologies are used by our graduates to create rapid and lasting change for their own and others lives. CHBT takes these technologies and turns them to the Business World with equal ease and unparalleled effectiveness.

From sales, communication or leadership to change management, conquering workplace stress and achieving work /life harmony to powerful presentations and persuasion techniques, creating unstoppable teams or achieving rapid growth... CHBT will help you and your business achieve the results you want. From small team presentations to large-scale events; one off trainings to on-going development work - CHBT will tailor a solution to your individual circumstances.

*Due to the individual nature of CHBT's Programs,
all trainings are organized on a private and personalized basis.*

For further information, please email businesstraining@chrishoward.com



CHRISTOPHER HOWARD COACHING & MENTORING PROGRAM

“Do you want to turn your visions and intentions into realities and results?”

“Are you seriously excited about turning your life around and getting huge results, whether it be staggering business profits, more time off to spend with the family, a breakthrough in your own health or finding the ideal relationship?”

Imagine living a life with no barriers, boundaries or stoppages - the life you have always dreamed of. Imagine living a life full of health, vitality, energy and fulfillment beyond words. These are all possible with the Christopher Howard Coaching and Mentoring Program.

Find out how you can put Chris' Team of Master Coaches to work to help you achieve your wildest dreams using the Next Generation of personal development tools for your success.

Choose the Program that works for you:

- **Group** Coaching and Mentoring
- **Breakthrough** Coaching and Mentoring
- **Elite** Coaching and Mentoring

Where else can you get a NO-HYPE, STEP BY STEP PROGRAM that will stimulate YOUR mind, electrify YOUR enthusiasm and point you in YOUR direction, harness YOUR passion and magnetically attract success to you?

For all enquiries about the Christopher Howard Coaching and Mentoring Program, speak with our Master Results Coaches at the Coaching and Mentoring Desk during the event or email chcoaching@chrishoward.com

THE MENTORS CIRCLE

- Online Forums and Discussions
- LIVE! Christopher Howard and Christopher Howard Training Team Teleconferences
- Downloadable content including e-books!
- Articles, scripts and more!
- Members only Calendar of Events

Our discussion forums are designed to help you produce results quicker and faster by developing the skills learned in your Christopher Howard Seminars, and working with other students and graduates towards your personal and professional goals. You'll also have access to downloadable content, including articles and e-books for both business and personal applications. A Calendar to help you plan your path to success will outline special “members only” events, including live teleconferences featuring Christopher Howard and the Christopher Howard Training Team! Imagine how fast you can take your success to the next level with these amazing member benefits!

For all enquiries about The Mentors Circle, come to the Coaching and Mentoring table during the event or email mentorscircle@chrishoward.com



BILLIONAIRE ADVENTURE CLUB

Our goal is to eradicate poverty through education and entrepreneurial means. As social entrepreneurs we invest our time, skills and resources to empower global communities through education and shared responsibility to greatly raise the standard of living for all. You will build friendships and business connections based in an atmosphere of like-mindedness, unparalleled luxury, adventure and long lasting contribution. You will have the chance to utilize each other's skills and resources and to grow your business and passions. You will receive the highest level of personalized coaching and mentoring available. You will have a place to swap ideas and build on your success by learning tangible techniques and secrets from masters in various fields.

Our Vision

We give our members an immersive VIP experience and rich and fulfilling lifestyle through global adventures and trainings. Our members share in a great sense of community and adventure while traveling and being educated by the most renowned wealth builders and entrepreneurs. The BAC members make sustainable contributions to impact the lives of others while growing personal wealth and business networks.

As a Club Member you will have the opportunity to...

- Attend all of Christopher Howard's events as a VIP
- Get guest passes to several events for friends and family
- Have your own elite Coach
- Receive ongoing customized gifts and invitations to VIP Events

This is your ticket to experience a truly financially opulent lifestyle.

Your unique, incredible year long journey with the Billionaire Adventure Club includes...

- Activities and entertainment designed to stretch you and give you a taste of different cultural luxuries
- Hands on work and mentoring for global charities to achieve lasting results
- Presentations by Chris Howard and other guest stars to share their tales of success and give you innovative ideas to develop your business, investments and skills to their full potential. One piece of advice from Chris or his experts can be worth more than the entire membership!

It is time to leave your legacy.

The BAC Members enjoy a rich and fulfilling lifestyle that includes fun, adventure and travel. Our focus on contribution gives rise to a more passionate and meaningful life. Members expand their global networks and learn to grow their wealth.

*To learn more and complete an application, please visit Heather Porter
at the Billionaire Adventure Club table or email bac@chrishoward.com*



*“We make a
living by what
we get, we
make a life by
what we give.”*

-Sir Winston Churchill-

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